FOUNDATION UNIVERSITY ISLAMABAD

SELF ASSESSMENT REPORT

Bachelor of Computer Arts (BCA)
Department of Arts and Media

2019

Submitted to

Quality Enhancement Cell
Foundation University Islamabad (FUI)

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Executive Summary

Self-Assessment Report (SAR) is an effective tool in measuring and monitoring the outcome of a program. This is employed in Degree Awarding Institutes of Pakistan to identify strengths and weaknesses of the degree programs. To achieve this aim, the Department of Arts and Media is designated to initiate and implement Self-Assessment process, as per requirement of Higher Education Commission (HEC). Quality Enhancement Cell (QEC) was formed in Foundation University Rawalpindi Campus in Oct 2009.

This SAR concerns the department of Arts and Media, committed to build exciting links with industry, shaping professional skills of students in art and design studio, FM radio and Media house of the campus. The report concerns the undergraduate program during the semester Fall 2018. The report includes the surveys and relevant information as well as the strengths and weaknesses of the program as identified through survey results.

Objectives

Following are the two main objectives of the self-assessment report: -

a To implement Self-Assessment Manual in selected program with a view to improve quality in higher education.

b To identify the areas requiring improvements in order to achieve objectives through desired outcomes.

Execution

Quality Enhancement Cell FURC organized training for Program Teams and QA coordinators of FURC on November 25, 2015 at Conference Room, FURC. Prof. Dr. Riaz Ahmed, Director QEC at Arid Agriculture University Rawalpindi was invited to provide training on Self-Assessment Report writing. After successful completion of the training, certificates of participation were distributed among all the participants. Hard copies of HEC documents were provided to PT members to evaluate their respected program against defined standards. The PT members with an intimate support and follow up of QEC, completed the SAR and forwarded to QEC in given time frame.

During training, salient points of the SAR were indicated, account of its discussions with the faculty members, improvements required in the infrastructure, syllabi and training of the faculty and support staff.

Training of QEC Officials on HEC's Ranking Software:

In-Charge QEC and Assistant Director QEC have participated in “Training of QEC Officials on HEC’s Ranking Software” on December 09, 2016 organized by HEC. HEC has introduced new software for automation of data regarding rankings of the universities in Pakistan.

Training of Key University Incumbents on Quality Assurance & Governance:

Registrar FURC, In-Charge QEC, Director FURC, Controller Exam, Prof. Dr. Raja Nasim Akhtar and Dr. Furqan Siddiqui has participated in “Training of Key University Incumbents on Quality Assurance & Governance” on 20th March 2017 organized by Higher Education Commission Pakistan.

National Level Seminar on "Quality Assurance Practices in Higher Education Institutes"

Mr. Umair Naseer, Assistant Director QEC have participated in National Level Seminar on "Quality Assurance Practices in HEI's" organized by Directorate of Quality Assurance & Enhancement, University of Wah on May 08, 2017. The event was very useful with regard to the development and ranking of QEC in the university.

02 Day Activity of Heads of QEC on 4-5 May 2017

Mr. Umair Naseer, Assistant Director QEC have participated in “02 Day Activity of HEADs of QEC” organized by HEC on May 04-05, 2017. On first day, Mr. Umair Naseer has briefed the participants regarding current standing of QEC in Foundation University Islamabad, permanent staff of QEC, membership of statutory bodies and available resources at FURC. For second day, training on pre-visit preparation of Institution Performance Evaluation and MS/MPhil/Ph.D. programs is provided to the participants.

Quality Enhancement Cell FURC organized training for Program Teams and QA coordinators of FURC on September 26, 2017 at Conference Room, FURC. Ms

Fareena Iqbal, Director QEC at Pakistan Institute of Development Economics (PIDE) was invited to provide training on Self-Assessment Report writing. After successful completion of the training, certificates of participation were distributed among all the participants.

Self-Assessment Report

1.0 Introduction

The Foundation University Rawalpindi Campus (FURC) is a project of Fauji Foundation established under a federal charter in October 2002. The Foundation University Rawalpindi Campus is a comprehensive university, it is running 8 faculties where fine mix of programs from electrical and software engineering to management and social sciences subjects, encompassing an array of arts and science subjects in totality. Around 4000 undergraduate and graduate students in a nurturing ambiance that allows their individual intellect to bloom and flourish. FURC focuses on excellence in teaching and learning, persistent quality enhancement, and encourage innovation and creativity. Following the SOPs devised by the Office of Research, Innovation and Commercialization (ORIC), FURC is rapidly transforming into a research-based teaching institution. Our Graduate Research Centre and Quality Enhancement Cell (QEC) have been revamped to monitor the assessment of students' learning, evaluate existing programmes and carry out faculty assessment.

At FURC, special efforts are being made to develop collaborative provisions and linkages with other HEIs at national levels, especially FF industries. On the international front, FURC has signed an MOU with University of Bedfordshire (UOB), UK. The students of BSCS and BCSE shall complete their first three years of education at FURC and the last year at UOB. The graduates will be eligible for grant of UOB (UK) degree which is recognized by the accrediting bodies of UK and Pakistan.

1.1 University Mission Statement

The FURC's mission is to inspire creative inquiry and research to foster personal and professional development of its students. The FURC is committed to provide

equitable access to holistic education in diverse disciplines to produce valuable human resource for the local and the global communities.

1.2 Department of Arts and Media

1.2.1 Vision

To transform department of Arts and Media into a leading center of excellence of scholarship in Mass Communication and Computer Arts in Pakistan and in the wider Asian region.

1.2.2 Mission

In order to accomplish department's vision, we strive to achieve department's mission.

- To facilitate students' learning in all the aspects of Arts & Media.
- To inculcate market oriented professional skills.
- To produce mass communication scholarship in sync with national and international needs and aspirations.

Department of Arts and Media is running following programs

- Bachelor of Computer Arts
- BS Media and Communication
- MS Media Sciences

1.3 Program Selected

Foundation University Rawalpindi Campus has selected the BS Computer Arts for Self-Assessment Report (SAR) for the year 2017-18 under the directives of HEC.
The four years' degree in Computer Arts has got inbuilt mechanism for the revision of syllabi, has competent faculty and adequate infrastructure. New and modern digital tools have been introduced in the program to make students skilled enough and competitive for market and quality teaching.

1.4 Program Evaluation

The program is being evaluated based on 8 criterions and 31 standards as given in the Self-Assessment Manual provided by Higher Education Commission (HEC).

2.0 Criterion 1: Program Mission, Objectives and Outcomes

2.1 Standard 1-1

The program must have documented measurable objectives that support institution mission statements.

2.1.1 Program Mission Statement

The BCA program aims to develop students as artists in digital art form with advanced problem-solving skills and critical awareness strengthened by skillful technical abilities to cater the demands of the media Industry in local and global avenues as per the university mission.

2.1.1 Program Objectives

1. To empower students to develop theoretical and artistic sense using computer technology in to creative skills.
2. To groom students to demonstrate understanding of the core areas of design, 3d animation, graphic tools.
3. To groom students to secure positions in leading enterprises, advertising consultancy, product design, editorial design and moving image media etc.
4. To develop strong communication and design skills with due emphasis on creative problem-solving abilities to cater this growing professional field at local and global level.

2.1.2 Alignment of Program Objectives with Program & University Mission Statements

BS Computer Arts program objectives are defined in the light of program and university mission statement that is committed to provide equitable access to holistic education in diverse disciplines to produce valuable human resource for the local and the global communities. This is done by imparting professional skills, technical skills and quality of education in students through defined set of courses and training.

2.1.4 Program Objectives Assessment

Following table shows the program objectives assessment. It identifies the criterion, its measurement and improvements identified through this mechanism.

Table# 1 Program Objectives Assessment

Objectives	How Measured	When Measured	Improvement Identified	Improvement Made
1.	Faculty course review Survey	At the end of semester fall 2018	Courses should be updated	Revised scheme of studies offering specialized courses introduced in Board of studies
2.	Alumni Survey	At the end of fall semester 2018	More links from the working media and design industry shall be introduced	More projects for a stronger academia-industry partnership is executed
3.	Alumni Survey	At the end of fall semester 2018	Technical and creative skills building	Students are encouraged to do thesis and projects
4.	Employer Survey	At the end of fall semester 2018	Quality education can be promoted by implementing team work, collaboration and using 21st century techniques.	Under Review in Board of Studies

Alumni and Employer Surveys were conducted to get their feedback. See Annexure A for cumulative results of Alumni Survey and See Annexure B for cumulative results of Employer Survey under different feedback categories.

2.1.3 Main Elements of Strategic Plan

2.1.4.1 Curriculum Design

Strategic plan for BCA program defines the overall layout of the areas/elements that are included in the program to educate students to approach design as a logical and innovative process. These elements prepare students through theory and practical work. Each design solution is stage by stage debated and refined, culminating in an aesthetically strong and purposeful design. The students are encouraged to question the information and rethink what they are planning to deliver to the society and industry.

2.1.4.2 Program Contents

BS Computer Arts program is comprised of 8 semesters offered in the fall and spring of each year. BCA program is comprised of 132 credit hours. 126 credit hours are for course work, whereas, 6 credit hours are for Project/Thesis.

Total Duration	4 years (8 Semesters)
Course work	126 Credits
Projects/Thesis	06 Credits
Internship	Non credit
Total Cr Hrs	**132 Cr hrs**

Structure

Sr.	Categories	Courses	Credit Hours
1	Compulsory Courses Required (No Choice)	9	27
2	General Courses to be chosen from Other Departments	7	21
3	Discipline Specific Foundation Courses	10	30
4	Major Courses including Project	13	39
5	Electives within the major	5	15
	Total	44	132

2.1.4.3 Program delivery methodology

Program delivery methodology includes lectures, presentations, Coursework, quizzes, examinations, thesis, computer/ studio projects, group projects; market surveys/sample boards, site analysis, presentations / juries, exhibitions and Thesis report.

2.1.4.4 Projects

Students are also given projects in different courses, so it is the opportunity for the students to apply whatever they learnt from theory. And at the end of semester they must do their final project which is particularly relevant to the field of Computer Arts.

2.1.4.5 Internship/ Educational Visits

Internship and Educational visits are part of curriculum of Bachelor of Computer Arts Students. These visits provide excellent opportunity to see in real the execution of artistic aestheticism and help them to explore the creativity within them.

2.2 Standard 1-2

The program must have documented outcomes for graduating students. It must be demonstrated that the outcome supports the program objectives and that graduating students are capable of performing these outcomes.

2.2.1 Program Outcomes

The BCA program is designed to produce following outcomes:

1. Students shall be able to pursue for higher education (Masters, MS, Ph.D) in various fields of Arts and Design.
2. Students shall be able to demonstrate specific knowledge, attitudes, skills and behavior for the academia and shall be able to execute tasks in creative and constructive manner.
3. Successful graduate of Computer Arts will be able secure professional positions in technology centered organizations, in the corporate sector, in industry, in government, in other professional arenas.
4. Students shall be able to lead and compete successfully as professionals within Arts and design related fields nationwide and globally.
5. Ethically appropriate practices shall be inculcated in students both in learning and professional settings.

Table 2:Outcomes versus Objectives

Program Objectives	Program Outcomes				
	1	2	3	4	5
1	√	√			
2		√		√	
3			√		√
4	√	√	√	√	√

2.2.2 Outcomes for Graduated Students, Program Assessment, Measurable Objectives of the Program

Alumni survey gives the outcomes of the program vs. program objectives. The outcomes have been measured through alumni surveys attached in annexure A.

2.3 Standard 1-3

The results of Program's assessment and the extent to which they are used to improve the program must be documented.

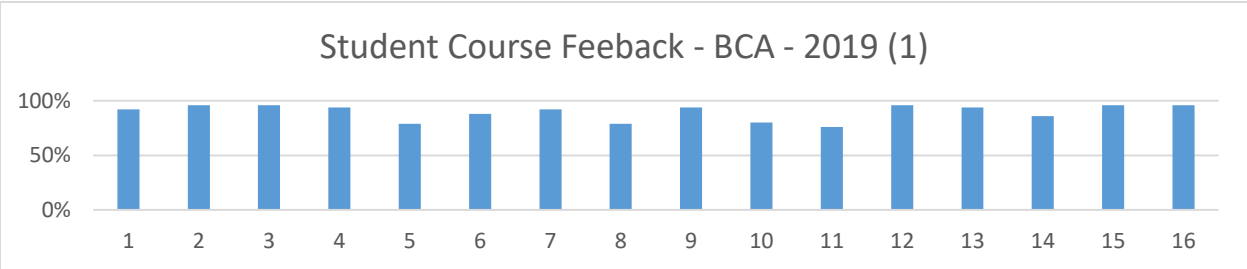
The result of the program assessment is shown below in graphical charts for courses evaluation and teachers' evaluations.

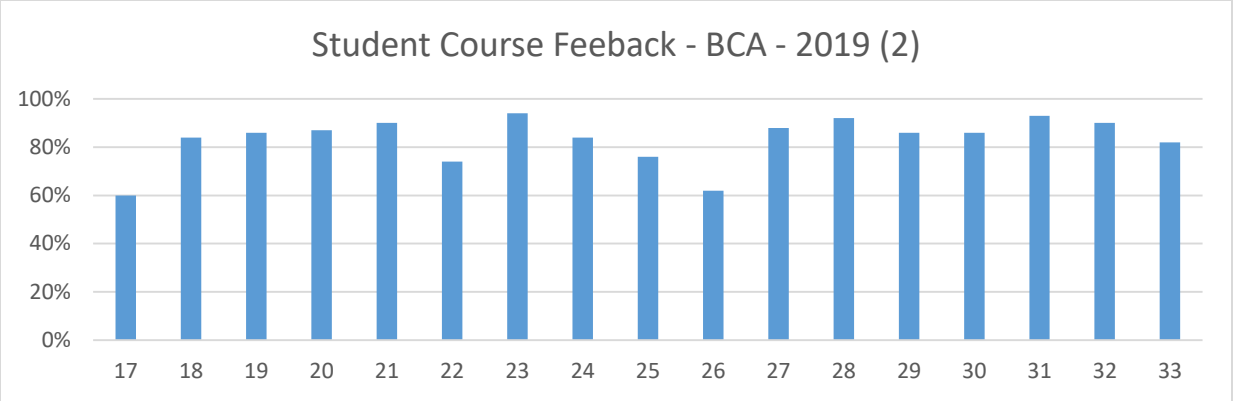
2.3.1 Course Evaluation

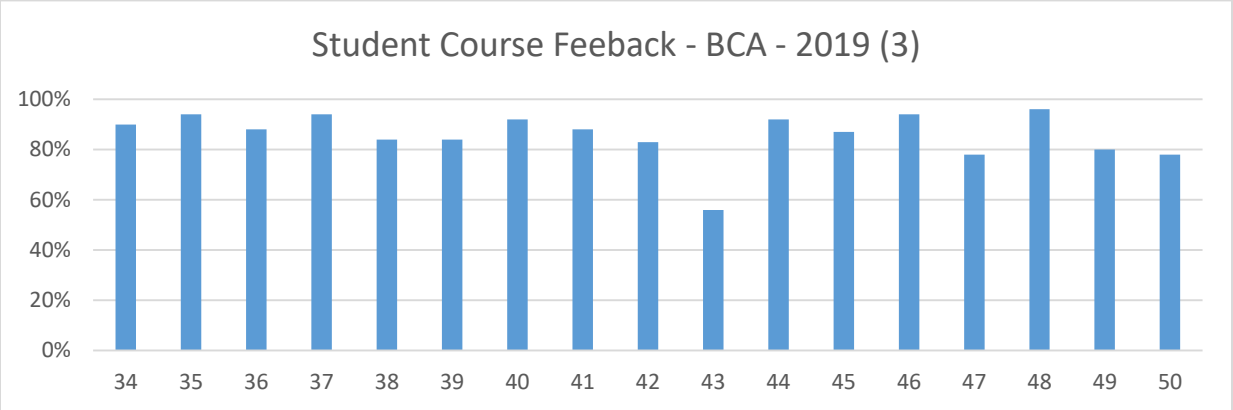
Students have graded the courses against the course structure, teaching methodology, learning objectives and outcomes and practical implementation of theory.

