

RIPHAH INTERNATIONAL UNIVERSITY
ISLAMABAD



SELF ASSESSMENT REPORT

BS Media Studies
Riphaah Institute of Media Sciences (RIMS)
30th June 2019

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1 Executive Summary

This report is being prepared almost at the end of the assessment cycle for selected programs of Riphah International University, as per requirements of Higher Education Commission (HEC). Quality Enhancement Cell (QEC) was formed in Riphah in Oct 2009. Program Team Members of all faculties, were notified by University. They worked with QEC to pursue the application of Self-Assessment Manuals in their respective departments/faculties.

Currently, in Riphah Institute of Media Sciences (RIMS), **BS Media Studies program** was selected for self-assessment, evaluation and improvements. A strong commitment of Respected Vice Chancellor, Director RIMS and to support QEC made the difference and resultantly, 2nd cycle of assessment is about to complete.

1.1 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.

1.2 Execution

A soft copy of self-assessment manual was given to all faculty members. Quality Awareness Lectures and Workshops on preparation of Self Assessment Report (SAR) were arranged for the In-charge Programs and Program Team (PT) Members of the selected program. The PT members with an intimate support and follow up of QEC, completed the SAR and forwarded to QEC in given time frame.

After reviewing SAR, QEC arranged visit of Assessment Team to the selected program.

The Assessment Team, indicated salient points of the SAR, account of his discussions with the faculty members, improvements required in the infrastructure, syllabi and training of the faculty and support staff. A few points were resolved during discussion. The implementation plan basing on the discussions in exit meeting have been made by in-charge programs.

At the completion of Self-Assessment cycle, QEC will submit the hard and soft copy of SAR to HEC before 30th July 2019.

**Director
Quality Enhancement Cell**

Self Assessment Report

2 Introduction

Riphah International University (RIPHAH) is a private university, chartered by the Federal Government of Pakistan in 2002. The university was established with a view to produce professionals with Islamic moral and ethical values. The Riphah International University is committed to promote and impart quality education with character building of the new generation in the light of Islamic principles and values. Riphah International University is committed to a value based integrated educational philosophy. It is running 10 faculties in 3 different campuses.

2.1 University Mission Statement

Establishment of state of the art educational institutions with a focus on inculcation of Islamic ethical values.

2.2 Riphah Institute of Media Sciences (RIMS)

Riphah Institute of Media Sciences is running following programs:

- BS Media Studies
- BS Mass Communication
- BS Film Production
- MA Media Production
- MA broadcast Journalism
- MSc. Mass Communication

2.3 Program Selected

Riphah International University has selected the BMS (Hons) Media Studies as model program for Self Assessment Report (SAR) for the year 2018-19 under the directives of Higher Education Commission (HEC).

The program has got inbuilt mechanism for the revision of syllabi, has competent faculty and adequate infrastructure. New and modern tools have been introduced in the program to conduct research and quality teaching.

2.4 Program Evaluation

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

3 Criterion 1: Program Mission, Objectives and Outcomes

3.1 Standard 1-1

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

3.2 Program Mission Statement

BS Media Studies is founded on the notion that student will increasingly benefit from the application and hands-on training along with the theoretical aspects of media, in alignment with the university mission.

3.2.1 Program Objectives

The program is designed to achieve the following objectives:

1. To prepare the students to pursue higher education in universities of repute.
2. To prepare the students to develop expertise in production framework.
3. To inspire them to acquire high level of technical proficiency (camera operations, non-linear editing, broadcast technologies) in all aspects of digital video production.
4. To enable them to relate the practical work of the production with the theoretical aspects of media studies.
5. To provide them an opportunity to develop a substantial portfolio for career building.

6. To encourage and motivate the students to contribute positively in society with well-researched and creative program ideas.

3.2.2 Alignment of Program Objectives with Mission Statements

Our program imparts technical and theoretical knowledge of the related field along with the blend of moral and ethical values. Riphah International University provides not only quality education to the students but also an opportunity for character building in accordance with the Islamic principles.

3.2.3 Main Elements of Strategic Plan

3.2.3.1 Curriculum Design

The curriculum of BS (Media Studies) incorporates the courses related to pre-production, production and post-production. The total number of courses for this program is 53. These courses have been designed precisely to meet the program objectives. The fundamental and core courses are the blend of theory and practical skills required in media industry.

3.2.3.2 Practical Work

Program modules are devised in such a manner that students learn practical skills along with theory. They are provided with television and radio studios, computer labs and non-linear editing lab. Studios and labs are fully equipped with the latest devices. The practical work involves the following segments:

- i. In-door and out-door shooting (still and video camera), set design and screen acting
- ii. Single-cam and multi-cam production in television studios and training in TV control room
- iii. Non-linear editing of audio and video projects in editing lab and computer lab usage for social media
- iv. Audio production in radio studios

3.2.3.3 Projects

Students are given the projects in various courses, so that they can implement the theoretical aspects related to each and every segment of the field. By the end of the program they are given Final Project, which involves all the phases of pre-production, production and post production to evaluate and judge the students on the basis of learning outcomes of the program.

3.2.3.4 Internships/Industrial Tours/Visual Demonstrations

Department arranges the internships for the students in the various news and entertainment channels of Pakistan, production houses, advertising and news agencies. The department frequently arranges industrial tours for the students in the mentioned areas of the media industry. The sole purpose of the industrial tour and internship is to know the working philosophy of the media industry.

3.2 Standard 1-2

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

3.2.4 Program Outcomes

1. Students shall be able to pursue for higher education (Masters, MS, Ph.D) in various fields of media.
2. Students shall be able to give presentations.
3. Students will be able to perform pre-production, production and post-production jobs in media.
4. Students shall be able to perform creative and technical jobs in media industry.

5. Students shall be able to perform research in various fields of mass media.
6. Students shall be able to critically analyze media texts.
7. Students shall be able to produce productive programs to bring constructive change.

Program Objectives	Program Outcomes						
	1	2	3	4	5	6	7
1	X						
2		X	X				X
3			X	X		X	
4					X	X	X
5		X					
6					X	X	X

Table 2: Outcomes versus Objectives

3.3 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 program assessment has been done by launching HEC Performa number 1 and 10. The students of the program evaluated the courses and teachers in the program.

3.2.5 Teachers Evaluation

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

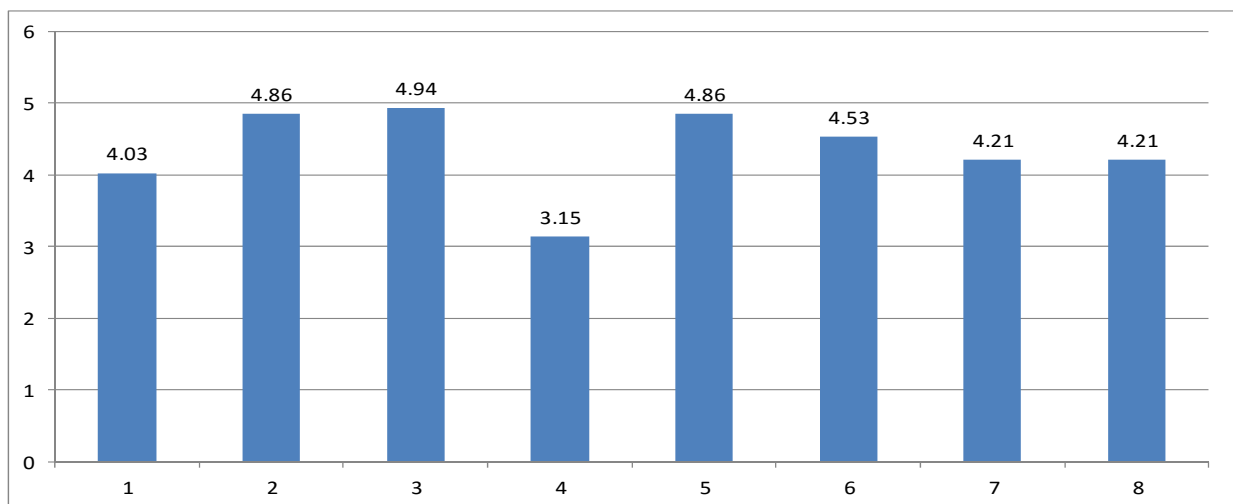


Figure 2: Teachers Evaluation Graph

Through this evaluation, students have graded the teachers against lecture preparation, punctuality, general behavior, subject knowledge and teaching method. The total graded marks are 5. See Annexure D (Teachers Evaluation Survey) for sample teacher evaluation results. The sample shows the results for one teacher only while same has been done for all teachers listed below.

Following is the list of teachers that are being evaluated by the students along with the serial number and graded scores.

Sr. No	Teacher Name	Course Name	Responses /Enrolled students on VLE	Marks
1	Afzaal Yousaf Baig	Camera and Framing	8/10	4.03
2	Atif Riaz	Presentation and Communication Skills	8/15	4.86
3	Col. Ashfaq Hussain	Urdu For Media	11/27	4.94
4	Dr Abdul Jabbar	Development Support Communication	5/12	3.15
5	Hira Salman	Editing Audio and Video	6/9	4.86
6	Nirmal Javed	Media and Social Responsibility	6/45	4.53
7	Rashid Farooq	Digital Media Introduction	9/9	4.21
8	Zarnab Tariq	Research And Statistics	9/60	4.21

Faculty carried out in-house discussion and analyzed the feedback and identified the areas of improvement. A discussion with In-charge undergraduate stream was also held. They decided to go through the identified areas in Board of Studies to finalize the recommendations for improvement to be presented in Board of Faculty and Academic Council.

The Director and In-charge Program also discussed the teachers evaluation results and decided to carry out counseling of teacher who are below bar. It was also decided to conduct training sessions for teachers who are not performing at expected level.

The strengths and weaknesses of the program are:

3.2.6 Strengths

- i. Coherent, in time and uninterrupted semester system
- ii. Efficient and capable permanent faculty
- iii. Adjunct faculty from the media industry
- iv. Market oriented course contents

3.2.7 Areas Requiring Focus

- i. Infrastructure needs improvement
- ii. Inadequate seating capacity in the class rooms
- iii. Lack of Industry – Academia Linkage
- iv. Training of Junior Faculty members
- v. Low use of VLE

Significant future development plans for the program are categorized as short and long term arrangements which are as under:

- a. Short term arrangements include improvement of existing infrastructure to run the program in much better environment by enhancement of the cooling system in classes, improving the lighting grid in TV studios, arranging goal oriented counseling sessions for the students.
- b. While the long term arrangements include procurement of high value items like multimedia, additional air conditioners, improvement in sound systems and upgradation of lab equipment. On the academic side, the future development plans for the programs include training programs for junior faculty members to enhance their teaching capabilities, constant revision of course syllabus and overall enhancement of knowledge and skills of all faculty members in relation to the latest global advancements in media industry through exchange program, short trainings and collaborative research projects within and outside Pakistan.

