




Investigating the Difference: A Comparison of Turkish and Pakistani Media Educational Systems

Farkı İncelemek: Türk ve Pakistan Medya Eğitim Sistemlerinin Karşılaştırılması

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Abstract: This article is an attempt to compare the Pakistani and Turkish media educational systems with the view of revealing the similarities and differences between them. The novelty of the research lies in the fact that there are no previous studies attempted at examining and comparing Pakistan's and Türkiye's media educational systems. The study comprises 10 media faculties/departments of public sector universities from each country under study and applies descriptive content analysis to investigate the underpinned research subject through the websites and prospectuses of the faculties and/or departments. The present research lays out theoretical dimensions and statistics of Türkiye and Pakistan's media educational systems, comparing and contrasting the statistical figures in terms of Ph.D and/or non-Ph.D faculty members, foreign Ph.D faculty members, male-female ratio, degree programs, facilities (campus radio station, TV station), publications, the ranking of the media faculties and departments. This comparative study aims at highlighting the gaps and proposing solutions for improving the quality of Pakistan's media educational system, as media is an integral part of our society and it is the fourth estate.

Keywords: Pakistani's media education, Türkiye's media education, media education, mass communication, media studies, communication studies.

Öz: Medya küresel toplumun önemli bir parçası ve devletin dördüncü ayağı olduğundan, makale Pakistan ve Türk medya eğitim sistemlerini karşılaştırma girişimidir. Bundan önce hiçbir çalışma, Pakistan'ın medya eğitim sistemini Türk medya eğitim sistemi ile incelemeye ve karşılaştırmaya çalışmadı. Çalışma, her ülkeden kamu sektörü üniversitelerinin 10 medya fakültesini/bölümünü seçti ve fakültelerin/bölmelerin web siteleri ve prospektüsleri aracılığıyla desteklenen araştırma konusunu araştırmak için tanımlayıcı içerik analizi kullandı. Pakistan'ın medya eğitim sistemi Türkiye'den daha eski olmasına rağmen, Türkiye öğretim üyesi sayısı, doktora öğretim üyesi sayısı, doktora dışı öğretim üyeleri ve yabancı doktora öğretim üyeleri, diploma programları, kampüs radyo istasyonu, TV istasyonu, Yayınlar vb. tesisler ve son olarak medya fakültelerinin/bölmelerinin sıralaması bakımından yerini alıyor mu? Ayrıca, erkek-kadın öğretim üyesi oranı nedir? Hangi medya eğitim sistemi daha büyük ölçekte? Bu çalışma, medya toplumumuzun ayrılmaz bir parçası ve dördüncü bir güç olduğu için, özellikle Pakistan yüksek öğretim yetkililerine ve genel olarak akademiye medya eğitim sistemini iyileştirmede yardımcı olacaktır.

Anahtar Kelimeler: Pakistan medya eğitimi, Türkiye medya eğitimi, medya eğitimi, kitle iletişimi, medya çalışmaları, iletişim çalışmaları.

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Introduction

Due to its immanence importance, Edmund Burke considers media as the "fourth estate." The media's purpose is to inform the public about current events, but it also serves as a watchdog for the country's interests and shapes a watchful public opinion (Eijaz et al., 2014). Due to its distinction and importance as the fourth pillar of the state, mass communication/media studies is now acknowledged as a separate field within the spectrum of social and behavioral sciences. It has been contributed by professionals, educators, academics, critics, and media executives worldwide. The discipline is regarded as the foundation in this age of information and technology. The media is crucial to a state's defense of its domestic and foreign interests. It is also acknowledged as a critical factor in influencing public opinion, raising awareness, and fostering responsible citizenship in a community. One of the ways to ensure that society has access to free, impartial, and responsible media is through better media education (Ashraf & Chaudhry, 2013; Shabir et al., 2011).

Media education in the indo-Pak subcontinent is more than 80 years old. It was the University of Punjab, Lahore, and Jamia Madaris where media education was introduced in the form of diploma courses in 1940 (Shabir et al., 2011). Furthermore, after the creation of Pakistan, specialized departments of Journalism were established in different universities in Pakistan in the 1950s. Pakistan's first journalism department was set up at the University of Karachi in 1955, offering a certificate course for journalists working in different media institutions. Later, the certificate course was subsequently expanded to a standard 2-year master's degree program (Pintak, 2017).