Students Course Evaluation Survey is shown in the following graphical chart:

Table 1







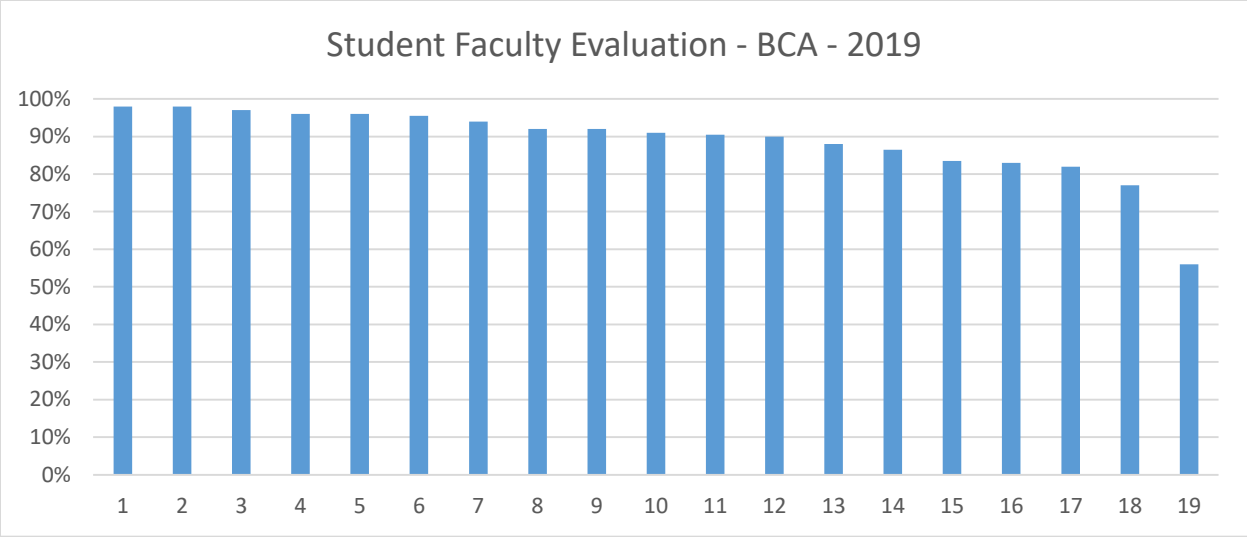
Following is the list courses that have been evaluated by the students along with their course code and graded scores.

Sr. #	Course Name	%age
1	**3D Animation III**	92%
2	**3D Animation-I**	96%
3	**3D Animation-II**	96%
4	**Advance Advertising**	94%
5	**Advance Graphic Tools**	79%
5	**Advance Video and Digital Tools**	88%
6	**Animation – III**	92%
7	**Animation I**	79%
8	**Animation IV**	94%
9	**Animation-II**	80%
10	**Art Appreciation**	76%
11	**Basic Computer Skills**	96%
12	**Basic Design**	94%
13	**Basic Video Production**	86%

14	**Campaign Development II**	96%
15	**Campaign Development-I**	96%
16	**Character Building**	60%
17	**Communication Skills**	84%
18	**Composting & Effects**	86%
19	**Computer Graphics II**	87%
20	**Computer Graphics-I**	90%
21	**Desktop Publishing**	74%
22	**Drafting**	94%
23	**Drawing III**	84%
24	**Drawing –IV**	76%
25	**Drawing –V**	62%
26	**Drawing VI**	88%
27	**Drawing-I**	92%
28	**Drawing-II**	86%
29	**English-I**	86%
30	**English-II**	93%
31	**Final Project -I**	90%
32	**Final Project -I**	82%
33	**Graphic Design**	90%
34	**History of Arts-I**	94%
35	**History of Arts-II**	88%
36	**Illustration**	94%
37	**Intro to Graphic Tools**	84%
38	**Islamic Studies**	84%
39	**Pakistan Studies**	92%
40	**Photography-I**	88%
41	**Photography-II**	83%
42	**Product Design**	56%
43	**Project Management**	92%
44	**Research Methodology**	87%
45	**Typography**	94%
46	**User Interface Design**	78%
47	**Video Production & Digital Video Tools**	96%
48	**Web Design I**	80%
49	**Web Design II**	78%

2.3.2 Teachers Evaluation

Teacher's evaluation is shown in the following graphical chart:



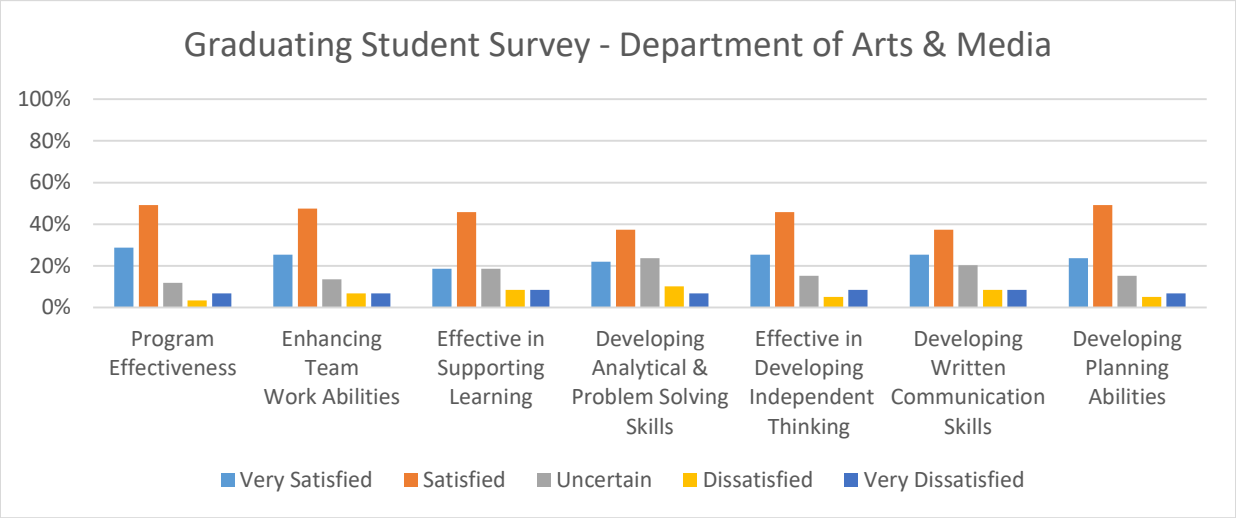
Students have graded the teachers against their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The total graded marks are 5.

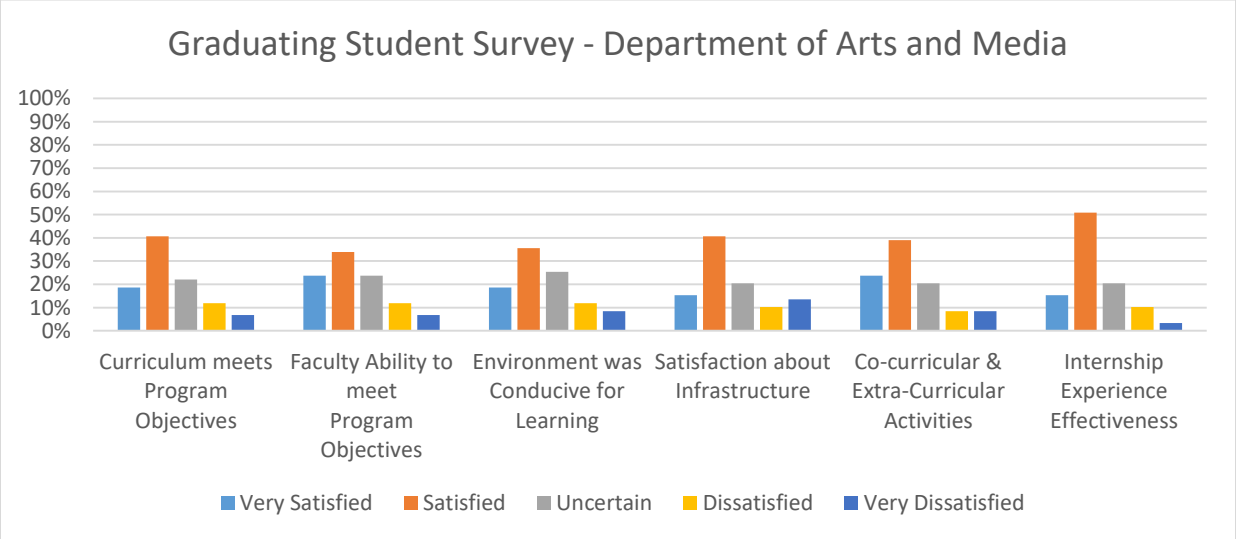
Sr. #	Faculty Name	Percentage
1	Mr. Amir Azad	98%
2	Mr. Muhammad Suleman	98%
3	Dr. Shoaib Ahmed	97%
4	Mr. Alamgir Mirza	96%
5	Ms. Amina Tariq	96%
6	Ms. Bushra Yasin	96%
7	Ms. Areeba Abbasi	94%
8	Mr. Salman Amin	92%
9	Mr. Waqar Haider	92%
10	Ms. Asma Mushtaq	91%
11	Ms. Bushra Ishaq	91%
12	Mr. Mansoor Waheed	90%
13	Dr. Ismail Abbasi	88%
14	Mr. Zain Shakeel	87%
15	Mr. Arshad Ali	84%
16	Mr. Hafiz Muhammad Adeel	83%
17	Ch. Muhammad Usman	82%
18	Mr. Fareed Raeess	77%
19	Mr. Khurram Illahi	56%

QEC staff carried out course and teacher evaluation survey in order to ensure the unbiased feedback from students. The gathered data was analyzed by QEC and results were provided to department officials for further actions.

HoD of the BS Computer Arts reviewed the output and decided to put up the results in Board of Studies and Board of Faculty for further discussion and actions. Initially the results will be put up in Board of Studies, who may decide to move results to further level for discussion and decisions if required. This meeting is planned to be held during the summer vacations.

Graduate Student Survey





2.4 BS Computer Arts Program Strong and Weak Points

BCA program is designed to educate students to meet the challenges of the modern world and present market needs. During the execution of the program several observations were made that can be categorized as strong and weak points of the program. These points are listed below:

2.4.1 BS Computer Arts Program Strong Points:

- The number of courses along with their titles and credit hours for each semester, course contents for degree program are fully planned.
- Transparent admission, registration and recruiting policy.
- Curriculum Design, development and organization are based upon set, well defined and approved criteria.
- Pre-requisites fully observed.
- Examinations on schedule.
- Academic Schemes fully prepared in advance.
- HEC rules fully followed.
- Excellent Students-Teacher Ratio.
- FM Radio
- Media House (equipped with advanced technology).
- Most preferred university for the program of BCA
- Maximum employment ratio
- Strong industrial links.
- Market related projects during studies

2.4.2 BS Computer Arts Program Weak Points:

- Unavailability of drawing studio.
- Unavailability of fully equipped gallery
- Unavailability of equipped labs for students
- Need to improve the computer facilities for all the design and animation students.
- Lecture halls are not available

- Drawing studio equipment is not enough with reference to the ratio of students.
- Long procedure for conducting visits to media house or printing press.
- Non availability of funds for participation in various workshops or competitions etc.

2.5 Significant Future Development Plans

Significant future development plan for the program includes rectification of weaknesses and improvement in overall performance of the program. As per agreed views, lack of learning resources will be rectified by the induction of more learning material. The computer lab and drawing studio will be made available for students as it's a basic requirement of this program. Enough funds will be allocated for visits, seminars, trainings and workshops. Because of self-assessment, faculty management has decided to investigate the improvement areas for course syllabi that would help achieve program objectives more efficiently.

2.6 Standard 1-4

The department must assess its overall performance periodically using quantifiable measures.

2.6.1 Graduates/Undergraduates enrolled in year 2017-2018

150 BCA students were enrolled during the sessions 2017-18.

Students Strength up to 31st July 2018			
Sr. No	**Discipline**	**Semester start**	**Current strength**
1.	BCA	S-2018	48
		F-2017	73
		S-2017	29
		F-2016	41
		S-2016	32
		F-2015	44
		S-2015	24
		F-2014	8
		S-2014	0
Sub Total of BCA		299	

2.6.2 Student Faculty Ratio:

BSMC Program has 15:1 ratio

2.63 Average GPA per semester

The average GPA is 2.35

2.6.4 Average Completion time

The program has average completion time of 4 years.

2.6.5 Employer Satisfaction

The employer survey was conducted by institute with the help of QEC which resulted in -75% satisfaction level. See Annexure B for details.

2.6.6 Students Course Evaluation Rate

Student's course evaluation average response rate for all courses is **(Data not available yet.)**

2.6.7 Students Faculty Evaluation

QEC staff conducted the teachers' evaluation to ensure unbiased feedback. The results showed under section 2.3.2. QEC staff conducted the teachers' evaluation to ensure unbiased feedback. The results showed that almost all teachers scored more than 70% marks as graded by students. Sample faculty/ teacher evaluation is attached in annexure D and rest is submitted.

2.6.8 Research

Not Applicable

2.6.8 Community Service

Department of Art and Media has been engaged in a lot many activities. Some of these activities are as under.

A- Supporting the Initiative of the Government of Pakistan as Social responsibility

1) Clean and Green Pakistan
2) Tree Plantation
3) Say no to Corruption
4) Save Water Campaign
5) Gender Discrimination Awareness

B- International Day

1) World Peace Day

2) United Nations Day
3) Kashmir Day
4) Human Rights Day
5) Pakistan Day

C- Continuing Series of Workshops and Activities

1) Arts and Design Workshop for the under privileged children
2) Series of Media Management Workshop for the Police Officers
3) Series of Creative Arts Workshops
4) Arts Exhibitions focusing various social Issues
5) Career Guidance and Counseling for more than 200 Schools and Colleges
6) Yoga Sessions for the faculty of Foundation University
7) Under all these categories different seminars, workshops, awareness campaigns and other related activities are organized by the faculty and students.

2.6.9 Students/Teachers Satisfaction

Students and teachers' satisfaction are judged in different ways. For students this is done by faculty as well as QEC staff by conducting in-class discussions to know students' views and through feedback provided by them on HEC Performa number 1 & 10. While, teachers' satisfaction is judged using the HEC defined Performa number 5 and their views during in-person discussion with QEC staff.

2.2 Criterion 2: Curriculum Design and Organization

2.3 Title of Degree Program

BCA (Bachelor of Computer Arts)

2.4 Definition of credit hour

Total 3 credit hours; 2 hours of theory lecture and 1 hour for discussion /Practical work.

2.5 Degree plan

Following is the list of Foundation courses taught in the selected program. Section 3.4 and 3.5 show the details about these courses.

Table: Curriculum Course Requirements

Semester	Course Number	Category (Credit Hours)				
		Math and Basic Science		Core Courses	Humanities and Social Sciences	Technical Electives
		Math	Basic Science			
1st	6			4 (12 Cr.)	2 (6Cr.)	
2nd	6			3 (9 Cr.)	3 (9Cr.)	
3rd	6			5 (15 Cr.)	1 (3Cr.)	
4th	6			4 (12 Cr.)		2 (6Cr.)
5th	6			3 (9 Cr.)		3 (9 Cr.)
6th	6			2 (6Cr.)		4 (12 Cr.)
7th	5			4 (12 Cr.)		2 (6Cr.)
8th	3					1 (3Cr.)
Total	44					
Minimum Requirements	124-132Cr.					

