

UNIVERSITY OF THE PUNJAB

NOTIFICATION

It is hereby notified that the Syndicate at its meeting held on 17.12.2022 has approved the recommendations of the Academic Council made at its meeting dated 03.06.2022 regarding approval of Syllabi/Scheme of Studies of BS 4-Year in Media & Development Communication (Regular & Replica Programs) at the Department of Development Communication with effect from the Academic Session 2021.

(Syllabi/Scheme of Studies enclosed)

Admin. Block,
Quaid-i-Azam Campus,
Lahore.

No. D/ 761 /Acad.

Sd/-
Tasneem Kamran
Registrar

Dated: 31-1-23

Copy of the above is forwarded to the following for information and further necessary action: -

1. Dean, Faculty of Information & Media Studies
2. Director, School of Communication Studies
3. Chairperson, Department of Development Communication
4. Controller of Examinations
5. Director, IT (*for placement at Website*)
6. Administrative Officer (Statutes)
7. Secretary to the Vice-Chancellor
8. Private Secretary to the Registrar
9. Assistant Syllabus

Mazhar
Assistant Registrar (Academic)
for Registrar

Syllabi of BS 4-Year in Media and Development Communication

Program	<u>BS Media and Development Communication</u>
Title:Department	<u>Department of Development Communication</u>
nt:Faculty:	<u>Faculty of Information and Media Studies</u>

1. **Department Mission**

The Department of Development Communication is committed to rigorous, meticulous and relevant scholarship that speaks to public challenges and upholds social growth and progress. We promote and teach equitable and ethical media and communication practices in an academically and practically diverse, innovative, and interdisciplinary environment to transform a society and promote social justice. Through a culture of collaboration between academia and industry, Department of Development Communication strikes a dynamic networking with the theoretical scholarship and the practical communication process. The mission of the department is to empower faculty and students to create meaningful, strong and effective voices in the communal conversation.

2. **Introduction**

The prime goal of the department is to develop a student-centered and high quality teaching and learning environment that enhances personal, professional and academic development of students and prepare them as competent communication experts, media practitioners and leaders in industry and academia, thriving in globally competitive and culturally diverse environments. These goals are achieved when students living in digital age possess a vigorous capability for making ethical, culturally aware, and inclusive communication as citizens of a dynamically mediated world..

3. **Program Introduction**

The degree program described herein shall be called BS in Media & Development Communication (BS. Media & Dev. Comm.). This program is to offer an advanced interdisciplinary education and training in contemporary theory and research in the field of media, communication and development. Development Communication is a sub-field of communication studies that involves the strategic use of *communication* for the alleviation of social problems and to facilitate social development processes. It engages stakeholders and policy makers, establishes favorable environments, assesses risks and opportunities and promotes information exchange to create positive social change via sustainable

development. Development communication techniques include information dissemination and education, behavior change, social marketing, social mobilization, media advocacy, communication for social change, and community participation. The basics of all media techniques from social media to print journalism and research will be incorporated in the degree to enable students to work and compete in media industry and private and public organizations.

4. Program Objectives

1. This program will equip students with the knowledge and skills needed in teaching, managing and implementing communication programs for development.
2. This program will enable students to critically examine the intersection of the fields of media, communication and development research. This program will help students to develop an understanding of a range of theoretical and methodological approaches to the study of development, media and communication.
3. This degree will provide students with practical media training which will prove valuable if they wish to go on to pursue their career in the relevant media industry. This will also prepare them for work in a variety of communication and development related careers.
4. Graduates of this program may find employment as public and corporate communication or information officers, social science and communication researchers or analysts, communication or media planners and managers, program or project development officers, media practitioners, learning system designers, multimedia designers, and in the allied and related professions.
5. This degree will provide students with research training which will prove valuable if they wish to go on to pursue M.Phil/PhD research in the relevant field and will also prepare them for work in a variety of media, communication and development related careers.

5. Market Need/Rationale of the Program

The importance of Development Communication with the technological advancement has increased manifold in a developing country like Pakistan. Those who are interested to develop their career in the field of development Communication, either in media industry or academic, this BS program is designed to make them successful professionals. The degree is significant for those with an interest in global and local media and development, including professionals seeking alternative ways of thinking about their roles as media practitioners and activists to bring social change and work as change agents. This will be the very first degree in Pakistan that will offer specialized courses of development communication i.e. health communication, environment communication, public policy analysis with reference to communication. The development of

communication technology using IC's and the use of computers accessing information, have drastic impact on the art of managing information & communication in today's environment. This development has caused an astronomical growth in the Media and Communication industry, which has turned into a powerful empire with many branches, covering every single aspect of life. Among the most influential media branches are mass media, broadcast and advertising media, news media, digital, and electronic media, each of which will be explored or specialized in, with the degree of Media and Development Communication.

Media and Development Communication not only help people to communicate about important issues but also calls for action which brings change. Choosing this discipline is choosing to be a part of action and change through diverse media. Graduates of this program may find employment as public and corporate communication or information officers, social science and communication researchers or analysts, communication or media planners and managers, program or project development officers, media practitioners in leading media houses, NGOs, advertising agencies, market research organizations, public relation departments, audience engagements on mainstream and digital networks

6. Admission Eligibility Criteria

- Years of Study completed **12 Years**
- Study Program/Subject **A Level / FA / F.Sc / I.Com / D.Com
Intermediate or equivalent**
- Percentage/CGPA **2nd Division**
- Entry Test (if applicable) with minimum requirement **Academic 100%**
- Any other (if applicable)

7. Duration of the Program

Semesters/Years/Credit hours **8 semesters / 4 years / 132 C. Hrs**

6. Categorization of Courses as per HEC Recommendation and Difference

Semester	Courses	Category (Credit Hours)					Semester Load
		Core Courses	Basic Courses	Major Electives	Minor Electives	Any Other QURAN COURSE	
1	6	3	12			0	15
2	6	3	12			1	16
3	6		9	6		0	15
4	7			17		1	18
5	7			18		0	18
6	6			15		1	16
7	7			18		0	18
8	5			15		1	16
PU							
HEC Guidelines							
Difference (HEC & PU)							

*Core: Compulsory, Basic: Foundation, Major Electives: Professional Minor

Electives: Specialization Note: The course/column heads are customizable according

to nature and level of the program.

Sr. No.	Course Categories	No of Courses	Cr. Hrs.
1	Expository Writing	3	9
2	Social Sciences	2	6
3	Arts & Humanities	2	6
4	Natural Sciences	2	6
5	Quantitative Reasoning	2	6
6	Islamic Studies & Pakistan Studies	2	6
7	Major Courses including research project/Internship (Major Course)	29	89
8	Quran Courses	8	4
Total		50	132

#	Code	Course Title	Course Type	Prerequisite	Credit hours		
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Semester I							
1.	MDC 111	Islamic Studies		Prerequisite HEC	3		
2.	MDC 112	Functional English-I	Expository Writing I		3		
3.	MDC 113	Digital & Data Skills	Quantitative Reasoning - I		3		
4.	MDC 114	Introduction to Sociology	Social Sciences I		3		
5	MDC 115	Ecology & Development	Natural Sciences I		3		
6.	HQ – 001	Quran Course	PU Compulsory Course		0		
Total Credit Hours					15		
Semester II							
1.	MDC 121	Writing & Presentation Skills (English-II)	Expository Writing II		3		
2.	MDC 122	Pakistan Studies		Prerequisite HEC	3		
3.	MDC 123	Mathematics & Statistics	Quantitative Reasoning II		3		
4.	MDC 124	Introduction to Geology	Natural Sciences II		3		
5	MDC 125	Fundamentals of Economics	Social Sciences II		3		
6.	HQ – 002	Quran Course	PU Compulsory Course		1		
Total Credit Hours					16		

Semester III							
1.	MDC 231		Expository		3		

		Language & Communication Skills (Urdu & English)	Writing III				
2.	MDC 232	Creative Arts: Photography	Arts & Humanities I		3		
3.	MDC 233	Foreign Language (English/French/German/Chinese/Arabic/Hindi)	Arts & Humanities II		3		
4.	MDC 234	Introduction to Development Communication	Major 1/ Optional / Distribution		3		
5.	MDC 235	Contemporary World Media and Development	Major 2/Optional/ Distribution		3		
6.	HQ – 003	Quran Course	PU Compulsory Course		0		
TotalCreditHours					15		
SemesterIV							
1.	MDC 241	Introduction to Mass Communication	Major 3/ Distribution		2		
2.	MDC 242	Development Support Communication	Major 4 /Distribution		3		
3.	MDC 243	Journalistic Writing for Development (English & Urdu)	Major 5/ Distribution		3		
4.	MDC 244	Introduction to Advertising	Major 6/ Distribution		3		
5.	MDC 245	Public Relations for Development	Major 7/Distribution		3		
6.	MDC 246	Digital Media & Development	Major 8/Distribution		3		
7.	HQ – 004	Quran Course	PU Compulsory Course		1		
TotalCreditHours					18		
SemesterV							
1.	MDC 351	Communication Theories, Models & Approaches	Major 9/Distributio		3		

			n				
2.	MDC 352	Communication Research Method-I	Major 10/Distribution		3		
3.	MDC 353	Media Laws & Ethics	Major 11/Distribution		3		
4.	MDC 354	Basics of Broadcast Media	Major 12/Distribution		3		
5.	MDC 355	Public Policy & Sustainable Development	Major 13/Distribution		3		
6.	MDC 356	Development & Gender Studies	Major 14/Distribution		3		
7.	HQ – 005	Quran Course	PU Compulsory Course		0		
TotalCreditHours					18		
SemesterVI							
1.	MDC 361	Communication Research Methods-II	Major 15/Distribution		3		
2.	MDC 362	Theories & Approaches to Development Communication	Major 16/Distribution		3		
3.	MDC 363	Agricultural Communication	Major 17/Distribution		3		
4.	MDC 364	Environmental Communication	Major 18/Distribution		3		
5.	MDC 365	Health Communication	Major 19/Distribution		3		
	HQ – 006	Quran Course	PU Compulsory Course		3		
TotalCreditHours					16		
SemesterVII							

1.	MDC 471	Development Communication Campaigns & Designs	Major 20 / Distribution		3		
2.	MDC 472	Course from Specialization	Major 21 Distribution (Elective Course 1 from any selected group of specialization)		3		
3.	MDC 473	Course from Specialization	Major 22 Distribution (Elective Course 2 from any selected group of specialization)		3		
4.	MDC 474	Media Production	Major 23 / Distribution		3		
5	MDC 475	Media Literacy and Development	Major 24/Distribution		3		
	MDC 476	Internship (Media Industry/NGOs etc.)	Major 25		3		
	HQ – 007	Quran Course	PU Compulsory Course		0		
TotalCreditHours					18		
SemesterVIII							
1.	MDC 481	Interactive & Data Storytelling Techniques for development projects	Major 26/Distribution		3		
2.	MDC 482	Contemporary Global Sustainable Development Campaigns	Major 27 Distribution (Elective Course 3 from any selected group of specialization)		3		
3.	MDC 483	Media Seminar	Major 28 Distribution (Elective Course 4 from any selected group of specialization)		3		
4.	MDC 484	Thesis/Special Project	Major 29		6		
5	HQ – 008	Quran Course	PU Compulsory Course		1		
TotalCreditHours					16		

7. SchemeofStudies/Semester-wiseworkload

tive(specialization)etc.

Research Thesis/Project/Internship

Details(credithours,semesteretc.)

Research Thesis / Project (6 Credit Hours/ 8th Semesters)

Students will be required to conduct research under the supervision of a teacher on any issue related to media studies and Development Communication and submit either a thesis or a research project.

Internship (3 Credit Hours/ 7th Semesters)

The students are required to complete two month internship in any media organization or NGOs etc. The student will be evaluated on the basis of internship performance and report that will be submitted at the end of the internship program.

8. Award of Degree

Degree awarding criteria stating:

CGPA percentage required to Qualify **2 CGPA**

Thesis/Project/Internship **50%**

Any other requirement, e.g. Comprehensive examination (if applicable) **N/A**

9. NOC from Professional Councils (if applicable)

Provide the status of NOC from the concerned Professional Council(s), if

applicable, depending on nature of the program being proposed N/A

10. Faculty Strength

Degree	Area/Specialization	Total
PhD	1. Development Communication, Digital Media, Visual Communication, Cultural Studies, International Communication, Political Communication, Gender Studies, Cartoon Journalism and qualitative research 2. Political Communication	2
MS/MPhil	1. Development Communication, New Media, Advertising and Public Relations	1
Total		3

11. Present Student Teacher Ratio in the Department Newly Established

12. Course Outlines separately for each course

The course outline has following elements:

Title: Islamic Studies
Code: MDC-111
Semester: 1st
Rating: 3 Credit Hours
Type: Compulsory

SEMESTER-I

MDC -111 Islamic Studies

- **Course Objectives**

1. This course is aimed to provide basic information about various concepts of Islam and Quran, to present Islam as a complete code of life and demonstrate understanding of Islamic ethics.
2. It will enable the students to understand the concept of Islamic system and pillars and their impact on society and social interaction.

- **Learning Outcomes**

The students will be able to:

1. Understand the sources and contents of Islam and the life of Holy Prophet (PBUH).
2. Enhance understanding of the students regarding Islamic civilization, culture, economic system, political system, social system and its relationship with modern science.
3. Improve the skills of the students for understanding of issues related to faith and religious life.

- **Course Contents**

- 1. Introduction to Quranic Studies**

- 1.1 History of Quran
- 1.2 Basic Concepts of Quran
- 1.3 Basic Teachings of Quran

- 2. Recitation and Translation of Selected Text of Holy Quran**

- 2.1 Verses of Surah Al-Baqra Related to Faith (Verse No-284-286)
- 2.2 Verses of Surah Al-Hujrat Related to Adab Al-Nabi (Verse No-1-18)
- 2.3 Verses of Surah Al-Ihzab Related to Adabal-Nabi (Verse No. 6, 21, 40, 56, 57, 58)
- 2.4 Verses of Surah Al-Mumanoon Related to Characteristics of the faithful (Verse No-1-11)
- 2.5 Verses of Surah al-Furqan Related to Social Ethics (Verse No. 63-77)
- 2.6 Verses of Surah Al-Inam Related to Ihkam (Verse No-152-154)
- 2.7 Verses of Surah Al-Saf Related to Tafakar, Tadabar (Verse No- 1,14)

- 3. Seerat of Prophet Muhammad (SAWW)**

- 3.1 Life of Muhammad Bin Abdullah (PBUH) (Before Prophet Hood)
- 3.2 Life of Holy Prophet (PBUH) in Makkah
- 3.3 Life of Holy Prophet (PBUH) in Madina
- 3.4 Important Lessons derived from the life of Holy Prophet (PBUH)
- 3.5 Basic Concepts of Sunnah& Hadith

4. Islamic Culture & Civilization

- 4.1 Basic Concepts of Islamic Culture & Civilization
- 4.2 Historical Development of Islamic Culture & Civilization
- 4.3 Characteristics of Islamic Culture & Civilization
- 4.4 Islamic Culture & Civilization and Contemporary Issues

5. Economic System of Islam

- 5.1 Basic Concepts of Islamic Economic System
- 5.2 Means of Distribution of wealth in Islamic Economics
- 5.3 Islamic Concept of Riba
- 5.4 Islamic Ways of Trade & Commerce

6. Political System of Islam

- 6.1 Basic Concepts of Islamic Political System
- 6.2 Islamic Concept of Sovereignty
- 6.3 Basic Institutions of Govt. in Islam

7. Social System of Islam

- 7.1 Basic Concepts of Social System of Islam
- 7.2 Elements of Family
- 7.3 Ethical Values of Islam
- 7.4 Concept of Fundamental Rights in Islam

8. Islam & Science

- 8.1 Basic Concepts of Islam & Science
- 8.2 Quran & Science
- 8.3 Contributions of Muslims in the Development of Science

9. Assignment

- 9.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

• Teaching Learning Strategies

- 1. Class Discussion
- 2. Projects / Assignments
- 3. Group Presentations
- 4. Students led presentations
- 5. Thought Provoking Questions

• Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led

			presentations, thought provoking questions, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Reading**

- Wahid, M. A. (2002). Principles of Islam. Karachi: ZamZam Publishers.
- Shahid, S. (2001). Islamic Ideology: An Introduction. Lahore: Emporium Publishers.
- Haq, M. Z. (2001). Introduction to Al Sharia Al Islamia, AllamaIqbal Open University, Islamabad
- Hasan, A. (1993). Principles of Islamic Jurisprudence, Islamic Research Institute, International Islamic University, Islamabad.
- Institute. (1993). International Islamic University, Islamabad

Title: Functional English-I
Code: MDC-112
Semester: 1st
Rating: 3 Credit Hours
Type: Expository Writing-I

MDC 112 FUNCTIONAL ENGLISH - I

- **Course Objectives**

This course is designed

1. to enhance English language skills of the students.
2. to develop critical thinking of the students.
3. to enable students to identify main/topic sentences.
4. to teach the students to use effective strategies while reading texts.
5. to acquaint the students with cohesive devices and their function in the text.

- **Learning Outcomes**

After completing this course, Student will

1. have improved their listening and reading skills in English.
2. be able to communicate in written and oral English with peers and teachers.
3. rely less on their first language and increase their use of English in formal and informal situations.
2. have a deeper understanding of correct English structures in descriptive, narrative, and instructional texts.

- **Course Contents**

1. **Basics of Grammar**

- 1.1 Parts of speech and use of articles
- 1.2 Sentence structure, active and passive voice
- 1.3 Practice in unified sentence, analysis of phrase, clause and sentence structure
- 1.4 Transitive and intransitive verbs

2. **Reading Skills**

- 1.1 Identify main Idea / Topic sentences
- 1.2 Skimming, scanning, and inference / Find specific and general information quickly
- 1.3 Distinguish between relevant and irrelevant information according to purpose for reading
- 1.4 Recognize and interpret cohesive devices
- 1.5 Distinguish between fact and opinion
- 1.6 Guess the meanings of unfamiliar words using context clues
- 1.7 Use the dictionary for finding out meanings and use of unfamiliar words
- 1.8 Practice exercises with every above mentioned aspect of reading

3. **Writing Skills**

- 3.1 Paragraph writing with topic sentence
- 3.2 Descriptive paragraph writing
- 3.3 Narrative paragraph writing
- 3.4 Error free writing

3.5 Summary writing

4. Translation skills

- 1.1 Urdu to English
- 1.2 English to Urdu

5. Presentation skills

- 1.1 Presentation topics to be chosen at the discretion of the teacher

6. Assignment

- 6.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

- 1 Class Discussion
- 2 Projects / Assignments
- 3 Group Presentations
- 4 Students led presentations
- 5 Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Recommended Books**

- Rosa, A., & Eschholz, P. (2009). Models for Writers. St. Martin's Press.
- Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004). Oxford English for undergraduates. Karachi: Oxford University Press.
- Eastwood, J. (2004). English Practice Grammar (New edition with tests and answers). Karachi: Oxford University Press.
- Murphy, R. (2003). Grammar in use. Cambridge: Cambridge University Press

- Thomson A. J. and Martinet. A.V. (1997) English Grammar. Oxford University Press. 3rd edition, ISBN 0194313492.
- Boutin, M. C., Brin, S. and Grellet, F. (1993). Writing Intermediate, Oxford Supplementary Skills. Fourth Impression, ISBN 0194354057
- Tomlinson, B. and Ellis, R. (1992). Reading Upper Intermediate. Oxford Supplementary Skills. Third Impression. ISBN0194534022.
- Michael Swan. Practical English Usage, Oxford Press, Karachi Writing Effective Paragraphs. Collins.
- British Broadcasting Corporation. Mind Your (Book with CDs & Cassettes).
- British Broadcasting Corporation. Choosing Your English (Books with CDs & Cassettes).

