

SEMESTER VI
DIGITAL JOURNALISM
PRACTICAL

1. Course Description

Programme	: B.A.	Max.Hours	: 30
Course Code	: U24/MCJ/DSE/602/P	Hours per week	: 2
Course Type	: Discipline Specific Elective	Max.Marks	: 50
No. of Credits	: 1 Cr		

2. Course Objectives:

1. To gain understanding about digital information patterns, use and scope
2. To enable the students to write for the web platforms

3. Course Outcomes

After the successful completion of the course, the student will be able to:

CO1: To Outline basics of blog writing, web designing and digital marketing

CO2: Demonstrate the competencies and skills required by the media world.

4. Course Content

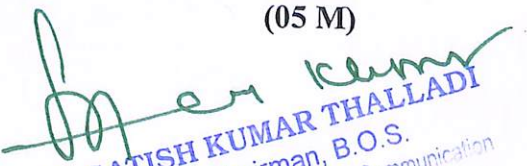
The following exercises will be given as part of the practicals:

List of Internal Projects

Exercise I

- Writing for Web Media: Basic rules Do's and Don'ts
- Basics of SEO
- Write a blog post using the above skills acquired

(05 M)


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Exercise II

(10 M)

- Writing News stories, Features and Articles on the Web
- Interviewing on the Web
- Produce a Feature Profile of a person of relevance.

Exercise III

(05 M)

- Basics of HTML
- Basics of CSS
- Write a code using these skills

List of External Projects

Exercise I

(10 M)

- Produce a HTML and CSS code for a blog of current affairs topics.


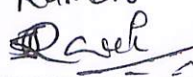
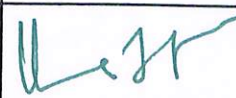
Exercise II

(10 M)

- Produce a web-blog with weekly posts, including profile and portfolio

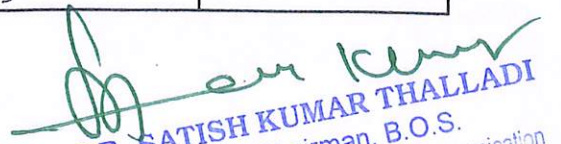
Viva Voce

(10 M)

Prepared by Course Teacher [Name & Signature]	Checked & Verified by HoD / Programme Coordinator [Name & Signature]	Approved by the Principal
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SEMESTER - VI

DYNAMICS OF SOCIAL BEHAVIOUR

1. Course Description

Programme: B.A

Max. Hours: 60 hours

Course Code: U24/PSY/DSE/601

Hours per week: 4

Course Type: DSE

Max. Marks: 100 M

No. of credits: 4

2. Course Objectives

- To introduce social thought and how it affects social behaviour; examine key theories of attribution to understand how individuals make sense of others' behavior.
- To explore the formation and change of attitudes, examine the nature and sources of prejudice, techniques for reducing prejudice and discrimination and understand the dynamics of group behavior.

3. Course Outcomes

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

- CO1: Describe the process of socialization, apply the concepts of social cognition to analyze and interpret various social phenomena and behaviors. **(UNDERSTAND, APPLY AND ANALYZE)**
- CO2: Use the theories of attribution to analyse and explain how individuals attribute causes to others' behavior. **(UNDERSTAND, APPLY AND ANALYZE)**
- CO3: Explain attitude formation and change, the nature and sources of prejudice. **(UNDERSTAND AND APPLY)**
- CO4: Analyze factors influencing conformity, compliance, and group decision-making processes. **(UNDERSTAND, APPLY AND ANALYZE)**

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4. Course Content**MODULE 1: INTRODUCTION AND SOCIAL COGNITION 15 Hrs**

Definition and application of social psychology in the new millennium (Scope/ applications)

Process of socialization: Agents & Types of Socialisation.

Socialization theory by Cooley.

Social Cognition: automatic processing, schemas, heuristics (representativeness, availability, simulation, anchoring and adjustment)

MODULE 2: SOCIAL PERCEPTION 15 Hrs

Non-verbal Communication: facial expressions, eye contact, body language, touch

Attribution and theories: Theory of correspondent inference, Kelly's Covariation model

Biases / Errors in attribution: fundamental attribution error, actor-observer effect, false consensus effect, self-serving bias, just-world belief, ultimate attribution error

Impression Formation & Impression Management

MODULE 3: ATTITUDE AND ATTITUDE CHANGE 15 Hrs

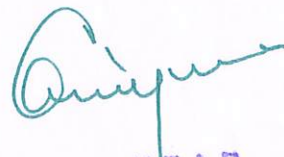
Attitude Formation: Behavioural (direct experience, classical conditioning, instrumental conditioning, social learning); mere exposure effect, polarization.


Attitude Change -Persuasion: the communicator, the communication, the audience

Elaboration likelihood model, cognitive dissonance, effort justification, choice justification,

Prejudice: nature and sources of prejudice - ingroup favouritism, contact hypothesis, stereotypes as heuristics, scapegoat theory, confirmation bias,

Discrimination, techniques for reducing prejudice and discrimination


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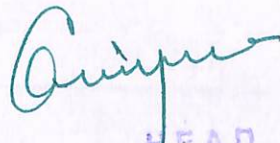

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MODULE 4: SOCIAL INFLUENCE**15 Hrs**

Groups: definition and nature of groups (roles - Zimbardo, norms, status) group cohesiveness
 Conformity, factors affecting conformity, Ash's research
 Compliance: underlying principles, foot-in-the-door technique, door-in-the-face technique
 Social Facilitation, Social Loafing, Group decision making
 Prosocial Behaviour: factors leading to helping behavior, deindividuation and bystander effect
 Aggression: factors affecting aggression(overview of drive theory, social learning theory, genetic and environmental factors)

5. References

1. Vaughan, G., & Hogg, M. A. (2005). *Introduction to social psychology*. Pearson Education Australia. Baron, R. A., Byrne, D. E., & Hopkins, Y. (1984). *Social psychology: Understanding human interaction*.
2. Feldman, R. S. (1985). *Social psychology: Theories, research, and applications*. McGraw-Hill.
3. Hogg A.M, Vaughan M.G(2002) 3rd edition, Social Psychology, Pearson publication.
4. Fiske, S. T., Gilbert, D. T., & Lindzey, G. (2010). *Handbook of social psychology* (Vol. 2). John Wiley & Sons.



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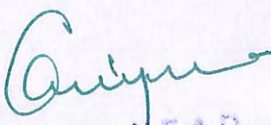
6.Syllabus Focus


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

Local /Regional/National /Global Development Needs	Relevance
Global	Social psychology investigates how culture influences individual behavior and social processes. It explores cultural norms, values, and beliefs and examines how they shape perceptions, attitudes, and behaviors. This understanding is essential for promoting cultural sensitivity, diversity appreciation, and effective communication in multicultural settings.
National	Social psychology contributes to fostering national unity and cohesion by examining factors that influence intergroup relations, stereotypes, prejudice, and discrimination.

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Communication, Analytical and Decision Making	Modules 2, 3, 4	The students were given “Cave Rescue Operation” as an individual task first and as a group task later to experience how being in a group can influence decision making and to help understand other dynamics of groups.


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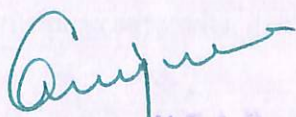
7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Assignment: The students select a news report / article on aggressive behaviours and altruistic behaviours and analyze the reasons for the same based on the theories and concepts from social psychology.
2.	Participative Learning	Skill Test: Students prepare the concepts and study in depth to answer objective type questions from the given Module
3.	Participative and Experiential Learning	Group Discussion The students can be given "Cave Rescue Operation" as an individual task first and as a group task later to experience how being in a group can influence decision making and to help understand other dynamics of groups.