3.3 Standard 1-4

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

3.3.1 Graduates/Undergraduates enrolled in last three years

Total of 76 students enrolled during the last one year.

3.3.2 Student Faculty Ratio:

25-1

3.3.3 Average GPA per semester:

Average GPA per semester for the batch enrolled in fall 2018 is as under:

Semester 1	3.65
Semester 2	3.34
Semester 3	3.45
Semester 4	3.15

3.3.4 Average Completion time

Average Completion time for undergraduate program is 4.5 years.

3.3.5 Students Course Evaluation Rate

Average student evaluation for all courses is 10.91.

3.3.6 Students Faculty Evaluation

Details are provided in section 3.2.5.

3.3.7 Research

The program faculty lacks in the area of research, however, training programs and grants for education will help the faculty improve this weak area.

4 Criterion 2: Curriculum Design and Organization

4.1 Title of Degree Program

B.S. Media Studies

4.2 Definition of credit hour:

One credit hour is 1 hours of theory lecture or 4 hours of practical work in a week.

4.3 Degree plan

Following is the list of courses taught in the selected program. Section 4.5 shows the details about these course including pre-requisites.

Sr. #	Course Name	Code
1	Introduction to Media Studies	TPF-500
2	Production Essentials	TPF-501
3	Computer for Media	TPC-301
4	Art and Design: Drawing-Painting-Sculpting	TPF-502
5	Camera & Lighting-Basics	TPF-505
6	Functional English	TPC-300
7	Islamic Ethical Principles & Contemporary Issues-I	TPG-400
8	Using Visual Language	TPM-600
9	TV Production (Direction)	TPM-601
10	Editing Basics	TPF-506
11	Camera & Lighting Principles	TPM-610
12	Production Design: Set Design & Construction	TPM-602
13	Sound Design	TPF-504
14	Islamic Ethical Principles & Contemporary Issues-II	TPG-401
15	Multicam Production	TPM-625
16	TV News Production	TPM-617
17	Editing Techniques	TPF-507
18	Broadcast Technologies	TPF-503
19	Urdu Language & Literature	TPC-306
20	Animation Basics	TPF-508
21	Pakistan Studies	TPG-402
22	Media Research	TPC-313
23	Producing Reports for TV	TPM-618
24	Screen Writing	TPC-302
25	Animation Practices	TPM-613
26	Film Studies: History and Analysis	TPM-614
27	Introduction to the Basic Concepts and Teachings of the Qur'an	TPG-403
28	Psychology for Media	TPC-315
29	Radio Production	TPM-623
30	Documentary Production	TPM-605
31	Digital Effects - Post	TPM-615
32	Makeup for Film and Television	TPF-511
33	Camera & Lighting- Applied Aesthetic	TPM-611
34	Quantitative Analysis	MC610

35	Professional Ethics-I	TPG-405
36	Production Management	TPF-510
37	Drama Production	TPM-606
38	Daily Newscast Show	TPM-621
39	Screen Acting	TPC-303
40	Production Design: Art Direction	TPM-604
41	Introduction to the Hadith and Seerah	TPG-404
42	Portfolio Development/Workshop	TPM-616
43	Drama Production- Project	TPM-608
44	Media Law & Ethics	TPF-509
45	Online Journalism	TPM-620
46	TVC Making	TPM-619
47	Professional Ethics (Media Science)	TPG-406
48	Independent TV Production	TPM-609
49	Final Project	TPM-626

4.4 Curriculum Breakdown

Semester	Course No	Category (Credit Hours)		
		Compulsory	Foundation	Major
1	TPF-500, TPF-501, TPC-301, TPF-502, TPF-505, TPC-300, TPG-400			
2	EE-212, EE142, CS112, GS-122			
3	EE-242, EE-213, IH-221, MS-211			
4	MS-341, EE-215, MS-212, EE-221			
5	EE-341, MS-322, EE-360, MS-212			
6	EE-354, CE-321, EE-362, CE-334			
7	CE-481, CE-461, CE-456, EE-316, CE-312			
8	CE-475, CE-482, CE-451, CE-499			

Table 3: Curriculum Course Requirements (table 4.3)

4.5 Courses Information

4.5.1 Introduction to Media Studies (TPF-500)

4.5.1.1 Objective

This foundation course will discuss basic media concepts, media issues, media debates and it aims knowledge and skills that will enable students to understand & use media effectively and responsibly. Through analyzing the forms and messages of a variety of media works and audiences responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgment, and skills in viewing, representing, listening, speaking, reading, and writing.

4.5.1.2 Books

Marris, Paul & Thornham, Sue. *Media Studies* (a reader). (2nd Ed). NY University Press.

Durham, Gigi Meenakshi & Kellner, M. Douglas. (2006). *Media & Cultural Studies*. Blackwell Publishing.

Kolker, Robert. (2009). *Media Studies and Introduction*. (3rd Ed). Willey Blackwell.

Taylor, Lisa & Willis, Andrew. (2000) *Media Studies*. Blackwell Publishers Ltd.

4.5.2 Production Essentials (TPF-501)

4.5.2.1 Objective

Students will be introduced to a variety of terms, concepts and ideas in order to build a framework within which they may develop their own creative vision. They will know and understand basic concepts relating to media and television industry, and will be much familiar to learn the advance understanding for coming semesters' contents.

4.5.2.2 Books

Kindem, Gorham & Dr. Musburger, B. Robert. *Introduction to Media Production*. (4th Ed).

Millerson, Gerald & Owens, Jim. *Television Production*. (14th Ed).

Donald, Ralph. Maynard, Riley & Spann, D. Thomas. *Fundamentals of Television Production*. (2nd Ed).

Millerson, Gerald. (1999). *Lighting for TV and Film*. (3rd Ed). Focal Press.

Millerson, Gerald. (1994). *Video Camera Techniques*. (2nd Ed). Focal Press.

4.5.3 Computer for Media (TPF-301)

4.5.3.1 Objective

The course introduces students to the technical know-how of the computers and makes them familiar with the Macintosh operating system. Besides that hands-on training is given on various software (MS. Office, Adobe Photoshop, Final CutPro etc).

4.5.3.2 Books

Data Processing and Information Technology (2003) - C.S. French - BPB Publications.

Sinha, P.K. (2008) *Computer Fundamentals*. BPB Publications.

4.5.4 Art and Design: Drawing – Painting – Sculpting (TPM-602)

4.5.4.1 Objective

To teach the mechanics and methods of set design & construction through which the scenic designer expresses ideas and interprets the ambiance of a production.

4.5.4.2 Books

Crabtree, Susan & Beudert, Peter. (2004). *Scenic Art for the Theatre: History, Tools, and Techniques*. (2nd Ed). Focal Press.

Sherwin, G. Stephen. (2006). *Scene Painting Projects for Theatre*. (1st Ed). Focal Press.

LoBrutto, Vincent. (2002). *The Filmmaker's Guide to Production Design*. Allworth Press.

4.5.5 Camera & Lighting – Basics (TPF-505)

4.5.5.1 Objective

This course teaches the entire range of the professional practice. It goes beyond to explain the theory behind the practice to understand how the rules came about and when it's appropriate to break them. This course discusses many examples of fresh ideas and experiments in cinematography, the latest cranes and camera support and other equipment, it also explores the older tried and true methods.

4.5.5.2 Books

Millerson, Gerald. (1999). *Lighting for TV and Film*. (3rd Ed). Focal Press.

Millerson, Gerald. (1994). *Video Camera Techniques*. (2nd Ed). Focal Press.

Brown, Blain. (2002). *Cinematography: Theory and Practice*. Focal Press

Mamer, Bruce. (2009). *Film Production Technique*. (5th Ed). Wadsworth Cengage Learning

4.5.6 Functional English (TPC-303)

4.5.6.1 Objective

The objective of this syllabus is to help students communicate effectively in English language through proper usage of vocabulary & knowledge of English grammar.

Students will be able to demonstrate comprehension of a variety of texts with emphasis on demonstrating connections between parts of a text, between several texts, and between texts and experiences. They will be able to make extensions and applications of texts and to examine texts critically and evaluative.

Students will be able to shape language to communicate effectively, using both speech as well as a series of written initial plans, multiple drafts and

informed feedback and response, while applying appropriate conventions of language usage and grammar.

4.5.7 Islamic Ethical Principles & Contemporary Issues – I (TPG-400)

4.5.7.1 Objectives

- To provide the students an understanding of Islam and its adherent in the context of contemporary global dynamic world
- To address and explore the new challenges and critical issues facing Islam in the Muslim world.
- To develop ethically knowledgeable and practicing professionals
- To prepare a good Muslim professional
- To develop a balance dynamic and wholesome personality
- To understand the principles and pronunciation of Arabic words
- To understand the basic concept of Islamic teaching.
- To give the knowledge of fundamentals and pillars of Islam
- To understand the elements and characteristics of Islamic civilization

4.5.7.2 Books

- Ahmed, Prof. Khurshid. (1986) Islami Nazaria Hayyat. Karachi: Karachi University Press
- Ahmed, Prof. Khurshid, Islam, its meaning and message, Islamic book trust, Kuala Lumpur
- Hamidullah, Muhammad, Introduction to Islam, Idara-e-Islamaiat, Lahore
- Shaheed, Syed Qutub. Islam the Misunderstanding Religion. Lahore: Islamic Publications.
- Shaheed, Syed Qutub. Islam aur Jadid Zahan ka Shubhat. Lahore: Islamic Publications
- Hashmi, Dr. Ramiz Iqbal, (2003), The Science of Reciting the Qur'an, Rawalpindi, Pakcom Printer, Peshawar Road.
- Zakir, Naik, Concept of God in Different Religions

4.5.8 Using Visual Language (TPM-600)

4.5.8.1 Objective

- To Equip the Students with outstanding visual vocabulary.
- To enable students to analyze visuals within the framework of personal, historical, technical, ethical, and cultural perspectives.
- Students would be able to think laterally and critically to analyze design problems and come up with unique and creative solutions.
- To provide a strong theoretical framework for well-informed practical endeavors.

4.5.8.2 Books

Lester Martin, Paul. *Visual Communication: Images with Messages*

Jamieson, Harry. *Visual Communication: More than Meets the Eye*

4.5.9 TV Production – Direction (TPM-601)

4.5.9.1 Objective

To inculcate and infuse the joy and fascination of the art of Television production and to provide the tools and the skills in order to accomplish this difficult art form which has become more of a science today.

4.5.9.2 Books

Zettle, Herbert. *Television Production Handbook*. (9th Ed).