Title: Digital & Data Skills
Code: MDC-113
Semester: 1st
Rating: 3 Credit Hours
Type: Quantitative Reasoning I

MDC 113 DIGITAL & DATA SKILLS

- **Course Objectives**

This course is designed;

- 1 to introduce the students with the fundamentals of computer and information technologies.
- 2 to enable the students to use computers and information communication technologies in development communication.
- 3 to enable the students to use various software while developing contents for development communication campaigns.
- 4 to enable the students to use various digital applications and social media platforms while developing contents for development communication campaigns.
- 5 to enable the students to use internet and online academic resources skilfully.

- **Learning Outcomes**

Upon completion of this course, the student will be able to:

1. Understand the usage of computers and why computers are essential components in development and society.
2. Utilize the Internet Web resources and evaluate on-line e-business system.
3. Solve common business problems using appropriate Information Technology applications and systems.
4. Identify categories of programs, system software and applications. Organize and work with files and folders.
5. Describe various types of networks network standards and communication software.

- **Course Contents**

1. **Basics of Computers and Information Technologies**

- 1.1 Introduction to Computer (Hardware/Software)
- 1.2 Internet basics (Internet Connectivity, IP Settings, Installation of Programs, Window Installation, Internet Securities, File formats (for Audio & Video)
- 1.3 Understand basic computer hardware components and terminologies
- 1.4 Understand the concepts and basic functions of a common computer operating systems

2. **Software Skills**

- 2.1 Basics of Word processors (example: MS Word, Google Doc, Writer)
- 2.2 Basics of Presentation (example: PowerPoint, Impress)
- 2.3 Basics of Spreadsheet (example: Excel, Calc)
- 2.4 Basics of PDF reader (example: Acrobat Reader, Preview)
- 2.5 Basics of Compression software (example: WinZip, StuffIt, 7-Zip)
- 2.6 In-Page Basics (Urdu Composing and Page Making)
- 2.7 Adobe Page Maker Basics (Creating layouts for Newspaper and Magazines)

- 2.8 Adobe Photoshop Basics (Basic still image/Picture editing)
- 2.9 Coral Draw Basics (Page and image making and designing)
- 2.10 Adobe Audition Basics (Basic Audio Editing for Radio)
- 2.11 Adobe Premier Basics (Basic Video Editing for Television/Documentary/Short Film etc.)
- 2.12 Macromedia Flash Basics (Basic creation of Flash Images, Flash Picture Gallery and Flash Video for web and other formats)
- 2.13 Mobile applications
- 2.14 Social media platforms

3. Electronic Communication Skills

- 3.1 Email, using a common email program (example: MS Outlook, Gmail, Apple Mail)
- 3.2 Compose, Send, Reply, Forward messages
- 3.3 Add attachments to a message
- 3.4 Retrieve attachments from an email message
- 3.5 Copy, paste and print message content
- 3.6 Organize email folders

4. Internet Skills

- 4.1 Set up an Internet connection and connect to the Internet
- 4.2 The World Wide Web and its functions, including basic site navigation, searching, and installing and upgrading a Web browser
- 4.3 Use a browser effectively, including bookmarks, history, toolbar, forward and back buttons
- 4.4 Use search engines and directories to find information on the Web
- 4.5 Download files and images from a Web page
- 4.6 Understand and effectively navigate the hyperlink structure of the Web
- 4.7 Understand how to keep information safe while using the Internet

5. Moving Files

- 5.1 Transfer files by uploading or downloading
- 5.2 View and change folder/document security settings
- 5.3 Copy files from hard disk to storage devices and vice versa

6. Assignment

- 6.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

- 1. Class Discussion
- 2. Projects / Assignments
- 3. Group Presentations
- 4. Students led presentations
- 5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester

2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Recommended Books**

- Ulrich, L. (2003). How to do everything with Microsoft Office.
- Blanc, I. & Harris, J. (1997). Computer Applications for Business, 2nd Edition, DDC Publishing, 275 Madison Avenue, New York
- Bruce J. McLaren. Understanding and Using the Internet, West Publishing Company, 610 Opperman Drive, P. O. Box 64526, St. Paul, MN 55164.
- Rutkosky, N. H. Microsoft Office Professional, Paradigm Publishing Company, 875 Montreal Way, St Paul, MN 55102.
- Shepherd, R. D. Introduction to Computers and Technology, Paradigm Publishing Inc., 875 Montreal Way, St. Paul, MN 55102.
- Waggoner, S. C. Discovering Computers 98, International Thomson Publishing Company, One Main Street, Cambridge, MA 02142.
- Klemin, V. W. and Harsha, K. Microcomputers, A Practical Approach to Software Applications, McGraw-Hill Book Company, New York, NY 10016.
- Perkins, M. Beginner's Guide to Adobe Photoshop
- McClelland, D. and Fott, G. Photoshop Elements 3 for Dummies
- Kabili, J. Adobe Photoshop Elements 2 Complete Course
- Rose, C. Sam's Teach Yourself: Adobe Photoshop CS 2 in 24 Hours, First Edition.
- Rose, C. Sam's Teach Yourself: Adobe (R) Photoshop (R) in 24 Hours.
- Bain, S. CorelDraw (R) 11: the Official Guide by Steve Bain
- Yeung, R. Macro media Flash MX 2004 Hands-On Training
- Kerman, P. Sam's Teach Yourself: Macromedia Flash MX 2004 in 24 Hours.
- Adobe Page Maker 7.0 Classroom in a Book. Adobe Creative Team.
- Adobe PageMaker7.Againstthe Clock.
- Woolf, G. Publication Production using Page maker: A guide to using Adobe Page Maker 7 for the production of newspapers, newsletters, magazines and other formatted.
- Baker, D. L. Adobe Premiere 6.5 Complete Course
- Callahan, C. A Journalist's Guide to the Internet: The Net as a Reporting Tool. 2nd Edition
- Bass, F. The Associated Press Guide to Internet Research and Reporting
- Caden, R. head, Mark E. Walker. How to Use the Internet.

Title: Introduction to Sociology
Code: MDC-114
Semester: 1st
Rating: 3 Credit Hours
Type: Social Sciences-I
Pre-requisites:

MDC 114 INTRODUCTION TO SOCIOLOGY

- **Course Objectives**

1. To introduce the students with the fundamental concepts and terminologies of Sociology as a compulsory subject of social sciences.
2. To enable the students to understand the significant concepts like social systems and structures, social groups, culture, socio-economic changes and social processes.
3. To make the students understand the culture of Pakistan and its link with development processes

- **Learning Outcomes**

Students will be able:

1. to understand the concepts, theories, and methods of the behavioral and social services.
2. to have knowledge about to the basic social processes of society, social institutions and patterns of social behavior.
3. to understand and to interpret objectively the role of social processes, institutions and interactions in their lives.
4. to cope effectively with the socio-cultural and interpersonal processes of a constantly changing complex society.

- **Course Contents**

1. **Introduction**

- 1.1 Definition, scope, and fundamentals of Sociology
- 1.2 Historical background of Sociology
- 1.3 Relationship of sociology with other social sciences

2. **Basic Concepts of Sociology**

- 2.1 Group, Community, Society
- 2.2 Associations
- 2.3 Organizations

3. **Social Groups**

- 3.1 Definition and Functions
- 3.2 Types of social groups
 - 3.2.1 In and out groups
 - 3.2.2 Primary and Secondary group
 - 3.2.3 Reference groups
 - 3.2.4 Informal and Formal groups
 - 3.2.5 Pressure groups

- 3.3 Culture

3.4 Definition, aspects and characteristics of Culture

- 3.4.1 Material and non-material culture
- 3.4.2 Ideal and real culture

3.5 Elements of culture

- 3.5.1 Beliefs
- 3.5.2 Values
- 3.5.3 Norms and social sanctions

4. Pakistani Society

- 4.1 Characteristics of Pakistani Society
- 4.2 Social Stratification, Cast, Class and Ethnicity
- 4.3 Social Institutions in Pakistan
- 4.4 Urban and Rural Division of Pakistan
- 4.5 Major Social Problems of Pakistan
- 4.6 Development and Collective Behavior of Pakistani Society
- 4.7 Media Sociology

5. Assignment

- 5.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

- 1. Class Discussion
- 2. Projects / Assignments
- 3. Group Presentations
- 4. Students led presentations
- 5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Macionis & John J. (2006). 10th Edition Sociology New Jersey: Prentice-Hall
- Macionis & John J. (2005). Sociology 10th ed. South Asia: Pearson Education
- Henslin, J. M. (2004). Sociology: A Down to Earth Approach. Toronto: Allen and Bacon
- Brown & Ken. (2004). Sociology. UK: Polity Press
- Magill, F. N. (2003). International Encyclopedia of Sociology. U.S.A: Fitzroy Dearborn Publishers
- Giddens & Anthony. (2002). Introduction to Sociology. UK: Polity Press
- Tischler & Henry L. (2002). Introduction to Sociology 7th ed. New York: The Harcourt Press
- Margaret, A. and Taylor, H. F. (2001). Sociology the Essentials. Australia: Wadsworth.

Title: Ecology & Development
Code: MDC-115
Semester: 1st
Rating: 3 Credit Hours
Type: Natural Sciences-I
Pre-requisites:

MDC 115 ECOLOGY & DEVELOPMENT

- **Course Objectives:**

This course is designed:

1. to discuss the ecological applications and to enable students to understand how ecology is the study of relationships between organisms and their environment.
2. to examine the diversity of life and explain the biological processes that links them together.
3. to explore ecological principals that link individuals at populations, community, landscape, and ecosystem levels.
4. to investigate the effects humans are having on disrupting natural ecosystem function.

- **Learning Outcomes**

Students will be able to:

1. distinguish among allied scientific disciplines (environmental science, conservation biology, restoration ecology, and environmental engineering) and compare their purposes with that of ecology.
2. describe at least 6 ecosystem services important to human ecology.
3. place the sub-disciplines of ecology into a hierarchical organizational scheme based on physical scale.
4. explain in what manner the concept of emergent properties justifies studying ecology within an hierarchical framework.

- **Course Content:**

1. Introduction: Concepts of Ecology & Ecosystems
2. The nature of Ecology
3. Climate change
4. Concepts of Environment
5. The aquatic environment/ Ecosystem
6. The terrestrial environment
7. Plant adaptations to the environment
8. Animal adaptations to the environment
9. Properties of population: Growth, life history and population regulation
10. Global warming, air and water pollution
11. Land degradation and deforestation
12. Mechanisms for sustainable development of quality of life
13. Community Ecology: Structure and factors influencing communities
14. Community dynamics

15. Species Interactions: Competition, predation, parasitism and mutualism

16. Assignment

- Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Begon, M. (2020). Paperback. From Individuals to Ecosystems
- Smith M. S., Smith, R. L., and Waters, I. (2014). Elements of Ecology. 1st Canadian Edition. Pearson. Upper Saddle River, New Jersey.
- Real, L. A. & Brown, J. H. (1991). Foundations of Ecology: Classic Papers with Commentaries

Title: Quran Course
Code: HQ-001
Semester: 1st
Rating: 0 Credit Hours
Type: Compulsory
Pre-requisites:

HQ-001 Quran Course

1. Course Content:

- a. Surah Fateh to Surah Aal-e-Imran

Title: Writing and Presentation Skills (English-II)
Code: MDC-121
Semester: 2nd
Rating: 3 Credit Hours
Type: Expository Writing-II
Pre-requisites:

SEMESTER-II

MDC 121 WRITING AND PRESENTATION SKILLS (English-II)

- **Course Objectives**

This course is designed:

1. to enhance academic writing skills and develop critical thinking.
2. to enhance presentation skills.
3. to strengthen the language skills in order for the students to use language effectively as a tool to succeed in academic activities which they will be carrying out as part of their academic activities.

- **Learning Outcomes**

By the end of the course, students will be able to:

1. Deliver effective presentations and participate actively in group discussions at acceptable level of oral proficiency
2. Use Language Skills and Strategies in different situations for variety of functions.
3. Complete Academic Writing tasks by following writing process and appropriate strategies to suit the context and genre.

- **Course Contents**

1. **Essay Writing**
 - 1.1 Descriptive, narrative, discursive, argumentative
2. **Academic Writing**
 - 2.1 How to write a proposal for research paper/term paper?
 - 2.2 How to write a research paper/term paper (emphasis on style, content, language, form, clarity, consistency)
3. **Technical Report Writing & Progress Report Writing Presentation Skills**
 - 2.3 Personality development (emphasis on content, style and pronunciation), techniques for presenting written material through multi-media
 - 2.4 How to write blog and essay?
4. **Assignment**
 - 4.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

Note: Extensive reading is required for vocabulary building

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Technical Writing and Presentation Skills
- Essay Writing and Academic Writing
- Langan, J. and McGraw. (2004) College Writing Skills by Hill Higher Education.
- White, R. (1992) Writing. Advanced by. Oxford Supplementary Skills. Third Impression. ISBN 0 19 435407 3 (particularly suitable for discursive, descriptive, argumentative and report writing).

Title: Pakistan Studies
Code: MDC-122
Semester: 2nd
Rating: 3 Credit Hours
Type: Prerequisite HEC

MDC 122 PAKISTAN STUDIES

• **Course Objective**

This course is designed:

1. to develop vision of historical perspective, government, politics and ideological background of Pakistan.
2. to study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

• **Learning Outcomes**

On completion of this course:

1. The students will be in position to have the knowledge about Pakistan and their own responsibilities towards their Country.
2. Students will have an understanding of the issues arising in the modern, age and posing challenges to Pakistan.

• **Course Content**

1. Historical Perspective

- 1.1 Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-i-Azam and Muhammad Ali Jinnah.
- 1.2 Factors leading to creation of Pakistan
- 1.3 People and Land
- 1.4 Indus Civilization
- 1.5 Muslim advent
- 1.6 Location and Geo-Physical features.

2 Government and Politics in Pakistan

- 2.1 Political and constitutional phases:
- 2.2 1947-58
- 2.3 1958-71
- 2.4 1971-77
- 2.5 1977-88
- 2.6 1988-99
- 2.7 1999-2008
- 2.8 2008-2013
- 2.9 2013-2018
- 2.10 2018- onwards
- 2.11 Civil and military relationships

3 Contemporary Pakistan

- 3.1 Economic institutions and issues

- 3.2 Society and social structure
- 3.3 Cultural diversities
- 3.4 Foreign policy of Pakistan and challenges
- 3.5 Futuristic outlook of Pakistan

4 Assignment

4.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

• Teaching Learning Strategies

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

• Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

• Suggested Readings

- Akbar, S. & Zaidi. (2000) Issue in Pakistan's Economy. Karachi: Oxford University Press
- Burki, S. J. (1980) State & Society in Pakistan, The Macmillan Press Ltd.
- Afzal, M. R. (1998). *Political Parties in Pakistan*, Vol. I, II & III. Islamabad: National Institute of Historical and Cultural Research
- Mehmood, S. (1994). *Pakistan Political Roots & Development*. Lahore.
- Burke, S. M. and Ziring, L. (1993). Pakistan's Foreign policy: An Historical analysis. Karachi: Oxford University Press.
- Haq, N. (1993). *Making of Pakistan: The Military Perspective*. Islamabad: National Commission on Historical and Cultural Research.

Title: Mathematics & Statistics
Code: MDC-123
Semester: 2nd
Rating: 3 Credit Hours
Type: Quantitative Reasoning II
Pre-requisites:

MDC 123 MATHEMATICS & STATISTICS

- **Course Objectives**

The course is designed to introduce the basic mathematical & statistics skills needed to understand, analyze, and solve mathematical & statistical problems encountered in business and finance and in investment decision making.

- **Learning Outcomes**

. By the end of this course students will be able to understand:

1. the applied mathematics.
2. concept of matrix and its applications.
3. compare and convert percentages, fractions, mixed numbers, and decimals.
4. recognize different types of data and use appropriate methods to summarize and analyze them.
5. find out derivatives and continuity.
6. use graphical techniques to provide.

- **Course Contents for Mathematics:**

Mathematics

- 1. To review the basic techniques of mathematics and Introduction**

- 1.1 BODMAS
- 1.2 Basic Algebra
- 1.3 Percentages
- 1.4 Ratio & Fraction

- 2. Mathematics of Finance:**

- 2.1 Simple Interest
- 2.2 Compound Interest
- 2.3 Solving the equations & Quadratic equations

- 3. Simultaneous Equations Matrices**

- 3.1 Addition
- 3.2 Multiplication

- 4. Matrices**

- 4.1 Inverse
- 4.2 Cramer Rule

- 5. Derivatives**

(The teacher will be allowed to modify the course as per the requirements of the students and will also

suggest the reading material.)

1. Assignment

- 1.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

• **Course Contents for Statistics**

1. An Overview of Statistics

- 1.1 List quantitative and graphical examples of statistics within a business context
- 1.2 Define important statistical terms, including population, sample, and parameter, as they relate to descriptive and inferential statistics

2. Sampling and Sampling Distributions

- 2.1 Contrast sampling to census and differentiate among different methods of sampling, which include simple, stratified, systematic, and cluster random sampling; and convenience, judgment, quota, and snowball nonrandom sampling, by assessing the advantages associated with each.
- 2.2 Describe the distribution of a sample's mean using the central limit theorem, correcting for a finite population if necessary. Describe the distribution of a sample's proportion using the z formula for sample proportions
- 2.3 Basic Statistics
- 2.4 SPSS
 - 2.4.1 Basic introduction
 - 2.4.2 Usage Keys
 - 2.4.3 Tests (Tests of associations and tests of differences)
 - 2.4.4 Building Tables & graphs using SPSS
 - 2.4.5 Writing interpretations of tables and graphs

3. Assignment

- 3.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

(The teacher will be allowed to modify the course as per the requirements of the students and will also suggest the reading material).

• **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

Mathematics:

- Budnick, F. S. Applied Mathematics. 4th edition.
- Charles D. Miller, C.D., Salmanz, S. A.&Clendenen, G Business Mathematics & Statistics. (13th Edition)
- Bajpai, N. Business Statistics.
 - Reference Material:
- Handout provided by the teacher in class.
- Various internet sources

Statistics

- Bajpai, N. (2014). Business Statistics (1st ed.). Dorling Kindersley (India) Pvt. Ltd.
- Sharma, J. k. (2010). Fundamentals of Business Statistics. Pearson.
- Various internet sources
- Buglear, J. (2012). Stats means business: Taylor & Francis.
- Black, K. (2011). Business statistics: for contemporary decision making: John Wiley & Sons.
- Latest SPSS Manual

Title: Introduction to Geology
Code: MDC-124
Semester: 2nd
Rating: 3 Credit Hours
Type: Natural Sciences II
Pre-requisites:

MDC 124 INTRODUCTION TO GEOLOGY

- **Course Objectives**

The course is designed to give the basic knowledge of Geology to students and how it is relevant to development communication.

- **Learning Outcomes**

By the end of this course, students will be able to:

1. identify apply and use numerical and graphical methods to interpret quantities and concentrations of different natural resources related to geology.
2. assess and understand the origin, occurrence and availability of some natural physical resources associated with metals, oil and building stones.
3. describe and appreciate societal and environmental issues associated with the sustainability of the Earth's physical resource.
4. to identify the challenges for reporting geological issues.
5. to learn the writing skills and key writing competencies for geological issues.

- **Course Contents**

1. The nature and scope of geology
2. Structure and composition of the earth
3. Volcanism
4. Physical and chemical weathering
5. Structural deformation of rock
6. Mass wasting
7. Underground water
8. Running water
9. Wind action
10. Glaciers and glaciation
11. Oceans and shorelines
12. Earthquakes
13. Development of geological philosophy using a historical approach
14. Writing Geology: key competencies and techniques of communication for geological issues
15. Challenges for reporting geological issues.
16. Geo Photography

17. **Assignment**

17.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

The teacher will be allowed to modify the course as per the requirements of the students and will also suggest the reading material.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Copeland, P. (2012). Communicating rocks: Writing, speaking, and thinking about geology. Upper Saddle River, NJ: Pearson Education.
- Tarbuck, E. J., & Lutgens, F. K. (2011). *Earth: An Introduction to Physical Geology* (10th ed.). Upper Saddle River, NJ: Pearson Prentice Hall. ISBN 978-0-321-66304-7.
- Frank, et al. (2004). *Understanding Earth*. 4th ed. New York: W.H. Freeman & Company.
- Grant, B. (2003). *Geoscience reporting guidelines*. Victoria, BC: Prospectors and Developers Association of Canada.

