

# 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 M.Phil. in Media & Development Communication (Regular & Replica programs) with effect from the Academic Session 2023 subject to the condition that the program shall be started after getting NOC from HEC.

*(Syllabi/Scheme of Studies enclosed)*

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

Sd/-  
Tasneem Kamran  
Registrar

No. D/ 760 /Acad.

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. Chairperson, DPCC
5. Controller of Examinations
6. Director, IT *(for placement at Website)*
7. Administrative Officer (Statutes)
8. Secretary to the Vice-Chancellor
9. Private Secretary to the Registrar
10. Assistant Syllabus

  
Assistant Registrar (Academic)  
for Registrar

# Syllabi of M.Phil Media and Development Communication

**Program Title:** **M.Phil Media and Development Communication**

**Department:** **Department of Development Communication**

**Faculty:** **Faculty of Information and Media Studies**

## **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 M.Phil in Media & Development Communication (M.Phil 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 media techniques 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 and 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 research training which will prove valuable if they wish to go on to pursue PhD research in the relevant field and will also prepare them for work in a variety of media, 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. Market Need / Rationale of the Program**

The importance of Development Communication with the technological advancement has increased manifolds 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 M.Phil 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. 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. Contemporary courses of research, digital and data skills and public policy analysis will also make them successful to work as experts in all the allied and related professions.

### **Admission Eligibility Criteria**

- Years of Study completed **16 Years**
- Study Program/Subject **MA/M.Sc/BS (4-Year) in**  
Communication Studies, Political  
Science, Social & Culture Studies,  
Sociology, Social Work & Gender  
Studies
- Percentage/CGPA **2nd Division/2.5**
- Entry Test (if applicable) with minimum requirement **Entry Test 40% Academic 40%**
- Any other (if applicable) **Interview 10% Experience. 5%**  
**Research Paper 5%**

### **6. Duration of the Program**

Semesters/Years/ Credit hours

**4 semesters / 2 years / 30 C.Hrs**

## 7. 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	4			12			12
2	4			12			12
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 the nature and level of the program.*

## 8. Scheme of Studies / Semester-wise workload

#	Code	Course Title	Course Type	Prerequisite	Credit hours		
<b>Semester I</b>							
1.	MDC 601	Advanced Development Communication			3		
2.	MDC 602	Research Method-I			3		
3.	MDC 603	Approaches to Development Communication			3		
4.	MDC 604	Public Policy Analysis			3		
<b>Total Credit Hours</b>					<b>12</b>		
<b>Semester II</b>							
1.	MDC 605	Research Method-II			3		
2.	MDC 606	Health Communication / Environmental Communication			3		
3.	MDC 607	Development Campaign Designs and Strategies			3		
4.	MDC 608	Digital and Data Skills for Development Communication			3		
<b>Total Credit Hours</b>					<b>12</b>		

1. Type, of course, maybe core (compulsory), basic (foundation), major elective (professional), minor elective (specialization) etc.

### **Research Thesis / Project /Internship**

Details (credit hours, semesters etc.)

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.

**(6 Credit Hours/ 3<sup>rd</sup> & 4<sup>th</sup> Semesters)**

## **9. Award of Degree**

Degree awarding criteria stating:

CGPA percentage required to Qualify **2.3 CGPA**

Thesis /Project **61%**

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

**10. 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 propose **N/A**

**11. Faculty Strength**

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

**12. Present Student Teacher Ratio in the Department**

**Newly Established**

**13. Course Outlines separately for each course.**

The course outline has following elements:

Title: Advanced Development Communication  
Code: MDC-601  
Semester: 1st  
Rating: 3 Credit Hours  
Type: Compulsory  
Pre-requisites:

## **SEMESTER-I**

### **MDC-601 Advanced Development Communication**

- **Course Objectives**

This course is designed:

1. to demonstrate an understanding of the role of communication in development.
2. to critically assess the strategic use of communication and media tools in development goals.
3. to generate case studies on contemporary perspectives on development communication.
4. to apply strategies of communicating social change on various development issues from a local, national, and global perspective.

