



NOTIFICATION

On the recommendations of Academic Council made in its 19<sup>th</sup> (4/2023) meeting held on 13.09.2023, the Syndicate in its 64<sup>th</sup> (4/2023) meeting held on 03.11.2023 has approved the curricula of the following academic programs for implementation w.e.f Fall 2023, already notified provisionally vide No. SU/Acad/23/1015 dated 01.11.2023:

1.	BS in Urdu	(Annex-'A')
2.	BS in Islamic Studies	(Annex-'B')
3.	BS in English (Linguistics)	(Annex-'C')
4.	BS in English (Language & Literature)	(Annex-'D')
5.	BS in Media and Communication Studies ✓ Digital 2	(Annex-'E')
6.	BS in Physical Education	(Annex-'F')
7.	BS in Fine Arts	(Annex-'G')
8.	BS in Textile Design	(Annex-'H')
9.	BS in Graphic Design	(Annex-'I')
10.	BS in Chemistry	(Annex-'J')
11.	BS in Physics	(Annex-'K')
12.	BS in Statistics	(Annex-'L')
13.	BS in Botany	(Annex-'M')
14.	BS in Mathematics	(Annex-'N')
15.	BS in Geology	(Annex-'O')
16.	BS in Geography	(Annex-'P')
17.	BS in Zoology	(Annex-'Q')
18.	BS in History	(Annex-'R')
19.	BS in Pakistan Studies	(Annex-'S')
20.	BS in Education	(Annex-'T')
21.	BS in Sociology	(Annex-'U')
22.	BS in Social Work	(Annex-'V')
23.	BS in Economics	(Annex-'W')
24.	BS in Psychology	(Annex-'X')
25.	BS in International Relations	(Annex-'Y')
26.	BS in Political Science	(Annex-'Z')

2. Further, on the recommendations of Academic Council made in its 19<sup>th</sup> (4/2023) meeting held on 13.09.2023, the Syndicate in its 64<sup>th</sup> (4/2023) meeting held on 03.11.2023 has approved the curricula of the following academic programs for implementation w.e.f Fall 2023:-

1.	BS in Information Management	(Annex-'ZA')
2.	BS in Arabic	(Annex-'ZB')
3.	BS in Persian	(Annex-'ZC')
4.	BS in Punjabi	(Annex-'ZD')
5.	BS in Digital and Social Media	(Annex-'ZE')
6.	BS in Strategic Communication	(Annex-'ZF')
7.	BS in Theatre, Film & Television	(Annex-'ZG')
8.	BS in Interior Design	(Annex-'ZH')
9.	BS in Bio-Chemistry	(Annex-'ZI')
10.	BS in Biotechnology	(Annex-'ZJ')
11.	B.Ed (Hons.) Elementary	(Annex-'ZK')
12.	BS in Special Education	(Annex-'ZL')
13.	BBA (4 Years)	(Annex-'ZM')
14.	BS in Commerce	(Annex-'ZN')
15.	BS in Banking and Finance	(Annex-'ZO')
16.	BS in Entrepreneurship and SME Management	(Annex-'ZP')
17.	BS in Public Administration	(Annex-'ZQ')
18.	BS in Business Analytics	(Annex-'ZR')

## Scheme of Studies

### 1. BS Digital & Social Media



**DEPARTMENT OF COMMUNICATION & MEDIA STUDIES**  
**UNIVERSITY OF SARGODHA**

## 1. Title of Degree Program: BS in Digital & Social Media

**Program Learning Objectives:** BS Digital and Social Media has been designed to develop an understanding about new media landscape. Digital technologies are changing this world dramatically, and so are the skills needed to survive and thrive as a journalist and communicator in the 21st century. Globalization, technology and sweeping economic shifts have transformed the media industry. It needs quality journalism and a communication strategy that makes itself heard, raises the quality of public debate, empowers citizens to think for themselves and spotlights challenges before they become crises. This program will cultivate the foundational skills and qualities that no journalist, communicator or media organization can survive without: ethical, fact-based reporting, innovative storytelling and pedagogies that are essential for new media landscape. This program will comprise of the faculty that will be highly qualified and will also provide hands on training in the field of digital and social media that will equip students with cutting-edge technologies and first-rate instruction. Graduates of this program can pursue management-level positions in social media, so many areas of digital marketing (including copywriting, design/graphics, video production and analytics) and they can move on to other management-level positions in digital marketing.

## 2. Program Structure:

<b>Duration</b>	Minimum 4-Years (8-Semesters), Maximum 6-Years (12-Semesters)
<b>Admission Requirements:</b>	Eligibility: At least 45% marks in intermediate Part-I/II, DAE (2 <sup>nd</sup> Year) or equivalent qualification
<b>Degree Completion Requirements:</b>	Duration: 04 Year Program (08 Semesters) Minimum Degree Requirements: 133 Credit Hours Minimum Degree Requirements ADA after 4 semesters: 70 Credit Hours (*Students who opt to quit after completion of after 4 semesters can apply for award of ADA Degree)

## 3. General Education (Gen Ed) Requirements:(Mandatory/Core Courses):

Sr. No.	Semester	Course Code	Course Title	Credit Hours	Prerequisite
1.	2	URCG-5112	Fables, Wisdom and EPICS	2(2-0)	Nil
2.	4	URCG-5114	Basic Science	3(2-1)	Nil
3.	2	URCG-5116	Science of Society-I	2(2-0)	Nil
4.	1	URCG-5118	Functional English	3(3-0)	Nil
5.	3	URCG-5119	Expository Writing	3(3-0)	Nil
6.	2	URCG-5120	Exploring Quantitative Skills	3(3-0)	Nil
7.	3	URCG-5121	Tools for Quantitative Reasoning	3(3-0)	Nil
8.	1	URCG-5105 URCG-5126	Islamic Studies (OR) Religious Education/Ethics	2(2-0)	Nil
9.	3	URCG-5122	Ideology and Constitution of Pakistan	2(2-0)	Nil
10.	1	URCG-5123	Applications of Information and Communication Technologies (ICT)	3(2-1)	Nil
11.	4	URCG-5124	Entrepreneurship	2(2-0)	Nil
12.	4	URCG-5125	Civics and Community Engagement	2(2-0)	Nil
13.	1-8	URCG-5111	Translation of Holy Quran*	NC	Nil
14.	2	URCG-5127	Seerat of the Holy Prophet (SAW)*	1(1-0)	Nil
<b>GE Courses Credit Hours Total</b>				<b>31</b>	

\*Muslim Students only

4. Single Major Courses:

Sr. No.	Course Code	Course Title	Credit Hours	Prerequisite
1.	MCOM-5301	Communication in Digital Age	3(3+0)	Nil
2.	MCOM-5302	Cyber Laws & Digital Media Rights	3(3+0)	Nil
3.	MCOM-5303	Introduction to Digital & Social Media	3(3+0)	Nil
4.	MCOM-5304	Computer Applications in Digital Media	3(0+3)	Nil
5.	MCOM-5305	Fundamentals of Digital & Social Media Research	3(3+0)	Nil
6.	MCOM-5306	Information Security in Social Media	3(3+0)	Nil
7.	MCOM-5307	Digital Media Ethics	3(3+0)	Nil
8.	MCOM-5308	Digital & Social Media Theories	3(3+0)	Nil
9.	MCOM-5309	Creative Writing for Digital & Social Media (Urdu & English)	3(3+0)	Nil
10.	MCOM-5310	Urdu Language in Digital Media	3(3+0)	Nil
11.	MCOM-5311	Fundamentals of Mobile Journalism	3(3+0)	Nil
12.	MCOM-5312	Digital Broadcasting	3(3+0)	Nil
13.	MCOM-6313	Social Media Management & Marketing	3(3+0)	Nil
14.	MCOM-6314	Digital Public Relations	3(3+0)	Nil
15.	MCOM-6315	Fundamentals of Digital Journalism	3(3+0)	Nil
16.	MCOM-6316	Digital & Social Media Advertising	3(3+0)	Nil
17.	MCOM-6317	Search Engine Optimization	3(1+2)	Nil
18.	MCOM-6318	Development Communication in Digital Age	3(3+0)	Nil
19.	MCOM-6319	Social Media Data Analytics	3(3+0)	Nil
20.	MCOM-6320	International Communication in Digital Age	3(3+0)	Nil
21.	MCOM-6321	Search Engine Marketing	3(0+3)	Nil
22.	MCOM-6322	Economics of Digital & Social Media	3(3+0)	Nil
23.	MCOM-6323	Social Media Propaganda & Information Warfare	3(3+0)	Nil
24.	MCOM-6324	Integrated Marketing Communication	3(3+0)	Nil
25.	Student will opt one specialization consisting 04 courses and 12 credit hour which will be taught from semester 05 to 08			
<b>Major Courses Credit Hours Total</b>			<b>84</b>	

5. Interdisciplinary/Allied courses: minimum 12 credit hours:

1.	BUSC-6123	E-Commerce	3(3+0)	Nil
2.	ITDC-5201	Web System and Technology	3(3+0)	Nil
3.	ITDE-6205	Mobile Application Development	3(1+2)	Nil
4.	CMPC-5201	Programming Fundamentals	3(3+0)	Nil
<b>Interdisciplinary Courses Credit Hours Total</b>			<b>12</b>	

6. Field experience/internship: Minimum 03 credit hours:

1.	MCOM-6341	Internship/Field Experience	3(0-3)	Nil
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7. Capstone project: Minimum 03 credit hours:

1.	MCOM-6342	Capstone Project	3(0-3)	Nil
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Summary:

Sr. No.	Category	No. of Courses	Credit hours
1.	General Courses	14	31
2.	Subject Major Courses	28	84
3.	Allied/ Interdisciplinary Courses	04	12
4.	Internship	01	03
5.	Capstone Project	01	03
<b>Total with Minor</b>		<b>48</b>	<b>133</b>

Semester-I

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-1	URCG-5118	Functional English	3(3-0)	Nil
GE-2	URCG-5105 URCG-5126	Islamic Studies (Compulsory) OR Ethics	2(2-0)	Nil
GE-3	URCG-5123	Applications of Information Communication Technologies (ICT)	3(2-1)	Nil
Major-1	MCOM-5301	Communication in Digital Age	3(3+0)	Nil
Major-2	MCOM-5302	Cyber Laws & Digital Media Rights	3(3+0)	Nil
Major-3	MCOM-5303	Introduction to Digital & Social Media	3(3+0)	Nil

Semester Total Credit Hours: 17

Semester-II

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-4	URCG-5112	Fables, Wisdom and Epic	2(2-0)	Nil
GE-5	URCG-5116	Science of Society-I	2(2-0)	Nil
GE-6	URCG-5120	Exploring Quantitative Skills	3(3-0)	Nil
GE-7	URCG-5127	Seerat of the Holy Prophet (SAW)*	1(1-0)	Nil
GE-8	URCG-5111	Translation of the Holy Quran-I*	NC	Nil
Major-4	MCOM-5304	Computer Applications in Digital Media	3(0+3)	Nil
Major-5	MCOM-5305	Fundamentals of Digital & Social Media Research	3(3+0)	Nil
Major-6	MCOM-5306	Information Security in Social Media	3(3+0)	Nil

\*Muslim Students only

Semester Total Credit Hours: 17

Semester-III

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-9	URCG-5119	Expository Writing	3(3-0)	Nil
GE-10	URCG-5121	Tools for Quantitative Reasoning	3(3-0)	Nil
GE-11	URCG-5122	Ideology and Constitution of Pakistan	2(2-0)	Nil
Major-7	MCOM-5307	Digital Media Ethics	3(3+0)	Nil
Major-8	MCOM-5308	Digital & Social Media Theories	3(3+0)	Nil
Major-9	MCOM-5309	Creative Writing for Digital & Social Media (Urdu & English)	3(3+0)	Nil

Semester Total Credit Hours: 17

**Semester-IV**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-12	URCG-5114	Basic Science	3(2-1)	Nil
GE-13	URCG-5124	Entrepreneurship	2(2-0)	Nil
GE-14	URCG-5125	Civics and Community Engagement	2(2-0)	Nil
GE-8	URCG-5111	Translation of the Holy Quran-II*	NC	Nil
Major-10	MCOM-5310	Urdu Language in Digital Media	3(3+0)	Nil
Major-11	MCOM-5311	Fundamentals of Mobile Journalism	3(3+0)	Nil
Major-12	MCOM-5312	Digital Broadcasting	3(3+0)	Nil

\*Muslim Students only

Semester Total Credit Hours: 16

**Summer Semester**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Compulsory	MCOM-6341	Internship/Field Experience	3(0-3)	Nil

Semester Total Credit Hours: 03

**Semester-V**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Major-13	MCOM-6313	Social Media Management & Marketing	3(3+0)	Nil
Major-14	MCOM-6314	Digital Public Relations	3(3+0)	Nil
Major-15	MCOM-6315	Fundamentals of Digital Journalism	3(3+0)	Nil
Inter/Disp-1	BUSC-6123	E-Commerce	3(3+0)	Nil
Major-16	**	Course-1 from List	3	Nil

Semester Total Credit Hours: 15

**Semester-VI**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-8	URCG-5111	Translation of the Holy Quran-III*	NC	Nil
Major-17	MCOM-6316	Digital & Social Media Advertising	3(3+0)	Nil
Major-18	MCOM-6317	Search Engine Optimization	3(1+2)	Nil
Major-19	MCOM-6318	Development Communication in Digital Age	3(3+0)	Nil
Inter/Disp-2	ITDC-5201	Web System and Technology	3(3+0)	Nil
Major-20	**	Course-2 from List	3	Nil

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Semester Total Credit Hours: 18

**Semester-VII**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Major-21	MCOM-6319	Social Media Data Analytics	3(3+0)	Nil
Major-22	MCOM-6320	International Communication in Digital Age	3(3+0)	Nil
Major-23	MCOM-6321	Search Engine Marketing	3(0+3)	Nil
Major-24	MCOM-6322	Economics of Digital & Social Media	3(3+0)	Nil
Inter/Disp-3	ITDE-6205	Mobile Application Development	3(1+2)	Nil
Major-25	**	Course-3 from List	3	Nil

Semester Total Credit Hours: 18

**Semester-VIII**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-8	URCG-5111	Translation of the Holy Quran-IV*	NC	Nil
Major-26	MCOM-6323	Social Media Propaganda & Information Warfare	3(3+0)	Nil
Major-27	MCOM-6324	Integrated Marketing Communication	3(3+0)	Nil
Inter/Disp-4	CMPC-5201	Programing Fundamentals	3(3+0)	Nil
Compulsory	MCOM-6342	Capstone Project	3(0+3)	Nil
Major-28	**	Course-4 from List	3	Nil

\*Muslim Students only

Semester Total Credit Hours: 18

Degree Program Total: 133

**\*\* Students will opt one specialization which will be taught from semester 5 to 8.**

**1. Broadcast Media**

MCOM-6325	Radio News Reporting and Production	3(2+1)
MCOM-6326	TV News Reporting and Production	3(2+1)
MCOM-6327	Radio Program Production	3(1+2)
MCOM-6328	TV Program Production	3(1+2)

**2. Advertising & Public Relations**

MCOM-6329	Strategic Communication in Digital Age	3(3+0)
MCOM-6330	Public Relations	3(1+2)
MCOM-6331	Advertising	3(1+2)
MCOM-6332	Strategic Communication Campaign Design	3(1+2)

**3. Development Support Communications**

MCOM-6333	Development Support Communication	3(3+0)
MCOM-6334	Technology and Social Change	3(3+0)
MCOM-6335	Campaign Designing	3(1+2)
MCOM-6336	Development Journalism	3(1+2)

**4. Film and Theatre**

MCOM-6337	Film (Theory and Practice)	3(2+1)
MCOM-6338	Theatre (Theory and Practice)	3(2+1)
MCOM-6339	Film Production (Project)	3(0+3)
MCOM-6340	Theatre (Project)	3(0+3)

# **SEMESTER-I**

The course aims at providing understanding of a writer's goal of writing (i.e. clear, organized and effective content and to use that understanding and awareness for academic reading and writing. The objectives of the course are to make the students acquire and master the grammatical academic writing skills. The course would enable the students to develop argumentative writing techniques. The students would be able to logically add specific details on the topics such as facts, examples and statistical or numerical values. The course will also provide insight to convey the knowledge and ideas in an objective and persuasive manner. Furthermore, the course will also enhance the students' understanding of ethical considerations in writing academic assignments and topics including citation, plagiarism, formatting and referencing the sources as well as the technical aspects involved in referencing.

### *Contents*

1. Developing Analytical Skills
2. Transitional devices (word, phrase and expressions)
3. Development of ideas in writing
4. Reading Comprehension
5. Precis Writing
6. Developing argument
7. Sentence structure: Accuracy, variation, appropriateness, and conciseness
8. Appropriate use of active and passive voice
9. Organization and Structure of a Paragraph
10. Organization and structure of Essay
11. Types of Essays

### *Recommended Texts*

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.
2. Eastwood, J. (2011). *A Basic English grammar*. Oxford: Oxford University Press.
3. Swales, J.M., & Feak, C.B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press.
4. Swan, M. (2018). *Practical English usage* (8th ed.). Oxford: Oxford University Press.

### *Suggested Readings*

1. Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E., & Quirk, R. (1999). *Longman grammar of spoken and written English*. Harlow Essex: MIT Press.
2. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.
3. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
4. Silvia, P.J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association
5. Thomson, A.J., & Martinet, A.V. (1986). *A Practical English Grammar*. Oxford: Oxford University Press

Islamic Studies engages in the study of Islam as a textual tradition inscribed in the fundamental sources of Islam; Qur'an and Hadith, history and particular cultural contexts. The area seeks to provide an introduction to and a specialization in Islam through a large variety of expressions (literary, poetic, social, and political) and through a variety of methods (literary criticism, hermeneutics, history, sociology, and anthropology). It offers opportunities to get fully introductory foundational bases of Islam in fields that include Qur'anic studies, Hadith and Seerah of Prophet Muhammad (PBUH), Islamic philosophy, and Islamic law, culture and theology through the textual study of Qur'an and Sunnah.

- To make students understand the relevance and pragmatic significance of Islam in their lives.
- To make learners comprehend the true spirit of Islam with reference to modern world.
- To generate a sense of Islamic principles as a code of living that guarantee the effective solutions to the current challenges of being.
- To provide Basic information about Islamic Studies
- To enhance understanding of the students regarding Islamic Civilization
- To improve Students skill to perform prayers and other worships
- To enhance the skill of the students for understanding of issues related to faith and religious life.

