



School of Media Studies Presidency University, Bengaluru

Itgalpur, Rajanakunte, Yelahanka, Bengaluru – 560064

1.3.1

Sl No	Name of the Program	Course Code	Name of the Course	Gender/Human values/Professional Ethics/Environment & Sustainability
1	BAJMC	BAJ003	Introduction to Human rights & Gender issues	Human Values /Gender
2	BAJMC	BAJ3001	Ethics in Media and the legal framework	Professional Ethics
3	BAJMC	BAJ3007	Communication for Social Impact	Human Values

Course Code: BAJ1003	Course Title: Introduction to Human rights & Gender Issues Type of Course: 1] School Core 2] Laboratory integrated	L- P- C	2	2	3
Version No.	1.0				
Course Pre-requisites	Aware of the home communities and passion to make a difference in individual people's lives.				
Anti-requisites	NIL				
Course Description	The purpose of this course is to enable the learner to understand the environment around him, basic freedoms and rights to which every person is entitled. The role of media as an agent in influencing public opinion. The course develops critical thinking & analytical skills. Further discussions of case studies and developing a report on at least one case study pursued by the student in practical classes will enhance the ability to visualize the reality.				
Course Objective	This course is designed to ignore the learners Skill development by using participative learning methodologies.				
Course Out Comes	On successful completion of the course the students shall be able to: 1] Identify the various topics associated with human rights and gender studies				



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	<p>2] Elaborate the status of human rights, environment & gender studies</p> <p>3] Influence of Media in public opinion.</p> <p>Investigate abuse/harassment in any one of their chosen areas for developing reporting by doing field work.</p>			
Course Objective	The objective of the course is Skill Development of student by using Participative Learning techniques.			
Module 1	Role of Mass media in promoting HR	Assignment/Case Study	Data Collection	10 hrs
Topics: Human rights definition; Media as an influencing agent for Human rights agenda (Role of media in human rights violation).				
Module 2	Human rights & Environment	Assignment/Case Study	Data Collection	10 hrs
Topics: Human rights conventions and agencies; Human rights and the use of natural resources; Land and water conservation and the future.				
Module 3	The development & goal of gender studies	Assignment/Case Study	Data Collection	10 hrs
Topics: Different types of gender; Gender discrimination laws; feminism movement in India (women Journalists), Gender and Media.				
<p>List of Laboratory Tasks:</p> <p>Experiment NO 1: Mapping Human rights in our community Participant work co-operatively to create a map of their community and identify the rights associated with each major institution. When map is complete, participants analyze from human perspective and what human rights do they associate with different places on their maps.</p> <p>Experiment No. 2: Human rights for a new planet Participants can share their personal ideas about rights as expressed in an imaginary bill of rights. They find correspondences between their ideas and specific articles of the universal declaration of human rights.</p> <p>Experiment No.3: What difference does a name make? (Analyzing Gender and Race language Bias)</p>				



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Participants think creatively and gets the job of creator of new words and will work to create language that is bias free and identify the language that is gender or race biased.	
Targeted Application & Tools that can be used: Videos, paper chart.	
Project work/Assignment: Mention the Type of Project /Assignment proposed for this course	
To identify one case of human rights violation or gender discrimination of their choice and develop a report.	
Text Book Durga Das Basu, Introduction to the Constitution of India, Prentice – Hall of India Pvt. Ltd., New Delhi. Ghai K.K. “Indian Constitution and Human Rights” UGC courses: Bangalore Uni. Bhasin, Kamla. (1993). “What is Patriarchy? Kali for Women, New Delhi Engels, Friedrich (1979). “The origin of Family, Private Property and the State”. Pathfinder press, New York (1884 tr.1902)	
References AnuSaksena(2004). “Gender and Human Rights”. Shipra, New Delhi Noorani. A.G., (South Asian Human rights Documentation Centre) Challenges to Civil Right), Challenges to Civil Rights Guarantees in India, Oxford University Press 2012 S K Kapoor, Human Rights	
Catalogue prepared by	Padmavathi S
Recommended by the Board of Studies on	30 th July 2022
Date of Approval by the Academic Council	7 th November 2022

(Established under the Presidency University Act, 2013 of the Karnataka Act 41 of 2013)

[2021] COURSE HAND OUT [Integrated Course]

SCHOOL: MEDIA STUDIES DEPT.: DATE OF ISSUE: 09-12-21

NAME OF THE PROGRAM: BA.

P.R.C. APPROVAL REF.: PU/AC-1/11-12-21_22

SEMESTER/YEAR: FALL SEMESTER (EVEN)/2021-22

COURSE TITLE & CODE: HUMAN RIGHTS AND GENDER STUDIES

COURSE CREDIT STRUCTURE: 2-0-2





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CONTACT HOURS: 45 (Theory+Practice-45Hrs)

COURSE INSTRUCTORS: Padmavathi S

COURSE URL: <https://www.edhitch.com/coursesdisplayedhere>

PROGRAM OUTCOMES:

PO-1: Disciplinary Knowledge: Acquiring knowledge of different dimensions of communication, historical perspectives and presenting the events or news within the ethical framework to the Mass.

PO-2: Understanding the Role of Press: The press in democratic society, importance of freedom of press and its limitations.

PO-3: Influential and effective communication: Ability to share thoughts, ideas and applied skills of communication in its various perspectives like written communication, speech communication & language efficiency.

PO-4: Critical/ Reflective thinking: Employ critical and reflective thinking along with the ability to create the sense of awareness of self and society.

PO-5: Ethical Awareness: As a communication learner, one understands the importance of ethical values and its application in professional life.

PO-6: Skilled and Industry-ready Professionals: Strengthening the abilities of a learner by skills, knowledge of the present scenario of M & E industry including advertising, public relations, corporate communication, digital communication & media management.

Po-7: Technologically Efficient Professional: Capability to use various communication technologies and ability to use various software for content creation, content editing for various forms of publishing platforms.

PO-8 Research-related Skills: A sense of inquiry and investigation for raising relevant and contemporary questions, synthesizing and articulating.



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PO-9: Cooperation/ Team work: Building a team, motivating and inspiring the team members to work up with cooperation to their utmost efficiency.

PO-10: Leadership readiness/ Qualities: To make learners fluent in multiple facets of leadership. Creating the ability to take ownership in crucial situations. Enhancing the qualities to be an efficient leader. Cultivating key characteristics in learners, to be visionary leaders who can inspire the team to greatness.

PO-11: Lifelong Learning: Every learner consistently updates oneself with current knowledge, skills and technologies. Acquiring Knowledge and creating the understanding in learners that learning will continue throughout life.

COURSE PREREQUISITES:

Intermediate Level/12 th /II PUC

COURSE DESCRIPTION:

The purpose of this course is to help students understand the basics of journalism; and to introduce them to the concept of journalism and its significance in democracy. In addition, students will learn about the function and operation of print, electronic and on-line media.

COURSE



On successful completion of this course the students shall be able to:

- 1] Explain the various topics associated with human rights and gender studies
- 2] Elaborate the status of human rights, environment & gender studies
- 3] Influence of Media in public opinion.
- 4] Develop empathy to human rights and gender equality in personal and professional life

OUTCOMES:

MAPPING OF C.O. WITH P.O.

C.O. NO.	P.O.01	P.O.02	P.O.03	P.O.04	P.O.05	P.O.06	P.O.07	P.O.08	P.O.09	P.O.10	P.O.11
1	M		L	M	M	L		M	L	L	M
2	L	M	M	H	M	M	M	M	L	M	M
3		M	L	M	M	M	M	M		M	


REGISTRAR




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4	M	M	M	H	H		M	M		M	H

COURSE CONTENT (SYLLABUS):

Module: 1: Role of Mass media in promoting HR **15 classes (Blooms level: Understand)**

Human rights definition; International Human Rights Conventions and Agencies; Media as an influencing agent for Human rights agenda (Role of media in human rights violation)

Module 2: Human rights & environment **15 classes (Blooms level: Apply)**

Human rights conventions and agencies; Human rights and use of natural resources- Land and water conservation and the future; Human rights and the environment; environment in relation to human rights, the right to rehabilitation of those displaced.

Module 3: The development & goal of gender studies **15 classes (Blooms Level: Apply)**

Different types of gender; the relevance and need for gender studies, Gender discrimination laws; feminism movement in India (Women Journalists), Gender and Media.

SKILL SETS TO BE DEVELOPED:

1. Critical assessment of a wide range of ideas and complex problems and issues.
2. Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts and to identify and analyze problems and issues and seek solutions to real-life problems.
3. Team work
4. Listening skills
5. Leadership

DELIVERY PROCEDURE (PEDAGOGY):

Delivering the content will be online/off-line classroom teaching, using the Microsoft Teams and assisted devices such PPT's, samples and video clippings. Interactive debates, Tedx. which can be retrieved from both online as well as offline sources.





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Topics for Self- learning: class room presentation by individual student

Topics for Participative Learning: Class room debates, combined tasks.

Topics for Technology Enabled Learning: Making small videos and watching documentaries.