- **Learning Outcomes**

1. Students will be able to understand the role and importance of communication in the development process.
2. Students will understand the use of communication and media tools for development goals.
3. Students will be able to generate case studies on contemporary perspectives on the development communication
4. Students will be able to apply these communication strategies on various development issues from a local, national, and global perspective

- **Course Content**

1. Concept of Advanced Development Communication
  - 1.1 Local Perspective
  - 1.2 National Perspective
  - 1.3 International Perspective
2. Media's Role in the Third World Countries Development.
3. Media Development and Media Intervention
4. The Various Dimensions of Development Communication
  - 4.1 Social Development
  - 4.2 Economic Development
  - 4.3 Political Development
  - 4.4 Cultural Development
  - 4.5 Rural Development
  - 4.6 Health, Literacy and Mobilization
  - 4.7 Inequality, Global Poverty and Hunger
  - 4.8 Environment & Sustainability
  - 4.9 Humanitarianism, Activism and Social Change
5. Paradigms of Development Communication:
  - 5.1 Modernisation
  - 5.2 Dependency- Dissociation
  - 5.3 Multiplicity-the Alternative Model



#### 5.4 Participatory model for development communication

6. Use of New Media Technology in Development Communication
7. Designing of Communication Campaigns on Various Developmental Issues
8. Development Communication as Marketing
9. International Development Communication: Collective Progress in New Era
10. The United Nation's Sustainable Development Goals (SDGs)
11. Emerging Issues in Communicating Development
12. Prospects and Challenges of Development Communication in Pakistan

- **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 Fraklin, 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.
- Okigbo, C. (1995) Media and Sustainable Development, Nairobi: African Council for Communication Education
- Blake, P. (1995). Space race. In Telephony (Vol. 229, Issue 21).
- Nair, S.K. & White S.A., (1993). Perspectives on Development Communication, California: Sage
- Reeves, G. (1993). Communication and the Third World, Routledge, London

Title: Research Methods-I  
Code: MDC-602  
Semester: 1st  
Rating: 3 Credit Hours  
Type: Compulsory  
Pre-requisites:

## **MDC-602 Research Methods-I**

- **Course Objectives:**
  1. This course will give the students an insight into the basic principles of scientific research.
  2. Students will be sensitized with the methods, techniques and other relevant concepts to investigate the issues and strategies related to development communication in contemporary society.
- **Learning Outcomes**
  1. Students will have understanding of basic research methods.
  2. Students will have knowledge of the ethical principles of research, ethical challenges, and approval processes.
  3. Students will have grip of quantitative, qualitative, and mixed methods approaches to research.
- **Course Contents:**
  1. Concepts of Research in Development Communication
  2. Elements of Research
    - 2.1 Research Design
    - 2.2 Concepts
    - 2.3 Constructs
    - 2.4 Variables
    - 2.5 Research Questions
    - 2.6 Hypothesis
    - 2.7 Measurement Levels and Scale
    - 2.8 Pilot Testing
  3. Main approaches to contemporary research
    - 3.1 Positivism
    - 3.2 Post-positivism
    - 3.3 Interpretative School of thought
    - 3.4 Critical approach
    - 3.5 Feminist approach
    - 3.6 Structuralism
    - 3.7 Post modernism
  4. Types of Research
    - 4.1 Qualitative and Quantitative Research
    - 4.2 Basic and Applied Research
    - 4.3 Historical Research
    - 4.4 Observational Research
    - 4.5 Cross Sectional and Longitudinal Research
    - 4.6 Descriptive Research

- 4.7 Correlation Research
- 4.8 Experimental Research
- 4.9 Exploratory Research

- 5. Research Methods
  - 5.1 Survey Method
  - 5.2 Content Analysis
  - 5.3 Case Study
  - 5.4 Focus Group Discussions
  - 5.5 In-depth Interviews
- 6. Sampling and its Techniques
- 7. Scales and level of measurements
- 8. Validity and Reliability in research
- 9. Research Ethics