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 Test	Written Exam
CO2	CIA-1 - Written Test	
CO3	CIA-1 - Assignment	
CO4	CIA-1 - Skill Test	



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b) Model Question Paper- End Semester Exam

DYNAMICS OF SOCIAL BEHAVIOUR

Course Code: U24/PSY/DSE/601
Credits: 4

Time: 2 Hrs
Max marks: 60

SECTION - A

I. Answer the following

4 x 10 = 40 M

1. Describe the process of socialization, including the agents and types of socialization.

OR

2. Explain automatic processing, schemas and heuristics in social cognition with the help of examples.

3. Discuss the importance of non-verbal communication in social interactions, in detail.

OR

4. What are the biases and errors in attribution, and how do they influence social perception?

5. Explore the various factors contributing to attitude formation.


OR


6. Analyze the nature and sources of prejudice, suggesting some techniques to reduce prejudice.

7. Define groups and discuss how group cohesiveness influences group behavior?

OR

8. Explore the factors affecting conformity, drawing from Ash's research.


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SECTION - B

II. Answer any four of the following.

4 x 5 = 20 M

9. Differentiate foot-in-the-door technique and the door-in-the-face techniques.
10. Summarize cognitive dissonance and its role in attitude change.
11. Describe the processes of impression formation and impression management.
12. What is the scope of social psychology in the new millennium?
13. Write a brief note on Cooley's theory of socialization.
14. Discuss Kelly's theory of attribution using examples.

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
I	15	CO-1	2	10	2	5
II	15	CO-2	2	10	1	5
III	15	CO-3	2	10	2	5
IV	15	CO-4	2	10	1	5

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SEMESTER - VI

ENVIRONMENTAL PSYCHOLOGY

Course Description

Programme: B.A

Max. Hours: 30 hours

Course Code: U24/PSY/SEC/601

Hours per week: 2

Course Type: SEC

Max. Marks: 50 M

No. of credits: 2

2. Course Objectives

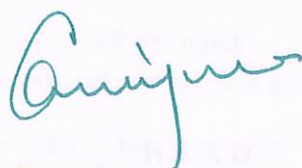
- To recognize environmental problems and related psychological processes to understand human-environment transactions.
- To explain various processes related to environmental degradation, identify significant impact on human life and well-being and encourage in adopting pro-environmental behaviours.

3. Course Outcomes

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

CO1: Understand the role of psychological processes in people's responses to environmental problems. (UNDERSTAND)

CO2: Identify the processes related to environmental degradation and their impact on human life while encouraging pro-environment behaviour. (UNDERSTAND, APPLY)



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4. Course Content**MODULE 1: INTRODUCTION TO HUMAN -ENVIRONMENT RELATIONSHIP**

Definition and scope.

Salient features of environmental psychology

Personal space, territoriality, crowding.

Human - environment transaction: personal space, territoriality, crowding, stimulus overload

Indian research on crowding and personal space

MODULE 2: POLLUTANTS AND PRO-ENVIRONMENT BEHAVIOUR

Environmental stress, types of stress

Sources of stressors: Cataclysmic, ambient stressors, daily hassles

Noise, air, water and chemical pollution, their consequences

Changing the environmental destructive mindset

Environmental education: environmental prompts and cues, reinforcement strategies Environmental movements and their effectiveness.

References

1. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
2. DiMatteo, M.R. & Martin, L.R.(2002). Health psychology.New Delhi: Pearson
3. Neiten, W. & Lloyd, M.A (2007). Psychology applied to Modern life. Thomson Delmar Learning.
4. J. Pandey (Ed.), Psychology in India revisited: Developments in the discipline (Vol. 3: Applied social and organizational psychology, pp. 261-308). New Delhi, India: Sage.
5. Nagar, D. (2006). Environmental psychology. New Delhi, India: Concept.

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6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
National	By understanding psychological barriers and motivators for pro-environmental actions, students can develop strategies to promote behaviors such as recycling, energy conservation, and sustainable transportation choices, which are widely accepted and easy to apply for most people.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD-Knowledge	Module 2	Use storytelling, role-playing, or empathy-building exercises to help students understand the interconnectedness of all life forms and the importance of environmental sustenance.

7. Pedagogy

S.No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Group discussion: Students to discuss in groups and identify practical skills related to environmental conservation, which they would practise henceforth.
2.	Participative and Experiential Learning	Research studies : Identify research articles on environment and sustainability in the Indian context and discuss the findings with the class.
3.	Participative Learning	Art Project : Prepare posters / placards to promote pro-environment behaviour.

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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 Group discussion, Research articles	Written Exam
CO2	CIA 2 Art Project, Skill test	

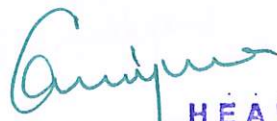
b) Model Question Paper- End Semester Exam**ENVIRONMENTAL PSYCHOLOGY**

Course Code: U24/PSY/SEC/601
Credits: 2

Time: 1 Hrs
Max marks: 30

SECTION - A**I. Answer any five of the following****5 x 6 = 30 M**

1. Define environmental psychology and discuss its salient features.
2. Summarize the human – environment relationship and the transactions.
3. Illustrate the research findings on crowding and personal space with focus on Indian population.
4. Explain the consequences of noise, chemical and air pollution on human health and well-being.
5. Discuss strategies for changing the environmental destructive mindset.
6. Write a note on 2 environmental movements aimed at promoting pro-environment behaviour, and their effectiveness.
7. Briefly discuss the sources of environmental stressors.



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SEMESTER - VI

INTRODUCTION TO AMERICAN LITERATURE

1. Course Description

Programme: BA

Course Code: U24/LIT/DSE/602

Course Type: DSE

No. of credits: 5

Max. Hours: 75Hrs

Hours per week: 5 Hr

Max. Marks: 100

2. Course Objectives

- To help learners interpret the history and multiple cultural traditions of the United States of America through selected texts.
- To analyse the different genres of American and African American Literature.

3. Course Outcomes

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

CO1: Learners will be able to evaluate and appreciate the history, literary movements, and concepts of American society, through the study of prescribed texts. (Evaluate)

CO2: Learners will be able to critique the variations of American poetry down the ages through prescribed texts. (Analyse)

CO3: Learners will be able to examine the issues of oppressed African women and their resistance through female solidarity. (Understand)

CO4: Learners develop an insight into existential issues of the time besides understanding the psychological fear and guilt through detective fiction.(Apply)

CO5: Learners will be able to explain the response of the individuals and their disillusionment with the American Dream in the context of the Great Depression in American society. (Understand)

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4. Course Content**MODULE I - MOVEMENTS/CONCEPTS: (15 Hrs)**

Slave Narrative, American Dream, Harlem Renaissance, Lost Generation

MODULE II – POETRY (15 Hrs)

Emily Dickinson- “If was not death, for I stood up”

Langston Hughes - “Will V-Day be Me-Day Too?”

MODULE III– FICTION (15 Hrs)Alice Walker– *The Color Purple***MODULE IV -SHORT STORY (15 Hrs)**

Hemingway- “A Clean, Well-Lighted Place”

Edgar Allan Poe- “Tell Tale Heart”

MODULE V–DRAMA (15 Hrs)Tennessee Williams - *The Glass Menagerie*

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5. References

1. Adams, Henry. (2004). *The United States in 1800*. Missouri: University of Missouri.
2. Bayam, Nina. (ed). (2011). *The Norton Anthology of American Literature, Vol B. 8th Ed.* New York: W.W. Norton and Co. Inc.
3. Bilton, Alan. (2003). *An Introduction to Contemporary American Fiction*. New York: NYU Press.
4. Bradley, George, Scully, G., & Beathy, H. (1974). *American Tradition in Literature (vol I)*. New York: Grosset & Dunlap.
5. Davidson, Cathy. (2004). *Revolution and the World: The Rise of the Novel in America*. Oxford: Oxford UP.
6. Dickinson, Emily. (2009). Poems. Charleston: Bibliolife —Part II: Nature- Nature the Gentlest Mother. Retrieved from <https://owlcation.com/humanities/emily-dickinsons-nature-the-gentlest-mother-is>
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8. Hemingway, Ernest. (1990). *A Clean, Well-Lighted Place*. Kansas City: Creative Education.
9. Hughes, Langston. (1926). *When will V-Day be Me-Day?* Retrieved from <https://poets.org/poem/will-v-day-be-me-day-too>.
10. Poe, Edgar Allan. (1845). *The Tell-Tale Heart*. Retrieved from https://americanenglish.state.gov/files/ae/resource_files/the_tell-tale_heart_0.pdf.
11. (2004). *The Collected Works of Edgar Allan Poe*. Hertfordshire: Wordsworth Eds. Original date 1845.
12. Walker, Alice. (2014). *The Color Purple*. London: Orion Publishing Co.
13. Williams, Tennessee. (2009). *The Glass Menagerie*. London: Penguin UK.