Pakistan has had enormous growth in the media industry in the twenty-first century. The exponential growth of electronic media during the then president and dictator of Pakistan, General Pervaiz Musharraf's administration, is regarded as the nation's media boom. Pakistan has developed into a thriving media-rich state through the steady expansion of the newspaper, magazine, radio, advertising, public relations, and television sectors throughout the country. Due to this significant expansion of the media sector, media education has also witnessed some promising signs. Most young people now want to be media professionals or celebrities. The reasonably good pay in the media sector also draws more people to enroll in the different universities and colleges that provide media education (Ashraf & Chaudhry, 2013).

The Media sector is not run by robots but rather by people who are trained and very skilled to create content as per their ability and knowledge, which media educational institutions produce. Because of this, the different media institutions play an extremely crucial role in educating the masses about the function of the media in society. The quality of the media graduates generated by the media educational institutions determine the development of the media sector, the standard and quality of content produced by the media, and the level of productivity of media to society, politics, and the economy (Saleem & Ahmad, 2015). Although media institutions are constantly improving their media programs by changing and improving the curriculum, starting new initiatives such as new programs, constructing enhanced laboratories, and enhancing faculties to suit the demands of the moment. However, there are still significant gaps in the facilities available for media education aspirants or students (Ashraf & Chaudhry, 2013).



"Overall, it is hard to determine what is wrong with media education in Pakistan currently. We might say almost everything" (Hafeez & Nauman, 2020). The available research on the Pakistani media educational system is not enough in the first place. However, the vivid flaws and deficiencies that are reported in these available studies are the incompatibility of media education with the industry, less field experience of teachers, non-availability of funding and government support, no connectivity between the industry and academia, less Ph.D. or foreign Ph.D. faculty, problems of English and Urdu mediums, poorly designed curricula, next to zero input of professors in curricula design, lack of diversity in curricula, poor technical facilities, borrowed curricula from the west, and so far and so forth (Ashraf & Chaudhry, 2013; Eijaz et al., 2014; Hafeez & Nauman, 2020; Jamil, 2018; Paracha et al., 2012; Pintak, 2017; Saleem & Ahmad, 2015; Ullah, 2014).

Media education in Türkiye has a history of 70 years. A letter written to the Istanbul University rector, Prof. Dr. Sıddık Sami Onar, in 1947 by the then president of the Istanbul Journalist Association, Sedat Simavi, citing the need for an establishment of formal media department is considered to be a foundation of the commencement of higher education in the field of media in Türkiye (Aslan, 2017). Later, media faculties grew enormously in Türkiye with the opening of new universities. As stated earlier, the first efforts at higher education in the field of media date back to the first decade of the Republican Period, when the first higher educational institution in the media field was opened in 1950. However, "in 1948, the first journalism school was opened by Müderris Yahya Fehmi Tuna in Şehzadebaşı, as a secondary education institution with the name 'Istanbul Journalism School'" which has later been transformed into the Faculty of Communication of Marmara University. For this reason, the development of institutions providing communication education, which has a history of more than half a century, has been constantly transformed according to the media sector. In this sense, in the historical process from Istanbul Journalism School of Marmara University in 1948, Istanbul University Faculty of Economics Journalism Institute in 1950, Ankara University Faculty of Political Sciences Press and Broadcasting High School in 1965 to now communication faculties, institutions providing media education went through different stages and evolved into their current status (Dağtaş, 2003).

Initially, journalism education given in two universities in Türkiye had increased to five in the 1970s and the foundations of Communication Faculties were laid in today's Ankara, Istanbul, Marmara, Aegean, and Gazi Universities. A new formation that started in Eskişehir in 1975 has led to the establishment of today's Anadolu University Faculty of Communication Sciences. With the YÖK Law that came into effect in 1982; Under the name of Ankara, Istanbul, Marmara, Ege, and Gazi Universities Press and Broadcasting Colleges, uniform education was started by connecting to the rectors of the universities (Karaduman & Akbulutgiller, 2017).

There are formal media departments under 38 public and seven private universities in 29 cities today. In addition to these, there are 11 secondary education programs and three distance education programs. Media departments make up 3300 of the undergraduate quota of state universities, which are approximately 445,226 as of 2020. The policy of one university in every province has led to the opening of a journalism department in almost every province, especially after 2006 (Dinçer et al., 2021).