Inman Roger & Smith, Greg. *Television Production Book*

4.5.10 Editing Basics (TPF-506)

4.5.10.1 Objective

The objective of this course is to familiarize the students with the interface of Final CutPro software and to introduce them with the basic non-linear editing techniques.

4.5.10.2 Books

Pearlman Karen, (2009). *Cutting Rhythms: Shaping the Film Edit*. Focal Press

Crittenden Roger (2006). *Fine Cuts- The Art of European Film Editing*.
Focal Press

4.5.11 Camera & Lighting Principles (TPM-610)

4.5.11.1 Objective

This course teaches the entire range of the professional practice. It goes beyond to explain the theory behind the practice to understand how the rules came about and when it's appropriate to break them. This course discusses many examples of fresh ideas and experiments in cinematography, the latest cranes and camera support and other equipment, it also explores the older tried and true methods.

4.5.11.2 Prerequisite

Camera & Lighting – Basics (TPF-505)

4.5.11.3 Books

Roy Thomson , *Grammar of the Shot*, focal press

Brown, Blain. (2002). *Cinematography: Theory and Practice*. Focal Press

Millerson, Gerald. (1999). *Lighting for TV and Film*. (3rd Ed). Focal Press

Millerson, Gerald. (1994). *Video Camera Techniques*. (2nd Ed). Focal
Press

Mamer, Bruce. *Film Production Technique*. (5th Ed)

4.5.12 Production Design – Set Design & Construction (TPM-603)

4.5.12.1 Objective

To teach the mechanics and methods of set design & construction through which the scenic designer expresses ideas and interprets the ambiance of a production.

4.5.12.2 Prerequisite

Art & Design: Drawing-Painting-Sculpting (TPF-502)

4.5.12.3 Books

Crabtree, Susan & Beudert, Peter. (2004). *Scenic Art for the Theatre: History, Tools, and Techniques*. (2nd Ed). Focal Press.

Sherwin, G. Stephen. (2006). *Scene Painting Projects for Theatre*. (1st Ed). Focal Press.

LoBrutto, Vincent. (2002). *the Filmmaker's Guide to Production Design*. Allworth Press.

4.5.13 Broadcast Technologies (TPF-503)

4.5.13.1 Objective

The main purpose of this course is to teach essential concepts in a simple and non-mathematical way to non-technical television production professionals. Journalists, program producers, camera persons, editors, and other television professionals who could learn how equipment works, which performance levels are achievable, how to evaluate the technical quality of picture and sound, and other aspects of production.

4.5.13.2 Books

Jerry Whitaker, *Master Handbook of Video Production* — McGraw Hill, 2002.

Alan Wurtzel, *Television Production* — McGraw Hill, 2003

Gerald Millerson, *Video Production Handbook* –2nd Edition – Focal Press, 1992.

Richard Brice, *Newness Guide to Digital TV* –2nd Edition – Newness, 2003.

4.5.14 Pakistan Studies (TPG-401)

4.5.14.1 Objectives

- To develop the ideological vision of Pakistan.
- To enable the students understand various dimensions and key concepts of Pakistan economy in the light of past experience.
- To comprehend the basis of Pakistani society and culture

- To familiarize the students with the basic principles and objectives of the foreign policy of Pakistan.

4.5.14.2 Books

Khan, Abdul Qadir. *Pakistan Studies compulsory*, Lahore: A H Publisher
22 Alfazal Market.

Zafar, M.D *Pakistan Studies*, Lahore: Aziz Book Depot, Chowk Urdu
Bazar.

Mehmood, Safdar. (1994) *Pakistan political Roots & Developments*.
Lahore.

Burki, Shahid Javed. (1980) *State & Society in Pakistan*, The Macmillan
Press Ltd.

Saleem, Prof. Muhammad,(1995) *Tareekh Nazria Pakistan*, Islamic
Publication, Lahore.

4.5.15 Multicam Production (TPM-625)

4.5.15.1 Objective

The course aims to introduce students to multicam production techniques and to give them hands-on training to produce programs with multiple cameras.

4.5.15.2 Prerequisite

Camera & Lighting Principles (TPM-610)

4.5.16 TV News Production (TPM-617)

4.5.16.1 Objective

This course is designed to enable students to become professional media persons. It also aims to train them how to plan, write and produce news and current affairs programs. The course also focuses on the news delivery, writing skill and code of ethics.

4.5.16.2 Book

Dr. Mehdi Hasan & Dr. Abdul Salam Khursheed. *Journalism for All*
Body Andrew Broadcast Journalism

4.5.17 Editing Techniques (TPF-507)

4.5.17.1 Objective

In this course, students will build up their skills in non-linear picture editing. Using the Final Cut Pro, students will learn about the effects and title tools of each system, apply advanced file management functions and input and output video and audio files in the systems using different methods: EDLs, import, export and tape output with color bars, reference tone and proper time code. They will further apply these skills by logging, digitizing, and outputting a project and bring it into an editing suite.

4.5.17.2 Prerequisite

Editing Basics (TPF-506)

4.5.17.3 Books

Pearlman Karen, (2009). Cutting Rhythms: Shaping the Film Edit. Focal Press.

Crittenden Roger (2006). Fine Cuts- The Art of European Film Editing. Focal Press.

4.5.18 Sound Recording Techniques (TPF-504)

4.5.18.1 Objective

Students will learn how to record sound on location or in a studio with highest quality real sound at the time of filming/recording. They will have ability to observe the recorded sound through headphones while working closely with the Boom Operator, Sound Editor and Director to ensure that the highest quality sound recording.

4.5.18.2 Books

Borwick John. Practical Recording Techniques: The Step-by-step Approach to Professionals (4th ed). For the Association of Professional Recording Services.

Huber Miles David & Runstein E. Robert Modern Recording Techniques (6th ed).

4.5.19 Urdu Language & Literature (TPC-306)

4.5.19.1 Objective

The aim of this course is to enable students to understand Urdu language and to know about the contribution of Urdu poetry and prose writers in the sub-continent.

4.5.20 Animation Basics (TPF-508)

4.5.20.1 Objective

The main objective of this course is to introduce the students with the basic techniques and understanding of two- and three-dimensional animation.

4.5.20.2 Books

Michael, O'Rourke. Principles of three-dimensional computer animation.

Angie, Jones. 3D Studio Max 8 professional animation

Kerlow, Isaac Victor, (1958). The art of 3-D: computer animation and imaging / Isaac Victor Kerlow

4.5.21 Islamic Ethical Principles & Contemporary Issues – II (TPG-402)

4.5.21.1 Objectives

- To develop the good Muslim professionals in media sciences.
- To highlight the role of ethics in personality development.
- To inculcate the ethical values in professional life.
- To provide well equipped professionals to the society who can face the contemporary issues and upcoming challenges in the field of Media Science.

4.5.21.2 Prerequisite

Islamic Ethical Principles & Contemporary Issues – I (TPG-400)

4.5.21.3 Books

- Lillie, William, Introduction to Ethics, National Book Foundation, Pakistan
- Nadvi, Syed Sulaman, Ethics in Islam, Dar-ul-Ishaat, Karachi
- Christians, Clifford G.; et al. (2004). *Media Ethics: Cases and Moral Reasoning, 7th edition*. Allyn & Bacon.
- Patterson, Philip; Lee C Wilkins (2004). *Media Ethics: Issues and Cases, 5th edition*. McGraw-Hill.
- Louis A. Day, Ethics in Media Communications: Cases and Controversies, Louisiana State University USA Wadsworth, Mar 2005.

4.5.22 Media Research (TPM-607)

4.5.22.1 Objective

This course aims to enable students to hone their understanding of the processes and roles associated with media production research. On completing this course students should have consolidated a deep and critical understanding of specified roles and processes connected with professional media practice.

4.5.22.2 Books

- Vivian, John, 7th Ed. (2005). The Media of Mass Communication, Pearson Education, Inc.
- Chater, Kathy. (2002). Research for Media Production. Focal Press.
- Babbie, E (2001) The Practice of Social Research, Wadsworth, Belmont, California
- Baker, T.L. (1999), Doing Social Research. McGraw Hill
- Neuman, W.L. (2006) Social Research Methods: Qualitative and Quantitative Approaches 5th ed. Boston, Pearson Education Inc.
- Salkind, Neil J. (2003) Exploring Research, 5th ed. New Jersey, Prentice Hall
- Shively, W.P. (2002) The Craft of Political Research 5th ed. London, Prentice Hall.
- Tan W. (2004) Practical Research Methods, 2nd Ed. London, Prentice Hall.

Wimmer, R. D. & Dominick, J.R. (2009). Mass Media Research: An Introduction (9th ed). Wadsworth Publishers.

4.5.23 Producing Reports for TV (TPM-607)

4.5.23.1 Objective

The main objective of this course is to prepare students for real-life situations to produce reports in natural settings with time and resource constraints.

4.5.24 Screen Writing (TPC-302)

4.5.24.1 Objective

The students will learn the art of art of storytelling; how to introduce characters, build up conflict, obstacles, main tension and resolution. Using their personal experience as well as imagination they will find material that may become the foundation of a TV drama or documentary.

4.5.24.2 Books

Trottier David. The Screenwriter's Bible: A Complete Guide to Writing, Formatting, and Selling Your Script
Field Syd. Screenplay: The Foundations of Screenwriting

4.5.25 Animation Practices (TPM-613)

4.5.25.1 Objective

This course aims at providing technical knowledge and skills of three-dimensional animation techniques and software.

4.5.25.2 Books

Michael, O'Rourke. Principles of three-dimensional computer animation.
Angie, Jones. 3D Studio Max 8 professional animation
Kerlow, Isaac Victor, (1958). The art of 3-D: computer animation and imaging / Isaac Victor Kerlow

4.5.26 Film Studies: History & Analysis (TPM-614)

4.5.26.1 Objective

The overall aims of this course are to introduce students to skills of analyzing and reading media texts. It also aims to introduce key concepts and debates in contemporary theories of interpretation and representation. Using the representation of the family as a focus, students will be introduced to ideas of the social construction of meaning, ideology and discourse.

4.5.27 Introduction to the Basic Concepts and Teachings of the Qur'an (TPG-603)

4.5.27.1 Objective

- To impart an understanding of the basic principles and teachings of Islam through study of selected verses of Qur'an.
- To develop ethical, knowledgeable and practical professional.
- To prepare MUTTAQEE and good Muslim professional.

4.5.27.2 Books

- Maududi, Abul A'la. (1998) Tafheem-ul-Qur'an. Lahore: Idara Tarjaman ul Quran.
- Hashmi, Dr. Ramiz Iqbal, (2003), The Science of Reciting the Qur'an, Rawalpindi, Pakcom Printer, Peshawar Road.
- Taqi, Usmani, Uloom-ul-Qur'an, Dar-us-Ishaat, Karachi
- Taqi, Usmani, Introduction to Science of Qur'an, Dar-us-Ishaat, Karachi
- Ali, Syed Shaukat, Taqseem-e-Meeras, Islamic Publication Ltd., Lahore, 2006.