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6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
Global Development Needs	Understanding American literature contributes to cultural literacy in a global context. American literature has influenced and been influenced by global literary traditions, and familiarity with it enhances the appreciation of the interconnectedness of world literature.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Alice Walker – <i>The Color Purple</i>	Assigning students to choose research topics related to the novel. Possible topics include: <ul style="list-style-type: none"> The historical context of the early 20th century in the Southern United States. The feminist and social justice movements during the time of the novel.
ED	Emily Dickinson – “If was not death, for I stood up” Langston Hughes – “Will V-Day be Me-Day Too?”	Choose a set of American poems that align with entrepreneurial themes such as ambition, creativity, resilience, risk-taking, or leadership.

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EMP	Hemingway- "A Clean, Well-Lighted Place" Edgar Allan Poe- "Tell Tale Heart"	a problem or challenge inspired by the short stories to the students. Ask them to brainstorm and discuss how they would approach and solve the issue using employability skills.
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7. Pedagogy

S. No	Student-Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Seminar, oral presentation
2.	Experiential learning	Interactive classroom activities, Quiz
3.	Participative Learning	Group discussion, Roleplay

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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%
CO 1	CIA2-Oral Presentation	End Semester Exam
CO 2	CIA 1	
CO 3	CIA 1	
CO 4	CIA 2-MCQs/Objective type	
CO 5	CIA 2-MCQs/Objective type	

b) Model Question Paper- End Semester Exam

INTRODUCTION TO AMERICAN LITERATURE

SEMESTER- VI

Course Code: U24/LIT/DSE/602

Max.Marks:60

Credits: 5

Max Time: 2 Hrs

SECTION -A

I. Answer the following (250 words)

5x 10 = 50 Marks

1. Elaborate the concept of the American Dream.

OR

2. Discuss the concept of Lost Generation.

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3. Discuss the central theme in Langston Hughes's poem—Will V-Day be Me-Day Too?

OR

4. Describe the concept of death in Emily Dickinson's poem – It was not Death, for I stood up.

5. In *The Color Purple*, Alice Walker explores the problems that black

women face in the United States. Discuss.

OR

6. Discuss the theme of male-female relationship in the novel *The Color Purple*.

7. Why does the narrator want to kill the old man in the short story "The Tell Tale Heart"?

OR

8. Discuss the significance of the title—"A Clean, Well-Lighted Place".

9. Which aspects of *The Glass Menagerie* are realistic? Which aspects are

the most realistic? Discuss.

OR

10. Who is the protagonist of the play *The Glass Menagerie*? Justify.

SECTION -B

II. Answer any 5 out of 7 questions

5x 2 = 10 Marks

1. Name any two writers of the Lost Generation.
2. Annotate the following briefly:

"I am a Negro American Out to defend my land army, Navy, AirCorps—I am there"

3. What is Mary Agnes' actual or real name in the novel—*The Color Purple*?
4. List two evidence that shows that the narrator is insane in the "Tell Tale Heart"?
5. What does Laura persuade Jim to sign while they are talking in the living room alone?
6. List the literary devices are used in the poem -"It was not death for I stood up"?
7. Discuss the title of the novel *The Color Purple*.

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SEMESTER VI

INTRODUCTION TO DIGITAL MEDIA

1. Course Description

Programme: B.A

Max. Hours. 60

Course Code: U24/MCJ/DSE/602

Hours per week. : 4

Course Type: Discipline Specific Elective

Max. Marks. 100

No. of credits: 4 Crs

2. Course Objective:

1. Shine light on the various aspects of digital media
2. Equip the students with skills to produce online content

3. Course Outcome:

After completion of the course, the student will be able to:

CO1: Define written, oral, and visual communication and critique new media.

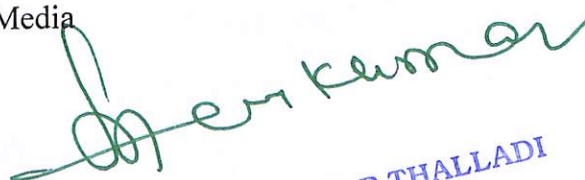
CO2: Describe the functioning of media technologies.

CO3: Demonstrate ability to produce news online

CO4: Analyze the dynamics of Social Media



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4. Course Content

MODULE - I: INTERNET AND COMMUNICATION ACROSS BOUNDARIES (15 HRS)

Salient features and advantages of new media over traditional media. History and evolution of new media and problems of access, digital divide. Social Media and their impact on radio TV and Newspapers. Internet and knowledge society. Origin and growth of the World Wide Web and Internet.

MODULE – II: DIGITAL PUBLISHING (15 HRS)

E-books and E-publishing. Basics of web designing. Search engines, Web databases, search and retrieval, Novelty, strength and weakness.

MODULE - III: TOOLS OF MULTIMEDIA JOURNALISTS (15 HRS)

Feature writing, story ideas, development and news updates on online media. Citizen Journalism, use of blogs, tweets, etc. for story generation and development. Protecting copyright. The new breaking news medium. Web based newspapers, web-journalism, changing role of e-journalist. Status of online Journalism in India today. Content Management Systems.

MODULE - IV: DYNAMICS OF SOCIAL MEDIA NETWORKS (15 HRS)

Internet as the public sphere. Participatory Culture, Online Communities and their types. Generation of Tweets. Social Media Algorithms. (Meta, Twitter/X) Social Media Business Model. Internet and freedom of expression. Internet regulation in different countries: and cyber laws: Information Technology Act, 2000 (IT Act), Digital Personal Data Protection Act 2023. Net Neutrality.

5. Reading Books

1. Dynamic Web Publishing Unleashed – Shelley Powers, Techmedia 1998
2. Assessing the State of Web Journalism.-Nath, Shyam- Authors Press, New Delhi, 2002
3. Net, Media and Mass Communication. - Chakravarthy, Jagdish. Authors press, New Delhi, 2004
4. Mass Media and Information Revolution. - Bhargava, Gopal. - Isha Books, New Delhi, 2004
5. The Communication Revolution.- Menon, Narayana. - National Book Trust.
6. Media in the Digital Age. - Pavlik J.V. -Columbia University Press.