- **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:**

- Rubin, Rebecca B. (2010). *Communication Research*. USA; Wadsworth
- Wimmer, R. D. & Dominick, J. R. (2006). *Mass media research: an introduction*. 8<sup>th</sup> edition. Thomson/Wadsworth Publishing Company, Belmont, California.
- Lowery, A., S. and DeFleur, L., M.(1995). *Milestone in Mass Communication Research: Media Effects*, (ed), McGraw Hill.
- N. C. Pant, “Modern Journalism – Principles and Practices”, first Edition 2002, Kanishka Publisher, 4697/5-21A, Ansari Road, Darya Ganj, New Dehli-110002.
- Neuman, L. (2010) *Social Research Methods*. Sage Inc.
- Kemchand, R. (2000) “Journalism and Human Development”, first Edition, A. S. Saini for Dominant Publisher and Distinctions, Orient Offset Dehli, 110053.
- Reinard, J., C. (2001). *Introduction to Communication Research*. McGraw Hill.
- Shah, H., M., Kausar, S. and Rashida, S. (2015). *Dictionary and Quick Reference to Media*, Misaal Publication
- Lowery, S. A. & Fleur, M. D. (1988). *Milestones in Mass Communication Research*”, Second Edition, Longman Inc 95, Chrch Street, White Plains, NY 10601.
- 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.

Title: Approaches to Development Communication  
Code: MDC-603  
Semester: 1st  
Rating: 3 Credit Hours  
Type: Compulsory  
Pre-requisites:

## **MDC 603 Approaches to Development Communication**

- **Course Objectives**

1. It will help students to know about theories related to communication & development communication.
2. Students will be able to critically evaluate theories as applied to practical development communication.
3. It will develop an understanding of the strengths and limitations of basic theories of development communication and the ability to apply those theories in research and practice.

- **Learning Outcomes**

1. Students will understand the theories related to communication & development communication.
2. Students will be able to critically evaluate theories as applied to the practical development communication.
3. Students will understand the strengths and limitations of basic theories of development communication.
4. Students will be able to apply these theories in research and practice.

- **Course Contents**

1. Emergence of Critical Perspective of Mass Communication Theories.
  - 1.1 Marxist Theory
  - 1.2 Neo-Marxism
  - 1.3 The Frankfurt School
  - 1.4 Political Economy Theory
  - 1.5 Critical Feminist Scholarship
  - 1.6 Cultural Studies
  - 1.7 Transitional verses Ritual Perspectives
2. Development Communication Theories
  - 4.1 Modernization
  - 4.2 Dependency- Dissociation
  - 4.3 Multiplicity-the Alternative Model
  - 4.4 Diffusion of Innovations
  - 4.5 the Knowledge Gap Hypothesis
  - 4.6 Social Marketing
  - 4.7 Participatory Model
  - 4.8 Behavior Change Communication BCC
  - 4.9 Communication for Social Change CFSC Model
  - 4.10 Theory of Social Change

3. Theories of Communication and Emergency Response
  - Assumptions of Communication and Emergency Response
  - Chaos Theory and Emergent Self-Organization
  - Theories of Communication and Crisis Coordination
  - Communication and Community Resilience
  - Four-Channel Model of Communication