REFERENCE MATERIALS:

Text Books:

1. Durga Das Basu, Introduction to the Constitution of India, Prentice – Hall of India Pvt. Ltd., New Delhi.
2. Ghai K.K. “Indian Constitution and Human Rights” UGC courses: Bangalore Uni.
3. Bhasin, Kamla. (1993). “What is Patriarchy? Kali for Women, New Delhi
4. Engels, Friedrich (1979). “The origin of Family, Private Property and the State”. Pathfinder press, New York (1884 tr.1902)

Recommended Reading:

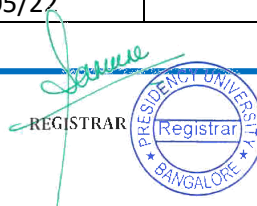
1. AnuSaksena(2004). “Gender and Human Rights”. Shipra, New Delhi
2. Noorani. A.G., (South Asian Human rights Documentation Centre) Challenges to Civil Right), Challenges to Civil Rights Guarantees in India, Oxford University Press 2012
3. S K Kapoor, Human Rights
4. Priyam, M. B. (2010). Human Rights, Gender and the Environment. India: Pearson India. Anne Hellum, Human Rights, Sexual Orientation, and Gender Identity, Routledge
5. Kapur, R. (n.d). Gender, Alterity and Human Rights: Freedom in a Fishbowl. United Kingdom: Edward Elgar Publishing Limited.

GUIDELINES TO STUDENTS:

- Attend classes regularly & Submit assignments on time
- Read newspaper every day.
- Follow current affairs/news analysis on TV every day.

COURSE SCHEDULE FOR THEORY COMPONENT:

Sl. No.	Activity	Starting Date	Concluding Date	Total Number of Periods
01	Over View of the course	23/03/22	23/03/22	1
02	Module: 01	24/03/22	21/04/22	10
03	Module: 02	24/04/22	15/05/22	11





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04	Test-1	16/05/22	17/05/22	--
05	Module:03	19/05/22	20/06/22	10
06	Test-2	06/06/22	07/06/22	--
08	End-Term Examination	27/06/22	09/07/22	13

SCHEDULE OF INSTRUCTION FOR THE THEORY COMPONENT:

Sl. No.	Session No.	Lesson Title	Topics	Course Outcome Number	Delivery Mode & Tools used	Reference
1	L1	Introduction	Introduction to the Course	--	PPT	
2	L1.1	Role of Mass Media in promoting HR	Human rights definition	1	Hybrid/PPT,	T1, T2, & R1
3	L1.2	Role of Mass Media in promoting HR	International Human rights conventions and agencies	1	Hybrid/PPT,	T1, T2 & R1
4	L1.3	Role of Mass Media in promoting HR	Media as an influencing agent for Human rights agenda	1	Hybrid/PPT,	T1, T2 & R1
5	L1.4	Role of Mass Media in promoting HR	Role of media in Human rights violation	1	Hybrid/PPT,	T1, T2 & R1
End of Module 1						
7	L2.1	Human rights and Environment	Human rights conventions and agencies	2	Hybrid/PPT	T3 & R2&3
8	L2.2	Human rights & environment	Human rights and the use of natural resources	2	Hybrid/PPT	T3 & R2&3



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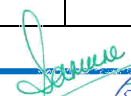

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9	L2.3	Human rights & environment	Land and water conservation and the future	2	Hybrid/PPT	T3 & R2&3
10	L2.4	Human rights & environment	Human rights and the environment	2	Hybrid/PPT	T3 & R2&3
11	L2.5	Human rights & environment	The right to rehabilitation of those displaced	2	Hybrid/PPT	T3 & R2&3
End of Module-2						

12	L3.1	The development & goal of gender studies	Different types of gender	3	Hybrid/PPT.	T1, R1 & R6
13	L3.2	The development & goal of gender studies	The relevance and need for Gender studies	3	Hybrid/PPT.	T1, R1 & R6
14	L3.3	The development & goal of gender studies	Gender discrimination laws	3	Hybrid/PPT.	T1, R1 & R6
15	L3.4	The development & goal of gender studies	Feminism movement in India-women journalists	3	Hybrid/PPT.	T1, R1 & R6
16	L3.5	The development & goal of gender studies	Gender and Media	3	Hybrid/PPT.	T1, R1 & R6
End of Module-3						

ASSESSMENT SCHEDULE FOR THEORY COMPONENT:

Sl. No.	Assessment type	Contents	Course outcome Number	Duration (In Hours)	Marks	Weightage	Venue, Date & Time
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 REGISTRAR 



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1	Test-1	Module 1 & 2	1 & 2	1 hour	40	20%	Edhitch
2	Test-2	Module 3 & 4	3 & 4	1 hour	40	20%	Edhitch
3	End Term & (Self-learning)	Module 1,2,3,4 & 5	1,2,3,4 &5	3 hours	70	35%	Edhitch

COURSE CLEARNACE CRITERIA:

The student needs a minimum of 75% attendance to be eligible for end term examination. A student must obtain a minimum of 40% of the total marks/weightage assigned for Continuous Assessments (T1 and T2, Assignment, Activities and Quiz). And, a student must score a minimum of 30% of the total marks/weightage assigned for End Term Final Examination. Overall student must secure a minimum of 40% of the AGGREGATE of the marks/weightage of the components of the Continuous Assessments and the End Term Final Examination to clear the course.

MAKEUP POLICY:

If the student misses an evaluation component, he/she may be granted a make-up. In case of an absence that is foreseen, make-up request should be personally made to the Instructor-in-Charge, well ahead of the scheduled evaluation component. Reasons for unanticipated absence that qualify a student to apply for make-up include medical emergencies or personal exigencies. In such an event, the student should contact the Instructor-in-Charge as soon as practically possible.

CONTACT TIMINGS IN THE CHAMBER FOR ANY DISCUSSIONS:

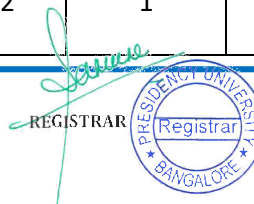
MONDAY: 1.30-4.30 PM

WEDNESDAY: 2.30-4.30PM

Sample Thought Provoking Questions [For Theory Component] :

Sample Thought Provoking Questions [For Theory Component] :

SI No.	Question	Marks	Course Outcome No.	Bloom's Level
1	Identify a suitable word to fill the given blank: Which of the following is not a UN agency? a. UNICEF b. UNESCO c. WTO d. ILO	2	1	1





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2	Elucidate the role of National Human Rights Commission in India and discuss why it is called as a Toothless Tiger.	10	2	3
3	What are the emerging global issues in the field of women and gender studies?	15	3	2

Target set for course Outcome attainment:

Sl.no	C.O. No.	Course Outcomes	Target set for attainment in percentage
01	Co1	Explain the various topics associated with human rights and gender studies	80 %
02	Co2	Elaborate the status of human rights, environment & gender studies	80 %
03	Co3	Influence of Media in public opinion.	80 %
04	Co4	Develop empathy to human rights and gender equality in personal and professional life	80 %

Signature of the Course Instructor

This course has been duly verified Approved by the D.A.C.

Signature of the Chairperson D.A.C.

Course Completion Remarks & Self-Assessment.

Sl.no.	Activity As listed in the course Schedule	Scheduled Date	Completion	Actual Completion Date	Remarks
1.	Mapping	24/04/22			
2.	Preparing a Bill	09/05/22			
3.	Gender Sterotype	01/06/22			

Any specific suggestion/Observations on content/coverage/pedagogical methods used etc.:

Course Outcome Attainment:



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Sl.no	C.O. No.	Course Outcomes	Target set for attainment in percentage	Actual C.O. Attainment In Percentage	Remarks on attainment & Measures to enhance the attainment
01	Co1	Explain the various topics associated with human rights and gender studies	60 %		
02	Co2	Elaborate the status of human rights, environment & gender studies	60 %		
03	Co3	Influence of Media in public opinion.	60 %		
04	Co4	Develop empathy to human rights and gender equality in personal and professional life	60 %		

Padma S

Name and signature of the faculty member: Padmavathi S

Seenu
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PRESIDENCY UNIVERSITY
BANGALORE

