

**SCHEME OF EXAMINATION
&
SYLLABUS
Of
UG Programme
B.A. (Journalism & Mass Communication)**

**Study Scheme & Syllabus of
Bachelors of Arts (Journalism & Mass Communication)
Semester I & II
(2026-27)**



By

Department of Journalism & Mass Communication

IK Gujral Punjab Technical University

Vision & Mission of the Department

VISION

The Department of Journalism and Mass Communication of I.K Gujral Punjab Technical University, aspires to be a nationally and internationally acclaimed leader in professional and higher education in all spheres, which transforms the life of students through integration of teaching, research and character building.

MISSION

A Department that can effectively harness its multidisciplinary strengths to create an academically stimulating atmosphere; evolving into a well-integrated system that synergizes the efforts of its competent faculty towards imparting intellectual confidence that aids comprehension and compliments that spirit of enquiry. To orient the students to the university ethos that aspires to put building journalists to the service of society.

Program Name :	Bachelor of Arts in Journalism & Mass Communication
Program Level	Undergraduate (UG) Programme
Duration	3-Years (6 Semesters)
Eligibility for Admission	<p>Passing of 10+2 examination or its equivalent in any stream from any Board recognized or established by Central / State government through a legislation and member of Council of School Education (COBSE).</p> <p style="text-align: center;">OR</p> <p>Matriculation examination with three-years Diploma in any Trade from any State Board of Technical Education / University, or Sant Longowal Institute of Engineering & Technology, Longowal.</p>
Year of Implementation	New Syllabus will be implemented from 2026-27 onwards.
Medium of Instruction	English, Hindi, Punjabi

Program Education Objectives (PEO)

- PEO1:** Utilizing strong professional aptitude and domain knowledge to develop smart media communication for the upliftment of society
- PEO2:** Applying research and entrepreneurial skills augmented with a rich set of communication, teamwork and leadership skills to excel in their profession.
- PEO3:** Showing continuous improvement in their professional career through life-long learning, appreciating human values and ethics.

Program Objectives

The bachelor program designed for student desirous of taking up careers in mass media. A through grounding will be provided in communication and journalism theories and mass media industry. The syllabus is designed in such a way that the last developments in the ever-changing media sector can be sassily incorporated in classroom teaching.

The objectives of the course are:

- 1) To hone the journalistic and research skills through practical work, assignments, project reports, seminars, and workshop and to acquaint student with advanced journalism and media practices.
- 2) To fully acquaint students with the need to maintain an even balance between practical, theoretical and conceptual aspects of media professions and lend them a critical understanding of the communication packages as a whole.
- 3) To offer appropriate grounding in the issues, ideas and challenges of 21st century. Thereby, broadening the world view of the future media practitioners.
- 4) To develop multi-tasking skills required in the dynamic multi-media and convergent environment.

Program Outcomes

1. The students learn competencies and skills required by the media world
2. They will be well-integrated in the industry, being industry-ready at the outset.
3. The students would have acquired great confidence by the end of the course, having hands-on experience with media software, intensive training in media writing and media exposure in journalistic writing, through informal internship.

Mapping of Program Outcomes with Program Education Objectives:-

PO \ PEO	PEO1	PEO2	PEO3
PO1	3	2	2
PO2	2	3	2
PO3	2	3	3

Formulation of Program Outcomes – Program Education Objectives matrix with correlation value as 3 (High- Outcome directly/ primarily fulfils the Objective) , 2 (Medium- Outcome support the objective significantly) ,1 (Low- Minor/ Indirect / Not utilized here as the provided POs are strongly aligned with the PEOs.

Table of Content

Semester	Page No
I	6-25
II	26-46
III	
IV	
V	
VI	

Semester -I

Bachelors of Arts in Journalism and Mass Communication (BAJMC)

It is an Under Graduate (UG) programme 3 years duration (6 Semesters)

Eligibility of Admission: 10+2 in any stream or equivalent from any reorganization Board/institution.

Courses & Examination Scheme (Based on NEP-2020)

First Semester

First Semester

Course Code	Course Type	Course Title	Load Allocation (L)	Load Allocation (T)	Load Allocation (P)	Internal Marks	External Marks	Total Marks	Credits
BAJMC 101-26	Discipline Specific Course /Core DSC (Compulsory)	Introduction to Journalism	3	1	0	40	60	100	4
BAJMC 102-26	Discipline Specific Course /Core DSC (Compulsory)	History of Media	3	1	0	40	60	100	4
BAJMC 103-26	Discipline Specific Course /Core DSC (Compulsory)	Indian Political & Social System	3	1	0	40	60	100	4
BAJMC 104-26	General Elective (GE) Compulsory	Introduction to Communication-I	3	1	0	40	60	100	4
BHHL106B-19	Ability Enhancement Course(AEC)	Punjabi (Mudhli) -I	2	0	0	20	30	50	2
HVPE 101-18	Value Added Course- (VAC)	Human Values, De-addiction, traffic Rules	3	0	0	40	60	100	3
BAJMC 105-26	Skill Enhancement Course- (SEC)	Writing for media	1	0	2	20	30	50	2
BAJMC 106-26	Interdisciplinary Course - (IDC)	Computer Application	1	0	2	20	30	50	2
BMPD 102-18	Skill Enhancement Course-(SEC-VB)	Mentoring and Professional Development	0	0	2	25	00	25	1
Total			19	4	6	285	390	675	26

* A Course can either have four Hrs Lecture or Three Hrs Lecture + One Hrs Tutorial as per requirement.

BAJMC101-26
Introduction to Journalism

Time-3 Hours
Total credits -04
Theory-60
Internal Assessment-40
Total Marks-100

Note-The question paper will contain 3 sections A, B and C. Section A will consist of Ten questions of 2 marks each. Students are required to attempt all ten questions of section A. Section B will consist of five questions, students have to attempt any four questions and each question carries 5 marks. Section C consists of three questions. Students have to attempt any two questions and each question carries 10 marks.

COURSE LEARNING OBJECTIVES:

CLO 1: To develop better understanding of the concept of journalism including Indian perspective

CLO 2: To understand various forms of journalism and concept of media literacy

CLO 3: It will also provide an insight into contemporary issues of journalism and relevance of media Literacy in society.

CLO 4: To enhance understanding of now trends and terminologies of journalism

Unit	Topic	Contact Hours		
		L	T	P
I	<ul style="list-style-type: none"> ▪ Journalism: Concept, Elements, Nature and scope ▪ Functions and skills of journalism ▪ Role of journalism in Democracy ▪ Journalistic values Truth, objectivity, fairness, balance, diversity and plurality 	12	00	00
II	<ul style="list-style-type: none"> ▪ Journalism; Yellow journalism ▪ Advocacy Journalism; Investigative journalism & Interpretative journalism. ▪ Penny Press; Tabloid press; ▪ Citizen Journalism; data Journalism 	13	00	00
III	<ul style="list-style-type: none"> ▪ Organizing a news story ▪ Structure: 5W's and 1H, Inverted pyramid ▪ Criteria for news worthiness ▪ Principles of news selection ▪ Use of archives, sources of news, use of internet. 	13	00	00
IV	<ul style="list-style-type: none"> ▪ New Trends in Journalism, Cyber Journalism ▪ Journalism through Social Media ▪ Mo Jo (Mobile Journalism) ▪ Terminologies of Journalism. 	10	00	00

Course Outcomes

CO1: Understanding the core elements, functions, and ethical values (truth , objectivity, and fairness) of Journalism within a democratic framework

CO2: Differentiate between various journalistic styles, ranging from Yellow and Advocacy journalism to modern Citizen and Data journalism.

CO3: Understand the technical structure of a news story using the Inverted Pyramid model and the 5 W's & 1H framework to determine news worthiness.

CO4: Adapt to modern trends including Mobile Journalism (Mo Jo) and Social Media reporting while mastering professional industry terminology.

Mapping of Course Outcomes with Program Outcomes:

CO \ PO	PO1	PO2	PO3
CO1	2	2	1
CO2	3	2	2
CO3	3	2	3
CO4	3	3	2

Formulation of Course Outcomes – Program Outcomes matrix with correlation value as 3 (High- Course Outcome directly/ primarily fulfils the Program Outcomes) , 2 (Medium- +Course Outcome support the Program Outcomes significantly) ,1 (Low- Minor / Indirect contribution).

Suggested Readings:

1. Kumar, Keval J. *Mass Communication in India*. Jaico books, Mumbai.
2. Thakur, Kiran. *Handbook of Print Journalism*, MLC University of Mass Communication & Journalism Bhopal
3. Bhargav, G.S. *The Press in India: An Overview*, National Book Trust, New Delhi
4. Beer, Arnold D.De& Merrill Johan , C. *Global Journalism: Topical Issues and Media System*, PHI Learning Private Limited, New Delhi
5. News papers and Magazines based on current affairs.
6. Aggarwal, Virbala. *Patrakarita evam jansanchar Margdarshika*, Concept Publishing Company, New Delhi.

**BAJMC102-26
History of Media**

**Time-3 Hour
Total credits -04
Theory-60
Internal Assessment-40
Total Marks-100**

Note-The question paper will contain 3 sections A, B and C. Section A will consist of Ten questions of 2 marks each. Students are required to attempt all ten questions of section A. Section B will consist of five questions. Students have to attempt any four questions and each question carries 5 marks. Section C consists of three questions. Students have to attempt any two questions and each question carries 10 marks.