- **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**

- Sellnow, T. L., & Seeger, M. W. (2021). Theorizing crisis communication. John Wiley & Sons.
- Seeger, M. W., & Sellnow, M. W. (2013). Theorizing crisis communication.
- West, R. L., Turner, L. H., & Zhao, G. (2010). Introducing communication theory: Analysis and application (Vol. 2). New York, NY: McGraw-Hill.
- Servaes, J. (Ed.). (2013). Sustainability, participation & culture in communication: Theory and praxis. Intellect books.
- Anaeto, S. G., Onabajo, O. & Osifeso, J. B. (2008). Models and theories of communication
- Bowie, MD: African Renaissance Inc.
- Baran, S.J. and Davis, D. K. (2009). Mass communication theory: Foundations ferment & future. 5th edition, Belmont CA.: Wadsworth
- Folarin, B. (2003). Theories of mass communication: An introductory text.
- Jeffres, L. W. (1997). Mass media effects 2nd edition, Illinois: Waveland Press Inc.
- Littlejohn, S.W. and Foss, K.A. (2008). Theories of human communication. 9th edition, Belmont, CA.: Thompson Wadsworth

- McQuail, D. (2010). Mass communication theory: An introduction. 6th edition, Thousand Oaks: Sage
- Severin, W. J & Tankard, Jr. J. W. (2001). Communication theories: Origins, methods & uses in the mass media. 5th edition, New York: Longman.



Title: Public Policy Analysis  
Code: MDC-604  
Semester: 1st  
Rating: 3 Credit Hours  
Type: Compulsory  
Pre-requisites:

## **MDC 604 Public Policy Analysis**

- **Course Objectives**

The Course is designed:

1. to analyze the policy issues by using modern tools and frameworks from diverse disciplines including media, communication, management, and economics.
2. to develop and present policy analysis through memos, video content, and social media campaigns on specific issues of social and economic concern for the society.
3. to review and analyze communication policies and practices by different policy actors.
4. to understand how to navigate the economic and social policy landscape in Pakistan.
5. to develop and submit a policy package to policymakers relating to any issue of interest.

- **Learning Outcomes**

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

1. to identify policy problems and critically engage with them with various analytical tools and methods.
2. to understand key concepts in policy studies and apply them to/in specific problems/contexts.
3. to understand, articulate and critically discuss how policy issues are problematized and policy responses are designed, implemented, monitored, and evaluated in different contexts.
4. to identify the key actors and institutions structuring the policy process.

- **Course Content**

1. Fundamentals of Policy Analysis
2. Public policy processes
3. Policy Communication and Writing
4. Policy Governance, Citizens and Social Media
5. Using Media for Policy Communication
6. Communication in Conflict and Crisis
7. Political Communication: The politics of public policy
8. Individuals and strategic interactions
9. Challenges for public policy: compare and contrast policy solutions and course of actions to a policy stakeholder.
10. Policy Memo, Press Release, Video Content, blog and Op-ed: (Students will be expected to develop one policy memo, a press release, and one short video on any assigned topic by the teacher)

- **Teaching Learning Strategies**

6. Class Discussion
7. Projects / Assignments
8. Group Presentations
9. Students led presentations
10. 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**

- Dunn, W. N. (2018). Public Policy Analysis: An integrated approach. Rutledge
- Apaza, C. R., Chang, Y. (eds.) (2017). Whistle blowing in the World: Government Policy, Mass Media and the Law. Palgrave Macmillan.
- Donders, K. (2012). Public Service Media and Policy in Europe. Palgrave Macmillan UK.
- Koch-Baumgarten, S., Voltmer, K. (2010). Public Policy and the Mass Media: the Interplay of Mass Communication and Political Decision Making. Taylor & Francis.
- Knoepfel et al (2011) Public Policy Analysis. UK: The Policy Press.
- Davidson, J. (2008). Child Sexual Abuse: Media Representation and Government Reactions. Routledge.
- Fischer, F. & Miller, G. J. (2007). Handbook of Public Policy Analysis: Theory, Politics, and Methods. Routledge
- Canes-Wrone, B. (2005). Who Leads Whom: Presidents, Policy, and the Public. The University of Chicago Press.
- Synderman, M., Rothman, S. (1988). The IQ Controversy, the Media and Public Policy. Transaction Books

Title: Research Methods-II  
Code: MDC-605  
Semester: 2nd  
Rating: 3 Credit Hours  
Type: Compulsory  
Pre-requisites:

## **SEMESTER-II**

### **MDC 605 Research Methods-II**

- **Course Objectives**

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

- **Learning Outcomes**

1. Students will become familiar with the principles and methodologies of a number of paradigms within qualitative and quantitative research.
2. They will be able to design the qualitative / quantitative research design from the initial design of the project to write a research report.