3.4 Curriculum Breakdown

Foundation University, Rawalpindi Campus Department of Arts & Media Semester - I			
S.No	Course Code	Course(s)	Credit Hours
1	Eng 101	English- I (theoretical)	3
2	DRG 130	Drawing-I	3
3	CA 121	History of Arts-I (theoretical)	3
4	CA 101	Basic Design	3
5	COMP 132	Basic Computer Skills	3
6	CA 335	Drafting	3

			Total=18
Semester - II			
S. No	Course Code	Course(s)	Credit Hours
1	DRG 230	Drawing-II	3
2	ENG 201	English-II (theoretical)	3
3	PST 101	Pakistan Studies	3
4	CA 122	History of Arts-II (theoretical)	3
5	CA132	Graphic Design	3
6	IST 101	Islamic Studies (theoretical)	3
			Total=18
Semester III			
S. No	Course Code	Course(s)	Credit Hours
1	DRG 330	Drawing III	3
2	COM 101	Communication Skills (theoretical)	3
3	CA 123	Computer Graphics-I	3
4	CA 109	Photography-I	3
5	CA 134	Basic Video Production	3
6	CA399	Intro to Graphic tools	3
			Total=18
Semester-IV (section A)			
S. No	Course Code	Course(s)	Credit Hours
1	CA 430	Drawing –IV	3
2	CA 209	Photography-II	3
3	CA 234	Computer Graphics II	3
4	ENG 401	Research Methodology (theoretical)	3
5	CA 135	Animation I	3
6	CA 410	Advance Graphic Tools	3
			Total =18
Semester-V (Animation)			
S. No	Course Code	Course(s)	Credit Hours
1	ADRG 530	Drawing –V	3
2	CA 232	Character Building	3
3	CA 244	3D Animation I	3
4	CA 308	Video production & Digital Video Tools	3

5	CA 129	Animation-II	3
6	CA 400	Illustration	3
			Total =18
Semester-V (Graphics)			
S. No	Course Code	Course(s)	Credit Hours
1	ADRG 530	Drawing –V	3
2	CA 370	Typography	3
3	CA 236	Campaign Development-I	3
4	CA 400	Illustration	3
5	CA 475	Product Design	3
6	CA 308	Video production & Digital Video Tools	3
			Total =18
Semester-VI (Animation)			
S. No	Course Code	Course(s)	Credit Hours
1	ADRG 630	Drawing VI	3
2	CA 323	Web design I	3
3	CA 309	Advance video and Digital tools	3
4	CA 432	3d Animation – II	3
5	CA 334	Animation – III	3
6	CA 331	Project Management	3
			Total-18
Semester-VI (Graphics)			
S. No	Course Code	Course(s)	Credit Hours
1	ADRG 630	Drawing-VI	3
2	CA 309	Advance video and Digital tools	3
3	CA 411	Advance Advertising	3
4	CA 436	Campaign Development II	3
5	CA 331	Project Management	3
6	CA323	Web design I	3
			Total-18
Semester-VII (Graphics)			
S. No	Course Code	Course(s)	Credit Hours
1	ADRG 630	Final Project I/Thesis (Graphics)	3
2	CA 309	Desktop Publishing	3

4	CA 436	User Interface Design	3
5	CA 233	Compositing and Effects	3
6	CA	Web II	3
			Total-18
Semester-VII (Animation)			
S. No	Course Code	Course(s)	Credit Hours
1	ADRG 437	Final Project I/Thesis	3
2	CA	Web II	3
3	CA 535	3D Animation III	3
4	CA 133	User Interface Design	3
5	CA439	Compositing and Effects	3
6	CA 434	Animation IV	3
			Total-18
Semester-VIII (Graphics)			
S. No	Course Code	Course(s)	Credit Hours
1	ADRG	Final Project II /Thesis	3
Semester-VIII (Animation)			
S. No	Course Code	Course(s)	Credit Hours
1	ADRG 437	Final Project II/Thesis	3

Curriculum Breakdown

Semester	**Course Number**	BS Media Sciences Courses	Core courses	**Theory courses**	**Practical/Electives/ Others**

1	Eng 101 DRG 130 CA121 CA101 COMP 132 CA335	English-1 Drawing-1 History of Arts-1 Basic Design Basic computer skills Drafting	6	3	3
2	DRG 230 ENG201 PST 101 CA 122 CA 123 IST 101	Drawing II English II Pakistan Studies History of Arts II Graphic design Islamic Studies	6	4	2
3	DRG 330 COM 101 CA124 CA109 CA134 CA399	Drawing III Communication Skills Computer graphics-1 Photography-1 Basic Video Production Intro to graphic tools	6	1	5
4	CA 430 CA 209 CA 234 ENG 401 CA 135 CA 410	Drawing –IV Photography-II Computer Graphics II Research methodology Animation-I Advance Graphic tools	6	1	5

5	ADRG 530 CA 334 CA308 CA400 CA 236 CA323 CA 334 CA308 CA 236 CA323	Drawing-V Illustration Video production & Digital Video tools Illustration (Animation) Character building 3D Animation I Animation II (graphics) Typography Campaign Development -1 Product Design	6		6
6	ADRG 530 CA 328 CA 309 CA 163 CA328 CA434 CA 410 CA 436	Drawing VI Web Design-1 Advance Video & Digital tools Project Management (Animation) 3D Animation-II Animation-III (Graphics) Advance Advertising Campaign	6		6

		development II			
7	ADRG 630 CA 309 CA 436 CA 233 CA 328 CA 410 CA 410 CA 328	Final project I Wed Design II User Interface Design Compositing and Effects (Animation) Animation IV 3D Animation III Desktop publishing Art Appreciation	6		6
8	CA 537 CA 500	Final Project II Thesis	2		2

3.5 Courses Information

3.5.1 Eng. 101 English- I (theoretical)

Course Objective:

The course will acquaint students with more concise, lucid, and correct expression of English; to provide model forms of communication skills with special stress on phonetics and phonology. The aims are to: achieve proficiency in language use, develop skills in listening comprehension, improve reading efficiency, use the conventions of standard written English with skill and assurance, build-up vocabulary, and summarize clearly and accurately the ideas of others etc. It will illustrate the force and effectiveness of simple and direct English.

Reference books

- High School English Grammar and Composition- Wren and Martin. Paramount Publishing Enterprise
- Oxford Practice Grammar- John Eastwood. Oxford University Press

3.5.2 DRG 130 Drawing-I

Course Objective:

To help students improve their practical skills as well as their understanding of various concepts of drawing. Students will be encouraged to experiment and take a creative approach.

Reference books:

- Civardi, Giovanni. Drawing Human Anatomy. London: Cassell Illustrated, 1995. Print. Stanyer, Peter. The Complete Book of Drawing Techniques: A Complete Guide for the Artist. London: Arcturus Publishing, 2004. Print.
- Kleiner, Fred S., and Christin J. Mamiya. Gardner´s Art Through the Ages. Boston: Wadsworth, 2004. Print.

3.5.3 CA 121 History of Arts-I (theoretical)

Course Objective:

To introduce students to basic terminology of art history. Students will be taught characteristic features of art produced in Eastern and Western parts of the world. Various cultural, political and religious circumstances that contributed to these art movements will also be discussed.

Reference books:

- Farthing, Stephen, Richard Cork. Art: The Whole Story. London: Thames & Hudson, 2010. Print.
- Getlein, Mark. Living with Art. New York: McGraw, 2010. Print.
- Kleiner, Fred S., and Christin J. Mamiya. Gardner´s Art Through the Ages. Boston: Wadsworth, 2004. Print.
- Ocvirk, Otto G. et al. Art Fundamentals: Theory and Practice. New York: McGraw, 2006. Print.

3.5.4 CA 101 Basic Design

Course Objective:

This course is based on exploring the basic elements & principles of design stressing the fundamental design concepts in making a composition. Comprehensive study of design elements, understanding of principles conceptually and learning to apply them practically will formulate the foundation of the graphic design education.

Reference Books:

- Basics of Computer Graphic Design by NIIT
- The 7 Essentials of Graphic Design by Allison Goodman

3.5.5 COMP 132 Basic Computer Skills

Course Objective:

After completing this course, a student will be able to:

• Understand different terms associated with ICT

• Identify various components of a computer system

• Identify the various categories of software and their usage

• Define the basic terms associated with communications and networking

• Understand different terms associated with the Internet and World Wide Web.

• Use various web tools including Web Browsers, E-mail clients and search utilities.

• Practical use of HEC digital Library for the access of journal and conference paper for writing a review paper in their relevant area. Students would also be motivated to describe a future research topic with the help of review paper.

• Use of text processing, spreadsheets, presentation and also automated tools like Mendeley, Endnote and Zotero for developing research libraries and also for automatically insertion of citation in different style like MLA, APA, Chicago and IEEE.

Reference Materials:

1. Computing Essentials by Timothy O'Leary and Linda O'Leary, 2010 Complete (McGraw Hill)

2. Information Technology: A Practical Introduction to Computer & Communications by Williams Sawyer, 6th Edition (McGraw Hill)

3. A Balanced Introduction to computer Science (Prentice Hall) by
David Read
4. Introduction to Computer Science by Pearson Education India
5. Introduction to computing technologies by Shelly Cashman
6. Introduction to Computers by Peter Norton, Latest Edition (McGraw Hill)

3.5.6 CA 335 Drafting I

Course Objective:

Knowledge of the principles of geometric construction and its principles are essential to an interior designer. The intent of the drafting course is to train students in the technical side of interior design. Drafting is a technical drawing used by designers to graphically present ideas and represent objects necessary for a designed environment.

Reference books:

Basic Drafting: A Manual for Beginning Drafters by Leland Scott
Basic Drafting by Martin Clifford

3.5.7 DRG 230 Drawing-II

Course Objective:

To help students improve and expand their drawing skills as well as their understanding of various concepts of drawing. Students will be encouraged to experiment and take a creative approach.To promote drawing for a purpose, focusing on process, ideas and cross-disciplinary dialogues that explore drawing as a primary form of communication.

To interrogate the practice of drawing in order to test, redefine and expand their horizon.

Reference books:

1. Civardi, Giovanni. Drawing Human Anatomy. London: Cassell Illustrated, 1995. Print.
2. Stanyer, Peter. The Complete Book of Drawing Techniques: A Complete Guide for the Artist. London: Arcturus Publishing, 2004. Print.

3. Kleiner, Fred S., and Christin J. Mamiya. Gardner´s Art Through the Ages. Boston: Wadsworth, 2004. Print.
4. Ways of Seeing, by John Berger
5. The Artist's Reality: Philosophies of Art, by Mark Rothko
6. Drawings of Leonardo da Vinci, by Charles Lewis Hind
7. Drawing Techniques by Old Masters and Contemporary Artists

3.5.8 ENG 201 English-II (theoretical).

Course Objective:

This course aims to develop skills in reading comprehension and writing. It will deepen the understanding and appreciation of everything you read and will give the confidence to write anything be it a dutiful letter, or story or a speech for expressing your view point at a meeting or a conference. It may broaden the horizon of imagination for creative writing especially for the students of Media and Arts studies.
By engaging students in different class activities, group tasks, oral presentations the active learning will be ensured.

Reference Books:

1. A New English Course- Rhodri Jones. Sunrise Publications
2. Oxford Practice Grammar- John Eastwood. Oxford University Press
3. The Art of Public Speaking- Steven E. Lucas. McGraw Hill

3.5.9 PST 101 Pakistan Studies

Course Objective:

The course provides students a brief historical survey of Pakistan's constitutional and political development. This course also focuses on the physical and human environment of Pakistan, its interaction and impact of interaction on both the land and the people. An important part of the course focuses on the actions that people can take to protect and conserve the environment.

Reference Book(s):

1. Nazir Ahmad Khalid, Geography of Pakistan
2. Anwar Syed, Issues and Realities of Pakistani Politics, Research Society of Pakistan, University of the Punjab, Lahore, 2007

3. M. Asghar Khan, we have Learnt Nothing from History: Pakistan Politics and Military Power, Karachi, Oxford University Press, 2007

3.5.10 CA 122 History of Arts-II (theoretical)

Course Objective:

Understand the role of the artist in historical and contemporary societies.

Use creative and research skills, as well as museum experiences, as a means of exploring interdisciplinary methods of inquiry that will promote excellence in the arts.

Demonstrate proficiency in the skills necessary for success in graduate school and/or the professional workplace.

Demonstrate the potential for a lifelong appreciation and understanding of the visual arts through classroom as well as co-curricular experiences.

Apply educational and experimental knowledge to further an appreciation of the arts of diverse cultures.

The student will describe what content is in a work of art

Reference books:

1. Art through ages, Fred S. Kleiner
2. Art the whole story, Thamus and Hudson

3.5.11 CA132 Graphic Design

Course Objective:

This course will serve as a foundation course to introduce fundamental concepts, materials, processes, and vocabulary that are used in two-dimensional design. Lectures, Assignments and demonstrations will expose students to the topics of composition, space utilization, color grids & relations, scale, contrast, progression, and transformation. Course investigations will centrally focus on creative design solutions for a wide range of visual problems.

Reference books:

1. Basics of Computer Graphic Design" by NIIT
2. The Fundamentals of Creative Design-Second Edition by Gavin Ambrase & Paul Harris
3. Design Language by Tim McCreight

3.5.12 IST 101 Islamic Studies (theoretical)

Course Objective:

This program offers knowledge of basic Islamic Sciences such as al-Quran, al-Hadith, al-Fiqh, Islamic History, Islamic Thought, Seerah, Islamic Culture and Islamic Civilization. It also provides basic skills of pure sciences and social sciences that are required to be performed by a graduate to create better understanding of Islam and contemporary challenges faced by the Muslim Ummah

Reference books:

1. Islamic studies book for BS, Punjab text book

3.5.13 DRG 330 Drawing III

Course Objective:

The Purpose of this drawing course is to provide each student with specific drawing media experiences and to build basic perceptual skills in terms of drawing from the still life and landscape. The student will review basic knowledge of the elements of art: line, value, shape/volume, texture and color to lead to their deliberate manipulation for different types of spatial illusion, compositions and expressive meaning

Reference books:

1. Civardi, Giovanni. Drawing Human Anatomy. London: Cassell Illustrated, 1995. Print.
2. Stanyer, Peter. The Complete Book of Drawing Techniques: A Complete Guide for the Artist. London: Arcturus Publishing, 2004. Print.
3. Kleiner, Fred S., and Christin J. Mamiya. Gardner´s Art Through the Ages. Boston: Wadsworth, 2004. Print.
4. Ways of Seeing, by John Berger The Artist's Reality: Philosophies of Art, by Mark Rothko
5. Drawings of Leonardo da Vinci, by Charles Lewis Hind
6. Drawing Techniques by Old Masters and Contemporary Artists

3.5.14 COM 101 Communication Skills (theoretical)

Course Objective:

Effective communication is the fragrance of blossomed soul. This course will provide practical usable, relevant skill practice and personalized feedback on oral communication critical to professional success. Special attention will be given to methods used by the leaders to create credible persuasive messages that engage and involve audience.

On completing this course, the participants should be able to

1. Communicate with semantic and syntactic precision as grammar is to a language what management is to an organization.
2. Master non-verbal communication and effective listening skills as listening thrives on patience and motivation.
3. Speak confidently for specific assignments for proper procedure smoothes the path of commercial transactions.
4. Present confidently, smartly and effectively as people reveal themselves as they speak.

Reference Book

1. Communication Skills- Leena Sen. PHI learning, Delhi.
2. Effective Communication and Soft Skills: Strategies for Success- Nitin Bhatngar , Mamta Bhatnagar
3. Public Speaking- Steven A. Beebe, Susan J . Beebe. Allyn and Bacon
4. The Art Of Public Speaking- Steven E. Lucas. McGraw Hill

3.5.15 CA 123 Computer Graphics-I

Course Objective:

This course is Introduction to Computer Graphics. Designed to help students learn tools like Adobe Photoshop and Illustrator and to design, draw and develop their creative ideas freely over the canvas. This course will be helpful to them in developing their understanding of basic digital graphic designs, design principals and design elements.

Reference books:

1. Software Essentials for Graphic Designers: Photoshop, Illustrator, InDesign By Mark Gatter

3.5.16 CA 109 Photography-I

Course objectives:

The goal of this class is to teach pupils the basics of photography, both from a technical and an artistic point of view. If you follow the entire course, you will gain a thorough understanding of how a camera works, how to avoid the most common mistakes, how to create technically good image and have an idea about the basics of composition.

Reference books:

1. Scott Kelby's Digital Photography Boxed Set, Volumes 1, 2, and 3
2. Understanding Exposure, 3rd Edition: How to Shoot Great Photographs with Any Camera by Bryan Peterson
3. The Photographer's Eye: Composition and Design for Better Digital Photos by Michael Freeman

3.5.17 CA 134 Basic Video Production

Course objectives:

This course will cover various steps involved in the making of a video (film making) which are, finding an idea, writing a script, shooting, editing, effects or graphics and sound editing.

These steps are generally ordered in three different categories: pre-production (conceptualizing an idea and the writing of a script), production (the actual shooting or recording) and post-production (the video editing, sound editing and effects).

The course will begin with basics of digital media, and move to digital videography, Sound for film and to the editing software (Adobe Premiere pro, Final cut Pro) and online distribution.

Reference Books:

1. Television Production Handbook, 12th Edition by Herbert Zettl San Francisco State University
2. Adobe Premiere CC Class Room in a book
3. Understanding Exposure Bryan F Peterson
4. Single-Camera Video Production, 5th Edition by Robert B. Musburger, PhD.

3.5.18 CA399 Intro to Graphic tools

Course Objective:

The Introduction to Computer Graphic Tools is designed to help students to use tools like Adobe Photoshop and Illustrator, so that can design, draw and develop their creative ideas freely over canvas. This course will be helpful to them in developing their understanding of basic graphic design tools.

Reference books:

1. Software Essentials for Graphic Designers: Photoshop, Illustrator, InDesign By Mark Gatter

3.5.19 CA 430 Drawing –IV

Course Objectives:

The Purpose of this drawing course is to provide each student with specific drawing media experiences and to build basic perceptual skills in terms of drawing from the still life to figure drawing. The student will review basic knowledge of the elements of art: line, value, shape/volume, texture and color to lead to their deliberate manipulation for different types of spatial illusion, compositions and expressive meaning.

The course is directed towards giving the student a structured approach to drawing the human figure, which will serve as a foundation for his or her personal interpretive approach. Experience with material quality for feel. Values in grey, texture and color in rendering.

Reference Books:

1. Figure drawing for all it's worth by Andrew Loomis
2. Keys to Drawing with Imagination by Bert Dodson

3.5.20 CA 209 Photography-II

Course objectives:

The goal of this class is to teach pupils the Advance of photography, both from a technical and an artistic point of view. If you follow the entire course, you will gain a thorough understanding of how a camera works, how to avoid the most common mistakes, how to create technically good image and have an idea about the basics of composition.