COURSE LEARNING OBJECTIVES:

CLO 1: To learn about the history and development of print media in India.

CLO 2: To understand the origin and development of radio in India.

CLO 3: To know about the history and development of Television and Cinema in India.

CLO 4: To learn about various types of popular traditional media.

Unit	Topic	Contact Hours		
		L	T	P
I	<ul style="list-style-type: none"> ▪ Invention of press ▪ History and Growth of Print media in India ▪ Role of press in freedom movement ▪ Growth and Development of print media in Punjab 	12	00	00
II	<ul style="list-style-type: none"> ▪ Invention of Radio ▪ History and development of Radio in India ▪ Growth of FM Radio in India ▪ History of Community Radio in India 	12	00	00
III	<ul style="list-style-type: none"> ▪ Invention of Television ▪ History and development of TV in India ▪ Emergence and development of Private channels in India ▪ Invention of Cinema ▪ History and development of Indian Cinema ▪ Development of Punjabi Cinema 	14	00	00
IV	<ul style="list-style-type: none"> ▪ History of Traditional media ▪ Types of Traditional Media: Folk theatre, Folk Dance, Folk Music ▪ Popular folk media of Punjab 	10	00	00

Course Outcomes

CO1: Students will be able to analyze the evolution of the printing press and evaluate the pivotal role of journalism in the Indian freedom struggle and regional growth in Punjab.

CO2: Students will demonstrate an understanding of the technological shift to radio, tracing its journey from public service broadcasting to rise of FM and Community Radio in India.

CO3: Students will be able to critique the development of Indian and Punjabi Cinema, while understanding the transition of television from state- run to private- channel dominance.

CO4: Students will identify and appreciate the cultural significance of folk theatre, dance and music, specially focusing on the traditional media heritage of Punjab.

Mapping of Course Outcomes with Program Outcomes:

CO \ PO	PO1	PO2	PO3
CO1	3	1	2
CO2	3	2	1
CO3	3	2	1
CO4	2	1	1

Formulation of Course Outcomes – Program Outcomes matrix with correlation value as 3 (High- Course Outcome directly/ primarily fulfil the Program Outcomes), 2(Medium- Course Outcome support the Program Outcomes significantly),1 (Low- Minor/ Indirect contribution).

Suggested Readings:

1. Kumar, Keval .J. *Mass Communication in India*. Jaico publications, Mumbai.
2. Garga, B.D.(1996). *So many Cinemas: The Motion Picture in India*, Eminence Design Pvt.Ltd, Bombay.
3. Barnouw, Erik & Krishna swamy, S.(1986). *Indian Films*, New Delhi, Oxford.
4. Luthra, H.R. *Indian Broadcasting*, Publication Division, New Delhi.
5. Krishnamurthu, Nadig. *India Journalism* (From Asokato Nehru), University of Mysore.
6. Chatterjee, P.C. *Broadcasting in India*, New Delhi.
7. Rangaswamy, Parthasarathi. *Journalism in India*, Sterling Publication, New Delhi.
8. Natarajan, J. *History of Indian Journalism*, Publication Division, New Delhi.
9. Jeffrey, Robin. *India's Newspaper Revolution*, Oxford University Press, Delhi.
10. Singh, Chandrakant. *Before the Headlines: A Handbook of Television Journalism*, Macmillan India Ltd, Delhi.

BAJMC103-26
Indian Political & Social System

Time-3 Hours
Total credits -04
Theory-60
Internal Assessment-40
Total Marks-100

Note-The question paper will contain 3 sections A, B and C. Section A will consist of Ten questions of 2 marks each, students are required to attempt all ten questions of section A. Section B will consist of five questions, students have to attempt any four questions and each question carries 5 marks. Section C consists of three questions. Students have to attempt any two questions and each question carries 10 marks.

COURSE LEARNING OBJECTIVES:

CLO 1: The course will help the students in understanding the working of Indian political System.

CLO 2: It will provide knowledge about the different concepts related to constitution.

CLO 3: A deep insight into the inter relationship of various social sciences can also be gained Through this course.

CLO 4: An overview of the social movements can also be understood through the study of this Paper.

CLO5: The students will get all the basic skills required for understanding changing socio-Culture of Indian society.

Unit	Topic	Contact Hours		
		L	T	P
I	<ul style="list-style-type: none"> ▪ Concept, definitions and importance of Political Science ▪ State and its in situations: Legislature, Executive and Judiciary ▪ How Indian democracy functions: parliament to panchayats ▪ Brief Introduction about Indian political parties 	13	00	00
II	<ul style="list-style-type: none"> ▪ Concepts of Basic elements of Indian constitution: Preamble ▪ Fundamental rights, Duties ▪ Directive principles Center-State relationship ▪ Emergency power, Amendment 	13	00	00
III	<ul style="list-style-type: none"> ▪ Concept, definitions of sociology ▪ Importance of Sociology ▪ Relation of Sociology with other social sciences ▪ Importance of studying Sociology for media students 	12	00	00
IV	<ul style="list-style-type: none"> ▪ Understanding current Socio-Cultural issues ▪ Basics of Indian Economy ▪ Social Change ▪ Social networks 	10	00	00

Course Outcomes

- CO1:** Students will be able to explain the foundational concepts of Political Science and the Structural functioning of the Indian democratic system, from the national Parliament to local Panchayats.
- CO2:** Students will develop a comprehensive understanding of the Indian Constitution, including the Practical application of Fundamental rights ,Duties and the mechanisms of Center- State Relationships and amendments
- CO3:** Students will be able to analyze the relationship between Sociology and Mass media, Utilizing Sociological concepts to better understand audience behavior and the social impact of Communication
- CO4:** Students will be equipped to critically evaluate current socio- cultural issues and economic Basics, enabling them to report accurately on social change and the dynamics of modern Social networks

Mapping of Course Outcomes with Program Outcomes:

CO \ PO	PO1	PO2	PO3
CO1	2	1	1
CO2	2	2	1
CO3	3	2	2
CO4	3	3	3

Formulation of Course Outcomes – Program Outcomes matrix with correlation value as 3 (High- Course Outcome directly/ primarily fulfils the Program Outcomes), 2 Medium- Course Outcome support the Program Outcomes significantly),1 (Low- Minor/ Indirect contribution).

Suggested Readings:

1. Bhushan, Vidya.&Schadeva, D.R. (1997), *An Introduction to Sociology, New age*, New Delhi.
2. Jain,Shasi. (2014). *Introduction to Psychology, Kalyani Publisher*, 5thEdition.
3. Kashyap,Subash. C. *Indian Constitution, National Book Trust of India*.
4. Mishra, S.K. &Puri ,V.K. *Indian economy, Himalayan Publishing House*.
5. Shukla, V.N.(2001). *Constitution of India, Eastern Book Company*, Lucknow.
6. Bakshi, P.M.(2001). *The Constitution of India, Universal Law Publishing Co. Pvt.Ltd*.
7. Basu, D.O. *An introduction to the Constitution of India*.
8. Johri,J.C. *Indian Political Social System*.

BAJMC104-26				
Introduction to Communication- 1				
			Time-3 Hours	
			Total credits -04	
			Theory-60	
			Internal Assessment-40	
			Total Marks-100	
Note- The question paper will contain 3 sections A, B and C. Section A will consist of Ten questions of 2 marks each. Students are required to attempt all ten questions of section A. Section B will consist of five questions, students have to attempt any four questions and each question carries 5 marks. Section C consists of three questions, students have to attempt any two questions and each question carries 10 marks.				
COURSE LEARNING OBJECTIVES:				
CLO 1: It will provide an overview of communication including Indian concept, It will help students to Develop an understanding about forms of communication.				
CLO 2: The students will get an insight the various models applicable to press further students will get to How about principles functions and barriers of communication.				
CLO 3: The effects of Mass media on society can be well understood after the study of various levels of Communication.				
CLO 4: The concept of mass Communication in context of society will be interpreted in a coherent way by Studying of communication.				
Unit	Topic	Contact Hours		
		L	T	P
I	<ul style="list-style-type: none"> ▪ Communication: definition and concepts ▪ Elements and process of communication ▪ Need and scope of communication 	11	00	00
II	<ul style="list-style-type: none"> ▪ Principles of communication ▪ Functions of communication ▪ Barriers of communication 	11	00	00
III	<ul style="list-style-type: none"> ▪ Forms of Communication: Verbal and non –Verbal. ▪ Levels of Communication -Intrapersonal, Interpersonal ▪ Group communication and Mass Communication 	12	00	00
IV	<ul style="list-style-type: none"> ▪ Theories of Communication: Bullet theory ▪ Two Step theory ▪ Concentric Circle theory ▪ Agenda setting theory 	14	00	00

Course Outcomes

- CO1:** Students will be able to define the core concepts of communication and analyze the linear And Non-linear processes required for effective information exchange in society.
- CO2:** Students will be able to apply the fundamental principles of communication to Professional Scenarios while identifying and mitigating psychological, physical, and Semantic barriers
- CO3:** Students will be able to distinguish between verbal and non-verbal cues and adapt their Communication style across various levels, ranging from personal introspection to large-Scale Mass media dissemination
- CO4:** Students will be able to critically evaluate media effects through the lens of established Theories, such as Bullet and Agenda Setting, to understand how information influences Public Opinion and behaviour

Mapping of Course Outcomes with Program Outcomes:

CO \ PO	PO1	PO2	PO3
CO1	3	1	1
CO2	2	3	2
CO3	3	2	3
CO4	3	2	2

Formulation of Course Outcomes – Program Outcomes matrix with correlation value as 3 (High- Course Outcome directly/ primarily fulfils the Program Outcomes), 2(Medium- Course Outcome support the Program Outcomes Significantly), 1 (Low- Minor / Indirect contribution).