According to Tokgöz (2003), governments do not have valid and realistic policies in terms of education in general and communication education in particular, and he states that the same problem applies to employment which his claim has also been confirmed by the data of YÖK (Council of Higher Education). According to YÖK (2020) statistics, approximately 8 thousand students graduate from communication faculties yearly. It can be said that approximately one-third of this figure consists of media faculties. It should be noted that this figure is well above the employment requirement in the media field because the rate of those engaged in professions directly related to their faculties among communication graduates is below 20 percent. Therefore, it can be emphasized that there is an inflation in the field of media and that the number of unemployed (Kızılca & Karagöz-Kızılca, 2018).

On the other hand, the inadequacy of educational and technological infrastructures of media/communication faculties newly opened in small cities reveals essential differences in education between journalism departments. It is frequently stated that there are severe deficiencies in terms of sufficient teaching staff, library, educational equipment, technological equipment, and social opportunities, especially in the media/communication faculties that have been opened recently (Doğan, 2013; Karakütük & Özdemir, 2011; Parlak & Kaynar, 2005). Therefore, higher education policies aiming to restructure higher education in Türkiye have led to the opening of many new media/communication faculties on the axis of expansion; however, they were not planned in accordance with the needs and infrastructure conditions of these faculties. This has led to a relatively sharp disparity between the media/communication faculties, concentrated at the two extremes. Karaduman & Akbulutgiller (2017) also add that problems related to the quality of education in media/communication faculties are also related to the share of education from the geography Türkiye is located. The problems that communication faculties face today are related to the budget we allocate for education, government policies, university placement exam, practices of YÖK, the motivations of the faculty members and the economic difficulties they experience, the education given in high schools, etc.

This study investigates the Turkish and Pakistani media education provided at the higher educational institutions of both countries. It included all types of media education, which encompasses undergraduate, master, Ph.D., diploma, and certificate level courses, either offered on a bigger scale, such as at specialized faculties, or a smaller scale having just departments. The paper compared both countries' media education faculties/departments, curricula, and the nature of curricula, facilities, and ranking of the faculties or departments.

Existing Debates of Pak-Turkish Education

Pakistan's media education

Several promising studies have been conducted on Pakistani media education, revealing gaps and flaws in the media education system. These studies also recommend solutions according to their experiences and research. However, as per my knowledge, only Ilyas's (2019) study has compared the Pakistani media educational system with another country's media educational system. Ilyas's (2019) study "Closing the Gap: A Comparison of Journalism Education between Pakistan and the



United States of America" compares the curriculum standards and objectives defined in the "Accrediting Council on Education of Journalism and Mass Communication [of USA] (ACEJMC) and the Higher Education Commission [of Pakistan] (HEC)" through content analysis and elite interviews. His study findings recorded minimal gaps and similarities between journalism's professional values and competencies in the USA and Pakistan. On the contrary, other studies investigating only the Pakistani media educational system harshly criticized and reported ample deficiencies in the system. However, no study has been done comparing Türkiye and Pakistan's media educational systems.

Ashraf & Chaudhry's (2013) study encompasses 17 Public sector universities of Pakistan offering media education. While conducting the content analysis on the universities' websites, they found the media education "neither satisfactory in quantity nor in quality." Furthermore, they underlined the lack of practical training facilities for Ph.D. and Foreign Ph.D. faculties nationwide. Also, the study recommends the establishment of media labs, International scholarships, and the uniformity of syllabus/curricula. This study only includes the public sector universities of Pakistan. It does not include the private sector universities or any second-country universities offering media education.

Moreover, in her article "Challenges and Options for Pakistani Media in the 21st Century," Eijaz et al. (2014) just briefly commented on the media educational system of Pakistan. In the section "The Educational System of Media Employees," the articles underline the difference between Pakistan's Urdu Medium and English medium media educational systems. According to the article, the English medium media educational system is producing much more superior media graduates in terms of their skills as compared to the Urdu medium media educational system.

Furthermore, "universities are the first training place for journalism professionals; however, journalism education is not up to international standard here because of a lack of resources and unrevised curriculum," Dr. Sadia Jamil (2018), quoting a journalism academic from a public-sector university of Pakistan. She further argues that Pakistani universities are not producing good journalists, which makes them part of the problem instead of a solution. Moreover, she critiqued the no connection between the media market and academia, the cumbersome system of traditional institutions for designing the curricula, very less say of professors in the design of the curricula, and the zero power of the Higher Education Commission (HEC) to enforce its designed curricula on universities. She recommends specialized boards for every discipline in HEC to critically evaluate the curricula universities offer to their students.