4.5.28 Psychology for Media (TPC-315)

4.5.28.1 Objective

This course aims to introduce the students with the concepts of psychology and to enable them to understand the psychological effects of media texts on audiences.

4.5.29 Radio Production (TPM-623)

4.5.29.1 Objective

The objective of this course is to familiarize the students with different programming formats of radio and with the process of radio production (Script writing, recording, editing and airing).

4.5.30 Documentary Production (TPM-605)

4.5.30.1 Objective

Students will be able to develop idea for documentary, search for right persons for interview recording, recording footage and gathering other elements, and finally building up sequence for final cut.

4.5.30.2 Books

Rabiger Michael. (2004) *Directing the Documentary* (4th ed.) Focal Press.

Rosenthal Alan (2002) *Writing, Directing, and Producing Documentary Films and Videos* (3rd ed). Carbondale: Southern Illinois Press,.

Hampe Barry (1997).*Making Documentary Films and Reality Videos: A Practical Guide to Planning, Filming, and Editing Documentaries of Real Events*. New York: Owl Books,

Documentary Storytelling: Making Stronger and More Dramatic Nonfiction Films, Sheila Curran Bernard. (2007). (2nd ed). Focal Press,

Cunningham Megan (2005).*The Art of Documentary: Ten Conversations with Leading Directors, Cinematographers, Editors, and Producers*. New Riders Press,

4.5.31 Digital Effects – Post (TPM-615)

4.5.31.1 Objective

The course aims to enhance the skills of students to render their film projects with special digital effects.

4.5.32 Audio Editing & Design (TPM-612)

4.5.32.1 Objective

The objective of this course is to familiarize the students with the audio editing techniques essential for film production.

4.5.32.2 Books

- Modern Recording Techniques – Huber and Runstein – Sams Audio Library,
- Practical Recording Techniques – Bartlett and Bartlett – 5th Edition - Focal Press, 2009
- Editing Techniques with Final Cut Pro – Micheal Wohl – Peachpitt Press, 2002
- Final Cut Pro Users Manual – Final Cut Studio 2 – Apple Computer Inc., 2007
- Soundtrack Pro Users Manual – Final Cut Studio 2 – Apple Computer Inc., 2007

4.5.33 Camera & Lighting – Applied Aesthetics (TPM-611)

4.5.33.1 Objective

This course teaches the entire range of the professional practice. It goes beyond to explain the theory behind the practice to understand how the rules came about and when it's appropriate to break them. This course discusses many examples of fresh ideas and experiments in cinematography, with reference to the older, tried and tested methods.

4.5.33.2 Prerequisite

Camera & Lighting Principles (TPM-610)

4.5.33.3 Books

Millerson, Gerald. (1999). Lighting for TV and Film. (3rd ed). Focal Press

Millerson, Gerald. (1994). Video Camera Techniques. (2nd ed). Focal Press

Brown, Blain. (2002). Cinematography: Theory and Practice. Focal Press

Mamer, Bruce. Film Production Technique. (5th ed)

Wadsworth Cengage Learning, 2009

4.5.34 Professional Ethics – I (TPG-405)

4.5.34.1 Objective

The objective of this course is to develop an understanding, among the students, of the professional environment and the ethical principles that should be followed in a professional environment.

4.5.35 Production Management (TPF-510)

4.5.35.1 Objective

Students will be able to learn the nature of job and plan how to organize production process. They will be bale to practice these skills for production management.

4.5.35.2 Books

Ruchi, Chawla. (2004). Dynamics of public relations in Indian software and ITES sector Parag, Kawathekar. (2004).

Attributes of PR in the multiplex industry Ishani, Niyogi. (2004).

Event production: lights and sound Sejal, Parikh. (2004).

Celebrity political endorsement Shruti, Singh. (2004).

Role of public relation in social marketing

4.5.36 Drama Production (TPM-606)

4.5.36.1 Objective

Drama Production is designed to provide students with the tools to understand the construction of the drama screen work. This course is closely articulated with Production and aims to both function discretely and to prepare students to produce quality product in the final semester of Screen Production work.

4.5.36.2 Books

Delmar, Penny. (1995). The complete make-up artist: working in film, television and theatre, Macmillan Drouyn, Coral. (1994). Big Screen, Small Screen: a practical guide to writing for Film and Television in Australia. Allen and Unwin. Heisner, Beverly. (1997). Production Design in the contemporary American Film: a critical study of 23 movies and their designers. McFarland, Honthamer, Eve. (2001). The complete film production handbook. Focal Press Ma, (NA Res) Mamet, B. (1996). Film Production Technique, Creating the Accomplished Image, Wadsworth Publishing. Rowlands, Avril. (1994). The Continuity handbook: a guide for single camera shooting, Focal press Small, Robin. (2000). Production Safety for Film, Television and Video, Focal press. Spiegel, Ed. (2002). The innocence of an Eye: a filmmaker's guide. Silman-James press, LA.

4.5.37 Daily Newscast Show (TPM-621)

4.5.37.1 Objective

Daily newscast show is the course that has been designed to give essential training to the students to familiarize them with real-life situation and constraints that media personnel normally face while producing news shows.

4.5.38 Screen Acting (TPC-303)

4.5.38.1 Objective

To provide instruction and practice in Screen acting for television and film, including voice, poise, and character development. Upon successful completion of the course the student should be able to develop acting techniques, voice projection, and interpret a prepared script for acting including gesturing, body language, vocal projection, and facial expressions and critically interpret scripts to perform character roles.

4.5.38.1 Books

Abbott, Leslie. (1994). Acting for Film & TV. Belmont, California: Star Publishing.

Ellen O'Brien, Merry. (1983). Film Acting. New York Arco Publishing.

Adams, Brian. (1987). Screen Acting. Beverly Hills: Lone Eagle.

4.5.36 Production Design: Art Direction (TPM-604)

4.5.39.1 Objective

The main objectives of this course are:

- To differentiate between each category of job title related to the Motion Picture Professional Art Department: Production Designer, Art Director, Set Decorator, and Set Designer.
- To examine each area of Motion Picture Production as it relates to Feature Film, Television, Commercials, Music Videos and Corporate Videos.
- To identify all of the different Professionals involved in a complete Production and describe what each Professional does in the business.
- To identify the Professional Unions associated with this profession and the pros and cons of Union Vs Non-Union.
- To examine and assess contracts and oral agreements associated with Freelance Production Design, Art Direction, Set Decoration, and Set Design.
- To describe the career of a Freelance Artist and demonstrate knowledge of how to get started in the freelance business
- To identify professional and educational goals and specific strategies for achieving those goals.

4.5.39.2 Books

Olson, Robert. (1998). Art Direction for Film and Video. (2nd ed). Focal Press.

Millerson, Gerald. (1997). TV Scenic Design. Focal Press.

LoBrutto, Vincent. (2002). The Film Makers Guide to Production Design. Allworth Press

Rizzo, Michael. (2005). The Art Direction Handbook for Film. Focal Press

4.5.37 Makeup and Visual Effects (TPM-604)

4.5.40.1 Objective

This course aims to enable the students to understand the importance of makeup to produce ambiance in dramatized situations in reference with the camera and lighting principles.

4.5.38 Introduction to Hadith & Seerah (TPG-404)

4.5.41.1 Objective

- To introduce the basic sources of Islamic Shariah.
- To give the holistic view of the Holy Prophet's (SAW) life.
- To develop balanced, dynamic and wholesome personality

4.5.41.2 Books

Hasan, S. (1995) An Introduction to Science of Hadith, RiYadh: Darussalam

Alvi Khalid Doctor 1999, Hifazat-e-Hadith Lahore Makataba Al-Faisal

Nawavi, Mohi-ud-din, Arba'een-e-Nawavi, Dar-ul-Ishaat, Karachi

Alvi, Khalid Dr., Insaan-e-Kamil, Al-Faisal, Lahore

4.5.39 Drama Production – Project (TPM-608)

4.5.42.1 Objective

This course is designed to provide students the tools of creating the drama screen work. It is closely articulated with *Production, pre and post* and to prepare students to produce quality product for local Television market.

4.5.40 TVC Making (TPM-619)

4.5.43.1 Objective

The purpose of this course is to enhance students' understanding of the principles involved in producing television commercials.

4.5.41 Media Laws & Ethics (TPF-509)

4.5.44.1 Objective

The objectives of the Course are (a) to equip the students with the knowledge of the ethical norms that are required to be followed in the pursuit of professional duties by the working journalists and media institutions (b) To make the students aware of the social responsibilities of the journalists and media institutions while enjoying freedom of expression (c) To impart knowledge about the development of media in Pakistan and the way it has been regulated.

4.5.44.2 Books

Merrill, C, John. Lee, John & Friedlander, Jay, Edward. (1994). Modern Mass Media. Harper Collins College Publishers.

Fink, Conrad. Media Ethics. New York: Mc Graw-Hill, 1988

4.5.42 Online Journalism (TPM-620)

4.5.45.1 Objective

The objective of this course is to enable students to catch up with the constantly changing media context and shifting media priorities. It will highlight the rules of journalism for the World Wide Web.

4.5.45.2 Books

Tapas, Ray. (2006), Online Journalism: A basic Tex: Foundation Books

4.5.43 Portfolio Development (TPM-616)

4.5.46.1 Objective

Student will be able to market their professional skills in Media Industry. They will have ability to prepare their resume in professional style, build up their personal website and make portfolio DVD to start career in job market.

In this course, students learn to present their skills in 3D modeling, 3D animation, and digital compositing for animation in preparation for an animation career in film and television. Students will make a professional portfolio presentation to be critiqued by faculty, peers, and industry professionals. Students also prepare an analog paper portfolio that

conveys a sense of professionalism through the quality of the printed and sketched images.

4.5.46.2 Books

Gladwell Malcolm. Outliers: The Story of Success

Buckingham Marcus. Go Put Your Strengths to Work: 6 Powerful Steps to Achieve Outstanding Performance

Barbara. Do What You Are: Discover the Perfect Career for You through the Secrets of Personality Type

4.5.44 Independent TV production (TPM-609)

4.5.47.1 Objective

Students will be able to learn how to run an independent television production house as a business to serve the local and international broadcasters. They will be able to pitch idea, write proposal, make budget, how to seek finances, and sell the products.

4.5.45 Professional Ethics – Media Science (TPG-406)

4.5.48.1 Objective

The objective of this course is to develop an understanding, among the students, of the ethical principles that should be followed in a professional media environment.