Suggested Readings:

1. Dennis, Mcquail, *Mass Communication Theory*, Sage Publication, New Delhi.
2. Schramm, W. & Roberts, D.F. *The Process and Effects of Mass Communication*, Urbana, IL: University of Illinois Press.
3. Rayudu, C.S. *Communication*, Himalya Publication House, Mumbai
4. Kumar, KevalJ. *Mass Communication in India*, Jaico Publications, New Delhi
5. Aggarwal, Virbala. *Handbook of Journalism and Mass Communication*, Concept Publishing, New Delhi.

BHHL106B-19 Punjabi (Mudhli)-I				
				Time-3 Hours Total credits -02 Theory-30 Internal Assessment-20 Total Marks-50
COURSE LEARNING OBJECTIVES:				
CLO 1: To enhance the language ability of students.				
CLO 2: To enhance the ability of Learning media (Journalism and Mass communication) literacy through local language teaching with communication subjects				
Unit	Topic	Contact Hours		
		L	T	P
I	ਪੈਂਤੀ ਅੱਖਰੀ (ਵਰਣ ਮਾਲਾ), ਅੱਖਰ ਕ੍ਰਮ ਮਾਤਰਾਵਾਂ : ਮੁਢਲੀਜਾਣ-ਪਛਾਣ ਲਗਾਖਰ :ਬਿੰਦੀ, ਟਿੱਪੀ, ਅੱਧਕ	8	00	00
II	ਪੰਜਾਬੀ ਸ਼ਬਦ ਬਣਤਰ: ਮੁਢਲੀਜਾਣ-ਪਛਾਣ ਮੂਲ ਸ਼ਬਦ,ਅਗੇਤਰ,ਪਿਛੇਤਰ ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ,ਵਿਰੋਧਾਰਥਕ ਸ਼ਬਦ ਸੁੱਧ- ਅਸੁੱਧ: ਦਿੱਤੇ ਪੈਰੇ ਵਿੱਚੋਂ ਅਸੁੱਧ ਸ਼ਬਦ ਨੂੰ ਸੁੱਧ ਕਰਨਾ	8	00	00
III	ਹਫਤੇ ਦੇ ਸੱਤ ਦਿਨਾਂ ਦੇਨਾਂ ਬਾਰਾਂ ਮਹੀਨਿਆਂ ਦੇਨਾਂ ਚੁੱਤਾਂ ਦੇ ਨਾਂ ਇਕ ਸੌ ਤੱਕ ਗਿਣਤੀ ਸ਼ਬਦਾਂ ਵਿਚ	8	00	00
IV	ਸਧਾਰਣ ਸ਼ਬਦਾਂ ਦਾ ਅੰਗਰੇਜ਼ੀ ਤੋਂ ਪੰਜਾਬੀ ਅਨੁਵਾਦ ਸਧਾਰਣ ਸ਼ਬਦਾਂ ਦਾ ਪੰਜਾਬੀ ਤੋਂ ਅੰਗਰੇਜ਼ੀ ਅਨੁਵਾਦ	6	00	00

Course outcomes

- CO1.** Translate and transfer/broadcast the Communication knowledge in the local language.
CO2. Translate and transfer the indigenous/traditional Communication knowledge available in local knowledge into English and other global languages.
CO3. Understand the society through Punjabi language, literature and culture.
CO4. Learning Communication and in developing Media literacy.

Mapping of Course Outcomes with Program Outcomes:

CO \ PO	PO1	PO2	PO3
CO1	3	2	2
CO2	3	2	1
CO3	1	1	2
CO4	3	3	3

Formulation of Course Outcomes – Program Outcomes matrix with correlation value as 3 (High- Course Outcome directly/ primarily fulfils the Program Outcomes), 2(Medium- Course Outcome support the Program Outcomes significantly),1 (Low- Minor /Indirect contribution).

Suggested readings-

1. ਕੌਰ, ਬ. (2018). ਪੰਜਾਬੀਵਿਆਕਰਨ: ਸਿਧਾਂਤ ਅਤੇ ਵਿਹਾਰ. ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ.
2. ਦੁਨੀਚੰਦ. (2014). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ. ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ.
3. ਸੇਖੋਂ, ਸ. ਸ., & ਸੇਖੋਂ, ਪ. ਪ. (2021). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ. ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ.
4. ਸਿੰਘ, ਹ. (2010). ਪੰਜਾਬੀ ਅੰਗਰੇਜ਼ੀ ਸ਼ਬਦਕੋਸ਼. ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ

HVPE-101				
Human values, De-addiction, traffic rules				
				Time- 3Hrs
				Total credits-03
				Theory-60
				Internal Assessment-40
				Total Marks- 100
COURSE LEARNING OBJECTIVES:				
CLO 1: To equip students with comprehensive communication skills, including theory, Types, and modes of communication, proficiency in verbal and non-verbal language.				
CLO 2: To enhance reading and interpretation abilities, and effective writing techniques, preparing Them for diverse personal, social, and professional contexts.				
Unit	Topic	Contact Hours		
		L	T	P
I	Course Introduction - Need, Basic Guidelines, Content and Process for Value Education <ul style="list-style-type: none"> ▪ Understanding the need, basic guidelines, content and process for Value Education. ▪ Self-Exploration – What is it? - Its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for Self-Exploration. ▪ Continuous Happiness and Prosperity- A look at basic Human Aspirations. ▪ Right understanding, Relationship and Physical Facilities- the basic requirements for fulfilment of aspirations of every human being with their correct priority. ▪ Understanding Happiness and Prosperity correctly- A critical Appraisal of the current scenario. ▪ Method to fulfil the above human aspirations: understanding And living in harmony at various levels. 	6	00	00
II	Understanding Harmony in the Human Being - Harmony in Myself <ul style="list-style-type: none"> ▪ Understanding human being as a co-existence of the sentient 'I' and the material 'Body'. ▪ Understanding the needs of Self ('I') and 'Body' - Sukhand Suvridha. ▪ Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer). ▪ Understanding the characteristics and activities of 'I' and harmony in 'I'. ▪ Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in Detail. ▪ Programs to ensure Sanyam and Swasthya- Practice Exercises and Case Studies will be taken up in Practice Sessions. 	6	00	00
III	Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship <ul style="list-style-type: none"> ▪ Understanding harmony in the Family- the basic unit of human interaction. ▪ Understanding values in human-human relationship; meaning of Nyaya and program for its fulfilment to ensure Ubhay-tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship. ▪ Understanding the meaning of Vishwas; Difference between intention and competence. ▪ Understanding the meaning of Samman, Difference between respect and differentiati 	6	00	00

	<ul style="list-style-type: none"> ▪ the harmony in the soc on; the other salient values in relationship. ▪ Understanding iety (society being an extension of family): Samadhan, Samridhi, Abhay, Sah-astitva as comprehensive Human Goals . ▪ Visualizing a universal harmonious order in society- Undivided Society (AkhandSamaj), Universal Order (SarvabhaumVyawastha)-from family to world family!- Practice Exercises and Case Studies will be taken up in Practice Sessions. 			
IV	<p>Understanding Harmony in the Nature and Existence - Whole existence as Co-existence</p> <ul style="list-style-type: none"> ▪ Understanding the harmony in the Nature ▪ Interconnectedness and mutual fulfilment among the four orders of nature- recyclability and self-regulation in nature ▪ Understanding Existence as Co-existence (Sah-astitva) of mutually interacting units in all- pervasive space ▪ Holistic perception of harmony at all levels of existence - Practice Exercises and Case Studies will be taken up in Practice Sessions. 	6	00	00
V	<p>Implications of the above Holistic Understanding of Harmony on Professional Ethics</p> <ul style="list-style-type: none"> ▪ Natural acceptance of human values ▪ Definitiveness of Ethical Human Conduct ▪ Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order. ▪ Competence in professional ethics: <ol style="list-style-type: none"> a) Ability to utilize the professional competence for augmenting universal human order b) Ability to identify the scope and characteristics of people-friendly and eco- friendly production systems b) Ability to identify and develop appropriate technologies and Management patterns for above production systems. ▪ Case studies of typical holistic technologies, management models And production systems. ▪ Strategy for transition from the present state to Universal Human Order: <ol style="list-style-type: none"> a) At the level of individual: as socially and ecologically Responsible engineers, technologists and managers. c) At the level of society: as mutually enriching institutions and Organizations. 	6	00	00

Course outcomes

- CO1:** Students will develop a comprehensive understanding of the theory, types, and modes of communication, enabling effective verbal and non-verbal interactions across various contexts.
- CO2:** Students will gain proficiency in spoken and written communication, encompassing Personal, social, and business scenarios, and learn strategies to overcome communication Barriers.
- CO3:** Students will master close reading, comprehension, summary paraphrasing, and analysis, fostering critical thinking and interpretive abilities through diverse texts, including translations between Hindi/Punjabi and English
- CO4:** Students will acquire essential writing skills for documenting, report writing, note-making, and letter writing, enhancing their ability to produce clear and structured written Communication
- CO5:** Students will develop effective intra-personal, inter-personal, and group communication skills, Preparing them for collaborative And professional environments

Mapping of Course Outcomes with Program Outcomes:

CO \ PO	PO1	PO2	PO3
CO1	3	2	1
CO2	3	3	2
CO3	2	2	3
CO4	3	3	3
CO5	2	3	2

Formulation of Course Outcomes – Program Outcomes matrix with correlation value as 3 (High- Course Outcome directly/ primarily fulfils the Program Outcomes), 2(Medium- Course Outcome support the Program Outcomes significantly), 1 (Low- Minor / indirect contribution).