Reference Books:

1. Extraordinary Everyday Photography: Awaken Your Vision to Create Stunning Images Wherever You Are by Brenda Tharp and Jed Manwarin by Jim Miotke
2. The Art of Photography: An Approach to Personal Expression by Bruce Barnbaum
3. David Busch's Mastering Digital SLR Photography by David D. Busch

3.5.21 CA 234 Computer Graphics II

Course Objectives:

This course is designed to help students to using digital graphic tools like Adobe Photoshop and Illustrator, implementing the basic design principals and elements in their designs. Students are enabled to design campaigns for different brands/ products using their knowledge of principals and elements of design.

Reference Books:

1. Fundamentals of Computer Graphics by Erik Reinhard, Kelvin Sung, Michael Ashikhmin, Michael Gleicher, Peter Shirley, Peter Willemsen, Stephen R. Marschner, and William B. Thompson
2. Interactive Computer Graphics: A Top-down Approach Using OpenGL by Edward Angel
3. Foundations of 3D Computer Graphics by Steven Jacob Gortler
4. Computer Graphics, Multimedia & Animation by Pakhira

3.5.22 ENG 401 Research Methodology (theoretical)

Course Objectives:

This course aims to provide students with the process and understanding of scientific knowledge and a difference a researcher could make. The course is designed to provide an overview of different approaches, considerations and challenges involved in social research. Further it will focus on tools and skills required to understand research terminologies and the steps involved while conducting the research effectively.

Reference Books:

1. Educational research (Fifth edition) L.R. Gay.
2. Social research methods (SAGE course companions) Nicholas Williman.

3.5.23 CA 135 Animation I

Course Objectives:

This beginning animation course exposes students to the range of traditional and digital techniques used in stop-motion, claymation, 2-D or 3-D computer animation. Students learn basic theory and mechanics behind animation develop observational and drawing skills and study the fundamental principles of character design, layout and storyboarding. Through lectures, demonstrations and hands-on exercises, animation students learn squash and stretch, follow-through, key framing and overlap techniques while creating their own short animation projects.

In this course students will be exposed to a variety of forms of animation. Through hands on projects, they will experience the production of different forms and techniques of animation, including:

Early animation toys (Flipbooks)

Traditional Animation (pencil tests - with an emphasis on the basic principles of animation)

Reference books:

1. The Animator’s Survival kit By Richard Williams

3.5.24 CA 410 Advance Graphic Tools

Course Objective:

This Course is for those who want to extend their perceptual and self-management skills to professional level. This course will help in developing the understanding of

editing through different editing tools of raster and vector graphic in software. Course will develop the importance of print media, different file formats and give information about different advertising tools in designing.

Reference books:

1. Advanced Computer Graphics: Proceedings of Computer Graphics Tokyo ’86
2. Advanced Methods in Computer Graphics: With Examples in OpenGL by Ramakrishnan Mukundan.

3.5.25 ADRG 530 Drawing –V

Course Objective:

To help students improve their practical skills as well as their understanding of various concepts of Portrait drawing. Student will be able to create different facial features. Students will be able to capture the emotions through the facial features.

Reference books:

1. Drawing: Faces & Expressions: Master the art of drawing a range of faces and expressions - step by step (How to Draw & Paint) Paperback – by Diane Cardaci

3.5.26 CA 232 Character Building

Course Objective:

Students will be exploring the various and important aspects that go into designing characters for animation. Students will be exploring how shape language relates to the characters personality

Reference books:

1. Digital Character Animation 2, Volume I: Essential Techniques by George Maestri
2. The Illusion of Life / Frank Thomas and Ollie Johnston

3.5.27 CA 244 3D Animation I

Course Objective:

This program is designed to help you learn everything you need to create basic animation content using different mediums. Throughout the course, students will learn different animation techniques manually as well as on software. Learn the capabilities

of the interface of different software, how to work efficiently, and how to apply toolset in the workplace. This course will take you from basic to intermediate skill-set.

• Understand the mechanics of software for animation
• Be able to create animation using different techniques
• Work with handmade assets and their compilation.
• Understand how efficiently use the properties of tools
• Be able to create animations and stage a scene
• Learn how to create output for use in post-production by the process of rendering.

Reference Books:

The Animator's Survival kit by Richard Williams

3.5.28 CA 308 Video production & Digital Video Tools

Course Objectives:

This course covers digital editing using current software tools. Students work with digital non-linear editing hardware and software tools, multi-track audio creation, and sound sweetening. Students work with either their own footage or with exercise footage prepared by the instructor. This is a project-based curriculum that develops career and communication skills in digital video production, using Adobe tools. The Digital Video curriculum develops four key skill areas: project management and collaboration; design; research and communication; and professional video production, using Adobe tools.

Reference Books:

1. How to Shoot Video That Doesn't Suck: Advice to Make Any Amateur Look Like a Pro by Steve Stockman
2. Corporate Video Production: Beyond the Board Room (And OUT of the Bored Room) by Stuart Sweetow
3. Single-Camera Video Production by Robert B. Musburger and Michael R. Ogden

3.5.29 CA 129 Animation-II

Course Objective:

Student will be able to understand Basic concepts and fundamentals of 2d motion graphics and 2d digital animation. This course will offer skill development in the use of software to develop storyboards and 2-dimentional animation including creating, importing and sequencing media elements to create multi-media presentations. Emphasis will be on conceptualization, creativity, and visual aesthetics. This course takes the students through various aspects of animation using a variety of 2 dimensional software. Developing concepts, storyboarding and production of several 2 dimensional animations will be accomplished.

Reference Books:

1. The Animator's Survival Kit by Richard Williams Expanded Edition
2. Cartoon Animation by Preston Blair
3. How to Cheat in Adobe Flash 5: The Art of Design and Animation by Chris Georgenes

3.5.30 CA 400 Illustration

Course Objective:

This Course is for those who want to extend their perceptual and self-management skills to professional level. This course will help in learning skills and build scope as illustrator in market. And help n develop skills in use of traditional drawing medium, computer applications, traditional and digital drawing techniques, illustrative rendering, and a range of skills to assist them in managing their own work.

Reference Books:

Complete Digital Illustration: A Master Class in Image-Making by Lawrence Zeegen

Digital Illustration Fundamentals: Vector, Raster, WaveForm, NewMedia with DICF, DAEF and ASNMF 1st ed. Edition by Wallace Jackson

3.5.31 CA 370 Typography

Course Objective:

This Course is for those who want to extend their perceptual and self-management skills to professional level. This course will help in developing the understanding of

typography. Course will develop the importance of typography in different forms of graphic design tools. This course will help in making design tool more communicative with the help of correct use of type phase.

Reference books:

1. The Elements of Typographic Style by Robert Bringhurst

3.5.32 CA 236 Campaign Development-I

Course Objectives:

The course will prepare students for a life as strategic planners, marketers and communication and advertising professionals.

Over the semester students will learn some of the most important disciplines and tools of the marketing and communications profession. Students will study communication trends and learn how to analyze a given market or situation, conduct hardcore strategic planning and develop the foundation for a creative communication campaign Reference books:

Branding: In Five and a Half Steps by Michael Johnson

3.5.33 CA 475 Product Design

Course Objectives:

This subject will enable students to

understand the new product development process and strategic features of new product development;

develop strategic thinking and planning abilities throughout the early product design stage;

Understand various techniques for new product planning.

It will let an Artist design products while keeping marketing ends in mind

How Arts can meet the current economic needs

Reference Books:

1. New Product Development & Innovation, Principles of Marketing, 14th edition by Philip Kotler & Gary Armstrong.

3.5.34 ADRG 630 Drawing VI

Course Objective:

To help students improve their practical skills as well as their understanding of various concepts of Portrait drawing. Student will be able to create different human poses. Students will be able to capture the poses through thorough study of human anatomy.

Reference books:

Drawing: Faces & Expressions: Master the art of drawing a range of faces and expressions - step by step (How to Draw & Paint) Paperback – by Diane Cardaci

Human Anatomy for Artists by Eliot Gold finger

3.5.35 CA 323 Web design I

Course Objectives:

Understand the principles of creating an effective web page, including an in-depth consideration of information architecture.
Become familiar with graphic design principles that relate to web design and learn how to implement these theories into practice.
Develop skills in analyzing the usability of a web site.
Understand how to plan and conduct user research related to web usability.
Learn the language of the web: HTML and CSS.
Learn techniques of responsive web design, including media queries.
Learn CSS grid layout and flexbox.
Develop skills in digital imaging (Adobe Photoshop.)
Be able to embed social media content into web pages.

4.5.35.2 Reference Books:

1. Learning Web Design by Jennifer Niederst Robbins
2. The Principles of Beautiful Web Design by Jason Beaird

3.5.36 CA 309 Advance video and Digital tools

Course Objectives:

The main purpose of this course is to give each student an advance level knowledge of video recording and editing, with an emphasis on self-exploration, performance, social

critique, and the organization of raw experience into aesthetic form (narrative, abstract, documentary, short film). Students are required to complete a variety of assignments to learn the various aspects of video capture and editing to become a confident creative professional, an independent filmmaker with the knowledge to prove it. By exploring and then specializing in filmmaking's key creative disciplines, students will ultimately be able to step onto any film set and make a difference.

Reference Books:

1. Television Production Handbook, 12th Edition
2. By Herbert Zettl San Francisco State University
3. Adobe Premiere CC Class Room in a book
4. Understanding Exposure
5. Bryan F Peterson
6. Single-Camera Video Production, 5th Edition
7. By Robert B. Musburger, PhD.

3.5.37 CA 432 3d Animation – II

Course Objectives:

The 3D animation class is designed for students to learn both practical and theoretical knowledge in constructing three-dimension animation. It is a complex interdisciplinary subject of artistic expression and technological understanding, requiring an open creative mindset from students. Throughout the class, there will be several projects to help students build problem solving abilities toward the subject in an incremental way. Each class consists of a one hour lecture and two hours of lab practice to accomplish a combined theoretical and practical approach. The main software used in the class is Autodesk Maya, which has very strong support for modeling and animation as well as other related stages of the production pipeline.

Reference Books:

1. The Animator’s Survival kit by Richard Williams

3.5.38 CA 334 Animation – III

Course Objectives:

This program is designed to help you learn everything you need to create basic animation content using Adobe Animate CC. Throughout the course, students will learn different animation techniques using animate tools. Learn the capabilities of the interface, how to work efficiently, and how to apply toolset in the workplace. This course will take you from basic to intermediate skill-set.

• Understand the mechanics of Animate cc
• Be able to create advance animation using different techniques
• Work with assets and library of animate cc
• Understand how efficiently use the properties of tools
• Be able to create animations and stage a scene
• Learn how to create output for use in post-production by the process of rendering.

Reference Books:

1. The Animator's Survival kit by Richard Williams

3.5.39 CA 331 Project Management

Course Objectives:

This course is designed to conduct project planning activities that accurately forecast project costs, timelines, and quality. Implement processes for successful resource, communication, and risk and change management. Demonstrate effective project execution and control techniques that result in successful projects

Reference Books:

1. A Guide to the Project Management Body of Knowledge: PMBOK® Guide (SixthEdition)
2. Project Management Absolute Beginner's Guide by Gregory Horine

3.5.40 CA 411 Advance Advertising

Course Objective:

This Course introduces techniques of advertising and analysis of methods for advertising. Advertisings goals are achieved through this course by practical

implication of mediums of advertising. The subject includes large practical projects in which students will be designing and implementing advertising techniques.

Reference Books:

1. Strategic Advertising Campaigns (Second Edition.) Schultz, Don E., Dennis Martin and William P. Brown. Chicago: Crain Books, 1984.
2. The Tipping Point: How Little Things Can Make a Big Differenc by Malcolm Gladwell.

3.5.41 CA 436 Campaign Development II

Course Objective:

This is a foundation course in advertising and graphic design. Students are challenged to combine foundation skills with conceptual thinking in order to develop creative solutions. Students develop the ability to communicate ideas visually through art direction, and verbally through copywriting. Project-based assignments from concept through digital output challenge students to consider the relationship between the product, its' target audience and marketing objectives. Students learn the importance of conceptual thinking, professional execution and presentation of their ideas. Students may work in teams on the concept, design and development process.

Reference Books:

1. Fascinate, Revised and Updated: How to Make Your Brand Impossible to Resist by Sally Hogshead
2. Loveworks: How the World's Top Marketers Make Emotional Connections to Win in the Marketplace by Brian Sheehan

3.5.42 CA Web II

Course Objective:

This course curriculum is an introduction to the design, creation, and maintenance of web pages and websites. With it, students will learn how to critically evaluate website quality; learn how to create and maintain quality web pages; learn about web design standards and why they're important; and learn to create and manipulate images.

Students will gain the skills and project-based experience needed for entry into web design and development careers.

Students will be able to use a variety of strategies and tools to create websites.

Students will develop awareness and appreciation of the many ways that people access the web, and will be able to create standards-based websites that can be accessed by the full spectrum of web access technologies

Reference Books:

1. html and css: design and build websites, by jon duckett by jon duckett front end development

3.5.44 CA 535 3D Animation III

Course Objective:

In this course Students learn how to cycle animation in Maya and use various skills and functions to view their Silhouette (“7” key), arcs (Tracking markers), and line of action (Paint overs). Students begin to analyze the effect that outside weight can have on a character, and how they can use it to create the illusion of life.

Reference Books:

1. The Animator’s Survival kit by Richard Williams

3.5.45 CA 133 User Interface Design

Course Objective:

This Course introduces design and analysis methods for UI design. Relevant perceptual psychology is introduced, and guidelines for user interface design are derived. Design methods are discussed. Analysis of interfaces by experimentation on humans is described. The subject includes large practical projects in which students will be designing user interfaces.

Reference Books:

1. UI is Communication By Everett N McKay
2. Designing with the Mind in Mind By Jeff Johnson

3.5.46 CA439 Compositing and Effects

Course Objective:

This course introduces students to the fundamental skills used in the Visual Effects (VFX) industry. Students learn basic compositing and how the VFX field integrates computer graphics and 3D components with live action plates. Visual Effects 1 includes comprehensive practical exercises which simulate current industry pipelines. Students have access to experienced mentorship for discussion and feedback.

Reference Books:

1. Digital Compositing In Depth: The Only Guide to Post Production for Visual Effects in Film by Doug Kelly.

3.5.47 CA 434 Animation IV

Course Objective:

Student will be able to understand Advance level of 2d motion graphics and 2d digital animation. This course builds a framework of skills and vocabulary to create and modify 2D and 3D animation data. It builds understand the fundamental components and their position in the production pipeline of 2D and 3D animation art-making. To appreciate the interdisciplinary research attitudes of art and technology (via computer graphics).To invest independent and artistic expression along with problem solving processes during construction. To develop awareness of current 3D animation practices through diverse examples of animation, films, video games, virtual worlds, and so on.

Reference Books:

1. The Animator's Survival kit by Richard Williams

3.5.49 CA 309 Desktop Publishing

Course Objective:

This Course introduces techniques of printing and analysis of methods for publishing. Through desktop publishing the creation of documents using page layout skills are polished. In desktop publishing we learn to generate layouts, quality text and images

comparable to traditional typography and printing. Desktop publishing techniques are used to make designs for commercial printing standards.

Reference Books:

1. Graphic Design for Desktop Publishing (Quick Reference Guides) by J. Schwartzman

3.5.50 CA 233 Compositing and Effects

Course Objective:

This course provides students instruction in Adobe After Effects so they may learn to create animated titles and title sequences. Additionally, they are taught basic video compositing skills and how to work with green screen footage.

Reference Books:

1. Compositing Visual Effects: Essentials for the Aspiring Artist by Steve Wright
2. The After Effects Illusionist: All the Effects in One Complete Guide by Chad Perkins

3.6 Standard 2-1

The curriculum must be consistent and supports the program's documented objectives.

3.6.1 Group 1: Theory

CA 122 History of Arts-II (theoretical), ENG 401 Research Methodology (theoretical)

3.6.2 Group 2: Language Skills

English – I, English-II, COM 101 Communication Skills

3.6.3 Group 3: Computer & Design Skills

COMP 132 Basic Computer Skills, CA 123 Computer Graphics, CA 399 Intro to Graphic tools, CA 101 Basic Design,

3.6.4 Group 4: Production and Animation Skills

CA 109 Photography-I, CA 134 Basic Video Production, CA 232 Character Building (Animation), CA 244 3D Animation I (Animation), CA 129 Animation-II (Animation), CA 370 Typography (Graphic Design), CA 236 Campaign Development-I (Graphic Design), CA 475 Product Design (Graphic Design), CA 400 Illustration.