Title: Fundamentals of Economics
Code: MDC-125
Semester: 2nd
Rating: 3 Credit Hours
Type: Social Sciences-II
Pre-requisites:

MDC 125 FUNDAMENTALS OF ECONOMICS

- **Course Objectives**

Students develop a basic understanding of economic principles, which allows for and encourages informed discussion of media-covered issues. Topics include contrasting macroeconomics and microeconomics; gross domestic product; economic growth and business cycles; unemployment and inflation; aggregate supply and demand; scarcity, opportunity costs, and trade; law of supply and demand; accounting versus economic profits; money and exchange rates; government choices, markets, efficiency, and equity; monopoly and competition; public goods, and free riders; and globalization and trade policy.

- **Learning Outcomes**

Students would be able:

1. to master basic economic terminology (jargon) and use it in appropriate contexts.
2. to understand how markets and the price mechanism function.
3. to explain the differences between macroeconomics and microeconomics.
4. to think through economic decisions faced in personal and professional life.
5. To communicate effectively both orally and in writing on various economic topics.
6. To understand composition of Pakistan Economy and its management during different government regimes.

- **Course Content**

1. **Introduction to Economics**

- 1.1 Key principles of Economics
- 1.2 Demand, supply and market equilibrium
- 1.3 Elasticity
- 1.4 Production and costs
- 1.5 Perfect competition
- 1.6 Monopoly and monopolistic competition
- 1.7 Microeconomic
- 1.8 Macroeconomic and macroeconomic indicators
- 1.9 Unemployment and inflation
- 1.10 Economic growth
- 1.11 International trade and finance

2. **Major Issues in Pakistan's Economy**

- 2.1 Overview of Pakistan's Economy
- 2.2 Development planning and resource mobilization
- 2.3 Agriculture and industrial development: Emerging issues
- 2.4 Sectorial development, employment pattern and unemployment

- 2.5 International debt and dependency
- 2.6 Poverty and income distribution
- 2.7 Inflation, Foreign Trade Deficit and emerging issues

3. Development Economics

- 1.1 Population growth and economic development
- 1.2 Agriculture versus industry debate
- 1.3 Poverty
- 1.4 Third world foreign debt issues

4. Assignment

- 4.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

● **Teaching Learning Strategies**

- 1. Class Discussion
- 2. Projects / Assignments
- 3. Group Presentations
- 4. Students led presentations
- 5. Thought Provoking Questions

● **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

● **Recommended Readings**

- Hubbard, G., & O'Brien, A.,(2019). *Economics*, 7th Edition, Boston: Pearson Education.
- Parkin, M., (2019). *Economics*, 13th Edition, Boston: Pearson Education.
- Acemoglu, D., Laibson, D., & List, J., (2018). *Economics*, 2nd Edition, Boston: Pearson Education.
- Mankiw, G., (2018). *Principles of Economics*, 8th Edition, Boston: Cengage Learning.

- O'Sullivan, A., Sheffrin, S., & Perez, S.,(2017). *Economics: Principles, Applications, and Tools*, 8th Edition, Boston: Pearson Education.
- Todaro& Smith (2014). *Development Economics*, 11th or 12th Edition Pearson
- S. Akbar Zaidi, (2011). *Issues in Pakistan's Economy*, 2nd edition. Oxford University Press.
- Samuelson, P., & Nordhaus, W., (2009). *Economics*, 19th Edition, Boston: McGraw-Hill Higher Education.
- Khan, S. R. (2004). *Fifty Years of Pakistan's Economy: Traditional Topics and Contemporary Concerns*, Karachi: Oxford University Press.
- Haq, M. (1999). *Human Development in South Asia: The Crisis of Governance*, Karachi: Oxford University Press for the Human Development Centre.

Title: Quran Course
Code: HQ-002
Semester: 2nd
Rating: 1 Credit Hour
Type: Compulsory
Pre-requisites:

HQ-002 Quran Course

- **Course Content**
 - a. Surah Nisa to Surah Inaam

Title: Language & Communication Skills (Urdu & English)
Code: MDC-231
Semester: 3rd
Rating: 3 Credit Hours
Type: Expository Writing III
Pre-requisites:

SEMESTER-III

MDC 231 LANGUAGE & COMMUNICATION SKILLS (Urdu & English)

- **Course Objective:**

1. This course is designed to enhance language and communication skills and develop critical thinking.

- **Learning Outcomes**

By the end of the course, students will be able:

1. to apply foundational communication principles to a variety of contexts.
2. to present speeches in an organized manner.
3. to use technology to draft components of a presentation.
4. to integrate online research into a presentation.
5. to evaluate communication behaviors in multiple contexts.
6. to generate communication-based solutions for a given situation.
7. to articulate the relationship between communication and positive community change.

- **Course Content**

1. **Paragraph writing**

- 1.1 Practice in writing a good, unified and coherent paragraph

2. **Essay writing**

- 2.1 Introduction

3. **CV and job application Translation skills**

- 3.1 Urdu to English

4. **Study skills**

- 4.1 Skimming and scanning, intensive and extensive, and speed reading, summary and précis writing and comprehension

5. **Academic skills**

- 5.1 Letter / memo writing and minutes of the meeting, use of library and internet resources

6. **Presentation skills**

- 6.1 Personality development (emphasis on content, style and pronunciation)
- 6.2 The students will be required to give presentations on the topics assigned by the teacher.

7. **Assignment**

7.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Langan, J. (2004). College Writing Skills by. McGraw-Hill Higher Education.
- White, R. (1992) Writing. Advanced. Oxford Supplementary Skills. Third Impression. ISBN 0 19 435407 3
- Kirszner, L. G. and Mandell, S. R. (n.d.). Patterns of College Writing (4th edition) by. St. Martin's Press.
- Neulib, J., Cain, K. S., Ruffus, S. and Scharton, M. The Mercury Reader. A Custom Publication. Compiled by northern Illinois University. General Editors.

Title: Creative Arts: Photography
Code: MDC-232
Semester: 3rd
Rating: 3 Credit Hours
Type: Arts & Humanities-I
Pre-requisites:

MDC 232 CREATIVE ARTS: PHOTOGRAPHY

- **Course Objectives**

This course is designed to conceptualize the use of photography to communicate mood and content for editorial or advertising use and to develop a coherent body of work that clearly communicates a story in an expressive style. Make the students to understand how lighting can create emotion and feeling in a photograph.

- **Learning Outcomes**

Students will be able:

1. to interpret the world like a photographer and tell a story with photographs.
2. to explain photojournalism and what it takes to make it in the field.
3. to understand the principles of narrative and visualization that can be used to document the world.
4. to identify different types of photography techniques that can be used in photography or photojournalism.
5. to comprehend the rights of photojournalist and photographer and ethical concerns and guidelines one must follow.

- **Course Contents**

1. Understanding foundations of photography
2. Importance of visual communication and photography for communication and development
3. Professional camera for photography
4. Personal camera/ mobile for photography
5. Light for photography (Light and the light meter)
6. Understanding ambient light and flash light
7. Understanding exposure and zone system
8. Lenses for photography
9. Digital image today's photography (Science, Illusions, Ethics and Truth)
10. Picture editor
11. Camera Angles and techniques
12. Photography through mobile technology
13. Mobile filters and editing techniques
14. Photojournalism
15. Photojournalistic Composition
16. Law, ethics and cultural values in photojournalism
17. The future of press photographer or photojournalist
18. The photojournalistic based assignments

19. Assignment

19.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Suggested Readings**

- Silva, M. F. S., & Eldridge, S. A. (2020). *The Ethics of Photojournalism in the Digital Age*. Routledge
- Rangefinder (2008) *The Magazine for Professional Photographers*
- Will Stapp, W. (2007). John Beasley Greene, *Encyclopedia of Nineteenth Century Photography* New York and Oxford, England: Routledge, pp. 619-622
- Horton, B., & Horton, B. (2001). *Associated Press guide to photojournalism*. New York: McGraw-Hill.
- Kobre, K. (2008). *Photojournalism: The professionals' approach*. Routledge.
- Ritchin, F. (2013). *Bending the frame: Photojournalism, Documentary, and the Citizen* (p. 3). New York: Aperture.
- Freeman, J. (2001). *Books: Photojournalism, an Introduction*.

Title: Foreign Language
Code: MDC-233
Semester: 3rd
Rating: 3 Credit Hours
Type: Arts & Humanities - II
Pre-requisites:

MDC 233 FOREIGN LANGUAGE

(English/French/German/Chinese/Arabic/Hindi)

- **Course Objectives**

This course is offered as a compulsory subject of Arts and Humanities. The course of a foreign language is also significant for the students to work in development sectors at international level.

- **Learning Outcomes**

Students will be able:

1. To polish their listening & speaking skills in a variety of small and large group activities.
2. To write basic descriptive paragraphs with clear topic sentences and supporting detail.
3. To analyze reading segments on a diverse number of topics.
4. To make them learn the usage of appropriate grammatical structures which include beginning-level vocabulary, and verb conjugations.

- **Course Content**

The students will be required to choose one of the following foreign languages. The course content will be designed by the teacher.

1. English
2. French
3. German
4. Chinese
5. Turkish
6. Arabic
7. Hindi

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm	35	It takes place at the mid-point of the

	Assessment		semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Readings will be suggested by the relevant teacher as per the student requirements.

Title: Introduction to Development Communication
Code: MDC-234
Semester: 3rd
Rating: 3 Credit Hours
Type: Major1 / Optional Distribution

MDC 234 INTRODUCTION TO DEVELOPMENT COMMUNICATION

- **Course Objectives**

This course is designed:

1. to introduce the students to the field of communication for development.
2. to give students an understanding of key issues in development as a basis for engaging in effective development communication.

- **Learning Outcomes**

Students will be able to:

1. develop a critical understanding of development perspectives.
2. define and access information needs; assess and organize information and knowledge; produce share and utilize information and knowledge.
3. apply communication theories/models, principles, practices and tools in development work.
4. develop a communication program/plan Develop entrepreneurial capabilities.

- **Course Contents**

1. Development and its key concepts
2. Definition of development communication
3. Historical perspectives of development communication
4. Scope of development communication as a discipline
5. Basic principles and concepts of effective development communication
6. Development journalism & development communication
7. Role of information in development
- 8. Primary roles of communication in development**
 - i) Communication and education
 - ii) Communication and decision-making/problem solving
 - iii) Communication and conflict resolution
 - iv) Communication and social mobilization
 - v) Communication and governance
 - vi) Communication and values
- 9. Development Communication and Social Change**
 - i) The Concept of change and its meaning and definition
 - ii) Process of social change
 - iii) Essentials of social change
 - iv) Role of change agents and opinion leaders
 - v) Sources of change
 - vi) Factors influencing change
 - vii) Obstacles to change

- viii) Reducing resistance to change
- ix) The communication channels

10. Media and National Development in Pakistan

- i) Prospects and challenges of development communication in Pakistan

10 Assignment

10.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Servaes, J. (2020). Handbook of communication for development and social change. In Handbook of Communication for Development and Social Change. <https://doi.org/10.1007/978-981-15-2014-3>
- Eldridge, S. A. and Franklin, B. (2019). The Routledge Handbook of Developments in Digital.
- Morris, N. (2018). Communication in International Development: Doing Good or Looking Good? Edited.
- Turner, N. J. (2017). Rethinking Media Development through Evaluation. In Rethinking Media Development through Evaluation. <https://doi.org/10.1007/978-3-319-58568-0>

- Trends opportunities, E. W., & Developing, F. O. R. (2014). International Trade in Services. 513–526
- Cavenett. (2013). The Role Development Communication Reframing the Role of Media. In Journal of Chemical Information and Modeling (Vol. 53, Issue 9).
- Cahn, A. Kalagian, T. & Lyon, C. (2009). Business Models for Children’s Media. In The Handbook of Children, Media, and Development. <https://doi.org/10.1002/9781444302752.ch2>
- White, R.A. (2008). Grassroots Participatory communication: Is a new vision of communication emerging in Africa?’ African Communication Research, 1(1) 2008, 7-11
- Servaes, J. (2008). Media globalization through localization. In Communication for Development and Social Change. <https://doi.org/10.4135/9788132108474.n4>
- Tyler, F. B. (2007). Developing prosocial communities across cultures. In Developing Prosocial Communities Across Cultures. <https://doi.org/10.1007/978-0-387-71485-1>
- Kumar, N., Vajja, A., Pozzoni, B., & Woodall, G. G. (2005). The Effectiveness of World Bank Support for Community-Based and -Driven Development. In The Effectiveness of World Bank Support for Community-Based and -Driven Development. <https://doi.org/10.1596/978-0-8213-6390-4>
- Huesca, R. (2003). Participatory Approaches to Communication for Development in Mody, B., International and Development Communication: A 21st Century Perspective. California: Sage
- AIOU. (2002). Reader on Development Support Communication, Department of Mass Communication AIOU, Islamabad.
- Melkote, R.S &Steeves, H.L. (2001). Communication for Development in the Third World, New Delhi: Sage.
- Murthy, D.V.R. (2001). Development Journalism, Dominant Publishers.
- Servaes, J. and White, J. (2000). Participatory Communication for Social change, Sage Publication, New Delhi.
- Saeed and Amjad, K. (2000). Economy of Pakistan, Institute of Business Management, Lahore.
- Hedebro&Goran. (1999). New perspectives on Development: how Communication contribute. Communication and Social Change.

Title: Contemporary World Media and Development
Code: MDC-235
Semester: 3rd
Rating: 3 Credit Hours
Type: Major 2 /Optional Distribution

MDC 235 CONTEMPORARY WORLD MEDIA AND DEVELOPMENT

- **Course Objectives**

1. The focus of the course will be to analyze the role of media in the development of society with special reference to Pakistan.
2. This course module is designed to introduce students to the modern world and how mass media is working in contemporary world.
3. This course will make students expert in analyzing contemporary world media and issues.
4. This course will make students to improve the knowledge about current media scenario for participation in debates.

- **Learning Outcomes**

1. Students will have knowledge about the history and development of media in the sub-continent.
2. Students will have the brief knowledge about the media coverage of different issues and the use of internet technology in media globally.
3. Students will have an understanding of emergence of different societies from traditional to globalized world, process of transforming local culture to popular culture and emergence of modern world.

- **Course Content**

1. Profile of News Channels
 - 1.1 CNN
 - 1.2 BBC
 - 1.3 Fox News
 - 1.4 Bloomberg
 - 1.5 Al-Jazeera
 - 1.6 Star News
 - 1.7 VOA
2. **Profile of World Elite Press**
 - 2.1 The New York Times
 - 2.2 The Washington Post
 - 2.3 The Los Angeles Times
 - 2.4 The London Times
 - 2.5 The Guardian
 - 2.6 Times
 - 2.7 News Week
 - 2.8 Economist

3. News Agencies

- 3.1 AP
- 3.2 Reuter
- 3.3 AFP
- 3.4 DPA
- 3.5 APP

4. Media Conglomeration

- 4.1 Big Media Giants
- 4.2 AOL
- 4.3 Time Warner
- 4.4 Walt Disney
- 4.5 News Corporation
- 4.6 General Electric
- 4.7 Viacom

5. Pakistani Media and its role in development

6. Assignment

- 6.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

- 1. Class Discussion
- 2. Projects / Assignments
- 3. Group Presentations
- 4. Students led presentations
- 5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Rodman, G. (2012). *Mass Media in a Changing World: History, Industry, Controversy*. McGraw-Hill.
- Akinfeleye, R., Amobi, T. I., & Sunday, O. (2011). *Unending imbalance in global news flow, direction and intensity: Comparing global media coverage of 2008 US and Ghana presidential elections*. Saarbruken, Germany: LAP Lambert Academic Publishing
- Akinfeleye, R., Amobi, T. I., Okoye, I. & Sunday, O. (2009). The continued dominance of international news agencies: Comparing the coverage of 2008 US and Ghana elections by Nigerian media, *Journal of African communication research*, vol. 2 (3)
- Akinfeleye, R. (2008). *Contemporary issues in mass media for development and national security*, Lagos: Malthouse Press Limited.
- James, C. P. and Michael, G. (2005). *Mass Media and Society* 4th edition. London: Arnold. ISBN 978-0340884997.

Title: Quran Course
Code: HQ-003
Semester: 3rd
Rating: 0 Credit Hour
Type: Compulsory
Pre-requisites:

HQ-003 Quran Course

- **Course Content:**
6.2 Surah Araf to Surah Younas

Title: Introduction to Mass Communication
Code: MDC-241
Semester: 4th
Rating: 3 Credit Hours
Type: Major 3 / Distribution
Pre-requisites:

SEMESTER-IV

MDC 241 INTRODUCTION TO MASS COMMUNICATION

- **Course Objectives**

This course is designed:

1. to make students understand the basic concept of communication and mass communication.
2. to help students to develop an understanding of evolution of printing, press and newspapers highlighting various contents of each medium.
3. to understand the basic knowledge of mass communication, the communication process and distinguish among various mass media.
4. to understand evaluation and appraisal of media content and enable to start opinion writing and evaluate the content of media.

- **Learning Outcomes**

The students will be able to:

1. differentiate between interpersonal versus mediated communication.
2. recognize the characteristics of the mass media and the media industries.
3. understand the basic principles and features of audience research.
4. identify the short-term and long term influences of the media.
5. explain the importance of media in a democracy.
6. apply principles of media literacy.
7. identify convergence and new media technologies.

- **Course Content**

1. **Communication**

- 1.1 Definitions, types and significance of Communication
- 1.2 Process of Communication: source; message; channel; noise; destination; encoding; decoding; and feedback
- 1.3 Barriers in communication
- 1.4 Essentials of effective communication
- 1.5 Role of mass media in agenda setting
- 1.6 Nature and Functions of mass communication (Information, Education, Opinion Formation, Entertainment and Development.)

2. **Media of Mass Communication**

- 2.1 Print Media: newspapers, magazines, periodicals, books, pamphlets, etc.

- 2.2 Broadcast media: radio, TV, film.
- 2.3 Digital Media: (Internet) – On-line journalism. Traditional/Folk-Media.
- 2.4 Social Media
- 2.5 Comparative study of mass media, their components, functions and effects.

3 Assignment

3.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

• **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

• **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

• **Suggested Readings**

- Dominick, J.R. (2006). Dynamics of Mass Communication (8th ed.). New York; McGraw-Hill.
- Straubhaar&LaRose. (2002). Media Now: Communication Media in the Information Age(3rd ed.). USA; Wadsworth.
- Rehman, M. U (2000) Murtaza,Ta’araf-e-Iblagh-e-Amma, Department of Communication, University of Karachi.
- Dennis, D., Mufflin, H. &Bostan, C. (2000) Understanding Mass Communication
- Dominic, R. (1999). Dynamics of Mass Communication 6th ed, McGraw Hill New York, London.
- Hassan, M. and Khurshid, A. S. (1997) Journalism for All, , Aziz Book Depot, Lahore. 6th ed.
- Gambol, M. W. (1996). Introducing Mass Communication Michael W. Gambol, McGraw Hill.
- Whetmore, E. J. (1995) Introduction to Mass Communication, Wadsworth Publishing Co. California.

Title: Development Support Communication
Code: MDC-242
Semester: 4th
Rating: 3 Credit Hours
Type: Major 4 / Distribution
Pre-requisites:

MDC 242 DEVELOPMENT SUPPORT COMMUNICATION

- **Course Objectives**

This course provides an overview of the important phenomena of Development Support Communication. In general, the course will interpret and analyze the role of mass media in highlighting social development in the society. After studying this course, students will be enabled to have a better insight in Development Support Communication and will analyze the nature and treatment of media contents on developmental issues.

- **Learning Outcomes**

1. Students will have command to design a development campaign at local, national or international level.
2. Students will have full understanding of strategies to be used in urban and rural setting.
3. Students will know how and where development communication and development support communication are needed.