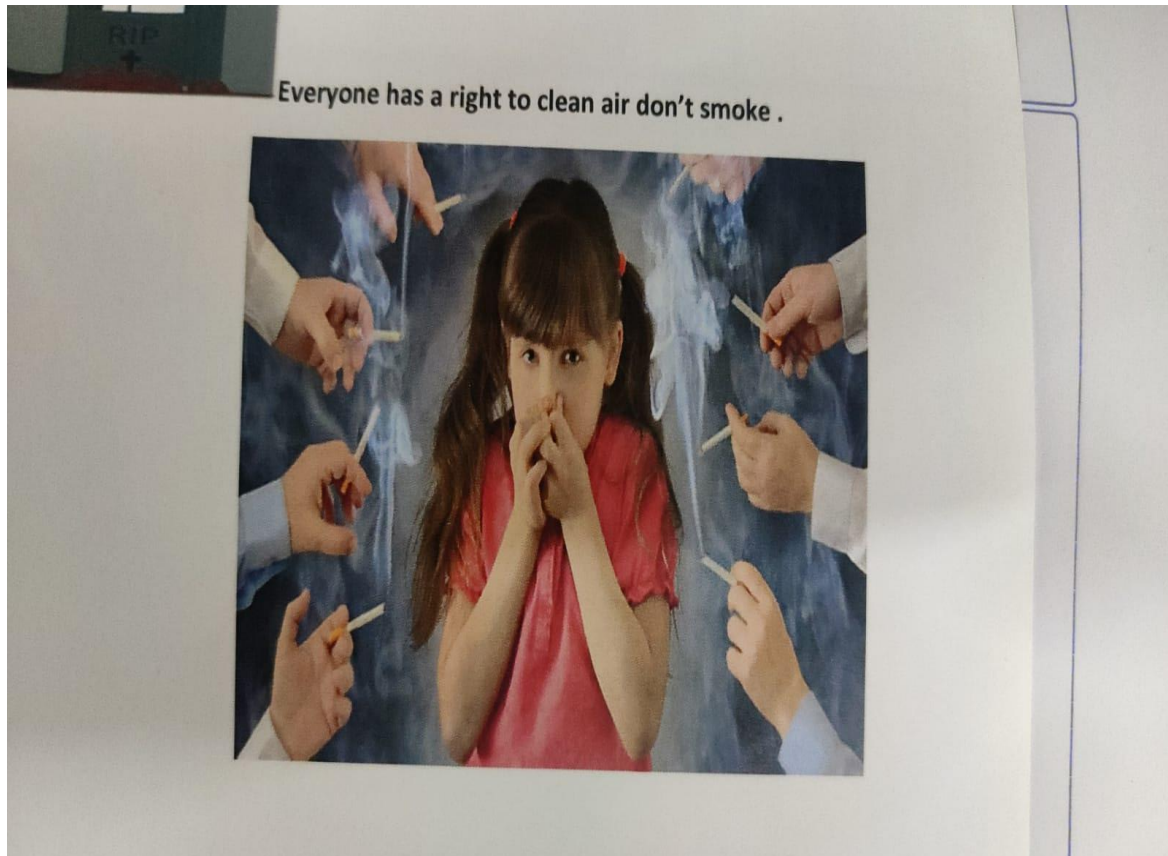


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ActivityExample

Event No:	1	Date:07/09/2022	Sem 2, 2022
Event Category:	Activities	Event Type: Poster making	Skill development
Mode of Event & Venue:	Offline, classroom	No. of Participant(s):5	Sem 2 Section
Event Organizer:	School of Media Studies		
Event Convenors	Padmavathi S, SOMS		

Event Title:	Activities for the subject of INTRODUCTION TO HUMAN RIGHTS BAJ1003
Event Objective:	A task was given to the students to make posters related to human rights violations and explain in the class.



Faculty In-Charge:

admavathi S



Director SOMS

Course Code: BAJ 3001	Course Title: Ethics in Media and the legal framework Type of Course: Program Core			L- P- C	2	0	2
Version No.	1.0						
Course Pre-requisites	Reading skills, writing skills, creative thinking, analytical thinking and observing keenly						
Anti-requisites	-Nil-						
Course Description	The course dwells upon the provisions of laws related to Media profession. It provides insights into the legal system of India as applied to the journalistic profession. The course also highlights various ethics and codes of conduct which a media professional should follow.						
Course Outcomes	On successful completion of this course the students shall be able to: <ol style="list-style-type: none"> 1. Understand the importance of judicial system as related to media 2. Interpret various Laws/ Bills/ Acts related to media. 3. Distinguish between codes, laws and ethics as applicable to media professionals 4. Analyse the emerging ethical issues such as diversity, advocacy, digital media and political correctness. 						
Course Objective:	The objective of the course is Skill Development of student by using Participative Learning techniques.						
Module 1	INTRODUCTION TO LEGAL SYSTEM	Demonstration/ Discussion	Understand the importance of judicial system as related to media	7 Sessions			
Topics: • Jurisprudence • Laws: Definition • Sources of Law: Custom; Precedent; Statute; • Types of Laws: Criminal, Civil, Tort • History of Indian Media Laws.							
Module 2	JUDICIAL SYSTEMS IN	Discussion/case studies	Interpret various Laws/ Bills/ Acts related to media	7 Sessions			

	RELATION TO MEDIA			
<p>Topics • Indian Constitution; • Freedom of the Press; • Structure of Judicial System in India; Supreme Court; High Court; Lower Courts; • Introduction to Civil Procedure Code; • Introduction to Criminal Procedure Code and Arrest; Trial; Charge; Trials of Different Cases; Judgment; Appeal; Execution; • Press Council of India; Press Council Act, 1965, 1978; Press Council and Media Management.</p>				
Module 3	LAWS, BILLS AND ACTS RELATED TO MEDIA PROFESSION	Lecture / Group Discussion	Distinguish between codes, laws and ethics as applicable to media professionals	8 Sessions
<p>Topics: Introduction to Indian Penal Code; • Publication of Objectionable Materials: Defamation, Legal Procedure in Defamation, Right to Privacy; • Introduction to Copyright; Copyright Act, 1957; International Copyright Order, 1999; • Obscenity; Indecent Representation of Women (Prohibition) Act, 1986; • Prasar Bharati: 1990; Official Secrets Act, 1923; • Contempt of Courts Act, 1971; Protection of Civil Rights Act, 1955; • Freedom of Information Bill, 1998, 2000; • Parliamentary Proceedings Act, 1971; • Wireless and Telegraphy Act, 2000; • Information Technology Act, 2000. • Cable TV Network (Regulation) Act, Advertising code, Cinematography Act 1952 • Measures against Digital Piracy; • Social Media and OTT Self-Regulation</p>				
Module 4	ETHICS AND JOURNALISTIC PROFESSIONALS	Lecture / Group Discussion	Analyse the emerging ethical issues such as diversity, advocacy, digital media and political correctness	8 Sessions
<p>Topics : Journalistic Code of Ethics; • Press Council's Norms of Journalistic Conduct; • AIR News Policy for Broadcast Media; • Broadcasting Code; Rights, Duties and Restrictions of Media Professionals; • Reporting with Accuracy; Being Fair; • Balanced and Impartial; • Maintaining Good Taste and Decency; • Protecting Confidential Source of Information; • Other Duties and Restrictions. • Pressures on Media Freedom (Political, Commercial, Legal</p>				

Books

1. Neelamalar, M. (2009). Media Law and Ethics. India: PHI Learning.
2. Crook, T. (2009). Comparative Media Law and Ethics. United Kingdom: Taylor & Francis.
3. Akash Kamal Mishra, Media Laws In India: A Brief Observation. (2020). (n.p.): Notion Press. 4.
- Black, J. (2019). The English Press: A History. United Kingdom: Bloomsbury Publishing.
5. Thakurta, P. G. (2011). Media Ethics. India: Oxford University Press.
6. Plaisance, P. L. (2013). Media Ethics: Key Principles for Responsible Practice. United States: SAGE Publications

Articles

1. Tilak, Geetali. (2020). THE STUDY AND IMPORTANCE OF MEDIA ETHICS. 448-466.
2. Thakurta, P. G. (2008). Media ethics: truth, fairness, and objectivity.
3. Rao, S. (2018). Awakening the dragon's and elephant's media: Comparative analysis of India's and China's journalism ethics. Journalism, 19(9-10), 1275-1290.
4. Bhushan, B. (2015). The Changing Structure of Media and Ethics in India. In Media Ethics and Justice in the Age of Globalization (pp. 194-209). Palgrave Macmillan, London.
5. Jessica Lal Case 2010 [Manu Sharma vs. State (NCT of Delhi, 2010) 6 SCC 1
6. Priyadarshini Mattoo case 2006 [State (Through CBI) v Santosh Kumar Singh 2007 CriLJ 964, 133 (2006) DLT 393 – _Supreme Court of India]
7. Bennett Coleman & Co. & Ors vs Union of India & Ors on 30 October, 1972 (AIR 106, 1973 SCR (2) 757
8. India Express Newspapers Pvt. Ltd. & Ors vs Union of India & Ors on 7 October, 1985 (1986 AIR 872, 1985 SCR Supl. (3) 382)

Prescribed Legislations

1. Copyright Act, 1957
2. International Copyright Order, 1999
3. Indecent Representation of Women (Prohibition) Act, 1986
4. Official Secrets Act, 1923
5. Contempt of Courts Act, 1971
6. Protection of Civil Rights Act, 1955
7. Freedom of Information Bill, 1998, 2000
8. Parliamentary Proceedings Act, 1971
9. Wireless and Telegraphy Act, 2000
10. Information Technology Act, 2000
11. Press Council Act, 1965, 1978

Video Lectures

1. Media Ethics: <https://youtu.be/S6P7ngMPPis>
2. Media and Press Law: https://youtu.be/AQW_iQ_DTTY

E-Books

1. Media Ethics and Laws: <http://bitly.ws/oxhB>

Web Resources

1. <https://doj.gov.in/acts-and-rules>
2. <https://indiacode.nic.in/>
3. <https://www.india.gov.in/my-government/acts>

Catalogue prepared by	Dr. Neha Saroj
Recommended by the Board of Studies on	30 th July 2022
Date of Approval by the Academic Council	7 th November 2022

SCHOOL: MEDIA STUDIES **DEPT.:** N.A. **DATE OF ISSUE:** 27/01/2023

NAME OF THE PROGRAM: BA. Journalism and Mass communication

P.R.C. APPROVAL REF: PU/AC18.16/SOMS 2/BAJ/2022-25

SEMESTER/YEAR: SUMMER SEMESTER (EVEN)/2022-23

COURSE TITLE & CODE: Ethics in Media and the legal framework/ BAJ 3001

COURSE CREDIT STRUCTURE: 2-0-2

CONTACT HOURS: 30 Hrs

COURSE IC: Dr. Neha Saroj



School of Media Studies

Presidency University, Bengaluru

Heavenly Realms, Mysore Road, Bengaluru - 560064

COURSE INSTRUCTORS: Dr Neha Saroj

COURSE URL: N.A.