With regards to the need of the market, Pakistan media education is not satisfying the market needs due to several reasons. Saleem & Ahmad (2015) underlines these reasons in their study as the "lack of linkage between the media industry and education institutions, non-availability of paid internships for students, untrained teachers, budget constraints, poor technical facilities in universities, lack of diversity in offered media education programs/degrees." A comprehensive effort is required to enhance the liaison between the academia and media market, provision of budget, training of professors, and the need for state support in order to make the educational system more compatible with market needs.



In addition, after interviewing 327 working journalists, Pintak (2017) concluded that the media educational system of Pakistan is largely theoretical and does not adequately equip students for a hands-on job in the field. His study also revealed that, of the 31 universities in Pakistan providing journalism education, most of the departments follow the model typical of the developing world and depend solely on theory; even the faculty members holding MPhil or Ph.D. degrees have either very less or zero practical experience. Hafeez & Nauman's (2020) article investigates "the aims and objectives, the curriculum, the faculty, and industry linkages" of four media departments of different universities located in Karachi (the largest city in Pakistan) using Wheeler's model. He argues that the media educational system failed to produce quality journalists and educate students as per the industry needs, mainly because of the lack of collaboration among media professionals and academics.

Women make up a sizable portion of media graduates, yet for various reasons, they stay out of the industry. Furthermore, the older and non-media graduate professionals in the media sector have a negative attitude toward newcomers. Last but not least, the purpose of Paracha et al. (2012) study is to learn how working journalists and other media professionals see the educational and training opportunities available to media graduates, as well as to identify strategies for providing further training in order to meet the demands of the sector. The study further recommends the reactivation of the press intuitions of Pakistan by the government and the big media conglomerates. These organizations should be in charge of imparting training and media education to media students and working media professionals. In addition, the study also recommends the establishment of media research centers in the country.

Türkiye's media education

The higher education policies in Türkiye were mainly shaped within the framework of understanding regional developments; it has been under the influence of global trends, especially since the 1990s. In this context, scores of universities have been opened within the framework of a policy, a university in each city, since the 1990s. The fact that so many programs have been opened in a short time, especially in a field that is constantly changing with new technologies such as media, brings along many problems (Dinçer et al., 2021).

Dinçer et al. (2021) investigated the number of universities and journalism departments opened, especially after 2006, which increased rapidly due to the policy of "one university for every city." This situation led to the emergence of quality differences between universities and faculties and students of faculties in the field of media and communication. In this context, they examined the differences and similarities between the journalism departments through the YÖK Atlas database using descriptive analysis methods based on quantitative research design. Their study noted that the current higher education policies create a significant unequal development in journalism departments, and there is a geographical and temporal separation between the departments. This study also underpinned the lack of planning, such as the quotas of the media departments being well above the needs and the lack of infrastructure, equipment, teaching staff, and university and city-specific social facilities.



Karaduman & Akbulutgiller (2017) studies the implementation of media education in the media faculties and the nature of the curricula they follow. Therefore, the curricula of undergraduate journalism departments in communication faculties at state universities in Türkiye were examined, and the weights of applied and theoretical courses, the intensity of different non-disciplinary courses, and the consistency of the programs taught in journalism departments in Türkiye. Their study reveals that theoretical courses were more intense in the 1st year than practical ones. In the second and third years, it was observed that "applied and field courses" were intensively included. Furthermore, the number of courses in all categories decreases in the fourth year. Overall, the applied courses in the curricula are in the majority compared to theoretical courses. Their study suggests a decrease in the recruitment of students and a need for students to learn foreign languages. Secondly, pertaining to the dictation of the market, they have argued that universities should educate their students in both theory and practice to prepare them for the market; however, the faculties should not be dictated by the market.