- **Course Content**

1. The need for development communication
2. Basic Concept: Promotion of development
3. Development as process & goal
4. Development Journalism and Development Communication
5. Development Communication and Development Support Communication
6. Why Development Support Communication?
7. Development Support Communication and Social Change
8. Diffusion of innovations
9. Planning Development Support Communication campaign
 - 9.1 Concept of campaign i.e. Health, Literacy, Sanitation etc.
 - 9.2 Advantages of campaign
 - 9.3 Creating the plan
 - 9.4 Stages
 - 9.5 Techniques of campaign
 - 9.6 Using Slogans
 - 9.7 Selecting media and method
10. Prospects and Challenges of Development Support Communication in Pakistan
 - 10.1 Financial problems
 - 10.2 Lack of education and training
 - 10.3 Control over media
 - 10.4 Political problems
 - 10.5 Economic Problems

10.6 Administrative problems

11. Case Studies: Practical work on developing a communication strategy. Making a development project of students' own choice.

12. Assignment

12.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Recommended Readings**

- Servaes, J. (2020). Handbook of communication for development and social change. In Handbook of Communication for Development and Social Change. <https://doi.org/10.1007/978-981-15-2014-3>
- Eldridge, S. A. and Franklin, B. (2019). The Routledge Handbook of Developments in Digital
- Morris, N. (2018). Communication in International Development: Doing Good or Looking Good? Edited.
- Noske-Turner, J. (2017). Rethinking Media Development through Evaluation. In Rethinking Media Development through Evaluation. <https://doi.org/10.1007/978-3-319-58568-0>
- Global Handbooks in Media and Communication Research : Handbook of Development Communication and Social Change (2014) ISBN 9781118505380
- Beukelman, D. R. & Mirenda, P. (2012) Augmentative and Alternative Communication by

- Manyozo, L. (2012). Media, Communication and Development .
- Development Communication Sourcebook : Broadening the Boundaries of Communication (2008) ISBN 9780821375235

Title: Journalistic Writing for Development (Eng&Urd)
 Code: MDC-243
 Semester: 4th
 Rating: 3 Credit Hours
 Type: Major 5 / Distribution
 Pre-requisites:

MDC 243 JOURNALISTIC WRITING for DEVELOPMENT (English & Urdu)

● **Course Objectives**

This course is designed:

1. to acquire the basic knowledge of journalistic writing and understand the journalistic techniques.
2. to solve, analyze and evaluate the significance of journalistic writing or communications and its practices in the market.
3. to demonstrate individually the dynamics of journalism itself globally and at local level.

● **Learning Outcomes**

Students will have the ability:

1. to think critically, creatively and independently.
2. to express oneself clearly, both in writing and orally.
3. to carry out journalistic research and interviews.
4. to prepare content for news media outlets.
5. to meet deadlines.
6. to competently use technology appropriate to the medium.

● **Course Content**

1. **News**
 - 1.1 Definition and elements of news
 - 1.2 News determinants and news values
 - 1.3 Sources of news
2. **News Writing Techniques**
 - 2.1 The Lead/Intro, its components and types,
 - 2.2 Inverted pyramid form and hunting for leads and other formats,
 - 2.3 Block paragraphs and special treatment to news.
3. **The Editorial**
 - 3.1 Definition of editorial
 - 3.2 Its purpose, importance and forms
 - 3.3 Functions of editorial
 - 3.4 The Techniques of editorial writing
 - 3.5 The contents of editorial page
 - 3.6 The editorial page in Pakistan and its standard.

4. **Feature Writing**
 - 4.1 Definition, Concept and Scope of Feature
 - 4.2 Types of Feature
 - 4.3 Sources for the material
 - 4.4 Feature Writing Technique
 - 4.5 The importance of Pictorial Display in features.

5. **Column Writing**
 - 19.2 Definition and Concept
 - 19.3 Functions of a Column
 - 19.4 Types of Column
 - 19.5 Role of Columnist in society.
 - 19.6 Practical Column Writing

6. **Reviews**
 - 6.3 What is review
 - 6.4 Difference between review and criticism.
 - 6.5 The purpose of review writing
 - 6.6 The techniques of review writing
 - 6.7 Practice of reviewing books, Film, Drama, Theatre, Radio and Television Programs etc.

7. **Online Journalism**
 - 7.1 Scope & Importance of online journalism
 - 7.2 Writing for website
 - 7.3 Blogs, virtual community
 - 7.4 Reporting online

8. **Assignment**
 - 8.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final	40%	It takes place at the end of the semester. It is

	Assessment		mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.
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- **Suggested Readings**

- Garrison, B. (2004). Professional Feature Writing: Lea's Communication series. Lawrence Erlbaum Associates; 4th ed.
- Herbert, J. (2000) Journalism in the Digital Age, Focal Press Oxford.
- Digregorio, C. (1993). You can be a columnist: Writing and Selling your way to prestige. Civetta Press.

Title: Introduction to Advertising
Code: MDC-244
Semester: 4th
Rating: 3 Credit Hours
Type: Major 6 / Distribution
Pre-requisites:

MDC 244 INTRODUCTION TO ADVERTISING

- **Course Objectives**

This course is designed to introduce the principles and techniques of advertising as practiced in development communication. Emphasis will be on the advertising processes and such activities that bring out student's problem-solving approach and creativity in message construction for development project and campaigns.

- **Learning Outcomes**

Students will be able:

1. to understand and analyze the relevant research in advertising and marketing communication.
2. to design effective visual communication for various advertising approaches that combine the use of print, online/digital, and other multimedia communication.
3. to develop advertising media buying and planning strategies.
4. to create and defend the strategy and execution of an ad campaign for a client(s).

- **Course Contents**

1. Definition, purpose and scope of advertising
2. History, evolution and development of advertising
3. Types of advertising (Advertising for electronic and print Media, online advertising)
4. Media of advertising – techniques and tactics
5. Copy writing and message construction
6. Basic steps in planning an advertising campaign
7. AIDA Model of Advertising
8. Elaboration Likelihood Model (ELM)
9. 4 P's of Advertising Promotion (Product name, Price, Place, Promotion)
10. Advertising and marketing mix
11. Ethics in advertising
12. Advertising agency; its organizational structure
13. Role of advertising in development communication

14 Assignment

14.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

3. Practical

- a. Preparation of advertisement for Digital, Electronic and Print media with reference to a development project
- b. Creative work regarding Logo, Monogram, Slogans or Jingles with reference to a development project

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Kelley, L. D., & Sheehan, K. B. (2021). Advertising Management in a Digital Environment: Text and Cases. Routedledge.
- Quesenberry, K. A. (2020). Social media strategy: Marketing, advertising, and public relations in the consumer revolution.
- Belch, G. E., & Belch, M. A. (2020). Advertising and promotion: An integrated marketing communications perspective. The McGraw–Hill.
- Rowman& Littlefield Publishers. Rorty, J. (2020). Our master’s voice: Advertising. Media Studies Press.
- Cronin, A. M. (2018). Public relations capitalism: Promotional culture, publics and commercial democracy.
- Einstein, M. (2017). Advertising: What Everyone Needs to Know. Oxford University Press.
- Zabkar, V., & Eisend, M. (Eds.). (2017). Advances in Advertising Research VIII: Challenges in an Age of Dis-Engagement. Springer.
- Batra, R., Myers, J. G., & Aaker, D. A. (2016). Advertising Management (5th Ed.). Pearson
- Pearson. Wind, Y. J., & Hays, C. F. (2016). Beyond advertising: Creating value through all customer touchpoints.
- WELLS. (2016). Advertising Principles and Practices. Allied Book Company, 7th Ed.
- SISSORS. (2015). Advertising Media Planning. Allied Book Company, 7th Ed.
- Jugenheimer, D. W. et al. (2014). Advertising and Public Relations Research (2nd ed.). Routledge.

- Levy. (2011). Facebook Marketing, Designing Your Next Marketing Campaign. Allied Book Company, 2nd Ed.
- Lee, M., & Johnson, C. (2007). Principles of Advertising: A Global Perspective (2nd Ed.). Viva Books Pvt. Ltd.
- Stafford, M. R., & Faber, R. J. (Eds.). (2005). Advertising Promotion and New Media. Prentice-Hall of India Pvt. Ltd.
- Cappo, J. (2003). The Future of Advertising: New Media, New Clients, New Consumers in the Post-Television Age. McGraw-Hill.

Title: Public Relations for Development
Code: MDC-245
Semester: 4th
Rating: 3 Credit Hours
Type: Major 7 / Distribution
Pre-requisites:

MDC 245 PUBLIC RELATIONS FOR DEVELOPMENT

- **Course Objectives**

This course is designed to introduce the basic principles and techniques of public relations as currently practiced in the field of development communication. Emphasis will be on the public relations processes and such activities that bring out student's problem-solving approach and creativity in message construction for the development purposes.

- **Learning Outcomes**

Student will be able:

1. to understand the scope of public relations and the principle role research, counseling, and communication play in public relations activities with reference to development communication.
2. to recognize the ethical component involved in responsible public relations practices.
3. to identify the primary strategic functions of news management, community relations, crisis management, and lobbying.
4. to assess an organization's public relations needs and recommend solutions that can be carried out via social media.
5. to create a public relations campaign.

- **Course Contents**

1. Definition and importance of public relations
2. Purpose and scope of public relations
3. Difference between public relations and advertising
4. Difference between advertising, propaganda and publicity
5. Process of public relations
6. Tools of public relations
7. Kinds of "publics" in public relations
8. Models of public relations
9. Planning public relations strategies
10. Public Relations message writing techniques
11. Crisis management techniques
12. Public relations department DGPR and PID
13. Duties of public relations officer (Do's and Don'ts in PR)
14. Budgeting in PR
15. 7 C's of PR
16. Concept of E-PR
17. Sponsorship as an important PR Tool
18. Code of ethics and laws in PR
19. Role of public relations in development projects

20. Assignment

20.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

3. Practical

- 3.1 Preparation of public relations campaign with reference to a development project
- 3.2 Writing for press release
- 3.3 Creative work regarding PR content development with reference to a development project

• Teaching Learning Strategies

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

• Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

• Suggested Readings

- Smudde, P. M. (2019). Teaching Public Relations: Principles and Practices for Effective Learning. Routledge.
- Cronin, A. M. (2018). Public relations capitalism: Promotional culture, publics and commercial democracy. Springer..
- Yakob, F. (2015). Paid attention: Innovative advertising for a digital world. Kogan Page Publishers.
- Lattimore (2012). Public Relations: The Profession and The Practice by LATTIMORE, Allied Book Company,
- "Public Relations", by Jefkins, Frank, Long Acre, London: Publishing, 1991

Title: Digital Media & Development
Code: MDC-246
Semester: 4th
Rating: 3 Credit Hours
Type: Major 8 / Distribution
Pre-requisites:

MDC 246 DIGITAL MEDIA & DEVELOPMENT

- **Course Objectives**

This course is designed:

1. to make the students digital literate by learning to access, analyze, evaluate and create all forms of digital media.
2. to introduce to and practice good design elements and principles of digital media
3. to make the students understand the usage of digital media in development.

- **Learning Outcomes**

1. Student will explain what is the concept of digital communications and new media, and the development and characteristics of them.
2. Students will be able to explain the usage and effects of new media in development
3. Students will be able to explain the concept of social media and what it is and how is the social media interaction.
4. Students will be able to explain the usage of social media in development communications and brand communication.

- **Course content**

1. Introduction to digital media
2. Digital literacy
 - 2.1 Demonstrate knowledge of proper digital literacy
 - 2.2 Identify yellow journalism and fake news on digital media
 - 2.3 Examine the influence and persuasion of digital media in our daily lives
3. Research software for producing digital audio, video, graphics, and images
 - 3.1 Understand key terminology of digital media.
 - 3.2 Use search engines to locate open source/free digital media related software.
4. Create and modify digital media
 - 4.1 Identify elements of digital media software user interfaces and demonstrate knowledge of their functions.
 - 4.2 Demonstrate knowledge of manipulating digital images, audio, video, and graphics.
 - 4.3 Demonstrate knowledge of working with selections.
5. Social media platforms and their usage for development communication
6. Digital political communication
7. Potential use of digital media in development of different sectors.
 - 7.1 Role of digital media in the socio-economic development
 - 7.2 Role of digital media in learning, understanding and retention of curriculum content

- 7.3 Role of digital media in developing health care system
- 7.4 Role of digital media in developing environmental communication.
- 7.5 Role of digital media in effective agricultural communication

8 Assignment

8.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Lee, M., Jin, D.Y. (2018). Understanding the Business of Global Media in the Digital Age. Routledge.
- Berry, D. M., Fagerjord, A. (2017). Digital Humanities: Knowledge and Critique in a Digital Age. Polity.
- Dixit, S.N. (2009). Political Journalism with New Challenges. Pearl Books, New Delhi.
- Pavlik, J. V. (2008). Media in the Digital Age. Columbia University Press, New York.
- Singh, G. (2006). Major Trends in Commercial Journalism in the World. Arise Publishers & Distributors.
- Chauhan, S., Chandra, N. (2005). Modern Journalism; issues and challenges. Kanishka Publishers, Distributors, New Delhi.

- Davies, A. (2005). *The Focal Digital Imaging*. Focal Press.
- Boczkowski, P. J. (2004). *Digitizing the News; Innovation in Online Newspapers*. The MIT Press, Cambridge.
- Clark, V., Baker, J. & Lewis, E. (2003). *Key Concepts & Skills for Media Studies*. Hodder& Stoughton.
- Sharma, J. K. (2003). *Digital Broadcasting Journalism*. Authors Press.
- Herbert, J. (2001). *Journalism in the Digital Age; Theory and Practice for Broadcast, Print and On-Line Media*. Focal Press.
- Adams. T., Clark, N. (2001). *The Internet Effective Online Communication*. Harcourt College Publishers.
- Whittaker, J. (2000). *Producing for the Web*. Routledge.

Title: Quran Course
Code: HQ-004
Semester: 4th
Rating: 1 Credit Hours
Type: Compulsory
Pre-requisites:

HQ-004 Quran Course

- **Course Content:**

1. Surah Hud to Surah Kahf

Title: Communication Theories, Models and Approaches
Code: MDC-351
Semester: 5th
Rating: 3 Credit Hours
Type: Major 9 / Distribution
Pre-requisites:

SEMESTER-V

MDC 351 Communication Theories, Models and Approaches

- **Course Objectives**

Students will be able:

1. tounderstand the process of theory development in communication.
2. tounderstand media effects approach with reference to professional media practices.

- **Learning Outcomes**

Upon successful completion, students will have the knowledge and skills to:

1. understand the logic of agenda setting and are able to access it critically by distinguishing framing strategies and can apply techniques of frame analysis.
2. identify the patterns of mass perception of media content.
3. identify, analyse, and discuss actual case studies and/or strategic communication in field of mass and mediated communication.
4. apply principles of elaboration likelihood model to design communication campaigns.
5. discuss and understand various effect approaches and its development.

- **Course Contents**

1. Mass communication theory – Evolution and Development
2. Normative theories
3. Theories of Media Effects
 - 3.1 Levels and kinds of effects
 - 3.2 Limited Effects Paradigm
 - 3.3 Two-step flow of communication
 - 3.4 Selective exposure, perception and retention
 - 3.5 Cognitive Dissonance theory
4. Gate-keeping
5. Social Learning theory
6. Diffusion of innovation
7. Knowledge gap hypothesis
8. Social realities versus mediated realities
9. Attitude and persuasion
10. Opinion formation, spiral of silence
11. Cultivation effects hypothesis

12. Agenda setting, framing, priming

13. **Assignment**

13.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

• **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

• **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

• **Suggested Readings**

- Mominick, J. R. (2004). The Dynamics of Mass Communication, 5th Ed. Mac Graw Hill, New York.
- Joseph and Dominic. (2004). Mass Media Research 4th ed. Wadsworth Publishing Company, Belmont, California.
- Mominick, J. R. (2004). The Dynamics of Mass Communication, 5th Ed. Mac Graw Hill, Inc. New York.
- Joseph & Dominic. (2004). Mass Media Research 4th ed. Wadsworth Publishing Company, Belmont, California.
- Severin, W. J. & James W. Tankard, J.W. (2003). Communication Theories: Origins, and Uses in the Mass Media, 3rd. ed. Longman Group Ltd. London.
- Mac Quill (2003). Theories of Communication, 2nd ed. Longman Group Ltd. London.
- Rayner, P. (2003) Mass Media Studies: An Essential Introduction Rutledge, New York.
- Mac Quill. (2003). Theories of Communication, 2nd ed. Longman Group Ltd. London.
- Everett, D. & John, M. (2003). Media Debates. 2nd ed. Longman Publisher, New York.
- Rayner, P. (2003). Mass Media Studies: An Essential Introduction Rutledge, New York.

- Everett, D. & John, M. (2003). *Media Debates*. 2nd ed. Longman Publisher, New York.
- Curran, J. and Gurevitch, M. (2000). *Mass Media and Society*, 3rd ed. St. Martin Press Inc. New York.
- Chaffee and Steven H. (2000). *Mass Communication Uses and Effects*, 3rd ed. MacGraw Hill, New York.
- Chaffee, Steven H. (2000). *Mass Communication Uses and Effects*, 3rd ed. MacGraw Hill, New York.
- Curran, J. Michael Gurevitch, M. (2000). *Mass Media and Society*, 3rd ed. St. Martin Press. New York.
- Melvin, L. D. (1999). *Theories of Mass Communication*, 3rd ed. David McKay Co. New York.
- Melvin L. D. (1999). *Theories of Mass Communication*, 3rd ed. David McKay Co. New York.

Title: Communication Research Methods-I
Code: MDC-352
Semester: 5th
Rating: 3 Credit Hours
Type: Major 10 / Distribution
Pre-requisites:

MDC 352 COMMUNICATION RESEARCH METHODS-I

- **Course Objectives**

This course will give the students an insight into the basic principles of scientific research. Students will further be sensitized with the methods, techniques and other relevant concepts to investigate the development communication related phenomena in contemporary society.

- **Learning Outcomes**

Upon successful completion, students will be able:

1. to understand and differentiate different research approaches and methodologies
2. to explain how to conduct data collection in both quantitative and qualitative research
3. to explain key research concepts and issues
4. toknow why media research is undertaken, and the audiences that profit from research studies.
5. to identify the overall process of designing a research study from its inception to its report.
6. tobe familiar with ethical issues in media research, including those issues that arise in using quantitative and qualitative research.

- **Course Contents**

1. Defining scientific research
2. Concepts of research in development communication
3. Steps in Research

4. Elements of Research
 - 14.2 Research design
 - 14.3 Concepts
 - 14.4 Constructs

5. Variables
6. Research Questions
7. Hypothesis
8. Measurement Levels and Scale
9. Pilot Testing
10. Kinds of Research
 - 10.1 Qualitative and Quantitative Research
 - 10.2 Basic and Applied Research
 - 10.3 Historical Research
 - 10.4 Observational Research
 - 10.5 Cross Sectional and Longitudinal Research
 - 10.6 Descriptive Research

10.7 Correlation Research
10.8 Experimental Research

- 11 Research Methods
 - 11.1 Survey Method
 - 11.2 Content Analysis
 - 11.3 Case Study
 - 11.4 Focus Group Discussions
 - 11.5 In-depth Interviews
- 12 Sampling and its Techniques
- 13 Validity and Reliability in research
- 14 Ethics in Research

15 Assignment

15.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

● **Teaching Learning Strategies**

- 1. Class Discussion
- 2. Projects / Assignments
- 3. Group Presentations
- 4. Students led presentations
- 5. Thought Provoking Questions

● **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

● **Suggested Readings**

- Shah, H., M., Kausar, S. and Rashida, S. (2015). Dictionary and Quick Reference to Media, Misaal Publication
- Neuman, L. (2010) Social Research Methods. Sage Inc.