### Contents

#### Introduction to Qur'anic Studies

- 1) Basic Concepts of Qur'an
- 2) History of Quran
- 3) Uloom-ul-Quran

مطالعہ قرآن (تعارف قرآن ، منتخب آیات کا ترجمہ و تفسیر: سورة البقرہ آیات 1-5، 482-482؛ سورة الحجرات آیات 1-18؛ سورة الفرقان آیات 26-77؛ سورة المؤمنون آیات 1-11؛ سورة الاحزاب آیات 2، 41، 64-66، 24، 52-55؛ سورة الانعام آیات 151-156؛ سورة الصف آیات 1-12؛ الحشر آیات 18-44؛ آل عمران آیات 154-154؛ النحل آیات 14-12؛ لقمن آیت 44، حم السجده آیت 56)

#### Introduction to Sunnah

- 1) Introduction of Hadith
- 2) Legal Status of Hadith
- 3) History of the compilation of Hadith 4) Kinds of Hadith

حدیث کا تعارف، حدیث کی دینی حیثیت، حفاظت و تدوین حدیث، حدیث کی اقسام متن، حدیث: 1 درج ذیل موضوعات پر احادیث کا مطالعہ

1. اعمال کا اجر نیت پر منحصر ہے۔ 4. بہترین انسان قرآن کا طالب علم اور اس کا معلم ہے۔ 6. کتاب و سنت گمراہی سے بچنے کا ذریعہ ہیں۔ 2. ارکان اسلام 5. اسلام ، ایمان ، احسان اور قیامت کی نشانیاں ، 2. بچوں کی نماز کی تلقین 7. دین کا گہرا فہم اللہ کی خاص عنایت ہے 8. حصول علم، تلاوت قرآن اور عمل کی اہمیت و فضیلت ، 5. روز محشر کا محاسبہ ، 14. حقوق اللہ کے ساتھ ساتھ حقوق العباد کا لحاظ رکھنا بھی لازم ہے 11. حسن خلق کی عظمت اور فحش و بد گوئی کی مذمت 14. دنیا و آخرت کی پہلانی کی ضامن چار چیزیں ، 16. بلاک کر دینے والی سات چیزیں ، 12. بے عمل مبلغ کا عبرت ناک انجام 15. ہر شخص نگران ہے اور ہر شخص مسئول 1) Sirah of the Prohet

- 2) Importance of the Study of Sirah
- 3) Character building method of the Prophet

(سیرت النبی ﷺ) مطالعہ سیرت کی ضرورت و اہمیت ، تعمیر سیرت و شخصیت کا نبوی منہاج اور عملی نمونے ، اقامت دین کا نبوی طریق کار ، اقامت دین بعد خلافت راشدہ ، میثاق مدینہ ، خطبہ حجۃ الوداع ، اخلاقی تعلیمات ، تشکیل اجتماعیت اور اسوہ حسنہ ، قرآن مجید میں سیرت سرور عالم کا بیان ، غزوات نبوی ﷺ کے مقاصد و حکمتیں)

#### Islamic Culture & Civilization

- 1) Basic Concepts of Islamic Culture & Civilization
- 2) Historical Development of Islamic Culture & Civilization

3) Characteristics of Islamic Culture & Civilization

4) Islamic Culture & Civilization and Contemporary Issues

2. اسلامی تہذیب و تمدن ( اسلامی تہذیب کا مفہوم، اسلامی کے عوامل و عناصر، اسلامی تہذیب کی خصوصیات، اسلامی تہذیب، علمی، معاشرتی اور سماجی اثرات، تہذیبوں کے تصادم کے نظریے کا تنقیدی جائزہ، تہذیبی تصادم کے اثرات و نتائج، طبعی، حیاتیاتی اور معاشرتی علوم میں مسلمانوں کا کردار، نام ور مسلمان سائنسدان) *Pre-Requisite: Nil*

*Recommended Books*

- 1) Hameed ullah Muhammad, —Emergence of Islaml , IRI, Islamabad
- 2) Hameed ullah Muhammad, —Muslim Conduct of State
- 3) Hameed ullah Muhammad, \_Introduction to Islam
- 4) Ahmad Hasan, —Principles of Islamic Jurisprudencel Islamic Research, Institute, International Islamic University, Islamabad (1993)
- 5) Dr. Muhammad Zia-ul-Haq, —Introduction to Al Sharia Al Islamial Allama Iqbal Open University, Islamabad (2001)
- 6) Dr. MuhammadShahbaz Manj, Teleeernat-e- Islam

1. Meaning and Scope of Ethics.
2. Relation of Ethics with:
  - (a) Religion
  - (b) Science
  - (c) Law
3. Historical Development of Morality:
  - (a) Instinctive Moral Life.
  - (b). Customary Morality.
  - (c). Reflective Morality.
4. Moral Theories:
  - (a). Hedonism (Mill)
  - (b). Intuitionism (Butler) (c).  
Kant's Moral Theory.
5. Moral Ethics and Society.
  - (a). Freedom and Responsibility.
  - (b). Tolerance
  - (c). Justice
  - (d). Punishment (Theories of Punishment)
6. Moral Teachings of Major Religions:
  - a). Judaism
  - b). Christianity
  - c). Islam
7. Professional Ethics:
  - a). Medical Ethics
  - b). Ethics of Students
  - c). Ethics of Teachers
  - d). Business Ethics

**REFERENCE BOOKS:**

1. William Lillie. An Introduction to Ethics., London Methuen & Co. latest edition.
2. Titus, H.H. Ethics for Today. New York: American Book, latest edition.
3. Hill, Thomas. Ethics in Theory and Practice. N.Y. Thomas Y. Crowel, latest edition
4. Ameer Ali, S. The Ethics of Islam. Culcutta: Noor Library Publishers, latest edition
5. Donaldson, D.M. Studies in Muslim Ethics. London: latest edition. 6. Sayeed, S.M.A.(Tr.)  
Ta'aruf-e-Akhlaqiat. Karachi: BCC&T, Karachi University of

The course introduces students to information and communication technologies and their current applications in their respective areas. Objectives include basic understanding of computer software, hardware, and associated technologies. They can make use of technology to get maximum benefit related to their study domain. Students can learn how the Information and Communications systems can improve their work ability and productivity. How Internet technologies, E-Commerce applications and Mobile Computing can influence the businesses and workplace. At the end of semester students will get basic understanding of Computer Systems, Storage Devices, Operating systems, E-commerce, Data Networks, Databases, and associated technologies. They will also learn Microsoft Office tools that include Word, Power Point, and Excel. They will also learn Open office being used on other operating systems and platforms. Specific software related to specialization areas are also part of course. Course will also cover computer ethics and related Social media norms and cyber laws.

#### *Contents*

1. Introduction, Overview and its types
2. Hardware: Computer Systems & Components, Storage Devices and Cloud Computing
3. Software: Operating Systems, Programming and Application Software
4. Introduction to Programming Language
5. Databases and Information Systems Networks
6. The Hierarchy of Data and Maintaining Data
7. File Processing Versus Database Management Systems
8. Data Communication and Networks
9. Physical Transmission Media & Wireless Transmission Media
10. Applications of smart phone and usage
11. The Internet, Browsers and Search Engines
12. Websites Concepts, Mobile Computing and their applications
13. Collaborative Computing and Social Networking
14. E-Commerce & Applications
15. IT Security and other issues
16. Cyber Laws and Ethics of using Social media
17. Use of Microsoft Office tools (Word, Power Point, Excel), mobile apps or other similar tools depending on the operating system
18. Other IT tools/software specific to field of study of the students if any

#### *Recommended Texts*

1. Vermaat, M. E. (2018). *Discovering computers: Digital technology, data and devices*. Boston: Cengage Learning.

#### *Suggested Readings*

1. O'Leary, T. J., & O'Leary, L. I. (2017). *Computing essentials* (26<sup>th</sup> ed.). San Francisco: McGraw Hill Higher Education.
- Schneider, G. M., & Gersting, J. (2018). *Invitation to computer science*. Boston: Cengage Learning.

This course is aimed at introducing the students with basic concepts of conventional and emerging concepts of digital communication. Students would be able to identify and distinguish between the key concepts of conventional and digital communication. Conventional media such as television, radio, newspapers and magazines have long been the primary outlet for communication campaigns, but added to this now are digital channels like social media (Facebook, Twitter, Instagram) that have increased the opportunities for companies, big and small, to connect and spread the word. Digital communications media are inherently capable of being more interactive, more participatory, more egalitarian, more decentralized, and less hierarchical. As such, the types of social relations and communities which can be built on these media share these characteristics. This course further enables the students to understand the communication process, conventional and digital communication systems, problems and prospects of conventional and digital communication and distinguish among various forms of mass media.

### *Contents*

1. Communication: process, types and functions
2. Barriers in communication
3. Models of mass communication: linear, circular, transactional
4. Print media communication: newspapers, magazines, periodicals, books, pamphlets, etc.
5. Electronic media communication: radio, television, film
6. New media: (internet): website, blog, vlog, and use of AI in social media
7. ICTs and emerging platforms of new media: web 2.0, web 3.0
8. The phenomenon of social media: Facebook, Twitter, LinkedIn, Google
9. Integration, convergence, consumerism and amplifications of mass contents on ICT platforms
10. Receiver of communication as channels of ICTs
11. Media Literacy: difference between real and fake news, propaganda, Framing, angeling.

### *Recommended Texts*

1. Baran, S. (2016). *Introduction to mass communication: Media literacy and culture* (10<sup>th</sup> ed.). McGraw-Hill.
2. Campbell, R., Martin, C., & Fabos, B. (2014). *Media and communication: Mass communication in a digital age*. St. Martin's.

### *Suggested Readings*

1. Dominick, J. (2014). *Dynamics of mass communication* (12<sup>th</sup> ed.). McGraw-Hill.
2. Vivian, J. (2015). *Media of mass communication*. Pearson.
3. Lindgren, S. (2017). *Digital media and society*. Sage.

Exploring the active process of moral decision-making—that is, doing ethics—is an inescapable part of life. We routinely make ethical judgments, assess our ideological values, and interrogate our moral outlooks. While you may unquestioningly embrace the beliefs and values you inherited from your culture, society, and/or family, critically examining your decision-making process through ethical deliberation is the only way to make your ethical framework truly yours. Digital media ethics deals with the distinct ethical problems, practices and norms of digital news media. Digital news media includes online journalism, blogging, digital photojournalism, citizen journalism and social media. It includes questions about how professional journalism should use this ‘new media’ to research and publish stories, as well as how to use text or images provided by citizens.

**Objectives** The course seeks to apprise the students about the codes of ethics and regulations, which are regulating the media and social media in Pakistan. The course develops the sense of norms, values and responsibility in future professionalize, government d social and media relationship and freedom in Pakistan.

**Contents:**

1. Ethics, types of Ethics.
2. Approaches to Ethics, Sources of Ethics.
3. Difference between Laws & Ethics
4. Code of ethics by Press Council of Pakistan 2002. (17-Points Ethical Code of Practice).
5. Code of ethics by PTA
6. Guidelines for users by FIA
7. Cyber Scams/Spywares/Malwares/Honeytrap etc.
8. Ethics of Image and Video
9. Ethical issues (anonymity, sexual Harassment, content manipulation etc).
10. Code of ethics for digital media by” Center for Journalism Ethics”.
11. Concept of social responsibility.
12. Case studies of violations of Ethics on Social Media.
13. PECA Ordinance 2016
14. FIA Act 1974

**Recommended Text:**

1. Ess, Charles (2014). Digital media ethics. Cambridge, MA: Polity Press.
2. Friend, Cecilia and Jane Singer. *Online Journalism Ethics: Traditions and Transitions*. Armonk, N.Y.: M. E. Sharpe, 2007.

**Suggested readings.**

1. Ward, Stephen J. A. “Ethics for the New Mainstream.” In *The New Journalist: Roles, Skills, and Critical Thinking*, eds. Paul Benedetti, Tim Currie and Kim Kierans, pp. 313-326. Toronto: Emond Montgomery Publications, 2010.
2. Ward, Stephen J. A. “Ethics for the New Investigative Newsroom.

The overall aim of this course is to introduce students with the skills of social media tools. It also aims to introduce key concepts and social platforms that have changed the media scenario. Using the representation of the virtual community as a focus, students will be introduced to ideas of collective resourcing, user-defined content, Web 2.0, media production and reporting on social media. Moreover, the course will also focus on technology, sharing and marketing ideas and dealing with privacy, ethics and legal issues. The course also focuses on issues like privacy, harassment, blackmailing, data theft, hacking, trolling, cyberbullying and honey traps etc. The students will learn how to move from in-person to online communication. They will also learn what social media are and their role in business and personal life. Further, they will also develop an understanding of how top sites and businesses are using social media for communication, customer retention, branding, marketing, market research, needs assessment and serving customers and clients.

### *Contents*

1. Emerging Media Trends
2. Media and Technology
3. How emerging technologies can change Journalism
4. Online Community
5. News as conversation
6. New Media: Emerging mediums of information (cell phone, web mediums)
7. Cell phone evolution and Social Media (1-G to 5-G& onward)
8. Social Media Evolution
9. Social Media Ethics (Rules are in the flux)
10. Social Media Skills for Journalists
11. Blogs for Marketing and Advertising
12. Trolls & 1-9-90 Rule
13. Vod-casting basics and Pod-casting basics
14. How one can increase its social networking
15. Introduction to Micro Blogging
16. Future Trends and developments in Social Media
17. Social Media as an alternative public sphere

### *Recommended Texts*

1. Fuchs, C. (2017). *Social media: A critical introduction*(2<sup>nd</sup>ed.). London: Sage.
2. Lipschultz, J. H. (2018). *Social media communication: concepts, practices, data, law and ethics* (2<sup>nd</sup> ed.). NYC: Routledge.

### *Suggested Readings*

1. Mandiberg, M. (2012). *The social media reader*. NYC: New York University Press.
2. Hjorth, L., & Hinton, S. (2019). *Understanding social media* (2<sup>nd</sup> ed.). California: Sage.

## **SEMESTER-II**

The course will enable students to explore human experiences, cultivate an appreciation of the past, enrich their capacity to participate in the life of their times, and enable an engagement with other cultures and civilizations, both ancient and modern. But independently of any specific application, the study of these subjects teaches understanding and delight in the highest achievements of humanity. The three components of the course, including fables, wisdom literature and epic, will enable the learners to explore and understand the classic tradition in literature. Development of personal virtue, a deep Sufi ethic and an unwavering concern for the permanent over the fleeting and the ephemeral are some of the key themes explored in the contents that will develop an intimate connection between literature and life.

### Contents

1. Fables
  - The Fables of Bidpai
  - The Lion and the Bull
  - The Ring-dove
  - The Owls and the Crows
  - Selected poem from Bang-i-Dara
2. Gulistan-e- Sa'di
  - Ten hikāyāt from John T. Platts, *The Gulistan*
3. Epic
  - The Shahnama of Firdausi

### Recommended Texts

1. Chishti, Y.S. (1991). *Sharah-i bāng-i darā*. Lāhaur: Maktaba-i ta'mīr-i insāniyat
2. John T. P. (1876). *The Gulistan; or, Rose Garden of Shaikh Muslihu'd- Dīn Sa'dī of Shīrāz*. London: Wm. II. Allen.

### Suggested Readings

1. Thackston, W. (2000). *A Millennium of Classical Persian Poetry*. Maryland: Ibex Publishers.
2. Wood, R. (2013). *Kalila and Dimna: Fables of conflict and intrigue*. United Kingdom: Medina Publishing, Limited.

This course will introduce students with the subject matter of social science, its scope, nature and ways of looking at social phenomenon. It will make the participants acquaintance with the foundations of modern society, state, law, knowledge and selfhood. While retaining a focus on Pakistani state and society, students will encounter theoretical concepts and methods from numerous social science disciplines, including sociology, politics, economics anthropology and psychology and make them learn to think theoretically by drawing on examples and case studies from our own social context. Students will be introduced to the works of prominent social theorists from both western and non-western contexts. Instruction will include the use of written texts, audio-visual aids and field visits.

#### **Learning Outcomes:**

The course has following outcomes:

It will

- Introduce student with the nature of human social behavior and foundations of human group life
- Analyze the reciprocal relationship between individuals and society.
- Make student aware with the nature of societies existing in modern world
- Make students familiar with the philosophy of knowledge of social sciences
- Introduce students with the works of prominent theories explain human group behavior
- Help students to understand the foundations of society including culture, socialization, politics and economy
- Introduce students with various dimensions of social inequalities with reference to gender, race, ethnicity and religion
- Make them aware about the understanding of various themes pertains to social science in local context
- Help them recognize the difference between objective identification of empirical facts, and subjective formulation of opinionated arguments

#### **Course Outlines:**

##### **1. Introduction to Social Sciences**

- Social world, Human Social behavior, Foundations of society
- Evolution of Social sciences
- Philosophy of Science
- Scope and nature of social sciences
- Modernity and social sciences
- Branches of social science: Sociology, Anthropology, Political Science, Economics

##### **Society and Community, Historical evolution of Society**

- Types of Societies
- Foraging society, Horticultural society, Pastoralist society
- Agrarian societies, Industrial society, Postindustrial society

##### **2. Philosophy of Knowledge in social Science and social inquiry**

- Understanding social phenomenon
- Alternative ways of knowing
- Science as a source to explore social reality
- Objectivity, Value-Free research
- Positivism vs Interpretivism
- Qualitative vs Quantitative

##### **3. Culture and Society**

- Idea of Culture, Assumptions of Culture

- Types, Components, Civilization and culture
- Individual and culture. Cultural Ethnocentrism, Cultural Relativism
- Outlook of Pakistani culture
- Global Flows of culture, Homogeneity, Heterogeneity

#### **4.Social Stratification and Social inequality**

- Dimensions of inequality, Social class
- Gender, Race, Religion, Ethnicity, Caste
- Patterns of social stratification in Pakistan
- Class, caste system in agrarian society
- Ascription vs Achievement, Meritocracy
- Global stratification in modern world, Global patterns of inequality

#### **5.Personality, Self and Socialization**

- Concept of self, Personality
- Nature vs Nurture, Biological vs Social
- Development of Personality
- Socialization as a process, Agents of socialization
- Socialization and self/group identity

#### **6.Gender and Power**

- Understanding Gender
- Social construction of Patriarchy
- Feminism in Historical context, Gender Debates
- Gender and Development
- Gender issues in Pakistani society, Women Participation in politics, economy and education
- Toward a gender sensitive society, Gender mainstreaming

#### **Pakistan: State, Society, Economy and Polity**

- Colonialism, colonial legacy, National identity
- Transformation in Pakistani society: Traditionalism vs Modernism
- Economy, Informality of Economy, Modern economy and Pakistan
- Political Economy, Sociology of Economy

#### **Recommended Textbooks and Reading Materials:**

1. Giddens, A. (2018). Sociology (11<sup>th</sup> ed.). UK: Polity Press.
2. Henslin, J. M. (2018). Essentials of Sociology: A Down-to-Earth Approach.(18<sup>th</sup> Edition) Pearson Publisher.
3. Macionis, J. J. (2016). Sociology (16<sup>th</sup> ed.). New Jersey: Prentice-Hall.
4. Qadeer, M. (2006) Pakistan - Social and Cultural Transformation in a Muslim Nation.
5. Smelser, N.J. and Swedburg, R., The Handbook of Economic Sociology, Chapter 1 'Introducing Economic Sociology', Princeton University Press, Princeton.
6. Systems of Stratification | Boundless Sociology (no date). Available at:  
<https://courses.lumenlearning.com/boundless-sociology/chapter/systems-of-stratification/>
7. Jalal, A. (ed.) (1995) 'The colonial legacy in India and Pakistan', in Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective. Cambridge: Cambridge University Press (Contemporary South Asia)
8. Zaidi, S. A. (2015) Issues in Pakistan's Economy: A Political Economy Perspective. Oxford University Press. Chapter 26
9. Akhtar, A. S. (2017) The Politics of Common Sense: State, Society and Culture in Pakistan. Cambridge: Cambridge University Press.
10. Smelser, N.J. and Swedburg, R., The Handbook of Economic Sociology, Chapter 1 'Introducing Economic Sociology', Princeton University Press, Princeton.

Since ancient times, numbers, quantification, statistics and mathematics has played a central role in scientific and technological development. In the 21st century, Quantitative Reasoning (QR) skills are essential for life as they help to better understand socio-economic, political, health, education, and many other issues, an individual now faces in daily life. The skills acquired by taking this course will help the students to apply QR methods in their daily life and professional activities. This course will also change student's attitude about statistics and mathematics. It will not only polish their QR skills, but also enhance their abilities to apply these skills.

#### **Contents**

1. Introduction to quantitative reasoning
2. Overview of contributions of Mathematicians and Statisticians especially Muslim scholars.
3. Types of standard numbers
4. Proportions, rates, ratio and percentages
5. Odds and odds ratio
6. Scale of measurements
7. Number sequence and series
8. Unit analysis as a problem-solving tool
9. Data handling (small and large)
10. Data errors, absolute and relative and their applications
11. Descriptive statistics
12. Rules of counting: multiplication rule, factorial, permutation and combination
13. Probability and its application in real life
14. A graphical perspective through Venn Diagram
15. Financial indicator analysis, and money management (profit, loss, simple and compound interest)
16. Practical scenarios involving algebraic expressions: linear and quadratic

#### **Recommended Texts**

1. Akar, G. K., Zembat, İ. Ö., Arslan, S., & Thompson, P. W. (2023). *Quantitative Reasoning in Mathematics and Science Education*. 1<sup>st</sup> Ed., Springer, USA.
2. Peck, R., Olsen, C., & Devore, J. L. (2015). *Introduction to statistics and data analysis*. 5<sup>th</sup> Ed., Brooks Cole, USA.
3. Devlin, K. J. (2012). *Introduction to mathematical thinking*. Palo Alto, CA: Keith Devlin.

#### **Suggested Readings**

1. Triola, M. F., Goodman, W. M., Law, R., & Labute, G. (2006). *Elementary statistics*. Reading, MA: Pearson/Addison-Wesley.
2. Blitzer, R., & White, J. (2005). *Thinking mathematically*. Pearson Prentice Hall.