PROGRAM OUTCOMES:

PO-1: Disciplinary Knowledge: Acquiring knowledge of different dimensions of communication, and historical perspectives and presenting the events or news within the ethical framework to the masses.

PO-2: Understanding the Role of the Press: The press in a democratic society, the importance of freedom of the press and its limitations.

PO-3: Influential and Effective Communication: Ability to share thoughts, ideas and applied skills of communication in various perspectives like written communication, speech communication & language efficiency.

PO-4: Critical/ Reflective Thinking: Employ critical and reflective thinking along with the ability to create a sense of awareness of self and society.

PO-5: Ethical Awareness: As a communication learner, one understands the importance of ethical values and their application in professional life.

PO-6: Skilled and Industry-ready Professionals: Strengthening the abilities of a learner by skills, and knowledge of the present scenario of the Media industry including advertising, public relations, corporate communication, digital communication & media management.

Po-7: Technologically Efficient Professional: Capability to use various communication technologies and ability to use various software for content creation, and content editing for various forms of publishing platforms.

PO-8 Research-related Skills: A sense of inquiry and investigation for raising relevant and contemporary questions, synthesizing and articulating.



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PO-9: Cooperation/ Teamwork: Building a team, motivating and inspiring the team members to work with cooperation to their utmost efficiency.

PO-10: Leadership readiness/ Qualities: To make learners fluent in multiple facets of leadership. Creating the ability to take ownership in crucial situations. Enhancing the qualities to be an efficient leader. Cultivating key characteristics in learners is to be visionary leaders who can inspire the team to greatness.

PO-11: Lifelong Learning: Every learner consistently updates oneself with current knowledge, skills and technologies. Acquiring Knowledge and creating the understanding in learners that learning will continue throughout life.

COURSE PREREQUISITES:

- Intermediate Level/12th /II PUC

COURSE DESCRIPTION:

The course dwells upon the provisions of laws related to Media profession. It provides insights into the legal system of India as applied to the journalistic profession. The course also highlights various ethics and codes of conduct which a media professional should follow.

COURSE OUTCOMES: On successful completion of the course the students shall be able to: (The outcomes are to be developed using the appropriate action verbs from the Bloom's Taxonomy-the list of verbs are attached)

TABLE 1: COURSE OUTCOMES		
CO Number	CO	Expected BLOOMS LEVEL
1	Understand the importance of judicial system as related to media	1
2	Interpret various Laws/ Bills/ Acts related to media.	3

3	Distinguish between codes, laws and ethics as applicable to media professionals	2
4	Analyse the emerging ethical issues such as diversity, advocacy, digital media and political correctness.	1

COURSE OBJECTIVE: The objective of the course is **Skill Development** of student by using **Participative Learning** techniques.

MAPPING OF C.O. WITH P.O. [Mark H/M/L Against each of the C.O. depending on the degree of contribution of the C.O.to the P.O.]

[H-HIGH , M- MODERATE, L-LOW]

CO. No	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PO 13
CO1			H								L		
CO2				M							L		
CO3				M							L		
CO4							L						

COURSE CONTENT (SYLLABUS):

Module 1: INTRODUCTION TO LEGAL SYSTEM

7 Sessions (Blooms level: Comprehension)

• Jurisprudence • Laws: Definition • Sources of Law: Custom; Precedent; Statute; • Types of Laws: Criminal, Civil, Tort • History of Indian Media Laws.

Module 2: JUDICIAL SYSTEMS IN RELATION TO MEDIA

7 Sessions (Blooms level: Comprehension)

- Indian Constitution; • Freedom of the Press; • Structure of Judicial System in India; Supreme Court; High Court; Lower Courts; • Introduction to Civil Procedure Code; • Introduction to Criminal Procedure Code and Arrest; Trial; Charge; Trials of Different Cases; Judgment; Appeal; Execution; • Press Council of India; Press Council Act, 1965, 1978; Press Council and Media Management.

Module 3: LAWS, BILLS AND ACTS RELATED TO MEDIA PROFESSION

8 Sessions (Blooms Level: comprehension)

Introduction to Indian Penal Code; • Publication of Objectionable Materials: Defamation, Legal Procedure in Defamation, Right to Privacy; • Introduction to Copyright; Copyright Act, 1957; International Copyright Order, 1999; • Obscenity; Indecent Representation of Women (Prohibition) Act, 1986; • Prasar Bharati: 1990; Official Secrets Act, 1923; • Contempt of Courts Act, 1971; Protection of Civil Rights Act, 1955; • Freedom of Information Bill, 1998, 2000; • Parliamentary Proceedings Act, 1971; • Wireless and Telegraphy Act, 2000; • Information Technology Act, 2000. • Cable TV Network (Regulation) Act, Advertising code, Cinematography Act 1952 • Measures against Digital Piracy; • Social Media and OTT Self-Regulation

Module 4: ETHICS AND JOURNALISTIC PROFESSIONALS

8 Sessions (blooms Level: Apply)

Journalistic Code of Ethics; • Press Council's Norms of Journalistic Conduct; • AIR News Policy for Broadcast Media; • Broadcasting Code; Rights, Duties and Restrictions of Media Professionals; • Reporting with Accuracy; Being Fair; • Balanced and Impartial; • Maintaining Good Taste and Decency; • Protecting Confidential Source of Information; • Other Duties and Restrictions. • Pressures on Media Freedom (Political, Commercial, Legal)

DELIVERY PROCEDURE (PEDAGOGY):

TABLE 3: SPECIAL DELIVERY METHOD/ PEDAGOGY PLANNED WITH TOPICS
--

S. No	Lecture Number	Subtopic as per lesson Plan	Pedagogy title/ short explanation of adopted pedagogy	** At end of semester please update whether activity was done
1	L7	Module 1	Quiz	
2	L14	Module 2	Class test/write up	
3	L22	Module 3	Quiz	
4	L30	Module 4	Problem solving based on fake scenerio	

REFERENCE MATERIALS:

Books

1. Neelamalar, M. (2009). Media Law and Ethics. India: PHI Learning.
2. Crook, T. (2009). Comparative Media Law and Ethics. United Kingdom: Taylor & Francis.
3. Akash Kamal Mishra, Media Laws In India: A Brief Observation. (2020). (n.p.): Notion Press.
4. Black, J. (2019). The English Press: A History. United Kingdom: Bloomsbury Publishing.
5. Thakurta, P. G. (2011). Media Ethics. India: Oxford University Press.
6. Plaisance, P. L. (2013). Media Ethics: Key Principles for Responsible Practice. United States: SAGE Publications

Articles

1. Tilak, Geetali. (2020). THE STUDY AND IMPORTANCE OF MEDIA ETHICS. 448-466.
2. Thakurta, P. G. (2008). Media ethics: truth, fairness, and objectivity.
3. Rao, S. (2018). Awakening the dragon's and elephant's media: Comparative analysis of India's and China's journalism ethics. Journalism, 19(9-10), 1275-1290.
4. Bhushan, B. (2015). The Changing Structure of Media and Ethics in India. In Media Ethics and Justice in the Age of Globalization (pp. 194-209). Palgrave Macmillan, London.
5. Jessica Lal Case 2010 [Manu Sharma vs. State (NCT of Delhi, 2010) 6 SCC 1



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6. Priyadarshini Mattoo case 2006 [State (Through CBI) v Santosh Kumar Singh 2007 CriLJ 964, 133 (2006) DLT 393 – _Supreme Court of India]
7. Bennett Coleman & Co. & Ors vs Union of India & Ors on 30 October, 1972 (AIR 106, 1973 SCR (2) 757
8. India Express Newspapers Pvt. Ltd. & Ors vs Union of India & Ors on 7 October, 1985 (1986 AIR 872, 1985 SCR Supl. (3) 382)

Video Lectures

1. Media Ethics: <https://youtu.be/S6P7ngMPPis>
2. Media and Press Law: https://youtu.be/AQW_iQ_DTTY

E-Books

1. Media Ethics and Laws: <http://bitly.ws/oxhB>

Web Resources

1. <https://doj.gov.in/acts-and-rules>
2. <https://indiacode.nic.in/>
3. <https://www.india.gov.in/my-government/acts>

GUIDELINES TO STUDENTS:

1. Attend classes regularly & Submit assignments on time
2. Read the newspaper every day.
3. Follow current affairs/news analysis on TV every day.