- Weerakkody, N. (2008). *Research methods for media and communication*. Oxford University Press.
- Wrench, J. S., Thomas-Maddox, C., Richmond, V. P., & McCroskey, J. C. (2008). *Quantitative research methods for communication: A hands-on approach*. Oxford University Press, Inc.
- Wimmer, R. D. & Dominick, J. R. (2006). *Mass media research: an introduction*. 8th edition. Thomson/Wadsworth Publishing Company, Belmont, California.
- Reinard, J., C. (2001). *Introduction to Communication Research*. McGraw Hill.
- Kemchand, R. (2000) "Journalism and Human Development", first Edition, A. S. Saini for Dominant Publisher and Distinctions, Orient Offset Dehli, 110053.

Title: Media Laws & Ethics
Code: MDC-353
Semester: 5th
Rating: 3 Credit Hours
Type: Major 11 / Distribution
Pre-requisites:

MDC 353 MEDIA LAWS & ETHICS

- **Course Objectives**

Knowledge of media laws is crucial for development communication practitioners and journalists, especially in terms of avoiding libel and lawsuits, and adopting high ethical and legal standards. This course will provide a glance at the current legal situation of the “Freedom of Press” in Pakistan. This course is also designed to give a review of brief history of media laws. This course defines the legal boundaries within which professional communication must operate.

- **Learning Outcomes**

Upon successful completion, students will be able to understand:

1. the basic essential features of media laws of Pakistan and its development over the time.
2. practice reporting with an understanding of dos and don'ts as per the law and ethics.
3. Students will be able to use their understanding of various types of media laws like Defamation.

- **Course Contents**

1. Media Ethics
 - 1.1 Why society needs system of ethics, requirements of system of ethics
 - 1.2 Significance of study of ethics and its applicability; Objectives of ethics in Media
 - 1.3 Social Responsibility Theory: Evolution of code of ethics and factors which contributed to its development
 - 1.4 First code of ethics drawn up by American Society of Newspapers Editors
 - 1.5 Hutchinson Commission Report; Moral reasoning process for Ethical Decisions; Factors affecting moral decision making
 - 1.6 Freedom of Expression as guaranteed in UN Human Rights Charter; International Watch-dogs of Media Freedom
 - 1.7 UNESCO principles of freedom of media; European Council; Human Rights Watch; Amnesty International
 - 1.8 International Federation of Journalists, its role in safeguarding media freedom and code of ethics adopted by it. Code of Ethics adopted by Council of Pakistan Newspaper Editors
 - 1.9 APNS Code of Ethics
 - 1.10 CPNE Code of Ethics
2. Media Laws
 - 2.1 Media laws and need for media regulation; media-government relations
 - 2.2 Modes of media regulation (Constitution, International obligations, laws and administrative policies)
 - 2.2 Self-Regulation and its Tools (professional ethics, institutional ethics, Ombudsman and News/Press Councils)
 - 2.3 Pakistan Press Council Ordinance 2002

- 2.4 Media in Pakistan, its development since partition, Press Commission Report.
- 2.5 Media Regulation in Pakistan; Press and Publications Ordinance 1960: West Pakistan Press and Publications Ordinance 1963 Why it was called black law?
- 2.6 Promulgation of Press and Publication Ordinance 1989 and role of media bodies such as APNS, CPNE and PFUJ in its enactment
- 2.7 Press, Newspaper, News Agencies and Books Regulation Ordinance 2002
- 2.8 Freedom of Information Ordinance 2002
- 2.9 Administrative policies for regulation of Media, press advice, centralization of government advertisement; Audit Bureau of Circulation; News Print Quota
- 2.10 Pakistan Electronic Media Regulatory Authority Ordinance 2002; its impact and future of electronic media in Pakistan.
- 2.11 Laws of Contempt, Defamation, Libel and Slander etc. in Pakistan
- 2.12 Censorship and related Legal issues
- 2.13 Intellectual Property Rights
- 2.14 Internet, Social Media and Censorship

3 Assignment

- 3.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Frost, C. (2016). Journalism Ethics and Regulation (4th ed.). Routledge.

- Ward, S. J. A. (Eds). (2013). *Global Media Ethics: Problems and Perspectives*. WileyBlackwell.
- Moore, R. L., Murray, M. D. (2012). *Media Law and Ethics* (4th ed.). Routledge.
- Dayal, K. (2011). *Freedom of Press and Right to Information*. Cyber Tech Publications.
- Paul, S. (2010). *Law, Ethics and The Media* (3rd ed.). LexisNexis.
- Bloy, D. (2007). *Media Law*. SAGE Publications.
- Reich, B., Solomon, D. (2008). *Media Rules: Mastering Today's Technology to connect with and keep your Audience*.
- W. H. Freeman and Company, New York. Verma, N. K. (2006). *Media Ethics in the 21st Century*. Sumit Enterprises, New Delhi.
- Feintuck, M., Varney, M. (2006). *Media Regulation, Public Interest and the Law*. Edinburgh University Press.
- Christians, C. G., at all (2005). *Media Ethics: Cases and Moral Reasoning*. Pearson Education.
- Leslie, L. Z. (2004). *Mass Communication Ethics: Decision Making in Postmodern Culture* (2nd ed.). Houghton Mifflin Company, Boston.
- Oliver, P. (2003). *The Students' Guide to Research Ethics*. Open University Press, Maidenhead.
- Overbeck, W. (2003). *Major Principles of Media Law*. Thomson Wadsworth.
- Critcher, C. (2003). *Moral Panics and the Media*. Open University Press, Buckingham.
- Brown, S. (2003). *Crime and Law in Media Culture*. Open University Press, Buckingham.
- Englehardt, E. E., Barney, R. D. (2002). *Media and Ethics: Principles for Moral Decisions*. Wadsworth Communication.
- John Wiley & Sons, Inc. Rosnow, R. L., Rosenthal, R. (1997). *People Studying People: Artifacts and Ethics in Behavioral Research*.
- Berry, D. (Eds.). (2000). *Ethics and Media Culture: Practices and Representations*. Focal Press.
- Christians, C. G., Ferre, J. P., &Fackler, P. M. (1993). *Good News Social Ethics &The Press*. Oxford University Press.

Title: Basics of Broadcast Media
Code: MDC-354
Semester: 5th
Rating: 3 Credit Hours
Type: Major 12 / Distribution
Pre-requisites:

MDC 354 BASICS OF BROADCAST MEDIA

- **Course Objectives**

1. The course will impart the elements of news selection, news writing, and editing, compiling and presenting news for broadcast media. It will be a practical course and the students will be expected to report, edit and produce/present a news bulletin for radio and television.
2. This course will help students in in-depth theoretical and practical understanding of reporting, editing and production/presentation.

- **Learning Outcomes**

Upon successful completion, students will have the knowledge and skills to:

1. Evaluate and critique broadcast and production practices both holistically and in terms of their component parts, namely: audio, video, scripting, production, and editing.
2. Write effectively for broadcast media as well as other forms and styles appropriate for the communications professions and audiences they serve.
3. Demonstrate competency in shooting and editing video in the field and studio, using professional-level equipment and non-linear editing systems.
4. Demonstrate competency as a producer by organizing the editorial flow and technical content of a cohesive television, web, or radio program.

- **Course Content**

1. Introduction to Radio
2. TV, Film and Internet;
3. Working of Radio and TV stations;
4. Production of Radio and TV news and programs;
5. Script writing for radio and TV.
6. Production of Radio and TV programs.
7. Radio & TV Talk Shows,
8. Discussions, plays and documentaries;
9. Qualification and duties of a radio and TV News producers.
10. Various dimensions of electronic media. (FM Radio, Satellite, Terrestrial and cable TV etc.)
11. Online Radio & Online TV

12. Assignment

12.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion

2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Brown and Benchmark (1997) Telecommunication an Introduction to Electronic media, Lynne Gross 6th ed, London.
- Price, S. & Pitman (1993) Media Studies, Publishing, London.
- Biagi, S. & Belmont, W. (1992) Media Impact, 2nd Edition.
- Hart, A. & Rontledge (1991) Understand the Media, New York.
- Conrad fink, Longman (1990) Inside the Media, New York.
- Merrill, J.C., Lee, J. & Jay, E. (1990) Modern Mass Media, Friedlander, Harper & Row, New York.

Title: Public Policy & Sustainable Development
Code: MDC-355
Semester: 5th
Rating: 3 Credit Hours
Type: Major 13 / Distribution
Pre-requisites:

MDC 355 PUBLIC POLICY & SUSTAINABLE DEVELOPMENT

- **Course Objectives**

This course will enable students:

1. to understand the concepts and approaches of sustainable development
2. to comprehend the various theories of policymaking and their application in sustainable development.
3. to examine the theoretical orientation of public policy to development policies, problems, and possibilities.
4. to explain the role of media in Public Policy & Sustainable Development.

- **Learning Outcomes**

Upon successful completion, students will have the knowledge and skills to:

1. demonstrate a good understanding of the relevance of policy coherence as an approach and a tool to achieve sustainable development outcomes, and be able to recognize policies that are mutually reinforcing across governance levels.
2. be equipped with knowledge of the specific tools, mechanisms and approaches that can be employed to foster policy coherence, including partnerships and multi-stakeholder engagement.
3. identify, act on, and evaluate their professional and personal actions with the knowledge and appreciation of interconnections among economic, environmental, and social perspectives.
4. accommodate individual differences in their decisions and actions and be able to negotiate across these differences.
5. analyze power, structures of inequality, and social systems that govern individual and communal life.
6. recognize the global implications of their actions.

- **Course Contents**

1. Introduction to Sustainable Development
2. Introduction to Policy Making
3. Concept of Policy Making: Policy making process
4. Policy Making: Convergence, Divergence, Implementation
5. Policy Making and Globalization
6. MDGs and Sustainable Development
7. United Nations' Sustainable Development Goals (SDGs)
8. Problems and Issues in Development
9. Media and Policy Agenda
10. Dissemination of Policies to Publics
11. Field Work (Interaction with Policy Makers)

12. Assignment

12.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

• Teaching Learning Strategies

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

• Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

• Suggested Readings

- Jagannathan, S. (Ed.). (2021). Reimagining Digital Learning for Sustainable Development: How Upskilling, Data Analytics, and Educational Technologies Close the Skills Gap. Routledge.
- Lemons, J., & Brown, D. A. (Eds.). (2013). Sustainable development: Science, ethics, and public policy (Vol. 3). Springer Science & Business Media.
- Elliott, J. (2012). An introduction to sustainable development. Routledge.
- Puppis, M., & Just, N. (Eds.). (2012). Trends in communication policy research: New theories, methods and subjects. Intellect Books.
- Udo, V. E., & Jansson, P. M. (2009). Bridging the gaps for global sustainable development: A quantitative analysis. *Journal of Environmental Management*, 90(12), 3700-3707.
- Cavalcanti, C. (2000). The environment, sustainable development and public policies. Edward Elgar Publishing.
- Lafferty, W. M., & Meadowcroft, J. (Eds.). (2000). Implementing sustainable development: Strategies and initiatives in high consumption societies (pp. 337-421). Oxford: Oxford University Press.

Title: Development and Gender Studies
Code: MDC-356
Semester: 5th
Rating: 3 Credit Hours
Type: Major 14 / Distribution
Pre-requisites:

MDC 356 DEVELOPMENT AND GENDER STUDIES

- **Course Objectives**

This course is designed to develop an understanding, with a feminist perspective, of the nature and importance of gender roles, gender relations and approaches. It will enable students to examine critically the effects of various development policies on men and women. It also focuses on women's roles in the development process and lays emphasis on the need of recognizing women's participation as actors and not as beneficiaries alone.

- **Learning Outcomes**

Upon successful completion, students will have the knowledge and skills to:

1. Understand Gender Studies as an academic field of study, be familiar with its major concepts, history, assumptions, and theories/theorists, and recognize its epistemological and methodological diversity and character in the context of UN's Millennium Development Goals (MDGs).
2. Recognize the intersections between gender and other social and cultural identities, including, but not limited to, race, ethnicity, national origin, religion, class and sexuality.
3. Analyze the ways in which societal institutions and power structures impact the material realities of women's lives.
4. Demonstrate adequate skills in listening, speaking, and writing effectively, performing critical thinking and analysis, incorporating feminist theoretical perspectives in problem solving and research methodologies.
5. Articulate connections between global, regional, and local issues, and their relationship to women's experiences and to human rights, with an awareness of the importance of context.

- **Course Contents**

1. The Concept and Definition of Gender
2. Concept and Definition of Development
3. Gender Dynamics and Development
4. Exploring Attitudes towards Gender
5. Social Construction of Gender
6. Gender Roles
7. Types of Gender Roles
8. Gender Roles and Relationships Matrix
9. Gender-based Division and Valuation of Labor
10. Gender Equality and Equity, and Gender Empowerment.
11. Gender Mainstreaming Strategy
12. Women in the Third World Countries

13. Patriarchy and other systems of oppression
14. Feminism and gender in the developing world
15. Feminist perspectives on gender roles in the developing world
16. Women in development (WID)
17. Women and development (WAD)
18. Women empowerment issues and dimensions
19. Development approaches: welfare, equality, anti-poverty, efficiency and empowerment
20. Gender and UN's Millennium Development Goals (MDGs)
21. Gender and UN's Sustainable Development Goals (SDGs)

22. Assignment

22.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

• **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

• **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

• **Suggested Readings**

- Robinson, Victoria, and Richardson, D. (2008). Introducing gender and women's studies. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.
- Ahooja-Patel, K. (2007). Development has a woman's face: insights from within the U. N. World Societies in Transition. New Delhi: APH Publishing.
- Cornwall & Andrea. (2007). Feminisms in Development. London: Zed Books.

- Inderpal, G. and Kaplan, C. (2006). An introduction to Women's Studies: gender in a transnational world. Boston: McGraw-Hill Higher Education.
- Davis, Kathy, Evans, M. and Lorber, J. (2006). Handbook of Gender and Women's Studies. London: Sage.
- Lakshmi, N. M. (2006). Women and Development. New Delhi: Discovery Publishing House.
- Visvanathan&Nalini. (2005). Women, Gender and Development Reader. New Delhi:Zubaan
- Philomena, E., Goldberg, D. T. and Kobayashi, A. L. (2005). A Companion to gender studies. Malden, MA: Blackwell Pub.
- Aftab, T. et al. (2003). Triangular Linkages between Women’s Studies Centers.” Gender, Technology and Development 7, no. 2: 279–304.
- Cranny-Francis, A. (2003). Gender Studies: terms and debates. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.
- Moghadam& Valentine M. (2003) . Modernizing women: gender and social change in the Middle East: Women and Change in the Developing World Series. Colorado: Lynne Rienner Publishers.
- Esther, C. & Ling, N. (2002). Transforming Gender and Development in East Asia. New York: Routledge.
- Kapadia& Karin. (2002). The Violence of Development. London: Zed Books.
- Nussbaum & Martha C. (2000). Women & Human Development: The Capabilities Approach. Cambridge: Cambridge University Press.
- Marilyn, P. and Judd, E. R. (1999). Feminists doing development: a practical critique. London: Zed Books.
- Haq, M. &Sahibzada. (1997). Poverty Alleviation in Pakistan: Present Scenario and Future Strategy. Islamabad: Institute of Policy Studies.
- Bhadra&Chnadra. (1995). Women’s Studies in Nepal: context, concept, and content, in Pakistan Journal of Women’s Studies, vol. 2, no. 2, pp. 35-57.
- Mohan, Rama, V. &Padmavathi, D. (1995). Integration of women concerns in various disciplines, in Pakistan Journal of Women’s Studies, vol. 2, no. 2, 69-73.
- Mananzan, S. & John, M. (1995). Women’s Studies in the Philippines, in Pakistan Journal of Women’s Studies, vol. 2, no. 2, pp. 35-42.
- Kabeer, N. (1994). Reversed Realities. New Delhi: Verso Books.
- Harcourt, Wendy.(1994). Feminist Perspectives on Sustainable Development. London: ZED Books Caroline Moser.1993. Gender Planning and Development. London: Routledge.
- Ostergaard& Lisa. (1992). Gender and Development, A Practical Guide. London:Routledge.
- Momsen&Henshall, J. (1991). Women and development in the Third World. London: Routledge.

Title: Quran Course
Code: HQ-005
Semester: 5th
Rating: 0 Credit Hour
Type: Compulsory
Pre-requisites:

HQ-005 Quran Course

- **Course Content:**
7. Surah Maryam to Surah Furqan

Title: Communication Research Methods-II
Code: MDC-361
Semester: 6th
Rating: 3 Credit Hours
Type: Major 15 / Distribution

SEMESTER-VI

MDC 361 COMMUNICATION RESEARCH METHODS-II

- **Course Objectives**

The course is aimed at focusing specialized approaches of mass communication research. After completion of this subject the students will be able to explore the strength and weaknesses of various methods and competent enough to apply various methods according to their areas in their final research and development projects.

- **Learning Outcomes**

Upon successful completion, students will be able to:

1. Understand the collecting data for research as learned in the first course but in an advance manner.
2. Plan strategies regarding data validity and reliability.
3. Learn the application of tests and their interpretation while writing report.

- **Course Contents**

1. The Role of Research Evidence in Development Communication
2. Research Questions and Sources of Evidence
3. Quantitative, qualitative and mixed Methods designs
4. Research ethics and sampling
5. Measurement and analysis
6. Research design validity
7. Data analysis and application statistics
 - 7.1 Techniques of data analysis
 - 7.2 Descriptive statistics
 - 7.3 Non-parametric tests
 - 7.4 Parametric tests
8. Proposal and report writing
9. Referencing

- 10. Assignment**

10.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Bernard, H. R., & Bernard, H. R. (2013). *Social research methods: Qualitative and quantitative approaches*. Sage.
- Sarantakos, S. (2012). *Social research*. Macmillan International Higher Education.
- Puppis, M., & Just, N. (Eds.). (2012). *Trends in communication policy research: New theories, methods and subjects*. Intellect Books.
- Neuman, L. W. (2007). *Social research methods, 6/E*. Pearson Education India.
- Olsen, W. (2004). Triangulation in social research: qualitative and quantitative methods can really be mixed. *Developments in sociology*, 20, 103-118.
- Payne, G., & Payne, J. (2004). *Key concepts in social research*. Sage.
- Baxter, L. A., & Babbie, E. R. (2003). *The basics of communication research*. Cengage Learning.

Title: Theories & Approaches to Development Communication
Code: MDC-362
Semester: 6th
Rating: 3 Credit Hours
Type: Major 16 / Distribution
Pre-requisites:

MDC 362 THEORIES & APPROACHES TO DEVELOPMENT COMMUNICATION

- **Course Objectives**

This course will help student to understand the theory and the research in the development communication and will highlight the present and future trends in the area. Key theories, paradigms, approaches and models of development along with the nature and component of development process and role of International development programs and agencies will also be discussed.

- **Learning Outcomes**

Upon successful completion, students will have the knowledge and skills to:

1. Students will be able to apply knowledge from theories to the practical scenarios.
2. Students will be familiar with various research paradigms while conceptualizing and writing their research studies.

- **Course Contents**

1. Theories of Development Communication
 - 1.1 Diffusion of innovation theory
 - 1.2 Modernization theory
 - 1.3 Dependency theory
 - 1.4 Theory of world systems
 - 1.5 Theory of globalization
2. Major Paradigms of Development Communication
 - 2.1 Dominant Paradigm
 - 2.2 The Opposing Paradigm (Dependency)
 - 2.3 The Emerging Paradigm (Participation)
3. Approaches and Models of Development Communication
 - 3.1 Lerner's model of development
 - 3.2 Rostow's stages of economic growth model
 - 3.3 The participatory model for development communication
 - 3.4 Diffusion/extension approach
 - 3.5 Mass media approach
 - 3.6 Development support communication approach
 - 3.7 Institutional approach for development
 - 3.8 Integrated approach for development

3.9 Localized approach to development communication

3.10 Planned strategy to development communication

4. Assignment

4.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- McAnany, E. G. (2012). Saving the World: A Brief History of Communication for Development and Social Change. Illinois: The University of Illinois.
- Mefalopulos, P. (2008). Development communication sourcebook: broadening the boundaries of communication. Washington, D.C.: World Bank.
- Salazar, L., and Hammer, C. (2008). Community Radio: Supporting Local Voices through Airwaves. In Paolo Mefalopulos (ed.), Development Communication Sourcebook. Washington: World Bank, p.180-194.
- Servaes, J. (2008). Communication for development and social change. New Delhi, India: Sage Publications.
- Servaes, J. (2005). Participatory communication: The new paradigm? In: Hemer, O. (ed.) Media and Global Change: Rethinking Communication for Development. Buenos Aires: CLACSO - Consejo Latinoamericano de Ciencias Sociales, pp.91-103.