Online Resources

1. <https://open.oregonstate.education/new-media-futures/>
2. <https://press.rebus.community/mscy/>
3. [https://www.fulcrum.org/epubs/v405sc56x?locale=en#/6/2\[cover\]!/4/6/1:0](https://www.fulcrum.org/epubs/v405sc56x?locale=en#/6/2[cover]!/4/6/1:0)
4. <https://www.digitalculture.org/books/hyperlinked-society/>

6. Syllabus Focus

a) Relevance to Local/ Regional/ National/ Global needs

Modules	FOCUS	Relevance
	Local , Regional , National and Global Development Needs	
Module I	Global	The module is designed to understand the history of New Media
Module II	National, Local	The module is designed to understand the functioning of New Media
Module III	Global, National, Regional,Local	The module is designed to equip the students with skills of producing New Media Content
Module IV	Global, National,	The module is designed to shine light on the sociological aspects of New

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b) Components of Skill Development/ Entrepreneurship Development/Employability

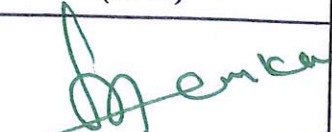
FOCUS	Syllabus Content	Description of Activity
Skill Development/ Entrepreneurship Development/ Employability		
Skill Development	Module I	Interactive Quizzes
Skill Development	Module II	Interactive Games
Employability	Module III	Field Visits
Skill Development	Module IV	Presentations

7. Pedagogy

S. No	Student Centric Methods	Type / Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Audio Visual Presentation	Problem Solving
3	Interactive Games	Experiential Learning
4.	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 DR. SATISH KUMAR THALLADI Head & Chairman, B.O.S. Department of Journalism and Mass Communication Osmania University, Hyderabad - 500 077
CO2	CIA-1	
C03	CIA-2 - Presentations	
C04	CIA-2 Skill Test on Cyber Laws	

b) Question Paper Pattern

SEMESTER VI
INTRODUCTION TO NEW MEDIA
MODEL QUESTION PAPER

Course Code: U24/MCJ/DSE/602

Max Marks: 60

Credits: 4 Crs

Time: 2 Hrs

SECTION A - Answer ALL the questions.				4Q X 10 M = 40 M	
Q.No	Module	Question	CO	BTL	
1	Module 1	List the salient features and advantages of new media. (OR)	CO 1	I	
2	Module 1	Identify the impact of Social media over the other media	CO 1	I	
3	Module 2	Discuss what must be kept in mind when designing for the web? (OR)	CO 2	II	
4	Module 2	Describe how Search Engines Work.	CO 2	II	
5	Module 3	Examine the status of online Journalism today in India (OR)	CO 3	III	
6	Module 3	Demonstrate the functioning of Content Management Systems	CO 3	III	
7	Module 4	Examine how the Internet is a Public Sphere? (OR)	CO4	IV	
8	Module 4	Compare Internet Regulation in various countries.	CO4	IV	

SECTION B - ANSWER ANY 5

4 Q X 5 M = 20 M

(To compulsorily Answer ONE question from each module)

9	Module 1	Define Knowledge Society	CO 1	I
10	Module 1	How would you explain WWW?	CO 1	I
11	Module 2	Compare and contrast E-Newspapers with print newspapers.	CO 2	II
12	Module 3	How can one make use of Tweets in News Generation?	CO 3	III
13	Module 4	Examine the causes of Digital Divide.	CO4	IV
14	Module 4	What are the features of Participatory Culture?	CO4	IV

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	2	5
2	15	CO-2	2	10	1	5
3	15	CO-3	2	10	1	5
4	15	CO-4	2	10	2	5

SEMESTER - VI

LITERARY ANALYSIS AND APPLICATION

1. Course Description

Programme: B.A.

Course Code: U24/LIT/DSE/601

Course Type: DSE

No. of credits: 5

Max. Hours: 75

Hours per week: 5

Max. Marks:100

2. Course Objectives

- To provide an overview of the development, evolution of literary theories and its application.
- To prepare the learners to study the correlation between contexts of production and reception of text.
- To write a perceptive composition in the form of literary review of a few texts on the basis of specific schools of criticism.

3. Course Outcomes

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

CO1: Apply relevant theoretical frameworks and concepts (Formalism,

Reader Response and Social Criticism) to analyse the prescribed text of poetry. (Apply)

CO2: Interpret the prescribed prose texts in the light of selected critical approaches

(psychoanalytical, theological, post-colonial, Postmodernism). (Understand)

CO3: Analyse the concept of multiculturalism and politics of language in the context of Creole literature. (Analyse)

CO4: Develop a critical perspective and successfully relate it to interpret unseen passages of poetry and prose. (Evaluate)

CO5: Apply Marxist theory to analyse the prescribed text of short stories. (Apply)

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4. Course Content**MODULE I : POETRY****(15 Hrs)**

“Mending Wall” – Robert Frost (Formalistic, Reader Response theory)

“Refugee Mother and Child” – Chinua Achebe (Postcolonial and social criticism)

MODULE II : PROSE**(15 Hrs)***The Power and the Glory* (excerpt) – Graham Greene (Psychoanalytic and Theological approaches)*A House for Mr. Biswas* (Prologue)– V.S Naipaul (Postcolonialism and Postmodernism)**MODULE III : DRAMA****(15 Hrs)***Toufann* – Dev Virahsawmy (Multiculturalism)**MODULE IV :****(15 Hrs)**

Critical Analysis Of Unseen Passage From Poetry

Critical Analysis Of Unseen Passage From Prose

MODULE V: SHORT STORY**(15 Hrs)**

“How much land does a man require?”- Leo Tolstoy (Marxist theory)

“The Garden Party” - Katherine Mansfield (Marxist theory)

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1. Achebe, Chinua. "Refugee Mother and Child." Retrieved from <http://poetry.onlinenigeria.com/ad.asp?blurb=2andtopic=Refugee%20Mother%20and%20Child>.
2. Aston, N.M (ed.). (1998). *Trends in the Twentieth Century Literary Criticism*. New Delhi: Prestige Books.
3. Daiches, David. (2007). *Critical Approaches to Literature*. Whitefish MT: Kessinger Publishing.
4. Frost, Robert. (2012). *The Early Works of Robert Frost*. North Charleston: Create Space.
5. Graham, Greene. (2001). *The Power and the Glory*. London: Vintage Publishing.
6. Lodge, David. (1979). *The Modes of Modern Writing*. London: Edward Arnold Publishers Ltd.
7. Nagarajan, M. S. (2006). *English Literary Criticism and Theory*. Hyderabad: Orient Longman.
8. Naipaul, V.S. (2011). *In a Free State*. London: Pan Macmillan.
9. ---, (2016). *A House for Mr. Biswas* (Prologue). London: Picador Pan Macmillan. Original date 1961.
10. ---, (1961). *A House for Mr. Biswas* (Prologue). Retrieved from https://www.academia.edu/38586290/A_House_for_Mr._Biswas_Novel_by_V._S._Naipaul.
11. Nayar, Pramod K. (2010). *Post Colonialism: A Guide for the Perplexed*. New York: Continuum Publishing Corporation.
12. Niazi, N., and Goutham R. (2015). *How to Study Literature*. New Delhi: PHI Learning Private Ltd.

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13. Prasad, B. (2004). *An Introduction to English Criticism*. New Delhi: Macmillan India Ltd.
14. Roberts, Mark. (1975). *The Fundamentals of Literary Criticism*. Oxford: John Wiley and Sons.
15. Waugh, Patricia. (2006). *Literary Theory and Criticism: An Oxford Guide*. Oxford: Oxford UP.

6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
Global Development Needs	Sensitise students to embrace multiculturalism

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Formalistic, Reader Response theory	Analysis of passages using theories
SD	Critical Analysis Of Unseen Passage From Prose/Poetry	Assignments

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Lecture method
2.	Experiential Learning	Activity based
3.	Participative Learning	Audio Visual
4.	Participative Learning	Chalk and Talk
5.	Experiential Learning	Discussions

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-2 MCQs/ Presentations	Written Exam
CO2	CIA-1 - IA written exam	
CO3	CIA-1 - IA written exam	
CO4	CIA-2 MCQs/ Presentations	
CO5	CIA-2 MCQs/ Presentations	

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b) Model Question Paper- End Semester Exam

LITERARY ANALYSIS AND APPLICATION

SEMESTER VI

Code: U24/LIT/DSE/601

Max Marks: 60

Credits: 5

Time: 2 Hrs

SECTION - A

I. Answer the following (250 words)

5 x 10 = 50 M

1. What are the multiple connotations of “walls” and “fences” in the poem “Mending Wall”?

OR

2. The poem “Refugee Mother and Child” is all about pathos, reflecting a harsh social reality. Do you agree?

3. How does the “House” stand as a symbol of a post colonial experience? Substantiate your answer with reference to the Prologue of *A House for Mr Biswas*.

