FOUNDATION UNIVERSITY ISLAMABAD

SELF ASSESSMENT REPORT

Bachelor of Media and Communication (BSMC)
Department of Arts and Media

2019

Submitted to

Quality Enhancement Cell
Foundation University Islamabad (FUI)

Program Representative Team

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Table of Contents

Contents

List of Annexure

Annexure A: Alumni Survey

Annexure B: Employer Survey

Annexure C: Students Course Evaluation

Annexure D: Students Teacher Evaluation

Annexure E: Research Papers List

Annexure F: Graduating Students

Annexure G: Faculty Survey

Annexure H: Faculty Resume

Annexure I: Lab Safety Precautions

Annexure J: AT Findings

Annexure K: Implementation Plan

Annexure L: Faculty Course Review

Annexure M: Rubric Report

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 2017. 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 Media and Communication for Self-Assessment Report (SAR) for the year 2017-18 under the directives of HEC.

The four years' degree in Media and Communication equip students fully with the advanced techniques of the emerging field. It provides hands-on experience to the graduates aspiring to secure positions in broadcasting, radio and television, cable television, and production houses.

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

BS Media and Communication focuses to empower students' scholarship in both theoretical and practical aspects of media, profiting them for research development and professional skills at a local and global level in alignment with the university mission.

2.1.1 Program Objectives

1. The BS Media and Communication aims to deliver students a remarkable understanding of the theoretical approach and advanced production techniques of the media field.
2. To prepare students for securing good positions as professionals within media and communication fields.
3. To groom students to strengthen their research activities in the field of media and to contribute in effective research programs.
4. To groom students on ethical grounds to contribute emphatically in society at national and worldwide level with well-researched and innovative program thoughts.

2.1.2 Alignment of Program Objectives with Program & University Mission Statements

BS Media and Communication 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, research related 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	Theory and production 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 lecturers from the working media industry shall be introduced	More projects for a stronger academia-industry partnership is executed
3.	Alumni Survey	At the end of fall semester 2018	Research aptitude building	Students are encouraged to write thesis and produced research papers
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 BS Media and Communication program defines the overall layout of the areas/elements that are included in the program to educate students for research and development. These elements prepare students through theory and research work. These elements are Program Contents, Program Delivery Methodology and Program Output Evaluation.

2.1.4.2 Program Contents

BS Media and Communication program is comprised of 8 semesters offered in the fall and spring of each year. Program is comprised of 132 credit hours. 27 credit

hours are for compulsory subjects, whereas, 24 credit hours for general Courses to be chosen from other departments, 30 credit hours for Discipline Specific Foundation Courses, 39 credit hours are for Major Courses including research project / Internship and 12 credit hours Electives within the majors according to HEC curriculum for BS Media and communication program.

2.1.4.3 Program delivery methodology

Program delivery methodology includes lectures, presentations, tutorials, assignments, practical work, Projects, research, educational and industrial visits. This methodology enables students to apply theoretical concepts in practical field of media.

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 Media.

2.1.4.5 Internship/ Educational Visits

Internship and Educational visits are part of curriculum for BS Media and Communication students. These visits provide excellent opportunity to see in real what they discussed within class theoretically. Visits to Radio Station and television channels are arranged by the department to give practical exposure to the media students of their field.

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 BS Media and communication 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 media.

2. Graduates shall be able to secure positions in broadcasting, radio and television, cable television, and production houses.

3. Students shall be able to publish research papers in the field of media research.

4. Students shall be able to lead and compete successfully as professionals within media related field 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

Student Course Feedback - BSMC -2019 (1)

Student Course Feedback - BSMC - 2019 (2)

Student Course Feedback - BSMC - 2019 (3)
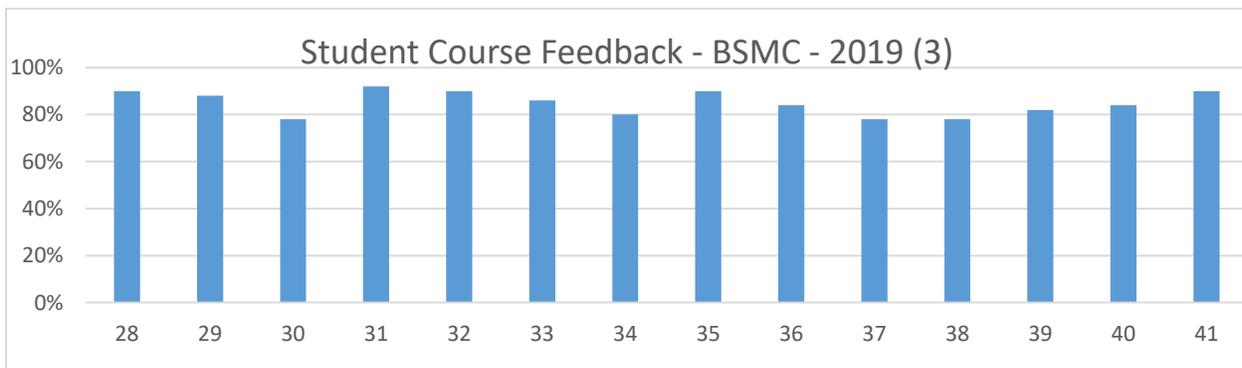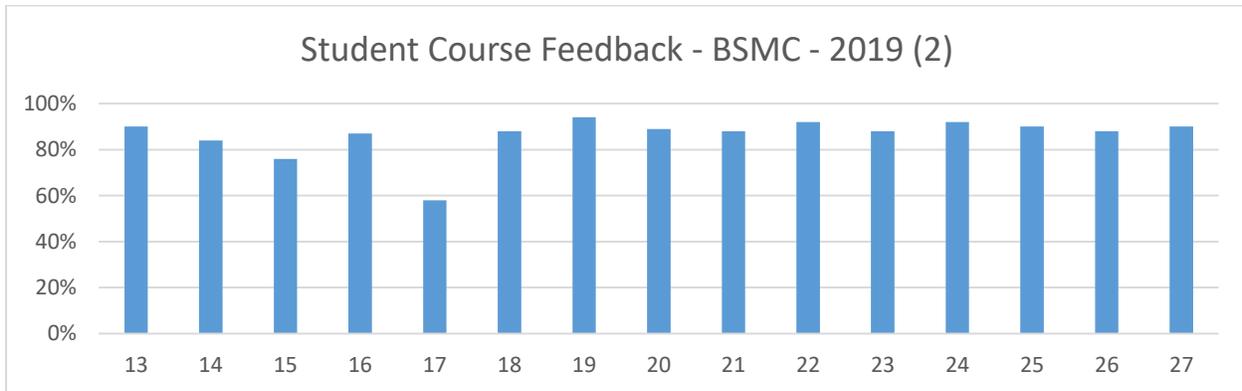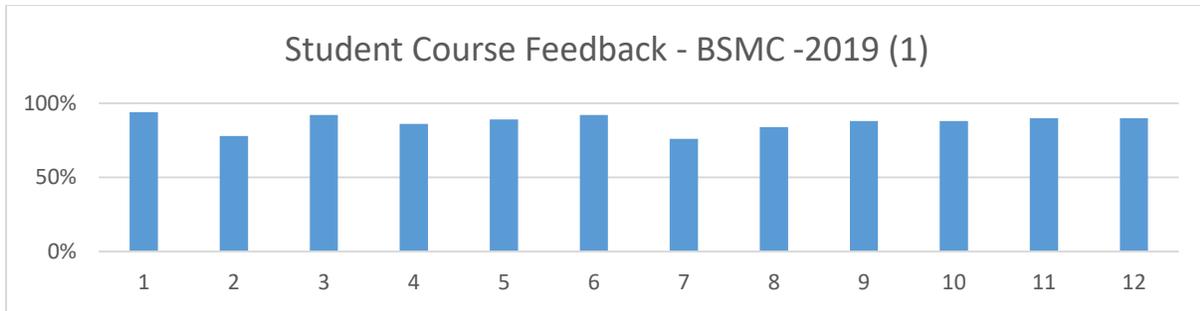
Following is the list courses that have been evaluated by the students along with their course code and graded scores.

Sr. #	Course Name	Percentage
1	Advertising & Public Relation	94%
2	Anthropology	78%
3	Basic Computer Skills	92%
4	Broadcast Journalism	86%
5	Business Mathematics	89%
6	Computer Graphics	92%
7	Conflict, Crisis and Communication	76%
8	Documentary Production	84%
9	Electronic Media	88%
10	English - I	88%

14

11	English III	90%
12	English-II	90%
13	Feature Column & Editorial Writing	90%
14	Gender and Media Studies	84%
15	International Communication	76%
16	International Terrorism	87%
17	Introduction to International Relations	58%
18	Introduction to Mass Communication	88%
19	Introduction to Statistics	94%
20	Islamic Studies (Ethics in Special Case)	89%
21	Journalistic Writing 1	88%
22	Mass Media Development	92%
23	Mass Media in Pakistan	88%
24	Media & National Language	92%
25	Media and Popular Culture	90%
26	Media Ethics & Laws	88%
27	Media Psychology	90%
28	National & International Affairs	90%
29	Online Journalism	88%
30	Organizational Communication	78%
31	Pakistan Studies	92%
32	Photography	90%
33	Political Communication	86%
34	Print Media	80%
35	Research Methods in Communication –I	90%
36	Research Methods in Communication-II	84%
37	Script Writing and Editing	78%
38	Sub Editing & Page Designing	78%
39	Theories of Communication-I	82%
40	Theories of Communication-II	84%
41	Videography / Video Production	90%