- Galway, M. (2005). 'Strategic Communication: For Behaviour and Social Change in South Asia', Regional Office for South Asia
- Servaes, J. (2002). Approaches to Development Communication. Paris: UNESCO.
- Srinivas, M. and H.L. Steeves, H.L. (2001). Communication for Development in the Third World: Theory and Practice for Empowerment, Sage Publications, New Delhi,
- McPhail, T. I. (2009). Development Communication: Reframing the Role of the Media, U.K.; Malden, MA: Wiley-Blackwell.
- Wilson. M., Warnock, K., and Schoemaker, M., 2007, 'At the Heart of Change: The Role of Communication in Sustainable Development', Panos Institute, London
- Moemeka, A.W. (1999). Development Communication and the new Millenium: Which way for Africa? Paper presented at the Annual Meeting of the National Communication Association

Title: Agricultural Communication
Code: MDC-363
Semester: 6th
Rating: 3 Credit Hours
Type: Major 17 / Distribution
Pre-requisites:

MDC 363 AGRICULTURAL COMMUNICATION

- **Course Objectives**

This course is designed to provide:

1. a basic understanding of the agricultural communication discipline.
2. an overview of the history and philosophy of the discipline.
3. introduces students to career options, skills and practical competencies required for covering agricultural sector.

- **Learning Outcomes**

Upon successful completion, students will be able to:

1. be familiar with reporting agricultural beat having the understanding of prospects and challenges in the field.
2. Demonstrate better analysis by having the idea of geographical positioning of Pakistan.
3. Create awareness campaigns in the context of agricultural challenges and how to deal with them.

- **Course Contents**

1. Introduction to agricultural Communication
2. Introduction to the geographical location of Pakistan (land, people, culture, resources)
3. Pakistan as an agricultural land
4. Agricultural industry and water resources
5. Effects of urbanization and pollution on agriculture sector: Challenges & prospects
6. Tools used for audience awareness regarding agricultural reporting in Pakistan
7. Agricultural beat (Techniques and Style)
8. Current and future trends in agricultural industry
9. Economics and agriculture
10. Field Work

11. **Assignment**

11.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations

5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Goyal, M. R., & Eilu, E. (Eds.). (2019). *Digital Media and Wireless Communications in Developing Nations: Agriculture, Education, and the Economic Sector*. CRC Press.
- Shri, K.et.al.(1999). Local Radio. Making an impact. Agricultural Information Development Bulletin.
- Hasan, M. (1998). *Public Policy and the Rural Economy of Pakistan*. Vanguard Books (Pvt) Ltd.
- Gyllstrom, B. (1991). *State Administered Rural Change: Agricultural Cooperative in Rural Kenya*.Routledge.
- Javad, M. (1990). *Agriculture, Poverty and Reform in Iran*. Routledge.

Title: Environmental Communication
Code: MDC-364
Semester: 6th
Rating: 3 Credit Hours
Type: Major 18 / Distribution
Pre-requisites:

MDC 364 ENVIRONMENTAL COMMUNICATION

- **Course Objectives**

This course will help students:

1. to understand and engage with the complexity and challenges of effective environmental communication.
2. to explain the major concepts in the field of environmental communication to analyze real-world cases.
3. to identify clear, audience-specific communication strategies.
4. to develop communication and/or public engagement strategies to inform and engage a range of stakeholders via culminating class projects.
5. to develop and practice effective environmental communication and public engagement activities for varied audiences, using varied media.

- **Learning Outcomes**

Upon successful completion of the course, students will have the knowledge and skills to:

1. Understand core concepts and methods from ecological and physical sciences and their application in environmental problem-solving.
2. Appreciate key concepts from economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions.
3. Appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.
4. Appreciate that one can apply systems concepts and methodologies to analyze and understand interactions between social and environmental processes.
5. Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.

- **Course Contents**

1. Introduction to Environmental Communication
2. Pollution and environmental processes
3. Atmospheric and climate science
4. Ecology, evolution and conservation biology
5. Environmental challenges: local, regional and global level.
6. Sustainability of resources for development: efficiency of energy and water resources
7. Global Warming
8. Current and future trends in growth and resultant environmental pollution
9. Environmental hazards due to development in industry (urbanization).
10. Media Portrayal of Environmental Issues
11. Environment reporting (Techniques and Style)

12. Social media campaigns for Environmental issues
13. Field work (Field work gives you the chance to apply knowledge learned in lectures and practical classes to real settings, allowing you to develop the skills of a professional earth and environmental scientist, such as observing, collecting, recording and interpreting a range of data)

14. Assignment

14.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Díaz-Pont, J. et al. (Eds.). (2020). The Local and the Digital in Environmental Communication. Palgrave.
- Slovic, S., Rangarajan, S., & Sarveswaran, V. (2019). Routledge Handbook of Ecocriticism and Environmental Communication. Routledge.
- Simmons, M. W. (2007). Participation and Power: Civic Discourse in Environmental Policy Decisions. State University of New York Press.
- Depoe, S. P., Delicath, J. W., & AeppliElsenbeer, M. (Eds.). (2004). Communication and Public Participation in Environmental Decision Making. State University of New York Press.
- Muir, S., Veenendall, T. L. (Eds.). (1996). Earthtalk: Communication Empowerment for Environmental Action. Praeger.

Title: Health Communication
Code: MDC-365
Semester: 6th
Rating: 3 Credit Hours
Type: Major 19 / Distribution
Pre-requisites:

MDC 365 HEALTH COMMUNICATION

- **Course Objectives**

This course will help students:

1. to understand the effective health communication & potential improvement at local level.
2. to comprehend the importance of communication in healthcare delivery.
3. to analyze the role of community in disseminating health information.
4. to examine the role mass media in health issues at local and global levels.
5. to understand risk communication in health education and promotion.

- **Learning Outcomes**

Upon successful completion, students will be able to understand:

1. Potential communication problems existing between various health care providers and to explore how these interaction patterns might affect patient care.
2. to understand the role of interpersonal communication outside the clinical setting as it relates to the healing process and preventative healthcare.
3. to analyze and interpret health communication scholarship and apply its concepts to original research.
4. Health reporting properly

- **Course Contents**

1. Introduction to Health Communication
2. Health literacy
3. Public health planning
4. Biomedical and biopsychosocial model; Social determinants of health
5. Cultural diversity and sensitivity of issues related to health and illness
6. Contemporary public health issues at national level
7. International health sector based developmental projects
8. Comparative analysis of Health Communication at national and international level
9. Health Issues in local and global media
10. Case study of media portrayal for different health issues e.g. COVID-19, Ebola virus, Polio etc.
11. Digital media & health campaigns
12. Field work
13. **Assignment**
 - 13.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- O’Hair, H. D. (Ed). (2018). Risk and health communication in an evolving media environment. Taylor & Francis.
- Tettegah, S. Y., Garcia, Y. E. (Eds.). (2016). Emotions, Technology, and health. Elsevier Inc.
- Vemula, R. K., Gavaravarapu, S, M. (Eds.). (2016). Health Communication in the Changing Media Landscape: Perspectives from Developing Countries. Palgarave.
- Jordan, A. B. et al. (Eds.). (2009). Media messages and public health: A decisions approach to content analysis. Taylor & Francis.
- McMillan. Finn, N. B., Bria, W. F. (2009). Digital Communication in Medical Practice. Springer.
- Berry, D. (2007). Health communication Theory and practice. Open University Press.
- Thompson, T. L., et al. (Eds.). (2003). Handbook of health communication. Lawrence Erlbaum Associates, Inc.

- Reagan, P. A. &Brookins-Fisher, J. (2002) *Community Health in the 21st Century* (2nd ed.). San Francisco: Benjamin Cummings.

- Title: Quran Course
- Code: HQ-006
- Semester: 6th
- Rating: 1 Credit Hour
- Type: Compulsory
- Pre-requisites:

HQ-006 Quran Course

1. Course Content:

- a. Surah Shuara to Surah Saad

Title: Development Communication Campaigns & Designs
Code: MDC-471
Semester: 7th
Rating: 3 Credit Hours
Type: Major 20 / Distribution
Pre-requisites:

SEMESTER-VII

MDC 471 DEVELOPMENT COMMUNICATION CAMPAIGNS & DESIGNS

- **Course Objectives**

This course will help students:

1. to understand the developments communication campaigns within strategic communication models and media trends.
2. to analyze the impact of development communication campaign.
3. to learn how to designs a development communication campaign.

- **Learning Outcomes**

Upon successful completion, students will be able to:

1. Understand and identify theoretical findings and developments within strategic communication models, media tendencies, political change and the impact they have on companies and basic campaign research.
2. Identify and analyze communication and campaign trends and tools.
3. Create and present a communication platform for companies or organizations by creating a (basic) film and print campaign that builds on the communication platform.

4. Course Contents

1. How change happens?
2. Mapping community development
3. Introduction to the principles of community development
4. Process of designing an effective campaign
5. Media tools for development campaigns
6. New Media and Development Campaigns
7. Case study of World Development Campaigns
8. Designing development campaigns (Creating the plan, stages, techniques of campaign, using slogans, selecting media and method)
9. Evaluating Campaigns
10. Field Visits to NGOs and Development Sectors
11. Prospects and Challenges of Development Communication in Pakistan

12. Assignment

12.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

In the course, students are required to do practical work with teacher for mapping any development campaign.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Servaes, J. (Eds.). (2020). Handbook of Communication for Development and Social Change. Springer.
- Callander, N., Nahmad-Williams, L. (2010). Communication, Language and Literacy: Supporting Development in the Early Years Foundation Stage. Continuum International Publishing Group.
- Tesoriero, F. (2010). Community development: Community-based alternatives in an age of globalisation (4th ed.). Frenchs Forest, Australia: Pearson Australia.
- Bessette, G. (2004). Involving the Community: A Guide to Participatory Development Communication. International Development Research Center.
- Bella, M. (Eds.). (2003). International and Development Communication: A 21st-century. SAGE Publications, Inc.
- Jan Servaes, Jacobson, White. (2000). Participatory Communication for Social change, Sage Publication, New Delhi.

- Rubin, H. J., & Rubin, I. S. (2008). *Community organizing and development* (4th ed.). Boston, MA: Allyn and Bacon, Pearson Education.
- Hedebro, Goran. (1999). *New perspectives on Development: how Communication contribute. Communication and Social Change in Developing Nations: a critical view*, Iowa: The Iowa State University Press.
- Campfens, H. (Ed.). (1997). *Community development around the world: Practice, theory, research, training*. Toronto: University of Toronto Press.

MDC 472: COURSE FROM SPECIALIZATION

Cr. Hrs.3Major 13/ Elective Course 1

MDC 473: COURSE FROM SPECIALIZATION

Cr. Hrs.3Major 14/ Elective Course 2

Students will be required to choose one set from the given five specializations (Group A, B, C, D, E) in this semester. All sets have two specialized courses respectively.

Group-A (Public Policy & Sustainable Development Communication)

- **MDC 472:** Public Policy & Urban-Rural Sustainable Development
- **MDC 473:** Risk Communication and Sustainable Development

Title: Public Policy & Urban Rural Sustainable Development
Code: MDC-472
Semester: 7th
Rating: 3 Credit Hours
Type: Elective Course-I
Pre-requisites:

MDC 472 Public Policy & Urban-Rural Sustainable Development

- **Course Objectives**

This course will help students:

1. To provide an understanding of urban-rural sustainable development in past and present.
2. To analyze the regional perspectives on urban-rural sustainable development.
3. To understand urbanization and development selected policy challenges.
4. In critically analyzing the urbanization and development.
5. To explain media campaigns for urban and rural audience for development.

- **Learning Outcomes**

Students will be able to:

1. Understand the key concepts such as Urbanization, Rural-Urban Linkages, Urban Sprawl, Urban-Rural Planning, Urban Agriculture, Food Security, Enabling Development Strategy and Sustainable City.
2. Evaluate the rural-urban linkages in relation to socio-economic and environmental aspects of the sustainable development.
3. Explain the complexity of a 'city' through 101analyzing the interconnectedness of its socio-economic, environmental and political aspects and their influence on the urban living conditions.
4. Analyze the impacts of poverty, gender aspect and citizens participation on sustainable development.
5. Demonstrate through practical examples the urban/rural linkages and the diverse views of different actors from the built environment.

- **Course Contents**

1. Sustainable development in the urban context
2. Sustainable development in the regional and rural context
3. Planning for sustainable urban and rural futures
4. Impacts of human activities on natural systems
5. Ecological and urban and regional planning
6. Sustainable urban and rural infrastructure
7. Sustainable communities
8. Urban plan and real estate management
9. Urban Transportation planning
10. Political economy of public policy and governance
11. Public policy: Politics, analysis, and alternatives
12. Media campaigns for urban and rural audience
13. Digital campaigns
14. Writing for designing public policies: Principles and Instruments

15. Assignment

15.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Apaza, C. R., Chang, Y. (eds.) (2017). Whistleblowing in the World_ Government Policy, Mass Media and the Law. Palgrave Macmillan.
- Weimer, D. L. & Vining, A. R. (2017). Policy analysis: Concepts and practice. Routledge.
- Servaes, J. (Ed.). (2013). Sustainable development and green communication: African and Asian perspectives. Springer.
- Puppis, M., & Just, N. (Eds.). (2012). Trends in communication policy research: New theories, methods and subjects. Intellect Books.
- Koch-Baumgarten, S., Voltmer, K. (2010). Public Policy and the Mass Media: The Interplay of Mass Communication and Political Decision Making. Taylor & Francis.
- Doyle, G. (2002). Media Ownership: Concentration, Convergence and Public Policy. Sage Publications Ltd.
- Kraus, S. (1999). Televised Presidential Debates and Public Policy. Routledge.

Title: Risk Communication and Community Engagement
Code: MDC-473
Semester: 7th
Rating: 3 Credit Hours
Type: Elective Course 2
Pre-requisites:

MDC 473 Risk Communication and Community Engagement

- **Course Objective**

This course is designed to:

1. to articulate the concepts of risk and risk perception.
2. to state the various individual, social and cognitive factors (based on theory) that influence individual decisions to engage in risky behaviors or take actions to avoid risks.
3. to describe the role of communication across the various phases of a risk management and articulate theory-based “best practices” for each phase.
4. to develop a comprehensive, theory-based risk communication plan that provides a communications and messaging strategy to inform and educate the public about a risk.
5. articulate the role of media (traditional, mass and social media) in communicating and amplifying risk, based on key theories and case study examples.

- **Learning Outcomes**

1. Students will be familiar with application of Risk Communication theories and models.
2. Students will be able to design risk communication and community engagement pathways.
3. Students will be able to differentiate the problems in risk communication across various mediums and how to report it.

- **Course Contents**

1. Introduction to risk communication and community engagement
2. Risk Communication theories and models (e.g., CERC, Situational Theory of Publics, Deliberative Process Model, Actionable Risk, Precaution Adoption)
3. Societal Risk Reduction Model
4. Building risk communication and community engagement pathways
5. Principles for community led response
6. Message development for effective risk communication for target audience
7. Community Risk Visually
8. Digital Revolution and Risk Communication
9. Media Case studies of Risk Communication
10. Reporting Risk Communication
11. Difference in portraying risk communication across various mediums

12. Assignment

12.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Odiyo, J. O., &Volenzo, T. E. (2019). Linking risk communication and sustainable climate change action: A conceptual framework. *Jàmábá: Journal of Disaster Risk Studies*, 11(1), 1-11.
- Uitto, J. I., & Shaw, R. (Eds.). (2016). *Sustainable development and disaster risk reduction* (pp. 1-12). Tokyo: Springer.
- Young, C., Rao, A., &Rosamilia, A. (2016). Crisis and Risk Communications: Best Practices Revisited in an Age of Social Media. In *Communicating Climate-Change and Natural Hazard Risk and Cultivating Resilience* (pp. 27-36). Springer International Publishing.
- Servaes, J., & Lie, R. (2015). New challenges for communication for sustainable development and social change: a review essay. *Journal of Multicultural Discourses*, 10(1), 124-148.
- Lundgren, R. E., McMakin, A. H. (2013). *Risk communication: a handbook for communicating environmental, safety, and health risks*. IEEE Publishers.
- Sterman, J. D. (2008). Risk communication on climate: mental models and mass balance. *Science*, 322(5901), 532-533.
- Weingart, P., Engels, A., &Pansegrau, P. (2000). *Risks of communication: discourses on climate change in science, politics*
- Pidgeon, N., Kasperson, R. E., &Slovic, P. (2003). *The social amplification of risk*. Cambridge University Press.
- Morgan, M. G. (2002). *Risk communication: A mental models approach*. Cambridge.

Group-B (Environmental Communication)

- **MDC 472:** Climate Change Communication & Public Engagement
- **MDC 473:**Environmental Reporting & Digital Media

Title: Climate Change Communication & Public Engagement
Code: MDC-472
Semester: 7th
Rating: 3 Credit Hours
Type: Elective Course I
Pre-requisites:

MDC 472 Climate Change Communication & Public Engagement

- **Course Objectives**

This course is designed to:

1. articulate the concepts of public engagement in the context of climate change communication.
2. state the various factors of popular culture in media considering the idea of environment.
3. understand the idea of Ethical subjectivities.
4. suggest ways to implement Climate activism and climate justice.
5. develop ways for Participatory and creative methods for public engagement.

- **Learning Outcomes**

Upon successful completion, students will have the knowledge and skills to:

1. explain the social and institutional factors that shape environment and climate policy debates.
2. critically assess the communicative processes that affect environment and climate policy design and outcomes.
3. debate ethical and practical dimensions of environment and climate policy communication.
4. demonstrate competency in proposing evidence-informed strategies for environment and climate policy communication.

- **Course Contents**

1. Climate change communication and public engagement
2. Big data, everyday life and environmental sustainability
3. 'Smart' technologies as tools for change
4. Intelligent/sustainable transport and mobility
5. Visual communication of environment/climate change
6. Human-animal relations and speciesism
7. Popular culture, media and environment
8. Ethical subjectivities in the Anthropocene
9. Climate activism and climate justice

10. Art, creativity and climate change
11. Youth engagement with environmental and climate change
12. Participatory and creative methods for engagement
13. Sustainable food production and consumption
14. (Anti) consumerism
15. Celebrity and climate change
16. Sustainable ways of living

17. Assignment

17.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Kolhe, M. L., Labhasetwar, P. K., & Suryawanshi, H. M. (Eds.). (2019). Smart Technologies for Energy, Environment and Sustainable Development: Select Proceedings of ICSTEESD 2018. Springer.
- Hackett, R. A., Forde, S., Gunster, S., & Foxwell-Norton, K. (2017). *Journalism and climate crisis: Public engagement, media alternatives*. Taylor & Francis.
- Jeffrey, E., & Allatson, P. (2015). *Celebrity philanthropy*. Intellect Books.
- Burgess, J., & Gold, J. R. (Eds.). (2015). *Geography, the media and popular culture*. Routledge.

- Wibeck, V. (2014). Enhancing learning, communication and public engagement about climate change—some lessons from recent literature. *Environmental Education Research*, 20(3), 387-411.
- Moser, S. C. (2014). Communicating adaptation to climate change: the art and science of public engagement when climate change comes home. *Wiley Interdisciplinary Reviews: Climate Change*, 5(3), 337-358.
- Viljoen, A., & Wiskerke, J. S. (Eds.). (2012). *Sustainable food planning: evolving theory and practice*.
- Japp, P. M., & Meister, M. (2002). *Enviropop: Studies in environmental rhetoric and popular culture*. Greenwood publishing group.