Suggested Readings:

1. R R Gaur, R Sangal, G P Bagaria, 2009, *A Foundation Course in Value Education*.
2. Ivan Illich, 1974, *Energy & Equity, The Trinity Press, Worcester, and HarperCollins, USA*
3. E.F. Schumacher, 1973, *Small is Beautiful: a study of economics as if people mattered*, Blond & Briggs, Britain.
4. A Nagraj, 1998, *JeevanVidyaek Parichay, Divya Path Sansthan, Amarkantak*.
5. Sussan George, 1976, *How the Other Half Dies, Penguin Press*. Reprinted 1986, 1991
6. PL Dhar, RR Gaur, 1990, *Science and Humanism, Commonwealth Purblishers*.
7. A.N. Tripathy, 2003, *Human Values, New Age International Publishers*.
8. Subhas Palekar, 2000, *How to practice Natural Farming, Pracheen (Vaidik) Krishi Tantra Shodh, Amravati*.
9. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, *Limits to Growth – Club of Rome’s report, Universe Books*.
10. E G Seebauer& Robert L. Berry, 2000, *Fundamentals of Ethics for Scientists &Engineers Oxford University Press*
11. M Govindrajran, S Natrajan& V.S. Senthil Kumar, *Engineering Ethics (including HumanValues), Eastern Economy Edition, Prentice Hall of India Ltd*.
12. B P Banerjee, 2005, *Foundations of Ethics and Management, Excel Books*.
13. B L Bajpai, 2004, *Indian Ethos and Modern Management, New Royal Book Co., Lucknow*. Reprinted 2008.
14. R R Gaur, R Sangal, G P Bagaria, 2009, *A Foundation Course in Value Education*.

Relevant CDs, Movies, Documentaries & Other Literature:

1. Value Education website, <http://uhv.ac.in>
2. Story of Stuff, <http://www.storyofstuff.com>
3. Al Gore, *An Inconvenient Truth*, Paramount Classics, USA
4. Charlie Chaplin, *Modern Times*, United Artists, USA
5. IIT Delhi, *Modern Technology – the Untold Story*

BAJMC105-26
Writing for Media

Time - 3 Hours
Total credits -2
Theory- 30
Internal Assessment-20
Total Marks-50

Note-The question paper will contain 3 sections A, B and C. Section A will consist of Five questions of 2 marks each, students are required to attempt all five questions of section A. Section B will consist of three questions, students have to attempt any two questions and each question carries 5 marks. Section C consists of two questions, students have to attempt any one questions and each question carries 10 marks.

COURSE LEARNING OBJECTIVES:

CLO 1: The students will be in a better position to write different types of journalistic pieces.

CLO 2: The writing skills of the students will be improved and polished through this course.

CLO 3: It will develop and understanding the concept of writing a script for Radio and TV advertising

CLO 4: it will provide an appertaining for students to show case their viewpoint and current and social issues.

Unit	Topic	Contact Hours		
		L	T	P
I	<ul style="list-style-type: none"> ▪ Basic principles of News Writing ▪ Writing features, articles, editorials, Letter to the editor. ▪ Creativity and journalistic writing 	8	0	0
II	<ul style="list-style-type: none"> ▪ Radio script writing: Radio talk, Features ▪ Radio Interview, radio Commercials ▪ Podcasting 	7	0	0
III	<ul style="list-style-type: none"> ▪ TV script writing: News writing ,Interview ▪ Documentary, special & other News programmes ▪ Preparing storyboards 	8	0	0
IV	<ul style="list-style-type: none"> ▪ Writing for Mo Jo ▪ Writing for blog/ website ▪ Digital storytelling 	7	0	0
	<p>PRACTICAL</p> <ul style="list-style-type: none"> ▪ Prepare five letter to the editor for newspaper ▪ Write 2 news stories, 2 editorials, 2 features and 2 Articles ▪ Prepare a radio commercial / radio Interview/ radio talk ▪ Prepare a news bulletin for TV / TV interview ▪ Prepare a podcast for digital media. 			

COURSE OUTCOMES

- CO1:** Understand and apply the fundamental principles of news writing, including structure, Style, and ethics, along with the ability to write features, articles, editorials, and letters to the editor
- CO2:** Develop creative and professional journalistic writing skills across different formats, Demonstrating originality and clarity in content creation
- CO3:** Demonstrate the ability to write scripts for audio and visual media, including radio (Talks, Interviews, commercials, podcasts) and television (news, interviews, Documentaries and storyboards)
- CO4:** Apply digital media writing techniques for modern platforms such as mobile Journalism (Mo Jo), blogs, websites, and digital storytelling formats.

Mapping of Course Outcomes with Program Outcomes:

CO \ PO	PO1	PO2	PO3
CO1	3	2	2
CO2	3	3	2
CO3	3	2	3
CO4	3	3	3

Formulation of Course Outcomes – Program Outcomes matrix with correlation value as 3 (High- Course Outcome directly/ primarily fulfils the Program Outcomes) , 2 (Medium- Course Outcome support the Program Outcomes significantly) ,1 (Low- Minor/ Indirect contribution).

Suggested Readings:

1. George, A. H. (1990). *News Writing. Kanishka Publications* .
2. Stein, P.& Burnett .(2000). *NewsWriter's Handbook :An Introduction to Journalism. Blackwell Publishing*
3. Itule & Anderson .(2002).*News Writing and reporting for today's media, McGraw Hill Publication.*
4. Evans, Harold.(1972). " *Newsman's English*". *William Hainemann Ltd*
5. M. L. Stein .& Susan, F.Paterno. (2003). *The News Writer's Handbook. Surjeet Publications , New Delhi.*
6. George, A. Hough. (2006). *News Writing. Kanishka Publishers, New Delhi*
7. Bruce ,D. Itule, & Douglas, A. Anderson.(2003). *News Writing and Reporting for Today's Media. McGraw Hill, New Delhi,*
8. Julian Harris, Kelly Leiter, Stanley Johnson. *The Complete Reporter. Macmillan Publishing Co, New York.*
9. Dr. Madhu Deep Singh . *Media Plurality and Diversity.* ISBN-978-81-931528-1-2

BAJMC106-26
Computer Applications

Time-3 Hours
Total credits -02
Theory-30
Internal Assessment-20
Total Marks-50

Note-The question paper will contain 3 sections A, B and C. Section A will consist of Five questions of 2 marks each, students are required to attempt all questions of section A. Section B will consist of three questions, students have to attempt any two questions and each question carries 5 marks. Section C consists of two questions, students have to attempt any one questions and each question carries 10 marks.

COURSE LEARNING OBJECTIVES:

CLO 1: To understand the basic knowledge of computer system.

CLO 2: To know about the functioning of different parts of computer.

CLO 3: To know about Software and Operating System.

CLO 4: To understand the basics of Application Software.

Unit	Topic	Contact Hours		
		L	T	P
I	<ul style="list-style-type: none"> ▪ Computer: Origin, Evolution and Generation of computer ▪ Characteristics of computer ▪ Types of Computer ▪ Block diagram of computer 	12	00	00
II	<ul style="list-style-type: none"> ▪ Basic components of a computer ▪ Input Devices ▪ Output Devices ▪ Storage Organization: Primary and Secondary Memory 	12	00	00
III	<ul style="list-style-type: none"> ▪ Introduction to Software ▪ Types of Software- System software and Application software ▪ Operating system and its functions 	12	00	00
IV	<ul style="list-style-type: none"> ▪ Introduction to MS Word and its uses ▪ Various Menus, Toolbars& Buttons ▪ Paragraph and Page Formatting ▪ Creation and Working with tables ▪ Introduction to MS PowerPoint and its uses ▪ Creating a new presentation ▪ Introduction to Excel and its uses 	12	00	00

Course Outcomes

- CO1:** Students will be able to trace the historical evolution of computers and identify different Generations and types of hardware, gaining a fundamental understanding of how Computer Architecture has developed to meet modern communication needs.
- CO2:** Students will be able to distinguish between various input, output, and storage devices, Demonstrating a technical grasp of how data is processed, stored, and retrieved within Primary and Secondary memory systems
- CO3:** Students will be able to evaluate the roles of system and application software, specifically Focusing On how operating systems function as the essential interface for managing Digital media tasks
- CO4:** Students will be able to utilize MS Word, Excel, and PowerPoint to create professional Documents, Manage data, and design impactful presentations, ensuring they possess the Core digital literacy Required for journalism and industry workflows

Mapping of Course Outcomes with Program Outcomes:

CO \ PO	PO1	PO2	PO3
CO1	2	1	1
CO2	2	1	2
CO3	3	2	3
CO4	3	3	3

Formulation of Course Outcomes – Program Outcomes matrix with correlation value as 3 (High- Course Outcome directly/ primarily fulfils the Program Outcomes), 2(Medium- Course Outcome support the Program Outcomes significantly), 1 (Low- Minor/ Indirect contribution).