2.3.2 Teachers Evaluation

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

Student Faculty Evaluation - BSMC - 2019
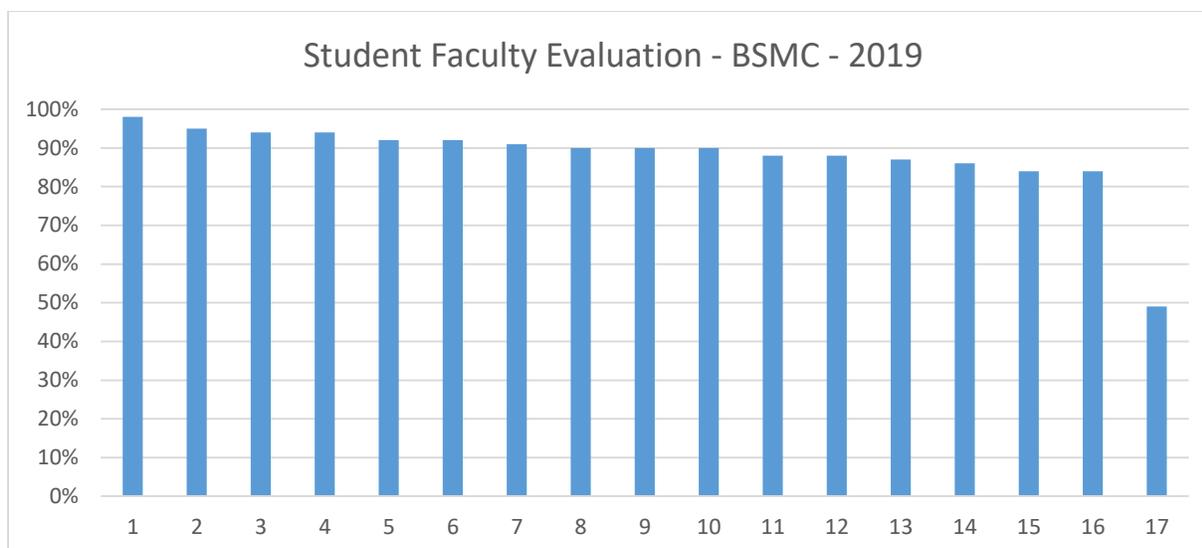
Students have graded the teachers against their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The total graded marks are 5.

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

Sr. #	Faculty Name	%age
1	Mr. Muhammad Suleman	98%
2	Mr. Zurain Yousaf	95%
3	Mr. Tahir Abbas	94%
4	Ms. Ayesha Habib	94%
5	Mr. Shahid Mehmood	92%
6	Ms. Dur-e-Shehwar	92%
7	Mr. Muhammad Rehman	91%
8	Dr. Fazli Rabi	90%
9	Dr. Ismail Abbasi	90%
10	Ms. Asma Parveen	90%
11	Mr. Babar Iqbal	88%
12	Mr. Moazam Khan	88%
13	Dr. Shoaib Ahmed	87%
14	Mr. Salman Amin	86%
15	Mr. Mansoor Waheed	84%

16	Mr. Muneeb Tariq	84%
17	Dr. Hasan Yaser Malik	49%

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 media and Communication 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

Graduating Student Survey - Department of Arts & Media

Graduating Student Survey - Department of Arts and Media
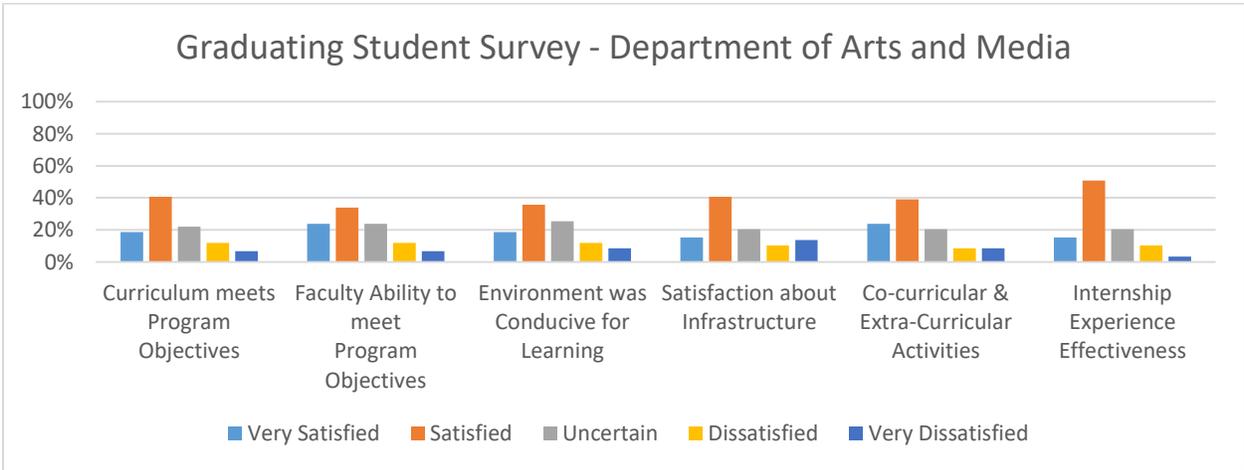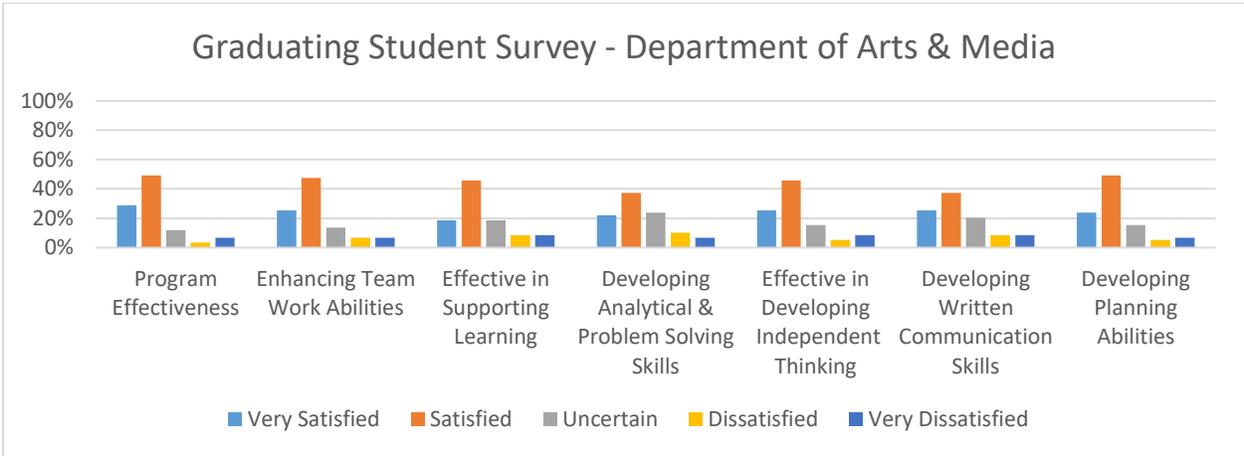
2.4 BS Media and Communication Program Strong and Weak Points

BS Media and Communication 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 Media and Communication 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).

- Seminars and workshops conducted on regular basis.

- Strong industrial links.

2.4.2 BS Media and Communication Program Weak Points:

- Unavailability of university research journal for media students.

- Unavailability of academic journals, books, and primary sources of research for students and Faculty.

- Need to improve the computer lab facilities for all the BS students.

- Need to improve number of books in library and library facilities for students.

- Need of faculty recruitment.

- Need to increase number of class rooms.

- Need to facilitate faculty in terms of internet facilities.

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 including books, magazines and journals in the library. The computer lab will be extended to accommodate maximum number of students by improving infrastructure. Enough funds will be allocated for research development. The classroom facilities will be improved over a period during the next financial year. 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

158 BSMC students were enrolled during the sessions 2017-18.

Students Strength up to 31st July 2018			
Sr. No	**Discipline**	**Semester start**	**Current strength**
1.	BS Media & Communication	S-2018	47
		F-2017	85
		S-2017	26
		F-2016	40
		S-2016	31
		F-2015	61
		S-2015	34
		F-2014	12
		S-2014	0
Sub Total of BS Media & Comm		336	

2.6.2 Student Faculty Ratio:

BSMC Program has 13:1 ratio

2.63 Average GPA per semester

The average GPA is 2.85

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

The program faculty published research papers in different journals. List attached in Annexure E.

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

BS Media and Communication

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			1 (3Cr.)	2 (6Cr.)	
2nd	6	1 (3Cr.)		1 (3Cr.)	2 (6Cr.)	
3rd	6			3 (9Cr.)	2 (6Cr.)	
4th	6			3 (9Cr.)		
5th	6			1 (3Cr.)		
6th	6			1 (3Cr.)		1 (3Cr.)
7th	5					3 (9Cr.)
8th	3					3 (9Cr.)
Total	44					
Minimum Requirements	124-132Cr.					

