

**UNIVERSITY OF HYDERABAD
SAROJINI NAIDU SCHOOL OF
PERFORMING
ARTS, FINE ARTS AND COMMUNICATION**

ENTRANCE EXAMINATION - xxxx

M.A. (Communication)

HALL TICKET NO.

June xx, xxxx

Maximum Marks: 60

Duration: 2 hours

Instructions:

1. Answer Part A and Part B in the **OMR SHEET** provided. Instructions for the OMR sheet are provided in that booklet.
2. Answer Part C in the Answer booklet provided to you.
3. The question under Part C (**Statement of Purpose**) is **mandatory**. Your paper will not be evaluated if you do not answer the question.
4. **Questions in Part A & B carry negative marking. One mark will be deducted for every four wrong answers.**

PART A: GENERAL KNOWLEDGE AND MEDIA AWARENESS

Answer the following questions by writing the letter corresponding to the correct answer in the blank space next to the question number. **Please note that questions in this section carry a negative mark of 1/4 mark for every wrong answer.**

1. _____ G-20 is
 - a. A group of industrialized countries formed for economic cooperation.
 - b. A group of developing countries formed in 2003.
 - c. Another name for ASEAN countries.
 - d. Another name for the coalition forces in Iraq.

2. _____ Which one of the following media companies went for an IPO (initial public offer) recently?
 - a. NDTV
 - b. Balaji Telefilms
 - c. Zee Telefilms
 - d. Mukta Arts

3. _____ TRAI stands for
 - a. Telecom Regulatory Authority of India
 - b. Television Ratings Association of India
 - c. Television & Radio Authority of India
 - d. Television Regulatory Authority of India

4. _____ Which media group owns the FM radio brand Radio Mirchi?
 - a. STAR
 - b. ZEE
 - c. Hindustan Times
 - d. Times of India

5. _____ Actress Jayaprada contested the Lok Sabha elections as _____ party's candidate from _____.
 - a. Bahujan Samaj Party; Pratapgarh, UP
 - b. Samajwadi Party; Rampur, UP
 - c. Rashtriya Janata Dal; Siwan, Bihar
 - d. Telugu Desam; Bapatla, AP

PART B:

APTITUDE FOR COURSE AND WRITING ABILITY

The language competence section of the entrance examination is designed to test your ability to work with the English language in terms of reading and analyzing texts and understanding correct usage. It comprises three sections, with ten questions in each section: **(1) Verbal ability, (2) English usage and grammar and (3) Word use and abuse. Sample questions from each of the three sections are given below.**

Section 1: VERBAL ABILITY

In each of the questions below, one of the pairs does not fall into the same category or conceptual group as the rest. Pick out the odd one in each set of pairs.

1. (a) entomologist/insects (b) ornithologist/birds (c) herpetologist/snakes (d) etymologist/words
2. (a) Ship/Sea (b) Rocket/Space (c) Car/Road (d) Balloon/Sky
3. (a) Airplane/Pilot (b) Train/Engine (c) Ship/Rudder (d) Boat/Oars

Section 2: ENGLISH USAGE AND GRAMMAR

Select the appropriate phrase from the options to fill in the blank in each the given sentences.

1. You can call her at 6 p.m. She _____ every evening by 5:30 p.m.
a. Is coming home
b. Comes home
c. Will be coming home
2. There _____ food left over after the function.
a. A lot of
b. Alot of
c. Too much
3. She _____ in this position for three years.
a. Is
b. Occupies
c. Has been in

PART B

Section 3: WORD USE AND ABUSE

In the following sentences, choose the correct word from the options provided.

1. Abhishek's latest film which has some amazing special effects will _____ this July.
 - a. Premiere
 - b. Premier

2. Ponting used the interview to _____ criticism on his approach to the game.
 - a. Rebut
 - b. Refute

3. Kamaraj implemented total _____ in the state during his tenure as Chief Minister.
 - a. Prohibition
 - b. Probation

5. Read the following passage carefully and tick the most appropriate answer for each question in the space provided. (5 marks)

The decade following World War 11 was an extraordinarily active period for research on mass communication. Carl Hovland and his associates followed up the Army studies by conducting experiments on communication issues. The Erie County of the 1940 presidential campaign had uncovered the possible significance of social ties among members of the audience. All of these studies were pressing forward vigorously the task of discovering the principles, processes, and influences of mass communication.

Controversies raged in both academic and political circles regarding the implications of our society's expanding ability to communicate on a mass scale with its citizens. For some, the escalating technology of the media seemed to hold high promise for improving both society and the human condition. Mass communication could save democracy, some said, because the media had the capacity to create informed opinion. The growing power of the mass media to enlighten people, in other words, would make possible that expansion of human consciousness forecast by Charles Horton Cooley at the beginning of the 20th century.

For others, the media continued to loom as menacing agents that threatened the destruction of democracy. The expansion of the media from print to film, to broadcasting, seemed only to make it easier to shape and control the ideas of people who were becoming increasingly defenceless against media suggestions. In a society thought to be characterised by increasing urbanisation, industrialisation, modernization, the original magic bullet theory, linked with the related conception of mass societal organisation, seemed to provide a clear basis for concern about the effects of the media. The legacy of fear, in other words, appeared to many citizens to be increasingly justified as the media continued to expand.

As research on mass communication intensified, however, communication scholars were forced to reassess their thinking. The problem was that the powerful effects that had been attributed to the media - both good and bad- simply did not seem to be there. The idea that the media controlled people's beliefs, attitudes, and behaviour was not being supported by the accumulating evidence.

Increasingly, research became designed not to demonstrate the awesome power of mass communication but to trace more subtle and complex patterns of its influence. The research community, if not the public, clearly believed that a hypothesis of minimal effects is closer to reality. One prominent researcher even decided that studying the media was no longer worthwhile and declared it to be dead.

1. According to the passage, what is the need for mass communication research?

- | | |
|---|--------|
| a. To do research on media programmes | [] |
| b. To do research on media technology | [] |
| c. To discover the laws of mass media behaviour | [] |
| d. To study very intimate human relations | [] |

SAMPLE ONLY

2. In the second paragraph, how is mass media related to democracy?
- a. There is an inverse relationship between media and democracy []
 - b. There is a positive relationship between media and democracy []
 - c. There is no relationship between media and democracy []
 - d. Media democracy is against people's democracy []

CANDIDATES ARE REQUIRED TO ANSWER FIVE SUCH QUESTIONS**PART C****1. Write a 200-word essay on *any one* of the following:**

- a. US policy on business process outsourcing
- b. Coalition politics and the future of Indian democracy
- c. Cricket diplomacy

3. Write a 300-word essay on *any one* of the following:

- a. "Exit polls by media organizations during an election should be banned."
- b. "More media channels are actually reducing diversity of information available to the public."
- c. "The new television serials promote gender equity by projecting positive female roles."

HALL TICKET NO.**PART C****STATEMENT OF PURPOSE**

Write in not more than 250 words why you want to join the M.A. Communication course in our institution. Clearly write what you expect from the course and your future plans after completing the course. There are no marks for this statement. However, your paper will not be evaluated if you do not write this. (Use the space given here to write)