Regarding new media education, Ergüney (2017) discusses the new media education given to the media students in media faculties in Türkiye. Ergüney (2017) further investigated the conditions that paved the way for the emergence of the need for new media education in Türkiye regarding historical and technological processes. Ergüney (2017) emphasizes the importance of new media education for the media faculties in Türkiye and the students trained by them. Furthermore, the study also underpins the importance of the English language for the field to build a promising career. In Türkiye, the private university takes the lead over public universities in terms of providing new media education. In addition, Akgül & Akdağ (2017) reports the absence of dedicated educational pedagogies and style in Türkiye. They suggest that the issue should be discussed in the annual meeting of the Communication Faculty Deans Meeting (ILEK) and additional workshops should be conducted to tackle the problem.

Furthermore, Arık & Bayram (2011) considers recruiting instructors who do not have a communication background as one of the core issues in the media education system of Türkiye. According to him, this problem has been created by the country's rapid and enormous expansion of media faculties. The study further suggests a balance to be maintained in providing practical and theoretical education by the media faculties. With regards to the significance of language, like previous studies, this study also stressed the importance of [English] language in Türkiye. Moreover, the lower concentration of media faculties in the countryside universities and the reluctance of faculty members to work there is also one of the problems in Türkiye's media educational system. Last but not least, according to Çaplı & Taş (2018) study, the Turkish media educational system only emphasizes preparing a market-ready workforce instead of instilling the democratic and ethical role of media to act in the public interest. They have observed no remarkable effort in rethinking and planning the curricula instilling media ethics.

Research Questions

1. What is the difference between the curricula of Undergraduate, Master (MS/M.Phil), and Ph.D. media education of Türkiye and Pakistan?



2. What is the quantity and quality of faculty members, for instance, male/female faculty members' ratio, Ph.D/Non-Ph.D faculty members' ratio, and foreign/local educated faculty members' ratio?
3. What is the qualification of the heads of media departments/faculties of both countries?
4. What is the difference between the facilities given to the media students in Türkiye and Pakistan?
5. What is the Times Higher Education global ranking of the stated Turkish and Pakistani departments/faculties offering media education?

Research Design

As per Stempel et al. (2003) broad definition, "a formal system for doing something we all do informally rather frequently—draw conclusions from observations of content" (p. 209). Furthermore, Weber (1990) states that "Content analysis is a research method that uses a set of [procedures] to make valid inferences from the text" (p. 9). In the 1980s edition of his book, Krippendorff (1980) underlined "reliability and validity." He notes, "Content analysis is a research technique for making replicative and valid inferences from [data] to their context" (p. 21). Moreover, Holsti's (1969) definition states that "Content analysis is any technique for making inferences by objectively and systematically identifying specified characteristics of messages" (p. 14).

According to Riffe et al. (2005):

Quantitative content analysis is the systematic and replicable examination of symbols of communication, which have been assigned numeric values according to valid measurement rules and the analysis of relationships involving those values using statistical methods, to describe the communication, draw inferences about its meaning, or infer from the communication to its context, both of production and consumption (p. 25).

According to Singletary (1994), a content analysis searches for "generalizations, regularities, and patterns" in data. "The researcher aims to read numbered items, comprehend the relationship between words and lines, and evaluate the consistency of the data. By counting certain features of interest in each article, it turns articles into numbers." He further states ten levels of a content analysis which are following; "selecting a topic, deciding on sample or census, defining concepts or units to be counted, constructing categories, creating a coding form, training coders, collecting data, measuring inter-coder reliability, analyzing data, and reporting results" (p.284).

The descriptive Content Analysis method was employed to analyze the difference between the media educational systems of Pakistan and Türkiye's public sector universities. For creating categories, this study has used some of the Ashraf & Chaudhry (2013) study's categories to analyze and compare the said countries' media educational systems. However, we have also added some additional categories to the list. For the content analysis, we have selected ten public universities from Pakistan and ten from Türkiye. This was further categorized province and age-wise. Pakistan has four major provinces (Punjab, Khyber Pakhtunkhwa, Sindh, and Baluchistan) and the federal territory of Islamabad (the capital). We have selected the two oldest universities from each province and the



two oldest from the capital territory. About the Turkish universities, we choose the ten oldest media faculties of Türkiye for the content analysis. The data for content analysis was extracted from the understudy universities' websites, prospectuses, HEC (Higher Education Commission 'of Pakistan'), and the YÖK (Council of Higher Education 'of Türkiye).