Title: Environmental Reporting & Digital Media
Code: MDC-473
Semester: 7th
Rating: 3 Credit Hours
Type: Elective Course 2
Pre-requisites:

MDC 473 Environmental Reporting & Digital Media

- **Course Objectives**

This course is designed:

1. to identify key aspects of human environment interactions.
2. to list key ethical guidelines in environmental journalism.
3. to discuss environmental reporting challenges.
4. to interpret scientific data relating to environmental issues accurately.
5. to define data types relating to the environment (temporal, spatial and auxiliary data).
6. to report on environmental issues in the context of socio-cultural and socio-economic realms.
7. to explain the role of digital media in environment journalism.

- **Learning Outcomes**

1. Students will be able to identify and solve issues related to environmental reporting and information processing.
2. Students will be able to write reports and cover stories for various medium for environment.
3. Will be able to understand the usage of digital media in the perspective of environmental reporting.

- **Course Contents**

1. Understanding the significance of Environmental Reporting & identifying environmental issues
2. Environmental informatics - methods, tools and applications in Environmental Information Processing
3. Environmental monitoring and management through Integrated Ecological Information Systems
4. Digital Revolution and the environment
5. Issues and challenges faced during environmental reporting (Mechanism, tools, facts)
6. Explorative data analysis support for environmental epidemiology
7. Environmental Reporting in print, electronic and digital media
8. Revealing the earth's story with data
9. Report writing on various environmental issues

10. Assignment

10.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Slovic, S., Rangarajan, S., & Sarveswaran, V. (2019). *Routledge Handbook Of Ecocriticism And Environmental Communication*. Routledge.
- Arnold, A. (2018). *Climate Change and Storytelling: Narratives and Cultural Meaning in Environmental Communication*. Palgrave Macmillan
- Takahashi, B. et al. (Eds.). (2018). *News Media Coverage of Environmental Challenges in Latin America and the Caribbean*. Palgrave Macmillan.
- Pinto, J., Prado, P., & Tirado-Alcaraz, A. (2017). *Environmental News in South America: Conflict, Crisis and Contestation*. Palgrave MacMillan.
- Klöckner, C. A. (2015). *The Psychology of Pro-Environmental Communication: Beyond Standard Information Strategies*. Palgrave Macmillan
- Nofri, S. (2013). *Cultures of Environmental Communication: A Multilingual Comparison*. Springer.
- Anderson, A. G. (2014). *Media, Environment and the Network Society*. Palgrave Macmillan.
- Tochtermann, K., Keitel, A., & Schutz, T. (2001). Environmental reporting in print and electronic media. In *Environmental Information Systems in Industry and Public Administration* (pp. 333-346). IGI Global.

Group-C (Health Communication)

- **MDC 472:**Public Health and Family Communication
- **MDC 473:**Health Informatics

Title: Public Health and Family Communication
Code: MDC-472
Semester: 7th
Rating: 3 Credit Hours
Type: Elective Course I
Pre-requisites:

MDC 472 Public Health and Family Communication

- **Course objectives**

This course is designed for students:

1. to have an understanding of health communication.
2. to understand major fields of thought in interpersonal health communication.
3. to analyze the pervasiveness of culture in health communication.
4. to have awareness and critical ability to understand health related media.
5. to discuss the changing definitions of family and recognize the social and cultural contexts in which families operate.
6. to analyze family communication according to various theoretical perspectives, including systems theory and relational dialectics.

- **Learning Outcomes**

1. Students will have better understanding of public health in the context of family communication.
2. They will be able to work out better policies for improving malnourishment, Communication in the context of SDGs.
3. They will be able to use media in creating awareness about family communication and health issues.
4. They will be in a position to report family health issues in the context of health beat.

- **Course Contents**

1. Basic orientation of Public Health and Family Communication
2. Significance of Public health
3. Family system theory
4. Factors affecting frequency of communication about family health
5. Malnourishment, Communication, SDGs
6. Family communication patterns: Measuring intrapersonal perceptions of interpersonal relationships
7. Family Ties: The role of family context in family health

8. Upward family communication about health
9. Relationships among communication self-efficacy, communication burden, and the mental health
10. Role of media in creating awareness about family communication and health issues
11. Reporting Family Health issues (Health Beat)
12. Digital Media and Family health

13. Assignment

13.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Campbell-Salome, G., Rauscher, E. A., & Freytag, J. (2019). Patterns of Communicating About Family Health History: Exploring Differences in Family Types, Age, and Sex. *Health Education & Behavior*, 46(5), 809–817.
- Ashida, S., Kaphingst, K. A., Goodman, M., Schafer, E. J. (2013). Family health history communication networks of older adults: Importance of social relationships and disease perceptions. *Health Education & Behavior*, 40, 612-619.
- Durkin, M. J. (Ed). (2011). *From infancy to the Elderly: communication throughout the ages*. Nova Science Publishers, Inc.
- Fisher, C. L. (2011). “Her pain was my pain”: Mothers and daughters sharing the breast cancer journey. In Miller-Day, M. (Ed.), *Family communication, connections, and health transitions*

- (pp. 56-76). New York, NY: Peter Lang.
- Galvin, K. M., Young, M. A. (2010). Family system theory. In Gaff, C. L., Bylund, C. L. (Eds.), *Family communication about genetics: Theory and practice* (pp. 102-119). Oxford, England: Oxford University Press
 - Parvanta, C. et al. (2010). *Essentials of Public Health Communication*. Jones & Bartlett Learning.
 - Parrott, R. (2009). *Talking about Health: Why Communication Matters*. Wiley Black-well.
 - Rolland, J. S., Williams, J. K. (2006). Toward a psychosocial model for the new era of genetics. In Miller, S. M., McDaniel, S. H., Rolland, J. S., Feetham, S. L. (Eds.), *Individuals, families, and the new era of genetics* (pp. 36-75). New York, NY: W. W. Norton.
 - W.H.O. (2007). *Effective Media Communication during Public Health Emergencies. A WHO Field Guid*. World Health Organization
 - Hornik, R. (2002). *Public Health Communication: Evidence for Behavior Change*. Lawrence Erlbaum Associates, Publishers.
 - d'Agincourt-Canning, L. (2001). Experiences of genetic risk: Disclosure and the gendering of responsibility. *Bioethics*, 15, 231-247.
 - Allen, J., Brock, S. A. (2000). *Health Care Communication Using Personality Type*. Routledge.
 - Kar, S. B., Alcalay, R., & Alex, S. (2000). *Health Communication: A Multicultural Perspective*. SAGE Publications, Inc.

Title: Health Informatics
Code: MDC-473
Semester: 7th
Rating: 3 Credit Hours
Type: Elective Course 2
Pre-requisites:

MDC 473 Health Informatics

- **Course objectives**

In this course, the students will be able:

1. to understand the concept of health informatics.
2. to identify challenges regarding health in modern age.
3. to look for research done in the field of health informatics.
4. to understand the elements of health information privacy and security.
5. to find solutions with the help of Education and Training.

- **Learning Outcomes**

1. Students will have better understanding of health informatics and how to deal with issues in this regard.
2. Students will be able to analyze the convergence of healthcare & information technology.
3. Students will be able to reproduce reports based on research which will in turn leads to proposing the policy agendas.

- **Course Contents**

1. What is health informatics?
2. Social and technical context of health informatics
3. Problems and challenges in the digital age
4. Leading change in health informatics
5. The outcomes and interventions of health informatics
6. The data science of health informatics
7. Convergence of healthcare & information technology
8. Effective communication in Health information management
9. Healthcare industry & policy
10. Health information privacy and security
11. Research and development in health informatics
12. Education and Training in Health Informatics
13. Case studies for Health Informatics Education and Training
14. Report writing on Health Informatics

- **15. Assignment**

- 15.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Viviane, C., Jean-Phillipe de, O. (Eds). (2019). Food and Health: Actor Strategies in Information and Communication. Wiley.
- Brodник, M. S., Rinehart-Thompson, L. A., & Reynolds, R. B. (Eds.). (2017). Fundamentals of law for health informatics and information management. AHIMA Press.
- Venot, A., Burgun, A., & Quantin, C. (2016). Medical informatics, e-Health. Springer Editions.
- Asokan, G. V., & Asokan, V. (2015). Leveraging “big data” to enhance the effectiveness of “one health” in an era of health informatics. Journal of epidemiology and global health, 5(4), 311-314
- Fenton, S. H., & Biedermann, S. (2014). Introduction to healthcare informatics (p. 453). AHIMA, American Health Information Management Association.
- Jenicek, M. (2014). Writing, Reading, and Understanding in Modern Health Sciences: Medical Articles and Other Forms of Communication. Taylor and Francis, CRC Press.
- Lorenzi, N. M., & Riley, R. T. (2013). Organizational aspects of health informatics: managing technological change. Springer Science & Business Media.
- LeRouge, C., Tolentino, H., Fuller, S., & Tuma, A. (2013). Doing and understanding: Use of case studies for health informatics education and training. In Cases on Healthcare Information Technology for Patient Care Management (pp. 1-34). IGI Global.
- Parker, J. C., Thorson, E. (2009). Health Communication in the new Media Landscape. Springer Pub.
- Hasman, A. (Ed.). (1995). Education and Training in Health Informatics in Europe: State of the Art, Guidelines, Applications.

Group D: Gender and Development

- **MDC 472:** Gender, Entrepreneurship and Economic Development
- **MDC 473:** Gender Intersectionality: Social Justice, Communication and Human Development

Title: Gender, Entrepreneurship and Economic Development
Code: MDC-472
Semester: 7th
Rating: 3 Credit Hours
Type: Elective Course I
Pre-requisites:

MDC 472 Gender, Entrepreneurship and Economic Development

- **Course objectives**

This course is designed to enable:

1. to demonstrate a general understanding of the theoretical debates surrounding the construction of gender and gender relations in the discipline of economics.
2. to critically examine and assess mainstream and heterodox economic theories and policies from a gender perspective.
3. to evaluate the ways in which current economic realities in developed and developing countries have different effects on men and women.
4. to identify the connections between feminist economic theory and feminist economic reality in developed and developing countries.
5. understanding of alternative, gendered economic theory.
6. to propose alternative policies that address gender- inequalities in different economic spheres.
7. to describe and critically discuss how gender inequality shapes economic development and how economic development impacts on gender inequality.
8. to know how to interpret and compare different measures and indicators of development and gender equality.

- **Learning Outcomes**

At the completion of the course:

1. Students will have better understanding the interplay between gender, entrepreneurship and economic development and how to deal with issues in this regard.
2. Students will be able to understand the gaps regarding gender practices in the society along with the ideas to bridge it.
3. Students will be able to propose the policies and legislations for women entrepreneurs in Pakistan for development.
4. By looking at the role of international organizations they can create entrepreneurship models for women.

- **Course Contents**

1. Gender and history of Economic Thought

2. Economic Theories, Gender and Development
3. Gender and the Household
4. Masculinity, Femininity and Poverty
5. Economic Development and Gender Indexes (Gender Inequality index, gender gap index, gender equality index)
6. Entrepreneurship, Gender and Cultures
7. Social Entrepreneurship
 - 7.1 Meaning and types
 - 7.2 Women and entrepreneurship
 - 7.3 Barriers and problems: Cultural, educational, technological, structural
 - 7.4 Eradication of barriers for development and environmental sustainability
8. Global digital opportunities: Gender and Economic Development
9. Appropriate technology: Development of technology for women indifferent spheres including household production, Microenterprises, small-scale industry, and agricultural economy.
10. Women and Entrepreneurship in developing countries
11. Creative Industries: Empowering women through Entrepreneurship
12. Role of media in the development of Entrepreneurship Culture
13. Policies and legislations for women Entrepreneurs in Pakistan
14. NGO's and governmental institutions for Women Entrepreneurs
15. Role of international organizations
16. Successful Entrepreneurship Models for Women
17. **Assignment**
 - 17.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative	25	It is continuous assessment. It includes:

	Assessment		class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Beneria, L., Günseli B., and Maria F. (2015). Gender, Development and Globalization: Economics as if all People Mattered. Second Edition. Routledge.
- Jacobsen, J. (2007). The Economics of Gender. Cambridge:Wiley Blackwell.
- Brush,CandidaG.,Greene P. G. (eds) (2006) Growth Oriented Women Entrepreneurs and Their Businesses: A Global Research Perspective, Edward Elgar Publishing, UK.
- Hunter, S. A. (2006) Women Entrepreneurs Across Racial Lines: Issues of Human Capital, Financial Capital, and Network Structures, Edward Elgar Publishing, UK.
- Barker, D.K. and Feiner, S.F. (2004) Liberating Economics: Feminist Perspectives on Families, Work, and Globalization. Ann Arbor: University of Michigan Press.
- Davidson, Marilyn, Burke R. J. (eds.) (2004) Women in Management Worldwide: Facts, Figures and Analysis, Ashgate Publications Ltd, London, UK.
- John, S. M., Jeyabalan, R. and Krishnamurthy,S. (2004), Rural Women Entrepreneurship, Discovery Pub House.
- Butler, J. E. (2003) NewPerspectives on Women Entrepreneurs, Information Age Publishing, Greenwich, USA.
- Beaver, G. (2002) Small Business, Entrepreneurship and Enterprise Development, Financial Times/ Prentice Hall, USA.
- Dr.S.S K., (1999). Entrepreneurial Development, S. Chand & Company Pvt., Limited, New Delhi.

Title: Gender Intersectionality: Social Justice Communication and Human Development
Code: MDC-473
Semester: 7th
Rating: 3 Credit Hours
Type: Elective Course 2
Pre-requisites:

MDC 473 Gender Intersectionality: Social Justice, Communication and Human Development

- **Course objectives**

This course is designed to:

1. to examine diverse interpretative frameworks of intersectionality: How have scholars used it as a theory, paradigm, concept, and practice of social change?
2. to examine its development across many fields of study including social justice, communication and human development.
3. to apply different approaches, perspective, and methodologies of Gender Intersectionality.
4. to learn about patterns, debates and controversies, sifting through and extracting insights that are most useful in current research.
5. to understand the linkages between theorizing about ‘matrices of domination’ and engaging in efforts to improve gender based inequalities.
6. to learn about the practical applications for using intersectional knowledge that helps to achieve positive institutional change and social justice in a society.

- **Learning Outcomes**

Upon successful completion, students will have the knowledge and skills:

1. Gender Intersectionality and how to deal with this idea in the context of social justice and communication.
2. to develop linkages between theorizing about ‘matrices of domination’ and engaging in efforts to improve gender based inequalities.
3. about of media laws and ethics in the context of portrayal of women and gender issues in media content.

- **Course Contents**

1. Understanding Gender Intersectionality
 - 1.1 Gender and religion
 - 1.2 Gender and race
 - 1.3 Gender and class
 - 1.4 Gender and sexuality
 - 1.5 Gender and nationalism
2. Gender, Law & Social Justice
 - 22.2 A conceptual and a practical link between gender, law and human rights
 - 22.3 Sources of law (Customs, Shariah, Common, Equity)
 - 22.4 Types of law (Constitutional, Customary, Islamic, Common)
 - 22.5 Access to justice, law courts and legal remedy

- 22.6 Constitutional Safeguards and fundamental rights guaranteed in 1973 Constitution of Pakistan
- 22.7 Informal, parallel legal system in Pakistan
- 22.8 Family Laws in Pakistan (Marriage, Polygamy, Talaq, Khula, Maintenance, Dowry and Gifts, Parents, Child Custody, Guardianship, Will and Inheritance)
- 22.9 Shariah laws in Pakistan (Law of Evidence; Rajam; Qisas and Diyat • Comparative study of Hudood Laws , Women Protection Bill, Domestic Violence Bill)
- 22.10 Labor Laws in Pakistan (Wages, Collective Bargaining, Maternity leave, Protection against harassment at the workplace)
- 22.11 Third gender person's access to fundamental human rights in Pakistan
- 22.12 Legal and political barriers to the protection and promotion of third gender person's human rights in Pakistan

3. Gender, Media and Communication

- 1.6 Media Laws and ethics applying to portrayal of women and gender issues
- 1.7 Women as consumers of media
- 1.8 Women's influence on media contents as media audience
- 1.9 Media as Profession

4. Gender, Culture and Human Development

5. Gender Intersectionality, Social Structures and Sustainable Human Development

6. Assignment

- 6.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

• **Teaching Learning Strategies**

- 1. Class Discussion
- 2. Projects / Assignments
- 3. Group Presentations
- 4. Students led presentations
- 5. Thought Provoking Questions

• **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work

			and report writing etc.
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- **Suggested Readings**

- Hegde, R. S. (2011). *The Circuits of Visibility: Gender and Transnational Media Cultures*. New York: NYU Press.
- Kearney, M. C. (2011). *The Gender and Media Reader*. New York: Routledge.
- Berger, T. M. and Guidroz, K. (2009). *The Intersectional Approach: Transforming the Academy through Race, Class, and Gender*. Chapel Hill: University of North Carolina Press.
- Dill, B. T. and Zambrana, R. (2009). *Emerging intersections: Race, Class, Gender in Theory, Policy, and Practice*. New Brunswick, NJ: Rutgers University Press.
- Weber, L. (2009). *Understanding Race, Class, Gender, and Sexuality: A Conceptual Framework*. Oxford: Oxford University Press.
- Khan, S. (2006). *Zina, transnational feminism, and the moral regulation of Pakistani women*. Vancouver: UBC Press
- Schultz, A. and Mullings, L. (2006). *Gender, Race, Class & Health: Intersectional Approaches*. San Francisco: Jossey Bass.
- Shah, N. A. (2006). *Women, the Koran and international human rights law: the experience of Pakistan*. Leiden: MartinusNijhoff Publishers.
- Patel, R. (2003). *Woman versus man: socio legal gender inequality in Pakistan*. Karachi: Oxford University Press.
- Mehdi, R. (2002). *Gender and property law in Pakistan: resources and discourses*. Lahore: Vanguard.
- Asghar A. (ed.). (2001). *Islam, Women and Gender Justice*. New Delhi: Gyan Publishing House
- Ali, S. S. (2000). *Gender and Human Rights in Islam and International Law: Equal before Allah, Unequal before Man*. The Hague: Kulwer Law Institute.
- Nussbaum, M.C. (2000) *Women and Human Development: The Capabilities Approach*, Cambridge University Press, Cambridge, UK.
- Ahmad, A. (1991). *Women and Social Justice: Some Legal and Social Issues in Contemporary Muslim Society*. Islamabad: Institute of Policy Studies.
- Williams, P. (1992). *The Alchemy of Race and Rights: Diary of a Law Professor*. Cambridge: Harvard University Press.

Group E: Agricultural Communication

- **MDC 472:** Agricultural Journalism
- **MDC 473:** Agricultural Extension & Technology Transfer

Title: Agricultural Journalism
Code: MDC-472
Semester: 7th
Rating: 3 Credit Hours
Type: Elective Course I
Pre-requisites:

MDC 472 AGRICULTURAL JOURNALISM

- **Course Objectives**

This course is designed to:

1. Define the given concepts of agricultural journalism.
2. Develop news, news stories, and articles.
3. Criticize various news stories and articles.

- **Learning Outcomes**

Upon successful completion:

1. Students will be able to write better insights by knowing the agricultural sector in detail.
2. Students may create social media campaigns for audience awareness.
3. Students can write a review on agricultural developmental work.