COURSE SCHEDULE:

TABLE 4: COURSE BROAD SCHEDULE

Sl. No.	ACTIVITY	PLANNED STARTING DATE	PLANNED CONCLUDING DATE	TOTAL NUMBER OF PERIODS
01	Over View of the course	16 Feb	16 Feb	1
02	Module : 01			6
02	Module: 02			7
03	Midterm			
04	Module:03			8
05	Module:04			8

SCHEDULE OF INSTRUCTION:

Sl. No.	TOPIC	SUB TOPIC	Course Outcome Number	Reference
1	Introduction	Introduction to the Course	1	
2	Introduction to legal system	Jurisprudence • Laws: Definition	1	T1 & T6
3	Introduction to legal system	Sources of Law: Custom; Precedent; Statute;	1	T1,& T6
4	Introduction to legal system	Sources of Law: Custom; Precedent; Statute;	1	T1,& T6
5	Introduction to legal system	Types of Laws: Criminal, Civil, Tort	1	T1,& T6
6	Introduction to legal system	History of Indian Media Laws	1	T1,& T6
7	Introduction to legal system	Activity/Revision	1	T1,& T6
8	Judicial systems in relation to media	Indian Constitution; • Freedom of the Press;	2	T3& T5
9	Judicial systems in relation to media	Indian Constitution; • Freedom of the Press;	2	T3 & T5
10	Judicial systems in relation to media	Structure of Judicial System in India; Supreme Court; High Court; Lower Courts; • Introduction to Civil Procedure Code;	2	T3 & T5

11	Judicial systems in relation to media	Introduction to Criminal Procedure Code and Arrest; Trial; Charge; Trials of Different Cases; Judgment; Appeal; Execution;	2	T3 & T5
12	Judicial systems in relation to media	Introduction to Criminal Procedure Code and Arrest; Trial; Charge; Trials of Different Cases; Judgment; Appeal; Execution;	2	T3 & T5
13	Judicial systems in relation to media	Press Council of India; Press Council Act, 1965, 1978; Press Council and Media Management	2	T3 & T5
14	Judicial systems in relation to media	Activity/Revision	2	T3 & T5

15	Laws, bills and acts related to media profession	Introduction to Indian Penal Code; • Publication of Objectionable Materials: Defamation, Legal Procedure in Defamation, Right to Privacy;	3	T4 & T2
16	Laws, bills and acts related to media profession	Introduction to Indian Penal Code; • Publication of Objectionable Materials: Defamation, Legal Procedure in Defamation, Right to Privacy;	3	T4 & T2
17	Laws, bills and acts related to media profession	Introduction to Copyright; Copyright Act, 1957; International Copyright Order, 1999; • Obscenity; Indecent Representation of Women (Prohibition) Act, 1986; • Prasar Bharati: 1990; Official Secrets Act, 1923;	3	T4 & T2
18	Laws, bills and acts related to media profession	Introduction to Copyright; Copyright Act, 1957; International Copyright Order, 1999; • Obscenity; Indecent Representation of Women (Prohibition) Act, 1986; •	3	T4 & T2

		Prasar Bharati: 1990; Official Secrets Act, 1923;		
19	Laws, bills and acts related to media profession	Contempt of Courts Act, 1971; Protection of Civil Rights Act, 1955; • Freedom of Information Bill, 1998, 2000; • Parliamentary Proceedings Act, 1971; • Wireless and Telegraphy Act, 2000;	3	T4 & T2
20	Laws, bills and acts related to media profession	Contempt of Courts Act, 1971; Protection of Civil Rights Act, 1955; • Freedom of Information Bill, 1998, 2000; • Parliamentary Proceedings Act, 1971; • Wireless and Telegraphy Act, 2000;	3	T4 & T2
21	Laws, bills and acts related to media profession	Information Technology Act, 2000. • Cable TV Network (Regulation) Act, Advertising code, Cinematography Act 1952 • Measures against Digital Piracy; • Social Media and OTT Self-Regulation	3	T4 & T2
22	Laws, bills and acts related to media profession	Activity/Revision	3	T4 & T2
23	Ethics and journalistic professionals	Journalistic Code of Ethics; • Press Council's Norms of Journalistic Conduct;	4	T2 & T3
24	Ethics and journalistic professionals	AIR News Policy for Broadcast Media; • Broadcasting Code; Rights, Duties and Restrictions of Media Professionals;	4	T2 & T3
25	Ethics and journalistic professionals	AIR News Policy for Broadcast Media; • Broadcasting Code; Rights, Duties and Restrictions of Media Professionals;	4	T2 & T3
26	Ethics and journalistic professionals	Reporting with Accuracy; Being Fair; • Balanced and Impartial; • Maintaining Good Taste and Decency;	4	T2 & T3
27	Ethics and journalistic professionals	Reporting with Accuracy; Being Fair; • Balanced and Impartial; • Maintaining Good Taste and Decency;	4	T2 & T3

28	Ethics and journalistic professionals	Protecting Confidential Source of Information; • Other Duties and Restrictions.	4	T2 & T3
29	Ethics and journalistic professionals	Pressures on Media Freedom (Political, Commercial, Legal)	4	T2 & T3
30	Ethics and journalistic professionals	Activity/Revision	4	T2 & T3

Topics relevant to “SKILL DEVELOPMENT”: **understanding laws and journalistic ethics for Skill Development**

ASSESSMENT SCHEDULE:

Sl.no	Assessment type[Contents	Course outcome Number	Duration In Hours	marks	Weightage	Venue, DATE & TIME
1	Assignment 1 (Seminar and Group Discussion)	Mod 1 & Mod 2	1,2	n.a	5		
2	Midterm	Mod 1 & Mod 2	1,2	n.a	50		
3	Project1	Mod 3, 4, 5	3,4,5	n.a	5		
4	Endterm	All modules	1,2,3,4	n.a	100		

COURSE CLEARANCE CRITERIA: AS PER ACADEMIC REGULATIONS OF THE UNIVERSITY

MAKEUP EXAM POLICY: AS PER ACADEMIC REGULATIONS OF THE UNIVERSITY

CONTACT TIMINGS IN THE CHAMBER FOR ANY DISCUSSIONS: (Here mention the fixed slots on any of the week days for students to come and interact with you)

SAMPLE THOUGHT PROVOKING QUESTIONS:

Sl No.	Question	Marks	Course Outcome No.	Bloom's Level
1	Is media really free to function?	2	1	2
2	Does freedom of expression and speech means fairness?	10	2	3
3	Which laws can be contradictory to each other when it comes to reporting?	10	3	2
4	Individual law or media law? Which one prevails?	10	4	3

TARGET SET FOR COURSE OUTCOME ATTAINMENT:

Sl.no	C.O. No.	Course Outcomes	Threshold Set for the CO	Target set for attainment in percent age	Actual C.O. Attainment In Percentage *	Remarks on attainment & Measures to enhance the attainment *
01	Co1	Understand the importance of judicial system as related to media	60%	60%		
02	Co2	Interpret various Laws/ Bills/ Acts related to media.	60%	60%		
03	Co3	Distinguish between codes, laws and ethics as applicable to media professionals	60%	60%		
04	Co4	Analyse the emerging ethical issues such as diversity, advocacy, digital media and political correctness.	60%	60%		

Signature of the course Instructor In-Charge (s): Dr. Neha Saroj



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Presidency University, Bengaluru

Heavenly Realms, Yelahanka, Bengaluru - 560064

APPROVAL:

This course has been duly verified Approved by the D.A.C.

Signature of the Chairperson D.A.C.

Name and signature of the Instructor In-Charge (s): Dr. Neha Saroj

Name and signature of the DAC Chairperson:

BLOOM'S TAXONOMY

Learning Outcomes Verbs at Each Bloom Taxonomy Level to be used for writing the course Outcomes.

Cognitive Level	Illustrative Verbs	Definitions
Knowledge	arrange, define, describe, duplicate, identify, label, list, match, memorize, name, order, outline, recognize, relate, recall, repeat, reproduce, select, state	remembering previously learned information
Comprehension	classify, convert, defend, discuss, distinguish, estimate, explain, express, extend, generalize, give example(s), identify, indicate, infer, locate, paraphrase, predict, recognize, rewrite, report, restate, review, select, summarize, translate	grasping the meaning of information
Application	apply, change, choose, compute, demonstrate, discover, dramatize, employ, illustrate, interpret, manipulate, modify, operate, practice, predict, prepare, produce, relate schedule, show, sketch, solve, use write	applying knowledge to actual situations
Analysis	analyze, appraise, breakdown, calculate, categorize, classify, compare, contrast, criticize, derive, diagram, differentiate, discriminate, distinguish, examine, experiment, identify, illustrate, infer, interpret, model, outline, point out, question, relate, select, separate, subdivide, test	breaking down objects or ideas into simpler parts and seeing how the parts relate and are organized
Synthesis	arrange, assemble, categorize, collect, combine, comply, compose, construct, create, design, develop, devise, explain, formulate, generate, plan, prepare, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, summarize, synthesize, tell, write	rearranging component ideas into a new whole
Evaluation	appraise, argue, assess, attach, choose, compare, conclude, contrast, defend, describe, discriminate, estimate, evaluate, explain, judge,	making judgments based on internal evidence or external criteria



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	justify, interpret, relate, predict, rate, select, summarize, support, value	
--	--	--

Activity Example

Event No:	1	Date:	Sem 3, 2022
Event Category:	Activities	Event Type:	Research based
Mode of Event & Venue:	Offline report	No. of Participant(s):	Sem 3 Section
Event Organizer:	School of Media Studies		
Event Convenors	Dr. Neha Saroj, SOMS		

Event Title:	Activities for the subject of Ethics in Media and the legal framework BAJ3001
Event Objective:	A task was given to the students to do a research and write a position paper on issues related to the media. The students had to present the positive and negative side of an issue and then take one position on the issue and provide the case studies justifying the positions taken by the students.