- **Course Content**

1. Research Questions and hypothesis construction
2. Sources of Interpretive Paradigm
  - 2.1 Phenomenology
  - 2.2 Ethnography
  - 2.3 Symbolic Interactionism
  - 2.4 Semiotics
  - 2.5 Discourse Analysis
  - 2.6 Narratives
3. Quantitative Research Design
4. Qualitative Research Design
5. Mixed Methods Research Designs
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. Components of Thesis

10. Referencing

- **Teaching Learning Strategies**

11. Class Discussion

12. Projects / Assignments

13. Group Presentations

14. Students led presentations

15. 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**

- Deacon, D., Pickering, M., & Murdock, G. (1999). Researching communication. London, UK: Arnold.
- Dervin, B., Grossberg, L.O., Keefe, B. J. & Warterlla, E. (Eds.). (1989). Rethinking communication. London / New Delhi: Sage Publishers.
- Fairclough, N. (2001). Political discourse in the media: An analytical framework. In A.Bell, & P. Garrett (Eds.). Approaches to media courses. (PP.106-141). Oxford, UK: Blackwell Publishers.
- Frederick, Williams. (1983). The communication revolution. Beverly Hills. California: Sage Publications.
- Garrett, P. (2001). Media and discourse: A critical review. In A. Bell& P. Garrett (Eds.). Approaches to media courses. (PP. 1-20). Oxford, UK: Blackwell Publishers.
- Hult, C. A. (1996). Researching and writing in the social sciences.
- Sarantakos, S. (1998). Social research. (2<sup>nd</sup> ed.). London: Macmillan Press.
- Shpart, N. W. (1988). Communication research: The challenge of the information age. New York: Syracuse University Press.
- Van Dijk. T. (1983). Discourse analysis. London: Lawrence Erlbaum.

- Wimmer, D. Roger, and Dominick, R. Joseph. (1994). *Mass media research: An introduction*. (4<sup>th</sup> ed). California: Wadsworth Publishing Company.
- Wodak, R. (2004). *Critical discourse analysis*. In C. Seale, G. Gobo, J.F.Gubrium, & D. Silverman. (Eds.). *Qualitative research practice*. (197-214). London: Sage Publication.

Title: Health Communication / Environmental Communication  
Code: MDC-606  
Semester: 2nd  
Rating: 3 Credit Hours  
Type: Compulsory  
Pre-requisites:

## **MDC 606 Health Communication /Environmental Communication**

Students will be required to select one course from these two available options. Course will be offered based on the availability of the instructor.

### **Health Communication (3 Cr. Hrs)**

- **Course objectives**

In this course students will be able:

1. to familiarize themselves with communication typologies and basic theories, models and concepts about the effects of the mass, social and participatory media and health communication.
2. to understand how communication is used to advance a public health organization's goals and objectives and identify the strengths and weaknesses of different communications options.
3. to build the fundamental skills needed to inform and educate people about health issues, including understanding and communicating about population health, communicating /advocating for policy change, communicating with the public using appropriate health literacy and numeracy levels.
4. to build the fundamental skills needed to influence people to adopt healthy behaviors, including engaging target audiences, partners and other stakeholders.
5. to identify appropriate behavior change theories; using social marketing and media literacy strategies; conducting formative research; creating a health communication strategic plan.
6. to formulate appropriate, culturally centered, media campaign objectives and design health communication campaigns for an identified target audience.
7. to design the public health campaign messages that can be disseminated by mass and social media (TV, radio, film, Facebook, YouTube, etc.)
8. to recognize the challenges inherent in the use of health communication campaigns designed to persuade people to change or modify their behavior.