## مطالعہ سیرت النبی صلی اللہ علیہ وسلم Seerat of the Holy Prophet

Course Code :

URCG-5127

Title	Description
Semester	
Nature of Course	
No. of C.Hra.	1(1-0)
Total Teaching weeks	18
Objectives of the Course	<p>۱۔ طلبہ کو مطالعہ سیرتِ نبویہ کی ضرورت و اہمیت سے آگاہ کرنا</p> <p>۲۔ فقیر شخصیت میں مطالعہ سیرتِ نبویہ کے کردار کو واضح کرنا</p> <p>۳۔ اہل نبوی کے موقعی اقدام و کام کی عمومی صورت حال سے آگاہ کرنا</p> <p>۴۔ رسول اکرم صلی اللہ علیہ وسلم کی اور دنیا کی اس طرح مطالعہ کرنا کہ طلبہ ان واقعات سے تاج کا اشتہاد کر سکیں</p> <p>۵۔ طلبہ کو محمد نبوی کی معاشرت، سیاست، معیشت سے آگاہ کرنا</p>

## Course Description

S.No.	Title	Description
1	حضور صلی اللہ علیہ وسلم کے ابتدائی حالات زندگی	۱۔ حضور صلی اللہ علیہ وسلم کا فطرتی حسب و نسب ۲۔ پیدائش اور ابتدائی تربیت ۳۔ لاکھن اور چھائی کے حالات زندگی
2	اہل نبوی کے وقت دنیا کے حالات (ا)	۱۔ اہل نبوی کے وقت اہم چیزیں ۲۔ عرب، مصر، حبشہ، یونانی، رومی
3	اہل نبوی	۱۔ کی حد میں دعوت اسلام
4	اہل نبوی	۱۔ دنیا کی حد میں دعوت اسلام
5	عصائیں انجمنی	آپ بکھورے پناہ برائے امن
6	عصائیں انجمنی	بہشت استوار و معلم
7	عصائیں انجمنی	بہشت تاجر
8	عصائیں انجمنی	بہشت سرپرست
9	عصائیں انجمنی	دنیا کی عمارت اور عالمگیر اثرات

10	کھائیں انہیں	تیسری رسالت
11	اسوحت اور صبر حاضر	غیر مسلموں سے تعلقات
12	اسوحت اور صبر حاضر	اسوحت کی روشنی میں گھریلو زندگی
13	اسوحت اور صبر حاضر	مشترکین اور مطالبہ ہیرت
15	اسوحت اور صبر حاضر	وطن سے محبت اور ہیرت
16	اسوحت اور صبر حاضر	مشترکین کے امتزاجات اور ان کے جہالت

### نصابی کتب

نمبر سیر	نام کتاب	نام کتاب
1	اسیر و شہید	ابن ہشام
2	سیر تابعین علیہ السلام	مولانا علی احوالی سید سلمان ندوی
3	رحمۃ اللعالمین	قاضی محمد سلیمان سلطان مسعودی
4	نہایت صلہ علیہ وسلم	مولانا سید امین علی ندوی
5	عہد نبوی کا نظام حکومت	ڈاکٹر یحییٰ عظیم صدیقی
6	الانسان کامل	ڈاکٹر تاج محمدی

### حوالہ پائی کتب

نمبر سیر	نام کتاب	نام کتاب
1	سیرت سرور عالم صلہ علیہ وسلم	سید ابوالاعلیٰ مسعودی
2	الرحیق المکرم	مولانا علی الرحمن سید کبیری
3	قیامہ لہی صلہ علیہ وسلم	پروفیسر محمد شمس الدین
4	السيرة النبوية المصيبة	ڈاکٹر ذکریا محمد سید امجدی
5	انجیل	مولانا سید ارمین مسعودی

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Topic	Details
Semester/Level	In some discipline 1 <sup>st</sup> semester and in some discipline 2 <sup>nd</sup> Semester/ ADP Program 1 <sup>st</sup> Year
Course Code	URCG-5111
Course Title	Translation of the Holy Quran – I
Credit Hours	Non-Credit
Objectives	<ul style="list-style-type: none"> <li>• To familiarize the students to keys and fundamentals of recitation of the holy Quran.</li> <li>• To develop the skill of the students of recitation the last revelation.</li> <li>• Students will learn the basic Arabic grammar in a practical way.</li> <li>• To develop an eagerness among the students to explore the last divine Book.</li> </ul>
Course Contents:	<ul style="list-style-type: none"> <li>• تیسواں پارہ - ناظرہ مع تجوید</li> <li>• بنیادی عربی گرامر</li> <li>اسم اور اسکے متعلقات : اسم فاعل ، مفعول ، تفضیل ، مبالغہ</li> <li>فعل اور اسکی اقسام : ماضی ، مضارع ، امر ، نہی</li> <li>حرف اور اسکی اقسام : حروف علت ، حروف جارہ ، مشبہ بالفعل</li> </ul>
Memorization:	تیسویں پارے کی آخری بیس سورتیں ( حفظ مع ترجمہ )

This course is aimed at introducing the students to computer technology and techniques to acquaint them with its uses in different media. It focuses on the use of various software a journalist requires while practicing journalism in daily routine. The students will learn to work effectively with a range of current, standard, and productive software applications used in various media productions. They will also be able to evaluate, select and use software appropriate to a given situation. It will help them to apply basic learning and assessment principles in the design, development, and presentation of material produced by different software. The course will facilitate students to demonstrate employability skills and a commitment to professionalism. It will also assist them to assess and solve a range of problems using software applications used in media, and adapt quickly to new software releases. Further, it will also give know-how on how to maintain quality assurance through critically evaluating procedures and results. The students will also be able to build up competencies required to develop the professional skills necessary to their survival and success in both the academic and business worlds through hands-on practice.

### *Contents*

1. In-Page Basics (Urdu Composing and Page Making)
2. Adobe Page Maker Basics (Creating layouts for Newspaper and Magazines)
3. Adobe Photoshop Basics (Basic Still Image/Picture editing)
4. Coreldraw Basics (Page and Image Making and Designing)
5. Adobe Audition Basics (Basic Audio Editing for Radio)
6. Adobe Premiere Basics (Basic Video Editing for Television/Documentary/Short Film etc.)
7. Macromedia Flash Basics
8. Use of AI tools in the field of Mass Communication

Practical: Students will use the mentioned software in mini projects as per the instructions and guidelines given by the instructor.

### *Recommended Texts*

1. Williams, R. (2008). *The non-designers design book* (3<sup>rd</sup>ed.). California: Peachpit Press.
2. Bain, S. (2002). *CorelDraw (R) 11: The official guide*. NYC: McGraw-Hill.

### *Suggested Readings*

1. Baker, D. L. (2004). *Adobe premiere 6.5 complete course*. New Jersey: Wiley Publishing Co.
2. Faulkner, A. (2018). *Adobe photoshop CC classroom in a book*. NYC: Pearson.
3. Yeung, S. (2003). *Macromedia Flash MX 2004 hands-on training*. California: Peachpit Press.
4. Jago, M. (2013). *Adobe Audition CC classroom in a book*. (2nd ed.). California: Adobe Press.

This course is aimed at providing an insight into the methods and techniques of social media research. It aims at imparting a fundamental knowledge about the characteristics of social media research methods. Social media research is the process of analyzing social media data to conduct quantitative (and at times qualitative) research in order to understand how audiences relate to topics, by using tools and data extraction techniques. Social media research is constantly evolving, with researchers developing new methodologies and techniques to understand the way audiences use social media channels, their behaviors and conversations on those channels. As social media grows in both size and importance, becoming an integral part of daily life, it is a vital new area to apply research tools to begin to understand this new forum for discussion. This course attempts to develop the interest of students in exploring their research education in the field of social media.

### *Contents*

1. Methods of knowing
2. Scientific inquiry
3. Research: definition, types, characteristics, need and significance
4. Process of research: six sequential working model of research
5. Social media research and its types
6. Quantitative research
7. Qualitative research
8. Sample: probability and non-probability sampling techniques
9. Level of measurement and measurement scales
10. Validity and reliability in research
11. Primary data collection
12. Primary data analysis
13. Social media research tools
14. Secondary data collection
15. Secondary data analysis
16. Statistical Analysis of data

### *Recommended Texts*

1. Wimmer, R.D., & Dominic, J.R. (2013). *Mass media research: an introduction* (10<sup>th</sup> ed.). Belmont, Wadsworth.
2. Craig, A., Hill, Elizabeth, & Joe, M. (2013). *Social media, sociality, and survey research*. Hoboken, New Jersey: John Wiley & Sons, Inc.

### *Suggested Readings*

1. Reinard, J. C. (2007). *Introduction to communication research*. New York: McGraw-Hill.
2. Zafarani, R., Abbasi, M. A. & Liu, H. (2014). *Social media mining: an introduction*. New York: Cambridge University Press.

The course introduces students to information and communication technologies and their application in the workplace. How vulnerable networks are and the precautions to prevent the possible attacks on Network. The course introduces students to information and communication technologies and their application in the workplace. Objectives include basic understanding of computer software, hardware, and associated technologies. How computers can be used in the workplace, how communications systems can help boost productivity, and how the Internet technologies can influence the workplace and taking into account security perspectives of networks. In this course students learn basics of information security, in both management aspect and technical aspect. Students understand of various types of security incidents and attacks, and learn methods to prevent, detect and react incidents and attacks. Students will also learn basics of application of cryptography which are one of the key technologies to implement security functions. After completing the course, students will have gained an awareness of key information security principles regarding information, confidentiality, integrity and availability.

#### *Contents*

1. Information security foundations, security design principles; security mechanisms.
2. Vulnerabilities and protections: Malwares.
3. Hash functions, Digital signatures, Key management.
4. Authentication: Access control, Symmetric cryptography: Symmetric Encryption, DES,
5. AES, Cipher Block Modes.
6. Asymmetric cryptography: HMAC, The RSA, Diffie- Hellman and Other Algorithms  
Software security
7. Database security: The need, DBMS Relational Databases, SQL Injection Attacks, Database Access Control, Inference, Database Encryption
8. Network security: Secure E-Mail and S/MIME, Domain Keys Identified Mail, Secure Sockets Layer (SSL)
9. Transport Layer Security (TLS), HTTPS, IPv4 and IPv6 Security, Wireless Security, Mobile Device Security
10. Firewalls
11. Intrusion detection: Intruders, Intrusion Detection, Analysis Approaches, Types of IDS.
12. Security policies, policy formation and enforcement, risk assessment.
13. Cybercrime, law and ethics in information security
14. Privacy and anonymity of data

#### *Recommended Texts*

1. Vermaat, M. E., Sebok, S. L., Freund, S. M., Campbell, J. T., & Frydenberg, M. (2017). *Discovering Computers© 2018: Digital technology, data, and devices*. Toronto: Nelson Education.

#### *Suggested Readings*

1. Bhattarai, R., Joyce, G., & Dutta, S. (2016, July). *Information security application design*. Cham: Springer.

## **SEMESTER-III**

This course prepares undergraduates to become successful writers and readers of English. The course helps students develop their fundamental language skills with a focus on writing so that they can gain the confidence to communicate in oral and written English outside the classroom. The course is divided into five units and takes a Project-based Learning approach. Unit themes target the development of 21<sup>st</sup> century skills and focus on self-reflection and active community engagement. The course completion will enable the students to develop communication skills as reflective and self-directed learners. They will be able to intellectually engage with different stages of writing process, and develop analytical and problem-solving skills to address various community-specific challenges.

### Contents

1. Self-Reflection
  - Introduction to the basics of the writing process
  - Introduction to the steps of essay writing
  - Prewriting activities: Brainstorming, listing, clustering and freewriting
  - Practicing Outlining of the essay
2. Personalized Learning
  - Learning Process, Learning Styles, Goal Setting and Learning Plan
3. Oral Presentation
  - Structure and Significance, Content Selection and Slide Presentation, Peer Review
4. Critical Reading Skills
  - Introducing Authentic Reading (Dawn and non-specialist academic books/texts)
  - Reading Strategies and Practice: Skimming, scanning, SQW3R, Annotating, Detailed reading and note-taking, Standard Test Practice: TOEFL and IELTS, Model Review Reports and Annotated Bibliographies
5. Community Engagement
  - Student-led brainstorming on local versus global issues, Identifying research problems
  - Drafting research questions, Drafting interview/survey questions for community research (in English or L1)
  - Engaging students in Critical reading, Presenting interview/ survey information, Field work
  - Writing Community Engagement Project
6. Letter to the Editor
  - Types of letters, Format and purpose of letter to the editor, Steps in writing letter-to-editor

### Recommended Texts

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.
2. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3<sup>rd</sup> ed.). Ann Arbor: The University of Michigan Press.

### Suggested Readings

1. Creswell, G. (2004). *Writing for academic success*. London: SAGE.
2. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
3. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association.

This course is based on quantitative reasoning 1 course. It will enhance the quantitative reasoning skills learned in quantitative reasoning 1 course. Students will be introduced to more tools necessary for quantitative reasoning skills to live in the fast paced 21st century. Students will be introduced to importance of statistical and mathematical skills in different professional settings, social and natural sciences. These quantitative reasoning skills will help students to better participate in national and international issues like political and health issues. This course will prepare the students to apply quantitative reasoning tools more efficiently in their professional and daily life activities. This course will help them to better understand the information in form of numeric, graphs, tables, and functions.

### **Contents**

1. Types of data and its graphical representation (Histogram, Stem and Leaf display, Box Plot, Scatter diagram, Histogram, Bar chart, etc)
2. Solving practical problems using linear and exponential models
3. Population growth models
4. Analytical approach to solve simultaneous equations
5. Inequalities and their application
6. Comparing quantities using analytical tools
7. Logical reasoning and their application in modern age
8. Logical reasoning and decision making
9. Data tendencies via measure of location
10. Variability and Measure of dispersion
11. Measuring relationships via Regression analysis and correlation
12. Statistical inference: sampling techniques, estimation techniques and hypothesis testing for decision and policy making

### **Recommended Texts**

1. Akar, G. K., Zembat, İ. Ö., Arslan, Ş., & Thompson, P. W. (2023). *Quantitative Reasoning in Mathematics and Science Education*. 1<sup>st</sup> Ed., Springer, USA.
2. Sharma, A. K. (2005). *Text book of elementary statistics*. Discovery Publishing House.
3. Blitzer, R. (2014). *Precalculus*, 5<sup>th</sup>Ed.. Pearson Education, Limited. New York

### **Suggested Readings**

1. Gupta, S. C., & Kapoor, V. K. (2020). *Fundamentals of mathematical statistics*. 12<sup>th</sup> Ed, Sultan Chand & Sons.
2. Aufmann, R. N., Lockwood, J., Nation, R. D., & Clegg, D. K. (2007). *Mathematical thinking and quantitative reasoning*. Cengage Learning
3. Blitzer, R., & White, J. (2005). *Thinking mathematically*. Pearson Prentice Hall.

**Course Description:**

This course focuses on ideological background of Pakistan. The course is designed to give a comprehensive insight about the constitutional developments of Pakistan. Starting from the Government of India Act, 1935 till to date, all important events leading to constitutional developments in Pakistan will be the focus of course. Failure of the constitutional machinery and leading constitutional cases on the subject. Moreover, students will study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan. It will also cover the entire Constitution of Pakistan 1973. However, emphasis would be on the fundamental rights, the nature of federalism under the constitution, distribution of powers, the rights and various remedies, the supremacy of parliament and the independence of judiciary.

**Outline:**

- Ideology of Pakistan
  - Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-e-Azam Muhammad Ali Jinnah.
  - Two Nation Theory and Factors leading to Muslim separatism.
- Constitutional Developments
  - Salient Feature of the Government of India Act 1935
  - Salient Feature of Indian Independence Act 1947
  - Objectives Resolution
  - Salient Feature of the 1956 Constitution
  - Developments leading to the abrogation of Constitution of 1956
  - Salient features of the 1962 Constitution
  - Causes of failure of the Constitution of 1962
  - Comparative study of significant features of the Constitution of 1956, 1962 and 1973
- Fundamental rights
- Principles of policy
- Federation of Pakistan
  - President
  - Parliament
  - The Federal Government
- Provinces
  - Governors
  - Provincial Assemblies
  - The Provincial Government
- The Judiciary
  - Supreme Court
  - High Courts
  - Federal Shariat Courts
  - Supreme Judicial Council
  - Administrative Courts and tribunals
- Islamic Provisions in Constitution
- Significant Amendments of Constitution of Pakistan 1973

**Recommended Books:**

1. Constitutional and Political History of Pakistan by Hamid Khan
2. Mahmood, Shaukat and Shaukat, Nadeem. Constitution of the Islamic Republic of Pakistan, 3rd re edn. Lahore: Legal Research Centre, 1996.
3. Munir, Muhammad. Constitution of the Islamic Republic of Pakistan: Being a Commentary on the Constitution of Pakistan, 1973. Lahore, Law Pub., 1975.
4. Rizvi, Syed Shabbar Raza. Constitutional Law of Pakistan: Text, Case Law and Analytical Commentary. 2nd re edn. Lahore: Vanguard, 2005.
5. The Text of the Constitution of the Islamic Republic of Pakistan, 1973 (as amended).
6. Fundamental Laws of Pakistan by A.K. Brohi

Exploring the active process of moral decision-making—that is, doing ethics—is an inescapable part of life. We routinely make ethical judgments, assess our ideological values, and interrogate our moral outlooks. While you may unquestioningly embrace the beliefs and values you inherited from your culture, society, and/or family, critically examining your decision-making process through ethical deliberation is the only way to make your ethical framework truly yours. Digital media ethics deals with the distinct ethical problems, practices and norms of digital news media. Digital news media includes online journalism, blogging, digital photojournalism, citizen journalism and social media. It includes questions about how professional journalism should use this ‘new media’ to research and publish stories, as well as how to use text or images provided by citizens.

**Objectives** The course seeks to apprise the students about the codes of ethics and regulations, which are regulating the media and social media in Pakistan. The course develops the sense of norms, values and responsibility in future professionalize, government d social and media relationship and freedom in Pakistan.

*Contents:*

1. Ethics, types of Ethics.
2. Approaches to Ethics, Sources of Ethics.
3. Difference between Laws & Ethics
4. Code of ethics by Press Council of Pakistan 2002. (17-Points Ethical Code of Practice).
5. Code of ethics by PFUJ
6. Ethical news Reporting
7. Ethics of Image and Video
8. Ethical issues (anonymity, sexual Harassment, content manipulation etc).
9. Code of ethics for digital media by” Center for Journalism Ethics”.

*Recommended Books:*

1. Ess, Charles (2014). Digital media ethics. Cambridge, MA: Polity Press.
2. Friend, Cecilia and Jane Singer. *Online Journalism Ethics: Traditions and Transitions*. Armonk, N.Y.: M. E. Sharpe, 2007.
3. Ward, Stephen J. A. “Ethics for the New Mainstream.” In *The New Journalist: Roles, Skills, and Critical Thinking*, eds. Paul Benedetti, Tim Currie and Kim Kierans, pp. 313-326. Toronto: Emond Montgomery Publications, 2010.
4. Ward, Stephen J. A. “Ethics for the New Investigative Newsroom.

This course ‘Digital and Social Media Theories’ intends to articulate theories and concepts of changing media environment, connecting them to contemporary social and digital platforms. It basically starts from micro level theories of social and digital media and extends to macro level, which also include various models. In addition to this, the course aims to explain development of theories and their application in the modern world. This will help students learn various dimensions of the course, which will further develop their analytical skills in their area of interest and integrate these theories within their own field of specialty. Moreover, students will also be able to evaluate and select the best suitable model before carrying out any type of campaign on social or digital media. Therefore, this course will help students to gain a proper understanding of theoretical perspective.

### Contents

1. Micro-Level theories of social media
  - Psychological Ownership theory and perceived control
  - Social exchange theory
  - Social penetration theory
2. Macro-level theories of social media
  - Social network analysis
  - McLuhan’s Media theory
3. Models of social media
  - Social staircase
  - Social media content matrix
  - Social viral spiral
  - Social media integration theory model
4. Micro-level theories of digital media
  - Symbolic interactionism theory
  - Media logic theory
5. Digital media marketing models
  - RACE planning framework
  - Technology acceptance model
  - Honeycomb Model
  - Hofacker’s five stages of information processing
  - Forrester’s 5Is

### Suggested Readings

1. Ryfe, D. M. (2012). *Can journalism survive? An inside look at American newsrooms*. Malden, MA: Polity Press.
2. Southwell, B. G. (2013). *Social networks and popular understanding of science and health: Sharing disparities*. Baltimore, MD: Johns Hopkins University Press.
3. Couldry, N. (2012). *Media, Society, World: Social Theory and Digital media Practice*. Polity Press (1<sup>st</sup> ed). United States.
4. Lindgren, S. (2017). *Digital Media and Society*. SAGE Publishers.