4.6 Standard 2-1

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

4.6.1 Group 1: Media Theory

TPF-500: Introduction to Media Studies, TPF-501: Production Essentials, TPM-600: Using Visual Language, TPM-614: Film Studies: History and Analysis, TPC-315: Psychology for Media, TPF-509: Media Law & Ethics, TPM-620: Online Journalism

4.6.2 Group 2: Language Skills

TPC-300: Functional English, TPC-306: Urdu Language & Literature

4.6.3 Group 3: Computer & Design Skills

TPC-301: Computer for Media, TPF-502: Art and Design: Drawing-Painting-Sculpting, TPM-616: Portfolio Development/Workshop

4.6.4 Group 4: Production Skills

TPF-505: Camera & Lighting-Basics, TPM-601: TV Production (Direction), TPF-506: Editing Basics, TPM-610: Camera & Lighting Principles, TPM-602: Production Design: Set Design & Construction, TPF-504: Sound Design, TPM-625: Multicam Production, TPM-617: TV News Production, TPF-507: Editing Techniques, TPF-503: Broadcast Technologies, TPF-508: Animation Basics, TPM-618: Producing Reports for TV, TPC-302: Screen Writing, TPM-613: Animation Practices, TPM-623: Radio Production, TPM-605: Documentary Production, TPM-615: Digital Effects – Post, TPF-511: Makeup for Film and Television, TPM-611: Camera & Lighting- Applied Aesthetic, TPF-510: Production Management, TPM-606: Drama Production, TPM-621: Daily Newscast Show, TPC-303: Screen Acting, TPM-604: Production Design: Art Direction, TPM-608: Drama Production- Project, TPM-619: TVC Making, TPM-609: Independent TV Production

4.6.5 Group 5: Social Sciences

TPG-400: Islamic Ethical Principles & Contemporary Issues-I, TPG-401: Islamic Ethical Principles & Contemporary Issues-II, TPG-402: Pakistan Studies, TPG-403: Introduction to the Basic Concepts and Teachings of the Qur'an, TPG-405: Professional Ethics-I, TPG-404: Introduction to the Hadith and Seerah, TPG-406: Professional Ethics (Media Science)

4.6.6 Group 6: Research

TPC-313: Media Research, MC-610: Quantitative Analysis

4.6.7 Group 7: Projects

Design and Implementation Projects, TPM-626: Final Project

4.7 Standard 2-2

Theoretical backgrounds, problem analysis and solution design must be stressed within the program's core material.

Elements	Courses
Theoretical Background	TPF-500: Introduction to Media Studies, TPF-501: Production Essentials, TPM-600: Using Visual Language, TPM-614: Film Studies: History and Analysis, TPC-315: Psychology for Media, TPF-509: Media Law & Ethics, TPM-620: Online Journalism, TPC-300: Functional English, TPC-306: Urdu Language & Literature, TPG-400: Islamic Ethical Principles & Contemporary Issues-I, TPG-401: Islamic Ethical Principles & Contemporary Issues-II, TPG-402: Pakistan Studies, TPG-403: Introduction to the Basic Concepts and Teachings of the Qur'an, TPG-405: Professional Ethics-I, TPG-404: Introduction to the Hadith and Seerah, TPG-406: Professional Ethics (Media Science)
Problem Analysis	TPC-301: Computer for Media, TPF-502: Art and Design: Drawing-Painting-Sculpting, TPF-505: Camera & Lighting-Basics, TPM-601: TV Production (Direction), TPF-506: Editing Basics, TPF-504: Sound Design, TPF-503: Broadcast Technologies, TPF-508: Animation Basics, TPC-302: Screen Writing, TPF-510: Production Management, TPM-606: Drama Production, TPC-303: Screen Acting, TPM-619: TVC Making, TPM-609: Independent TV Production, TPM-618: Producing Reports for TV, TPC-313: Media Research, MC-610: Quantitative Analysis
Solution Design	TPM-610: Camera & Lighting Principles, TPM-602: Production Design: Set Design & Construction, TPM-625: Multicam Production, TPM-617: TV News Production, TPF-507: Editing Techniques, TPM-613: Animation Practices, TPM-623: Radio Production, TPM-605: Documentary Production, TPM-615: Digital Effects – Post, TPF-511: Makeup for Film and Television, TPM-611: Camera & Lighting-Applied Aesthetic, TPM-604: Production Design: Art Direction, TPM-608: Drama Production- Project, TPM-621: Daily Newscast Show, TPM-616: Portfolio Development/Workshop, TPM-626: Final Project

4.8 Standard 2-3

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

BS Media Studies program has been designed in accordance with HEC's guidelines given for the BS programs and has no deviation from HEC requirements. Minimum Requirements for each program (Program Semester Credit Hours)

Program	Compulsory	Foundation	Major	Electives
B. S. (Media Studies)	24	37	75	

Table 6: Program Credit Hours

4.9 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.

4.10 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 4.4) as defined above.

4.11 Standard 2-6

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

Semester 1 contains the 3 credit hours of information technology topics (Computer for Media), out of which 1 credit hour is for theoretical work and 2 credit hours are for laboratory work. This course educates the students

with the basics of the computer sciences and its application in the field of media.

Semester 2 contains the 3 credit hours of information technology topics (Editing Basic), out of which 2 credit hours are for theoretical work and 1 credit hour is for laboratory work. This course introduces the students with the programs essential for editing the still and moving pictures.

The knowledge provided during these two courses is applicable throughout the program whenever students do practical work in laboratory for any course and that requires the knowledge of Information technology concepts to execute their work. These two courses also help them during the final project which always requires the designing of their projects using relevant software applications.\

4.12 Standard 2-7

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

Students go through the compulsory course of Functional English (course number TPC-300) and major course of Screen Writing (course number TPC-302) which develops the oral and written communication skills of the students. These are 2 and 3 credit hours courses which are given due weightage.

5 Criterion 3: Laboratories and Computing Facilities

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

1. Computer Lab I
2. Post Production (Editing) Lab
3. TV Studio with Control Room
4. Radio Studio with Control Room

The details about these laboratories are provided on the following pages:

Laboratory Title	Computer Lab I	Post Production Lab
Location & Area	Block E	Block E
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 on Apple Macintosh computers.
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, Motton, 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	Apple Macintosh Computers, Server, Multimedia, VTR
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 8: Laboratories Details 1

Laboratory Title	TV Studio	Radio Studio
Location & Area	Block E	Block E
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	Camera & Lighting-Basics, Camera & Lighting Principles, Production Design: Set Design & Construction, Multicam Production, TV News Production, Producing Reports for TV, Makeup for Film and Television, Camera & Lighting – Applied Aesthetic, Daily Newscast Show, Production Design: Art Direction, Drama Production- Project,	Radio Production, Sound Design
Software Available		
Major Apparatus / Equipment	<ul style="list-style-type: none"> • Still Cameras • Semi-professional Video Cameras • Lighting Grid • Audio Console • Video Switcher • LCDs • Talkback 	<ul style="list-style-type: none"> • 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 9: Studios Details 2

5.1 Standard 3-1

Laboratory manuals/documentation/instructions for experiments must be available and easily accessible to faculty and students.

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.

Laboratory equipment and facilities in RIPHAH are comparable to any high reputed university of the country.

5.2 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 also 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.

5.3 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 IT skills at the end of the program and facilities (equipment and software) provided in the computer and post-

production laboratories are adequate enough to achieve program objectives. Computing facilities in RIPHAH are comparable to 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.

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

6 Criterion 4: Student Support and Advising

Since the launch of RIPHAH in year 2002, all its programs have started and finished on schedule. The culture in RIPHAH 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.

6.1 Standard 4-1

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

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 required and major courses are offered in a logical sequence that grooms the students to obtain the program's defined objectives and outcomes. 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.

6.2 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 film previewing 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.

6.3 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. In-Charge Program acts as advisor to guide students to choose appropriate courses and also provide guidance on different issues. He 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.

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.

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.

7 Criterion 5: Process Control

7.1 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 on the basis of academic record, admission test and interview.

Students from accredited universities are eligible to transfer their credits to RIPHAH. Students have to 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.

7.2 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, class tests, midterm tests, projects and final examinations at the end of each semester. The field and laboratory work is done on regular basis as per schedule and contributes significantly towards the student's evaluation for relevant course. Only qualified students in each semester are allowed to join the next semester.

7.3 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. HEC also helps RIPHAH in enrolling the foreign faculty.

Faculty members are retained by giving them good remuneration, favorable teaching environment, research facilities and management support.

Faculty performance is evaluated at the end of each semester using HEC Performa number 10 by the students, Director's recommendations and with the counter signature of Vice chancellor and Chancellor. The annual increment is based on the recommendations of the Director and the vice chancellor.

7.4 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 Director, In Charge program 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 general conduct in the class, the environment, he, maintains and extra efforts, he makes to satisfy students, thirst for knowledge.

Faculty feedback is also taken on HEC Performa number 2 (Faculty Course Review Report) and Performa number 5 (Faculty Survey) which 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 twice a year. The feedback is discussed with Dean and In charge program, who focus on making improvements in the weak areas, identified by the students. Teacher's evaluation performs are fed to the computer and bar charts are made. Each teacher is graded out of 5 marks. The comparative bar charts indicate level of performance of teachers, as visualized by the students. QEC formally submits these bar charts to Dean and Vice Chancellor for their information and taking of necessary corrective actions.

7.5 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 are allowed to 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

projects. Student's final results are announced on the basis of project results and examination results.

Requirements of this standard are met through 3 Performas 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, Performs 7, Alumni Survey and Performa 8, Employer Survey) 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 design aspect in Editing & Film making may be increased by 5 percent. The proposal is being evaluated by Board of Faculty of the Media Studies program 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 technical report writing, presentation skills and ability to design system components. This is also being processed to make changes in syllabi.

8 Criterion 6: Faculty

8.1 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.

Program Area of Specialization	Courses in the area and average number of sections per year	Number of faculty members in each area	Number of faculty with Ph.D Degree
Media Production	TPM-601, TPM-602, TPM-604, TPM-605, TPM-606, TPM-608, TPM-609, TPM-610, TPM-611, TPF-508, TPM-613, TPM-615, TPM-617, TPM-619, TPM-621, TPM-623, TPM-624, TPM-625, TPF-507, TPM-626	4	-
Total	20	4	-

Table 11: Faculty Distribution by Program Area (table 4.6)

8.2 8.2 Standard 6-2

All faculty members must remain current in the discipline and sufficient 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) 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 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 activities. Professional training is also provided to faculty if required to enhance their capabilities.

University has defined the development programs for faculty members under the arrangement of RARE (Riphah Academy of Research and Education). RARE holds frequent interactive sessions of junior and senior faculty to discuss teaching methodology with a view to train the young faculty members. This practice is done on yearly basis during the summer vacations. After every 2 year the development program is analyzed in Deans Council for its effectiveness and necessary improvements.