- **Learning Outcomes**

1. Students will be able to understand the basic of healthcare system for effective communication.
2. Students will be able to synthesize and apply that knowledge through written communication.
3. Students will understand the role of interpersonal communication, mass communication and new/social media in health communication.
4. Students will understand the real-world health communication challenges and discuss how these issues have been addressed by health communicators.
5. Students will explore how communication can play a vital role in achieving personal and public health objectives.
6. Students will be able to develop health messages and how health communication campaigns are designed, implemented and evaluated.
7. This course will give students a practical, hands-on experience developing a public health education campaign.

- **Course Contents**
  1. Basic orientation of health communication
  2. Barriers to health communication
    - 2.1 Low health literacy
    - 2.2 Lack of research activity in developing countries
    - 2.3 Proliferation of low quality healthcare information
  3. Strategies to improve health communication
    - 3.1 Collaboration between government agencies and development based organizations
    - 3.2 Promoting health communication skills training
    - 3.3 Coordinating initiatives to develop a consensus research agenda
    - 3.4 Fostering networking and collaboration among health communicators, health educators, and other health professionals
    - 3.5 Dissemination activities among specific population groups
  4. Media and Health Communication
    - 4.1 Media literacy strategies about public health.
    - 4.2 Covering Health Beat.
    - 4.3 Challenges faced by journalist while covering health issues.
    - 4.4 Creating a health communication strategic plan.
    - 4.5 Designing media campaign on public health for an identified target audience.
    - 4.6 Use of appropriate media for campaigns (TV, radio, film, Facebook, YouTube, etc.).
    - 4.7 Analyzing International and National Health campaigns.

- **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:**

- Akinfeleye, R. A. (2008). Health and behaviour change communication for development Lagos: Spectrum Books Limited
- Schiavo, R. (2013). *Health communication: From theory to practice* (Vol. 217). John Wiley & Sons.
- Moorhead, S. A., Hazlett, D. E., Harrison, L., Carroll, J. K., Irwin, A., & Hoving, C. (2013). A new dimension of health care: systematic review of the uses, benefits, and limitations of social media for health communication. *Journal of medical Internet research*, 15(4), e1933.
- Thomas, R. K. (2006). *Health communication*. Springer Science & Business Media.
- Backer, T. E., Rogers, E. M. and Sopory, P. (1992). *Designing health communication campaigns: What works?* Newbury Park, London: Sage
- Wright, K. B., Sparks, L., & O'hair, H. D. (2012). *Health communication in the 21st century*. John Wiley & Sons.
- Amobi, T. I. (2012). Exploring the suitability of the CFSC theory in health communication campaigns: A study of pregnant women's responses to messages on the adoption of ITNs for malaria prevention. Verlag: LAP Lambert Academic Publishing.
- Bernhardt, J. M. (2004). *Communication at the core of effective public health*.
- Thompson, T. L., Parrott, R., & Nussbaum, J. F. (Eds.). (2011). *The Routledge handbook of health communication*. Routledge.
- Parker, J. C., & Thorson, E. (Eds.). (2008). *Health communication in the new media landscape*. Springer Publishing Company.
- Rimal, R. N., & Lapinski, M. K. (2009). Why health communication is important in public health. *Bulletin of the World Health Organization*.
- Freimuth, V.S. & Quin, S. (2004). The contributions of health communication to eliminating health disparities. *American Journal of Public Health*, 94, 205-2055.
- Fishbein, M. & Cappella, J.N. (2006). The role of theory in developing effective health communications. *Journal of Communication*, 56, S1–S17.



## **Environmental Communication (3 Cr. Hrs)**

- **Course Objectives**

Upon successful completion of this course, the students will be able:

1. To demonstrate how basic environmental communication theory and its application shape the individual and social construction of environmental problems.
2. To identify the influence of scientific, socio-economic, and political factors and the mass and social media in shaping the individual and social construction of environmental problems.
3. To understand the root causes and symptoms of environmental problems.
4. To explain how communication is used to persuade/dissuade audiences regarding environmental problems and how the environment is used to manipulate consumerism.
5. To conduct basic research to study an environmental problem of interest.