OR

4. Examine the working of the Priest’s mind in *The Power and the Glory*.5. Investigate the intended use of language in Dev Virahsawmy’s *Toufann*.

OR

6. Attempt a critical analysis of the character Kordelia in *Toufann*.

7. Analyse the following in about 250 words.

Some say the world will end in fire,

Some say in ice.

From what I’ve tasted of desire I

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hold with those who favor fire.
 But if it had to perish twice,
 I think I know enough of hate
 To say that for destruction ice
 Is also great
 And would suffice.

OR

8. Analyse the following in about 250 words.

Let me not to the marriage of true minds
 Admit impediments; love is not love
 Which alters when it alteration finds,
 Or bends with the remover to remove.
 O no, it is an ever-fixèd mark
 That looks on tempests and is never shaken;
 It is the star to every wand'ring bark
 Whose worth's unknown, although his height be taken.
 Love's not time's fool, though rosy lips and cheeks
 Within his bending sickle's compass come.
 Love alters not with his brief hours and weeks,
 But bears it out even to the edge of doom:
 If this be error and upon me proved,
 I never writ, nor no man ever loved.

9. Analyse the short story "The Garden Party" from a Marxist perspective.

OR

10. Discuss class and society with reference to the short story "How much land does a man require?"

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SECTION - B

II. Answer any FIVE of the following questions.

(5 x 2 = 10 M)

11. What are the crops grown in the neighbouring farms?
12. What event in history is the text *The Power and the Glory* based on?
13. Identify the Bollywood songs used in *Toufann* by Dev Virahsawmy.
14. Elaborate upon any one tool used to analyse an unseen poem.
15. Comment on the theme of innocence and experience in "The Garden Party."
16. Briefly mention the qualities of the priest in *The Power and the Glory*.
17. Against the backdrop of which war is the poem "Refugee Mother and Child" set? How has the war affected the people?

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SEMESTER-VI

PROJECT (DISSERTATION)

1. Course Description

Programme : B.A.

Max. Hours :60 hrs

Paper Code: U24/MCJ/PRJ/601

Hours per week: 4 hrs

Type of Course: PROJECT

Max Marks: 100

No. of Credits: 4

2. Course Objectives

- 1.To enable students to produce a coherent and logically argued piece of writing on a subject of their choice related to the field of mass communication and journalism that demonstrates competence in research.
2. To enable students to understand review of literature, research design, methodology, ethics and theoretical arguments.

3. Course Outcomes

After the completion of the course, students will be able to

CO1:Discuss a research idea, transform it into a research question, and investigate it using the appropriate methods.

CO2: Summarize a survey of literature using different sources of information.

CO3: Categorize the different types of variables at play in the research and kind of methods and tools to be used.

CO4: Examine hypothesis testing with statistical analysis tools and present the findings of the study in an appropriate written format.

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4. Course Content

- All the students need to work on a research project in any area of Mass Communication and Journalism detailed in the curriculum under the guidance of a faculty supervisor.
- Each Faculty member will be allotted a group of students based on the strength and depending on their specialization and interest, to guide the students and assess their Dissertation.
- The Faculty members will guide the students in selecting the topic and method for research.
- Right from the initial stage of defining the problem the candidate has to submit the progress periodically and also present her progress in the form of seminars in addition to regular discussion with the guide. The dissertation should be of a minimum of 50 pages and up to a maximum of 80 pages.
- APA style needs to be used for the final write-up to the dissertation. The final submission needs to be duly approved by the concerned supervisor. Ethical standards need to be followed. Plagiarism checking (10% only) needs to be done before taking the final submission and the report to be added to the dissertation.

5. Course Assessment Plan

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

CO	Internal Assessments - CIA (40%)	External Assessment - (60%)
CO1-CO5	1. Research Proposal - 10 M 2. Project Progress Presentation - 10 M 3. Faculty Supervisor Assessment - 20 M	1. Presentation - 10M 2. Viva Voce - 20M 3. Dissertation Evaluation - 30 M

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Prepared by Course Teacher [Name & Signature]	Checked & Verified by HoD / Programme Coordinator [Name & Signature]	Approved by the Principal
<i>K. Ravei Kumar</i> <i>Ravei</i>	<i>K. Ravei Kumar</i> <i>Ravei</i>	<i>[Handwritten signature]</i>

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SEMESTER - VI

PSYCHOLOGY AT WORK

1. Course Description

Programme: B.A.

Course Code: U24/PSY/DSE/602

Course Type: DSE

No. of credits: 4

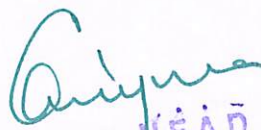
Max. Hours: 60 Hrs

Marks: 100

Hours per week: 4

2. Course Objectives

- To develop a deep understanding about the foundational principles and scope of organizational psychology
- Explore the impact of individual & group dynamics like attitudes & motivation on organizational behavior and its effectiveness.
- To be able to apply effective communication strategies to foster a positive organizational culture, manage conflicts as well as boost overall organizational performance and well-being.



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3. Course Outcomes

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

CO1: Students will be able to demonstrate a deep understanding of the scope and nature of organizational psychology including historical & contemporary trends & challenges.

(UNDERSTAND)

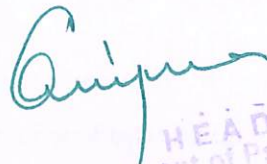
CO2: Students will be able to analyze the impact of individual factors - attitudes, values & perceptions on organizational behavior & performance & propose strategies to enhance employee motivation, satisfaction & job performance. **(ANALYZE)**

CO3: Students will be able to evaluate different types & organizational structure of leadership & apply them to analyze leadership styles & it's effects on organizational effectiveness.

(EVALUATE)

CO4: Students will demonstrate proficiency in identifying barriers to effective communication in organizational settings & applying communication strategies to overcome them. They will develop the skills in selecting appropriate communication channels & modes to facilitate clear & effective communication, positive organizational culture & performance.

(IDENTIFY AND APPLY)



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4. Course Content**MODULE 1: INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY (15 Hrs)**

Foundations of Organizational Psychology

History, Scope and Nature of Organizational Psychology

Organizational structure – Types & Hierarchy

Contemporary trends and challenges in organizational settings

MODULE 2: INDIVIDUAL PROCESSES IN ORGANIZATIONS (15 Hrs)

Employee attitudes: Major Job Attitudes, Job satisfaction,

Personality and Values at workplace: Person Job fit , Person Organization fit

Role of perceptions at workplace

Work Motivation: Meaning of work motivation, early theories, McClelland, Herzberg's theory,

two factor; Contemporary theories: Self Determination Theory, Expectancy theory, Job

Characteristics Model & Job Redesign

MODULE 3: LEADERSHIP AND DECISION MAKING (15 Hrs)

Concept of Leadership

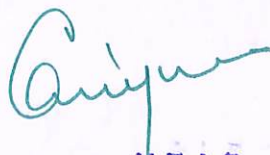
Situational Leadership

Transformational leadership, Transactional leadership

Indian perspective on leadership

Organizational Structure: Types & Hierarchy

Personal/ Self-Management & Occupational Stress – types



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MODULE 4 : COMMUNICATION IN WORKPLACE**(15 Hrs)**

Communication process

Direction of Communication: Downward, Upward and Lateral Communication,

Interpersonal Communication: Oral Written, Non-Verbal Communication

Purpose and modes of communication in organizations

Choosing the right communication: Body language, Formal, Informal communication

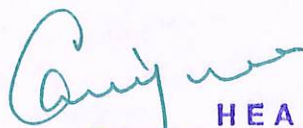
Effective Communication & Barriers to effective communication – Filtering, Selective Perception,

Information Overload, Emotions, Language, Silence, Communication Apprehension

Managing Communication: Choosing the right Communication channel

5. References:

1. Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.
2. Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley
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6. Syllabus Focus

DEPARTMENT OF PSYCHOLOGY, ST.FRANCIS COLLEGE FOR WOMEN, HYDERABAD

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

Local /Regional/National /Global Development Needs	Relevance
Local	To understand the individual & group behavior in local organizations to create positive work environments, enhanced productivity & foster employee well-being
Regional	Effective organizational practices will contribute to regional economic growth through improved productivity, innovation, and competitiveness among businesses leading to mutually beneficial partnerships and regional development initiatives.
National	It can inform policies and programs aimed at enhancing workforce skills, productivity, and employability to promote organizational effectiveness, employee well-being, and ethical practices, leading to a more sustainable and thriving national economy.
Global	Shared knowledge of organizational psychology insights are crucial for multinational corporations operating across borders to understand and manage diverse workforces, cultural differences, and global market dynamics. I can help facilitate collaboration and cooperation among organizations on a global scale, promoting innovation, knowledge sharing, and sustainable development initiatives worldwide.