The Internet has introduced new opportunities for dynamic storytelling as digital media have blurred roles of media producer, consumer, publisher and reader. It is a need of time to enable students to use their insights into new media audiences to produce better content for digital formats and environments. Digital media changed the patterns of media production and distribution; it also requires new skills for creative writing. Digital media requires multitasking from digital media persons. It demands more focused and specialized creative skills. This course through writing exercises, readings, lectures and live Q&As will provide the beginning writer with a toolkit of essential skills. The contents of this toolkit are giving and receiving critical feedback, reading with a writer's eye, navigating professional and educational pathways as a writer and generating, revising and editing material that is strong, original and imaginative. Students will leave the course with a practical understanding of the creative process and will be prepared to critique and write at a university level. It is designed to let the students discover and create their knowledge using the powerful digital devices we all have access to.

#### *Contents*

1. Introduction to different genres of Digital media
2. Introduction to creative writing
3. Essentials of Strong Writing
4. How Social Media Writing is different from other Forms of Writing
5. Writing for Websites, Weblogs, Twitter, Facebook etc.
6. Writing Persuasive Web Content and Blogs (the Do's and Don'ts)
7. Writing for General Audience and Domain Experts
8. Creating Good Stories: Content and structure, Storifying and Script Writing of thoughts.
9. How web writing is different from Essay Writing
10. Good and Bad Websites in terms of Contents, Techniques for Writing for Scanners
11. Ethical Considerations in Social Media Writing

#### *Recommended Books*

1. Carrol, B. (2019). *Writing and editing for digital media* (4<sup>th</sup> ed.). London: Routledge.
2. Williams, Dr. Andy (2017). *How to write great website content*. London: Routledge.

#### *Suggested Books*

1. Felder, L. (2011). *Writing for the web: Creating compelling web content*. New York: Pearson.
- Hicks, T. (2013). *Crafting digital writing: Composing texts across media and genres*. New Hampshire: Heinemann.

## **SEMESTER-IV**

Life, its characteristics, natural science, biology and its branches; Importance of Flora & Fauna in biodiversity; Importance of Natural Compounds in daily life, medicine and human health; Latest developments in natural sciences (Biotechnology); Ecosystem and its components; Environment and its components; Pollutants and their effect on the environment (Greenhouse effect, global warming, acid rains, water pollution and ozone depletions etc); Introduction to micro-organism and its types (bacteria, fungi, viruses) **Practical:**

- 1: Field Survey of Flora & Fauna and their identification
- 2: Study of herbarium 3:  
Study of Museum

**Recommended Texts.**

1. Keddy, P.A. (2017). *Plant ecology origins, processes, consequences*. Cambridge, University Press.
2. Canadell, J.G., Diaz, S., Heldmaier, G., Jackson, R.B., Levia, D.F., Schulze, E.D. & Sommer, U. (2019). *Ecological studies*. Springer.
3. Bhat, S.V., Nagasampagi, B.A. & Sirakumar, M. (2006). *Chemistry of Natural Products*. Springer Science
4. De, A.K. (2019). *Environmental Chemistry*. New Age International Press

**Suggested Books**

1. Fath, B. (2018). *Encyclopedia of ecology*. Elsevier.
2. Ajith, H .. Urmas. P., Pastur, G. M & Iversion L. R. (2018). *Ecosystem services from forest landscapes: broadsclaes consideration*. 1<sup>st</sup>Edition. Springer International Publishing AG.
3. Xu, R., Ye, Y. & Zhao, W. (2011). *Introduction to Natural Product Chemistry*. CRC Press
4. Tayler, D.J., Green, N.P.O. & Stout, G.W. (1997). *Biological Science 1&2*. Cambridge University Press
5. Tayler, M.R., Simon, E.J., Dickey, D.J. & Hogan, K.A. (2020). *Campbell Biology: Concepts & Connections* (10<sup>th</sup> Edition). Pearson

This course addresses the unique entrepreneurial experience of conceiving, evaluating, creating, managing, and potentially selling a business idea. The goal is to provide a solid background with practical application of important concepts applicable to the entrepreneurial environment. Entrepreneurial discussions regarding the key business areas of finance, accounting, marketing and management include the creative aspects of entrepreneurship. The course relies on classroom discussion, participation, the creation of a feasibility plan, and building a business plan to develop a comprehensive strategy for launching and managing a new venture.

### Course Learning Objectives

1. To enhance the 'entrepreneurial intentions' of the students by improving their natural willingness to start a business.
2. To understand the process of entrepreneurship and learn the ways to manage it by working individually in the class and in the form of groups outside the class to conduct field assignments.
3. To educate the students about the practical underpinnings of the entrepreneurship with the aid of practical assignments and idea pitching.

### Contents

1. **Background:** What is an Organization, Organizational Resources, Management Functions, Kinds of Managers, Mintzberg's Managerial Roles.
2. **Forms of Business Ownership:** The Sole proprietorship, Partnership, Joint Stock Company
3. **Entrepreneurship:** The World of the Entrepreneur, what is an entrepreneur? The Benefits of Entrepreneurship, The Potential Drawbacks of Entrepreneurship, Behind the Boom: Feeding the Entrepreneurial Fire.
4. **The Challenges of Entrepreneurship:** The Cultural Diversity in Entrepreneurship, The Power of "Small" Business, Putting Failure into Perspective, The Ten Deadly Mistakes of Entrepreneurship, How to Avoid the Pitfalls, Idea Discussions & Selection of student Projects, Islamic Ethics of Entrepreneurship.
5. **Inside the Entrepreneurial Mind:** From Ideas to Reality: Creativity, Innovation, and Entrepreneurship, Creativity – Essential to Survival, Creative Thinking, Barriers to Creativity, How to Enhance Creativity, The Creative Process, Techniques for Improving the Creative Process, Protecting Your Ideas, Idea Discussions & Selection of student Projects.
6. **Products and technology, identification opportunities**
  7. **Designing a Competitive Business Model and Building a Solid Strategic Plan:** Building a strategic plan, Building a Competitive Advantage, The Strategic Management Process, Formulate strategic options and select the appropriate strategies, Discussion about execution of Students' Project.
  8. **Conducting a Feasibility Analysis and Crafting a Winning Business Plan:** Conducting a Feasibility Analysis, Industry and market feasibility, Porter's five forces model, Financial feasibility analysis. Why Develop a Business Plan, The Elements of a Business Plan, What Lenders and Investors Look for in a Business Plan, Making the Business Plan Presentation.
  9. **Building a Powerful Marketing Plan:** Building a Guerrilla Marketing Plan, Pinpointing the Target Market, Determining Customer Needs and Wants Through Market Research. Plotting a Guerrilla Marketing Strategy: How to Build a Competitive Edge, Feed Back & Suggestions on Student Project, Islamic Ethics for Entrepreneurial Marketing
  10. **E-Commerce and the Entrepreneur:** Factors to Consider before Launching into ECommerce, Ten Myths of E-Commerce, Strategies for E-Success, Designing a Killer Web

Site, Tracking Web Results, Ensuring Web Privacy and Security, Feed Back & Suggestions on Student Project.

11. **Pricing Strategies:** Three Potent Forces: Image, Competition, and Value, Pricing Strategies and Tactics, Pricing Strategies and Methods for Retailers, The Impact of Credit on Pricing

12. **Attracting Venture Capitalist:** Projected Financial Statements, Basic Financial Statements, Ratio Analysis, Interpreting Business Ratios, Breakeven Analysis, Feed Back & Suggestions on Student Project,

13. **Idea Pitching:** Formal presentation, 5-minutes pitch, funding negotiation and launching.

***Recommended Texts:***

1. Scarborough, N. M. (2011). *Essentials of entrepreneurship and small business management*. Publishing as Prentice Hall, One Lake Street, Upper Saddle River, New Jersey 07458..

***Suggested Readings:***

1. Burstiner, I. (1989). *Small business handbook*. Prentice Hall Press.

**Course Description:**

The Civics and Community Engagement course is designed to provide students with an understanding of the importance of civic participation, culture and cultural diversity, basic foundations of citizenship, group identities and the role of individuals in creating positive change within their communities. The course aims at developing students' knowledge, skills and attitudes necessary for active and responsible citizenship.

**Learning outcomes**

After completing this course, students will be able to

- Understand the concepts of civic engagement, community development, and social responsibility.
- Understand rights and responsibilities of citizenship
- Understand cultural diversity in local and global context
- Analyze the significance of civic participation in promoting social justice, equity, and democracy.
- Examine the historical and contemporary examples of successful civic and community engagement initiatives.
- Identify and assess community needs, assets, and challenges to develop effective strategies for community improvement.
- Explore the ethical implications and dilemmas associated with civic and community engagement.
- Develop practical skills for effective community organizing, advocacy, and leadership.
- Foster intercultural competence and respect for diversity in community engagement efforts.
- Collaborate with community organizations, stakeholders, and fellow students to design and implement community-based projects.
- Reflect on personal growth and learning through self-assessment and critical analysis of community engagement experiences.

**Course Content:****Introduction to Civics & Community Engagement**

- Overview of the course: Civics & Community Engagement
- Definition and importance of civics
- Key concepts in civics: citizenship, democracy, governance, and the rule of law □Rights and responsibilities of citizens

**Citizenship and Community Engagement**

- Introduction to Active Citizenship: Overview of the Ideas, Concepts, Philosophy and Skills
- Approaches and Methodology for Active Citizenship

**Identity, Culture, and Social Harmony**

- Concept and Development of Identity, Group identities
- Components of Culture, Cultural pluralism, Multiculturalism, Cultural Ethnocentrism, Cultural relativism, Understanding cultural diversity, Globalization and Culture, Social Harmony,
- Religious Diversity (Understanding and affirmation of similarities & differences)
- Understanding Socio-Political Polarization
- Minorities, Social Inclusion, Affirmative actions

**Multi-cultural society and inter-cultural dialogue**

- Inter-cultural dialogue (bridging the differences, promoting harmony)
- Promoting intergroup contact/ Dialogue
- Significance of diversity and its impact
- Importance and domains of Inter-cultural dialogue

**Active Citizen: Locally Active, Globally Connected**

- Importance of active citizenship at national and global level
- Understanding community

- Identification of resources (human, natural and others)
- Utilization of resources for development (community participation)
- Strategic planning, for development (community linkages and mobilization)

#### **Human rights, constitutionalism and citizens' responsibilities**

- Introduction to Human Rights
- Human rights in constitution of Pakistan
- Public duties and responsibilities
- Constitutionalism and democratic process

#### **Social Institutions, Social Groups, Formal Organizations and Bureaucracy**

- Types of Groups, Group identities, Organizations
- Bureaucracy, Weber's model of Bureaucracy
- Role of political parties, interest groups, and non-governmental organizations

#### **Civic Engagement Strategies**

- Grassroots organizing and community mobilization
- Advocacy and lobbying for policy change
- Volunteerism and service-learning opportunities

#### **Social issues/Problems of Pakistan**

- Overview of major social issues of Pakistani society

#### **Social Action Project**

#### **Recommended Books:**

1. Kennedy, J. K., & Brunold, A. (2016). *Regional context and Citizenship education in Asia and Europe*. New York: Routledge, Falmer.
2. Henslin, James M. (2018). *Essentials of Sociology: A Down to Earth Approach* (13<sup>th</sup> ed.). New York: Pearson Education
3. Macionis, J. J., & Gerber, M.L. (2020). *Sociology*. New York: Pearson Education

#### **Reference Books:**

1. Glencoe McGraw-Hill. (n.d.). *Civics Today: Citizenship, Economics, and Youth*.
2. Magleby, D. B., Light, P. C., & Nemacheck, C. L. (2020). *Government by the People* (16th ed.). Pearson.
3. Sirianni, C., & Friedland, L. (2005). *The Civic Renewal Movement: Community-Building and Democracy in the United States*. Kettering Foundation Press.
4. Bloemraad, I. (2006). *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*. University of California Press.
5. Kuyek, J. (2007). *Community Organizing: Theory and Practice*. Fernwood Publishing.
6. DeKieffer, D. E. (2010). *The Citizen's Guide to Lobbying Congress*. TheCapitol.Net.
7. Rybacki, K. C., & Rybacki, D. J. (2021). *Advocacy and Opposition: An Introduction to Argumentation* (8th ed.). Routledge.
8. Kretzmann, J. P., & McKnight, J. L. (1993). *Building Communities from the Inside Out: A Path Towards Finding and Mobilizing a Community's Assets*. ACTA Publications.
9. Patterson, T. E. (2005). *Engaging the Public: How Government and the Media Can Reinvigorate American Democracy*. Oxford University Press.
10. Love, N. S., & Mattern, M. (2005). *Doing Democracy: Activist Art and Cultural Politics*. SUNY Press.

Topic	Details
Objectives	<ul style="list-style-type: none"> <li>▪ Students will come to know about the real nature, significance and relevance of the Islamic beliefs in light of the text of the Holy Quran.</li> <li>▪ Students will seek knowledge of translation and transliteration of the Holy Book Quran.</li> <li>▪ To familiarize the students with the concept of Ibādah (Its significance, scope and relevance) and its types in Islam.</li> <li>▪ Students will learn literal and idiomatic way of translation of the Holy Book.</li> <li>▪ Students will learn about the polytheism and its incompatibility in Islam highlighted by the Holy Quran.</li> <li>▪ To highlight the significance of learning through using all human faculties provided by the almighty Allah and familiarize the students about condemnation of ignorance mentioned in the Quranic text.</li> <li>▪ To develop Awareness among the students about rights and duties of different circles of society in the light of Holy Quran.</li> <li>▪ To introduce the students to Quranic Arabic grammar in practical manner.</li> </ul>
Course Contents:	<p style="text-align: right;">○ ایمانیات اور عبادات</p> <p>اللہ پر ایمان، فرشتوں پر ایمان، رسولوں پر ایمان، آسمانی کتابوں پر ایمان یوم آخرت پر ایمان، تقدیر پر ایمان نماز، روزہ، زکوٰۃ، حج، جہاد ○ معاشرے کے حقوق</p> <ul style="list-style-type: none"> <li>• خاندان کی تشکیل</li> <li>• حق مہر</li> <li>• رضاعت و حمل</li> <li>• اولاد کو قتل کرنے کے ممانعت</li> <li>• شوہر کی نافرمانی</li> <li>• طلاق</li> <li>• بیوہ کی عدت کے احکام</li> <li>• نکاح کا پیغام بھیجنا</li> <li>• عورت کی وراثت (اس کے شوہر کی طرف سے)</li> <li>• والدین کے حقوق</li> <li>• بیویوں اور اولاد کے بیچ عداوت ○ خاندان کے حقوق</li> <li>• مہمان کی عزت</li> <li>• اجازت طلب کرنے کے اصول</li> <li>• مجلس کے آداب</li> <li>• تعاون اور بھائی چارہ</li> <li>• گروہ بندی</li> <li>• محبت</li> <li>• لوگوں کے درمیان صلح</li> <li>• عفو و درگزر، غصہ پر قابو اور معاف کرنا</li> <li>• شعوب و قبائل</li> <li>• لوگوں کے بیچ اختلافات</li> <li>• حمایت و نگہبانی</li> </ul>
Grammar:	□ قرآنی عربی گرامر کے اصول اور انکے اطلاقات (متن قرآنی پر اطلاق سے
	توضیحات )

<p>Details of Chapters and verse Numbers:</p>	<ul style="list-style-type: none"> <li>▪ منتخب آيات مع ترجمه وتجويد</li> <li>▪ البقره (( ٧١١، ٨٣٢، ٥٤، ٨١١، ٨٧٢، ٧٧١، ٥٤، ٧٤٣، ٨٥١، ٨١٧، ٨٢٤، ٣٥، ٨٢٤، ٧٤، ٧٨٢، ٨٤٣، ٢٢، ٢٨، ٧٨٢، ٨٢٤، ٨٤٢، ٧١١، ٧٣٢، ٧٢٢، ٨١١، ٧٢٥، ٧٢٣، ٨٧٢، ٧٤٢، ٧٢٢، ٨٥٧، ٨٨١، ٨٨٢، ٨٢١، ٨٨٢، ٨٨٢، ٨٣٧، ٨٣١، ٨٣٤، ٨٣١، ٢٨، ٧٢٥، ٨٣٣، ٧٢٨، ٧٢١، ٢٣</li> <li>▪ النساء (( ٢٤، ٢٨، ٤٢، ٧٣٢، ٢٢، ٢١، ٧٣، ٢٢، ٢٢، ٢١، ٢٢، ٢٢، ٧٨٢، ٧٢٧، ٣٤، ٨١، ٣٤، ٧٢٧، ٢، ٧، ٨١، ٧، ٣٥، ٧٧، ٥، ٧١٢، ٨٥، ٨٤، ٧٧، ٧٧، ٧٨٢، ٧٢٧، ٣٤، ٨١، ٣٤، ٧٢٧، ٢، ٧، ٨١، ٧، ٧٢، ٧٥٢، ٤٥، ٧٨٢، ٢٧</li> <li>▪ الانعام (( ٨٨، ٧٣١، ٢٨، ٧٥، ٧٣١، ٤٥، ٥٢، ٧٤٧)</li> <li>▪ آل عمران (( ٢١، ٣٢، ٢٤، ٧٨٤، ٢٥، ٧٥٥، ٧٢٢، ٧، ٧٢)</li> <li>▪ المائده (( ٤٥، ٨، ٢٨، ٧٢، ٣٢، ٢٨، ٨، ٤)</li> <li>▪ الاعراف (( ٣٤، ٧٢٢، ٧٢٢)</li> <li>▪ التوبه (( ٨١، ١٧، ٧٢)</li> <li>▪ بود (( ٧٨)</li> <li>▪ الزمر (( ٢)</li> <li>▪ النور (( ٤٥، ٨٢، ٤٨، ٨١، ٢١، ٨٢)</li> <li>▪ محمد (( ٣٣)</li> <li>▪ انفال (( ٢٨، ٨١)</li> <li>▪ الرعد (( ٣)</li> <li>▪ الطلاق (( ٥)</li> <li>▪ الحج (( ٤)</li> <li>▪ ابراهيم (( ٨٣، ٥٥)</li> <li>▪ الاسراء (( ٨٣، ٨٥)</li> <li>▪ الاحقاف (( ٧٤)</li> <li>▪ المومنون (( ٨١)</li> <li>▪ العنكبوت (( ٨٤، ٥٢، ٢)</li> <li>▪ النحل (( ٨٨)</li> <li>▪ لقمان (( ٧٤، ٥، ٧٥)</li> <li>▪ الاحزاب (( ٣٤، ٤١، ٣٢، ٥٢)</li> <li>▪ الشعراء (( ١)</li> <li>▪ الروم (( ٨٧)</li> <li>▪ مريم (( ٧٥، ٨٢)</li> <li>▪ المجادله (( ٧٨، ٧٧)</li> </ul>
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Academic writing is a formal, structured and sophisticated writing to fulfill the requirements for a particular field of study. The course aims at providing an understanding of the writer's goal of writing (i.e. clear, organized and effective content) and to use that understanding and awareness for academic reading and writing. The objectives of the course are to make the students acquire and master academic writing skills. The course would enable the students to develop argumentative writing techniques. The students would be able to the content logically to add specific details on the topics such as facts, examples and statistical or numerical values. The course will also provide insight to convey the knowledge and ideas objectively and persuasively. Furthermore, the course will also enhance the students' understanding of ethical considerations in writing academic assignments and topics including citation, plagiarism, formatting and referencing the sources as well as the technical aspects involved in referencing.

#### *Contents*

1. Academic vocabulary
2. Quoting, summarizing and paraphrasing texts
3. Process of academic writing
4. Developing argument
5. Rhetoric: persuasion and identification
6. Elements of rhetoric: Text, author, audience, purposes, setting
7. Sentence structure: Accuracy, variation, appropriateness, and conciseness
8. Appropriate use of active and passive voice
9. Paragraph and essay writing
10. Organization and structure of paragraph and essay
11. Logical reasoning
12. Transitional devices (word, phrase and expressions)
13. Development of ideas in writing
14. Styles of documentation (MLA and APA)
15. In-text citations
16. Plagiarism and strategies for avoiding it

#### *Recommended Texts*

1. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3<sup>rd</sup>ed.). Ann Arbor: The University of Michigan Press.
2. Bailey, S. (2011). *Academic writing: A handbook for international students*(3<sup>rd</sup>ed.). NYC: Routledge.