- **Learning Outcomes**

1. Students will be able to understand the relevant theories, empirical studies, and methods within the field of environmental communication.
2. Students will have thorough knowledge about communication processes and tools in relation to environmental challenges.
3. The student will be capable of analyzing and reflecting on different problems/research questions within environmental communication based on conceptualizations and theoretical models.
4. The students will be able to exercise a critical, analytical and innovative approach applicable to knowledge and practice within environmental communication.
5. Students will be able to use their skills in new fields in order to answer new problems in the environmental domain.
6. Students will be able to reflect, communicate and present technical problems, and analyze and conclude within the field.

- **Course Content**

1. Introduction to Environmental Communication - Society, Social Interaction and Communicative Skills
2. Engaging Critically with Environmental Governance Practices
3. Environmental Communication for Behavior Change
4. Environmental Communication Planning
5. Environmental hazards due to development in industry (urbanization).
6. Environmental Informatics - Methods, Tools and Applications in Environmental Information Processing
7. Media Portrayal of Environmental Issues
8. Environment reporting (Techniques and Style)
9. Podcasting for Environmental Communication
10. Writing for Environmental Professionals
11. Digital Media for Environmental Communication
12. Climate Change & Social Media

- **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., & AepliElsenbeer, 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: Development Campaign Designs and Strategies  
Code: MDC-607  
Semester: 2nd  
Rating: 3 Credit Hours  
Type: Compulsory  
Pre-requisites:

## **MDC 607 Development Campaign Designs and Strategies**

- **Course Objectives**

This course will help students:

1. To learn to work in teams and collaborate on development communication
2. To organize campaigns based on an informed understanding of development communication's theory and knowledge of various media
3. To conduct critical analyses of field reports and case studies
4. To understand the developments communication campaigns within strategic communication models and media tendencies
5. To identify and analyze communication and campaign trends and tools
6. To learn how to Designs a development communication campaigns?
7. To learn how to use new media in development communication campaigns?
8. To learn how to use digital media and data skills to develop successful development campaigns
9. To Evaluate of the impact of development communication campaigns

- **Learning Outcomes**

1. Students will understand the process of creating a development campaigns.
2. Students will be able to develop video ads, social media messages, and events organization.
3. Students will be able to develop the ability to apply suitable creating strategies regarding specific campaign purposes.
4. Students will be able to develop the ability to organize and neatly present your own ideas and thoughts about creating a campaign, and discuss with others.

- **Course Contents**

1. Concept of Communication Campaign and Development
2. Development campaigns and social change
3. Introduction to Community Development
4. Principles of Community Development
5. Designing Communication Campaigns on various developmental issues (Creating the plan, Techniques and stages of campaign, Using Slogans, Selecting media etc.)
6. Case Study of various Developmental Campaigns
7. Evaluating the communication campaigns for development/ Social change
8. Developmental campaigns in the era of New Media
9. Development Communication as Marketing.

### **Practical Part**

1. Field visits to Development Sector and NGOs
2. Introduction to Campaigns: Meet the client, e.g. NGO
  - 2.1 Analyzing the Situation
  - 2.2 Analyzing the Organizations

- 2.3 Applied Research Techniques
- 2.4 Analyzing the Publics
- 2.5 Establishing Goals and Objectives
- 2.6 Formulating Action and Response Strategies
- 2.7 Developing Message Strategy Step
- 2.8 Selecting Communication Tactics
- 2.9 Implementing the Strategic Plan
- 2.10 Evaluating the Strategic Plan: Ethical Standards
- 2.11 Presentation Tips

- **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.