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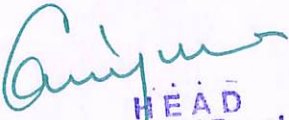
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b) Components on Skill Development/Entrepreneurship Development/Employability


SD/ED/EMP	Syllabus Content	Description of Activity
SD - Identify & Interpret	Module I	Students can be encouraged to look for recent trends and challenges in organizational psychology, write an assignment discussing the implications of these trends for organizational practices and employee well-being.
SD - Analyze	Module II	Students can be provided with case studies depicting real-world motivational challenges in organizations & analyze them using theories of motivation discussed in class to propose solutions and strategies for enhancing motivation and job satisfaction in each scenario.
SD - Model	Module III	Students can participate in a role play using a specific leadership style (transformational, transactional, autocratic) simulating leadership scenario in a workplace setting reflecting on the effectiveness of different leadership styles
EMP - Relate & Apply	Module IV	An interactive workshop can be conducted that focuses on different aspects of communication skills (e.g., active listening, nonverbal communication, conflict resolution) where students can practice and improve their communication skills. Students can be provided with constructive feedback and guidance throughout the workshop to help refine their abilities.



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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1	Research	Students can be encouraged to look for recent trends and challenges in organizational psychology. write an assignment discussing the implications of these trends for organizational practices and employee well-being.
2	Case study	Students can be provided with case studies depicting real-world motivational challenges in organizations & asked to analyze them using theories of motivation discussed in class to propose solutions and strategies for enhancing motivation and job satisfaction in each scenario.
3	Role play	Students can participate in a role play by assigning each student a specific leadership style (e.g., transformational, transactional, autocratic) simulating leadership scenarios in a workplace setting. This will help students reflect on the effectiveness of different leadership styles in various situations.
4	Workshop	An interactive workshop can be conducted that focuses on different aspects of communication skills (e.g., active listening, nonverbal communication, conflict resolution) where students can practice and improve their communication skills. Students can be provided with constructive feedback and guidance throughout the workshop to help refine their abilities.


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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 = Internal Assessment - Written Exam CIA - 2 = Skill Test	Written Exam
CO2	CIA - 1 = Internal Assessment - Written Exam CIA - 2 = Skill test & Assignment	
CO3	CIA - 2 = Presentation	

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b) Model Question Paper- End Semester Exam**PSYCHOLOGY AT WORK****Code: U24/PSY/DSE/602****Max marks: 60****Credits: 4****TIME: 2 Hr****SECTION –A****Answer the following****4 X 10 = 40 M**

1. What is the definition of Industrial/Organizational Psychology? Give the scope and nature of Organizational Psychology.

OR

2. How would you describe the Job Characteristics Model & Job Redesign?
3. What is the definition of power and what are the bases of power? What is the role of power at the workplace?

OR

4. How would you define Human Resource management and Human Resource Development? Give the Importance of HRD.
5. What can you say about contingency theories of leadership?

OR

6. How would you explain transformational and transactional leadership?
7. What is the main purpose and modes of communication in organizations?

OR

8. What is the theme of the current trends in HRD?

SECTION –B**II. Answer any FOUR****4x6 = 20 M**

9. What are the contributions of Hawthorne studies to I/O Psychology?
10. How can you explain what is meant by Management by Objectives.?
11. What is the Indian perspective on leadership?
12. What are the barriers to effective communication?
13. What are the Traditional and Modern views of conflict?
14. What is Individual and Group decision making?
15. How would you describe group morale?

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SEMESTER - VI**PSYCHOMETRIC TESTS****1. Course Description**

Programme: B.A

Max. Hours: 30 hours

Course Code: U24/PSY/DSE/601/P

Hours per week: 2

Course Type: DSE

Max. Marks: 50 M

No. of credits: 1

2. Course Objectives

To help students understand in detail about concepts of psychological testing and also administer, score, and interpret various psychological tests.

3. Course Outcomes

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

CO1: Apply the knowledge on principles of psychology to administer, score and interpret various psychological tests. **(APPLY, ANALYSE)**

CO2: Use appropriate psychological tests for measurement of corresponding psychological phenomena. **(APPLY, ANALYSE)**

4. Course Content

Any 4 to be administered from the following list

2	1	Non-verbal test of intelligence - (Raven's Standard Progressive Matrices (or) Revised Bhatia Short Battery of Performance Test of Intelligence for Adults)
	2	Comprehensive Interest Schedule
4	3	Deo-Mohan Achievement Motivation Scale
	4	Kundu Inventory of Extroversion and Introversion
	5	Word Association List
	6	Experiments on social conformity
	7	Malin's Intelligent scale for Indian Children - (Demo)

5. References

1. Anastasi, A. (1976). Psychological testing..
2. Woodworth, R. S., & Schlosberg, H. (1954). *Experimental psychology*. Oxford and IBH Publishing.
3. Stevens, S. S. (1951). Handbook of experimental psychology.

6.Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
National	The assessment tools used in psychometrics are widely used in personnel selection and recruitment processes to assess job applicants' knowledge, skills, abilities, and personality traits; enabling employers to make informed hiring decisions, predict job performance, and reduce turnover.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	All tests	Rapport building, administering the test, scoring, result interpretation and recording the results.
EMP	All tests	The skill to perform all of the above provides opportunity in taking up internships or assist psychologists in administering the tests.




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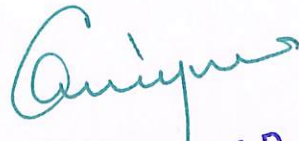
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7. Course Assessment Plan

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

Continuous Internal Assessments CIA -40%	End Semester Examination-60%
Practical Record Introductions Skill Test	Written Examination Conduction Viva

Prepared by	Checked & Verified by	Approved by
 Ms. Amulya K Faculty- in- charge	 Dr. Nandini Sanyal HoD	 Dr. Uma Joseph Principal



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SEMESTER - VI

PUBLIC RELATIONS

1. Course Description

Programme : B.A.	Max. Hours	60
Course Code : U24/MCJ/DSE/601	Hours per week	4
Course Type : Discipline Specific Elective	Max. Marks	100
No. of credits : 4 Crs		

2. Course Objectives

1. To be able to understand and explain the concepts of Public Relations.
2. To acquaint students with the knowledge of tools of Public Relations.

3. Course Outcomes

After the successful completion of the course, the student will be able to:

CO1 : Identify and list the concepts of the Public Relations discipline.

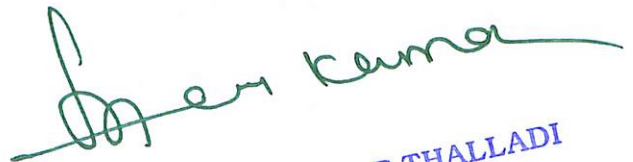
CO2 : Apply communication skills in campaigns and times of crisis.

CO3 : Analyze different types of publics and demonstrate the use of various tools of Public Relations.

CO4 : Evaluate effective/ineffective PR execution.