Suggested Readings:

1. Channelle ,Andy. "*Beginning OpenOffice3: From Novice to Professional*"
2. Sinha, Pradeep.K & Sinha, Priti. *Computer Fundamentals, BPB Publications, 6th Edition.*
3. Documentation from Libre Office, <https://documentation.libreoffice.org/en/english-documentation>.

BMPD 102
Mentoring and Professional Development

Time-3 Hours
Total credits -01
Internal Assessment-25
Total Marks-25

Course objective:

The objective of mentoring is to develop overall personality, technical and general aptitude, general Awareness, communication skills, and presentation skills.

Practical no.	Topic	Contact Hours		
		L	T	P
	Part – A (Class Activities)	00	00	14
1.	Expert and video lectures			
2.	Aptitude Test			
3.	Group Discussion			
4.	Quiz (General/Technical)			
5.	Presentations by the students			
6.	Team building Exercises			
	Part – B (Outdoor Activities)			
1.	Sports/NSS/NCC			
2.	Society Activities of various students chapter i.e.			
3.	ISTE, SCIE, SAE,CSI, Cultural Club, etc			

The evaluation shall be based on rubrics for Part – A & B Mentors/Faculty incharges shall maintain proper record student wise of each activity conducted and the same shall be submitted to the department.

Course outcome

- CO1:** Demonstrate enhanced technical and general aptitude through expert lectures and aptitude tests.
- CO2:** Exhibit improved communication and presentation skills via group discussions, quizzes, and Student presentations
- CO3:** Develop effective teamwork and leadership abilities through team-building exercises and outdoor Activities
- CO4:** A broader understanding of current affairs and general knowledge, facilitated by diverse classroom interactions and society activities
- CO5:** Show increased engagement in extracurricular and community service activities, contributing to Holistic personal and professional growth

Mapping of Course Outcomes with Program Outcomes:

CO \ PO	PO1	PO2	PO3
CO1	3	2	2
CO2	3	3	2
CO3	2	3	1
CO4	3	2	1

Formulation of Course Outcomes – Program Outcomes matrix with correlation value as 3 (High- Course Outcome directly/primarily fulfils the Program Outcomes), 2 (Medium- Course Outcome support the Program Outcomes significantly), 1 (Low- Minor/ direct contribution).

Semester-II

Second Semester

Course Code	Course Type	Course Title	Load Allocation (L)	Load Allocation (T)	Load Allocation (P)	Internal Marks	External Marks	Total Marks	Credits
BAJMC 201-26	Discipline Specific Course /Core DSC (Compulsory)	Reporting and Editing for Print	3	1	0	40	60	100	4
BAJMC 202-26	Discipline Specific Course /Core DSC (Compulsory)	Media & Cultural Studies	3	1	0	40	60	100	4
BAJMC 203-26	Discipline Specific Course /Core DSC (Compulsory)	Media Ethics and Laws	3	1	0	40	60	100	4
BAJMC 204-26	General Elective-(GE) Compulsory	Media and Communication-II	3	1	0	40	60	100	4
BHHL116B-19	Ability Enhancement Course (AEC)	Punjabi (Mudhli) -I	2	0	0	20	30	50	2
EVS 102-18	Value Added Course-(VAC)	Environmental Science	2	0	0	40	60	100	2
BAJMC 205-26	Skill Enhancement Course- (SEC)	Introduction to Graphic Design	1	0	2	30	20	50	2
BAJMC 206-26	Interdisciplinary Course - (IDC)	Digital Design Lab	1	0	2	30	20	50	2
BMPD 202-18	Skill Enhancement Course-(SEC-VB)	Mentoring and Professional Development	0	0	2	25	00	25	1
Total			18	4	6	305	370	675	25

* A Course can either have four Hrs Lecture or Three Hrs Lecture + One Hrs Tutorial as per requirement.

UC/BAJMC201-26
Reporting and Editing for Print

Time-3 Hours
Total credits -04
Theory-60
Internal Assessment-40
Total Marks-100

Note-The question paper will contain 3 sections A, B and C. Section A will consist of Ten questions of 2 marks each, students are required to attempt all ten questions of section A, section B will consist of five questions, students have to attempt any four questions and each question carries 5 marks. Section C consists of three questions, students have to attempt any two questions and each question carries 10 marks.

COURSE LEARNING OBJECTIVES:

CLO1: The course will provide students with the concept of reporting different types of reporting

CLO2: The students will be in a position to write stories in proper format as required in Newspaper Organization.

CLO3: It will also help students in editing the news according to requirements of print media

CLO4: The students will also become aware of the basics knowledge of designing software Required for Production of newspapers.

Unit	Topic	Contact Hours		
		L	T	P
UNIT-I	<ul style="list-style-type: none"> ▪ Concept; Definition, ▪ Elements of Reporting ▪ Reporter: Role functions and quality ▪ News: Sources of News, Types of News 	12	00	00
UNIT-II	<ul style="list-style-type: none"> ▪ Headline- Meaning, definition, Importance and Types ▪ Lead: Importance, Types of Lead ▪ Features and Types of Features ▪ News Beat and it Types 	12	00	00
UNIT-III	<ul style="list-style-type: none"> ▪ Editorial department; Role of sub/copy-editor ▪ News editor and Editor ▪ Chief of bureau, correspondents ▪ Editing of pictures 	12	00	00
UNIT-IV	<ul style="list-style-type: none"> ▪ Concepts and Utility of dummy newspaper ▪ Basic knowledge of designing software: Quark Express and In design 	12	00	00

Course Outcomes

- CO1:** Students will be able to analyze the core principles of reporting and demonstrate the Professional Qualities and ethical responsibilities required to function effectively as a Reporter in the field.
- CO2:** Students will be able to identify diverse news sources and apply the techniques of writing Effective headlines and leads to structure news stories for maximum impact.
- CO3:** Students will be able to categorize different news beats and produce specialized content, Such as stories, that goes beyond basic hard news reporting.
- CO4:** Students will be able to execute the editorial and layout process, including copy-editing And picture selection, while utilizing industry- standard design software to create a Dummy newspaper.

Mapping of Course Outcomes with Program Outcomes:

CO \ PO	PO1	PO2	PO3
CO1	3	2	1
CO2	3	2	2
CO3	3	3	2
CO4	2	2	3

Formulation of Course Outcomes – Program Outcomes matrix with correlation value as 3 (High- Course Outcome directly/ primarily fulfils the Program Outcomes), 2(Medium- Course Outcome support the Program Outcomes significantly),1 (Low- Minor / indirect contribution).

Suggested Readings:

1. Kamath, M.V. *Professional Journalism*, Vikas Publication, New Delhi.
2. Shrivastava, K.M. *News Reporting and Editing*.
3. Burns, Lynette Shridam .*Understanding Journalism*, Vistaar Publication.
4. Harcup, Tony. *Journalism: principles and practices*, Sage publication.
5. *Here is the news: reporting for Media*, sterling publishers.
6. Flemming& Hemmingway (2005) ,*An Introduction to Journalism*, Vistar Publication.
7. Richard, K. (2000). *The Newspaper's Handbook*, Routledge Publication.
8. Frost, C. (2001). *Reporting for Journalist*, Routledge, Landon.
9. Trikha, N.K. *Reporting*. Makhanlal Chaturvdi Rashtriya Patrakarita Avem Sanchar Vishwavidyalaya.
10. Ali, Abid. *Drone Journalism*. Sankalp Publication.
11. Kumar, Ashok. *SamacharLekhanavem Reporting*, ShivalikPrakashan, New Delhi.

UC/BAJMC202-26
Media and Cultural Studies

Time-3 Hours
Total credits -04
Theory-60
Internal Assessment-40
Total Marks-100

Note-The question paper will contain 3 sections A, B and C. Section A will consist of Ten questions of 2 marks each. Students are required to attempt all ten questions of section A section B will consist of five questions. Students have to attempt any four questions and each question carries 5 marks. Section C consists of three questions. Students have to attempt any two questions and each question carries 10 marks.

COURSE LEARNING OBJECTIVES:

CLO1: The course will make the students aware of the concept of mass culture and its various Forms.

CLO2: Various school of thoughts will also become popular amongst the students

CLO3: It will equip students with the applicability of various theories of mass media.

CLO4: The students will know the representation of various issues in media.

CLO5: The importance of different types of audience will become more clear through the Course.