Samples:

DESIGN A CAMPAIGN FOR A SOCIAL PROBLEM

INTRODUCTION

The campaign is about global warming. A new initiative called the Earth's Promise: act now! a movement dedicated to fighting climate change and preserving our beautiful planet for generations to come. We can take a stand against global warming and create a sustainable future. Sends the message with small differences like sustainable transportation options, reducing, recycling, and reusing. And also focusing on a bigger environment program.

TARGET AUDIENCE

The target audience of "Earth's Promise" is the youngster and the youth u can connect with the link. Even the working class is more connected to the radio program.

AGE: the age group is 19 to 52 they can contribute to our initiative.

GENDER: as such is not targeted to a certain gender

GEOGRAPHICAL AREA: it is targeted at metropolitan cities or the educated area because the campaign is in English.

SLOGAN: "UNITE FOR A GREENER TOMORROW."



Earth's promise.mp3



Submitted by
R B SATHVIKA
20221BAJ0002

SLOGAN FOR CHILD LABOUR AWARENESS

"NO CHILD SHOULD HAVE TO WORK; EVERY CHILD DESERVES TO LEARN AND GROW."

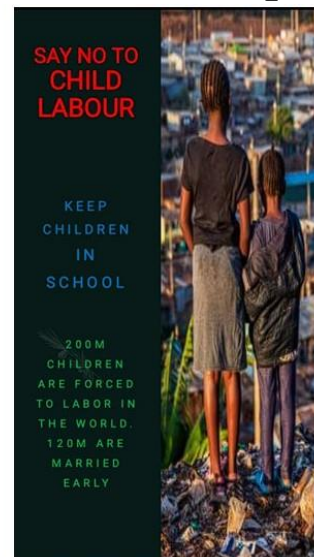
Target Audience: Rural, slum or poor people are the target audience.

Age: Above 30 years

Gender: Mostly targeted towards male but also to some females.

Geographical Area: It is majorly targeted towards people from different villages or slums from various parts of the countries.

Purpose: The purpose of this awareness programme is to educate people to not force their children to do hard labour at such a young age. As it will only ruin their childhood. They should be encouraged to play and learn by going to school.



POSTER

Neha Saroj

Faculty Incharge
SOMS

Dr Neha Saroj

Jishu

Director

Course Code: BAJ3007	Course Title: Communication for Social Impact Type of Course: Program Core Theory			L- P- C	3	0	3
Version No.	1.0						
Course Pre-requisites	Preferably interned with any NGO or active in NSS						
Anti-requisites	-Nil-						
Course Description	The course describes the traditions of employing communication for social change. It discusses the factors that influence theory and practice as well as new and evolving approaches to communicate for social change. This course explains as to how communication for social change is rapidly emerging. It further explains the goal to use communication processes, techniques and media to facilitate social, economic and technological developments.						
Course Objective	The objective of the course is Skill Development of student by using Participative Learning techniques.						
Course Outcomes	On successful completion of the course the students shall be able to: <ol style="list-style-type: none"> 1) Understand social change theories and their impact on social, cultural, political problems. [Knowledge] 2) Evaluate media's role and impact as a tool for social change. [Evaluation] 3) Assess the role and value of different media [Analysis] 4) Create social change campaigns addressing a specific systemic social/political problem. [Synthesis] 						
Course Content:							
Module 1	Defining Change	Lecture Discussion	Class room presentation	11 Classes			
Topics: <ul style="list-style-type: none"> • Definition of Change; How does change happen; Theory of change; How does social change happen; How does social change operate in different contexts: individual, organizational; Strategic and structural elements of social change campaign planning. 							
Module 2	Framing the Communica	Discussion and case studies	Class room presentation	11 Classes			

	tion for Social Change			
Topics: <ul style="list-style-type: none"> Creating Emotional Resonance and Amplification; Articulating the Social Change; Amplification of ideas /perspectives of Social Change; Eliciting emotional responses through Communication; Ethical Considerations while formulating Communication; Reporting Social Change; Line between Journalism and Advocacy. 				
Module 3	Communication via Media as a social change tool	Lecture and discussion	Demonstration	11 Classes
Topics: <ul style="list-style-type: none"> Poster Art; Documentary; Street Art; Transmedia; Social media; Story Telling; Counter Narratives 				
Module 4	Various types of Communication for social change	Lecture and discussion	Demonstration and role play	11 Classes
Topics: <ul style="list-style-type: none"> Communication, Development, Dependency on Media; • Participatory Communications and Social Change • Health Communication & Social Change- Relationship between health communication and social change; • Digital Humanitarianism and Social Change- Introduction to the affordances of Digital Humanitarianism;• Communication Rights- Relationship between communication rights and Social Change. 				
Targeted Application and Tools used Participating in any NGO activities.				
Assignment: Mention the Type of Project /Assignment proposed for this course				
<ol style="list-style-type: none"> Critically evaluate the recent communication by health ministry and how it has changes social attitude towards covid vaccination. In-class competition on social communications campaigns on various social change topics. The competing student's groups to prepare communication campaign using Posters, Filers and Brochures, News Stories Articles, short videos, Radio jingles and Social Media campaigns. 				

3. Watch Movie: “Chahapak” and discuss issues pertaining to social change against disfiguring through acid attack.
https://www.imdb.com/title/tt9614460/?ref=ext_shr_lnk
4. Debate competition of efficacy of “Swatch Bharat Abhiyab” on social campaign against public defecation.

Text Book

1. Dutta, M. (2020). Communication, Culture and Social Change. Springer International Publishing.
2. Servaes, J. (Ed.). (2020). Handbook of communication for development and social change. Springer.
3. Tascón, S. M. (2019). Visual Communication for Social Work Practice. Routledge.
4. Srinivas R. Melkote. (2016). Media and Communication in Social Change: A critical review of development communication theory & practice. University of Mysore, Mysore.
5. Uma Narula. (2019). Development communication-Theory and Practice. Har-Anand Publication Pvt Ltd.

References

1. Bylieva, D.S., Lobatyuk, V.V., & Rubtsova, A.V.(2019, November). Information and communication technologies as an active principle of social change. In IOP Conference Series: Earth and Environmental Science (Vol. 337, No. 1, p. 012054). IOP Publishing.
2. Mihelji, S., & Stanyer, J. (2019). Theorizing media, communication and social change: towards a processual approach. Media, Culture & Society, 41(4), 482-501.
3. Suzina, A. C., & Tufte, T. (2020). Freire’s vision of development and social change: past experiences, present challenges and perspectives for the future. International Communication Gazette, 82(5), 411=424.
4. Dutta, M. J. (2018). Culturally centring social change communication: Subaltern critiques of, resistance to, and re-imagination of development. Journal of Multicultural Discourses, 13(2), 87-104.
5. David Peter Stroh. (2019). Systems thinking for social change: A practical guide to solving complex problems, avoiding unintended consequences, and achieving lasting results. Chelsea Green Publishing.

Video Lectures:

1. Communication for Social Change and Transformation:
<https://youtu.be/BhpbP49Yomk>
2. Communication for Social Change: Intersections of Theory & Praxis:

<https://youtu.be/LzaSulNI10Y>

E-Books:

1. Communication for Development and Social Change: New Millennium
http://cscs.scu.edu/trends/v29/CRT_v29_n3_September2010.pdf

2. Web 2.0 for Social Change

<https://www.tigweb.org/images/resources/tool/docs/2103.pdf>

Web Resources:

1. <https://journals.sagepub.com/home/sch#>

2. <https://thefrontline.org.uk/resources-for-social-change/>

Catalogue prepared by	Padmavathi S
Recommended by the Board of Studies on	30 th July 2022
Date of Approval by the Academic Council	7 th November 2022

SCHOOL: Media Studies

DEPT: NA

DATE OF ISSUE: 14-02-23

NAME OF THE PROGRAM : BA. Journalism and Mass communication

P.R.C. APPROVAL REF. : PU/AC18.16/SOMS 2/BAJ/2022-25

SEMESTER/YEAR : FALL SEMESTER (EVEN)/2023-24

COURSE TITLE & CODE : **Communication for Social Impact: BAJ3007**

COURSE CREDIT STRUCTURE : 3-0-3

CONTACT HOURS : **Sample 3 periods per week**

COURSE IC : **Padmavathi S**



School of Media Studies

Presidency University, Bengaluru

Heavenly Realms, Malhehalli, Bengaluru - 560064

COURSE INSTRUCTOR(S) : Padmavathi S

COURSE URL :

PROGRAM OUTCOMES :

PO-1: Disciplinary Knowledge: Acquiring knowledge of different dimensions of communication, and historical perspectives and presenting the events or news within the ethical framework to the masses.