Following is the list of compulsory courses

Sr.#	Course Name	Course Code
1.	Introduction to Mass Communication	MCO 101
2.	Mass Media Development	MCO 102
3.	Mass Media in Pakistan	MCO304
4.	National & International Affairs	MCO 411
5.	Journalistic Writing 1	MCO 103
6.	Broadcast Journalism	MCO 302
7.	Video production	CA 309
8.	Advertising & PR	MCO 207
9.	Electronic Media	MCO 417
10.	Print Media	MCO 416

List of Elective Courses

Code	Title
MCO 471	Persuasive Writing & Campaigns
MCO 418	Media Management & Marketing
MCO 470	Event Management
MCO 203	Journalistic Writing 2
MCO 204	Disaster Reporting
MCO 414	Advance Reporting
MCO 466	Documentary Production
MCO 450	Cinema and Society
MCO-421	Media Seminar
MCO 463	Script Writing and Editing
MCO 460	Documentary making & Script Writing
MCO 495	Media Effects: Advances in theory and research
MCO 493	Communication Research: Case Studies

3.4 Curriculum Breakdown

S.No	Course Code	Course(s)	Credit Hours
Semester 1			
1	ENG 101	English - I	3
2	PKS 102	Pakistan Studies	3
3	PHO 109	Photography	3
4	MCO 101	Introduction to Mass Communication	3
5	MCO 401	Media and Popular Culture	3
6	COMP 132	Basic Computer Skills	3
			Total-18

S.No	Course Code	Course(s)	Credit Hours
Semester 2			
1	ENG 201	English-II	3
2	IST 101	Islamic Studies (Ethics in Special Case)	3
3	MAT 306	Business Mathematics	3
4	MCO 104	Media & National Language	3
5	IRL 123	Introduction to International Relations	3
6	MCO 102	Mass Media Development	3
			Total-18

S. No	Course Code	Course(s)	Credit Hours
Semester 3			
1	ENG 301	Communication Skills	3
2	CA 123	Computer Graphics	3
3	MCO 411	National & International Affairs	3
4	MCO 103	Journalistic Writing 1	3
5	SOC-101	Sociology	3
6	MCO304	Mass Media in Pakistan	3
			Total-18

S. No	Course Code	Course(s)	Credit Hours
Semester 4			
1	MCO 302	Broadcast Journalism	3
2	MCO 415	Media Ethics & Laws	3
3	MCO 416	Print Media	3
4	MCO 408	Feature, Column & Editorial Writing	3
5	MCO-300	International Terrorism	3
6	CA 309	Video Production	3
			Total-18

S. No	Course Code	Course(s)	Credit Hours
Semester 5			
1	MCO-123	Political Communication	3
2	MCO 303	Online Journalism	3
3	MCO 401	Research Methods in Communication –I	3
4	MCO 305	Theories of Communication-I	3
5	MCO 421	Organizational Communication	3
6	MCO 207	Advertising & Public Relation	3
			Total-18
Semester 6			
1	MCO 417	Electronic Media	3
2	MCO 482	Sub Editing & Page Designing (Theory & Practical)	3
3	MCO 306	Theories of Communication-II	3
4	MCO 422	Conflict, Crisis and Communication	3
5	MCO 112	Media Psychology	3
6	GST 123	Gender and Media Studies	3
			Total-18
Semester 7			
1	MCO 402	Research Methods in Communication-II	3
2	MCO 409	International Communication	3
3	MCO 421	Media Seminar	3
4	XXX 000	Course from Specialization	3
5	XXX 000	Course from Specialization	3
			Total-15
Semester 8			
1	XXX 000	Course from Specialization	3
2	XXX 000	Course from Specialization(Optional)	3
3	XXX 000	Course from Specialization(Optional)	3
4	MCO 600	Thesis/Project (Optional)	6
			Total-9

3.5 Courses Information

3.5.1 MCO 101   <u>Introduction to Mass Communication</u>

Objective

This course is aimed at introducing the students with basic concept of communication and mass communication. This course further enables the students to understand the communication process and distinguish among various mass media.

1. This course focuses on the role of Mass Communication in contemporary society and the relationships between the Social Sciences and the Mass Media.
2. It aims to discuss the effects of mass communication upon society.
3. It aims to demonstrate knowledge of various career opportunities in mass media and well as the norms and practices within those fields.
4. This course identifies important individuals involved in the development of modern mass media.

Recommended Books

1. Baran, S. J. (2010). Introduction to mass communication. McGraw Hill.
2. Dominick, J. r. The dynamics of Mass Communication (1994 ed.). Mcgraw Hill Inc.
3. Introducing Mass Communication Michael W. Gambol, McGraw Hill, 1996.
4. Introduction to Mass Communication, Edward J.Whetmore, Wadsworth Publishing Co. California 1995.

3.5.2 MCO 102   <u>Mass Media and Development</u>

Objective

This course is devised to acquaint the students with evolution of mass media in the world. The course will have an overview of major contemporary issues of global media. A brief introduction of world media organization will also be covered in this course.

1. Focusing the history and development of each media industry.
2. Examine the basic structure of each media industry.
3. Describe how each of the mass media has adapted as new media forms emerged.

4. List several challenges facing each media industry.

5. Discuss the impact of the Internet on each of the traditional media.

6. Assess whether the media are fulfilling their functions as deliverers of information, entertainment and culture.

Recommended Books

1. Media Now, James Straubhaar, Focal point, 2004

2. Dynamics of Mass Communication, Wimmer and Dominick, 7th Edition, McGraw Hill New York 2001. 3. Mass Media Mass Culture, Stan Le Roy Wilson, 2000, McGraw Hill.

3. Television in Asia Edited V David French & Michel Richards. Sage Publication, New Delhi, Thousand Oaks and London, 2000

4. Handbook of Media in Asia AMIC, Singapore 2004.

5. Press in SAARC countries AMIC, Singapore 2002.

6. A History of Mass Communication: Six Information Revolutions, by Irving Fang Focal press USA 1997.

7. Introducing Mass Communication, Michael W. Gambol, McGraw Hill New York 1996.

8. Introduction to Mass Communication, Edward J. Whetmore, Wadsworth Publishing Co. California 1995.

3.5.3 MCO 304 <u>Mass Media in Pakistan</u>

Objective

This course is designed to study the role of Muslim Press in the Sub- continent with reference to the work of eminent Muslim journalists, and its role during freedom movement and struggle for Pakistan. It is further designed to help students to have a look on the evolution of print and electronic media in Pakistan from the beginning till date, with reference to their problems and prospects.

1. Understand the impacts of history and development of each local media industry.

2. Examine the current market structure of each media industry.

3. Describe how each of the mass media has adapted as new media forms emerged.

4. List and discuss several challenges facing each media industry.

5. Discuss the impact of the Internet on dissemination of information.

6. Relate the impact of self-censorship and government controls on the content of the mass media.

7. Assess whether the media are fulfilling their functions as deliverers of information, entertainment, and culture.

Recommended Books

1. Khurshid Abdus Salam, Journalism in Pakistan, United Publishers, Lahore.

2. Lent J. A., Newspapers in Asia.

3. Majeed Nizami, Press in Pakistan, Department of Political Science, University of the Punjab, Lahore.

4. Hasan Mehdi, Mass Media in Pakistan.

5. French David and Richard Micheal (2000), Television in Contemporary Asia, SAGE Publication International, UK.

3.5.4 MCO 411 National and International Affairs

Objectives

This course is designed to provide the students an insight of events and affairs taking place in and around Pakistan. Understanding national and international affairs is indispensable for persons working for media.

1. This course is planned to enlighten and enable the students to analyze events with proper perspective.

2. The basic course objective is to make students familiar with the history of important national, transnational and international issues so that they will be able to critically analyze the policy options available to the national and foreign governments.

Recommended Books

1. Making of Pakistan by K.K Aziz

2. Contemporary Affairs by Imtiaz Shahid

3. International Relations by Dr.Safdar Mehmood

4. Mass Resistance in Kashmir by Dr.Tahir Amin

5. Constitutional and Political History of Pakistan by Hamid Khan

6. Advance World Affairs by Imtiaz Shahid

7. Pakistan; founders, aspirations and today's reality by Hafeez Malik

8. Pak-U S Relations-a ride on a rollercoaster by Dennis Kux

9. Disenchanted Allies by Dennis Kux

10. Pakistan Foreign Policy by Abdus Satar

11. An Introduction to Political Science by Mazhar ul Haq

3.5.5 MCO 103 Journalistic Writing

Objective

This course focused to orient students towards good journalistic writing, and towards its various categories. It enables students to acquire strong writing skills and a chance to learn the basics of professional writing.

1. To identify different techniques of writing used in primarily newspapers and television channels. They will be able to conceive story ideas and analyse in-depth their utility to a mass audience.

2. To employ different approaches to a particular event how it is to be covered, to follow-up story and a soft story or a feature.

3. The students will be able to write features and get a sense of what personal writing requires in the backdrop of column writing.

Recommended Books

1. Batty, Craig and Sandra Cain. *Media Writing: A Practical Introduction*. Hampshire: Palgrave Macmillan, 2010.

2. Berger, Arthur Asa. *Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches*. California: Sage Publications, 2011.

3. Copi, Irving M. *Introduction to Logic*. New York: Macmillan Publishing Co., Inc., 1978.

4. Gould, Eric. *Reading Into Writing: A Rhetoric, Reader, and Handbook.* Boston: Houghton Mifflin Company, 1983.

5. Gowers, Sir Ernest. *The Complete Plain Words*. Middlesex: Penguin Books, 1978.

6. Hodgson, F. W. *Subediting: A Handbook of Modern Newspaper Editing and Production*. Oxford: Focal Press, 1995.

7. Johnson, Sally and Astrid Ensslin., ed. *Language in the Media*. London: Continuum International Publishing Group, 2007.

8. Plotnik, Arthur. *The Elements of Editing and a Modern Guide for Editors and Journalists*. New York: Macmillan Publishing Company, 1984.

9. Rahman, Tariq. *Language and Politics in Pakistan*. Karachi: Oxford University Press, 1998.

10. Safire, William. *Take My Word For It*. Lahore: PAF Book Club, 1987.

11. Stovall, James Glen. *Writing for the Mass Media*. New Delhi: Dorling Kindersley, 2008.

3.5.6 MCO 302 Broadcast Journalism

Objective

This course is designed to introduce the operational aspects of electronic media to students covering the basic elements of news reporting, writing and editing for broadcast media.

1. It further aims to familiarize the students with different formats, techniques and other technical aspects of production for Radio and Television.

2. It enables to produce a radio and TV program from the pre-production planning stage, to script and storyboard writing, to taping and editing.

3. They can also become a good news reader and news reporter, anchor or RJ of radio and TV with complete knowledge and technical skill.