#### *Suggested Readings*

1. Craswell, G. (2004). *Writing for academic success*. London: Sage.
2. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
3. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association.

The main aim of this course is to introduce students to the technology behind the news creation process. This course will introduce digital storytelling on mobile platforms and the opportunity to learn the basics of the creation of news in a mobile technology environment. It will introduce the workflow for mobile video news production by explaining the possibilities and advantages of mobile journalism production. The course will introduce the use of mobile journalism equipment and apps through a set of practical filming and editing exercises. Identify and produce engaging multi-media news using the latest mobile media tools as more and more journalists are now using their smartphone as an electronic news gathering device. Online magazines and newspapers increasingly expect reporters to add multimedia content to their stories. This course will teach students how to record audio and how to shoot video using their smartphone. It is equally important to teach students about work ethics of mobile journalism as emerging practices that integrate the use of mobile technology to gather news and information generally follow traditional media ethics.

### *Contents*

1. Global adoption and influence of portable devices
2. Integration of mobile in daily lives
3. Influence of mobile on modern journalism
4. The MOJO workflow
5. Seven basic steps of mobile reporting
6. Creation and sharing of branded mobile journalism content
7. Use of mobile apps to make an audio or video documentary
8. Narrated photo essay
9. Tactile interaction and content: tap, flick, pinch, drag, etc.
10. Adaptive vs. Responsive Design and Mobile News Product Development
11. Shoot video and learn how to frame the subject correctly
12. Well established cinematography techniques
13. Record interviews and use a microphone to get the best sound
14. Good interview techniques and learn how to edit for the sound
15. Take photographs and learn how to use picture composition and the rule of thirds
16. Using audio recordings and photographs to create a slideshow
17. Launch video news stories online using social media and web sites.
18. Ethics of Mobile Journalism and Privacy Issues

### *Recommended Texts*

1. Adornato, A. (2017). *Mobile and social media journalism: A practical guide*. Washington: CQ Press.
2. Burum, I., & Quinn, S. (2017). *MOJO: The mobile journalism handbook*. London: Routledge.

### *Suggested Readings*

1. Hill, S., & Bradshaw, P. (2018). *Mobile-first journalism: producing news for social and interactive media*. London: Routledge.
2. Montgomery, R. (2018). *A field guide for mobile journalism*. London: Routledge.

This course is designed to introduce the students to the concept of broadcasting and its various aspects along with developing an understanding of the impact of digitization on broadcast industry. It will acquaint students to the fundamental knowledge about the digital media broadcasting. It will put students on the forefront of broadcasting technology and enable them to learn a broad range of digital broadcasting concepts, content, forms, trends and terminologies. It will also develop and extend students' creative potential and nurture their understanding along with learning the artistic, innovative, technological and management roles in the ever changing sector of digital media. They will learn the importance of quality audio and video work using current and evolving technologies while comprehending the production process for digital media. The course will provide a foundation using knowledge through which they will be able to describe, analyze and apply elements in the production process and help to develop proficiency in using current and evolving hardware and software applications later in their practical assignments.

### *Contents*

1. Introduction to digital broadcasting & interactivity
2. Interactive broadcasting media design and production
3. Multimedia storytelling
4. Working freelance in the creative media sector
5. Production fundamentals-I
6. Production fundamentals-II
7. Producing for digital media
8. Writing for digital broadcasting
9. The art of editing
10. Radio broadcasting/Podcasting
11. Digital television broadcasting
12. IPTV and its trends
13. Presentation techniques for broadcasting
14. Specialist subject investigation – research for the media industry
15. Factual production (documentary)
16. Performance capstone: Definition, concept and importance

### *Recommended Texts*

1. Pierson, J., & Bauwens, J. (2015). *Digital broadcasting: An introduction to new media*. London: Bloomsbury Academic.
2. Gitner, S. (2015). *Multimedia storytelling for digital communicators in a multiplatform world*. New York: Routledge.

### *Suggested Readings*

1. Hueth, A. C. (2019). *Scriptwriting for film, television and new media*. London: Routledge.
- Kindem, G., & Musburger, R. B. (2015). *Introduction to media production: The path to digital media production*. Massachusetts: Focal Press.

# SUMMER SEMESTER

**MCOM-6341**

**Internship**

**3(3+0)**

Students will get practical knowledge and hands on experience about different mechanics of the field. The goals of Internship in Communication & Media Studies include: integrate theory and research with practice; provide students with practical experience; allow students to explore a possible career; provide opportunities for students to assemble portfolios and help them develop professional contacts who can help them with their job searches after graduation; professional training and experience that will help students to build upon course work, acquire new skills in communication field; Mentorship by an employees who can offer students support and guidance. Students will join any of the following organization through physical or online means: public relations and/or marketing; planning, researching and/or organizing; reporting and/or editing; media production; advertising industry; training or selling and customer, client, employee or media relations. By the end of Internship, students will write a double-spaced, typed report of 1,200-1,300 words evaluating the internship experience. Report will include new skills acquired by students during the experience.

# **SEMESTER-V**

Have a Facebook account? What about Twitter? Whether you've already dipped your toes in the waters of social media or are still standing on the shore wondering what to make of it all, learning how to interact on various social media platforms is crucial in order to survive and thrive in this age of digital communication. In this course, you'll learn the ins and outs of social media platforms such as Facebook, Twitter, Pinterest, Google+, and more. You'll also discover other types of social media you may not have been aware of and how to use them for your benefit—personally, academically, and eventually professionally as well. If you thought social media platforms were just a place to keep track of friends and share personal photos, this course will show you how to use these resources in much more powerful ways.

1. Marketing and basic concepts.
2. Types and rules for marketing
3. Traditional and digital media marketing
4. Digital Marketing tools ( E.mail Marketing, vlog, display advertising,contentcreation,SEO,
5. Social media marketing plan
6. Social media specialist responsibility
7. Leveraging social media platforms for marketing(YouTube, LinkedIn, face book,Pinterest)
8. Free Lancing and marketing
9. Affiliate Marketing

*Recommended Books:*

1. Pullizzi. J (2020). Epic Content Marketing. Newyork: McGraw Hill.
2. Pete. A(2020)Best for Social Media Managers: Content Mavericks: How to Grow Your Business. London.

With the rise of the digital revolution, the mode of communication is changed drastically. The digital media has replaced traditional mass media which offers challenges and prospects to the existing modes of communication. This course intends to instil fundamental concepts of Public Relations, history, theoretical framework, and communication strategies by explaining the process and purpose of PR by connecting it to business, social, and environmental trends and values in the socially responsible digital world. With deeper dive through theoretical concepts, the students would be able to develop strategic communication skills for image building, crisis communication, and brand management through a multitude of digital platforms in achieving the goals and objectives of the corporate sector. Through the practical application of the concepts of digital corporate management communication, students will learn to design, plan, and execute digital public relations campaign with an integrated digital strategy utilizing multi-channel messaging tailored towards building relationships with public.

### Contents

1. Understanding Public Relations - Strategic Public Relations: A constantly evolving discipline
2. The History of Modern Public Relations: From Barnum to Lee, Bernays to Page, and other public relations pioneers
3. Ethics and Law in Public Relations
4. Foundations of Public Relations: Research and Theory
5. Implementing Strategic Communications Plan
6. Practicing Public Relations - Public Relations Writing: Persuasive and Audience Focused
7. Media Relations in a Digital World Social Media and Emerging Technologies
8. Corporate Social Responsibility and Community Relations
9. Employee Relations, Corporate Culture, and Social Responsibility
10. Corporate Communication and Reputation Management
11. Issues Management and Crisis Communication
12. Public Affairs, Government Relations, and Political Communications
13. International Public Relations and Public Diplomacy

### Project

While utilizing the concepts taught in the course, students would be required to launch a full-fledged Public Relations credited campaign on digital and social media platforms.

### Recommended Texts

1. Page, J. T., & Parnell, L. J. (2019). *Introduction to strategic public relations: digital, global, and socially responsible communication*. SAGE Publications.
2. Wilcox, D. L., Cameron, G. T., & Reber, B. H. (2015). *Public relations: strategies and tactics* (11th edition.). London: Pearson Education.

### Suggested Readings

1. Lloyd, J., & Toogood, L. (2014). *Journalism and PR: News media and public relations in the digital age*. Bloomsbury Publishing.
2. Quesenberry, K. A. (2019). *Social media strategy: Marketing, advertising, and public relations in the consumer revolution*. Rowman & Littlefield Publishers.

The main objective of the course is to prepare future journalists in accordance with today's newsroom requirement where the online and digital platforms are as important as traditional print or broadcast platforms. Students will learn the latest trends in multimedia storytelling and production. Build storytelling skills in each medium used for multimedia production. Learn how to use digital tools to collect audio, still photographs, video, text and graphics to accurately tell a story for online distribution. Apply online publishing skills to disseminate work. Digital journalism is very different from traditional journalism that was around as little as a decade ago. From the way, the news is captured to its reception by readers, students wishing to become journalists need to be familiar with many digital skills to compete with the competition. The present course will guide students toward the major developments in digital media and how these may influence the media and journalism field in the coming days.

#### *Contents*

1. What is digital journalism and its scope
2. Significance of digital journalism, introduction and overview
3. Prospects and challenges for digital journalism
4. How the digital media is replacing other media
5. How digital media is the future of journalism
6. Characteristics of digital journalism
7. Contents for news website: news stories, features & blogs, headline/ lead & summary
8. Writing for web, news story structure, inverted pyramid & 5Ws
9. Writing lively and tightly, editing web text, esthetic elements for web
10. Introduction to blogs, writing blogs, writing for twitter
11. Navigating the web, navigational scheme for digital newspaper or magazine
12. Recommended websites [www.Dawn.com](http://www.Dawn.com), [www.bbc.com](http://www.bbc.com), [www.cnn.com](http://www.cnn.com).
13. Recommended websites [ww.cbc.ca](http://ww.cbc.ca), [www.ctv.ca](http://www.ctv.ca), [www.thenews.com](http://www.thenews.com), [www.thestar.com](http://www.thestar.com)
14. Roles & responsibilities of web crew: Producer, reporter, writer & editor
15. Introduction to digital radio and digital television
16. Basic setup for digital radio/television
17. Creating the web, developing your website, creating the website storyboard
18. Features for news websites
19. Cyber Laws, ethics for web journalism, digital distribution systems and copyright issues
20. Marketing for the web, digital advertisement types

#### *Recommended Texts*

1. Athique, A. (2013). *Digital media & society: an introduction* (1<sup>st</sup> ed.). Cambridge: Polity.
2. Briggs, M. E. (2019). *Journalism Next: A Practical Guide to Digital Reporting and Publishing* (4<sup>th</sup> ed.). London: Sage.

#### *Suggested Readings*

1. Paulussen, S. (2012). *Handbook of global online journalism*. New Jersey: Wiley-Blackwell.
2. Felder, L. (2011). *Writing for the web: Creating compelling web content*. Indianapolis: New Riders Publishing.

The growth of the Internet continues to have a tremendous influence on business. Companies and organizations of all types and sizes are rethinking their strategies and how they run their operations. This new course challenges students to explore the realities and implications of internet business (i.e., e-commerce) from a marketer's perspective. Electronic Commerce provides an overview of the fundamental concepts of online marketing, creating a web site, gaining customers online. Business-to-consumer (B2C) and business-to-business (B2B) e-commerce markets are examined. The course introduces students to a wide range of electronic commerce issues for marketers, as a foundation for continual learning in the dynamic e-commerce environment. This course focuses on principles of e-commerce from a business perspective, providing an overview of business and technology topics, business models, virtual value chains and social innovation and marketing strategies. Besides, some of the major issues associated with e-commerce—security, privacy, intellectual property rights, authentication, encryption, acceptable use policies, and legal liabilities—will be explored

### *Contents*

1. Defining E-Commerce and E-business, Reasons for going Online
2. Differentiating between E-Business Categories, using the new Paradigm of E-business
3. Pure and Partial E-Commerce, Preparing the Online Business: Competitor Analysis on the Internet
4. The Fourth Channel, Paradigms in the New Economy
5. Driving Business Process Re-engineering, Designing, Developing and Deploying the System,
6. Supply Chain Management. Technical Infrastructure; Exploring the IT Infrastructure
7. Deciding on the Enterprise, Middleware, Choosing the Right Enterprise Application
8. Building the E-business applications, Marketing Strategies on the Web
9. Web Design, Attracting Visitors to your Site, Virtual Societies, Localization
10. Promoting your E-business, Banner and Campaigning, Online Measurement
11. Direct Marketing, Search Engine Optimization Technique
12. Interactive Communication Experiences: The Basics, Moderating Online Meetings
13. Internet Chat Solutions, Internet-based Training, Discussion Forums
14. Internet Information Security: Creating a Security Strategy
15. Cryptographic Tools, Applications of Cryptology, Privacy on the Internet
16. Security Threats in E-Commerce, Use of Third-Party Security Services
17. Paying Via the Internet: The Payment Business, Merchant Accounts
18. Shopping and ORM Solutions: Online Shopping, Shopping Solutions
19. Implications of the new Economy Electronic Software Distribution
20. Operational Resources Management, Policies, Standards and Laws: Internet Security Policies,
21. Standards for E-Commerce Infrastructure, Cyber Laws for Secure E-Commerce Transactions,
22. Privacy and Information Rights, Social, Legal and Ethical Issues in E-commerce

### *Recommended Texts*

1. Rayport, J. F., & Jaworski, B. J. (2002). *Introduction to e-commerce*. Boston: McGraw-Hill

### *Suggested Readings*

1. Varey, R. J. (2002). *Relationship marketing: dialogue and networks in the e-commerce era*. (1<sup>st</sup> ed.). Chichester: Wiley.

# **SEMESTER-VI**

Topic	Details
Objectives	<ul style="list-style-type: none"> <li>To introduce ethics and highlight its importance, need and relevance for individual and collective life.</li> <li>To illuminate the students with the Quranic norms of Morality i.e. truthfulness, patience, gratitude, modesty, forgiving, hospitality etc.</li> <li>To familiarize the students with immoral values like falsify, arrogance, immodesty, extravagance, backbiting etc.</li> <li>To inculcate ethical and moral values in our youth.</li> <li>To develop a balanced dynamic and wholesome personality.</li> <li>To introduce the students to Quranic Arabic grammar in practical manner.</li> </ul>
Course Contents:	<p>○ اخلاق (تعارف، ضرورت و اہمیت، اقسام، معنویت) ( اخلاق حسنہ :</p> <ul style="list-style-type: none"> <li>• برائی کو نیکی سے مٹانا</li> <li>• نیکی کے کاموں میں مسابقت</li> <li>• لوگوں کے درمیان صلح</li> <li>• عدل و انصاف</li> <li>• سچائی</li> <li>• ایثار</li> <li>• سلیم قلب</li> <li>• مہمان نوازی</li> <li>• لغویات سے اعراض</li> <li>• عاجزی و انکساری</li> <li>• نگاہ اور اوزار کو پست رکھنا</li> <li>• چال میں میانہ روی</li> <li>• شرمگاہوں کی حفاظت</li> <li>• صبر</li> <li>• شکر</li> <li>• امور میں میانہ روی اخلاق سنہ :</li> <li>• ظلم اور زیادتی</li> <li>• غرور و تکبر</li> <li>• نفسانی خواہشات کی پیروی</li> <li>• بدگمانی</li> <li>• جھوٹ</li> <li>• چغلی اور تہمت</li> <li>• تمسخر اور شیخی خوری</li> <li>• لہو و لعب</li> <li>• برے ناموں سے پکارنا</li> <li>• احسان جتانا اور تکلیف دینا</li> <li>• فضول خرچی اور حد سے بڑھنا</li> <li>• حسد اور تنگ دل</li> <li>• بے پردگی</li> </ul>
Grammar:	<p>□ قرآنی عربی گرامر کے اصول اور انکے اطلاقات (متن قرآنی پر اطلاق سے توضیحات)</p>
Details of Chapters and Verse Numbers:	<ul style="list-style-type: none"> <li>▪ منتخب آیات مع ترجمہ و تجوید</li> <li>▪ البقرہ (۷۷۸، ۸۵۴، ۲۳، ۷۲۸، ۷۱۸، ۷۴۸، ۷۱۸، ۴۸، ۷۴۳، ۷۱۱، ۸۴۱، ۷۸۴، ۸۸۸، ۸۱، ۱۱، ۷۲۸، ۷۵۲، ۷۲۱، ۷۱۲، ۸۲۵، ۸۲۳، ۸۲۸، ۸۷۸، ۲۱، ۸۳۷، ۷۱،</li> </ul>

٣٥، ٧٨٥، ٨٤٢، ٨١، ١٧، ٢٣، ٨٨٢، ٧٢٤، ١٢

- آل عمران (٧٤٥، ٧٥، ٨٥، ٧٢٤، ٧٣٨، ٧٥٢، ٧٣٥، ٧٥٤، ٧١، ٨١١، ٧٨٤، ٧٣٣، ٧٧٥، ٧١٥، ٧١٥، ٨٢، ١٢، ٧٥٧، ٧٥١، ٧٤٢)
- النساء (٧٣٤، ٨٣، ٨٨، ٧١٢، ٧١١، ٧١٤، ٤٥، ٨١، ٨١، ٧١٣، ٣٢، ٨٤، ٨٥، ٥١، ٤١، ٨٥)
- المائدة (٤٢، ٤١، ٢٣، ٧٣، ٢، ٥٧، ٧٢)
- النحل (٧٨٢، ٢١، ٧١٤، ٧٧٣، ٣١، ٧٨٢، ٧٨٤)
- الرعد (٨٤، ٨١، ٨٥، ٨٨، ٢)
- الاعراف (٣٧، ٢٢، ٤٧، ٧٥٢، ٥١، ٥، ٨١، ٧٥٥، ٧٢٢، ٢٤، ٢٧)
- القصص (٤٥، ٢٥)
- فصلت (٣٥)
- الانعام (٣٨، ١١، ١١، ٧٣١، ٧٤٤، ٧٢١)
- النمل (٢١، ٥٢)
- الحج (٣١، ٤٢، ٢١، ٢٢، ١١)
- الحجرات (٢، ٧٧، ٢، ٧٧، ٣، ٧٨، ٧٤، ٧١)
- الاحزاب (٨٣، ٤١، ٤٢، ٤٢، ٤٨، ٤٤، ٤٢، ٣٤، ٨٥، ٣٤)
- الحشر (٢)
- طه (١٨)
- الانعام (٧٢٥، ٧٥٧، ٧٧٢، ٧٤٧، ٢٣، ٧٨١)
- ق (٣٥)
- الانفال (٨١، ٥٢، ٢٧)
- الفتح (٧٤)
- يونس (٧١، ٧٢، ٧٨، ٢٢، ٨٨، ٨٨)
- الفرقان (٢٣، ٨٧، ٢١، ٢٣)
- النور (٨٣، ٢، ٥، ٣١، ٣٧، ٣٣، ٣٣، ٢٧، ٢٧، ٨٨)
- لقمان (٢، ٣٣، ٧٢، ٣٨، ٧٢)
- الاسراء (٣١، ٣١، ٧٧١، ٤، ٣١)
- المزمل (٧٢)
- المدثر (٢، ٥)
- المدثر (١٥)

- فاطر (٣٨)
- الفتح (٨٢)
- البلد (٧١)
- الزمر (٣، ٧١)
- الحجر (٢٤)
- النجم (٣٧)
- الرحمن (٢١)
- هود (٢، ٧١٨، ٣)
- الكهف (٨، ٤٢)
- الشورى (٣١)
- غافر (٨٢، ٨١)
- الحديد (٨١، ٨١)
- مريم (٤٢)
- النازعات (٥٧)
- التوبة (٢٤، ٢٥، ١١)
- الهمزة (٧)

The course is designed to introduce the students with the basics of changing landscape of advertising in the digital era. The students would learn how the digital revolution has transformed the traditional mode of advertising and opened avenues to the advertisers through digital and social media platforms. The course intends to elaborate the concept, types, modes and process of advertising in the digital age. Students will learn latest trends and practices associated with media planning and buying across the various media platforms, as well as advertising creative best practices. The course will enable the students to build knowledge structure about digital and social media advertising and execute their concepts by designing a campaign for social and digital media. Through practical application of the concepts, students will create effective consumer-targeted digital advertising campaigns across the ever-changing digital media landscape and explore how to plan, create, track, and optimize all types of digital advertising campaigns.