PO-2: Understanding the Role of the Press: The press in a democratic society, the importance of freedom of the press and its limitations.

PO-3: Influential and Effective Communication: Ability to share thoughts, ideas and applied skills of communication in various perspectives like written communication, speech communication & language efficiency.

PO-4: Critical/ Reflective Thinking: Employ critical and reflective thinking along with the ability to create a sense of awareness of self and society.

PO-5: Ethical Awareness: As a communication learner, one understands the importance of ethical values and their application in professional life.

PO-6: Skilled and Industry-ready Professionals: Strengthening the abilities of a learner by skills, and knowledge of the present scenario of the Media industry including advertising, public relations, corporate communication, digital communication & media management.

Po-7: Technologically Efficient Professional: Capability to use various communication technologies and ability to use various software for content creation, and content editing for various forms of publishing platforms.

PO-8 Research-related Skills: A sense of inquiry and investigation for raising relevant and contemporary questions, synthesizing and articulating.

PO-9: Cooperation/ Teamwork: Building a team, motivating and inspiring the team members to work with cooperation to their utmost efficiency.

PO-10: Leadership readiness/ Qualities: To make learners fluent in multiple facets of leadership. Creating the ability to take ownership in crucial situations. Enhancing the qualities to be an efficient leader. Cultivating key characteristics in learners is to be visionary leaders who can inspire the team to greatness.

PO-11: Lifelong Learning: Every learner consistently updates oneself with current knowledge, skills and technologies. Acquiring Knowledge and creating the understanding in learners that learning will continue throughout life.

COURSE PREREQUISITES: Preferably interned with any NGO or active in NSS

COURSE DESCRIPTION: The course describes the traditions of employing communication for social change. It discusses the factors that influence theory and practice as well as new and evolving approaches to communicate for social change. This course explains as to how communication for social change is rapidly emerging. It further explains the goal to use communication processes, techniques and media to facilitate social, economic and technological developments.

COURSE OBJECTIVE: The objective of the course is **Skill Development** of student by using **Participative Learning** techniques.

COURSE OUTCOMES: On successful completion of the course the students shall be able to:

- 5) Understand social change theories and their impact on social, cultural, political problems. [**Knowledge**]
- 6) Evaluate media's role and impact as a tool for social change. [**Evaluation**]
- 7) Assess the role and value of different media [**Analysis**]
- 8) Create social change campaigns addressing a specific systemic social/political problem. [**Synthesis**]
- 9)

CO Number	CO	Expected BLOOMS LEVEL
CO 1	Understand social change theories and their impact on social, cultural, political problems.	Knowledge
CO 2	Evaluate media's role and impact as a tool for social change.	Evaluation
CO 3	Assess the role and value of different	Analysis
CO 4	Create social change campaigns addressing a specific systemic social/political problem.	Synthesis

MAPPING OF C.O. WITH P.O. [Mark H/M/L Against each of the C.O. depending on the degree of contribution of the C.O.to the P.O.]

[H-HIGH , M- MODERATE, L-LOW]

CO. No	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11
CO1	L	M	L	M	M	L	L	M	M	M	M
CO2	H	M	L	H	H	L	L	M	M	H	M
CO3	H	H	L	H	M	L	L	M	M	L	M
CO4	M	M	M	M	M	L	L	M	H	H	M

COURSE CONTENT (SYLLABUS):

Module: 1: Defining Change

11 Hours (Bloom's Level: Knowledge)

Topics: News, News Value, Sources of News and Basic elements of News; Types of Reporting; Interviewing skills required for reporting; Writing a News report.

Module 2: Framing the communication for social change

11 Hours (Bloom's Level: Evaluation)

Topics: Reporter- role, functions and qualities; General assignment reporting / working on a beat; News agency reporting, covering speeches, meetings and press conferences; Covering of beats – crime, courts, city reporting, local reporting, local self-government bodies, health, hospitals, education, sports.

Module 3: Communication via Media as a social change tool

11 Hours (Blooms Level: Analysis)

Topics: Doing the research; Setting-up the interview; Conducting the interview; News Leads/intros; Structure of the News Story–Inverted Pyramid style; Lead: importance; Types of lead, Body of the story; Features; Types of features and Human-interest stories; Difference between articles and features.

Module 4: Various types of communication for social change 12 Hours (Blooms Level: Synthesis)

Topics: Organizational setup of a Newspaper; Editorial Department; Introduction to editing; Principles of editing, Headlines; importance, Functions of headlines; Typography and Style, Language; Types of headlines; Style sheet; Importance of pictures, Selection of News Pictures.

SKILL SETS TO BE DEVELOPED:

1. Critical assessment of a wide range of ideas and complex problems and issues.
2. Apply one's disciplinary knowledge and transferable skills to new/unfamiliar contexts and identify and analyze problems and issues and seek solutions to real-life problems.
3. Teamwork
4. Proofreading & Research Skills
5. Editing Skills

DELIVERY PROCEDURE (PEDAGOGY):

TABLE 3: SPECIAL DELIVERY METHOD/ PEDAGOGY PLANNED WITH TOPICS				
S. No	Lecture Number	Subtopic as per lesson Plan	Pedagogy title/ short explanation of adopted pedagogy	** At end of semester please update whether activity was done
1	L 6	Individual change	Journaling one weeks experience	(completed as planned)
2	L 19	Reporting social change	Street play	(not done due to...)
3	L 24	Poster Art	Making a poster	:
4	L 38	Health communication and social change	Survey	:

REFERENCE MATERIALS: Textbooks, reference books, any other resources, like webpages. (BOS Approved + others if needed)

REFERENCE MATERIALS:

Text Books:

- Dutta, M. (2020). Communication, Culture and Social Change. Springer International Publishing.
2. Servaes, J. (Ed.). (2020). Handbook of communication for development and social change. Springer.
3. Tascón, S. M. (2019). Visual Communication for Social Work Practice. Routledge.
4. Srinivas R. Melkote. (2016). Media and Communication in Social Change: A critical review of development communication theory & practice. University of Mysore, Mysore.
5. Uma Narula. (2019). Development communication-Theory and Practice. Har-Anand Publication Pvt Ltd.

5. Recommended Reading:

6. Mihelji, S., & Stanyer, J. (2019). Theorizing media, communication and social change: towards a processual approach. Media, Culture & Society, 41(4), 482-501.
7. Suzina, A. C., & Tufte, T. (2020). Freire's vision of development and social change: past experiences, present challenges and perspectives for the future. International Communication Gazette, 82(5), 411-424.
8. Dutta, M. J. (2018). Culturally centring social change communication: Subaltern critiques of, resistance to, and re-imagining of development. Journal of Multicultural Discourses, 13(2), 87-104.
9. David Peter Stroh. (2019). Systems thinking for social change: A practical guide to solving complex problems, avoiding unintended consequences, and achieving lasting results. Chelsea Green Publishing.

Video Lectures

3. Communication for Social Change and Transformation:
<https://youtu.be/BhpbP49Yomk>
4. Communication for Social Change: Intersections of Theory & Praxis:
<https://youtu.be/LzaSulNI10Y>

10.

Video Lectures

5. Communication for Social Change and Transformation:
<https://youtu.be/BhpbP49Yomk>
6. Communication for Social Change: Intersections of Theory & Praxis:
<https://youtu.be/LzaSulNI10Y>

1. E-Books

1. 1. Communication for Development and Social Change: New Millennium
http://cscs.scu.edu/trends/v29/CRT_v29_n3_September2010.pdf

Web Resources

1. <https://journals.sagepub.com/home/sch#>
2. <https://thefrontline.org.uk/resources-for-social-change/>

1. SPECIFIC GUIDELINES TO STUDENTS: (Here mention a few tips to study this course effectively)

4. Attend classes regularly & Submit assignments on time
5. Read the newspaper every day.
6. Follow current affairs/news analysis on TV every day.