Title: Digital and Data Skills for Development Communication  
Code: MDC-608  
Semester: 2nd  
Rating: 3 Credit Hours  
Type: Compulsory  
Pre-requisites:

## **MDC 608 Digital and Data Skills for Development Communication**

- **Course Objectives**

This course will enable students:

1. to learn the basic idea of digital skills used for the development communication.
2. to understand the concept of digital literacy and its importance in the current age.
3. to learn how to use digital analytics for measuring the campaign progress.
4. to understand how digital media will be used to overcome global issues like inequality, global poverty, climate change, disease, pandemics and epidemics and gender issues.
5. to acquire the skills required to be safe in contemporary times while using online sphere.
6. to learn the art of using communication technologies to create new opportunities for engaging people in social change processes.

- **Learning Outcomes**

1. Students will learn the basic idea of digital skills used for the development communication.
2. Students will understand the concept of digital literacy and its importance in the current age.
3. Students will learn the use of digital analytics in campaign progress.
4. Students will understand how digital media will be used to overcome global issues like inequality, global poverty, climate change, disease, pandemics and epidemics and gender issues.
5. Students will acquire the skills required to be safe in the contemporary times while using online sphere.
6. Students will learn the art of using communication technologies to create new opportunities for engaging people in social change processes.

- **Course Contents**

1. Basic Orientation of Digital and Data Skills used in Development communication.
2. Information, Data and Digital Literacy.
3. Designing Digital Campaigns
4. Development communication about health and gender in digital media
5. Digital media debates on activism, humanitarianism, and social change
6. Development communication in ICT and the role of digital media.
7. The impact of digital media debates in conserving environment and sustainability.
8. The role of digital media in combating global issues like inequality, global
  - i) poverty and hunger.
9. Privacy Concerns in digital age.
10. Digital identity, well-being and safety.
11. Artificial intelligence.
12. Digital Analytics based services (Google analytics, Tweet deck etc)
13. Challenges and requirements for innovation in the development and communication sectors.

- **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
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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**

- Eshet, Y. (2004). Digital literacy: A conceptual framework for survival skills in the digital era. *Journal of educational multimedia and hypermedia*, 13(1), 93-106.
- Horton, W. (2000). *Designing web based training*. New York: Wiley& Sons.
- Lenham , R. (1995). Digital literacy. *Scientific American*, 273 , 253-255. Mason, J.M. (2002). *From Gutenberg’s galaxy to cyberspace: A new model*
- Riva, G., Vatararo, F., & Davide, F. (Eds.). (2005). *Ambient intelligence: the evolution of technology, communication and cognition towards the future of human-computer interaction* (Vol. 6). IOS press.
- Vermesan, O., & Friess, P. (Eds.). (2013). *Internet of things: converging technologies for smart environments and integrated ecosystems*. River publishers.
- Friess, P. (2016). *Digitising the industry-internet of things connecting the physical, digital and virtual worlds*. River Publishers.

## **SEMESTER-III and IV**

### **MDC 609: Thesis / Project**

Cr. Hrs. 6

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.

During third semester, students will be required to work on their research proposals and forward it for approval from Departmental Doctoral Programme Committee (DDPC). Their proposal must reflect clarity of concepts, logical interrelationship among various concepts, use of appropriate methodology, proposed plan for completion of thesis and references and suggested bibliography. Final Project will consist of two parts- media production/s and written work.

Media production/s will be in the form of designing any development communication campaigns, documentary/short film/news bulletin/TVCs and digital media campaigns. Written work will be of (5000) five thousands to (8000) eight thousands words approximately.

All researchers will be required to meet their advisor(s) at least once a week or to make alternative arrangement with the approval of his/her advisor. A student will be free to choose his/her advisor or co-advisors. Advisor(s) must be a Ph.D/M.Phil in Communication Studies. A student working under the guidance of his/her advisor will have to present his/her synopsis in the seminar before securing its approval from DDPC, and DPCC. By the end of the semester 4, students will submit their final thesis or project to department for evaluation.



## 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"/>

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**Program Coordinator**

\_\_\_\_\_  
**Chairperson**