### *Contents*

1. Defining traditional advertising, key players in advertising, and historical background
2. Advertising in the digital age and its significance
3. Models and theories of digital and social media advertising
4. Process of digital advertising campaign strategy
5. Digital advertising technologies and platforms
6. Types of digital advertising
7. Digital copywriting
8. Designing creative content for social and digital media ads
9. Consumer behaviour and customer relationship management in the digital era
10. Targeting audience in the cyberspace
11. Digital Advertising pricing strategy
12. Media buying and planning for digital ads
13. Advertising and society: Impact and ethics for digital media

### *Project*

While utilizing the concepts taught in the course, students would be required to plan, design, and execute digital advertising campaign on digital and social media platforms.

### *Recommended Texts*

1. Einstein, M. (2017). *Advertising: What Everyone Needs to Know*®. Oxford University Press.
2. Gomes, E., Mish, S., & Rothman, D. (2015). *The definitive guide to digital advertising*. Marketo.

### *Suggested Readings*

1. Stokes, R. (2018). *eMarketing: The essential guide to marketing in a digital world* (6th edition). Red & YellowHoldings.
2. McStay, A. J. (2016). *Digital advertising*. Macmillan International Higher Education.

This course will teach students to optimize website content for the best possible search engine ranking. Students will learn the theory behind Google search and other search engine algorithms and how algorithms affect organic search results and websites. Building on this knowledge, students will learn the key elements for creating an effective SEO strategy, including how to select keywords and perform keyword research; consumer psychology and search behavior; and how to conduct on-page SEO analysis to identify opportunities to improve a website's search optimization. Students will build practical, real-world skills that they can apply to a career in digital marketing or online content development, including on-page and off-page optimization, optimizing for local and international audiences, conducting search-focused website audits, and aligning SEO with overall business strategies. This course enables students to understand the theoretical and practical aspects of the functions and attributes of search engines.

#### *Contents*

1. Basics of search engines
2. Basics of algorithms
3. Introduction to search engine optimization
4. SEO planning
5. Keywords research and planning
6. SEO friendly website design
7. SEO friendly website development
8. Content Marketing
9. SEO and social media
10. SEO tools
11. SEO and text
12. SEO and images
13. SEO and videos
14. On-Page SEO
15. Off-Page SEO
16. Traffic, Indexing and ranking

#### *Recommended Texts*

1. Enge, E., Spencer, S., & Stricchiola, J. (2015). *The art of SEO: mastering search engine optimization*. Massachusetts: O'Reilly Media, Inc.
2. Clarke, A. (2017). *SEO 2017: learn search engine optimization with smart internet marketing strategies*. Washington: CreateSpace Independent Publishing.

#### *Suggested Readings*

1. Clay, B. (2015). *Search engine optimization all-in-one for dummies*. (3rd ed.). NYC: Wiley.
- Jantsch, J. & Singleton, P. (2016). *SEO for growth: the ultimate guide for marketers, web designers & entrepreneurs*. London: Duct Tape Press.

This course provides an overview of the important phenomena of Development Communication, in general. The course will interpret and analyze the role of digital media in highlighting various types of development in society. It highlights the use of social media and its capacity to bring change in order to bring benefit to the public. In addition to this, the course also focuses on the political aspect which can be supported through social media. It covers launch of campaigns, movements, protests, advertisement and much more. Therefore, this will help students gain an understanding of how social media have been used by the world to carry out movements or campaigns. After studying this course, students will be able to have a better insight in Development Communication and will analyze the nature and treatment of media contents on development issues. Through this, they will learn how they can make an effective use of social media in order to bring social, cultural, political or economic change by using various tools and techniques in order to achieve the goals.

#### Contents

1. Basic concept of development communication
2. Development journalism and development support communication
3. Concept, levels and sources of change
4. Paradigm of development communication
5. 10 new paradigms of communication in digital age
6. Diffusion of innovation theory
7. Social media and social change
8. Social media and political change
9. Activism
10. Digital activism and its tools
11. Online activism
12. Online activism and offline action
13. Role of social media in bringing change (movements in the world)
14. 7 Stages of social media campaign
15. Mobile campaigning
16. Elements of mobile campaign
17. Designing campaigns for social media
18. Challenges in civic social media

#### Readings

1. Robertson, S. (2018). *Social media and Civic Engagement: History, Theory and Practice*. Morgan and Claypool publishers.
2. Wessels, B. (2018). *Communicative Civic-ness: Social Media and Political Culture*. Routledge (1<sup>st</sup> ed).
3. Loader, B. (2007). *Young Citizens in the Digital Age*. Routledge (1<sup>st</sup> ed).
4. Lievrouw, P. (2011). *Alternative and Activist New Media*. Polity Press (1<sup>st</sup> ed).

The course introduces students with the complete process of web system specifications, formats, design, testing, and prototyping, including the tools and techniques for integrating multimedia content into a product. Web systems offers many career paths that can lead to occupations in such fields as web development, web design, and project management. To become competent in the field, however, you need to learn the fundamental web concepts first. The course builds a foundation for success in the discipline of web system and technology by introducing you to the web building blocks of text, images, sound, animation, and video while going one step further to develop an understanding of the process of making websites.

#### *Contents*

1. Overview of WWW, Web Pages, Web Sites, Web Applications, TCP/IP, TCP/IP Application, Services, Web Servers, WAMP Configuration.
2. Introduction to HTTP, HTML & HTML5 Tags, and Dynamic Web Content.
3. CSSC and CSSC3
4. Client Side Programming: Programing in JavaScript: Basics, Expressions and Control Flow, Functions, Objects, and Arrays, Accessing CSSC from JavaScript
5. Form Handling
6. Server Side Programing: Programing in PHP
7. Introduction MySQL, MySQL Functions, Accessing MySQL via phpMyAdmin,
8. Cookies, Sessions, and Authentication
9. Introduction to Ajax, jQuery, Browsers and the DOM [W3 Schools Tutorial]
10. Designing a Social Networking Site

#### *Recommended Texts*

1. Learning PHP, MySQL, JavaScript, and CSSC, A Step-by-Step Guide to Creating Dynamic Websites by Robin Nixon, O'Reilly Media; Sixth Edition (2021). ISBN-978: 1492093824
2. Web Technologies: A Computer Science Perspective by Jeffrey C. Jackson, Prentice Hall; 1st Edition (2006). ISBN-10: 0131856030

#### *Suggested Readings*

1. Web Technologies by Uttam Kumar Roy, Oxford University Press, USA (2011). ISBN-10: 0198066228
2. Web Application Architecture: Principles, protocols and practices by Leon Shklar and Richard Rosen, Wiley; 2nd Edition (2019). ISBN-10: 047051860X

# SEMESTER-VII

The rapid growth of social media has given the mass consumers a powerful tool to create knowledge and propagate opinions. At the same time, social media has created an unprecedented opportunity for companies to engage real-time interactions with consumers. In addition, the size and richness of social media data has provided companies an unusually deep reservoir of consumer insights to transform the business and marketing operations. The social media analytics course will enable students to grasp the analytics tools to leverage social media data. The course will introduce tools such as engagement analytics, sentiment analysis, topic modeling, social network analysis, identification of influencers and evaluation of social media strategy. It will involve lots of hands-on exercises. After the course, students will be able to understand and apply key concepts in social media metrics; understand and apply social media analytics tools; collect social media data; Monitor consumers and competitors and glean deeper consumer insights based on advanced social media data modeling; develop social media strategy and measure social media campaign effectiveness and make better business decisions by leveraging social media data.

### Contents

1. Introduction to Social Media Analytics
2. Monitoring Customer Engagement in Social Media
3. Introduction to Social Network Analysis and Metrics
4. Accessing social media data and understand the ethical implications of doing this
5. Applying digital methods to recognise and explain the significance of patterns in social data
6. Drawing relevant conclusions about social media
7. Identifying Influencers in Social Network
8. Structured and Unstructured Data
9. Installation and configuration of Python and R
10. Data Collection APIs for twitter, Youtube etc
11. Keyword search methods and selection of keywords for topic
12. Statistical tools for data processing and analysis
13. Identifying Opinions through Sentiment Analysis and Topic Modeling
14. Creating data visualisations and use them to identify features of social networks

### Readings

- Textbook: Szabo, G., G. Polatkan, O. Boykin & A. Chalkiopoulus (2019), *Social Media Data Mining and Analytics*, Wiley, ISBN 978-1-118-82485-6
- Lee, I. (2017) Social Media Analytics for Enterprises: Typology, Methods and Processes, *Business Horizons*, 61(2), 199-210, retrieved from <https://www.sciencedirect.com/science/article/pii/S000768131730157X>
- Libert, K. (2016), Your Network Structure Matters More than its Size, *Harvard Business Review*, retrieved from <https://hbr.org/2016/02/your-networks-structure-matters-more-than-its-size>
- Social Media Metrics, the Beginner's Guide, Hootsuite, retrieved from <https://hootsuite.com/resources/getting-started-with-social-media-metrics>

This course is designed to develop an understanding of students about the importance and need for International Communication. Global politics over global communication environment has changed the dynamics of International Communication. This course is emphasizing on International Communication and Development, social and political theories of International Communication, how global empires change the entire scenario of International Communication, IC in the internet age, and how industrialized countries are having a monopoly over hyper-reality and how it shapes the global communication.

*Contents:*

1. Introduction: Need and Significance of International communication:
2. Dimensions of IC in various disciplines; International Community; Communication and empires.
2. International Communication and Development: Free Flow of Information; The MacBride Commission; NWICO; Opposition to NWICO.
3. Creating global communication Infrastructure: The privatization of telecommunications; Free trade-in communication; Liberalization of the telecom sector; Privatizing space - the final frontier Key players in the global satellite industry; The world of telecommunications; Implications of a liberalized global communication regime.
4. Convergence: Globalization and Cultural imperialism; Media, politics, and economy in perspective of political economy concepts; Global news and information networks; Setting the global news agenda; Globalization and its impact on health, crime, knowledge, peace and poverty.
5. Global Media Conglomerates and International Communication: News Corporation; Walt Disney; SONY; Warner's Brothers.
6. International communication in the internet age: The dawn of internet age; The global digital divide; The internet and political packaging; Chinas peaceful rising and global communication; Globalization and technology determinism; Globalization and world Media system;

*Recommended Books:*

1. Bein, A., Peake L. (2017). *Urbanization in a Global Context* (Oxford: Oxford University Press).
2. Castells M. (2017). *Another Economy is Possible: Culture and Economy in a Time of Crisis* (Cambridge: Polity).
3. Hamid, Mowlana (2015). *International communication; A selected bibliography* (Ed), Kendall/Hunt Pub. Co
4. Herman, Edward S., and Robert Waterman McChesney (2015). *The global media: The new missionaries of corporate capitalism* (Ed). London: Cassell.
5. Thussu, D. K. (2017). *International Communication*. London: Sage Inc.

This course will teach students to understand search engine algorithms and how algorithms affect organic search results and websites. Search engine marketing is a part of internet marketing, and it has an important place in positioning websites online and reaching online consumers. The focus of this course will be paid reach used in search engine marketing, and how to organize campaigns using advertising programs. However, the free reach will also be mentioned, as it does make up a part of search engine marketing in general. This course will also lead students step by step through the process of creating a campaign, creating an ad group and finally creating an ad, as well as tips on how to optimize the campaign and how to track the campaign in order to increase its performance. After completing this course students will be able to design and develop search engine marketing campaigns and run it on various search engine platforms independently.

### *Contents*

1. Basics of web search
2. Basics of search engines
3. Basics of algorithms
4. Search marketing
5. How searcher work
6. Keywords research and planning
7. Website design and development
8. Websites functions and success
9. Website contents
10. Search marketing strategy
11. Search marketing campaign
12. Traffic, indexing and ranking
13. Content Optimization
14. Website links
15. Optimize paid search
16. SEM and social media

### *Recommended Texts*

1. Moran, M. & Hunt, B. (2016) *Search engine marketing, Inc.* Toronto: IBM Press
2. Balestrino, J. (2019). *Search Engine marketing for ecommerce businesses.* Washington: Independently published

### *Suggested Readings*

1. Ash, T. Ginty, M. & Page, R. (2019). *Landing page optimization: the definitive guide to testing and tuning for conversions.* NYC: Wiley.

Media economics involves the application of economic concepts and theories of media research. This course provides an introduction to media economics and its application in new media studies. Special attention is given to the structure, behavior, and performance of media operations; audience behavior and preferences; competition; and social implications. Students will develop an economic view of the role, function, and strategies of new media in the global marketplace. We will also review existing research and compare the mainstream mass communication approach with the media economics' approach. Students will design/conduct a research project of their own. After this course the students will be able to; comprehend media economics with social sciences and will relate how media economists think; how media economics informs decision-makers in the advertising and related industries. They will also understand the hierarchies of media industries and how it functions and how it generates revenues. Moreover, this course will develop media product development ability among students that how convergence can create a media product more viable for revenues.

### *Contents*

1. Overview of the course; why media economics; economics as King of social science?
2. What social scientists should do; how economists think; how media economics informs
3. Economic concepts: demand, supply and markets
4. More economic concepts: Consumer behavior, production, cost, revenue
5. Theory of the firm, industrial organization model; market structure and competition
6. Media financing and the capital market
7. Advertising
8. What would Google do?
9. Internet audience measurement
10. What's new about new media? What's NOT new about new media research?
11. The larger picture: Attention economy
12. Disruptive technologies
13. Free vs. fee debate
14. Is the future online?
15. Web 2.0 and its implications; the long tail
16. New developments in behavioral economics

### *Recommended Texts*

1. Albarran, A. B. (2016). *The media economy*. London: Routledge.
2. Doyle, G. (2013). *Understanding media economics* (2<sup>nd</sup> ed.). New York: Sage.

### *Suggested Readings*

1. Hoskins, C., McFadyen, S., & Finn, A., (2010). *Media economics: Applying economics to new and traditional media*. New York: Sage.
2. Robert, P. (2008). *The economics of financing of media companies*. New York: Fordham University Press.

This course will introduce development of the high-quality mobile apps. Android is one of fastest growing mobile application development platform on the markets. Now a day's android is most powerful technology in mobile devices, Objective have technology experts who believe in delivering high performance services to match our clients demand for quality focus and cost effectiveness and turnaround time. Develop mobile applications using current software development environments. Compare the different performance tradeoffs in mobile application development. Students are expected to work on a project that produces a professional-quality mobile application. Projects will be deployed in real-world applications. Course work will include project conception, design, implementation, and pilot testing of mobile phone software applications, using weight loss and physical activity motivation health applications as the target domain.

### *Contents*

1. A Little Background. What It Isn't. An Open Platform for Mobile Development. Native Android Applications. Android SDK Features. Introducing the Open Handset Alliance. What Does Android Run On? Why Develop for Android? Introducing the Development Framework. What Comes in the Box? [TB1: Ch 1 TB2: Ch 1].
2. Developing for Android. Developing for Mobile Devices. To-Do List Example. Android Development Tools. [TB1: Ch 2]
3. What Makes an Android Application? Introducing the Application Manifest. Using the Manifest Editor. The Android Application Life Cycle. Understanding Application Priority and Process States. Externalizing Resources. A Closer Look at Android Activities. [ TB1: Ch 3]
4. Fundamental Android UI Design. Introducing Views. introducing Layouts. Creating New Views. Creating and Using Menus. [ TB1: Ch 4].
5. Introducing Intents. Introducing Adapters. Using Internet Resources. Introducing Dialogs. Creating an Earthquake Viewer. [ TB1: Ch 5].
6. Android Techniques for Saving Data. Saving Simple Application Data. Saving and Loading Files. Databases in Android. Introducing Content Providers. [ TB1: Ch 6]
7. Saving and Loading User Preferences, Persisting Data to Files, Creating and Using Databases. [ TB1: Ch 6].
8. Using Location-Based Services. Setting up the Emulator with Test Providers. Selecting a Location Provider. Finding Your Location. Using Proximity Alerts. Using the Geocoder. Creating Map-Based Activities. Mapping Earthquakes Example. [ TB1: Ch 7].
9. Introducing Services. Using Background Worker Threads. Let's Make a Toast. Introducing Notifications. Using Alarms. Using Alarms to Update Earthquakes. [TB1:Ch 8]
10. Peer-to-Peer Communication. Introducing Android Instant Messaging. Introducing SMS. [ TB1:Ch 9 TB4:Ch 8].
11. Accessing Android Hardware. Using the Media APIs.Using the Camera. Introducing the Sensor Manager. Using the Accelerometer and Compass. [TB1:Ch 10].
12. Android Telephony. Using Bluetooth. Managing Network and Wi-Fi Connections. Controlling Device Vibration. [TB1:Ch 10].
13. Creating Your Own Services, Establishing Communication between a Service and an Activity, Binding Activities to Services, Understanding Threading. [TB1: Ch 11].
14. Consuming Web Services Using HTTP, Accessing Web Services Using the Get Method, Consuming JSON Services, Sockets Programming. [Tb4: Ch 10].
15. Creating Your Own Services, Establishing Communication between a Service and an Activity, Binding Activities to Services, Understanding Threading. [Tb4: Ch 11] .
16. Publishing Android Applications, App store [TB4: Ch12].

### *Recommended Texts*

1. Professional Android application development, Reto Meier, Wrox Programmer to Programmer, 2015.[TB]
2. iOS Programming: The Big Nerd Ranch Guide, Conway, J., Hillegass, A., &Keur, C., 5th Edition, 2014.

### *Suggested Readings*

1. Android Programming: The Big Nerd Ranch Guides, Phillips, B. & Hardy, B., 2nd Edition, 2014
2. Beginning Android 4 Application Development by Wei-Menge Lee, John Wiley & Sons, 2012

# **SEMESTER-VIII**



■ الكهف (٤٧، ٧١٢، ٥١، ٣٨، ٥٤، ٧١، ٥٤)

■ الجاثية (٤)

■ فاطر (٨١، ٧٨، ٧٣)

■ العنكبوت (٨١، ٢٣، ٥٧)

■ الروم (٤١)

■ الاسراء (١١، ٢٢)

■ الرعد (٨)

■ السبا (٧١، ٣، ٨٨)

■ يونس (٢٢، ٧١٧، ٨٥، ٨٥، ٤، ٨٨)

■ يوسف (٢٥، ٧٥)

■ الفرقان (٢٨، ٤٣)

■ لقمان (٨٢، ٧٢)

■ طه (٧٧٥، ٤٣)

■ النحل (١٤، ٧٧، ٢٧، ٥٢، ١٢، ٢٢، ٢٢، ٧٧٤، ٢، ٢)

■ النمل (٢٥، ٢٥، ٢٢، ٢١، ٢٨، ٧٢، ٧١، ٧٢)

■ السجده (٨١)

■ الحديد (٢)

■ هود (٥٣، ٢)

■ يسين (٣١، ٥٧)

■ الروم (٣٢، ٣٢، ٤١، ٧٢، ٨٥، ٥٢)

■ فصلت (٣٢، ٣٢)

■ الحج (٢٧، ٢٤، ٨٨، ١٣)

■ الحجر (٧٢، ٨٨)

■ الانبياء (٣٧، ٣١، ٥١)

■ الزاريات (٥١)

■ الزلزله (٧)

■ القصص (١٢، ١٢، ٢١، ٢٧، ٢٨)

■ النور (٣١، ٨٨، ٨٨، ٥١، ٥٤، ٥٣)

■ الجمعة (٧٧، ٢٨، ٧١، ٧٧، ٤)

■ القمر (١)

■ الواقعة (٢٢)

■ الفاطر (٨١، ٧٣)

■ الملك (٧٢)

■ الصف (٧١)

■ الجن (٧٣)

■ الشورى (٨٢)

■ الزخرف (٧٧)

■ الفيل (٧)

This course will impart advanced knowledge of how social media shape things and how political powers are exercised in today's turbulent world. Information warfare is an operation conducted in order to gain an information advantage over the opponent. It consists in controlling one's own information space, protecting access to one's own information, while acquiring and using the opponent's information, destroying their information systems and disrupting the information flow. Information warfare is not a new phenomenon, yet it contains innovative elements as the effect of technological development, which results in information being disseminated faster and on a larger scale. At present, interest in information warfare has significantly increased. Through this course students will learn current state of social media propaganda and information warfares.