CLO6: Students will formularies with historical evolution of media.

Unit	Topic	Contact Hours		
		L	T	P
UNIT-I	<ul style="list-style-type: none"> ▪ Mass Culture; Popular Culture ▪ Folk Media as a form of Mass Culture ▪ Media Technologies; New Media and Culture Forms 	12	00	00
UNIT-II	<ul style="list-style-type: none"> ▪ Frankfurt School ▪ Media and Cultural industries; Political economy ▪ Ideology and hegemony 	12	00	00
UNIT-III	<ul style="list-style-type: none"> ▪ Signs and code in Media ▪ Uses and gratification approach Reception studies ▪ Representation of nation, class, caste and gender issues in media. 	12	00	00
UNIT-IV	<ul style="list-style-type: none"> ▪ Audience: Active Audiences ▪ Women as audience ▪ Sub Cultures ▪ Music and Popular culture 	12	00	00

Course Outcomes

- CO1:** Analyze the evolution of mass and popular culture, identifying how new media Technologies and Traditional folk media shape contemporary cultural forms.
- CO2:** Evaluate the power dynamics of media through the lens of the Frankfurt School, focusing On how Political economy, ideology, and hegemony influence cultural industries
- CO3:** Interpret media messages by applying semiotics (signs and codes) and assessing how Media Represents or misrepresents—complex issues of nation, class, caste, and gender.
- CO4:** Appraise the role of the "active audience," specifically understanding subcultures and Gendered Perspectives in the consumption of music and popular media

Mapping of Course Outcomes with Program Outcomes:

CO \ PO	PO1	PO2	PO3
CO1	2	1	1
CO2	2	2	1
CO3	3	2	2
CO4	2	2	1

Formulation of Course Outcomes – Program Outcomes matrix with correlation value as 3 (High- Course Outcome directly/ primarily fulfils the Program Outcomes), 2(Medium- Course Outcome support the Program Outcomes significantly),1 (Low- Minor/ Indirect contribution).

Suggested Readings:

1. Stevenson, Nick.(2002) . *Media Culture , Second Edition, Sage publication.*
2. Adorno&Horkheimer, Radway, Barthes,Roland&Mcluhan .*Short Extracts from writing .*
3. Parmar S. (1975). *Traditional Folk Media in India.GekaBooks,NewDelhi.*
4. Chatterji, Roma(2005). ` *Folklore and the construction of national tradition. " Indian Folklife .*
5. Rage, Sharmila.(2002). " *Conseptualising Popular Culture: 'Lavani' and Powada' in Maharashtra."* *Economic and Political weekly .1038-1047.*
6. Oberoi, Patricia.(1990). "Feminine identity and national ethos in Indian calendar art. *Economic and political weekly : WS41-WS48.*
7. Punathambekar, Aswin.(2010). " Reality Television and the making of mobile publics: The case of Indian Idol." In the politics of Reality television, pp.154-174.*Routledge.*
8. Ranganathan, Maya. "The archetypes of Sita, Kaikeyi and Surpanakha stride the small screen." *In Rodrigues.*
9. M, Usha. &Ranganathan, Maya. *Indian news media: From observer to participant. SAGE Publications, India*

UC/BAJMC203-26
Media Ethics and laws

Time-3 Hours
Total credits -04
Theory-60
Internal Assessment-40
Total Marks-100

Note-The question paper will contain 3 sections A, B and C. Section A will consist of Ten questions of 2 marks each. Students are required to attempt all ten questions of section A, section B will consist of five questions. Students have to attempt any four questions and each question carries 5 marks, section C consists of three questions. Students have to attempt any two questions and each question carries 10 marks.

COURSE LEARNING OBJECTIVES:

CLO1: The course will provide a better understanding of the ethical issues related to media.

CLO2: A broader view to ethical issues related to media technology will be gained.

CLO3: The students will be in a better position to work with social media after knowing its ethical Concerns.

CLO4: Information on laws related to media will help them in avoiding case of defamation while Working.

CLO5: Coverage on sensitive issues will be done in a more responsible manner.

Unit	Topic	Contact Hours		
		L	T	P
UNIT-I	<ul style="list-style-type: none"> ▪ What is media ethics and why it matters ▪ Values of journalism: Truth, fairness, accuracy, balance, and responsibility ▪ Ethical problems: Fake news, paid news, yellow journalism ▪ Issues of sting operations, trial by media 	12	00	00
UNIT-II	<ul style="list-style-type: none"> ▪ Journalists' Code of Conduct ▪ Self-regulation vs. government regulation, ▪ Press Organizations- PCI, ABC,RNI ▪ Press Commission(I&II) ▪ Ethical use of social media: trolling, hate speech, and responsibility 	12	00	00
UNIT-III	<ul style="list-style-type: none"> ▪ Media laws- Introduction and Significance ▪ Working journalist act ▪ Copyright act ▪ Contempt of court ▪ Defamation ▪ Official secret act 	12	00	00
UNIT-IV	<ul style="list-style-type: none"> ▪ Right to Information Act ▪ Main provisions of IPC and CRPC ▪ IT act and Cyber laws ▪ Cinematography Act 	12	00	00

Course Outcomes:

- CO1:** Develop a critical understanding of journalistic values (truth, balance, and responsibility) While Learning to identify and navigate ethical pitfalls such as fake news, yellow Journalism, and the Impact of sting operation
- CO2:** Comprehend the Code of Conduct for journalists and the functional roles of press bodies (Like PCI And RNI), while evaluating the balance between self-regulation and government oversight in both Traditional and social media
- CO3:** Analyze the legal constraints and protections affecting journalists, including the nuances Of Defamation, contempt of court, and the Official Secrets Act, to ensure reporting Remains within Constitutional and statutory limits
- CO4:** Understand the application of the Right to Information (RTI) Act and navigate the Complexities of Modern cyber laws, IT acts, and criminal procedure codes (IPC/CrPC) as They apply to diverse Media platforms

Mapping of Course Outcomes with Program Outcomes:

CO \ PO	PO1	PO2	PO3
CO1	3	2	1
CO2	2	3	1
CO3	3	3	2
CO4	3	3	2

Formulation of Course Outcomes – Program Outcomes matrix with correlation value as 3 (High- Course Outcome directly/ primarily fulfils the Program Outcomes), 2(Medium- Course Outcome support the Program Outcomes significantly),1 (Low- Minor/ Indirect contribution).

Suggested Readings:

1. Thakurta, Guha, Paranjyoy.(2009). *Media ethics, Oxford University Press.*
2. McDonald, Barrie.&Petheran,Michel.(1998). *Media ethics, Mansell.*
3. Sarat, Austin.(2011). *Where Law Meets Popular Culture (ed.), The University of Alabama Press.*
4. Raghvan, Vikram.(2007). *Communication Law in India, Lexis NexisPublication.*
5. Mazzarella, William. *Censorium: Cinema and the Open Edge of mass Publicity.*
6. Williams, Linda. *HardCore: power, pleasure, and the "Frenzy of the Visible".*
7. Aggarwal,Virbala.(2016). *Essentials of practical journalism.*New Delhi: *Concept publication house.*

UC/BAJMC204-26
Media and Communication -II

Time-3 Hours
Total credits -04
Theory-60
Internal Assessment-40
Total Marks-100

Note-The question paper will contain 3 sections A, B and C. Section A will consist of Ten questions of 2 marks each. Students are required to attempt all ten questions of section A, section B will consist of five questions, students have to attempt any four questions and each question carries 5 marks. Section C consists of three questions, students have to attempt any two questions and each question carries 10 marks.

COURSE LEARNING OBJECTIVES:

CLO 1: It will provide an overview of communication including Indian concept, It will help students to Develop an understanding about forms of communication.

CLO 2: The students will get an insight the various models applicable to press further students will Get to How about principles functions and barriers of communication.

CLO 3: The effects of Mass media on society can be well understood after the study of various levels Of Communication.

CLO 4: The concept of mass Communication in context of society will be interpreted in a coherent Way by Studying of communication.

Unit	Topic	Contact Hours		
		L	T	P
UNIT-I	<ul style="list-style-type: none"> ▪ Theories of Mass communication- Normative theories ▪ Authoritarian ▪ Libertarian ▪ Social Responsibility ▪ Soviet Communist ▪ Development media ▪ Democratic participant media 	12	00	00
UNIT-II	<ul style="list-style-type: none"> ▪ Models of Communication- Aristotle ▪ Harold D. Lasswell's ▪ Shannon and Weaver s' Model ▪ Osgood's' model ▪ Theodore M. Newcomb's Model 	12	00	00
UNIT-III	<ul style="list-style-type: none"> ▪ Tools of Mass communication- Newspapers, magazines ▪ Radio, TV, Films ▪ Internet ▪ Advertising, Public relations and Public affairs ▪ Lobbying 	12	00	00
UNIT-IV	<ul style="list-style-type: none"> ▪ Issues of media monopoly- Cross media ownership ▪ Ownership patterns of mass media ▪ New world information and communication orders ▪ Media and development 	12	00	00

Course Outcomes

- CO1:** Students will be able to analyze the relationship between the state and the media by Evaluating different normative theories, such as Authoritarian and Libertarian models, to Understand how Political systems shape press freedom.
- CO2:** Students will be able to deconstruct the mechanics of human and mass communication Through the application of key linear and non-linear models (like Shannon-Weaver and Osgood), identifying how messages are encoded, transmitted, and perceived.
- CO3:** Students will be able to distinguish between various mass media platforms and Persuasive tools, demonstrating a professional understanding of how newspapers, Broadcast media, advertising, and PR functions within the digital information ecosystem.
- CO4:** Students will be able to critically evaluate the impact of media ownership and monopolies, Understanding how cross-media ownership and global information orders influence Content diversity and international development

Mapping of Course Outcomes with Program Outcomes:

CO \ PO	PO1	PO2	PO3
CO1	2	1	1
CO2	3	2	2
CO3	3	3	2
CO4	2	2	1

Formulation of Course Outcomes – Program Outcomes matrix with correlation value as 3 (High- Course Outcome directly/primarily fulfils the Program Outcomes), 2(Medium- Course Outcome support the Program Outcomes significantly),1 (Low- Minor/ Indirect contribution).