3.6.5 Group 5: Social Sciences

PKS 102 Pakistan Studies, IST 101 Islamic Studies (Ethics in Special Case)

3.6.6 Group 6: Research/Project

CA 500 Thesis (Graphics & Animation)

3.6.7 Course Groups and Program Objectives

Courses Groups	Objectives			
	1	2	3	4
1	✓			
2			✓	✓
3		✓	✓	
4		✓	✓	
5	✓		✓	✓
6		✓	✓	✓

Table: Courses versus Program Objectives

3.7 Standard 2-2: Theoretical background, problems analysis and solution design must be stressed within the program's core material.

Table: Standard 2-2 Requirement

BS Media and Communication

Elements	Courses
Theoretical background	CA 122 History of Arts-II (theoretical), Research Methodology (theoretical), PKS 102 Pakistan Studies, IST 101 Islamic Studies (Ethics in Special Case)
Problem analysis	COMP 132 Basic Computer Skills, CA 123 Computer Graphics, CA 399 Intro to Graphic tools, CA 101 Basic Design, CA 109 Photography-I, CA 134 Basic Video Production, CA 232 Character Building (Animation), CA 244 3D Animation I (Animation), CA 129 Animation-II (Animation), CA 370 Typography (Graphic Design), CA 236 Campaign Development-I

	(Graphic Design), CA 475 Product Design (Graphic Design), CA 400 Illustration.
Solution design	CA 500 Thesis (Graphics & Animation)

3.8 Standard 2-3

The Curriculum must satisfy the core requirements for the program as specified by the respective accreditation body.

BS Computer Arts program has been designed in accordance with HEC's guidelines given for the BS programs and has no deviation from HEC requirements.

Duration	08 Semesters (4 years)
Courses	126 Credits
Projects/Thesis (Optional)	06 Credits
Internship	Non Credit
Total	132 Credits

Table: Program Credit Hours

Compulsory Courses Required	**General Courses to be chosen from Other Departments**
Total 27 Credits Hours	**Total 24 Credit Hours**

Discipline Specific Foundation Courses	Major Courses Including Research Project	Electives within The Major
Total 30 Credit Hours	**Total 39 Credits Hours**	**Total 12-15 Credit Hours**

3.9 Standard 2-4

The curriculum must satisfy the major requirements for the program as specified by the respective accreditation body.

Same as Standard 2-3.

3.10 Standard 2-5

The curriculum must satisfy general education, arts and professional and other discipline requirements for the program as specified by the respective accreditation body.

Same as standard 2-3 and Standard 2-1 (table) as defined above.

3.11 Standard 2-6

Information technology component of the curriculum must be integrated throughout the program

Program contains two compulsory courses of 3 credit hours of Basic Computer Skills and Computer Graphics course which also covers the information technology component. Students are taught to use the information technology tools and techniques during these courses to perform efficiently during their professional career. Also, students use computer systems and IT equipment during the program to do course work and practical.

3.12 Standard 2-7

Oral and written communication skills of the student must be developed and applied in the program.

Students go through course of communication skills and presentations, assignments, group discussions that develop the oral and written communication skills of the students. Students must write a thesis of their research work and present their work in thesis defense/viva in 8th semester.

4.0 Criterion 3: Laboratories and Computing Facilities

FURC has established multiple laboratories for students to practice their learning outcomes. Following is the list of available laboratories available to BCA students:

1. Computer Lab 3
2. Computer Lab 4
3. Computer Lab 5
4. TV Studio with Control Room
5. Radio Studio with Control Room

The details about these laboratories are provided as under:

Laboratory Title	Computer Lab 3, 4 and 5	Computer Lab 5 (Post Production Lab)
Location & Area	Sir Syed Block (1st Floor)	Sir Syed Block (1st Floor)
Objectives	Provide students with IT facility to practice software applications.	To enable students to practice different software applications to grab, edit and render the audio/video projects.
Adequacy for Instruction	All required instructions are displayed in the lab at appropriate places for use by faculty, students and support staff.	All required instructions are displayed in the lab at appropriate places for use by faculty, students and support staff.
Courses Taught	Computer for Media	Editing Basics, Editing Techniques, Animation Basic, Animation Practices, Digital Effects Post, Sound Design
Software Available	MS Office, Adobe Photoshop	MS Office, Adobe Photoshop, Adobe Audition, Adobe Premiere, Adobe Flash, Final CutPro, Adobe After Effects, 3D Studio Max, Maya, Sound Track Pro, Adobe Auto Run, Toon Boom Studio, Combustion, Smoke, Gneva 4D
Major Apparatus / Equipment	Computers, Multimedia	Computers, Server, Multimedia,
Safety Regulations	Safety regulations are being strictly followed. See Annex I for details of Laboratory Precautions.	Safety regulations are being strictly followed. See Annex I for details of Laboratory Precautions.

Table: Laboratories Details 1

Laboratory Title	TV Studio	Radio Studio
Location & Area	Sir Syed Block (1st Floor)	Sir Syed Block (1st Floor)
Objectives	To enable students to practice different production techniques: singlecam, multicam production, set design and live shows	To enable students to produce radio programs: recorded and live transmission
Adequacy for Instruction	All required instructions are displayed in the lab at appropriate places for use by faculty, students and support staff.	All required instructions are displayed in the lab at appropriate places for use by faculty, students and support staff
Courses Taught	Photography, Video Production, Documentary Making etc.	Radio Production, Sound Design
Software Available	Adobe Premiere	Adobe Premiere
Major Apparatus / Equipment	• Still Cameras • Semi-professional Video Cameras • Lighting Grid • Audio console • Video Switcher • LCDs	• Audio Console • Computers • Transmitter • Microphones • Digital Voice Recorders (Portable)
Safety Regulations	Safety regulations are being strictly followed. See Annex I for details of studio and control room precautions.	Safety regulations are being strictly followed. See Annex I for details of studio and control room precautions.

Table: Studios Details 2

4.1 Standard 3-3

The University computing infrastructure and facilities must be adequate to support program's objectives.

4.2 Standard 3-2

There must be support personal for instruction and maintaining the laboratories.

There is 1 In Charge for each laboratory, 1 Engineer/Supervisor and 1 light man for television studio and 2 broadcast engineers for radio studio.

Laboratory in charge is responsible for overall maintenance of laboratory and maintains the manuals and instructions. Besides that, there is computing service department in the campus, which is responsible for the maintenance of computers and network.

Studio engineer/supervisor is responsible for the maintenance of equipment in the television studio and control room while the light man maintains the lighting grid and cameras.

Broadcast engineer maintains all the equipment in the radio studio and control room.

4.3 Standard 3-3

The University computing infrastructure and facilities must be adequate to support program's objectives.

The computer and post-production laboratories are equipped with state-of-the-art computers and relevant equipment. The program objectives require the students to be equipped with professional skills at the end of the program and facilities (equipment and software) provided in the computer and post-production laboratories are adequate to achieve program objectives. Computing facilities in FURC are not adequate to be compared with any high reputed university of the country. TV and radio studios and control rooms provide the essential learning environment for the students to practice theoretical aspects of the field.

FURC is running a Campus Management System which facilitates the faculty members in maintaining the attendance record, examination schedules, time tables and student's data.

5.0 Criterion 4: Student Support and Advising

Since the launch of FURC in year 2002, all its programs have started and finished on schedule. The culture in FURC is that teachers and students have facility of frequent interaction, even after classes, for any professional and academic advice. This aspect is even highlighted and indicated by the students in the feedback on

HEC Performa number 10, taken by the Quality Enhancement Cell (QEC) in the university.

5.1 Standard 4-1

Courses must be offered with enough frequency and number for students to complete the program in a timely manner.

The required and elective courses are offered in a logical sequence that grooms the students to obtain the program's defined objectives and outcomes. The department's strategy to offer courses (compulsory and major) for the subject program is based on schedule approved by Higher Education Commission (HEC), given in university prospectus. The courses offered outside the department belongs to Faculty of Basic Sciences. The program coordinator coordinates with the respective coordinator in the Faculty of Basic Sciences and accommodates the desired courses in program's time table. This is done well in advance prior to the commencement of classes to avoid any clashes in the schedule.

1.2 Standard 4-2

Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants.

Each course in the program is taught by a single faculty member. Courses are structured in the board of studies before commencement of each semester. Faculty members interact frequently among themselves and with students. Students are encouraged to participate in providing feedback and their views about course contents during and after the classes. Idea development session and interaction sessions are organized every week during the semester and these sessions provide the students and faculty members to interact with each other and discuss and share their thoughts on various aspects of the media industry as well as on different aspects of life.

1.3 Standard 4-3

Guidance on how to complete the program must be available to all students and access to qualified advising must be available to make course decisions and career choices.

Students are informed about the program requirements at the start of the session during orientation week by in-charge program, Course advisors and QEC staff. Course advisors acts as advisor to guide students to choose appropriate courses and provide guidance on different issues. He/She also maintains a list of guidance points provided to students during the semester and program, which is being evaluated at the end of the program to take necessary improvement.

In-charge student's affair provides professional counseling to students when needed. Students can get in touch directly with him/her for any advice.

Program coordinator maintains a list of professional societies and technical bodies, that is provided to students on demand and students can get membership of such organizations on individual basis.

In charge Industrial Liaison arranges industrial tours for students to improve their subject vision and technical know-how. He /She also invites professionals from different industries to conduct interactive sessions with students for advice on professional matters/future career planning.

1.0 Criterion 5: Process Control

6.1 Standard 5-1

The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

The program has a well-defined admission criterion, which include evaluation of student's marks at different levels, admission test results and interview scores. The admission is advertised twice a year; however, commencement of the session depends on the number of received applications.

Students who have scored more than 45% marks in HSSC examination or A levels (with any combination of subjects preferably with social science subjects), are eligible to appear in the admission test of the program. Admission is granted strictly based on academic record, admission test and interview.

Students from accredited universities are eligible to transfer their credits to FURC. Students must submit complete course curriculum and internal evaluation certificate of each subject from his/her previous institution duly signed by head of department/principal. Student's applications in this regard are dealt on case to case basis. Such applications are discussed in Board of Studies to evaluate them and make decision. Director of the Institute is the final authority to make decision regarding credit transfers.

The admission criterion is evaluated every 2 years by the board of faculties and academic council in the light of instructions issued by HEC. Minor internal adjustments regarding admission test result weightage or test contents are made.

6.2 Standard 5-2

The process by which students are registered in the program and monitoring of students' progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

The student's name, after completion of the admission process, is forwarded to the Registrar office for registration in the specific program and the registration number is issued.

Students are evaluated through assignments, sessional, mid-term tests, course presentations and final examinations at the end of each semester. Only qualified students in each semester can join the next semester.

6.3 Standard 5-3

The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

Vacant and newly created positions are advertised in the national newspapers, applications are received by the Registrar office, scrutinized by the respective Deans, and call letters are issued to the short-listed candidates on the basis of experience,

qualification, publications and other qualities/activities as determined by the University in the light of HEC guidelines.

The candidates are interviewed by the University Selection Board. Selection of candidates is approved by the BOG. Induction of new candidates depends upon the number of approved vacancies.

Faculty members are retained by giving them good remuneration, favorable teaching environment, research facilities and management support. On yearly basis faculty performance is evaluated basing on HEC Performa number 10 by the students, Head of Department recommendations and with the counter signature of Director. The annual increment is based on the recommendations of the Head of department and Director.

6.4 Standard 5-4

The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.

Students are the recipient of the delivery of course material, through their teachers. The program is actively evaluated by Head of Department, Course Advisors and QEC. The feedback of the taught is best instrument to measure that the course learning outcomes are met. The students give feedback on Performa number 1 regarding course contents and how it was delivered. Through Performa number 10, students evaluate and comment on teacher's efforts put in to deliver the course contents, his/her general conduct in the class, the environment s/he maintains and extra efforts s/he makes to satisfy students' thirst for knowledge.

Performa number 5 (Faculty Satisfaction Survey – (Annexure-G)) is a very useful activity to evaluate the course contents, learning and teaching environments and overall teachers' satisfaction level. Course evaluation by teachers also indicates what percentage of desired outcome has been achieved by the course contents and what needs to be improved or changed. This exercise is done once a year. The feedback

is discussed with Dean and In-charge Program, who focuses on making improvements in the areas of weakness.

6.5 Standard 5-5

The process that ensures that graduates have completed the requirements of the program must be based on standards, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.

The program is run on semester basis and at the end of each semester examinations are held to evaluate the students' progress in that semester. Qualified students can join next semester and this cycle continues till the end of 8th semester which is the final semester. At the end of 8th semester all students are required to submit their respective Thesis and clear their viva voce examination. Student's results are announced based on viva voce results and examination results.

Requirements of this standard are met through 3 Performa's issued by HEC. The feedback is documented, and its evaluation indicates degree of satisfaction of the graduates. Three forms (Performa 3, Survey of Graduating Students (Annexure-F), Performs 7, Alumni Survey (Annexure-A) and Performa 8, Employer Survey (Annexure-B)) are extremely good instruments to measure the program outcomes.

The feedback is taken on yearly basis. The suggestions given by the graduating students and graduates working in the industry are given due weightage. For example, a few graduates through Alumni survey indicated that communication and proposal writing skills, in program, may be increased. The proposal is being evaluated by Board of FURC and recommendations are being made to Academic Council to grant approval for change in syllabi.

The feedback of employers has been achieved. Generally, they are satisfied; however, they have recommended that graduates be given more practice in communication, proposal writing skills and industrial skills. This is also being processed to make changes in syllabi.

7.0 Criterion 6: Faculty

7.1 Standard 6-1

There must be enough full-time faculties who are committed to the program to provide adequate coverage of the program areas/courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. Most of the faculty must hold a Ph.D. in the discipline.

Resumes of the faculty members are attached as Appendix H.

Program Area of Specialization	Number of faculty members in each area	Number of faculty with Ph.D Degree
Bachelor's in computer arts MS	4 MS in progress 4	0 0
Total	**8**	**0**

7.2 Standard 6-2

All faculty members must remain current in the discipline and enough time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place. Effective Programs for Faculty Development

Faculty concurrency in the discipline is determined based on the criterion set by the University in the light of HEC guidelines. All faculty members submit their professional resumes on HEC Performa number 9 (Faculty Resume, Annexure-H) once a year. This information is compared with the existing criterion set by university for the concurrency of the post.

All full-time faculty members are allocated teaching hours as per HEC defined limit which enables the faculty to have enough spare time to perform scholarly activities and improve their knowledge and skills.

Faculty members are provided with adequate resources for research and academic activities. Every faculty member has been provided with computer system and access

to internet. Faculty members have also access to library materials for academic and research activities. Professional training is also provided to faculty if required to enhance their capabilities.

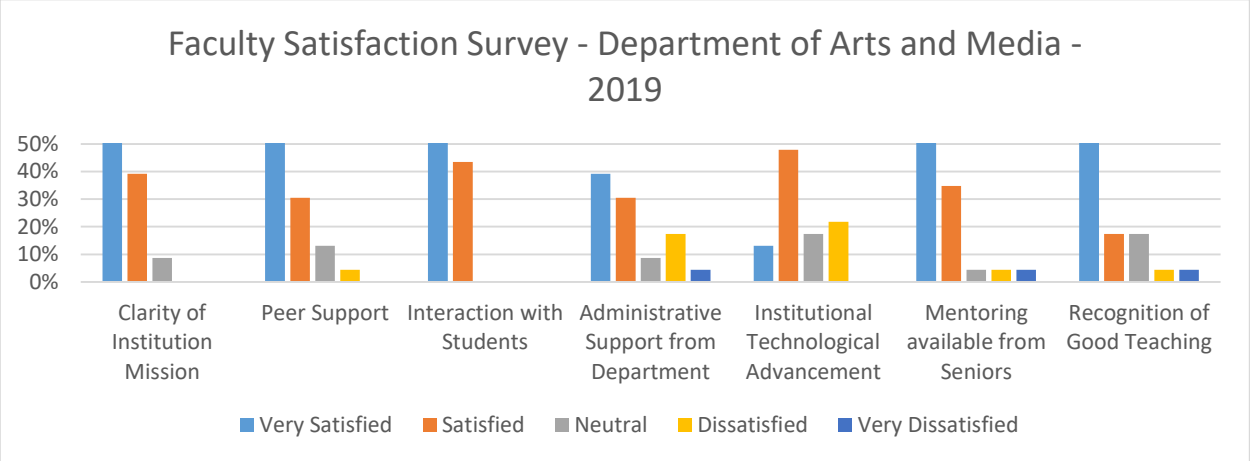
Professional training and opportunity to attend workshop outside university is also provided to faculty if required to enhance their capabilities.