1. Introduction of information warfare
2. Cyber Attacks
3. Social cyber-attacks, by creating in people's minds a specific image of the world.
4. How Internet enhances and expands the possibilities of data acquisition, information defence
5. Information disruption
6. Troll factories –employing people who post comments on the Internet in line with the goals
7. Fake profiles in social media.
8. Bots – programs sending out messages automatically
9. Fake news – messages intended to mislead media users.
10. The signs of propaganda and disinformation
11. concept of Information bubble (echo chamber).
12. Algorithms regulating social media.
13. 5<sup>th</sup> Generation war concept and relevance to the youth.
14. Political Propaganda & Social Media
15. Case Studies on information wars and cyber attacks
16. Manipulation and monovouring of the information to achieve targets.
17. State Agencies's role in Infoganda

#### *Recommended Texts*

- Aro, J. (2016), *The Cyberspace War: Propaganda and Trolling as Warfare Tools*, European View, (15), 121–132.
- Ohlin, J.D., Govern, K., Finkelstein, C.O. (Eds.) (2015), *Cyberwar: Law and Ethics for Virtual Conflicts*, Oxford University Press, Oxford.

#### *Suggested Readings*

- Macdonald, S. (2006), *Propaganda and Information Warfare in the Twenty-First Century: Altered Images and Deception Operations*, Routledge, London – New York.
- Thomas, T. (2014), *Russia's Information Warfare Strategy: Can the Nation Cope in Future Conflicts?*, *The Journal of Slavic Military Studies*, (1), 101–130.
- Thornton, R. (2015), *The Changing Nature of Modern Warfare. Responding to Russian Information Warfare*, *The RUSI Journal*, (4), 40–48

The course is designed to help students understand the principles and practices of marketing communications, involving tools used by marketers to inform consumers and to provide a managerial framework for integrated marketing communications planning. The course focuses on the development and utility of marketing plan, creative strategy, and creative brief for the promotion of brand image or concept that is cohesive across multiple media and speaks to the intended target. The course intends to students will develop comprehension about the marketing communications process, its influence on consumer decision making, and how to develop promotional strategies. The students will examine how integrated marketing communications help to build brand identity and brand relationship, and create brand equity through brand synergy. Moreover, students will be able to choose a marketing communications mix to achieve the objectives of the IMC campaign plan and develop an integrated cross-media strategy and creative message and concept to reach the target audience and deliver the brand promise through an IMC campaign.

#### Contents

1. Introduction to integrated marketing communication: Definitions, implementation, and tools of IMC
2. Integrated marketing communication: History and current state
3. Research in Integrated marketing communication and marketing analysis
4. IMC Planning: Determining Objectives, Situation Analysis and Market Segmentation
5. Marketing Communication Mix: Advertising, Public Relations, Sales Promotions, Digital marketing and personal selling
6. Branding and Positioning in IMC
7. Creative Strategy: Creative Process and message strategies
8. Consumer empowerment theory and frameworks for consumer behaviour and decision making
9. Media Strategy: Developing and implementing media plans for IMC
10. IMC Campaigns: Development, planning and execution
11. The strategic use of alternative media in IMC
12. IMC and Measuring Effectiveness
13. Social, ethical and regulatory aspects in IMC

#### Recommended Texts

1. Blakeman, R. (2018). *Integrated marketing communications: Creative strategy from idea to implementation*. (3rd ed.). Rowman & Littlefield.
2. Percy, L. (2018). *Strategic integrated marketing communications*. (3rd ed.). Routledge.

#### Suggested Readings

1. Belch, G., Belch, M., Kerr, G., Powell, I., & Waller, D. (2020). *Advertising: An integrated marketing communication perspective* (4th ed.). McGraw-Hill Education.
2. Guolla, M., Belch, G., & Belch, M. (2017). *Advertising & promotion: An integrated marketing communications perspective*. (11th ed.). McGraw-Hill Ryerson Limited.

In this course the student will gain a broad understanding of modern computer programming. Students will acquire introductory skills in problem analysis, solution design, and program construction. Through practical programming activities, the student will gain an appreciation of the nature and history of computer programming. Student will also gain hands on practical skill of problem solving by using computer programming languages. Upon successful completion of this course, students will able to understand how data are represented, manipulated, and stored in a computer. In this course we will Categorize different programming languages and their uses. Use, implement, and evaluate fundamental data structures and associated algorithms; create, implement, debug, and evaluate algorithms for solving substantial problems, including recursive, using divide-and-conquer and via decomposition; select and implement an abstract data type for a given problem. Students will also Develop, understand, test, and evolve substantial programs using a modern IDE, and associated configuration tools.

### *Contents*

1. Introduction, Introduction to Computer Programming: Machine Languages, Assembly Languages and High-Level Languages. History of C, C Standard Library, Typical C Program Development Environment, Memory Concepts, white spaces, comments. [Ch. 1]
2. Principles of Structured and Modular Programming: Algorithms, Pseudo code, flowchart representation. Basic Data Types (variables, constants). [Ch. 2]
3. Unary (increment/decrement) and Binary (arithmetic, relational, arithmetic assignment) operators. Arithmetic (Expression) in C. C Programming Basics: Programming Practices, Summary. [Ch. 1, 2, 3]
4. Decision Statements: if statement, if-else statement, Multi if-else-if statement. Decision Statements: Nested if-else statements, Switch Statement. [Ch. 3]
5. Decision Statements: Conditional operator, Logical Operators, Programming Practices, and Summary. Program Control: Repetition Essentials, Counter-Controlled Repetition. for loop. [Ch. 3]
6. Loops: while loop, do while loop [Ch. 4]
7. Nested loop structures. Other Control Statements, break and continue Statements, Logical Operators, Confusing Equality (==) and Assignment (=) Operators. Programming Practices, Summary. [Ch. 4]
8. Arrays: Defining Arrays, Array Examples (finding max, min value from the array). Searching techniques (linear search, Binary search). Sorting Arrays: selection sort, bubble sort. Case Study: Computing Mean, Median and Mode Using Arrays. [Ch. 6]
9. Strings: String Library Functions Characters and Strings: Fundamentals of Strings and Characters. Strings: Character-Handling Library, Programming Practices, Summary. [Ch. 8]
10. Functions: Function declaration, definition, Passing Arguments to functions, Returning values from functions. Functions: Arguments pass by reference and pass by copy. [Ch. 8]
11. Functions: Passing arrays and strings to functions. Functions: Inline functions, Default arguments, Local and global variables, Summary. [Ch. 8]
12. Pointers: Pointers and their purpose. Pointer expressions. Pointers: Pointers and arrays, Pointers in functions. [Ch. 8]
13. Pointers: Static and dynamic memory allocation, Memory Management using Pointers. Problems with pointers, program practice, Summary.[Ch. 8]

14. Structures: Purpose, Defining structures, Initializing Structures, Accessing Structure Members. Example (complex number or Time). Structures: Passing Structures to functions, Structures using pointers,
15. File Processing: Data Hierarchy, Files and Streams, Creating a Sequential-Access File, Reading Data from a Sequential-Access File. File Processing: Random-Access Files, Creating a Random-Access File, Writing Data Randomly to a Random-Access File, Reading Data from a Random-Access File. [Ch.10]

Revise + Lab Exam discussion, Class discussion

#### *Recommended Texts*

1. Deitel, P. J., & Deitel, H. M. (2008). *C++ how to program*. New York: Pearson Prentice Hall.
2. Kochan, S. G. (2011). *Programming in objective-C*. Boston: Addison-Wesley Professional.

#### *Suggested Readings*

1. Nickols, F., & Lin, Y. J. (2019). *Precision programming of roving robots*. New York: ASME.

The aim of the Social Media Capstone course is to prepare students to master the elements of a social media campaign using principles and strategies of public relations, advertising, and branding. The Capstone is one of the final academic opportunities for students. It will help students to apply their accumulated knowledge and skills and to further prepare them to excel in a professional setting. The course is designed from a professional perspective and makes use of extensive real-life situations and examples. Students will apply social media skills to an existing marketing and branding challenge and/or opportunity identified by a company or organization. Working individually and with feedback from course instructor, students will identify, research, and analyze a real communication issue or opportunity and then plan an appropriate response. Students will build this social media campaign throughout the first half of the semester, completing various assignments, meeting deadlines and refinement of plan. After this, students will implement Social Media Plan for your client, monitoring and analyzing results. Near the end of the semester, students will have a well-researched, insightful and creative plan and implemented content that illustrates how social media will lead to positive outcomes. This is a demanding but exciting and intellectually rewarding opportunity to apply social media skills and knowledge students have acquired throughout their coursework. Primary course focus is on creating a comprehensive communication campaign, there will be class assignments and discussions to evaluate student's knowledge of specific concepts relevant to social media marketing and branding. This course is conducted in a combination of live classes and as asynchronous interaction online. This format mirrors how professional, global public relations, branding, and advertising teams increasingly are assembled across geographies and time zones, countries and cultures, working together using digital and online technologies. The course is centered on learning needs as this course requires graduate-level thinking, analytical skills and maturity. The Capstone is "learning in action."

**Minor-1**  
**Broadcast Media**

The course will impart the elements of selection, writing, editing, compiling and presenting news for radio. It will be a practical course and students will be expected to produce and present an entire news bulletin. This will help them to develop their skills regarding how news is produced in practical fields and what challenges they need to face while composing, compiling and producing particular pieces of news content. Apart from producing news, the students will also be able to work in an environment where they will be bound to follow the rules as followed in media outlets. Evaluate and critique broadcast and production practices both holistically and in terms of their parts, namely: audio, video, scripting, production, and editing. Write effectively for broadcast media as well as other forms and styles appropriate for the communications professions and audiences they serve. Demonstrate competency in shooting and editing video in the field and studio, using professional-level equipment and non-linear editing systems. Demonstrate proficiency in recording and editing for audio productions. Produce sophisticated deliverables for clients in a variety of areas, namely: corporate/industrial, informational/educational, and commercial/promotional.

#### *Contents*

1. Radio News Departments
2. Radio Newscast
3. Radio News Anchor and Reporter
4. Types of Radio News
5. Determining News Values
6. News Sources
7. Storytelling
8. Reporting
9. Writing and Producing News Package
10. Broadcast Interviews
11. Sound Recording
12. Laws and Ethics
13. Introduction to Audio Editing
14. Editing Software and Sound Effects
15. Hands on Practice at University Campus Radio

#### *Recommended Texts*

1. Barnas, F. (2017). *Broadcast news writing, reporting, and producing* (7<sup>th</sup> ed.). UK, Abingdon: Routledge.
2. Hillard, R. (2014). *Writing for television, radio, and new media* (11<sup>th</sup> ed.). Boston: Cengage Learning.

#### *Suggested Readings*

1. McLeish, R., & Link, J. (2015). *Radio production* (6<sup>th</sup> ed.). UK, Abingdon: Routledge.
2. Stewart, P., & Alexander, R. (2015). *Broadcast journalism: Techniques of radio and television news* (6<sup>th</sup> ed.). UK, Abingdon: Routledge.

This course is aimed to introduce students to current ideas and skills used in television journalism. The students will learn about how the broadcast news industry operates. It also develops students' audio and video news reporting skills by using industry equipment and software. The students will be able to analyze the concepts of broadcast news reporting and their role in the production of video stories. They will also be able to understand equipment operation and editing skills to produce television news reports. The course will enable them to know about the process of how to collect local, national and international news through interviews, investigation and observation, attending public events, seeking out records, and reviewing written work. The students will also get an acquaintance about receiving, analyzing, selecting, verifying and assembling information along with developing skills for researching and reporting on story developments. They will also understand the importance of teamwork and how liaison is created within production staff for producing and presenting news. They will be taught the technical aspects of cameras, lights and microphones and shooting and editing of news films and their placement in the news bulletin, besides the use of the live inserts and sound bites.

### *Contents*

1. Types and Formats of Television News
2. Writing Broadcast News
3. Ad- Lib Situation within Broadcast News
4. Television News Production Team
5. Television News Reporter
6. Field Reporting and Techniques of Shooting Television News
7. Writing and Producing TV News Package and Reports
8. Live Stand-Up and Beepers
9. Interviews
10. ENG Van: Working and Technologies
11. Ethics in TV News Reporting
12. Editing in TV News

### *Recommended Texts*

1. Barnas, F. (2017). *Broadcast news writing, reporting, and producing* (7<sup>th</sup>ed.). London: Routledge.
2. Shook, F., & Larson, J. (2017). *Television field production and reporting: A guide to visual storytelling* (7<sup>th</sup>ed.). London: Routledge.

### *Suggested Readings*

1. Cappe, Y. (2006). *Broadcast basics: A beginner's guide to television news reporting and production*. Oregon: Marion Street Press.
2. Schultz, B.E. (2005). *Broadcast news producing*. California: Sage.
3. Stewart, P., & Alexander, r. (2016). *Broadcast journalism. Techniques of radio and television news* (7<sup>th</sup>ed.). NYC: Routledge.

The course is designed to provide a wide and comprehensive introduction to the area of radio broadcasting and will establish fundamental radio production competencies, from which the learner may progress to further study and/or training. It has an integrated and holistic approach to the key aspects of production: creative, technical, and administrative. The course will impart the elements of selecting, writing, editing, compiling and presenting different programs for radio. The course will also familiarize students with different phases of production. It will be a practical course and the students will be expected to produce and present different programs for the radio. Students will have a critical awareness of commercial, community and national broadcasting policy in both public service and private sector broadcast institutions. It will develop an understanding of the roles and functions of radio broadcasting institutions. It will develop creativity and competencies in radio production and presentation along with initiative and confidence when working independently and with others. Students will become familiar with the process, craft and technology of radio broadcasting.

### *Contents*

1. Introduction to the Radio Environment
2. Introduction to the Radio Equipment
3. Microphones and its Placement
4. Types of Scripts and Treatment
5. Directing and Casting Actors for Radio Programs
6. Pre-Production for Radio
7. Types of program Productions
8. Radio Feature
9. Radio Documentary
10. Radio Drama and Montage
11. Different between FM, AM, SW and MW
12. Post Production for Radio
13. Trends of FM Radio in public and private sector in Pakistan
14. Radio Program Editing
15. Audio Editing Software and Applications

**Practical:** Students are required to produce and edit their own mini project for the successful completion of the course.

### *Recommended Books*

1. Hausman, C., Messere, F., & Benoit, P. (2014). *Modern radio & audio production* (10<sup>th</sup>ed.). Boston: Cengage Learning.
2. Mcleish, R., & Link, J. (2016). *Radioproduction* (6<sup>th</sup>ed.). New York: Focal Press.

### *Suggested Readings*

1. Connelly, D. W. (2013). *Digital radio production* (2<sup>nd</sup>ed.). Illinois: Waveland Press.
2. Geller, V. (2007). *Creating powerful radio: Getting, keeping and growing audiences news, talk, information & personality broadcast, HD, satellite & internet* (1<sup>st</sup> ed.). New York: Focal Press.

The objective of the course is to equip students with theoretical and applied knowledge as well as skills required for managing television programming, and producing and broadcasting various types of programs. This course is an introduction to the basic principles, procedures, and techniques of television production. The course will make students learn about general audio and sound mixing techniques, camera placement and operations, the use and characteristics of the various video and audio recording media, lighting techniques, technical and production differences between standard definition (SDTV) and HDTV/DTV production, elements of effective visual composition, editing techniques and understanding of postproduction and the ability to critique the strengths and weakness of video productions. The course will provide an opportunity to create a variety of video productions, allowing students to express personal creativity while developing the ability to conceptualize story ideas and effectively translate these ideas into video productions. The course also will help in learning and understanding the grammar and terminologies used in the creation of television programs. Overall, the students will have knowledge of media and tools used in production and understand responsibilities in working as teams in the production of television programs.

### *Contents*

1. The Television Production Process
2. Television Camera: Lenses and Operation
3. Picture Composition
4. Lighting
5. Sound
6. Video Recording and Storage Systems
7. Production Crew
8. Studio and Field Productions
9. Directing and Casting for Television Programs
10. Producing
11. Post Production Editing

**Practical:** Students are required to produce and edit their own mini project for the successful completion of the course.

### *Recommended Texts*

1. Owens, J. (2015). *Television production* (16<sup>th</sup>ed.). London: Routledge.
2. Zettl, H. (2014). *Television production handbook* (12<sup>th</sup>ed.). Belmont: Wadsworth Publishing.

### *Suggested Readings*

1. Utterback, A. (2015). *Studio television production and directing*. London: Routledge.
2. Turner, R.S. (2011). *Cue & cut: a practical approach to working in multi-camera studios*. Manchester: Manchester University Press.

**Minor-2**  
**Advertising & Public Relations**

Strategic communication is of increasing importance to most organizations. The advents of new communication technologies have changed the dimensions of corporate communication. This course covers the concepts and application of corporate communication, advertising and public relations in the digital age and a true definition of social media; myths and facts about social media that use in strategic communication. This course covers why Twitter, Facebook and Google plus matters; 3rd party tools for these handles; finding the right people & accounts to follow in your business and how to search properly for information & competitors when designing a strategic communication campaign. After this course, the students will be able to equip themselves with the skills to plan and implement a successful advertising and PR strategy with the use of digital media. Moreover, after this course, the students will be capable to handle the strategic communication campaign via Twitter, Facebook and Google plus. And will be capable to work in the working environment of SEOs.

### *Contents*

1. Introduction to Cyber World and Social Media/Social Media Marketing
2. Social Media Integration and Assessment
3. Utilizing and Integrating Social Media Channels and Online Audience Profiling
4. Integration of social media services with blogs and websites; Emerging social media sites
5. Introduction to Twitter; Why Twitter matters, Twitter Strategies for Effective Marketing
6. 3rd party tools; Finding the right people & accounts to follow in business
7. Facebook: How to create Facebook's timeline for maximum consumer reach
8. How to improve Facebook fan engagement; Creating status updates that work
9. How to use polls & surveys that deliver results; Using Facebook offers to increase fans
10. Facebook events, advertising and marketing techniques
11. Ad metrics and how to figure out what is working?
12. Google Plus: Google Plus Basics and Statistics
13. How to build relative circles for your business; How to use Google Hangouts
14. Increase your visibility in SEO

### *Recommended Texts*

1. Evans, D. (2016). *Social media marketing: the next generation of business engagement*. New Jersey: Sybex Publishing.
2. Heymann-Reder, D. (2016). *Social media marketing*. Germany: Pearson.

### *Suggested Readings*

1. Weinberg, T. (2010). *The new community rules: marketing on the social web*. Sebastopol, CA: O'Reilly.
2. Wollan, R., Smith, N., & Zhou, C. (2012). *The social media management handbook: everything you need to know to get social media working in your business*. New Jersey: John Wiley & Sons.

This course is designed to introduce students to the principles and techniques of public relations in line with the traditional and modern approach. This course covers the scope and functions of PR, differences among various practices similar to the PR practice and theory, the history of PR focusing practice of PR by various national organizations. The course stipulated theory into practice and teaching modules are based on this model. In this course, the emphasis is that students will be made to look at the field from the viewpoints of the Public Relations practitioner, the channels of communication use and the various publics in which PR persons try to reach. Significance will be on the public relations process and such activities that bring out students' creative problem-solving talents approach. After this course, the students can understand the PR theory and practice from a national and international perspective and will be able to draft a press-release and other tools of PR and will be able to handle an independent PR practice of an organization.

### *Contents*

1. Introduction: PR scope and functions; differentiations among PR, Advertising, propaganda
2. Foundations of Public Relations
3. A brief history of PR with special reference to Public Relations practice in Pakistan
4. Publics of PR, Internal and external publics: how to create key target audiences of PR
5. Process of PR
6. Public Relations Components and Planning
7. Media Relations
8. Writing for Public Relations: writing for print, online, TV and other for PR tools.
9. Crisis Communications
10. Social Projects and Public Relations
11. Ethical Issues in Public Relations
12. Persuasion, functions, Tools of PR
13. Public opinion and attitudes change
14. Propaganda and techniques.
15. Careers in Public Relations
16. Professional Development

### *Recommended Texts*

1. Wilcox, D. L., Cameron, G. T., & Reber, B. H. (2014). *Public relations: Strategies and tactics* (11<sup>th</sup> ed.). NYC: Pearson.
2. Stahl, S. (2018). *The art & craft of PR: Creating the mindset and skills to succeed in public relations today*. New York: LID Publishing.

### *Suggested Readings*

1. Page, J. T., & Parnell, L. J. (2018). *Introduction to strategic public relations: digital, global, and socially responsible communication*. NYC: Sage.
2. Kelleher, T. (2017). *Public Relations*. London: Oxford University Press.