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All the sources cited in the literature review have been extracted from Google Scholar and university libraries. Keywords such as "media education," "Media education in Pakistan," "mass communication education in Pakistan," journalism education in Pakistan," "Media education in Türkiye," "mass communication education in Türkiye" and journalism education in Türkiye" were used to extract the data. The timeline of the extracted data was from 2000 to 2022. The available literature under the said timeline on the understudied topic is included in the literature review. Furthermore, English and Turkish were used to extract the data from the said databases. The following categories are used for content analysis to analyze and compare the Turkish and Pakistani media education systems;

Faculty

Deans' Qualification; PhD (Foreign/Local/ None-PhD); Male/Female Faculty Members; Total Number of Faculty Members

Programs

- Type of Education (Undergraduate (Bachelor of Science (BS))/Master of Science (MS) - Master of Philosophy (M. Phil)/ Doctor of Philosophy (PhD))
 - Non-Degree Programs (Graduate/Post-Graduate Diplomas)
 - Duration of the Degree (Years of completion)
 - Examination System (Semester/Annual)
 - Eligibility Criteria for Admission (Education & Entry Tests)
 - Syllabus 1 (State Approved/Personalized)
 - Syllabus 2 (Number of Nationalistic Courses /Content)
 - Syllabus 3 (Number of Islamic Courses/Content)
 - Syllabus 4 (Number of Research Courses/Content)
 - Language (Urdu, Turkish, English)
 - Internship (Compulsory/Optional)
 - Thesis (Compulsory/Optional)
 - Exchange MoUs (Department/faculty Student/Staff Exchange MoUs)
 - Scholarships
 - Fee Structure of Full Degree (Local/Foreign students)
 - International Students
 - Student Faculty Ratio



Facilities

Campus Radio; Campus TV; Labs (Print Media, Advertising, Electronic Media, Audio/Video Editing, Computer, Film Developing); Publications (Research Journals, Newspapers, Magazines, Newsletters); Departmental Library; Transport; Dormitory (Paid/Free); Gym; Playgrounds

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Times higher education (media and communication subject wise) ranking

Pakistani Public Sector Universities' media departments; Turkish Public Sector Universities' media/communication faculties

For the "Reporter" category, Times Higher Education ranking website states: "We are including 'reporter' institutions in our World University Rankings for the first time, therefore, universities that submitted data but did not meet the eligibility criteria for our global table"

Pakistani public universities

- Institute of Communication Studies, University of the Punjab (UoP), Punjab – 1946
- Department of Mass Communication, University of Karachi, Sindh – 1955
- Department of Communication and Media Studies, Gomal University, Khyber Pakhtun-Khwa – 1974
- Department of Media and Communication Studies, University of Sindh, Sindh– 1977
- Department of Journalism and mass Communication, University of Peshawar, Khyber Pakhtun-Khwa – 1985
- Department of Media Studies, Islamia University of Bahawalpur, Punjab – 1985
- Department of Media Studies, University of Baluchistan, Baluchistan – 1987
- Department of Media and Communication Studies, International Islamic University Islamabad (IIUI), Islamabad – 1980
- Department of Media and Communication Studies, National University of Modern Languages (NUML), Islamabad – 2003
- Department of Mass Communication, Baluchistan University of Information Technology, Engineering & Management Sciences (BUIITEMS), Baluchistan – 2010

Turkish public universities

- Faculty of Communication, Marmara University – 1948
- Faculty of Communication, Istanbul University – 1950
- Faculty of Communication, Ankara University – 1965
- Faculty of Communication, Ege University – 1968
- Faculty of Communication Sciences, Anadolu University – 1972
- Faculty of Communication, İnönü University – 1983
- Faculty of Communication, Selçuk University – 1993
- Faculty of Communication, Atatürk University – 1997



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- Faculty of Communication, Kocaeli University – 1998
- Faculty of Communication. Mersin University – 2001

Public Universities' Media Departments/Faculties of Pakistan & Türkiye

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Table1.