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

8.3 Standard 6-3

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

Faculty members are motivated through public appreciation and documented appreciation (annual performance evaluation report) by the In-Charge Program and Dean on regular basis.

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. Faculty Surveys results are attached in Annexure G.

9 Criterion 7: Institutional Facilities

9.1 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 a number of 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 university library is linked with foreign universities libraries through internet.

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

9.2 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 technical books in hard copies to support the program learning. However, more books are needed to facilitate the students and more books on literature and social issues are required to enhance their exposure on social problems as well as to boost their creative

and critical thinking. 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.

9.3 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 with multimedia and desktop computers permanently installed in each room. However, the cooling system needs to be upgraded.

10 Criterion 8: Institutional Support

10.1 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 from the field.

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 resources for research and academic activities to maintain their competence. Every faculty members has been provided with computer system and access to internet. Faculty members have also access to library materials for

academic and research activities. However, these resources are not sufficient to cater the needs of faculty members. More books and subscription with online social science research journals are required to enhance the quality of academic proficiency and research. Professional training is also provided to faculty if required to enhance their capabilities.

10.2 Standard 8-2

There must be an adequate number of high quality graduate students, research assistants and Ph.D. students.

The university follows the guidelines of HEC for admission in this program. The number of graduate students during the last year is 19 with one no Ph.D student in the faculty.

10.3 Standard 8-3

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

Library at RIPHAH holds more than 50000 books for all programs. Sufficient number of computers is available to be used by the students. Library is organized to accommodate 50 students (male, female) in research cubicles as well as in the common places. Separate common rooms for male and female students are available with internet facility.

Computer Laboratories and studios at RIPHAH hold adequate equipment to be used by the students to carry out desired production and editing work. Each year a handful of budget is allocated for the maintenance and up gradation of the equipment and other facilities.

Computing facilities at RIPHAH provide excellent platform to students to enhance their learning capabilities. There is one computer laboratory, one post production laboratory, one television studios (with control room) and

one radio studios (with control room) in the campus, which are accessible to the students for their use.

11 Conclusion

The self-assessment report of the Riphah Institute of Media Sciences, Riphah International University, Al-mizan Campus Rawalpindi is an important document, which gives strengths and weaknesses of the program. The management is striving hard to improve infrastructure for establishment of conducive environment 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 professionals. The report has been prepared after evaluating the program in the light of 8 criterion 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 goals, which are again measurable through definite standards. Teachers' evaluation revealed satisfactory standards. Alumni surveys revealed variable results with regards to knowledge, interpersonal, management and leadership skills. Weaknesses are identified which are related to Faculty training, Up-gradation of Infrastructure Labs and Non-availability of common rooms for male and female students. Improvements in curriculum design and infrastructure are carried out on well-defined and approved criteria. Pre-requisites are fully observed, examinations are held on schedules, academic schemes are prepared well in advance, transparent admission, registration, 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.

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 and Higher Education Commission has set forth proper rules, which are being properly followed. At present, there are 24 faculty members (Dedicated, Shared and Visiting) who are highly qualified in their fields.

Institutional facilities were measured through Criterion 3; infrastructure, library, class rooms 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:-

11.1 Strengths

- v. Coherent, in time and uninterrupted semester system
- vi. Efficient and capable permanent faculty
- vii. Adjunct faculty from the media industry
- viii. Market oriented course contents

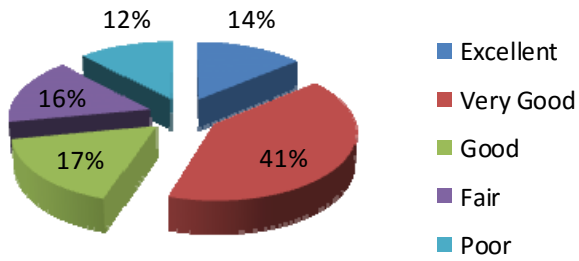
11.2 Areas Requiring Focus

- vi. Infrastructure needs improvement
- vii. Inadequate seating capacity in the class rooms
- viii. Lack of Industry – Academia Linkage
- ix. Training of Junior Faculty members
- x. Low use of VLE

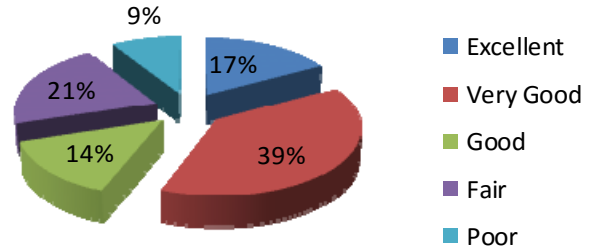
Annexures

Annexure – A: Alumni Survey

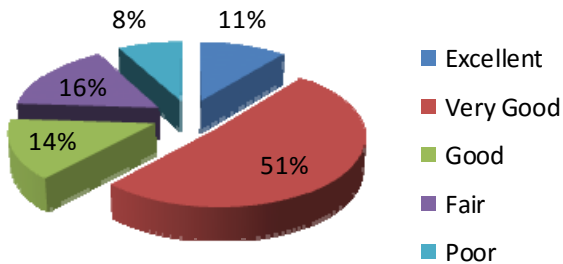
Knowledge



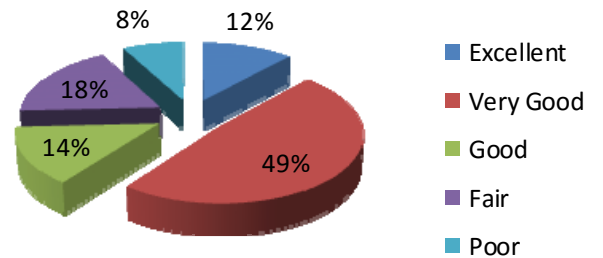
Interpersonal Skills



Management Skills

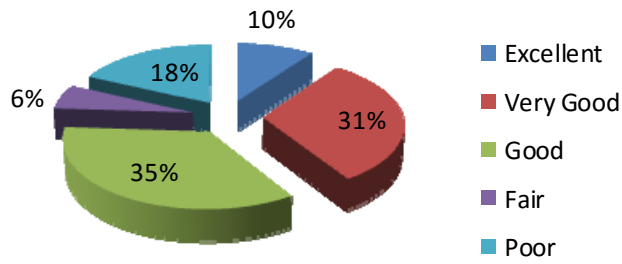


Communication Skills

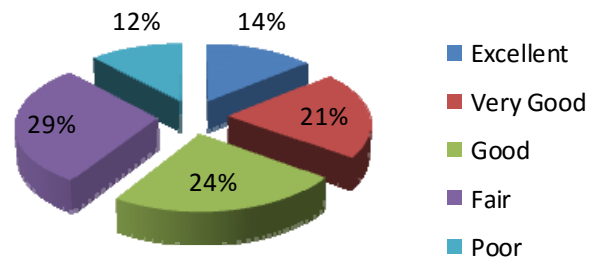


Annexure – B: Employer Survey

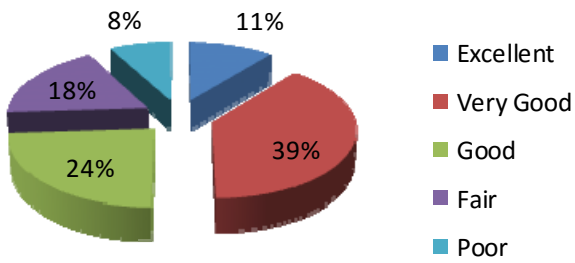
Knowledge



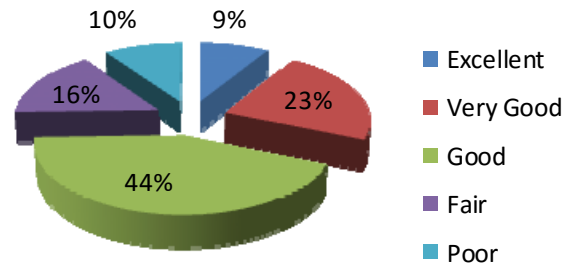
Interpersonal Skills



Communication Skills



Work Skills























Annexure – C: Course Evaluation Survey












(Sample-Individual Course Report)

Course: Contemporary Affairs

1. (1) The course objectives were clear.	
- 5:	5 (55.56 %)
- 4:	1 (11.11 %)
- 3:	1 (11.11 %)
- 2:	0
- 1:	2 (22.22 %)
2. (2) The course workload was manageable	
- 5:	5 (55.56 %)
- 4:	1 (11.11 %)
- 3:	1 (11.11 %)
- 2:	0
- 1:	2 (22.22 %)
3. (3) The length of the course was appropriate	
- 5:	6 (66.67 %)
- 4:	1 (11.11 %)
- 3:	0
- 2:	1 (11.11 %)
- 1:	1 (11.11 %)
4. (4) Teaching methods encouraged participation	
- 5:	6 (66.67 %)
- 4:	2 (22.22 %)
- 3:	0

- 2:	■ 0
- 1:	■ 1 (11.11 %)
5. (5) The Teacher strictly follows the goals and objectives of the course.	
- 5:	■ 4 (44.44 %)
- 4:	■ 0
- 3:	■ 4 (44.44 %)
- 2:	■ 0
- 1:	■ 1 (11.11 %)
6. (6) Learning materials (lesson plans, Course notes etc) were relevant and useful.	
- 5:	■ 5 (55.56 %)
- 4:	■ 1 (11.11 %)
- 3:	■ 2 (22.22 %)
- 2:	■ 0
- 1:	■ 1 (11.11 %)
7. (7) Recommended reading books etc were relevant and appropriate	
- 5:	■ 6 (66.67 %)
- 4:	■ 1 (11.11 %)
- 3:	■ 1 (11.11 %)
- 2:	■ 0
- 1:	■ 1 (11.11 %)
8. (8) I understood all the lectures	
- 5:	■ 5 (55.56 %)
- 4:	■ 1 (11.11 %)
- 3:	■ 1 (11.11 %)
- 2:	■ 1 (11.11 %)
















- 1:	 1 (11.11 %)
9. (9) The pace of the course was appropriate	
- 5:	 4 (44.44 %)
- 4:	 2 (22.22 %)
- 3:	 2 (22.22 %)
- 2:	 0
- 1:	 1 (11.11 %)
10. (10) The methods of assessments were fair	
- 5:	 4 (44.44 %)
- 4:	 3 (33.33 %)
- 3:	 1 (11.11 %)
- 2:	 0
- 1:	 1 (11.11 %)
11. (11) As a result of taking this course my interest and curiosity about the issues and questions in this subject area has grown	
- 5:	 5 (55.56 %)
- 4:	 2 (22.22 %)
- 3:	 1 (11.11 %)
- 2:	 0
- 1:	 1 (11.11 %)
12. (12) As a result of taking this course my thinking is more focused and systematic, at least in this subject area.	
- 5:	 5 (55.56 %)
- 4:	 2 (22.22 %)
- 3:	 1 (11.11 %)
- 2:	 0