This course is designed to provide advanced training for the use of advertising. They will use their advertising skills to make advertising a communication tool for marketing and favorable consumer behavior. The emphasis will be on the making of advertisements for radio, television, social media and digital media apps. This course is an advertising practicum that will train students with a real-life advertising project. Students in course will relate their already theoretical knowledge into practice while creatively exploring the background of MNCs, TNCs or any other organization and their brand(s); strategic planning of the brand, formative research, designing creative strategy, media planning and execution and evaluation of the advertising campaign of the brand. After this course, the students will be able to; handle an independent advertising campaign featuring their branding creatively or they will choose an existing brand of MNCs or TNCs and craft an advertising campaign varying from their existing campaign. This campaign will execute in the form of a project and will open for public display. The committee of examiners will evaluate the campaign. After a successful defense of their project students can independently handle a corporate or advertising campaign.

#### *Contents*

1. Introduction: How to execute a real-life advertising project
2. Breakdown of advertising project
3. Background of organization and brand; Strategic Planning; Research
4. Creative Strategy; Creative media planning; Execution and evaluation
5. Advertising research with special reference to listening and viewership habits of consumers
6. Advertising and marketing mix
7. Consumer behavior of purchasing and market segmentation.
8. Creative: copy writing; designing; production.
9. Media planning and scheduling: media planning techniques; scheduling techniques.
10. Making effective TV commercials
11. Types of TV commercials Public service, TV spots, commercial documentary, industrial, etc.
12. Production of radio spots sponsored radio commercial programs.
13. Practical: execution of the advertising campaigns
14. Advertising campaign for radio, TV, social media,
15. Advertising campaign for digital media apps and static media

#### *Recommended Texts*

1. Blakeman, R. (2015). *Advertising campaign design just the essentials*. New York: Routledge.
2. Landa, R. (2016). *Advertising by design: Generating and designing creative ideas across media* (3<sup>rd</sup>ed.). New Jersey: Wiley.

#### *Suggested Readings*

1. Altsteil, T., Grow, J. M., & Jennings, M. (2019). *Advertising creative: Strategy, copy, and design* (5<sup>th</sup>ed.). New York: Sage.
2. Barry, P. (2016). *The advertising concept book: Think now, design later* (3<sup>rd</sup> ed.). London: Thames & Hudson.

Campaign Design is a practicum course that introduces students to the process of campaign development, management, and evaluation using the principles and strategies of integrated marketing communication, public relations and advertising. Students will also learn about the basics of campaign design, its implications and consequences. Strategic communication campaign design will also teach students to develop development campaigns by using traditional and new media tools to improve society. This course will recreate the real-world professional settings and mark your transition from academic to a professional environment. This course aims to help the students to master the elements of a strategic communication campaign through direct experience as a practitioner. Students will divide into different teams. Working in teams will develop a robust, strategic, measurable, and actionable strategic communication plan for a client assigned to by the instructor or students will choose it by themselves. This course consists of theoretical and practical knowledge.

### *Contents*

1. Difference among Advertising, Public Relations and Marketing
2. Techniques used in campaign development.
3. Defining PR and PR Management by Objectives (MBOs)
4. Client Orientation and Ethical Issues
5. Content: Mission, Situation Analysis, Problem Statement
6. MBO Handout, Setting Goals and Objectives, Developing Strategies and Tactics
7. Formative vs. Summative Research: Making Informed Decisions
8. Elements of Campaign Design: Practical Applications of Theory
9. Campaign Planning: Techniques of Planning and scheduling
10. Mathematics Involved in Budgeting of Campaign; Timeline and Budget Development
11. Campaign Plan Presentation and Execution of campaign
12. Formative Research
13. Development of theme, copywriting: Creative aspects of a campaign
14. Campaign Implementation, Designing of Campaign: Layout, Design, thumbnail and dummy
15. Campaign Evaluation, Final campaign review
16. Report writing on campaigns
17. Review on campaign report and Exhibition of final campaigns

### *Recommended Texts*

1. Wilson, L. J., & Ogden, J. (2016). *Strategic communications: planning for public relations and marketing* (6<sup>th</sup>ed.). Iowa: Kendall Hunt Publishing.
2. Mahoney, J. (2016). *Strategic communication: Campaign planning*(2<sup>nd</sup>ed.). London: Oxford University Press.

### *Suggested Readings*

1. Moriarty, S., Mitchell, N. D., Wells, W. D., Crawford, R., Brennan, L., & Spence-Stone, R. (2016). *Advertising: Principles and practice*. Australia: Pearson.
2. Stacks, D. W. (2016). *Primer of Public Relations research* (3<sup>rd</sup>ed.). New York: Guilford Press.

**Minor-3**  
**Development.Support Communication**

This course provides an overview of the important phenomena of development support communication (DSC). In general, the course will interpret and analyze the role of mass media in highlighting social development in society. It will enable students to learn how to utilize a mix of communication tools, channels and approaches to facilitate participation and engagement with children, families, communities, networks for positive social and behavior change in both development and humanitarian contexts. This course identifies how advertising, television, radio, newspaper, magazines and public relations affect ethnicity/culture and alternative lifestyles of rural populations and developing nations. It examines attitudes, trends and perceptions which help shape mass communication messages. The course explains how communication brings development and social change in society. The students will understand key theories around communication, development, culture, behavior and social change. They will be able to recognize the role of research, design, development, implementation and monitoring and evaluation of DSC campaigns. It will enable students to identify the steps involved in the design and development of effective, evidence-based and human rights-based strategies for development. Overall, students will have an insight into development support communication and will analyze the nature of media contents on developmental issues.

#### *Contents*

1. Concept of DSC
2. Change
3. Development Support Communication and Social Change
4. Treatment of Content
5. Role of Advocacy and Social Mobilization in DSC
6. Concept of Diffusion and Innovation
7. Planning of a DSC Campaign
8. Campaign Planning and Discussion of final projects
9. Media/Agents/Tools for DSC
10. Using Print Media for DSC

#### *Recommended Texts*

1. Heeks, R. (2017). *Information and communication technology for development (1<sup>st</sup>ed.)*. Abingdon: Routledge.
2. Melkote, S. (2015). *Communication for development: theory and practice for empowerment and social justice (3<sup>rd</sup>ed)*. NYC:Sage.

#### *Suggested Readings*

1. Okaka, W. (2012). *Designing public awareness communication campaign: environmental public awareness evaluation research*. Riga: Lambert Academic Publishing.
2. Vihalemm, T., Keller, M., & Kissel, M. (2016). *From intervention to social change. A guide to reshaping everyday practices*. London: Routledge.

Rapid social change creates a powerful challenge to individuals and educational institutions. Technology education is not an exception. To be a useful and authentic learning area, technology education should constantly re-examine its rationale to formulate responses to changing contexts to improve the quality of learning for students. The more perspectives used for this process, the better the results should be. This course looks at technology as a social construct and examines the ways technology transforms the social world and the individuals within that world. In this course, students will explore the economic, political and social implications of recent technologies from many critical perspectives. Students will also examine the influence and effects of technology in a variety of environments including local, virtual and global communities, the workplace and the marketplace. Further, students will analyze diverse issues such as the impact of technology on democratic processes, surveillance, gender etc. Students will be able to explore several facets of social change that can influence an understanding of the aims and nature of technology education and that might contribute to its development. as social change is a very complex and dynamic phenomenon that can be considered from a variety of perspectives and is reflected in several processes.

#### *Contents*

1. Introduction to the Digital Age
2. Global Digital Development
3. Social Evolution
4. Digital Particularities
5. Globalization and Human Development
6. The Digital Divide & the Diffusion of Innovations
7. Public Policies and Private Strategies for Digital Development
8. Communication Technologies and Social Change
9. Social Construction of Technology
10. Global Content Areas Related to Social Change
11. The shift of emphasis from engaging society members primarily as producers
12. The colonization of the cognitive and moral spheres of human life by the aesthetic sphere
13. The integration of people into the technological world
14. The shift from the Welfare state to the Competition state.

#### *Recommended Texts*

1. Toyama, K. (2015). *Geek Heresy: Rescuing social change from the cult of technology* (1<sup>st</sup>ed.).New York: Public Affairs.
2. Massey, G. M. (2015). *Ways of social change: Making sense of modern times*. London: Sage.

#### *Suggested Readings*

1. White, L. (2013). *Medieval technology and social change* (1<sup>st</sup>ed.).Oxford: Oxford University Press.
2. Ralph, S. (2007). *Rethinking science, technology, and social change*. California: Stanford University Press.

The course intends to provide practical exposure to the students by executing their theoretical concepts of formulating campaigns for development. The students would be able to learn the stages involved in designing a campaign from a careful selection of the topic from the specialized of development journalism to its final execution. The course aims to sharpen the creative and technical skills of the students required for designing and executing a campaign. The students would be able to brainstorm for relevant yet creative topics, conduction of research, planning the objectives, goals, communication strategy, media, and budget required for designing and execution of a campaign. The role of research and planning while carefully selecting a communication strategy would be highlighted in the course. Moreover, along with the essential elements of campaign design, the process of writing a campaign report according to the APA format would also be taught in the course. On completion, students would be able to develop a better understanding of campaign design and presenting it in the form of a campaign report.

### *Contents*

1. Process of a development communication campaign
2. Essentials of writing campaign report
3. Selection of the topic/Problem statement
4. Identifying the target audience/ Audience segmentation
5. Formulation of objectives and goals
6. Conduction of research to analyze the problem, target audience, and situation
7. Connecting the campaign with development communication approach/theoretical framework/ Model
8. Planning of communication campaign
9. Selection of communication strategy
10. Developing and designing the content for communication tools
11. Selection of media channels
12. Schedule the campaign
13. Budgeting of the campaign
14. Implementation of the campaign plan
15. Evaluation of the campaign design

### *Recommended Texts*

1. Okaka, W. (2012). *Designing public awareness communication campaign: environmental public awareness evaluation research*. Riga: Lambert Academic Publishing.
2. Melkote, S. R., & Steeves, H. L. (2015). *Communication for development: theory and practice for empowerment and social justice* (3<sup>rd</sup> ed.). New York: Sage.

### *Suggested Readings*

1. Wabwire, J. (2012). *Community participation in designing & implementation: a case of selected health communication campaigns in Nambale town, Kenya*. Riga: Lambert Academic Publishing.
2. Heeks, R. (2017). *Information and communication technology for development* (1<sup>st</sup> ed.). Abingdon: Routledge.

The course will introduce the concept of development journalism and reflect on its history and its use in different scenarios. This course brings together established expertise in Development Studies with our industry-informed provision in journalism education. Development issues such as migration, poverty, the environment, aid and governance are increasingly relevant in journalism, and this course develops a theoretical understanding of these issues alongside practical journalism skills. The course equips students with a solid grounding in key theories, concepts and debates around the development and contemporary development journalism. It will help students to differentiate between development and non-development journalism will also be discussed. Also, the students will be taught real-life case studies to illustrate how development journalism can be used as a tool for sharing development experiences. The course also highlights the importance of writing about issues of development. The course also provides an insight to a collection of useful online tools, international platforms and funding opportunities for aspiring development journalists.

### *Contents*

1. Introduction to Development Journalism
2. Development: History, Concepts, Theories, Models and Media
3. Scope of Development Journalism
4. Journalism and Sustainable Development
5. Ecological Journalism (Eco-Journalism)
6. Reporting Migration, with a Focus on Refugees
7. Ethical Investigative Journalism
8. Digital Media, Social Networks and the Changing Face of Journalism
9. Advocacy Journalism: Participation, Representation and Community
10. Human Development: Local and Global Context

### *Recommended Texts*

1. Abiodun, S. (2017). *Exploring journalism practice and perception in developing countries*. Pennsylvania: IGI Global.
2. Banda, F. (2015). *Teaching journalism for sustainable development*. UNESCO.

### *Suggested Readings*

1. Lugo-Ocando, J. (2017). *Developing news: Global journalism and the coverage of "third world" development*. UK, Abingdon: Routledge.
2. Price, M, and Abbot, S. (2017). *Measures of press freedom and media contributions to development: Evaluating the evaluators (1<sup>st</sup>ed.)*. NYC: Peter Lang.
3. Gidreta, A. (2011). *Development journalism: Acceptability and implementation*. Riga: VDM Verlag Dr. Müller.

**Minor-4**  
**Film & Theatre**

This course will focus on the critical and historical study of film with aspects incorporating digital film practice, screenwriting or reflecting on the film's role in society. It will provide an overview to film theories and methods of film analysis. It will encompass how cinema communicates, produces meanings, and constructs itself as a language. The course will enable students to demonstrate that they understand the pre-production, production, and postproduction filmmaking process. Further, they will comprehend the relationship between film form and aesthetic effect through both film analysis and when they create motion pictures. It will also allow them to exhibit a broad knowledge of film history, national cinemas and modes of production. The course tends to acquaint them with knowledge of key terms and concepts related to film and film theory along with having an understanding of major trajectories of film theory's development and their main concerns and contexts. This will help them to analyze filmic objects and experiences in precise cinematic terms (e.g. to discuss mise-en-scène, editing, cinematography, and sound, as well as genre and narrative). The students will also become aware of the basics of storytelling craft in the construction of fiction, documentary and alternative films.

#### *Contents*

1. Approaches to Film Theory
2. Researching Film: Skills and Methods
3. Experimental Film and Video Practice
4. Film and Media Cultures
5. Screen Aesthetics
6. Cinematography: Properties and Framing of the Shot
7. Mise-en-Scene: Design and Composition
8. Basics of Lighting for Film
9. Audio for Film
10. Editing for Film

#### *Recommended Texts*

1. Mittell, J., & McGowan, T. (2017). *Narrative theory and adaptation: film theory in practice*. London: Bloomsbury.
2. Brown, B. (2016). *Cinematography: Theory and practice: image making for cinematographers and directors, vol.3*(3<sup>rd</sup>ed.). London: Routledge.

#### *Suggested Readings*

1. Ascher, S. (2013). *The filmmaker's handbook*. New York: Plume.
2. Wales, L. M. (2017). *The complete guide to film and digital production* (3<sup>rd</sup>ed.). London: Routledge.

This course is designed to develop students' knowledge and skills which stem from a study of theatre production practice, including acting, directing management, design and craft aesthetics. It will enable them to direct, design, and stage-manage a theatrical production. This will result in providing direction in the development of related professional skills. The students will develop an understanding of all aspects of theatrical production including acting, directing, design, technical, publicity. The course will help the students to apply discipline-specific skills to the creation of performance, learn collaborative skills in theatrical contexts, develop and apply process skills in production, discover problem-solving skills in the creation of artistic work and build up proficiency in skills like directing, design, technical theatre, management, playwriting, or dramaturgy. The course will also allow students to demonstrate an understanding of the different technologies and techniques used in the creation of theatre. It will allow them to build an intellectual and aesthetic understanding of the craft and technique of theatre arts, develop an appreciation of and respect for the various roles/aspects inherent within the theatrical process, explore the diversity of theatre and its intersection with community, culture and society and to produce diverse productions that challenge their creative ability.

#### *Contents*

1. Introduction to Theatrical Design
2. Stagecraft-I: Constructing, Painting, Rigging
3. Stagecraft-I: Assembling Stage Scenery and Equipment
4. Stagecraft-II: Planning, Layout, Construction
5. Stagecraft-II: Stage Setting, Tools, Material, and Resources
6. Stage Lighting: Equipment, Control Systems, Color, and Effective Lighting
7. Basic Principles of Sound
8. Directing: Play Analysis, Directing, and Stage Management.
9. Theatrical Make-Up: Purpose, Principles and Materials of Stage Make-Up

#### *Recommended Texts*

1. Hollowa, J. (2014). *Illustrated theatre production* (3<sup>rd</sup>ed.). London: Focal Press.
2. Gillete, J. M. (2012). *Theatrical design and production: An introduction to scene design and construction, lighting, sound, costume, and makeup* (7<sup>th</sup>ed.). New York: McGraw-Hill.

#### *Suggested Readings*

1. Carver, R. K. (2017). *Stagecraft fundamentals: A guide and reference for theatrical production* (2<sup>nd</sup>ed.). London: Routledge.
2. Kaluta, J. (2016). *The perfect stage crew: The complete technical guide for high school, college, and community theater* (2<sup>nd</sup>ed.). New York: Allworth Press.
3. Gillett, C., & Sheehan, J. (2016). *The production manager's toolkit: Successful production management in theatre and performing arts (the focal press toolkit series)* (1<sup>st</sup>ed.). London: Routledge.

The objective of this course is to provide students with practical training in the creative techniques and practices and to equip them with a mix of training in filmmaking by having a realistic understanding of the filmmaker's craft along with the tools necessary to create a film. Through this course, the students will be able to identify and describe key terms, concepts, major trends and periods related to various modes of production (narrative, documentary, experimental, and/or animation). They will be able to demonstrate skills necessary to effectively collaborate and communicate on film project productions including working in groups. The course will enable students to exhibit skills required to create quality productions including skills in story development, producing, cinematography, editing, and audio production/post-production. It will also allow the development of the ability to create a working production schedule that allows time for the iterative process to incorporate feedback and critical reflection. The students will express a critical understanding of the contextual factors that shape the message in a film for a diverse audience. This will provide them with an opportunity to create media as self-expression to engage with the world around them, to reflect on social issues and to express their creative skills.

### *Contents*

1. Storytelling and Screenwriting
2. Cinematography
3. Lighting
4. Sound Recording and Design
5. Scripting and Screenplay
6. Production
7. Post-Production
8. Visual Effects
9. Production and Art Design
10. Creative Practice

Practical: Students will be required to produce a short film for successful completion of course.

### *Recommended Texts*

1. Wales, L.M. (2017). *The complete guide to film and digital production* (3<sup>rd</sup>ed.).London: Routledge.
2. Honthaner, E.L. (2010). *The complete film production handbook* (4<sup>th</sup>ed.).Oxford: Elsevier.

### *Suggested Readings*

1. Braveman, B. (2013). *Video shooter: mastering storytelling techniques* (3<sup>rd</sup>ed.).London: Focal Press.
2. Chang, J. (2011).*Filmcraft: editing*. Oxford: Elsevier.
3. Ryan, M. (2017). *Producer to producer: a step-by-step guide to low-budget independent film producing* (2<sup>nd</sup>ed.).California: Michael Wiese Productions.

In this course, students will learn technical and practical skills for producing different genres of theatre. The students will be working with digital technology to create lighting, sound and digital design for a range of live staged events. This will help them to discover their areas of interest in theatre production and practice them accordingly. They will learn to work in collaborative/artistic ensembles; specifically enhancing skills of listening/respect towards others. This will help them possess a broad appreciation for theatre arts performance and production. The course will make them exhibit a fundamental working knowledge of the basic areas of theatre art. It will create a practical understanding of the rehearsal and performance process. The students will also be able to demonstrate their understanding of stage mechanics and the safe operation of equipment and rigging systems. It will also enable the students to get competencies in direction by cohesively and specifically analyzing a play by paying particular attention to given circumstances, environmental facts, character analysis, spine & scoring. They will further express their understanding of the application of the responsibilities of theatrical production personnel in the run of a production.

#### *Contents*

1. Building of Theatre
2. Play Writing
3. Plays on Stage (Comedy, Musical, Serious, Mayam).
4. Stage Management (Audio, video, props, costumes)
5. Stagecraft
6. Scenic Design (Constructing sceneries)
7. Lighting Design (Stage lighting)
8. The Technical Production
9. The Speaking Voice for Theatre
10. Scene Study (rehearsals)

#### *Recommended Texts*

1. Carver, Rita Kogler. (2017). *Stagecraft fundamentals: a guide and reference for theatrical production* (2<sup>nd</sup>ed.).London:Routledge.
2. Hollowa, John. (2014). *Illustrated theatre production* (3<sup>rd</sup>ed.).London: Focal Press.

#### *Suggested Readings*

1. Gillete, J. Micheal. (2012). *Theatrical design and production: An introduction to scene design and construction, lighting, sound, costume, and makeup* (7<sup>th</sup>ed.).NYC: McGraw-Hill.
2. Kaluta, J. (2016). *The perfect stage crew: the complete technical guide for high school, college, and community theater* (2<sup>nd</sup>ed.).NYC: Allworth Press.
3. Kinckman, L. (2016). *The stage manager's toolkit: templates and communication techniques to guide your theatre production from first meeting to final performance (the focal press toolkit series)* (2<sup>nd</sup>ed.).Routledge: London.