COURSE SCHEDULE:

TABLE 4: COURSE BROAD SCHEDULE					
Sl. No.	ACTIVITY	PLANNED STARTING DATE	PLANNED CONCLUDING DATE	TOTAL NUMBER OF PERIODS	OF
01	View of the course	16/02/2023	16/02/2023	1	
02	Module: 01	17/02/2023		11	
03	Module: 02			11	
05	Mid Semester				
06	Module:03			11	
07	Module:04			12	
08	Last instruction day				
09	End Term Examination				

DETAILED SCHEDULE OF INSTRUCTION:

PPT + Chalk Board and Lecture

TABLE 5: DETAILED COURSE SCHEDULE/ LESSON PLAN				
Session no	TOPIC	SUBTOPIC	CO Number	Reference
1	Defining Change	Definition of change	1	T1,T2, T5 & R1
2	Defining Change	How does change happen		T3 & R2&3
3	Defining Change	Theory of change	1	T1, T2, T5 & R1
4	Defining Change	How does social change happen	1	T1, T2 & R1
5	Defining Change	How does social change happen	1	T1, T2, T5 & R1
6	Defining Change	How it operates in individual context	1	T5 & R1
7	Defining Change	How it operates in organizational context	1	T3 & R2&3
8	Defining Change	How it operates in organizational context	1	T3 & R2&3
9	Defining Change	Strategic and structural elements of social change campaign planning	1	T3 & R2&3
10	Defining Change	Strategic and structural elements of social change campaign planning	1	T3 & R2&3
11	Activity	Making collage on Different social campaign	1	
12	Framing the communication for social change	Creating emotional resonance and amplification	2	T3 & R2&3
13	Framing the communication	Articulating the social change	2	T3 & R2&3

	for social change			
14	Framing the communication for social change	Articulating the social change	2	T3 & R2&3
15	Framing the communication for social change	Amplification of ideas /perspectives of Social Change	2	T1, R1 & R6
16	Framing the communication for social change	Amplification of ideas /perspectives of Social Change	2	T1, R1 & R6
17	Framing the communication for social change	Eliciting emotional responses through Communication	2	T1, R1 & R6
18	Framing the communication for social change	Ethical Considerations while formulating Communication	2	T1, R1 & R6
19	Framing the communication for social change	Reporting Social Change	2	T1, R1 & R6
20	Framing the communication for social change	Line between Journalism and Advocacy.	2	T1, T5 & R3,4, 6 & 8
21	Activity	Writing a report on social change	2	T1 & R3,6&7
22	Revision	Module1+2	2	T1 & R3,4&9
23	Communication via Media as a social change tool	Poster art	3	T3 & R3,4&7
24	Communication via Media as a social change tool	Poster art	3	T4 & R3,4&9

25	Communication via Media as a social change tool	Street Art	3	T5 & R3,4&7
26	Communication via Media as a social change tool	Street Art	3	T4 & R5&7
27	Communication via Media as a social change tool	Trans media	3	T1 & R3,6&7
28	Communication via Media as a social change tool	Social Media	3	T1 & R3,6&7
29	Communication via Media as a social change tool	Story telling	3	T1 & R3,6&7
30	Communication via Media as a social change tool	Counter Narratives	3	T1 & R3,6&7
31	Communication via Media as a social change tool	Counter Narratives	3	T1 & R3,6&7
32	Communication via Media as a social change tool	Counter Narratives	3	T1 & R3,4&9
33	Activity	Create posters	3	T3 & R3,4&7
34	Various types of Communication for social change	Communication, Development, Dependency on Media	4	T4 & R3,4&9
35	Various types of Communication for social change	Participatory Communications and Social Change	4	T5 & R3,4&7

36	Various types of Communication for social change	Health Communication & Social Change- Relationship between health communication and social change	4	T4 & R5&7
37	Various types of Communication for social change	Health Communication & Social Change- Relationship between health communication and social change	4	T4 & R5&7
38	Various types of Communication for social change	Health Communication & Social Change- Relationship between health communication and social change	4	T2 & R5&7
39	Various types of Communication for social change	Digital Humanitarianism and Social Change- Introduction to the affordances of Digital Humanitarianism	4	T2 & R7 &10
40	Various types of Communication for social change	Digital Humanitarianism and Social Change- Introduction to the affordances of Digital Humanitarianism	4	T5 & R3,4&7
41	Various types of Communication for social change	Digital Humanitarianism and Social Change- Introduction to the affordances of Digital Humanitarianism	4	T4 & R5&7
42	Various types of Communication for social change	Communication Rights- Relationship between communication rights and Social Change	4	T4 & R5&7
43	Various types of Communication for social change	Communication Rights- Relationship between communication rights and Social Change	4	T2 & R5&7
44	Activity	Survey	4	
45	Revision	Module 1,2,3,4	4	

Topics relevant to “SKILL DEVELOPMENT”: **How Communication can Impact Social Change for Skill Development**

ASSESSMENT SCHEDULE: (Here mention the details of all the formal and informal evaluation methods. Formal evaluation refers to Test 1, Test 2 and the End Term Final Examination. All other evaluation components come under informal evaluation.)

Sl.no	Assessment type [Include here assessment method for self-learning component thought flip classroom]	Contents	Course outcome Number	Duration In Hours	marks	Weightage	Venue, DATE & TIME
1	Assignment 1 and any activity Eg: Quiz, Group discussion, presentation, practical field work	Module 1,2,3 & 4	1,2,3,&4	3 Hours	50	25 %	
2	Midterm	Module 1 & 2	1 & 2	1 hour	50	25 %	
3	Endterm	Module 1,2,3,&4	1,2,3,&4	3 hours	100	50 %	

COURSE CLEARANCE CRITERIA:

AS PER ACADEMIC REGULATIONS OF THE UNIVERSITY

MAKEUP EXAM POLICY:

AS PER ACADEMIC REGULATIONS OF THE UNIVERSITY

CONTACT TIMINGS IN THE CHAMBER FOR ANY DISCUSSIONS: (Here mention the fixed slots on any of the week days for students to come and interact with you)

TUESDAY: 1.30-4.30 PM

THURSDAY: 2.30-4.30 PM

SAMPLE THOUGHT PROVOKING QUESTIONS:

SL NO	QUESTION	MARKS	COURSE OUTCOME NO.	BLOOM'S LEVEL
1	Define Societal change	2	1	1
2	Critically discuss the line between Journalism and Advocacy.	10	4	2
3	Create a poster for Girl child education	15	3	2

TARGET SET FOR COURSE OUTCOME ATTAINMENT:

Sl.no	C.O. No.	Course Outcomes	Threshold Set for the CO	Target set for attainment in percentage	Actual C.O. Attainment In Percentage	Remarks on attainment & Measures to enhance the attainment
					*	*
01	Co1	Identify the skills required for reporting, feature writing, subbing, interviewing, researching, designing and layout.	40 %	60 %		
02	Co2	Demonstrate the ability to research and	60 %	80 %		

		evaluate appropriate news sources.				
03	Co3	Apply the art and craft of editing skills	60 %	80 %		
04	Co4	Evaluate the qualities required to be a competent and responsible reporter and editor.	60 %	80 %		
05	Co5	Create news stories using various reporting and writing styles	60%	80%		

Signature of the course Instructor In-Charge (s)

Padmavathi S

APPROVAL:

This course has been duly verified Approved by the D.A.C.

Signature of the Chairperson D.A.C.

Name and signature of the Instructor In-Charge (s)

Padmavathi S



BLOOM'S TAXONOMY SAMPLE VERBS

Learning Outcomes Verbs at Each Bloom Taxonomy Level to be used for writing the course Outcomes.

TABLE 9: REFERENCE SAMPLES OF BLOOMS TAXONOMY VERBS		
Cognitive Level	Illustrative Verbs	Definitions

Knowledge	arrange, define, describe, duplicate, identify, label, list, match, memorize, name, order, outline, recognize, relate, recall, repeat, reproduce, select, state	remembering previously learned information
Comprehension	classify, convert, defend, discuss, distinguish, estimate, explain, express, extend, generalize, give example(s), identify, indicate, infer, locate, paraphrase, predict, recognize, rewrite, report, restate, review, select, summarize, translate	grasping the meaning of information
Application	apply, change, choose, compute, demonstrate, discover, dramatize, employ, illustrate, interpret, manipulate, modify, operate, practice, predict, prepare, produce, relate schedule, show, sketch, solve, use write	applying knowledge to actual situations
Analysis	analyze, appraise, breakdown, calculate, categorize, classify, compare, contrast, criticize, derive, diagram, differentiate, discriminate, distinguish, examine, experiment, identify, illustrate, infer, interpret, model, outline, point out, question, relate, select, separate, subdivide, test	breaking down objects or ideas into simpler parts and seeing how the parts relate and are organized
Synthesis	arrange, assemble, categorize, collect, combine, comply, compose, construct, create, design, develop, devise, explain, formulate, generate, plan, prepare, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, summarize, synthesize, tell, write	rearranging component ideas into a new whole
Evaluation	appraise, argue, assess, attach, choose, compare, conclude, contrast, defend, describe, discriminate, estimate, evaluate, explain, judge, justify, interpret, relate, predict, rate, select, summarize, support, value	making judgments based on internal evidence or external criteria

Activity Example

Event No:	1	Date:08/05/2023	Sem 4, 2023
Event Category:	Activities	Event Type: Street play	Skill development
Mode of Event & Venue:	Offline, classroom University campus	No. of Participant(s):5	Sem 4 Section 1
Event Organizer:	School of Media Studies		
Event Convenors	Padmavathi S, SOMS		

Event Title:	Activities for the subject of Communication for Social Impact BAJ3007
Event Objective:	A task was given to the students to write a script and enact that as a street play to create awareness amongst first time voters.

Samples:





Padmas

Faculty Incharge
Padmavathi S

Lish.

Director SOMS