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4. Course Content

MODULE I: INTRODUCTION TO PR

(15 Hrs)

Definition ; Nature ; Scope of PR. Four Models of PR. PR, Publicity and Propaganda. Public Opinion; Opinion leaders. Grapevine and types of grapevine. PR and Advertising. Lobbying. Scope of PR in democratic and developing countries.

MODULE II: PR PLANNING AND PR CRISIS

(15 Hrs)

Basic Principles of Public Relations. Organisational Structure and Public Relations; Public Relations Officer. Duties and Responsibilities of a PR manager. PR and New Media Journalistic skills for effective Public Relations. Public Relations Planning Process: RPCE/RACE formula and Evaluation. Crisis communication. Crisis Management and PR; Crisis Team – Need and Importance.

MODULE III: PUBLICS IN PR

(15 Hrs)

Types of Public; Segmentation of publics – Internal and External Publics. Importance of communicating effectively to internal and external publics. Tools of PR: House Journals. Annual Reports. Brochures. Press Releases. Newsletters. New Media (Websites and Social Media). Press Conference. Open House. Exhibitions. Seminars.

MODULE IV: PR EVALUATION

(15 Hrs)

E-PR. Media Relations – The principles of good Media Relations; Public Relations in Government and NGO sector. 3 systems in PR practice: In-house PR, PR consultancy and Third system. What is evaluation – Role; Importance; Methods of evaluation. Types of research Surveys. Media Content Analysis. PR Audit. Communication audit. Case Studies – International and National case studies of effective and not so effective Public Relations. P.R 2.0: Define PR 2.0, transition from traditional PR to PR 2.0- tools of PR 2.0

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5. Reference Books:

1. Reddi, Narasimha CV: Effective Public Relations and Media Strategy, PHI Learning, New Delhi, 2009.
2. Guth, Marsh: Public Relations A Value Based Approach, Pearson
3. Jane Johnston: Media Relations: Issues and Strategies, A&U, 2008
4. Alison Theaker: The Public Relations Handbook, Routledge.

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6. Syllabus Focus

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

Module	FOCUS Local /Regional/ National /Global	Relevance
Module I	Global	The module is designed to introduce public relations
Module II	Global	The module is designed to understand the process of PR campaigns and tackle crisis.
Module III	Global	The module is designed to understand the segmentation of publics
Module IV	Global	The module is designed to understand the role of journalism
Module V	Global	The module is designed to understand the working of PR in different sectors

b) Components of Skill Development/ Entrepreneurship Development/Employability

FOCUS Skill Development/ Entrepreneurship Development/ Employability	Syllabus Content	Description of Activity
Skill Development	Module I	Activity on identifying the differences between PR & Advertising
Skill Development & Employability	Module II	To apply the RPCE formula on a product.
Entrepreneurship	Module III	Tools of PR: Drafting Press invites and Releases.
Skill Development & Employability	Module IV	Case studies of PR campaigns

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type/Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Interactive classroom games/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
CO2		
C03	CIA-2 Presentation	
C04	CIA-2 Quiz/ Objective type test	



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b) Question Paper Pattern

**PUBLIC RELATIONS
MODEL QUESTION PAPER**

Course Code : U24/MCJ/DSE/601

Max. Marks 60

No. of credits : 4 Crs

Time : 2 Hrs

SECTION A- Answer ALL the questions.			4Q X 10 M = 40 M	
Q.No	Module	Question	CO	BTL
1	Module 1	Describe the nature and scope of Public Relations. (OR)	CO 1	II
2	Module 1	Write short notes on PR, Publicity and Propaganda.	CO 1	II
3	Module 2	Apply the steps of the PR campaign for new trains launched by the Indian Railways. (OR)	CO 2	III
4	Module 2	How would you use the principles of Public Relations to plan a product launch for a company?	CO 2	III
5	Module 3	Analyse the importance of communicating effectively with Internal & External Public. (OR)	CO 3	IV
6	Module 3	Examine the effectiveness of PR tools for a company celebrating a milestone year..	CO 3	IV
7	Module 4	In your opinion, what is the significance of media relations to a PR team? (OR)	CO 4	V
8	Module 4	Define PR 2.0. Explain the need for a shift from traditional PR to PR 2.0?	CO 4	V

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SECTION B - ANSWER ANY 4 OUT OF 6			4 Q X 5 M = 20 M	
11	Module 1	What are the four models of PR? Which of them is the most sought after?	CO 1	II
12	Module 2	Compile the duties of a PRO/ PR Manager in an organisation?	CO 2	III
13	Module 3	Differentiate between Open house and Exhibitions	CO 3	IV
14	Module 4	Evaluate the latest developments in E-PR	CO 4	V
15	Module 3	Show with examples the classification of Publics	CO 3	II
16	Module 1	Define Lobbying?	CO 1	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	5
2	15	CO-2	2	10	1	5
3	15	CO-3	2	10	1	5
4	15	CO-4	2	10	1	5
1-4	-	CO1-4	-	-	2	5

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**SEMESTER VI
PUBLIC RELATIONS
PRACTICAL**

1. Course Description

Programme	: B.A.	Max.Hours	: 30
Course Code	: U24/MCJ/DSE/601/P	Hours per week	: 2
Course Type	: Discipline Specific Elective	Max.Marks	: 50
No. of Credits	: 1 Cr		

2. Course Objectives:

1. Students will acquire PR skills.
2. Students will use the skills to apply in practice tools of PR

3. Course Outcomes

- CO1:** Demonstrate the skills of a PR Professional.
CO2: Apply in practice the knowledge of PR tools.

4. Course Content

The following exercises will be given as part of the practicals:

List of Internal Projects

Log book to have the following assignments

Exercise I

- Introduction to Public Relations
- Case studies: Maggi & MCH's "Dog's are man's best friends"
- How to draft objectives using S.M.A.R.T technique for an organisation of choice.
- Media relations- Approach plan.

Exercise II**(10 M)**

- Tools of PR
- Requirements of a Brochure & Newsletter
- Drafting a Press Invitation
- Press Release

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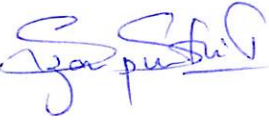


List of External Projects

Every student will be allotted an institute or organisation for which the following publicity material should be prepared and submitted individually.

Exercise I**(20 M)**

1. **Newsletter**
2. **Brochure**
3. **Infomercials: Video News release/ Institutional advertisement.**

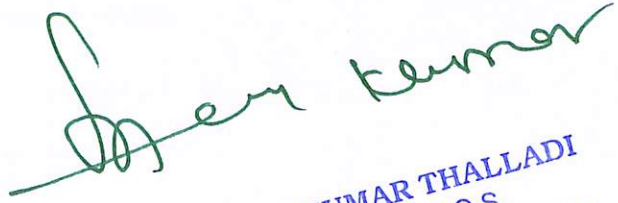
Viva Voce**(10 M)**

Prepared by Course Teacher [Name & Signature]	Checked & Verified by HoD / Programme Coordinator [Name & Signature]	Approved by the Principal
T. SUZAN SPURTHIA 	K. Ravi Kumar 	



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SEMESTER - VI

RESEARCH PROJECT

1. Course Description

Programme: B.A

Course Code: U24/PSY/PRJ/601

Course Type: PRJ

No. of credits: 4

Max. Hours: 60 hours

Hours per week: 4

Max. Marks: 100 M

2. Course Objectives

- To help students inculcate interest in scientific research and support them to design and execute a research project.