- 1:	 1 (11.11 %)	
13. (13) The material in the practical was useful (if applicable)		
- 5:	 5 (55.56 %)	
- 4:	 2 (22.22 %)	
- 3:	 1 (11.11 %)	
- 2:	 0	
- 1:	 1 (11.11 %)	
14. (14) In this course, I improved my ability to give sound reasons regarding issues in this subject area		
- 5:	 5 (55.56 %)	
- 4:	 2 (22.22 %)	
- 3:	 1 (11.11 %)	
- 2:	 0	
- 1:	 1 (11.11 %)	
15. (15) Any suggestions to improve the course and/or its content.		
- best sir		
- get a new teacher		



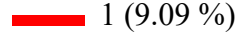


Annexure – D: Teachers Evaluation Survey

(Sample-Individual Faculty Member Report)

Faculty: Ashfaq Hussain

1. (Undertaking) I confirm that evaluation being done by me is all correct	
- Yes:	 11 (100.00 %)
- No:	 0
2. (1) The Teacher starts and finishes class on time	
- 5:	 11 (100.00 %)
- 4:	 0
- 3:	 0
- 2:	 0
- 1:	 0
3. (2) The Teacher comes duly prepared for the lecture in each class	
- 5:	 11 (100.00 %)
- 4:	 0
- 3:	 0
- 2:	 0
- 1:	 0
4. (3) The Teacher utilizes full time of class focusing on the subject matter	
- 5:	 10 (90.91 %)
- 4:	 0
- 3:	 1 (9.09 %)

- 2:	■ 0
- 1:	■ 0
5. (4) The Teacher demonstrates knowledge of the subject	
- 5:	11 (100.00 %)
- 4:	■ 0
- 3:	■ 0
- 2:	■ 0
- 1:	■ 0
6. (5) The Teacher has covered the whole course	
- 5:	9 (81.82 %)
- 4:	1 (9.09 %)
- 3:	1 (9.09 %)
- 2:	■ 0
- 1:	■ 0
7. (6) The Teacher is available for after class consultations during the specified office hours.	
- 5:	10 (90.91 %)
- 4:	1 (9.09 %)
- 3:	■ 0
- 2:	■ 0
- 1:	■ 0
8. (7) The Teacher provides additional material/books/internet references apart from the text book	
- 5:	10 (90.91 %)
- 4:	1 (9.09 %)
- 3:	■ 0

- 2:	■ 0
- 1:	■ 0
9. (8) The Teacher communicates the subject matter clearly and effectively	
- 5:	 11 (100.00 %)
- 4:	■ 0
- 3:	■ 0
- 2:	■ 0
- 1:	■ 0
10. (9) The Teacher maintains a conducive environment in the class	
- 5:	 10 (90.91 %)
- 4:	 1 (9.09 %)
- 3:	■ 0
- 2:	■ 0
- 1:	■ 0
11. (10) The Teacher shows respect towards students and encourages class participation	
- 5:	 11 (100.00 %)
- 4:	■ 0
- 3:	■ 0
- 2:	■ 0
- 1:	■ 0
12. (11) The Teacher ensures equitable participation of the students in the class	
- 5:	 11 (100.00 %)
- 4:	■ 0
- 3:	■ 0
- 2:	■ 0

- 1:	■ 0
13. (12) The Teacher is fair in exams and grading	
- 5:	9 (81.82 %)
- 4:	2 (18.18 %)
- 3:	■ 0
- 2:	■ 0
- 1:	■ 0
14. (13) The Teacher checks and returns assignments/exams and scripts, in time	
- 5:	11 (100.00 %)
- 4:	■ 0
- 3:	■ 0
- 2:	■ 0
- 1:	■ 0
15. (14) The Teacher relates current lesson content to previous and future lessons	
- 5:	10 (90.91 %)
- 4:	1 (9.09 %)
- 3:	■ 0
- 2:	■ 0
- 1:	■ 0
16. (15) The teacher takes extra steps to elevate competency level of weak students	
- 5:	11 (100.00 %)
- 4:	■ 0
- 3:	■ 0
- 2:	■ 0
- 1:	■ 0

17. (16) The Teacher accepts and incorporates student's ideas, questions and responses.

- 5:	11 (100.00 %)
- 4:	0
- 3:	0
- 2:	0
- 1:	0

18. (17) The Teacher make use of audio/visual aids to make the lectures interesting


- 5:	8 (72.73 %)
- 4:	3 (27.27 %)
- 3:	0
- 2:	0
- 1:	0

19. (18) The Teacher uses easy and understandable vocabulary for students

- 5:	11 (100.00 %)
- 4:	0
- 3:	0
- 2:	0
- 1:	0

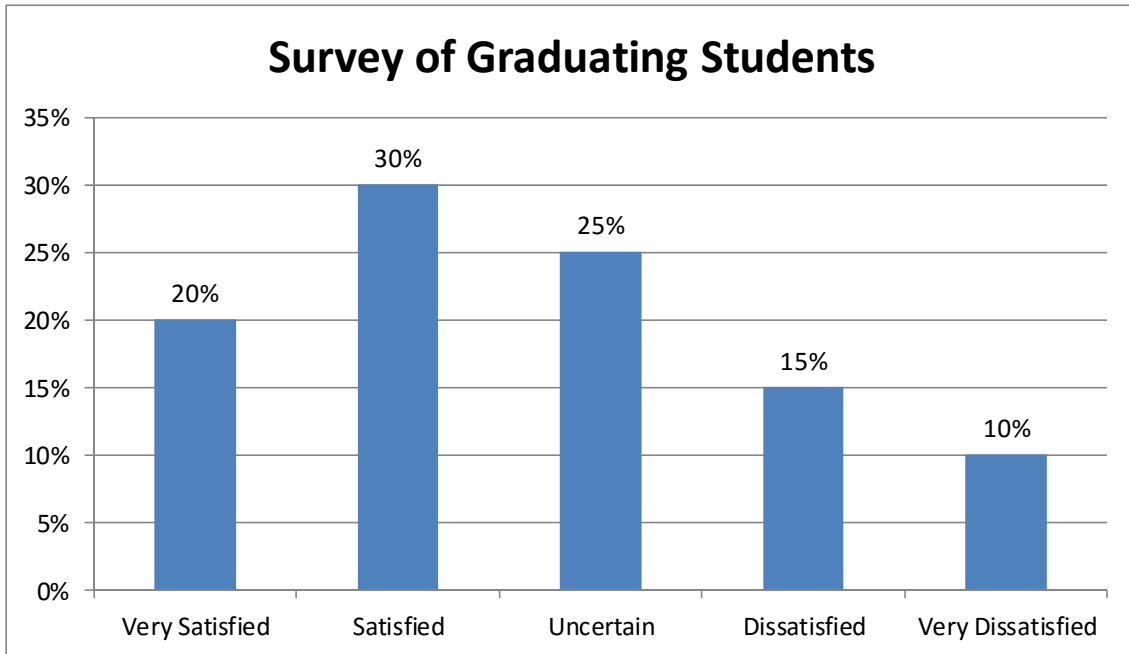
20. (19) During the teaching, the teacher display the enthusiasm towards the subject and teaching -motivation to subject interest

- 5:	11 (100.00 %)
- 4:	0
- 3:	0
- 2:	0
- 1:	0

21. (20) The teacher is using VLE/Moelim for academic activities (assignments/quizzes/notes)	
- 5:	 11 (100.00 %)
- 4:	■ 0
- 3:	■ 0
- 2:	■ 0
- 1:	■ 0
22. (21) Any comments about teacher	
-	very nice man a good teacher.
-	No comments
-	best in the world

Annexure – E: List of Research Papers

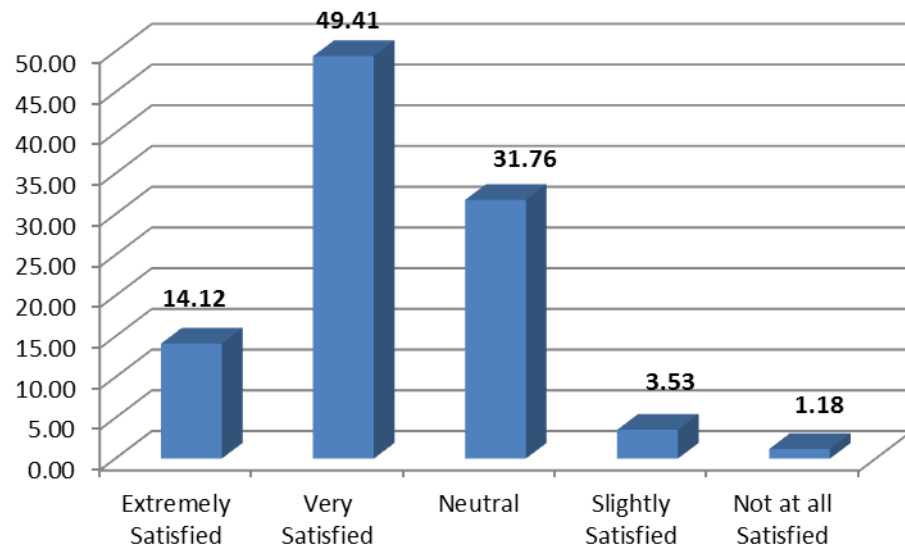
Annexure – F: Survey of Graduating Students



Annexure – G: Faculty Survey

No.	Questions						Percentage				
		Extremely Satisfied	Very Satisfied	Neutral	Slightly Satisfied	Not at all Satisfied	Extremely Satisfied	Very Satisfied	Neutral	Slightly Satisfied	Not at all Satisfied
1	Clarity of institution's goals/mission	2	1	2	0	0	40.00	20.00	40.00	0.00	0.00
2	Communications from/with peers and faculty/departmental leadership	2	2	1	0	0	40.00	40.00	20.00	0.00	0.00
3	Type of teaching/ research you currently do..	1	2	2	0	0	20.00	40.00	40.00	0.00	0.00
4	Your interaction with students in and outside classroom	2	2	1	0	0	40.00	40.00	20.00	0.00	0.00
5	Your satisfaction level regarding office and IT facilities available to you.	0	3	2	0	0	0.00	60.00	40.00	0.00	0.00
6	The mentoring available to you from seniors	0	4	1	0	0	0.00	80.00	20.00	0.00	0.00
7	Administrative support from the faculty/department.	0	4	1	0	0	0.00	80.00	20.00	0.00	0.00
8	Clarity and Satisfaction about the faculty promotion process.	0	3	1	1	0	0.00	60.00	20.00	20.00	0.00
9	Your prospects for advancement and progress through ranks.	0	3	1	1	0	0.00	60.00	20.00	20.00	0.00
10	Salary and compensation package.	1	0	3	1	0	20.00	0.00	60.00	20.00	0.00
11	Job security and stability at the faculty/department/university.	1	2	2	0	0	20.00	40.00	40.00	0.00	0.00
12	Amount of time you have for yourself and family.	0	3	1	0	1	0.00	60.00	20.00	0.00	20.00
13	The overall environment in the department.	0	4	1	0	0	0.00	80.00	20.00	0.00	0.00
14	Adequacy of technological & multimedia instructional resources in classrooms	1	3	1	0	0	20.00	60.00	20.00	0.00	0.00
15	Whether the department is utilizing your experience and knowledge.	0	3	2	0	0	0.00	60.00	40.00	0.00	0.00
16	Recognition/appreciation of good	0	2	3	0	0	0.00	40.00	60.00	0.00	0.00

	teaching by seniors										
17	Opportunities for research in your discipline and recognition of research accomplishment	2	1	2	0	0	40.00	20.00	40.00	0.00	0.00
							14.12	49.41	31.76	3.53	1.18