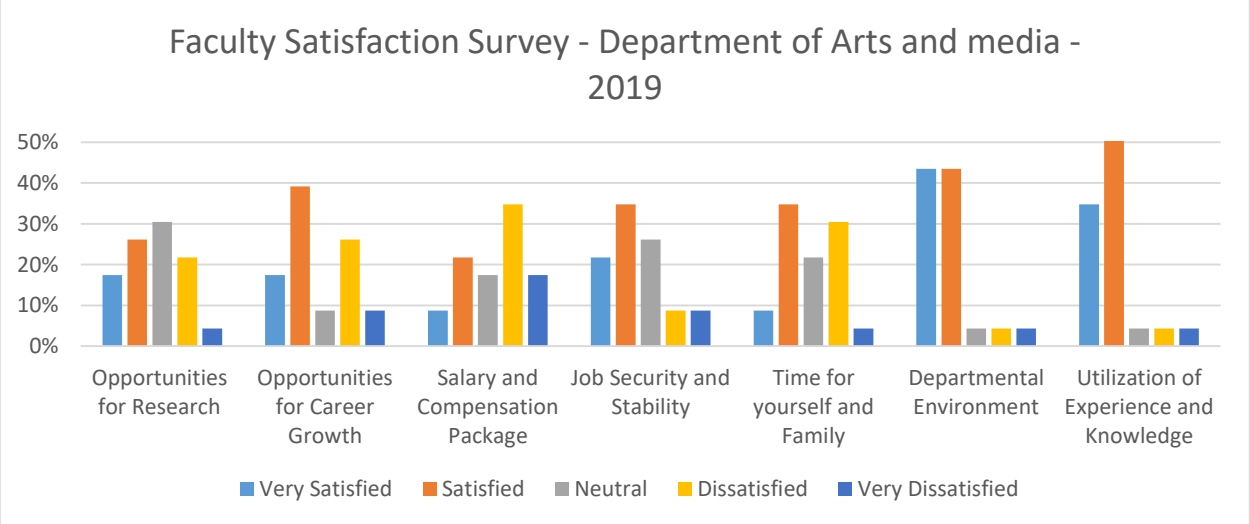
The university encourages the faculty to participate in research activities by providing them enough financial support within or outside university.

7.3 Standard 6-3

All faculty members should be motivated and have job satisfaction to excel in their profession.

The Faculty survey of the program using HEC Performa five was conducted and the results are as under:





7.3.1 Programs and processes in place for faculty motivation

In addition to that, the following elements are routinely incorporated to measure faculty motivation:

- Cordial working environment
- Flexible faculty timings
- Annual and causal leaves
- Performance-based increment and annual bonus
- Continuing education
- Annual picnics and social gatherings
- Opportunity to attend and participate in conferences, nationally and internationally
- Honorarium for publishing research papers in reputed journals.
- Study leaves

7.3.2. How effective these programs are?

Programs are effective as:

- Employees get the opportunity of personal and professional growth by acquiring education.
- The flexible timing enables the employees to manage their time on campus with the time of their classes.
- The annual increments motivate employees to work effectively and efficiently.
- Personal and professional development through continuing education program, honoraria, and institutional sponsorship for participation in conferences prove motivational.
- Flexible work hours also help the employees to have work-life balance.

The faculty survey of the program using HEC Performa number 5 indicates the mix reactions of the faculty, which indicates that teaching load be distributed evenly, and more relaxed environment be generated. Cumulative results of faculty surveys are attached in Annexure G.

Criterion 8: Institutional Facilities

1.1 Standard 7-1

The institution must have the infrastructure to support new trends in learning such as e-learning.

The university has provided e-learning facilities to faculty members and students. Each faculty member has a computer system with access to internet and e-learning library section.

Students have been provided several computer systems in the library to access e-learning section. Every student has been provided with user ID to access the e-learning resources from within the university library.

The support staff to look after the e-learning resources is enough in number, trained and responsive. The university has provided enough funding to support the e-learning.

1.2 Standard 7-2

The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel.

The university library has enough program related technical books in hard copies to support the program learning. The internet access to the external universities libraries provides opportunities to the students and faculty to obtain knowledge from their technical resources.

The library is staffed with more than 8 professionals to help students and faculty members to get access to required book or learning material efficiently.

1.3 Standard 7-3

Class-rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.

Enough class rooms are available to run the program as per desired schedule. But there is a need to improve this number because of increasing student strength. In few class rooms, there is a need of up-gradation of multimedia and other resources. The work orders have been initiated and procurement process is in progress.

All faculty members have allocated cabins or workstations in air-conditioned rooms; they are provided with CPUs and cable internet facility. Each faculty office is equipped with landline extension, printer and shelves. Stationery is allocated to each

faculty member on need basis. However, these facilities are not adequate. The operating systems provided to faculty have outdated software and slow functioning, and the internet connection is sketchy at best. There is only one printer for 8 faculty members, which is not enough. The cabins are not spacious, so it is difficult to entertain more than one student at a time, which is often necessary for supervisory duties.

Criterion 8: Institutional Support

9.0 Standard 8-1

There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teachers and scholars.

University allocates enough financial resources each year to hire competent faculty as required.

As already listed in standard 5-3, Faculty members are retained by giving them good remuneration, favorable teaching environment, research facilities and management support.

As listed in standard 6-2, Faculty members are provided with adequate resources for research and academic activities to maintain their competence. Every faculty member has been provided with computer system and access to internet. Faculty members have also access to library materials for academic and research activities. Professional training is also provided to faculty if required to enhance their capabilities.

9.1 Standard 8-2

Not applicable as Ph.D is not offered in Arts and Media department.

9.2 Standard 8-3

Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.

Library at FURC holds more than 16772 books, 36 journals and magazines for all programs. Enough numbers of computers are available to be used by the students. Library is organized to accommodate more than 60 students (male, female).

Media House at FURC holds adequate and advanced equipment to be used by the students to carry out desired projects. Each year a handful of budgets are allocated to maintain and upgrade the equipment and other facilities.

Computing facilities at FURC provide excellent platform to students to enhance their learning capabilities. There are computer laboratories in the campus, which are accessible to all students for their use.

Conclusion

The self-assessment report of the BS Computer Arts Program, Foundation University Rawalpindi Campus is an important document, which gives strengths and weaknesses of the program. The management is striving hard to improve infrastructure for establishment of conducive environments for studies. The faculty is focused on imparting quality education, introduction of new and innovative techniques and conduct of quality research to produce competent media experts. The report has been prepared after evaluating the program in the light of 8 criterions and 31 standards given in HEC's Self-Assessment Manual. The program mission objectives and outcomes are assessed, and strategic plans are presented to achieve the goal, which are again measurable through definite standards. Teachers' evaluation revealed satisfactory standards. Alumni surveys revealed variable results with regards to knowledge, interpersonal skills, management and leadership skill. Weaknesses are identified which are related to space, laboratories and equipment. Improvements in curriculum design and infrastructure are suggested which are based upon set, well defined and approved criteria. Examinations are held on schedules, academic schemes are prepared well in advance, transparent admission, registration and recruiting policy, excellent student teacher ratio are some of the strong areas of this program. The number of courses along with titles and credit hours for each semester, course contents for degree program, are thoroughly planned. Their efficacy was measured through different standards and it was found to be satisfactory.

The facilities and shortcomings in the Labs have been discussed. It was concluded that laboratory facilities and class rooms need further improvement. The need of refresher courses for the fresh faculty on method of teaching cannot be over emphasized.

Proper steps are taken to guide the students for program requirements, communication, meetings, tutorial system, tours, students-teacher interaction etc. Some improvements have been suggested. As regards the process control covering admission, registration, recruiting policy, courses and delivery of material, academic requirements, performance and grading, university, PCP as well as Higher Education Commission have set forth proper rules, which are properly followed.

Institutional facilities were measured through Criterion 3; infrastructure, library, class room and faculty offices and in each case, short comings and limitation are highlighted. Institutional facilities need to be strengthened. Accordingly, institutional support will greatly promote and strengthen academic, research, management and leadership capabilities.

In conclusion, the strong and weak areas of the program are as under: -

9.3 BCA Program Strong and Weak Points

BCA is designed to educate students to meet the challenges of the modern world and present market needs. During the execution of the program several observations were made that can be categorized as strong and weak points of the program. These points are listed below:

9.4 BCA Program Strong Points:

- The number of courses along with their titles and credit hours for each semester, course contents for degree program are fully planned.
- Transparent admission, registration and recruiting policy.
- Curriculum Design, development and organization are based upon set, well defined and approved criteria.
- Pre-requisites fully observed.
- Examinations on schedule
- Academic Schemes fully prepared in advance

- Excellent Students-Teacher Ratio
- Own Media House and FM Radio
- Own Art Studio

9.5 BCA Weak Points:

- Need to improve the research papers published by students/faculty.
- Need to improve Canteen facility for faculty and students.
- Inadequate research facilities for the students and Faculty.
- Number of class rooms are needed to be improved.
- Need to improve the IT facilities for all the students.
- Reduction of faculty workload so that they can focused on their research publication.

9.6 Class Room Improvements

a. Some class rooms have inadequate seating capacities
b. Shape of class rooms- (Problem of light and echo)
c. Multimedia projector and overhead projector requirement in a few classes
d. Lights and Fans and ACs especially in summer
e. Whiteboard should be dispersive
f. Sound system for bigger class rooms
g. All big rooms should be reserved for classes only.

9.7 Laboratory Equipment

a. Laboratory Equipment Up-gradation

9.8 Regular Teacher Training

b. Excellent communication skills are required
c. Training of Young Faculty
d. Improve the Teaching Methodology
e. Preparation and delivery of lectures
f. Evaluation of students

9.9 Facilities for Students

g. Common Room for Male students
h. Ample sitting facilities in lawns and under shade

i. Sport facilities – (Basketball, Badminton, Table tennis, Cricket ground)

j. Industrial and Educational tours

9.10 Faculty Development

k. Indigenous Plans for faculty development.

l. Research facilities and funds.

m. Balance of teaching workload and administrative tasks.

n. Faculty exchange program

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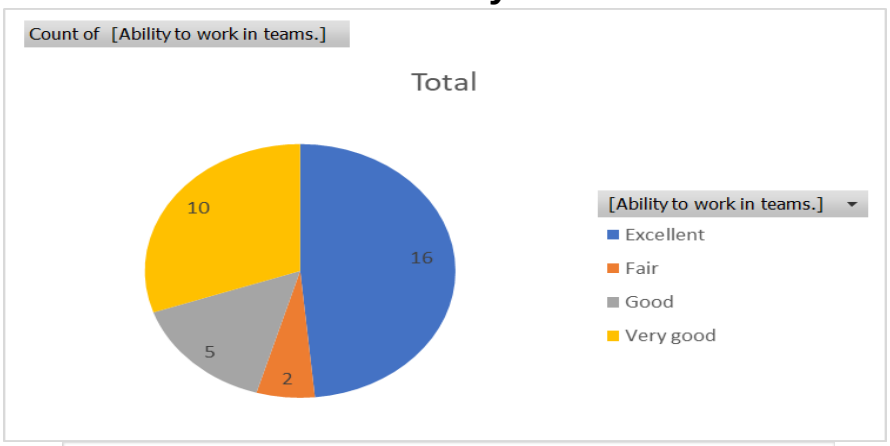
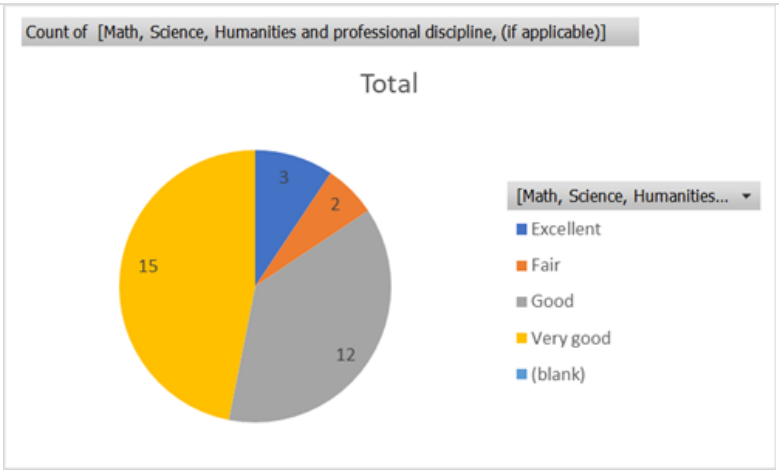
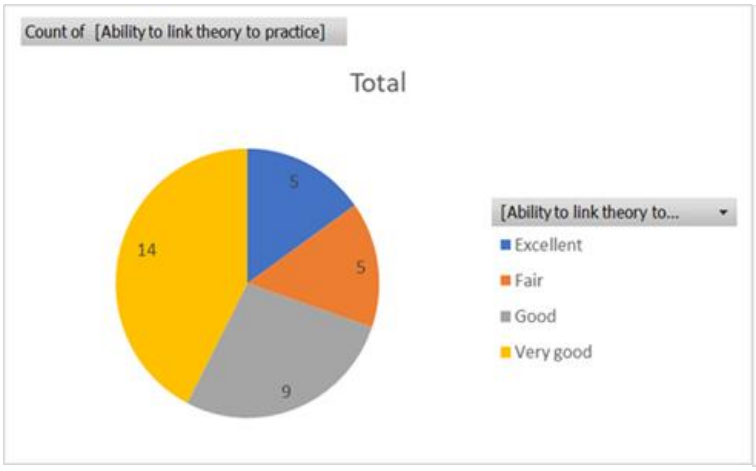
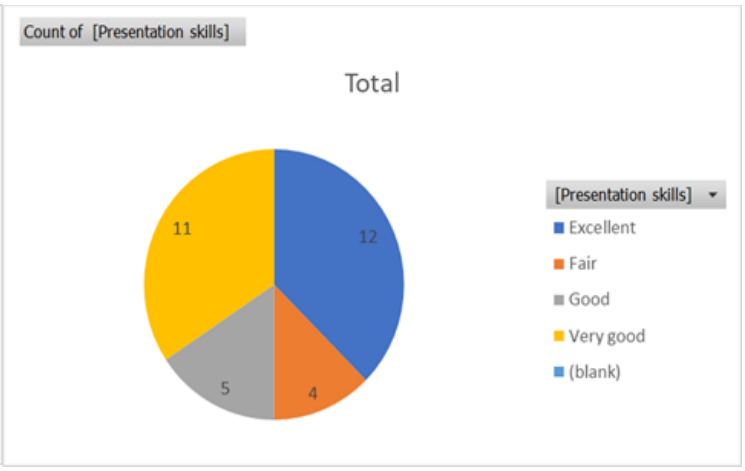
Annexure – A:

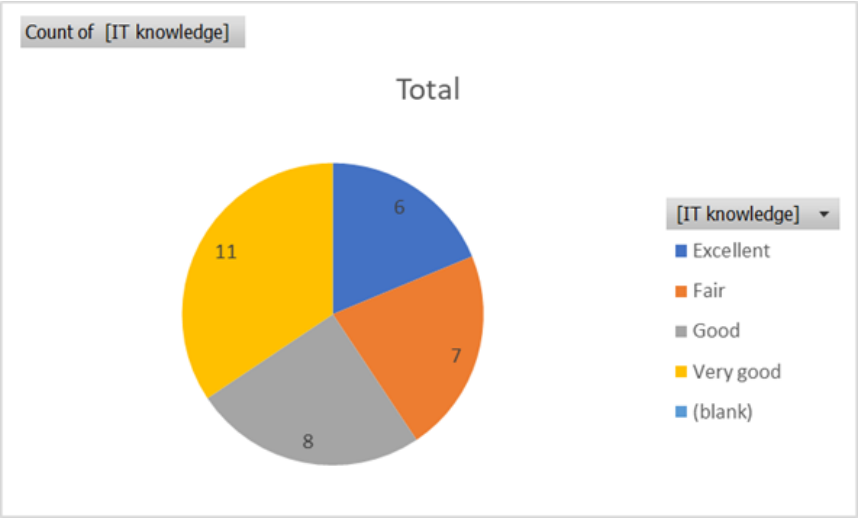
Alumni Survey Results

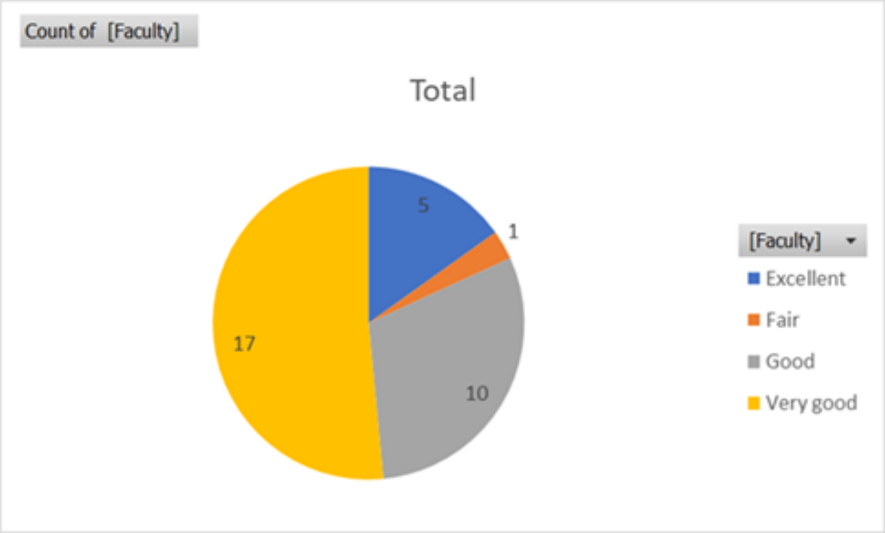


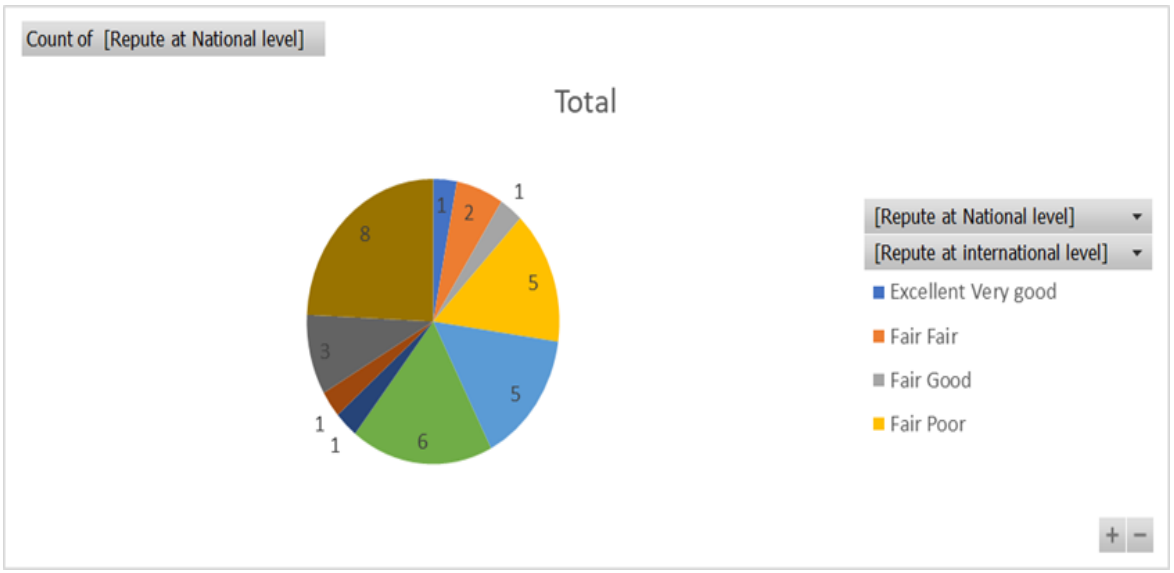


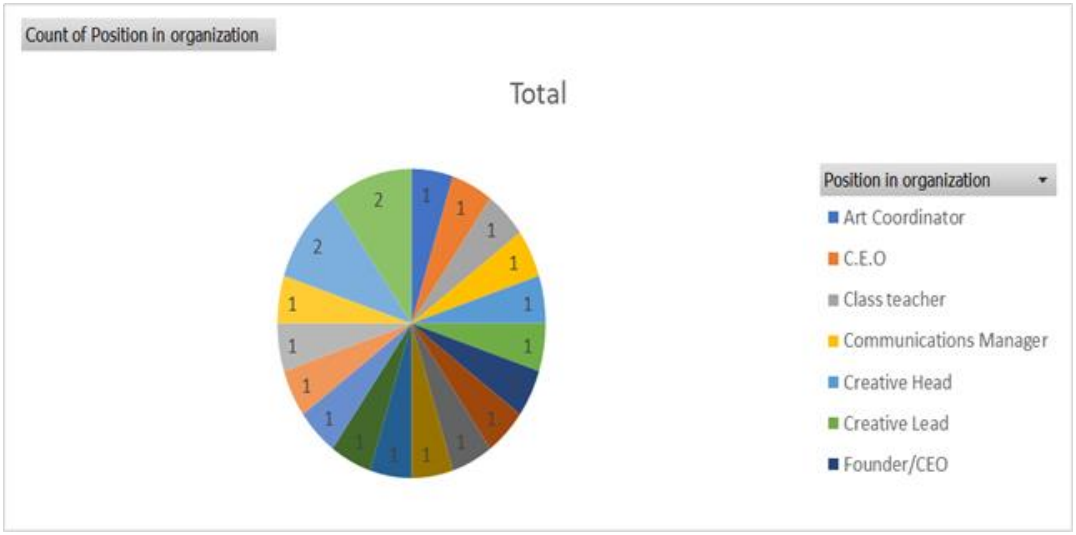





Count of [IT knowledge]
Total
6
7
8
11
[IT knowledge]
Excellent
Fair
Good
Very good
(blank)

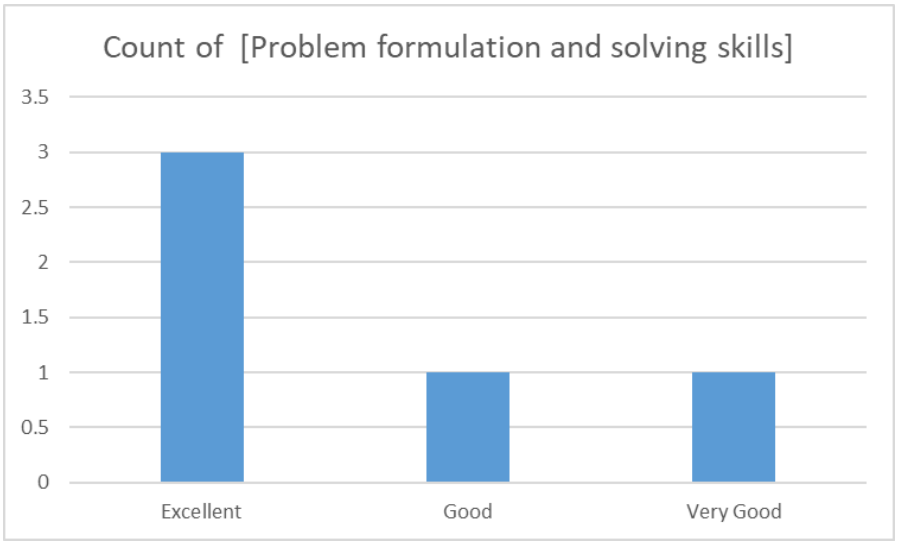

Count of [Faculty]
Total
5
1
10
17
[Faculty]
Excellent
Fair
Good
Very good

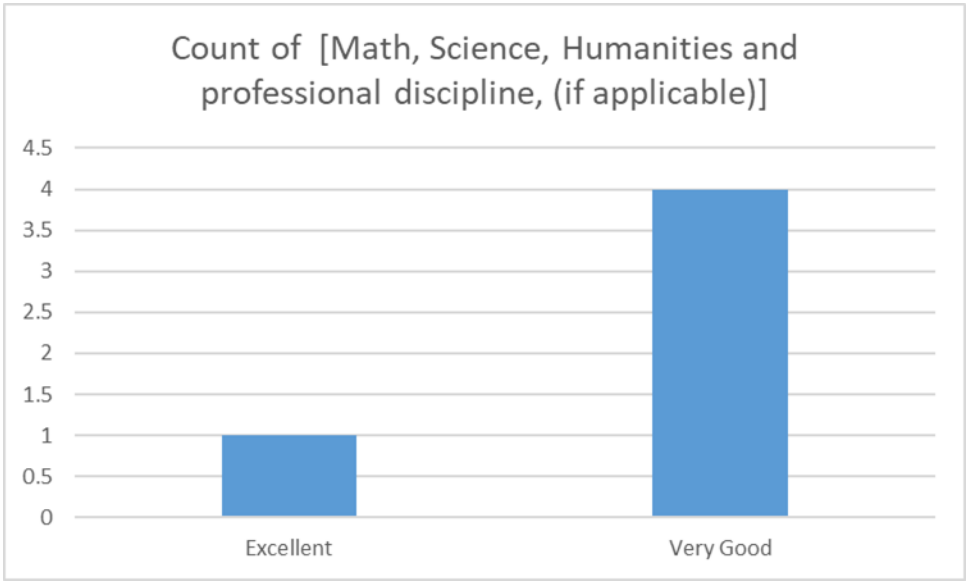

Count of [Repute at National level]
Total
1
2
1
8
5
3
5
1
1
6
[Repute at National level]
[Repute at international level]
Excellent Very good
Fair Fair
Fair Good
Fair Poor

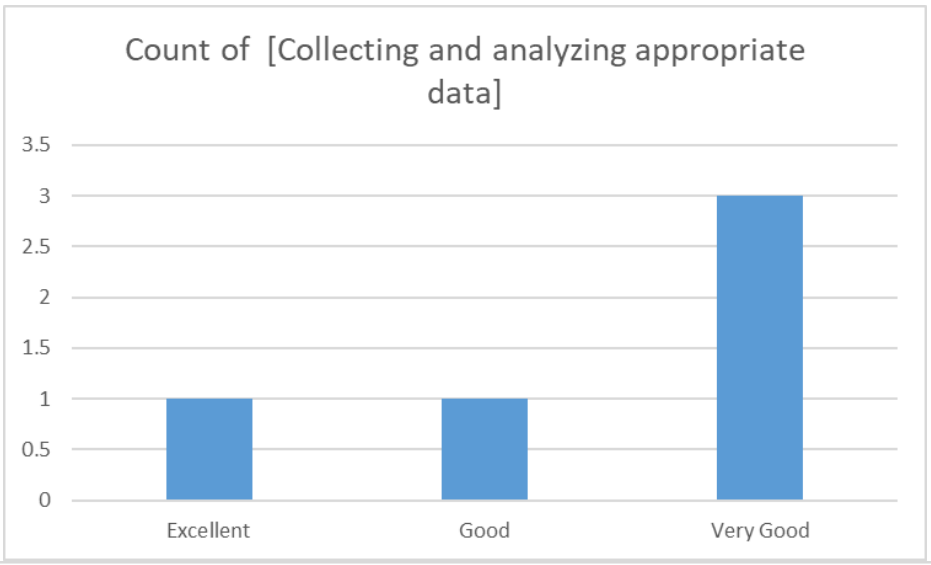

Count of Position in organization
Total
Position in organization
Art Coordinator
C.E.O
Class teacher
Communications Manager
Creative Head
Creative Lead
Founder/CEO

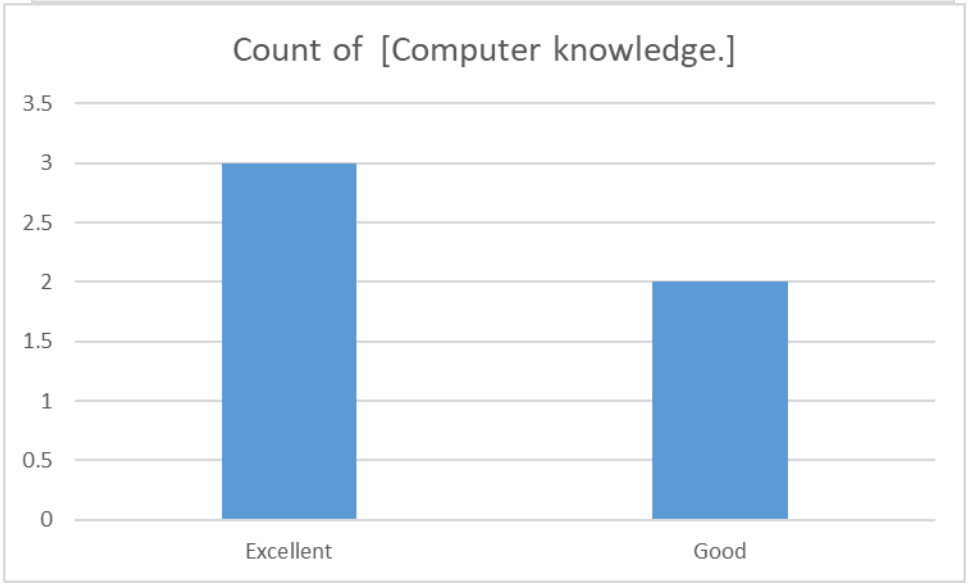
Annexure – B:

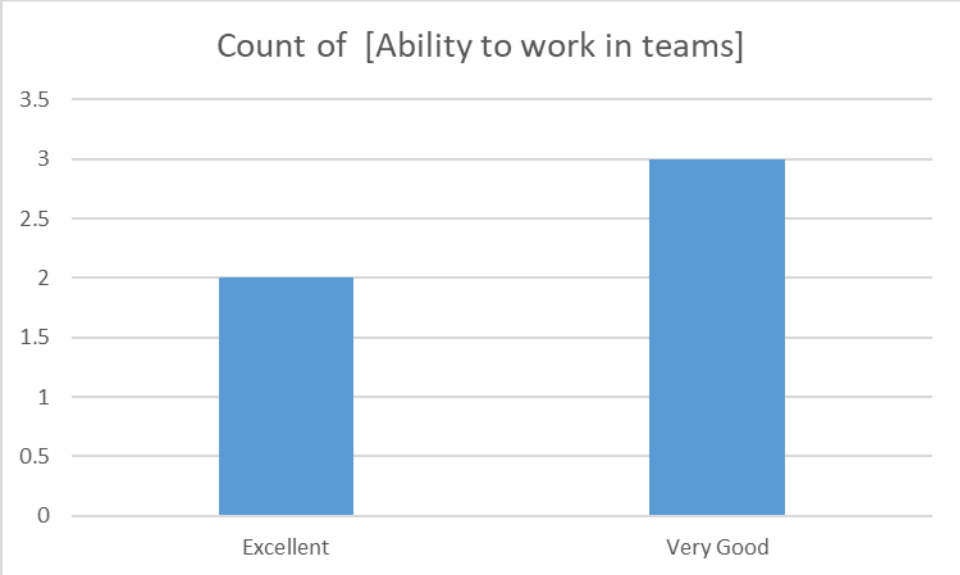
Employer Survey Result

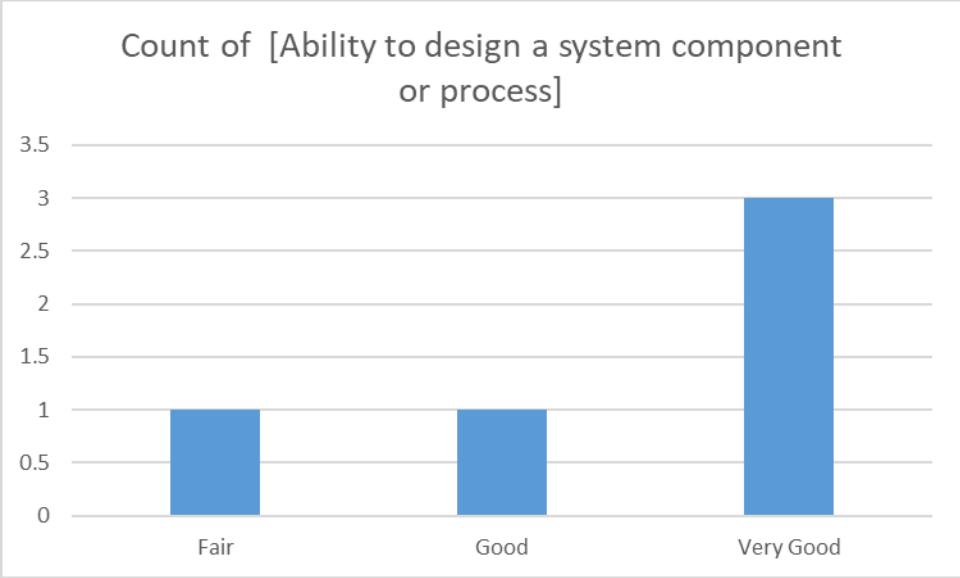


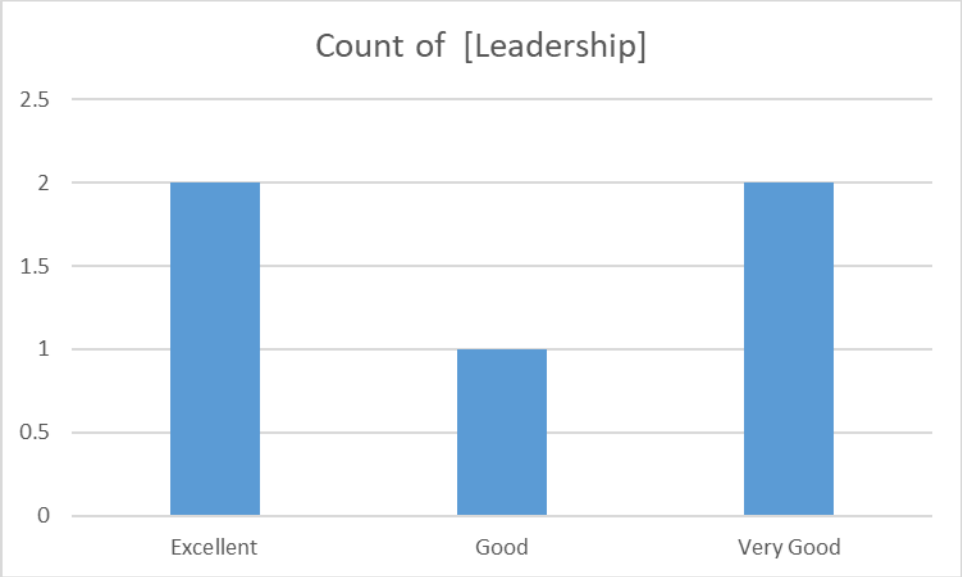


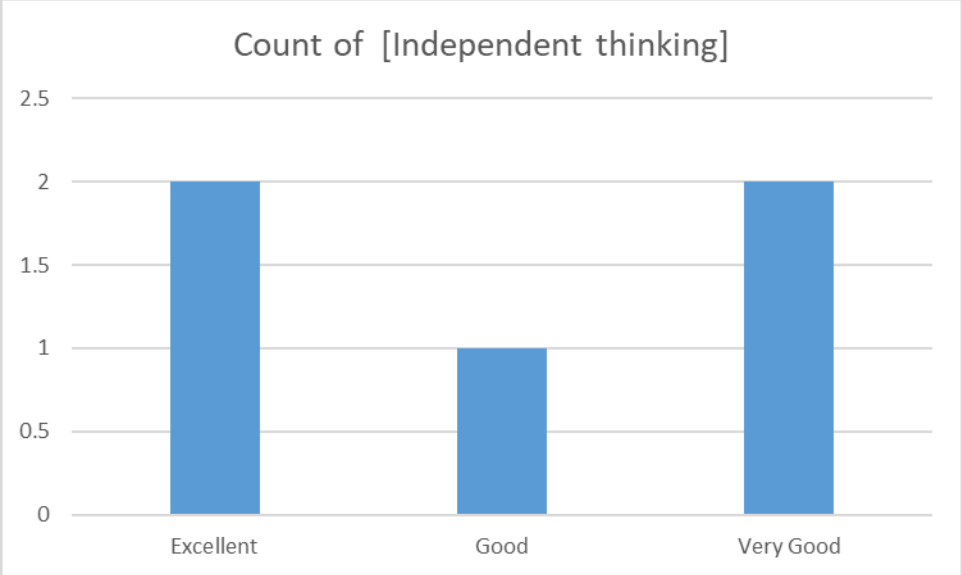

Count of [Collecting and analyzing appropriate data]
3.5
3
2.5
2
1.5
1
0.5
0
Excellent
Good
Very Good

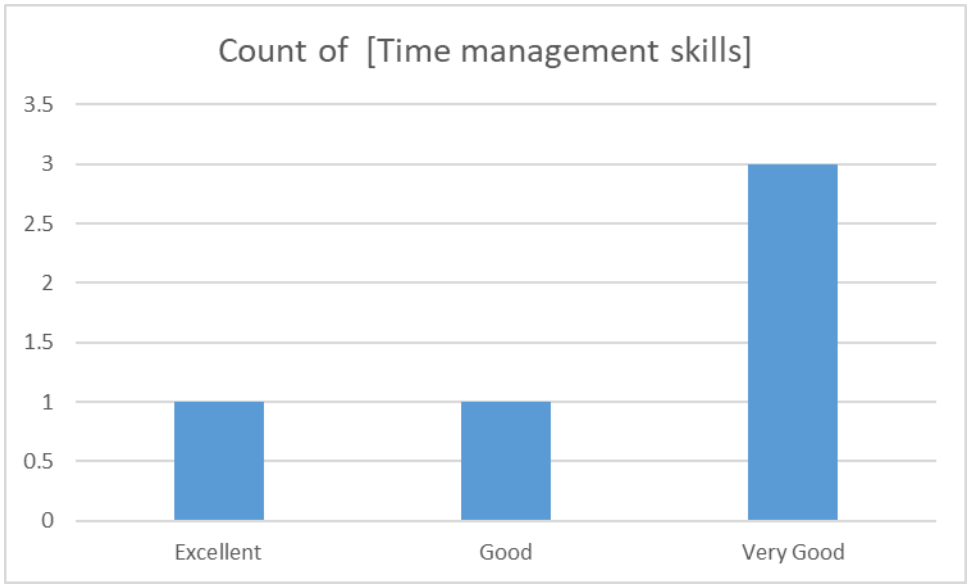

Count of [Computer knowledge.]
3.5
3
2.5
2
1.5
1
0.5
0
Excellent
Good

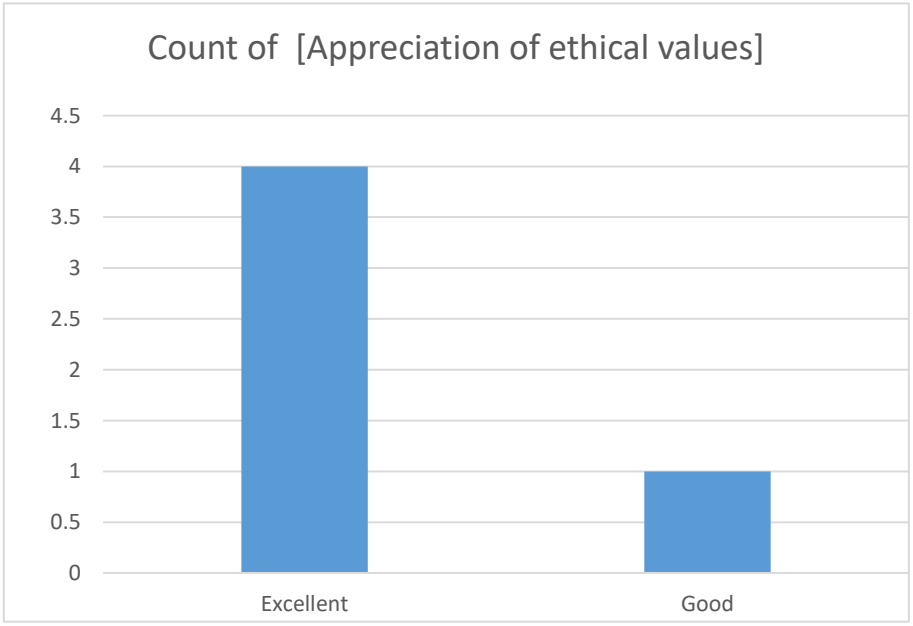

Count of [Ability to work in teams]
3.5
3
2.5
2
1.5
1
0.5
0
Excellent
Very Good


Count of [Ability to design a system component or process]
3.5
3
2.5
2
1.5
1
0.5
0
Fair
Good
Very Good


Count of [Leadership]
2.5
2
1.5
1
0.5
0
Excellent
Good
Very Good


Count of [Independent thinking]
2.5
2
1.5
1
0.5
0
Excellent
Good
Very Good


Count of [Time management skills]
3.5
3
2.5
2
1.5
1
0.5
0
Excellent
Good
Very Good

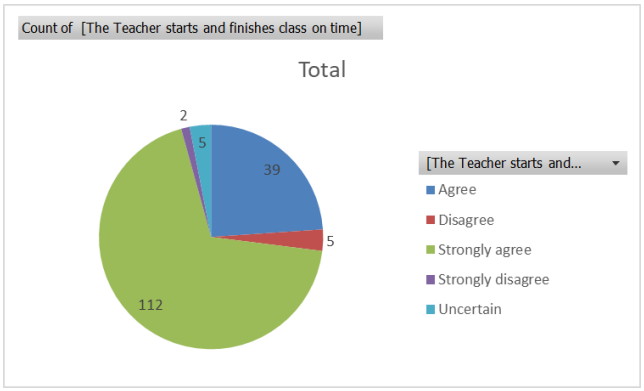

Count of [Appreciation of ethical values]
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Excellent
Good

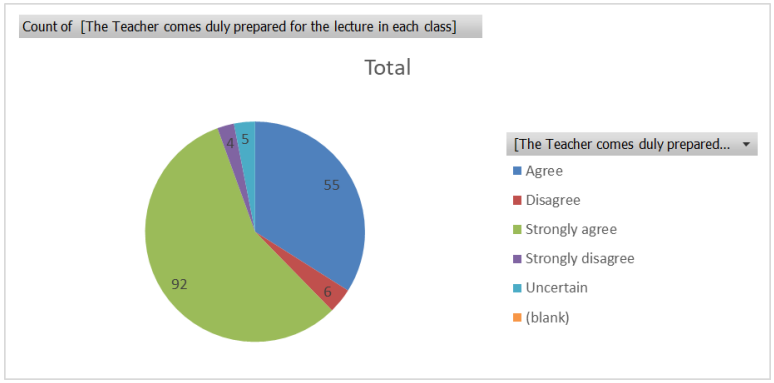
Annexure – D:

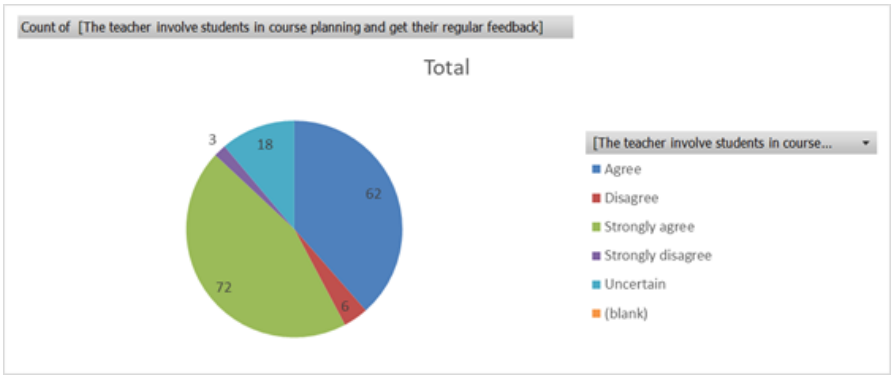
Teacher Evaluation Feedback Sample

Teacher: Nayab Tariq

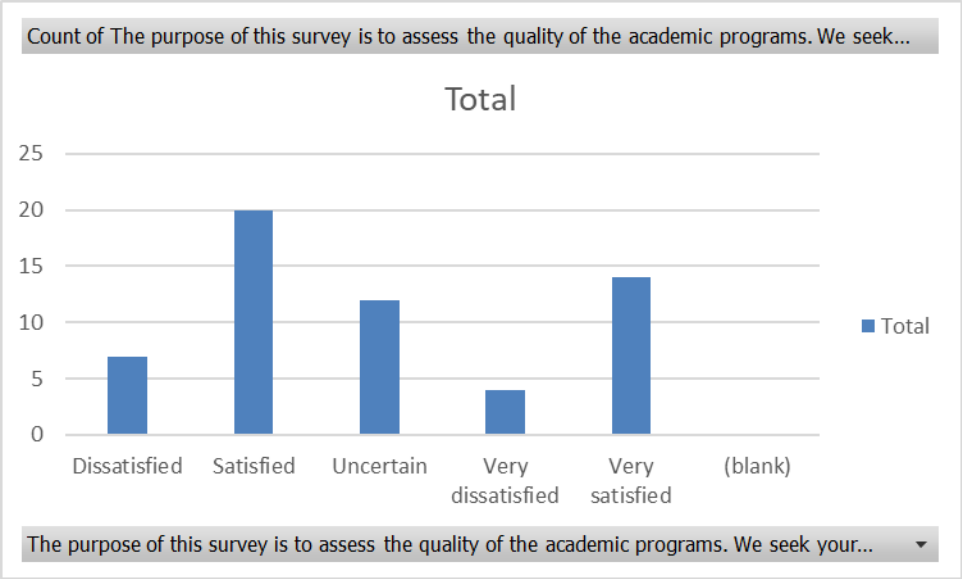
The graphical representation of teacher evaluation feedback is shown below as sample for one teacher only. Same has been done for all the teachers listed in section 2.3.2



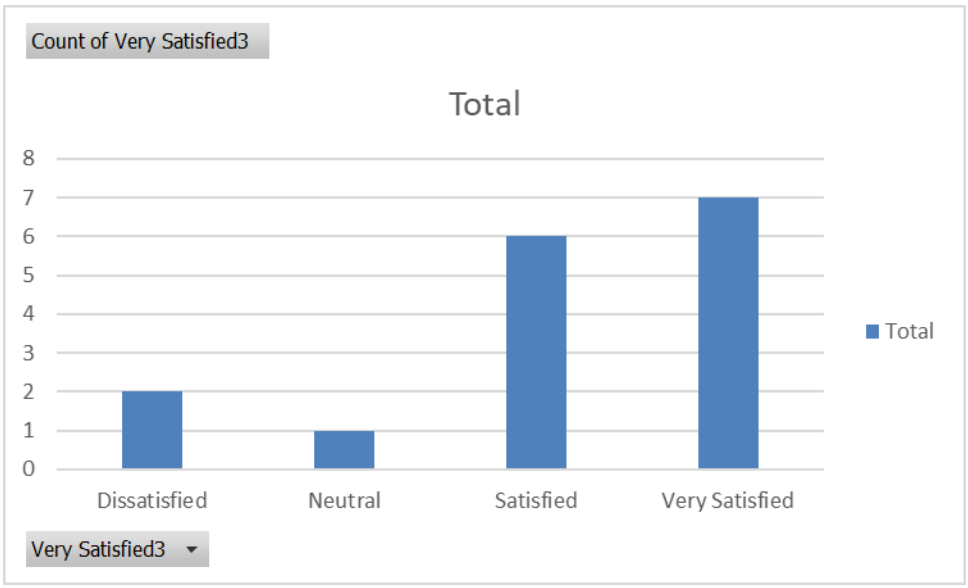




Annexure – F: Graduating Students Feedback Sample



Annexure – G: Faculty Survey



Annexure – H: Faculty Resume

Attached as separate folder

Annexure – I: Lab & Studios Safety Precautions

Computer Labs

- Temperature of the lab is properly maintained when equipment is switched on; this is especially required for the post production lab.
- All the electronic gadgets are properly earthed.
- Eatables are strictly prohibited neither in the labs.
- Smoking is strictly prohibited in the studios and control room.
- Students are advised to handle the computers and VTRs properly with caution.

TV Studios

- Electrical main switch is installed inside the studios along with individual circuit breakers, so be cautious while working in the studios.
- When done with the shooting/practicing, all the electrical appliances like A/C units, lights on the grid and cameras must be switched off to avoid sparking and equipment connected with power points must be unplugged.
- The equipment being used in the studios like video monitors and other electric gadgets must be connected only to the recommended power points.
- Electrical cables, while working in the studios, must be properly placed and protected to avoid any shock.
- Sensitive equipment, especially cameras and microphones, must be handled very carefully.
- Studios is declared ‘silence zone’ to avoid noise during recording.

TV Control Room

- Make sure that the temperature of the control room is properly maintained when equipment like video switcher, audio control and talkback is switched on.
- All the electronic gadgets are properly earthed.
- Eatables are allowed neither in the studios nor in the control room.
- Smoking is strictly prohibited in the studios and control room

Radio Studios

- Electrical main switch is installed inside the studios along with individual circuit breakers, so be cautious while working in the studios.
- Students are not allowed to connect or switch on/off any electronic gadget; they can get assistance of the broadcast engineers who are always present in the studio or control room.
- Electrical cables, while working in the studios, must be properly placed and protected to avoid any shock.
- Sensitive equipment, especially microphones, audio consoles, portable voice recorders and computers, must be handled very carefully.
- Studios is declared ‘silence zone’ to avoid noise during recording.
- Mobile phone must be switched off before entering the studios.

Radio Control Room

- The temperature of the control room is properly maintained as the transmitter remains on for the whole day.
- All the electronic gadgets are properly earthed.
- No one can touch/operate the transmitter except the broadcast engineers.
- Eatables are allowed neither in the studios nor in the control room.
- Smoking is strictly prohibited in the studios and control room.

Annexure – L: Faculty Course Review Report

Foundation University Islamabad is running 44 courses for the BS Computer Arts program. All courses curriculum is reviewed periodically by the Board of Studies to assess its effectiveness and contribution in achieving program objectives. Course review also contributes towards making any changes in the syllabi and enhancements required in areas identified as a result of Alumni Survey, Employer Survey and Graduating Students Feedback.

PT members launched HEC Performa 2 (Faculty of Course Review Report) to all the faculty members, to obtain their feedback about courses.

The summary of the overall feedback of all courses identified the following improvement points:

a. Syllabi review to improve professional skills of the students.
b. Improvement in course curriculum to emphasis on Audio Editing & design component.
c. Provision of more technical/financial resources to execute final projects.
d. Improvement in Design, Animation and Production skills.
e. Provision to interact more with Electronic Media units during study period.

Board of Studies scrutinized these points and presented in the Board of Faculty that will review and suggest the implementation as deemed necessary.