Institute of Communication Studies, University of the Punjab (UoP), Pak – 1941

Faculty					
Head of Department	Prof. Dr. Noshina Saleem				
Head of Department Qualification	MA: Mass Communication. (Local) M.Phil: Communication Studies (Local) Ph.D. Communication Studies (Local)				
Male/Female Faculty	Male 13	Female 12	Total 25		
PhD (Local/Foreign/Non-Phd)	Local PhD 18	Foreign PhD 1	Non-PhD 6	Total PhD 25	
Programs					
Type of Education	BS Yes	MS//M. Phil Yes	PhD Yes	Diplomas No	Certificate No
Degree Duration	4 Years	2 Years	4-6 Years	-	-
Examination System	Semester	Semester	Semester	-	-
Admission Eligibility	12 Years Education	16 Years Education	18 Years Education	-	-
Syllabus 1 (State approved)	State Approved	Personalized	Personalized	-	-
Syllabus 2 (Nationalistic Subjects)	1	0	0	-	-
Syllabus 3 (Islamic Courses)	1	0	0	-	-
Syllabus 4 (Research Courses)	2	2	1	-	-
Language	English	English	English	-	-
Internship	2 Months Compulsory	Optional	Optional	-	-
Thesis	Optional	Compulsory	Compulsory	-	-
Exchange MoUs	0	0	0	-	-
Scholarships	Yes	Yes (Full)	Yes	-	-
Total Fee	Local = 119,800 PKR Foreign = 346,036 PKR	Local = 73,000 PKR Foreign = 299,236 PKR	Local = 200,000 PKR Foreign = 426,236 PKR	-	-
International Students	No Data	1	No Data	-	-
Student Faculty Ratio	1/5	1/5	1/5	-	-
Facilities					
Campus Radio	Yes	Labs	Yes	Library	Yes
Campus TV	Yes	Publications	Yes	Transport	Yes-Paid
Dormitory	Yes-Paid	Gym	Yes	Playground	Yes
Times Higher Education (Media and Communication Subject Wise) Ranking					
1001-1200					



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Table 2.
Department of Mass Communication, University of Karachi, Pak – 1955

Faculty					
Head of Department	Dr. Asmat Ara. Ph.D. (Local)				
Head of Department Qualification	M.A B.A				
Male/Female Faculty	Male 5	Female 4	Total 9		
PhD (Local/Foreign/Non-PhD)	Local PhD 8	Foreign PhD 0	Non-PhD 1	Total 9	
Programs					
Type of Education	BS Yes	MS//M. Phil Yes	PhD Yes	Diplomas No	Certificate No
Degree Duration	4 Years	2 Years	3-5 Years	-	-
Examination System	Semester	Semester	Semester	-	-
Admission Eligibility	10 Years Education	16 Year Education	18 Years Education	-	-
Syllabus 1 (State Approved/Personalized)	State Approved	Personalized	Personalized	-	-
Syllabus 2 (Nationalistic Subjects)	1	0	0	-	-
Syllabus 3 (Islamic Courses)	1	0	0	-	-
Syllabus 4 (Research Courses)	1	2	2	-	-
Language	Urdu-English	Urdu-English	Urdu-English	-	-
Internship	22 Days Compulsory	Optional	Optional	-	-
Thesis	Optional	Compulsory	Compulsory	-	-
Exchange MoUs	-	-	-	-	-
Scholarships	Yes	Yes	Yes	-	-
Total Fee	Local = 81,600 PKR Foreign = No Data	Local = 60,000 PKR Foreign = No Data	Local = 68,000 PKR Foreign = No Data	-	-
International Students	0	0	0	-	-
Student Faculty Ratio	1/30	1/30	1/30	-	-
Facilities					
Campus Radio	Yes	Labs	Yes	Library	Yes
Campus TV	No	Publications	Yes	Transport	Yes
Dormitory	Yes-Paid	Gym	Yes	Playground	Yes
Times Higher Education (Media and Communication Subject Wise) Ranking					
1201+					



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Table 3.
Department of Communication and Media Studies, Gomal University, Pak – 1974