3. Course Outcomes

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

CO1: To design a research project, identify relevant psychological assessments for measuring the variables. **(ANALYSE, EVALUATE)**

CO2: To identify and apply appropriate statistical techniques to analyse the data and draw inferences about the sample; then formatted in the APA style. **(EVALUATE, CREATE)**

4. Course Content

RESEARCH METHODOLOGY

- Meaning of Research
- Characteristics of Research
- Variables – types
- Steps in Research
- APA Format

The research project is done on the below lines

No. of variables to be selected: Minimum 2

Sample size: Minimum 150

Statistical analysis- descriptive statistics, t test, correlation

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5. References:

1. Kumar, S., & Phrommathed, P. (2005). *Research methodology* (pp. 43-50). Springer US.
2. Newman, I., & Benz, C. R. (1998). *Qualitative-quantitative research methodology: Exploring the interactive continuum*. SIU Press.
3. Coakes, S. J., & Steed, L. (2009). *SPSS: Analysis without anguish using SPSS version 14.0 for Windows*. John Wiley & Sons, Inc..

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

Local /Regional/National /Global Development Needs	Relevance
National	Research projects provide opportunities for students to explore innovative ideas, methodologies, and approaches, fostering a culture of innovation and creativity, essential for driving research and development across different sectors of the economy.

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Project	Conducting a minor research project allows students to develop essential research skills such as literature review, data collection, data analysis, critical thinking, problem-solving, and academic writing. These skills are valuable for academic and professional development in various fields.
EMP	Project	Employers and organisations focussed on research highly value those with basic research experience, not just for the research bent of mind, also because it demonstrates initiative, dedication, and intellectual curiosity.

SEMESTER VI

SEC IV - SOCIAL MEDIA FOR JOURNALISM

1. Course Description

Programme	: B.A.	Max. Hours	: 30
Course Code	: U24/MCJ/SEC/601	Hours per week	: 2
Course Type	: Skill Enhancement Course	Max. Marks	: 50
No. of Credits	: 2		

2. Course Objective:


1. To provide an understanding of the social media landscape and gain proficiency in specific uses of various types of social media platforms.
2. To understand how to create ones own presence on social media professionally and the basic strategies of brand Management on social media.

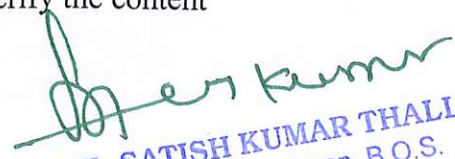
3. Course Outcomes:

After the completion of the course, students will be able to

CO1: Discuss about the concepts and tools of social media

CO2: Select an appropriate verification tool to verify the content


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4. Course Content

MODULE I : INTRODUCTION TO SOCIAL MEDIA

(15 HRS)

Social media : Concept, Evolution and characteristics; Usage and impact of Social media; Social Media : Risks and Challenges; Social media networking sites : Facebook, twitter, Instagram, LinkedIN and Youtube, Virality of Social media (Meme, Trolls), Social media management tools, Social media analytics.

MODULE II: SOCIAL MEDIA JOURNALISM

(15Hrs)

Social media: writing and Structure; Social Media Optimisation/Engagement (SMO) ,Social News gathering and Listening: Story Ideas, Sources, and Content, Social Collaboration and Curation: Crowdsourcing, News engagements : Facebook, twitter, Instagram and Youtube, Verification and Authenticity of Information, Social Media Policies, Ethics and Diversity.

5. Reference Books

1. Michael Mandiberg, The Social Media Reader (eBook) : <https://klangable.com/uploads/books/Mandiberg-theSocialMediaReader-cc-by-sa-nc.pdf>
2. AnkitLal ,India Social,Hachette India 2017.
<https://hachetteindia.com/PDF/catalogue.pdf>
3. Tim Cigelske,Analytics to Action: A Guide to Social Media Measurement ,Amazon Asia-Pacific Holdings Private Limited, 2017.
4. Anthony Adornato,Mobile and Social Media Journalism:A Practical Guide for Multimedia Journalism,2nd edition,2022.

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6. Syllabus Focus

a) Relevance to Local/ Regional/ National/ Global needs

Modules	FOCUS	Relevance
	Local , Regional , National and Global Development Needs	
Module I	Global,National, Regional, Local	The module is designed to understand the concepts of social media
Module II	Global,National, Regional, Local	The module is designed to understand social media journalism

b) Components of Skill Development/ Entrepreneurship Development/ Employability

FOCUS	Syllabus Content	Description of Activity
Skill Development/ Entrepreneurship Development/ Employability		
Skill Development	Module I	Case studies
Employability	Module II	Generating social media posts

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Case studies	Problem Solving
3.	Group Activity : social media analytics	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	Virality of social media -10 M	End Semester examination
CO2	Social media news engagement - 10 M	

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b) Question Paper Pattern

SEMESTER VI
 SEC IV – SOCIAL MEDIA ^{For} JOURNALISM
 MODEL QUESTION PAPER

Course Code : U24/MCJ/SEC/601

Max. Marks : 30

No. of Credits : 2

Time : 1 Hour

SECTION A - Answer any FIVE of the following

5 Q X 6 M = 30 M

Q.No.	Module	Question	CO	BTL
1	Module 1	Discuss about social media and its characteristics.	CO 1	II
2	Module 1	How can you explain the risks and challenges of social media?	CO 1	II
3	Module 1	Explain about social media management tools.	CO 1	II
4	Module 1	Explain about social media analytics.	CO 1	II
5	Module 2	How would you improve Social Media Optimization?	CO 2	III
6	Module 2	How would you design a strategy for Crowdsourcing ?	CO 2	III
7	Module 2	How can you explain Verification and Authenticity of Information on social media?	CO 2	III

SEMESTER - I

SOFT SKILLS

1. Course Description

Programme: BA
Course Code: U24/LIT/SEC/601
Course Type: SEC- 4
No. of credits:2

Max. Hours:30
Hours per week: 2
Max. Marks:50

2. Course Objectives

- To able to use LSRW skills
- To understand oneself through literary text
- To develop soft skills required for professional life.

3. Course Outcomes

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

- CO1: Learners are able to understand and develop their personality for professional life. (Understand ,Develop)
- CO2: Learners are able to critically think and analyse when faced with problems in personal life and professional life. (Analyse)

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4.Course Content

MODULE I: PERSONALITY DEVELOPMENT (15 Hrs)

Leadership

- Extract from Interview: A leader Should Know How to Manage Failure: APJ Abdul Kalam

Self Confidence

- I am Enough- Grace Byers

Time Management

- The Ant and the Grasshopper – La Fontaine

Team Work

- Game: Blind Drawing
- “Magic of Teamwork”- Sam Pitroda

Motivational Skills

- Poem: “If” - Rudyard Kipling
- Film: Freedom Writers

MODULE II: PERSONALITY TRAINING (15 Hrs)

Decision Making

- Fables: Two Frogs and a well by Aseop

Problem Solving

- Cap Seller and the Monkey

Innovate Thinking

- Activity: Nine Dot Problem

Emotional Intelligence

- Fables: Turtle and the scorpion

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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	Students are able to involve in team-based activities
Regional	students are able to organize and manage activities.
National	Students are able to use skills learned for the National Growth
Global	Students will be able to contribute for better Global society

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module I and II	Team work: Blind Drawing
ED	Module I and II	Nine Dot Game
EMP	Module I and II	All the activities make them adapt to different scenario and roles in employment sector

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Interactive Classroom games
2.	Participative Learning	Role 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	CIA I- IA Written Exam	Written Exam
CO2	CIA I- IA Written Exam	

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b) Model Question Paper- End Semester Exam

SOFT SKILLS

SEMESTER VI

Course Code: U24/LIT/SEC/601

Max. Marks: 30

Credits: 2

Max Time: 1 hour

Section A

Note: Write any 5 from the 7 questions given

5x6M= 30

1. What are the six-traits required to be a leader according to Abdul Kalam?
2. Why was the grasshopper begging for food?
3. What is the key problem India is facing according to Saam Pitroda?
4. How did the cap seller solve his problem?
5. What was the promise of the scorpion to the Turtle?
6. What did the frogs decide on seeing the well?
7. What is the central theme of the poem "If" by Rudyard Kipling?

SOFT SKILLS

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks
I	10	CO1	5 out of 7	5x6= 30 Mark
II	10	CO2		

9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Understand	15
2	2	Analyse	15

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