Recommended Books

1. Black, Mervin and Joe Durso, Jr., Writing News for TV and Radio, Chicago: Bonus Books, 1999.

2. Boyd, Andrew., Broadcast Journalism: Techniques of Radio and TV News, 5th ed. Woburn, MA: Focal Press, 2001

3. Albarran, Alan B. and Gregory G. Pitts., The Radio Broadcasting industry, Boston: MA: Allyn and Bacon, 2001.

4. Crouse, Chuck., Reporting for Radio, Chicago: Bonus Books: 1998.

5. Douglas, George H., The Early Days of Radio Broadcasting, Jefferson, NC: McFarland, 1987

6. Fleming Carol., The Radio Handbook, New York: Routledge, 2002

7. Shook, F. Television field production and reporting (4th edition ed.). India: Dorling Kindersley.

8. Aris, S. Print media and broadcast journalism (2010 ed.). ABD Publishers.

3.5.7 CA 309 <u>Video Production</u>

Objectives

The course aims to bring into the light scholars about video terminologies along with creative thinking and process of video production. Course lectures challenges students to think about different storytelling conventions in narrative and documentary movie-making and address the fundamentals of video recording. They'll script and storyboard short movie sequences and develop an understanding of the various roles in the video post-production process. They will also be introduced to the historical developments related to film and cinema. Furthermore, this course will focus on:

1. To develop program ideas and understand the challenges.

2. Working in teams to produce programs in factual and fiction genres, including documentary, drama, current affairs and entertainment.

3. Understanding the process of film making and personal skills required by industry.

4. Practicing sound and video editing software.

Recommended Books

1. The Art of Creative Thinking by John Adair

2. The Shut Up and Shoot Documentary Guide by Artis, Anthony Q

3. Film Directing Shot by Shot: by Steven D. Katz

4. The Documentary Handbook by Peter Lee- Wright

5. Writing for Visual Media by Anthony Friedmann

6. Before You Shoot by Helen Gravy

7. Bruzzi, S (2000) New Documentary: A Critical Introduction, London: Routledge

8. Kochburg, S. (ed) (2002) Introduction to Documentary Production, London/ New York: Wall Flower Press

9. Nichols, B. (1991) Representing Reality: Issues and Concepts in Documentary, Indiana University Press: Bloomington

10. Rabiger, M. (1998) Directing the Documentary, 3rd ed, Boston: focal press.

3.5.8 MCO 207 Advertising and Public Relation

Objectives

This course is designed to introduce students to the principles and techniques of advertising and public relations.

1. The students will be made to look at the field from the viewpoints of the advertising practitioner, the channels of communication used and the various public which advertising persons try to reach.

2. Emphasis is on public relations and advertising processes and such activities that bring out student's problem-solving approach and creativity in message construction.

Recommended Books

1. Al Ries, L. R. The fall of advertising and the rise of PR.
2. Dennison, D. The advertising Handbook.
3. Kleppner. Advertising Procedure.
4. Wilcox, D. Public Relations writing and Media Techniques.
5. William Wells, J. B. Advertising Principles and Practice (sixth ed.).

3.5.9 MCO 417 Electronic Media

Objective

The course will impart the elements of selection, writing, editing, compiling and presenting different programmes for radio. It is a practical course enabling students to produce and present different Radio and TV programmes.

1. It aims to Introduce Radio, TV Equipment, Microphones, its Placement, Types of Scripts, Treatment and Trends of FM Radio and TV in public & private sector in Pakistan.

2. It enables students to produce and edit their own Final Project for the successful completion of the semester (15-20) minute duration.

Recommended Books

1. B O' Donnel, Lewis. (1992). Modern Radio Production. London: Wadsworth Publishing.

2. Boyd, Andrew. (1997). Broad cast Journalism. Oxford. Focal Press.

3. Chantle, Paul. &Harris, Sam. (1997). Local Radio Journalism. Oxford: Focal Press.

4. Crook,Tim.(1988).International Radio Journalism. London: Routledge.

5. Hamelosky, Walter V. (1995). Principles of Media Development. New York: knowledge Industry Publishing.

3.5.10 MCO 416 Print Media

The aim of this course is to develop analytical thinking towards print media. Students will be trained to apply creative thinking to current concepts of printing, to analyze and identify target audience and how to effectively translate written expression of newspapers to create impact.

Objective

1. Learn basics of writing for newspaper.
2. Improve basic writing shields.
3. Understand difference between writing for print and broad cast media.
4. Learn News gathering techniques.

Recommended Books

1. Anderson David "Investigative Reporting", Englewood Cliffs, Prentice, Hall, 1964
2. Charnely Mitchell's "Reporting", New York Hoet, Rinhart & Winston 1964
3. Hohenberg "The Professional Journalist"
4. MacDougall, CurtsD. "Interpretative Reporting", New York, Macmillian 1972
5. Porter and Luxon "The Reporter and the News"
6. William L. Rivers "Finding Facts", Engle wood Cliffs, N. J; Prentice Hall, 1975.

3.6 Standard 2-1

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

3.6.1 Group 1: Media Theory

MCO-101 Introduction to Mass Communication, MCO-305 Theories of Communication I MCO- 306 Theories of Communication II, MCO 102 Mass Media Development, MCO304 Mass Media in Pakistan, MCO 415 Media Ethics & Laws, MCO 112 Media Psychology

3.6.2 Group 2: Language Skills

ENG 101 English – I, ENG 201 English-II, MCO 104 Media & National Language, ENG 301 Communication Skills

3.6.3 Group 3: Computer & Design Skills

COMP 132 Basic Computer Skills, CA 123 Computer Graphics, MCO 482 Sub Editing & Page Designing (Theory & Practical).

3.6.4 Group 4: Production Skills

PHO 109 Photography, CA 309 Video Production, MCO 421 Media Seminar, MCO 463 Script Writing and Editing, MCO 460 Documentary making & Script Writing, MCO 416 Print Media, MCO 417 Electronic Media, MCO 207 Advertising & Public Relations.

3.6.5 Group 5: Social Sciences

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

3.6.6 Group 6: Research/Project

MCO 401 Research methods- I, MCO 402 Research method II, MCO 600 Thesis/project (optional)

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	MCO-101 Introduction to Mass Communication, MCO-305 Theories of Communication I MCO- 306 Theories of Communication II, MCO 102 Mass Media Development, MCO304 Mass Media in Pakistan, MCO 415 Media Ethics & Laws, MCO 112 Media Psychology
Problem analysis	COMP 132 Basic Computer Skills, CA 123 Computer Graphics, MCO 482 Sub Editing & Page Designing (Theory & Practical), PHO 109 Photography, CA 309 Video Production, MCO 421 Media Seminar, MCO 463 Script Writing and Editing, MCO 460 Documentary making & Script Writing, MCO 416 Print Media, MCO 417 Electronic Media, MCO 207 Advertising & Public Relations.
Solution design	MCO 401 Research methods- I, MCO 402 Research method II, MCO 600 Thesis/project

3.8 Standard 2-3

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

BS Media and Communication 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 BS Media 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 3-1

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

The computing facilities in FURC are adequate with latest computers & software that support students to fulfill their education requirements. All manuals and instructions are available with the Laboratory and Studio in charges and copies of these are also available with program coordinator and program in charge to be used by faculty members and students. These manuals and instructions are issued to desired entity through a defined process and proper record is being kept. The laboratory in charge keeps the manuals and instructions in laboratory for immediate access to students and faculty members during the laboratory work.

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.

5.2 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.

5.3 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.

6.0 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. The majority 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
Media Production Media Research	5 5	0 5
Total	**10**	**5**

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:

Faculty Satisfaction Survey - Department of Arts and Media - 2019

Faculty Satisfaction Survey - Department of Arts and media - 2019
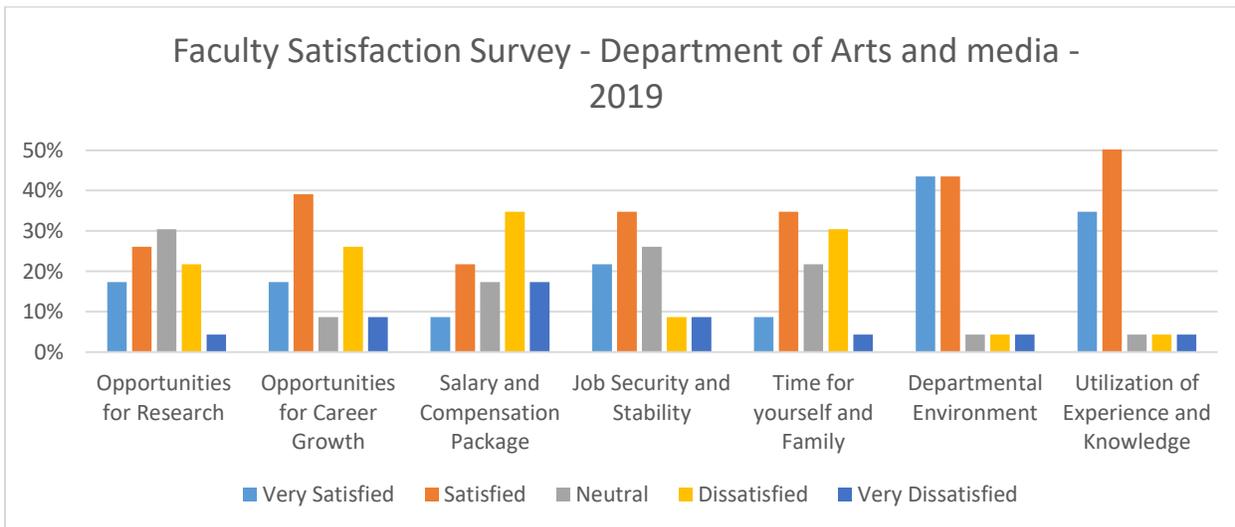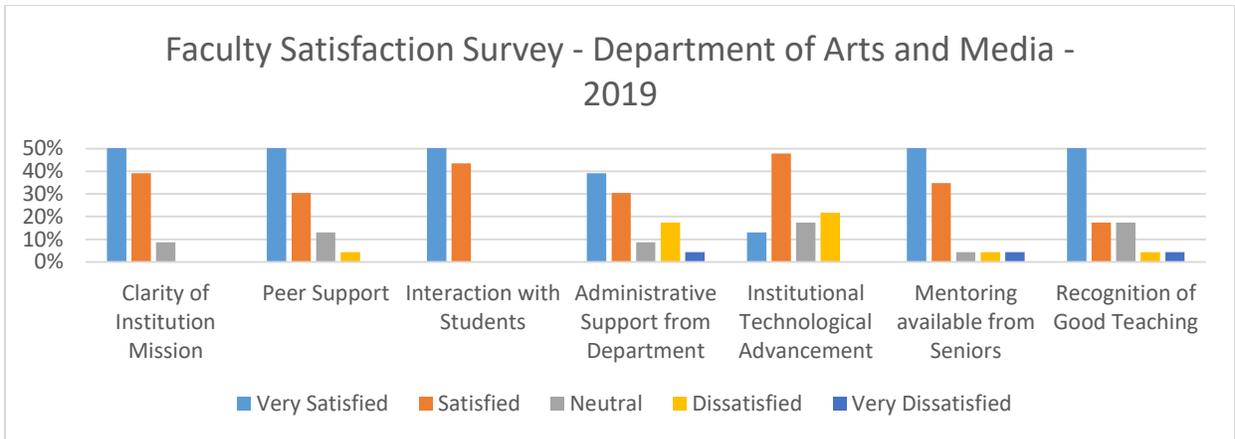
7.3.1 Programs and processes in place for faculty motivation