Suggested Readings:

1. Kumar,Keval J.*Masscommunication in India : Jaico Books, Mumbai*
2. Aggarwal, Virbala. *Handbook of Journalism and Mass communication. Concept Publication house, New Delhi.*
3. Fleur, De &Rokeach, B. *Theories of Mass Communication.*
4. Joshi, Uma. *Textbook of Mass communication.*
5. Yadav,J,S. &Mathur, Pradeep. *Issues in Mass communication.*
6. Francois, William. *Introduction to mass communication.*
7. Dominick, Joseph R. *The Dynamics of mass communication.*
8. BahiSushil. *Business communication Today ,Sage Publication, New Delhi*

**BHHL-116B-19
Punjabi (Mudhli)-II**

**Time-3 Hours
Total credits -02
Theory-30
Internal Assessment-20
Total Marks-50**

COURSE LEARNING OBJECTIVES:

CLO 1: To enhance the language ability of students.

CLO 2: To enhance the ability of Learning media (Journalism and Mass communication) literacy through local language teaching with communication subjects

Unit	Topic	Contact Hours		
		L	T	P
I	ਸ਼ਬਦ ਸ਼੍ਰੇਣੀਆਂ ਪਛਾਣ ਤੇ ਵਰਤੋਂ- ਨਾਂਵ ਪੜਨਾਂਵ ਵਿਸ਼ੇਸ਼ਣ ਕਿਰਿਆ ਕਿਰਿਆ ਵਿਸ਼ੇਸ਼ਣ	8	00	00
II	ਰੋਜ਼ਾਨਾ ਵਰਤੋਂ ਦੀ ਪੰਜਾਬੀ ਸ਼ਬਦਾਵਲੀ ਬਜ਼ਾਰ, ਵਪਾਰ, ਰਿਸ਼ਤੇ-ਨਾਤੇ ਤੇ ਕਿੱਤਿਆਂ ਸਬੰਧੀ।	8	00	00
III	ਪੰਜਾਬੀ ਵਾਕ ਬਣਤਰ ਸਾਧਾਰਣ ਵਾਕ ਸੰਯੁਕਤ ਵਾਕ ਮਿਸ਼ਰਤ ਵਾਕ	8	00	00
IV	ਸਧਾਰਣ ਵਾਕਾਂ ਦਾ ਅੰਗਰੇਜ਼ੀ ਤੋਂ ਪੰਜਾਬੀ ਅਨੁਵਾਦ ਸਧਾਰਣ ਵਾਕਾਂ ਦਾ ਪੰਜਾਬੀ ਤੋਂ ਅੰਗਰੇਜ਼ੀ ਅਨੁਵਾਦ	6	00	00

Course outcomes

- CO1.** Translate and transfer/broadcast the Communication knowledge in the local language.
CO2. Translate and transfer the indigenous/traditional Communication knowledge available in local knowledge into English and other global languages.
CO3. Understand the society through Punjabi language, literature and culture.
CO4. Learning Communication and in developing Media literacy.

Mapping of Course Outcomes with Program Outcomes:

CO \ PO	PO1	PO2	PO3
CO1	3	2	2
CO2	3	2	1
CO3	1	1	2
CO4	3	3	3

Formulation of Course Outcomes – Program Outcomes matrix with correlation value as 3 (High- Course Outcome directly/ primarily fulfils the Program Outcomes) , 2 (Medium- Course Outcome support the Program Outcomes significantly) ,1 (Low- Minor /Indirect contribution).

Suggested readings-

1. ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ. (2012). ਪੰਜਾਬੀ ਵਿਆਕਰਨ: ਸਿਧਾਂਤ ਤੇ ਵਿਹਾਰ. ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ.
2. ਦੁਨੀ ਚੰਦ. (1964). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ. ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ.
3. ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ, ਬਲਦੇਵ ਸਿੰਘ ਚੀਮਾ, ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ, ਤੇ ਵੇਦ ਅਗਨੀਹੋਤਰੀ. (1992). ਪੰਜਾਬੀ ਵਿਆਕਰਨ: ਸੁਰਤ ਤੇ ਸਿਰਜਣਾ. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ.
4. ਹਰਕੀਰਤ ਸਿੰਘ. (1988). ਪੰਜਾਬੀ ਸ਼ਬਦ-ਰੂਪ ਤੇ ਸ਼ਬਦ-ਜੋੜ ਕੋਸ਼. ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ.
5. ਸੁਰਿੰਦਰ ਸਿੰਘ ਖਹਿਰਾ. (2014). ਅਨੁਵਾਦ ਕਲਾ: ਸਿਧਾਂਤ ਤੇ ਵਿਹਾਰ (ਤੀਜੀ ਐਡੀਸ਼ਨ). ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ.

EVS 102
Environmental Science

Time-3 Hours
Total credits -02
Internal Assessment-40
External Assessment- 60
Total Marks-100

COURSE LEARNING OBJECTIVES:

CLO 1: It will provide comprehensive knowledge of Environmental science.

CLO 2: It will focus on ecosystems, natural resources, biodiversity, pollution, environmental policies, human Environment interactions and sustainable development.

CLO 3: It will foster practical skills through fieldwork and case studies.

Unit	Topic	Contact Hours		
		L	T	P
I	<ul style="list-style-type: none"> ▪ Introduction to environmental studies: Multidisciplinary nature of Environmental studies; Scope and importance. ▪ Concept of sustainability and sustainable development. ▪ Ecosystems: What is an ecosystem; Structure and function of ecosystem; ▪ Energy flow in an ecosystem: food chains, food webs and ecological succession. ▪ Case studies of the following ecosystems : Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) 	8	00	00
II	<ul style="list-style-type: none"> ▪ Natural Resources: Renewable and Non-renewable Resources: Land resources and land use change; Land degradation, soil erosion and desertification. ▪ Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations. ▪ Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state). ▪ Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies. ▪ Biodiversity and Conservation : Levels of biological diversity : genetic, species and ecosystem diversity; Bio geographic zones of India. ▪ Biodiversity patterns and global biodiversity hot spots. India as a mega-biodiversity nation; ▪ Endangered and endemic species of India. Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions. ▪ Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity. ▪ Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value. 	14	00	00
III	<ul style="list-style-type: none"> ▪ Environmental Pollution: Environmental pollution : types, causes, effects and controls; Air, water, soil and noise pollution. ▪ Nuclear hazards and human health risks. ▪ Solid waste management: Control measures of urban and industrial waste. Pollution case studies. ▪ Environmental Policies & Practices: Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture. ▪ Environment Laws: Environment Protection Act; Air (Prevention & Control of 	16	00	00

	<p>Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act.</p> <ul style="list-style-type: none"> ▪ International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD). ▪ Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context. 			
IV	<ul style="list-style-type: none"> ▪ Human Communities and the Environment: Human population growth: Impacts on environment, human health and welfare. Resettlement and Rehabilitation of project affected persons; Case studies. ▪ Disaster management floods, earthquake, cyclones and landslides. ▪ Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan. ▪ Environmental ethics: Role of Indian and other religions and cultures in environmental conservation. ▪ Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi). ▪ Field work: Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc. ▪ Visit to a local polluted site Urban/Rural/Industrial/Agricultural. Study of common plants, insects, birds and basic principles of identification. ▪ Study of simple ecosystems---pond, river, Delhi Ridge, etc. 	11	00	00

Course Outcomes

- CO1:** Develop an understanding of the multidisciplinary nature, scope, and importance Of Environmental studies, with a focus on sustainability and sustainable development.
- CO2:** Analyze ecosystem structure, functions, energy flow, and biodiversity through theoretical Concepts and real-world case studies of various ecosystems
- CO3:** Evaluate the impact of human activities on natural resources, biodiversity, and the Environment, and propose sustainable solutions.
- CO4:** Demonstrate knowledge of environmental pollution, laws, policies, and international Agreements to address global environmental challenges effectively

Mapping of Course Outcomes with Program Outcomes:

CO \ PO	PO1	PO2	PO3
CO1	1	1	1
CO2	1	1	1
CO3	2	2	2
CO4	3	2	2

Formulation of Course Outcomes – Program Outcomes matrix with correlation value as 3 (High- Course Outcome directly/primarily fulfils the Program Outcomes), 2(Medium- Course Outcome support the Program Outcomes significantly), 1 (Low- Minor/ direct contribution).