Annexure – H: Faculty Resume

Name	Gender	Designation	Qualification	Country	CNIC #	Faculty Type (Full Time or Visiting/Part Time)	Birth Date	Joining Date
Masrur Alam Khan	Male	Professor	Ph.D, M.A, B.A, Diploma, PGD	Philippines, Pakistan, Pakistan, , Pakistan	61101-8033485-7	Permanent	28-Sep-48	3-Oct-13
Moazzam Naseer	Male	Assistant Professor	Ph.D, MS, M.Sc	, , Pakistan	38401-8572264-9	Permanent	17-Jan-82	6-Sep-17
Abdul Jabbar Khan	Male	Assistant Professor	Ph.D, M.A, PGD	Pakistan, Pakistan, Pakistan	42301-3223027-3	Permanent	4-Aug-55	24-Jul-17
Ashfaq Hussain	Male	Assistant Professor	M.A, M.A, PGD	Pakistan, Pakistan, Pakistan	42000-0475045-1	Permanent	6-May-49	10-Sep-12
Afzaal Yousaf Baig	Male	Lecturer	MS, B.S, B.A	Pakistan, Pakistan, Pakistan	34301-5582680-7	Permanent	2-Aug-86	15-May-18
Nirmal Javed	Female	Lecturer	MS, B.A, M.Sc	Pakistan, Pakistan, Pakistan	37405-5874097-6	Permanent	8-Mar-86	27-May-09
Rashed Farooq	Male	Lecturer	M.A	Pakistan	61101-7262083-7	Permanent	10-Dec-76	15-May-18

Annexure – I: Lab & Studios Safety Precautions

Laboratory Staff

Be calm and relaxed, while working in Lab.

No loose wires or metal pieces should be lying on table or near the circuit, to cause shorts and sparking.

Avoid using long wires, that may get in way while making adjustments or changing leads.

Keep high voltage parts and connections out of the way from accidental touching and from any contacts to test equipment or any parts, connected to other voltage levels.

BE AWARE of bracelets, rings, metal watch bands, and loose necklace (if you are wearing any of them), they conduct electricity and can cause burns. Do not wear them near an energized circuit.

Do not install any software on any computer without getting approval from the respective authorities.

Make sure all the computers and other equipment in the labs are switched off at the end of the day.

Do not unplug a computer or equipment without switching it off first.

Students

Shut down the computers properly after finishing your work.

Do not install any software on any computer. If you are unable to find any required software, please contact the IT staff for help and support.

Do not switch off network printers and scanners.

Do not damage any equipment in the lab.

Be considerate to other students while working in the labs.

Annexure –J

AT Findings

Panel - Assessment Team

Following Assessment Team Members Visited Riphah Institute of Media Sciences (RIMS) on **13 March, 2019**

Exit Meeting – 13 March, 2019

Following attended the meeting:-

- **Prof. Dr. Khurram Shahzad** (Chairman AT)
- **Engr. Salim Ahmed Khan** (Convener)
- **Mr. Rehan Hassan** Director RIMS
- **Engr. Fawad Sadiq** Member
- **Mr. Tariq Bhatti** Member

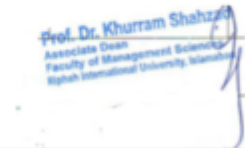

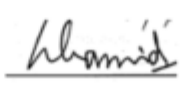
The Chairman AT presented his final recommendations to carry out the improvements in this program. The Respected Chairman approved the proceedings:

- i. Infrastructure needs improvement
- ii. Lack of Industry – Academia Linkage
- iii. Training of Junior Faculty members
- iv. Low use of VLE
- v. Late submission of Exam Results

Note: After the above exit meeting, the Departmental head prepared the implementation plan with target dates and submitted it to the QEC. The QEC pursued the activities and then mentioned the final status completed/in progress in Annex-K before submitting the SAR to HEC

Annexure K

Implementation Plan
(In the light of Strong and Weak points of the program)
(BS Media Studies)

AT Finding	Corrective Action	Implementation Date	Responsible Body	Present Status
Training sessions for faculty members required	1 x session of refreshal training session recommended	By 20 th May, 2019	RIMS/RARE	Session Conducted. Completed
Lack of Industry - Academia Linkage	A dynamic faculty member having industrial experience should be nominated to promote Academia - Industry Linkage	By 20 th May 2019	RIMS	Completed
Low use of VLE	Organize VLE Awareness sessions/Trainings for faculty members	By 10 May ,2019	Director RIMS/MIS	Trainings/Awareness session for faculty members has been arranged Completed
Chairman AT Comments Sign and Signature	 Prof. Dr. Khuram Shahzad Associate Dean Faculty of Management Sciences Riphah International University, Islamabad			
Director QEC Comments Sign and Signature				
Dean's Comments Name and Signature	 <u>Hamid</u>			

Annexure – L: Faculty Course Review Report

Riphah Institute of Media Sciences (RIMS) is running different 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 communication 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.

Annexure – M: Rubric Report

Self Assessment Report					
Criterion 1 – Program Mission, Objectives and Outcomes					Weight = 0.05
Factors					Score
1. Does the program have document measurable objectives that support faculty/ college and institution mission statements?	5	4	3	2	1
2. Does the program have documented outcomes for graduating students?	5	4	3	2	1
3. Do these outcomes support the Program objectives?	5	4	3	2	1
4. Are the graduating students capable of performing these outcomes?	5	4	3	2	1
5. Does the department assess its overall performance periodically using quantifiable measures?	5	4	3	2	1
6. Is the result of the Program Assessment documented?	5	4	3	2	1
Total Encircled Value (TV)	27				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.05	4.5				

Criterion 2– Curriculum Design and Organization						Weight = 0.20
Factors					Score	
1. Is the curriculum consistent?	5	4	3	2	1	
2. Does the curriculum support the program's documented objectives?	5	4	3	2	1	
3. Are the theoretical background, problem analysis and solution design stressed within the program's core material?	5	4	3	2	1	
4. Does the curriculum satisfy the core requirements laid down by HEC?	5	4	3	2	1	
5. Does the curriculum satisfy the major requirements laid down by HEC?	5	4	3	2	1	
6. Does the curriculum satisfy the professional requirements as laid down by HEC?	5	4	3	2	1	
7. Is the information technology component integrated throughout the program?	5	4	3	2	1	
8. Are oral and written skills of the students developed and applied in the program?	5	4	3	2	1	
Total Encircled Value (TV)	39					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.20	19.5					

Criterion 3– Laboratories and Computing Facilities						Weight = 0.10
Factors					Score	
1. Are the laboratory manuals/ documentation/ instructions etc. for experiments available and readily accessible to faculty and students?	5	4	3	2	1	
2. Are there adequate number of support personnel for instruction and maintaining the laboratories?	5	4	3	2	1	
3. Are the University's infrastructure and facilities adequate to support the program's objectives?	5	4	3	2	1	
Total Encircled Value (TV)	14					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	9.33					

Criterion 4– Student Support and Advising		Weight = 0.10				
Factors	Score					
1. Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	5	4	3	2	1	
2. Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	5	4	3	2	1	
3. Does the university provide academic advising on course decisions and career choices to all students?	5	4	3	2	1	
Total Encircled Value (TV)	14					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	9.33					

Criterion 5– Process Control		Weight = 0.15				
Factors	Score					
1. Is the process to enroll students to a program based on quantitative and qualitative criteria?	5	4	3	2	1	
2. Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1	
3. Is the process to register students in the program and monitoring their progress documented?	5	4	3	2	1	
4. Is the process above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1	
5. Is the process to recruit and retain faculty in place ad documented?	5	4	3	2	1	
6. Are the process for faculty evaluation & promotion consistent with the institution mission?	5	4	3	2	1	
7. Are the process in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	5	4	3	2	1	
8. Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	5	4	3	2	1	
9. Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1	
10. Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	5	4	3	2	1	
11. Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1	
Total Encircled Value (TV)	53					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	14.45					

Criterion 6– Faculty		Weight = 0.15				
Factors	Score					
1. Are there enough full time faculty members to provide adequate coverage of the program areas/courses with continuity and stability?	5	4	3	2	1	
2. Are the qualifications and interest of faculty members sufficient to teach all courses, plan, modifies and updates	5	4	3	2	1	

courses and curricula?					
3. Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	5	4	3	2	1
4. Do the majority of faculty members hold a Ph.D. degree in their discipline?	5	4	3	2	1
5. Do faculty members dedicate sufficient time to research to remain current in their disciplines?	5	4	3	2	1
6. Are there mechanisms in place for faculty development?	5	4	3	2	1
7. Are faculty members motivated and satisfied so as to excel in their profession?	5	4	3	2	1
Total Encircled Value (TV)	25				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	13.29				

Criterion 7– Institutional Facilities		Weight = 0.15				
Factors	Score					
1. Does the institution have the infrastructure to support new trends such as e-learning?	5	4	3	2	1	
2. Does the library contain technical collection relevant to the program and is it adequate staffed?	5	4	3	2	1	
3. Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	5	4	3	2	1	
Total Encircled Value (TV)	13					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.15	13					

Criterion 8– Institutional Support		Weight = 0.10				
Factors	Score					
1. Is there sufficient support and finances to attract and retain high quality faculty?	5	4	3	2	1	
2. Are there an adequate number of high quality graduate students, teaching assistants and Ph.D. students?	5	4	3	2	1	
Total Encircled Value (TV)	9					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.10	9					

$$\begin{aligned}
 \text{Overall Assessment Score} &= S1+S2+S3+S4+S5+S6+S7+S8 \\
 &= 4.5+19.5+9.33+9.33+14.45+13.29+13+9 \\
 &= 92.4
 \end{aligned}$$