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

8.1 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.

8.2 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.

8.3 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. Sufficient 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 Media and Communication 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 BS Media and Communication Program Strong and Weak Points

BS Media and Communication 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:

9.4   BS Media and Communication 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   BS Media and Communication program 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 programs

****

Annexure – A:

Alumni Survey Results

Count of [Ability to link theory to practice]

Count of Position in organization

Count of [Math, Science, Humanities and professional discipline, (if applicable)]

Count of [Presentation skills]

Count of [Ability to work in teams.]

Count of [IT knowledge]

Total

Count of [Repute at National level]

Total

Count of [Faculty]

Total
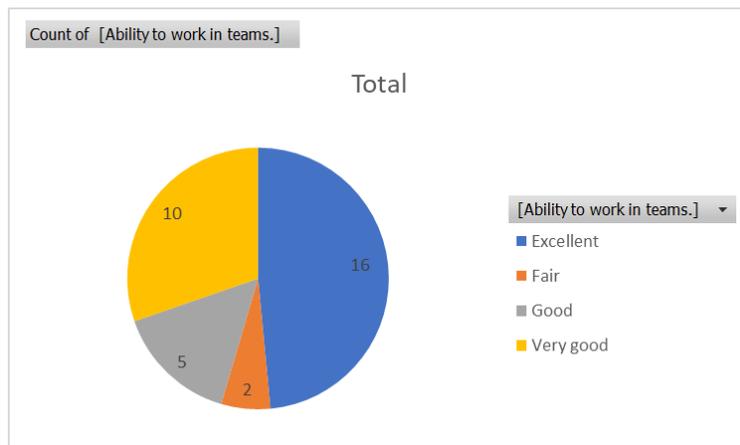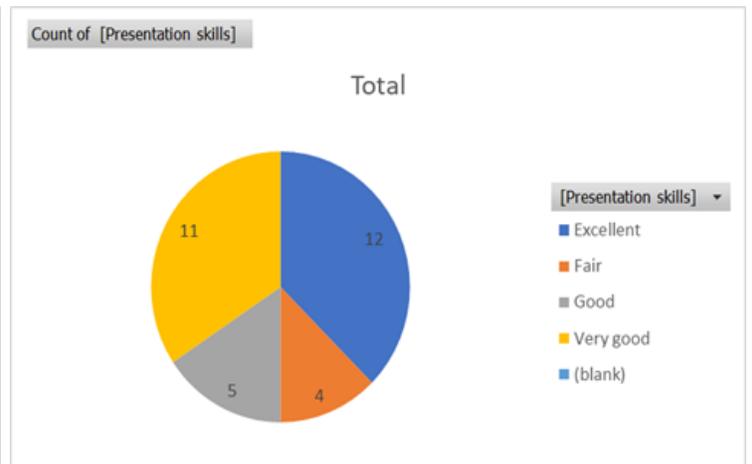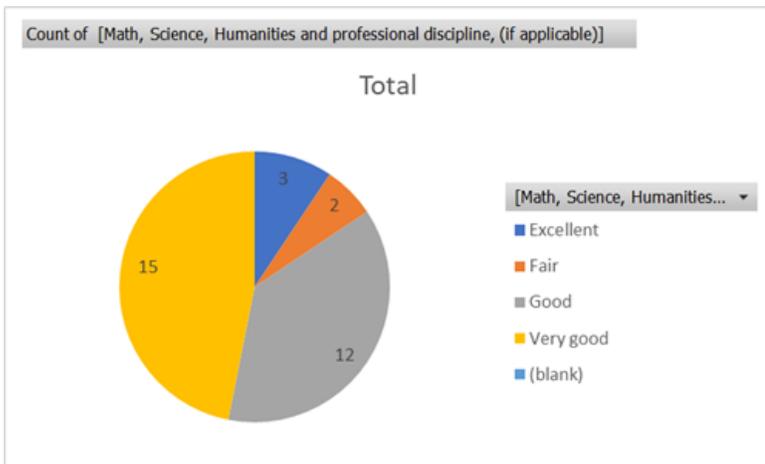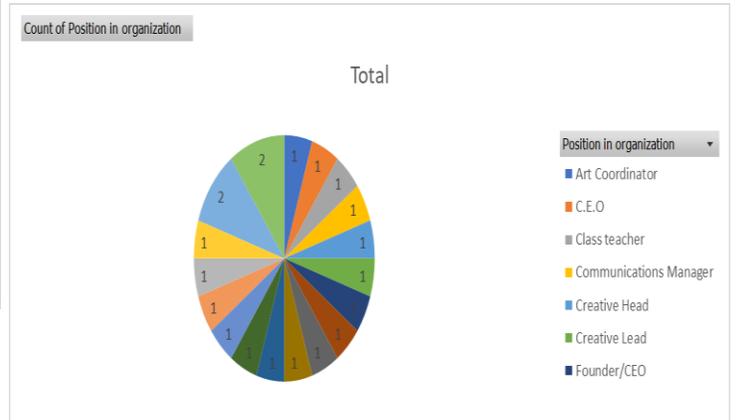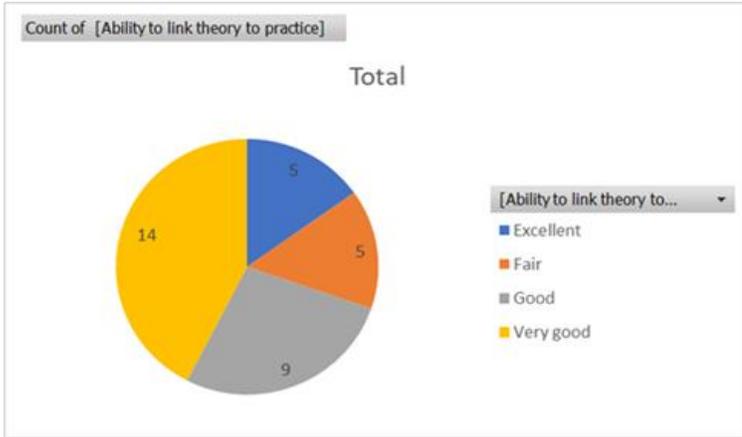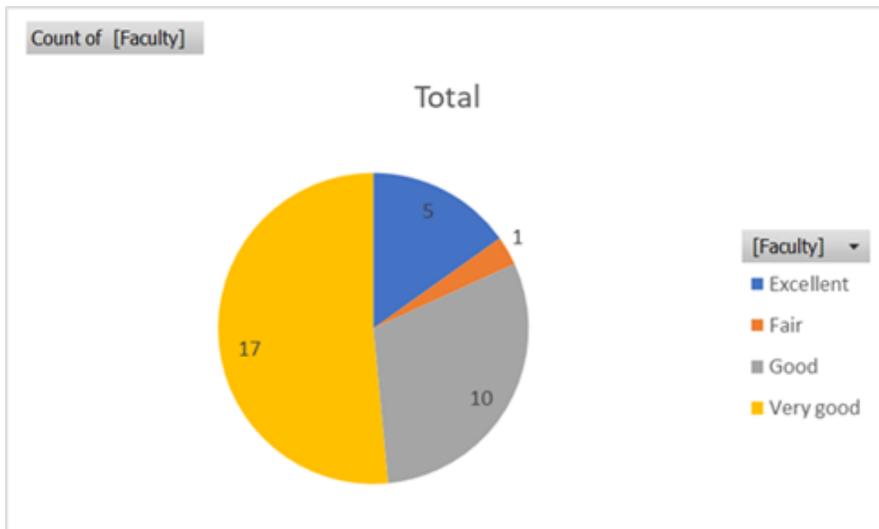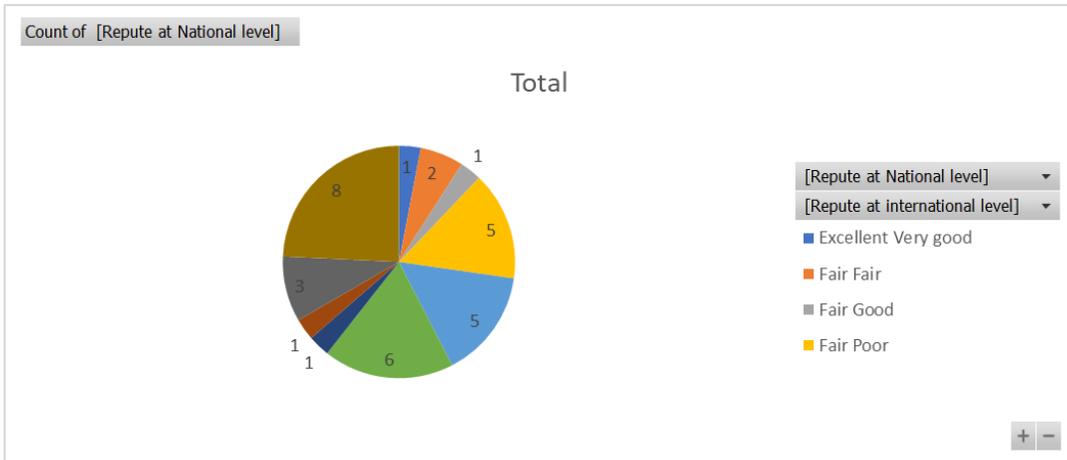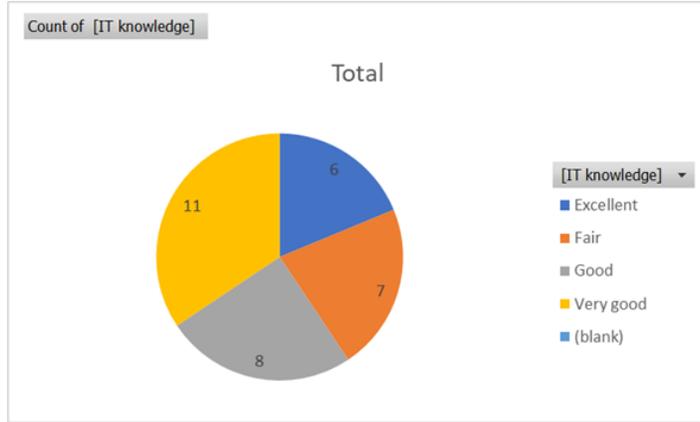
Annexure – B:

Employer Survey Result

Count of [Problem formulation and solving skills]

Count of [Math, Science, Humanities and professional discipline, (if applicable)]

Count of [Collecting and analyzing appropriate data]

Count of [Computer knowledge.]

Count of [Ability to work in teams]

Count of [Ability to design a system component or process]

Count of [Time management skills]

Count of [Appreciation of ethical values]
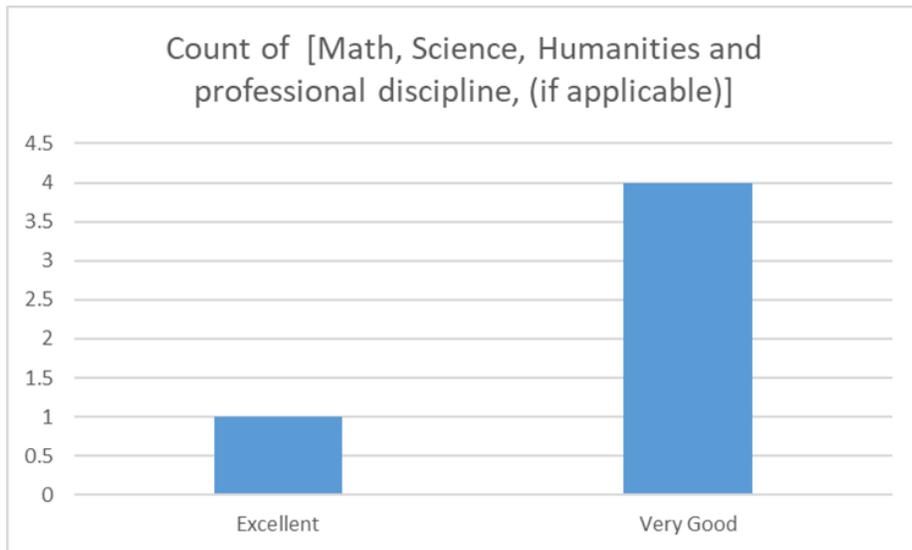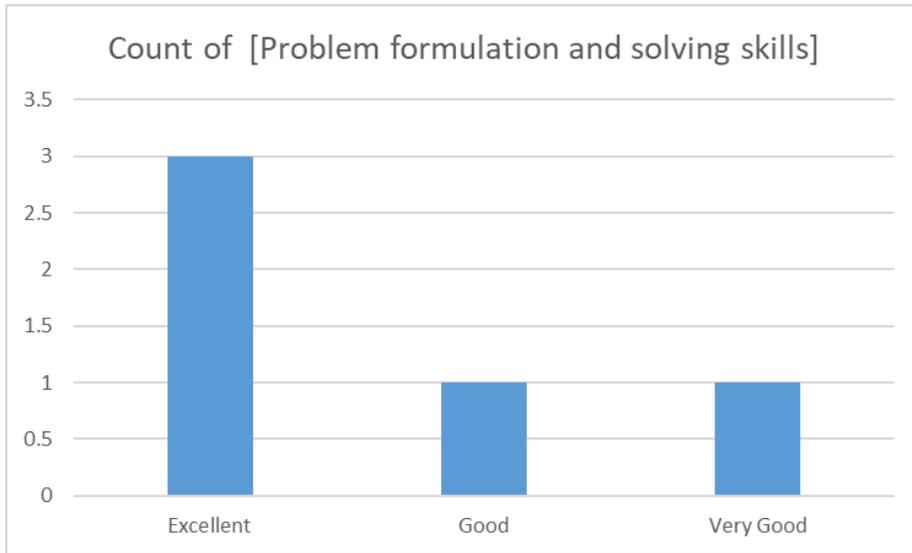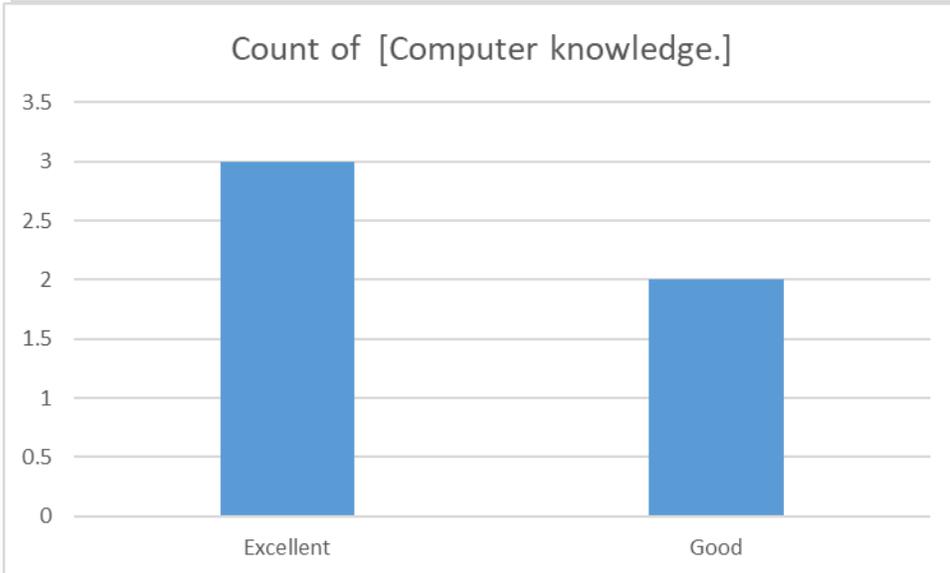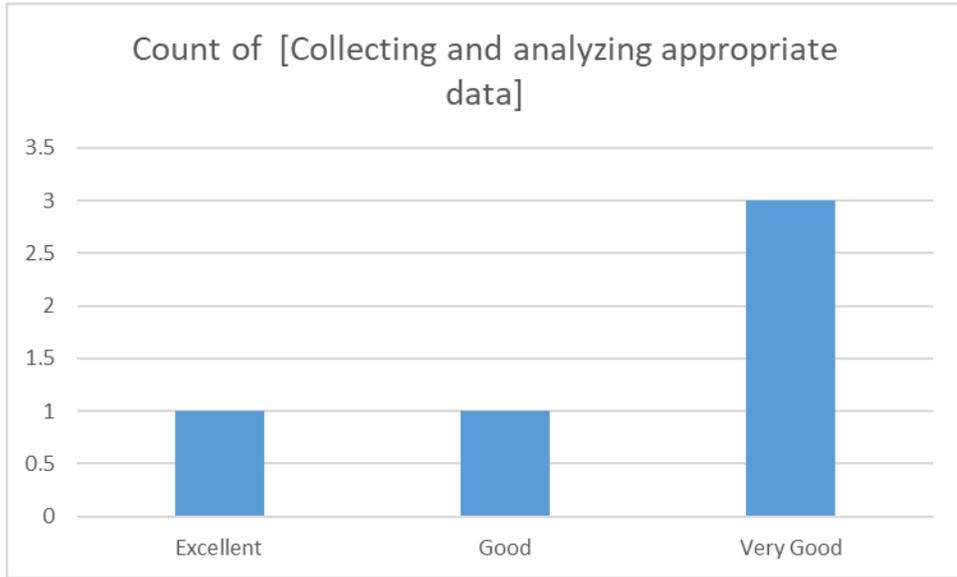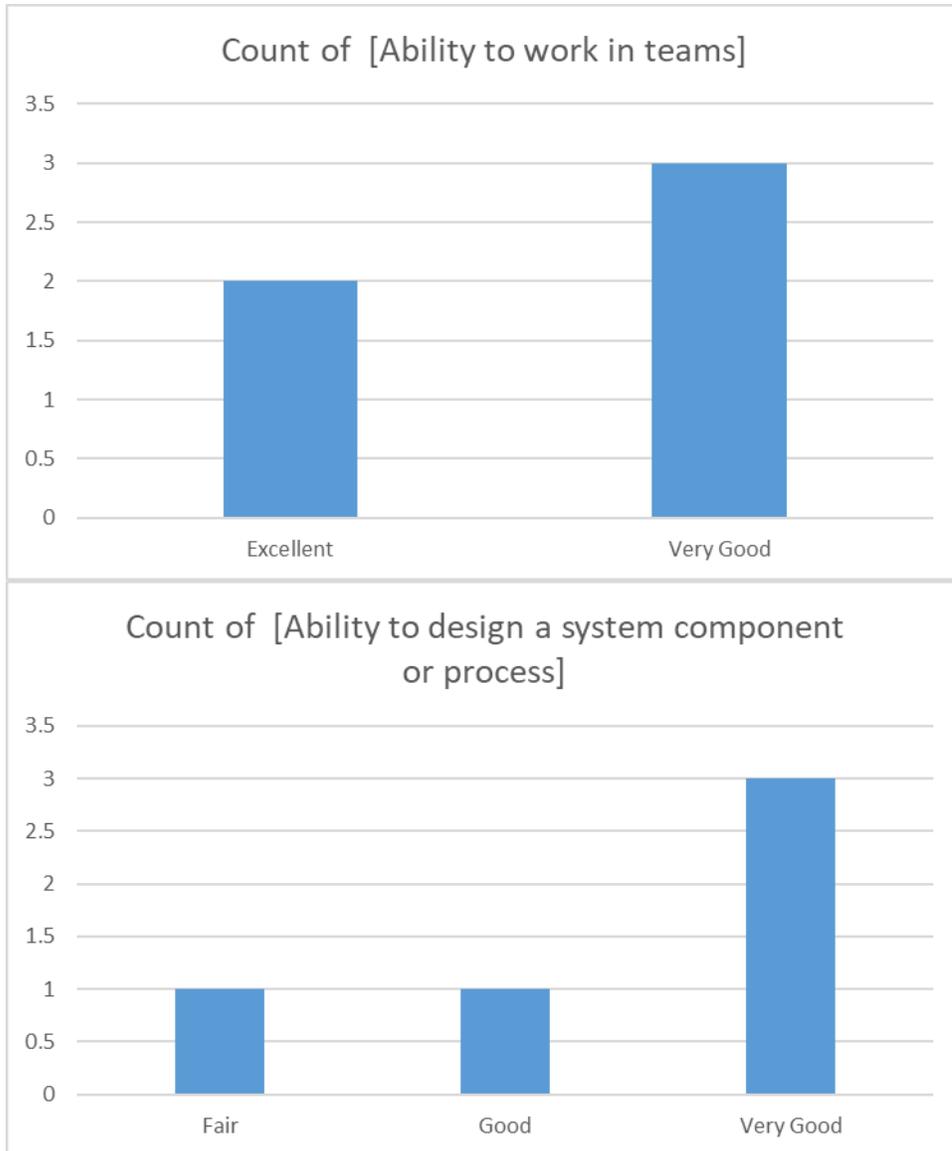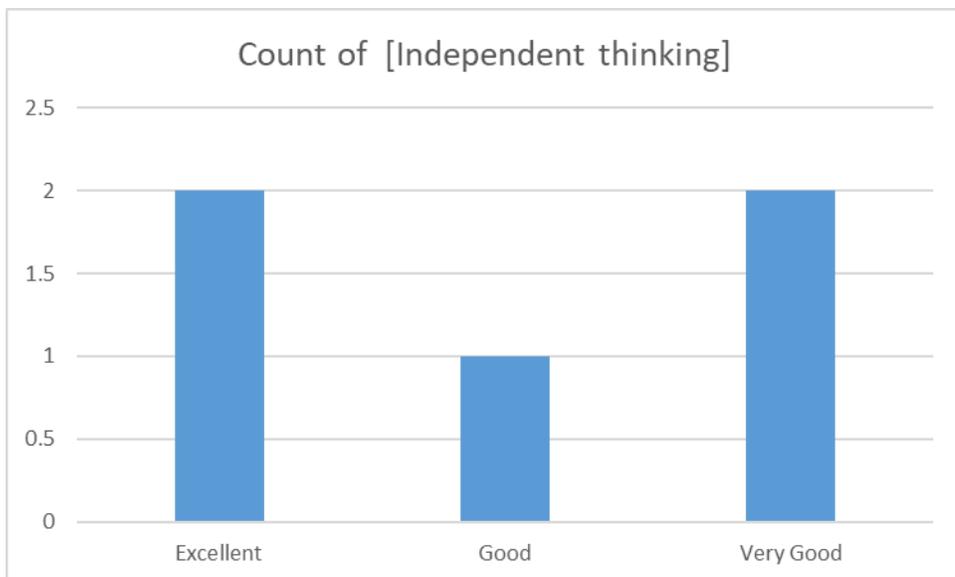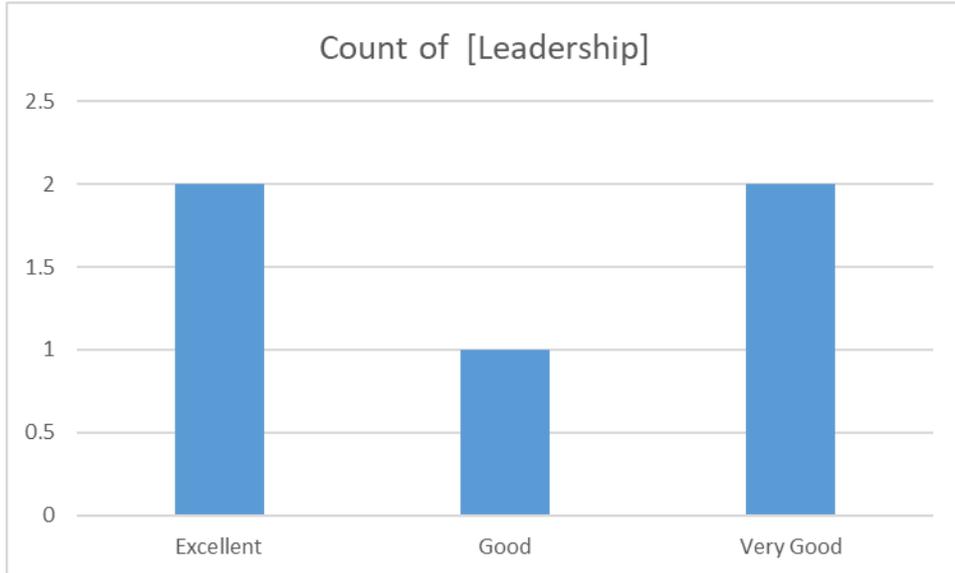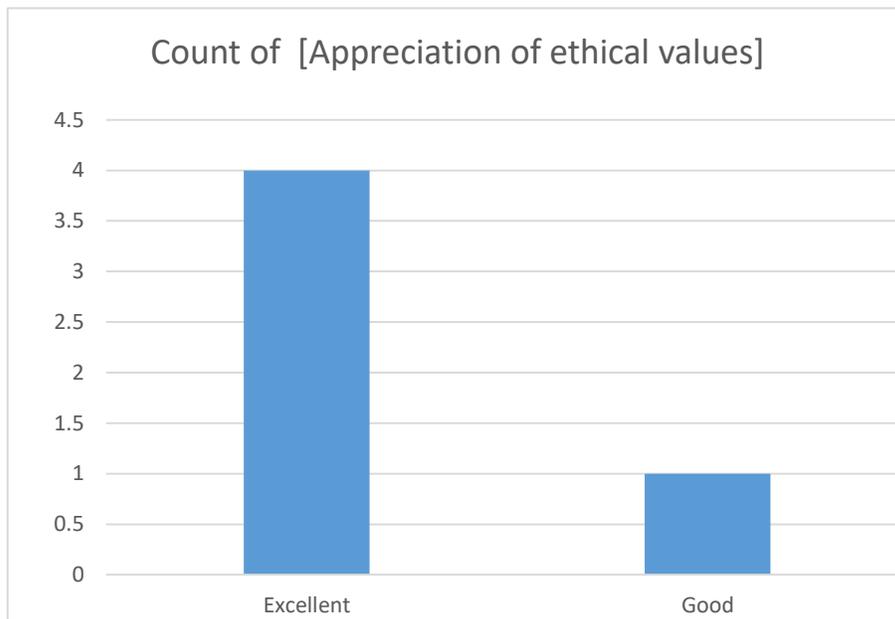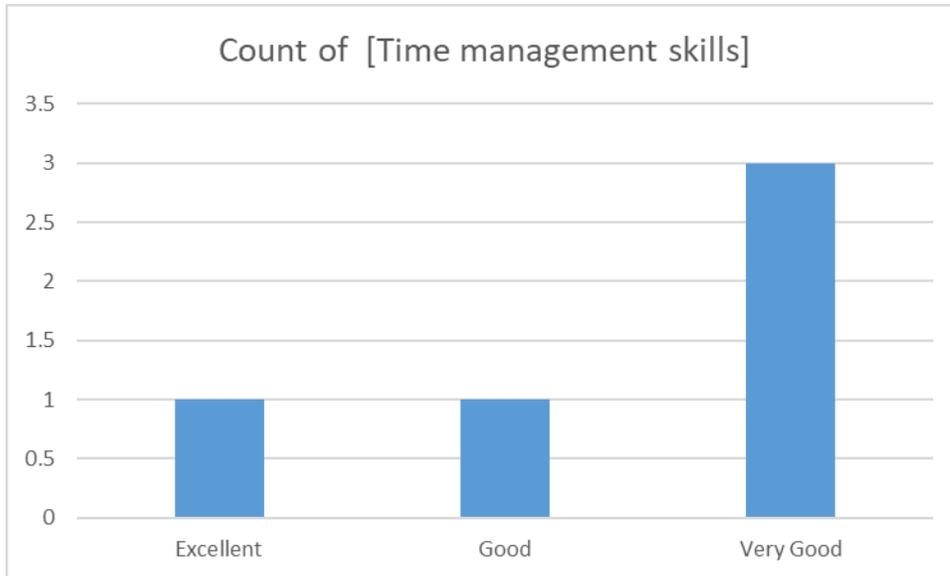
Annexure – D:

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
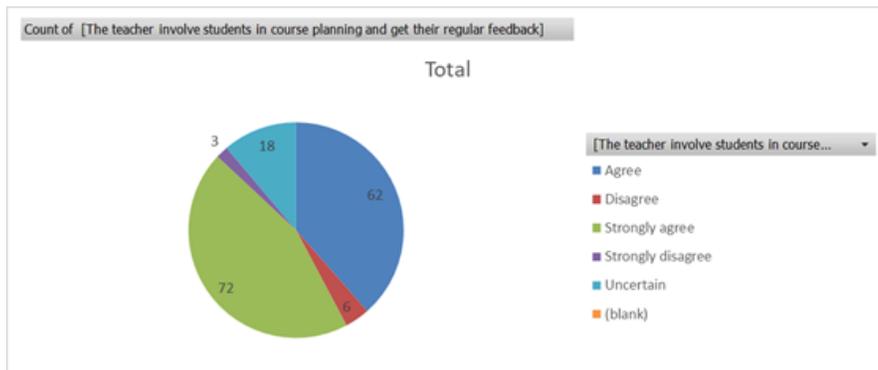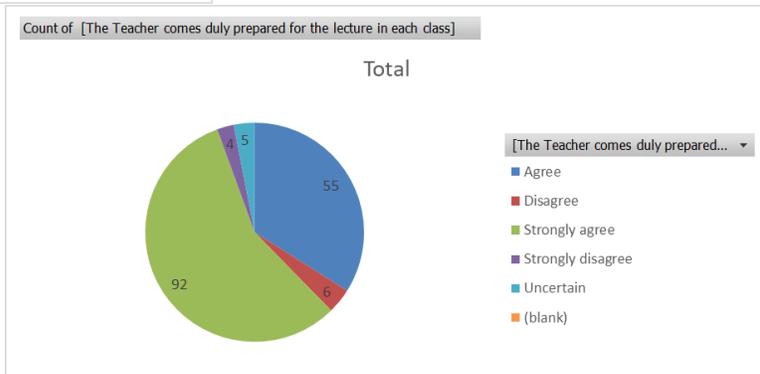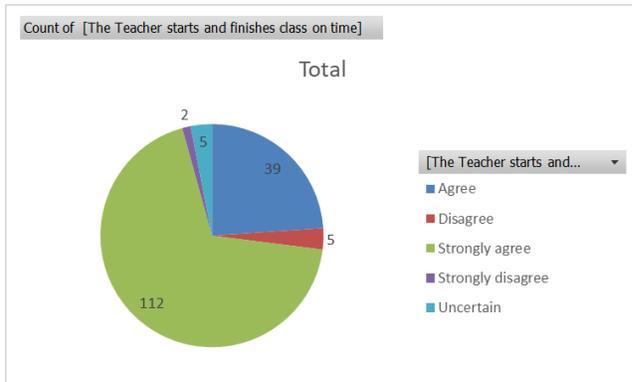
Annexure – E:

Research Progress

Department: Arts & Media Dept.

S. No.	Name of Faculty Member & Designation	Number of Publications in the Year 2018/19	Total Number of Publications so far	Impact Factor Journals	HEC Category Journals	Book / Book Chapter Written		
						Title of Book	Subject/Description	Publisher (if any)
1.	Dr. Shoaib Ahmad HOD Arts & Media	3	4		HEC National Research Program (NRPU)			
2.	Nadira Khanum Assis Prof.	--	2		Academic Research International Y category	--	--	--
3.	Ummul Baneen Assis Prof	--	1		Foundation University Journal of Business & economics	--	--	--
4.	Salman Amin Lecturer	--	7		Academic Research International	--	--	--
						"Contemporary Private Media's Program and Gratification of Students"	--	LAMBERT Academic Publishing, Germany

Annexure – F: **Graduating Students Feedback Sample**
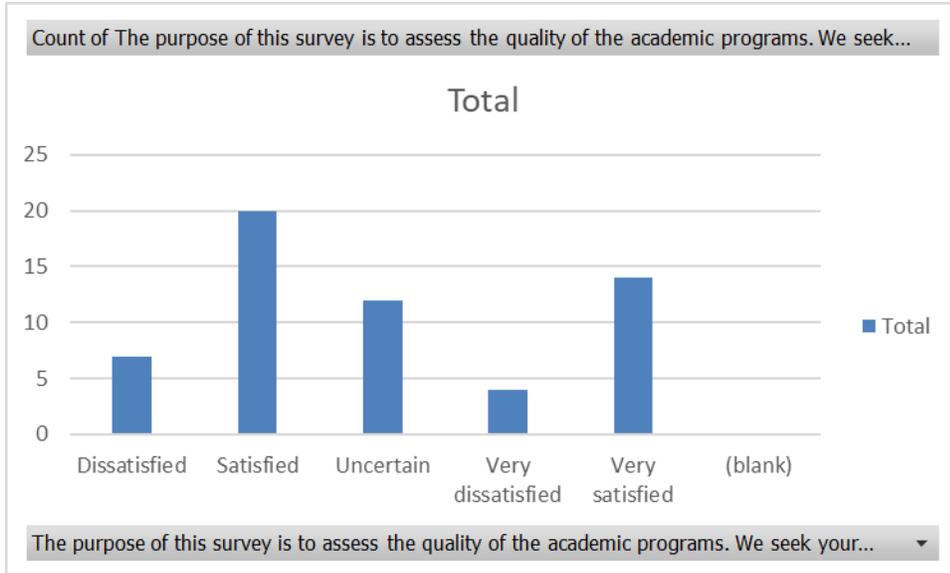
Count of The purpose of this survey is to assess the quality of the academic programs. We seek...

Total

The purpose of this survey is to assess the quality of the academic programs. We seek your...

Annexure – G: Faculty Survey
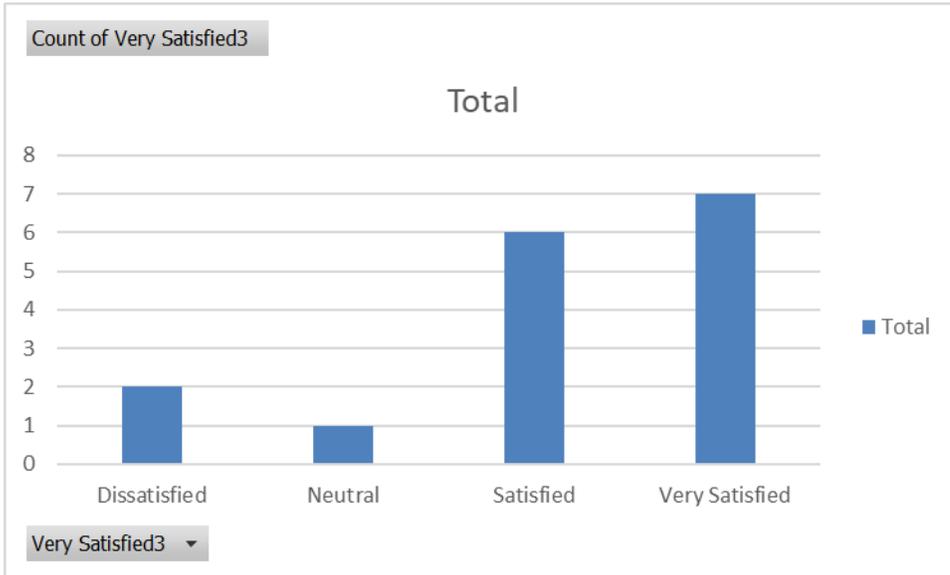
Annexure – H: **Faculty Resume**

Sr. #	Name	Designation	Qualifications	Institutiton	Specialization	Experience (years) Teaching	Utilization Dedicated / Shared
1	Dr. Shoaib Ahmed	HoD Arts & Media dept	Ph.D. Post-doctorate UK	University of Bradford, United Kingdom	Development, Economics, Social Sciences, Media, IR	27 years	D
2	Ms Hina Shahid	Assistant Professor	Ph.D in Progress	Quaide Azam University	conflict management and conflict communication.	14	D
3	Ms Nadira Khanum	Assistant Professor	Ph.D in Progress	Islamic University	Mass Communication	10	D
4	Ms Hayyam	Assistant Professor	Ph.D in Progress	Aiou	Mass Communication	15	D
5	Ms Durre Shehwar	Assistant Professor	Ph.D in Progress	Aiou	Mass Communication	10	D
6	Ms Ummul Baneen	Assistant Professor	Ph.D in Progress	Riphah Ineternational University	Mass Communication	11	D
7	Mr. Salman Amin	Lecturer	Ph.D in Progress	Aiou	Mass Communication	11	D
8	Ms Nazia Bibi	Lecturer	Ph.D in Progress	Aiou	Mass Communication	6	D
9	Ms Nayab Tariq	Lecturer	MS	Riphah Ineternational University	Mass Communication	2	D
10	Mr Abdul Rheman	Lecturer	MS	National Defence University	Government and Public Policy	7	D
11	Mr. Tahir Abbas	Radio Supervisor	MS	Islamic University	Mass Communication	14	D

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 Media Studies 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 TV News and Drama 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.