Suggested Readings:

1. Carson, R. 2002. SilentSpring. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
4. Gleick, P. H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. Science, 339:36---37.
7. McCully, P. 1996. Rivers no more: the environmental effects of dams(pp. 29---64). Zed Books.
8. McNeill, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum, E.P., Odum, H.T. & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia: Saunders.
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. Environmental and Pollution Science. Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. Environment. 8th edition. John Wiley & Sons.

13. Rosencranz, A., Divan, S., & Noble, M. L. 2001. Environmental law and policy in India. Tripathi 1992.
14. Sengupta, R. 2003. Ecology and economics: An approach to sustainable development. OUP.
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons.
17. Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent.
18. Warren, C. E. 1971. Biology and Water Pollution Control. WB Saunders.
19. Wilson, E. O. 2006. The Creation: An appeal to save life on earth. New York: Norton.
20. World Commission on Environment and Development. 1987. Our Common Future. Oxford University Press.

UC/BAJMC205-26
Introduction to Graphic Design

Time-3 Hours
Total credits -02
Theory-20
Internal Assessment-30
Total Marks-50

Note-The question paper will contain 3 sections A, B and C. Section A will consist of Five questions of 2 marks each, students are required to attempt all questions of section A. Section B will consist of three questions, students have to attempt any two questions and each question carries 5 marks. Section C consists of two questions, students have to attempt any one question and each question carries 10 marks.

COURSE LEARNING OBJECTIVES:

CLO1: To understand basic concept of Graphic design.

CLO2: To know about the levels of colours.

CLO3: To develop ability to explore, discover and understand the fundamentals used in design.

CLO4: To enhance image editing by using design application.

Unit	Topic	Contact Hours		
		L	T	P
UNIT-I	<ul style="list-style-type: none"> ▪ Graphic design: concept and scope ▪ Types of Graphics: Raster and vector ▪ Info-Graphics: concept and scope ▪ Visual perception 	12	00	00
UNIT-II	<ul style="list-style-type: none"> ▪ Elements of Graphic design ▪ Colour: concept and uses ▪ Colour Wheel: Concept and uses ▪ Colour Psychology 	12	00	00
UNIT-III	<ul style="list-style-type: none"> ▪ Design Process ▪ Principles of design: Contrast, Balance , Emphasis, Proportion, Repetition, Rhythm, Unity 	12	00	00
UNIT-IV	<ul style="list-style-type: none"> ▪ Interface of Photoshop ▪ Editing Tools: Cropping, Resizing and Page- setup ▪ Selection Tools: Types and Concept ▪ Image Enhancement: Types and concept ▪ Retouching: Concept and use 	12	00	00

Course Outcomes

- CO1:** Students will be able to distinguish between raster and vector graphics and apply the Theories of Visual perception to create effective info graphics
- CO2:** Students will demonstrate the ability to utilize the color wheel and apply color psychology To evoke Specific emotional responses and enhance the aesthetic value of visual Communication
- CO3:** Students will be able to execute a professional design process by integrating core Principles such as Balance, contrast, and unity to create structurally sound layouts.
- CO4:** Students will gain hands-on expertise in Adobe Photoshop, mastering essential tools for Image Enhancement, retouching, and selection to produce industry-standard digital Content

Mapping of Course Outcomes with Program Outcomes:

CO \ PO	PO1	PO2	PO3
CO1	3	2	3
CO2	3	2	2
CO3	3	3	2
CO4	2	3	3

Formulation of Course Outcomes – Program Outcomes matrix with correlation value as 3 (High- Course Outcome directly/ primarily fulfils the Program Outcomes), 2(Medium- Course Outcome support the program Outcomes significantly),1 (Low- Minor / direct contribution).

Suggested Readings:

1. Palmer, Frederic.(1989). *Visual Elements of Art and Design*, Longman.
2. Sharma, Nupur. *Aesthetics of art*, Krishna publishers.
3. Yadav,Singh, Narender. *Graphic Design*.
4. Harrington, R.(2012). *Understanding Adobe Photoshop CS6: The essential techniques for imaging professionals*, PeachpitPress.
5. Sakar,N.N. *Art ant Print production*, Oxford University Press.

BAJMC 206-26
Digital Design Lab

Time- 3 Hours
Total credits -02
Theory- 20
Internal Assessment-30
Total Marks-50

Note-The question paper will contain 3 sections A, B and C. Section A will consist of Five questions of 2 marks each, students are required to attempt all questions of section A. Section B will consist of three questions, students have to attempt any two questions and each question carries 5 marks. Section C consists of two questions, students have to attempt any one questions and each question carries 10 marks.

COURSE LEARNING OBJECTIVES:

CLO 1: To develop basic skills in digital design and visual communication for Journalism.

CLO 2: To train students in digital layout and typography for online media platforms.

CLO 3: To provide hands on experience in image editing and graphic creation tools.

CLO 4: TO encourage creative thinking in multimedia storytelling and digital content presentation.

Unit	Topic	Contact Hours		
		L	T	P
I	<ul style="list-style-type: none"> ▪ Basics of Digital design in Journalism. ▪ Elements of design: line, shape color, texture, space. ▪ Introduction to digital design software (Photoshop /Canva /Illustrator or similar tools). 	12	00	00
II	<ul style="list-style-type: none"> ▪ Digital typography and readability for screens, fonts and type hierarchy in digital media. ▪ Designing a digital magazine page, creating headline typography for new posts. 	12	00	00
III	<ul style="list-style-type: none"> ▪ Image resolution and formats (JPEG, PNG, SVG), basic image editing techniques. ▪ Cropping, retouching, colour correction, designing info graphics for journalism ▪ Editing photographs for online news, creating info graphic charts and visual data graphics. 	12	00	00
IV	<ul style="list-style-type: none"> ▪ Banner Design, Thumbnails, and digital posters. ▪ Designing Facebook, Instagram new posts, creating you tube thumbnails and digital news banners. 	12	00	00

COURSE OUTCOMES:

- CO1:** Create professional digital layouts for online journalism
CO2: Design news graphics, posters and social media creatives
CO3: Edit and manipulate images for digital publishing platforms
CO4: Produce basic multimedia content for digital storytelling

Mapping of Course Outcomes with Program Outcomes:

CO \ PO	PO1	PO2	PO3
CO1	3	2	3
CO2	3	2	2
CO3	2	1	3
CO4	3	3	2

Formulation of Course Outcomes – Program Outcomes matrix with correlation value as 3 (High- Course Outcome directly/ primarily fulfils the Program Outcomes), 2(Medium-Course Outcome support the Program Outcomes significantly),1 (Low- Minor/ direct contribution).

Suggested Readings:

1. Burrough , X. &Mandiberg, M - *Digital Foundations: Introduction to Media Design with Adobe creative cloud.*
2. Hardy, David Leicester- *Introduction to Digital Media Design.*
3. Dabner, David- *Graphic Design School:The Principles and Practice of Graphic Design.*
4. Hand, Di &Middleditch, Steve – *Design for Media: A handbook for students and professionals in Journalism, PR and Advertising.*
5. Ambrose, Gavin & Harris, Paul- *The Layout Book.*
6. Lupton, Ellen- *Thinking with Type: A critical guide for Designers, Writers, Editors & Students.*

BMPD 202				
Mentoring and Professional Development				
			Time-3 Hours	
			Total credits -01	
			Internal Assessment-25	
			Total Marks-25	
Course objective:				
The objective of mentoring is to develop overall personality, technical and general aptitude, general Awareness, communication skills, and presentation skills.				
Practical No.	Topic	Contact Hours		
		L	T	P
	Part – A (Class Activities)	00	00	14
1.	Expert and video lectures			
2.	Aptitude Test			
3.	Group Discussion			
4.	Quiz (General/Technical)			
5.	Presentations by the students			
6.	Team building Exercises			
	Part – B (Outdoor Activities)			
1.	Sports/NSS/NCC			
2.	Society Activities of various students chapter i.e. ISTE, SCIE, SAE, CSI, Cultural Club, etc			

The evaluation shall be based on rubrics for Part – A & B Mentors/Faculty incharges shall maintain proper record student wise of each activity conducted and the same shall be submitted to the department.

Course outcome:

- CO1:** Demonstrate enhanced technical and general aptitude through expert lectures and Aptitude tests
- CO2:** Exhibit improved communication and presentation skills via group discussions, Quizzes, and student Presentations
- CO3:** Develop effective teamwork and leadership abilities through team-building exercises And outdoor Activities
- CO4:** Gain a broader understanding of current affairs and general knowledge, facilitated by Diverse Classroom interactions and society activity
- CO5:** Show increased engagement in extracurricular and community service activities, Contributing to holistic personal and professional growth

Mapping of Course Outcomes with Program Outcomes:

CO \ PO	PO1	PO2	PO3
CO1	3	2	2
CO2	3	3	2
CO3	2	3	1
CO4	3	2	1

Formulation of Course Outcomes – Program Outcomes matrix with correlation value as 3 (High- Course Outcome directly/primarily fulfils the Program Outcomes), 2(Medium- Course Outcome support the Program Outcomes significantly),1 (Low- Minor/ direct contribution).