- **Course content**

1. Introduction to Agricultural Journalism
2. Written and verbal Communications skills for Agricultural Journalism
 - 2.1 Print-Media News Releases and Advertisements
 - 2.2 Article Writing
 - 2.3 Public Speaking
 - 2.4 Effective Prepared Speaking Techniques
 - 2.5 Debating Current Agriculture Issues
 - 2.6 Review of some important world newspapers publishing agricultural news stories, articles, and related information
3. Social Media and agriculture
4. Website development for agricultural campaigns
5. Photography and agriculture
6. Blogging for agriculture
7. Agriculture publications
8. Radio broadcasting
9. Television broadcasting
10. Case studies on Agricultural journalism as an effective tool in diffusion of agricultural technologies among the farming communities

11. Debates and Discussions to analyze the role of agricultural journalism in the dissemination of agricultural information among the farmers

12. Assignment

12.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

• Teaching Learning Strategies

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

• Assessment and Examinations

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

• Suggested Readings

- Ricky, T. and Anne, T. (2012). Agricultural Communications in Action: a Hands-on Approach. Clifton Park, NY: Delmar.
- Graves and Russell A. (2005). Communicating in the Agricultural Industry / Russell A. Graves. Clifton Park, N.Y: Thomson/ Delmar Learning.
- Shri, K.et.al.(1999). Local Radio. making an impact. Agricultural Information Development Bulletin.

Title: Agricultural Extension & Technology Transfer
Code: MDC-473
Semester: 7th
Rating: 3 Credit Hours
Type: Elective Course 2
Pre-requisites:

MDC 473 AGRICULTURAL EXTENSION & TECHNOLOGY TRANSFER

- **Course Objectives**

This course is designed:

1. to discuss the scope and importance of technology transfer.
2. to evaluate the technology, transfer process.
3. to identify barriers to technology transfer.
4. to analyze issues in technology transfer.

- **Learning Outcomes**

1. Students will be able to understand the agricultural extension in the context of technological development.
2. They will be able to report the agricultural enterprise by identifying the prospects and challenges.
3. They will be having a better analysis of agricultural Extension in the context of enhancing productivity, quality, nutrition, post-harvest technology, product processing, Profitability, Income and Employment.

- **Course content**

1. Concepts and scope of extension and communication particularly for primary and secondary agriculture.
2. Importance of agricultural technology transfer.
3. Characteristics of promising agricultural technology.
4. Barriers to technology transfer.
5. Business considerations of a farm enterprise and its technological aspects.
6. Farm safety measures.
7. Preparing feasibility reports of alternative farm enterprises.
8. Recent technological developments in agriculture.
9. Characteristics of technology generation, transfer and utilization sub- systems in Pakistan with special reference to agricultural development.
10. WTO and its implications for Pakistan's agriculture.
11. Corporate farming and its issues.
12. Agricultural extension in different sectors of agriculture and rural development.
13. Agricultural Extension in the context of enhancing productivity, Quality, Nutrition, post harvest technology, product processing, Profitability, Income and Employment.

14. Assignment

14.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- McNamara, K., Belden, C., Kelly, T., Pehu, E., & Donovan, K. (2017). Introduction: ICT in agricultural development.
- Leeuwis, C. (2013). Communication for rural innovation: rethinking agricultural extension. John Wiley & Sons.

Title: Media Production
Code: MDC-474
Semester: 7th
Rating: 3 Credit Hours
Type: Major 23 / Distribution
Pre-requisites:

MDC 474 MEDIA PRODUCTION

- **Course Objectives**

The goals of this course are:

1. to introduce all students to the basic fundamentals of production including both technical knowledge and artistic application.
2. topics will include but are not limited to: pre-production, production, post-production, camera operation, composition and framing, lens choice, camera movement, setting proper exposure, lighting, collaboration, blocking, continuity and all aspects of visual. These areas will help student to produce their final projects.

- **Learning Outcomes**

1. Students will be able to identify and demonstrate an understanding of the theoretical foundations of media production.
2. Students will be able to analyze and critique a variety of media products, case studies and issues.
3. Demonstrate competency as a producer by organizing the editorial flow and technical content of a cohesive television, web, or radio program.

- **Course Contents**

1. Introduction to productions process
2. Production stages (Pre-Production, Production, Post-Production)
3. Production of Radio and TV news and programs
4. Basics of Script writing for Broadcast Media.
5. Dramas, Talk Shows, Children Programs etc.
6. Films and documentaries discussions, plays and documentaries;
7. Digital media content production
8. Qualification and duties of producers.
9. Camera angles
10. Terminologies of media production
11. Video editing and its software
12. Mobile applications and editing
13. **Assignment**
 - 13.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion

2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Hueth, A. C. (2019). *Scriptwriting for film, television and new media*. Routledge.
- Cartwright, S. (2012). *Pre-production planning for video, film, and multimedia*. Routledge.
- Bennett, J. (2011). Introduction: television as digital media. In *Television as digital media* (pp. 1-28). Duke University Press.
- Oumano, E. (2010). 5. The Process: Pre-Production, Production, and Post-Production. In *Cinema Today* (pp. 92-147). Rutgers University Press.
- Feldman, T. (2003). *An introduction to digital media*. Routledge.
- Kelly, B. Camera Angles, Lenses, and Storytelling. In *The Art of Cinematic Storytelling*. Oxford University Press.

Title: Media Literacy & Development
Code: MDC-475
Semester: 7th
Rating: 3 Credit Hours
Type: Major 24 / Distribution
Pre-requisites:

MDC 475 MEDIA LITERACY & DEVELOPMENT

- **Course Objectives**

This course aims to help the students:

1. to learn critically, evaluate and understand the various media content and develop an understanding of how this media content influences people.
2. to understand about the importance of multiple points of view, and to identify media's powerful leanings towards societal development, commercialism, individualism, and specific ideologies.
3. This class aims to help students become media literate, but also to think more strongly about the media as they relate to citizenship, democracy and development.
4. The course introduces the learners to basic understanding of media and information as channels of communication and tools for the development of individuals and societies.
5. It also aims to help students to be creative and critical thinkers as well as responsible users and competent producers of media and information.

- **Learning Outcomes**

Upon successful completion, students will have the knowledge and skills to:

1. Students will have the orientation of media literacy considering the digital world.
2. They will understand how to demonstrate their skills audience and other stakeholders.
3. Being equipped with latest techniques they will be aware of the usage of media and information literacy for development.

- **Course Contents**

1. Introduction to Media and Information Literacy
 - 1.1 Media Literacy
 - 1.2 Information Literacy
 - 1.3 Digital Literacy
2. Language of Media Products
3. Codes, Conventions, and Messages,
4. Audience, Producers, and Other stakeholders
5. Elements of Media Production Process
6. Legal, Ethical, and Societal Issues in Media and Information
 - 6.1 Copy Right/Fair Use/ Plagiarism
 - 6.2 Netiquette
 - 6.3 Digital Divide, Addiction, and Bullying
 - 6.4 Virtual Self
 - 6.5 Others

7. Opportunities, Challenges, and Power of Media and Information
 - 7.1 Economic, Educational, Social, and Political
 - 7.2 Threats, Risks, Abuse, and Misuse
8. Current and Future Trends of Media and Information
 - 8.1 Massive open online content
 - 8.2 Wearable technology (i.e. Google glass, iPhone watch, etc.)
 - 8.3 3D Environment (i.e. 3D printer, 3D films, holograms, etc.)
 - 8.4 Ubiquitous Learning
 - 8.5 Others
9. Importance of Media and Information Literate Individual for Society
 - 15.2 Improved quality of life
 - 15.3 Greater political participation
 - 15.4 Better economic opportunities
 - 15.5 Improved learning environment
 - 15.6 More cohesive social units
 - 15.7 Others

10. Media and Information Literacy for Development

11. Assignment

- 11.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work

			and report writing etc.
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- **Suggested Books**

- Potter, J. (2019). *Media Literacy* (9th ed.). eBook-PDF version, Los Angeles, USA: Sage Publications, Inc. <https://doi.org/10.1002/9781405165518.wbeosm064>
- Murakami, K. (2019). *Media Literacy and Social Activism*. In R. Hobbs & P. Mihailidis (Eds.), *The International Encyclopedia of Media Literacy* (pp. 1–7). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118978238.ieml0139>
- Smith, J. (2015). *Master the Media: How Teaching Media Literacy Can Save Our Plugged-In World*. San Diego, CA: Dave Burgess Consulting, Inc.
- Silverblatt, A., Ferry, J., & Finan, B. (2015). *Approaches to Media Literacy: A Handbook* (2nd ed.). eBook, Los Angeles, USA: Taylor & Francis
- Hobbs, R. (1998). The seven great debates in the media literacy movement. *Journal of Communication*, (4), 16–32. <https://doi.org/10.1111/j.1460-2466.1998.tb02734.x>
- Silverblatt, A., Smith, A., Miller, D., Smith, J., & Brown, N. (2014). *Media Literacy : Keys to Interpreting Media Messages* (4th ed.). Santa Barbara, California, USA: Praeger
- Rivoltella, P. C. (n.d.). *Digital Literacy: Tools and Methodologies for Information Society*. eBook, Hershey, USA: IGI Publishing.

Title: Internship (Media Industry/NGOS Etc)
Code: MDC-476
Semester: 7th
Rating: 3 Credit Hours
Type: Major 25 / Distribution
Pre-requisites:

MDC 476 INTERNSHIP (MEDIA INDUSTRY/NGOS ETC.)

The students are required to complete two month internship in any media organization or NGOs etc.. The student will be evaluated on the basis of internship performance and report that will be submitted at the end of the internship program.

Title: Quran Course
Code: HQ - 007
Semester: 7th
Rating: 0 Credit Hour
Type: Compulsory
Pre-requisites:

HQ-007 Quran Course

1. Course Content:

- a. Surah Zamr to Surah Qaaf

Title: Interactive & Data Storytelling Techniques for Development Projects
Code: MDC-481
Semester: 8th
Rating: 3 Credit Hours
Type: Major 26 / Distribution
Pre-requisites:

SEMESTER-VIII

MDC 481: INTERACTIVE & DATA STORYTELLING Cr. Hrs.3 Major 18/Distribution
TECHNIQUES FOR DEVELOPMENT PROJECTS

- **Course Objectives**

In our increasingly data-reliant and data-saturated society, this Course will help students:

1. to understand that data visualization and storytelling is a crucial skill for development communications professionals. With the advent of visualization tools that do not require coding, data storytelling in the digital age is also an attainable skill set for people with varying levels of technical ability.
2. to develop meaningful data stories that reveal visual insights accessible for relevant audiences.
3. to learn the basics of Tableau, the industry standard in data visualization tools and to make sense of and visualize publicly available data.
4. to build a portfolio of data visualization projects, analog and digital, that demonstrate the application of data storytelling.
5. to comprehend the fundamentals of effective data-driven storytelling.
6. to learn how to detect and articulate the stories behind datasets and communicate data findings in visual, oral, and written contexts for various audiences and publics.

- **Learning Outcomes**

1. Students will be able to develop data visualization projects (analog and digital) and demonstrate the application of data storytelling.
2. They will be having experience of using Tableau for Data Driven Decision making.
3. They will be familiar with visualization ethics and how visualization may mislead, and how it can tell the truth.
4. Students will be having the understanding of how to choose graphic forms for their data.

- **Course Contents**

1. The Art of Storytelling: Past, Present, and Future
 - 1.1 Storytelling and the human brain
 - 1.2 What is Data Storytelling?
 - 1.3 Bringing data to life: Emotions and data Storytelling
 - 1.4 The elements of a good data story

- 1.5 Emotion modulators: Color, language, and other design elements
- 1.6 Framing, priming and format of Data Story
- 1.7 Telling the stories within the data story
- 1.8 What makes a good, rich dataset for analysis and visualization
- 1.9 Knowing Your Data

- 2. What is data visualization?
 - 13.2 Components of a data visualization
 - 13.3 The “Data Visualization Process”
 - 13.4 What makes an effective data communication?
 - 13.5 Visual design and the application to data graphs
 - 13.6 Challenges in data visualization and data storytelling

- 3. Practical**
 - 3.1 Introduction to Tableau (Lab Sessions)
 - 3.2 Hands-on Exercise (Using Tableau for Data Driven Decision making)
 - 3.3 Visualization ethics: How visualization may mislead, and how it can tell the truth
 - 3.4 How to choose graphic forms for your data
 - 3.5 Stories with charts and maps
 - 3.6 Visual design for communication
 - 3.7 Why we visualize data
 - 3.8 How to ask questions of data?
 - 3.9 Tableau Basics: Dimensions, Measures
 - 3.10 The Tableau Workspace
 - 3.11 How to analyze structured data using Tableau
 - 3.12 How to create simple static charts in Tableau (bar charts, line charts)
 - 3.13 Visualizing locations and time
 - 3.14 How to save and publish your data in Tableau
 - 3.15 How to export charts from Tableau for use in PowerPoint and Word
 - 3.16 How to identify the “most important thing” in your data?
 - 3.17 How to write about numbers?
 - 3.18 How to prepare your elevator pitch?
 - 3.19 Data Visualization Best Practices
 - 3.20 How to choose the right chart type for the job?
 - 3.21 How to reshape data using Tableau?
 - 3.22 Using “Measure Names” and “Measure Values” in Tableau
 - 3.23 How to design effective charts for presentations
 - 3.24 Final Assignment: Tell a Great Story with Your Data

- 4. Assignment**
 - 4.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

- 1. Class Discussion
- 2. Projects / Assignments
- 3. Group Presentations
- 4. Students led presentations
- 5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Knaflic, C. N. Storytelling with Data: A Data Visualization Guide for Business Professionals (ISBN: 9781119002253).
 - Murray, D. Tableau Your Data! Fast and Easy Visual Analysis with Tableau Software (1st or 2nd Edition (ISBN: 9781119001195).
 - Stray. The Curious Journalist's Guide to Data.
 - The Data Journalism Handbook, Become Data Literate in Three Steps.
 - Journalist's Resource. Math Basics for Journalists: Working with Averages and Percentages, Tips for Journalists Working with Math, Statistics: A List of Key Resources.
 - Herzog. Data Literacy, Sections I-II, pp. 1-64.
 - Meyer, P. Mathematics Competency Test for Journalists.
 - Journalist's Resource. Guide to Critical Thinking, Research, Data and Theory: Overview for Journalists, Steven Van Evera.
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Course from Specialization

Title: Contemporary Global Sustainable Development Campaigns
Code: MDC-482
Semester: 8th
Rating: 3 Credit Hours
Type: Elective Course 3
Pre-requisites:

MDC 482 CONTEMPORARY GLOBAL SUSTAINABLE DEVELOPMENT CAMPAIGNS

In this course, students will be required to explore, understand and comprehend the world contemporary campaigns, their strategies and designs on their specialized areas. Teacher will suggest the contemporary campaigns and reading materials to analyze the suggested development communication strategies designed by public and private sectors globally on their respective five specializations (Group A, B, C, D, E).

- **Course Objectives**

This course will enable students:

1. to understand the practice and policy of sustainable pathways to international development campaigns.
2. to appreciate some of the scientific underpinnings of sustainability practice and how policymakers are trying to apply it for better governance of scarce resources.
3. to understand how various attributes of sustainability can be applied by development leaders in the world.
4. to gain additional knowledge regarding planetary boundaries and their influence on international economic development.
5. to learn the current international policy landscape for the Sustainable Development Goals.
6. Role of NGOs in contemporary sustainable development campaigns.

- **Learning Outcomes**

1. Students will be able to identify core areas for development that requires action.
2. They will be able to impart the learning to create fruitful campaigns with better prospects for development.

- **Course Contents**

1. World Campaigns on Sustainable Development
2. National level initiatives for Sustainable Development
3. Effective selection of medium for Campaigns
4. Understanding audience while developing Campaigns
5. Role of NGOs
6. Prospects and Challenges of Development Communication in Pakistan and their comparison with global development campaigns

- **7. Assignment**

- 7.1 Assignments may include special reports, projects, class presentations, field work. The nature of assignment will be decided by the teacher as per the requirements of the course.

- **Teaching Learning Strategies**

1. Class Discussion
2. Projects / Assignments
3. Group Presentations
4. Students led presentations
5. Thought Provoking Questions

- **Assessment and Examinations**

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35	It takes place at the mid-point of the semester
2.	Formative Assessment	25	It is continuous assessment. It includes: class discussion, projects / assignments, group presentations, students led presentations, thought provoking questions, short tests, quizzes etc.,
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

- **Suggested Readings**

- Lemons, J., & Brown, D. A. (2013). Sustainable development: Science, ethics, and public policy (Vol. 3). Springer Science & Business Media.
- Lafferty, W. M., & Meadowcroft, J. (2000). Implementing sustainable development: Strategies and initiatives in high consumption societies (pp. 337-421). Oxford: Oxford University Press.
- Elliott, J. (2012). An introduction to sustainable development. Routledge.
- Marx, A. (2019). Public-private partnerships for sustainable development: Exploring their design and its impact on effectiveness.
- Hedebro, Goran. 1999. New perspectives on Development: how Communication contribute. Communication and Social Change in Developing Nations: a critical view, Iowa: The Iowa State University Press.
- Jan Servaes, Jacobson, White. 2000. Participatory Communication for Social change, Sage Publication, New Delhi.
- Campfens, H. (1997). Community development around the world: Practice, theory, research, training. Toronto: University of Toronto Press.

Course from Specialization

Title: Media Seminar
Code: MDC-483
Semester: 8th
Rating: 3 Credit Hours
Type: Major 28 / Elective Course 4

MDC 483: MEDIA SEMINAR

The purpose of this seminar course is to provide students with opportunity to interact with the experts regarding different communication issues. In the seminar, students will present their papers prepared in consultation with their teachers. Presentation of paper is mandatory. The papers will be followed by the discussions. Seminars will be presided by an expert of the area or the teacher concerned. Teacher can also suggest source material to the students and they can also present a summary/abstract or critique on the book/article in the seminar. Nevertheless, focus will be on important communication issues. Each student will give at least one presentations in the seminars on different issues.

Groups	Specialization	Media Seminar	Course requirement as per the specializations
Group A	Public Policy & Sustainable Development Communication	Policy, Planning & Governance)	Students will be required to interact with the experts on policy, planning and governance with reference to development communication in Pakistan.
Group B	Environmental Communication	Climate Change & Environmental Issues	Students will be required to interact with the experts on climate change and all environmental issues with reference to development communication in Pakistan.
Group C	Health Communication	Picturing Health	Students will be required to interact with the experts on urban and rural public health issues in digital age and population dynamics with reference to development communication in Pakistan.

Group D	Gender and Development	Gender disparities & Socio-cultural issues	Students will be required to interact with the experts on gender disparities and social-cultural-religious issues prevailing in Pakistan with reference to development communication.
Group E	Agricultural Communication	Emerging Issues of Agriculture & Technology Transfer	Students will be required to interact with the experts on emerging issues of agriculture prevailing in Pakistan in the digital age with reference to development communication.

Title: Thesis / Special Project
Code: MDC-484
Semester: 8th
Rating: 3 Credit Hours
Type: Major 29

MDC 484: THESIS / SPECIAL PROJECT

Students will be required to conduct research under the supervision of a teacher on any issue related to media studies and development communication and submit either a thesis or a project at the end of the semester. Project may include development campaigns by using different media i.e. public relations, advertising, digital media, radio, television, photography, film, documentary or print media, etc.

Title: Quran Course
Code: HQ-008
Semester: 8th
Rating: 1 Credit Hour
Type: Compulsory

HQ-008 Quran Course

1. Course Content: a. Surah Zariyat to Surah Naas

Checklist for a New Academic Program

Parameters	
1. Department Mission and Introduction	<input type="checkbox"/>
2. Program Introduction	<input type="checkbox"/>
3. Program Alignment with University Mission	<input type="checkbox"/>
4. Program Objectives	<input type="checkbox"/>
5. Market Need/Rationale	<input type="checkbox"/>
6. Admission Eligibility Criteria	<input type="checkbox"/>
7. Duration of the Program	<input type="checkbox"/>
8. Assessment Criteria	<input type="checkbox"/>
9. Courses Categorization as per HEC Recommendation	<input type="checkbox"/>
10. Curriculum Difference	<input type="checkbox"/>
11. Study Scheme/Semester-wise Workload	<input type="checkbox"/>
12. Award of Degree	<input type="checkbox"/>
13. Faculty Strength	<input type="checkbox"/>
14. NOC from Professional Councils (if applicable)	<input type="checkbox"/>

Program Coordinator

Chairperson