Faculty					
Head of Department	Dr. Muhammad Wasim Akbar Post Doctorate (UK)				
Head of Department Qualification	Ph.D Mass Communication (Pak) M.A. Journalism MA (Pak) M.A Urdu (Pak)				
Male/Female Faculty	Male 4	Female 5			Total 9
PhD (Local/Foreign/Non-PhD)	Local PhD 2	Foreign PhD 0	Non-PhD 7		Total 9
Programs					
Type of Education	BS	MS//M. Phil	PhD	Diplomas	Certificate
Degree Duration	4 Years	2 Years	3-5 Years	No	No
Examination System	Semester	Semester	Semester	-	-
Admission Eligibility	12 Year Education	16 Years Education	18 Years Education	-	-
Syllabus 1 (State Approved/Personalized)	State Approved	Personalized	Personalized	-	-
Syllabus 2 (Nationalistic Courses)	1	0	0	-	-
Syllabus 3 (Islamic Courses)	1	0	0	-	-
Syllabus 4 (Research Courses)	2	1	1	-	-
Language	Urdu-English	Urdu-English	Urdu-English	-	-
Internship	2 Months Compulsory	Optional	Optional	-	-
Thesis	Optional	Compulsory	Compulsory	-	-
Exchange MoUs	No Data	No Data	No Data	-	-
Scholarships	No Data	Yes	Yes	-	-
Total Fee	Local = 109,560 PKR Foreign = No Data	Local =117,128 PKR Foreign = No Data	Local =199,650 PKR Foreign = No Data	-	-
International Students	No Data	No Data	No Data	-	-
Student Faculty Ratio	No Data	No Data	No Data	-	-
Facilities					
Campus Radio	Yes	Labs	Yes	Library	Yes
Campus TV	No	Publications	No	Transport	Yes
Dormitory	Yes-paid	Gym	Yes	Playground	Yes
Times Higher Education (Media and Communication Subject Wise) Ranking					
Reporter Category					



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Araştırma Makalesi / Research Paper

Table 4.
Department of Media and Communication Studies, University of Sindh, Pak – 1977

Faculty					
Head of Department	Dr. Zulfiqar Ali Qureshi				
Head of Department Qualification	Ph.D. (No Data) M.A. Mass Communication (Pak) B.A (No Data)				
Male/Female Faculty	Male	Female	Total		
	9	3	12		
PhD (Local/Foreign/Non-PhD)	Local PhD	Foreign PhD	Non-PhD	Total	
	2	4	6	12	
Programs					
Type of Education	BS	MS//M. Phil	PhD	Diplomas	Certificate
	Yes	No	No	No	No
Degree Duration	4 Years	-	-	-	-
Examination System	Semester	-	-	-	-
Admission Eligibility	12 Year Education	-	-	-	-
Syllabus 1 (State Approved/Personalized)	State Approved	-	-	-	-
Syllabus 2 (Nationalistic Courses)	1	-	-	-	-
Syllabus 3 (Islamic Courses)	1	-	-	-	-
Syllabus 4 (Research Courses)	0	-	-	-	-
Language	Urdu-English	-	-	-	-
Internship	Compulsory	-	-	-	-
Thesis	Optional	-	-	-	-
Exchange MoUs	No Data	-	-	-	-
Scholarships	-	-	-	-	-
Total Fee	Local = 88,000 PKR Foreign = No Data	-	-	-	-
International Students	No Data	-	-	-	-
Student Faculty Ratio	No Data	-	-	-	-
Facilities					
Campus Radio	No	Labs	Yes	Library	Yes
Campus TV	No	Publications	Yes	Transport	No Data
Dormitory	No Data	Gym	No Data	Playground	No Data
Times Higher Education (Media and Communication Subject Wise) Ranking					
Does not make it to the Times Higher Education List					



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Araştırma Makalesi / Research Paper

Table 5.
Department of Journalism & mass Communication, University of Peshawar, Pak – 1985

Faculty					
Head of Department	Dr. Faizullah Jan				
Head of Department Qualification	PhD in Communication (USA) MA in Journalism (Pak) Bachelors (BSC) (Pak)				
Male/Female Faculty	Male 8	Female 0	Total 8		
PhD (Local/Foreign/Non-PhD)	Local PhD 1	Foreign PhD 3	Non-PhD 4	Total 8	
Programs					
Type of Education	BS Yes	MS//M. Phil Yes	PhD Yes	Diplomas No	Certificate Yes
Degree Duration	4 Years	2 Years	3 Years	-	3 Months
Examination System	Semester	Semester	Semester	-	-
Admission Eligibility	12 Years Education	16 Years Education	18 Years Education	-	-
Syllabus 1 (State Approved/Personalized)	State Approved	Personalized	Personalized	-	Personalized
Syllabus 2 (Nationalistic Courses)	1	No Data	No Data	-	-
Syllabus 3 (Islamic Courses)	2	No Data	No Data	-	-
Syllabus 4 (Research Courses)	2	2	1	-	-
Language	Urdu-English	Urdu-English	Urdu-English	-	-
Internship	Compulsory	Optional	Optional	-	-
Thesis	Optional	Compulsory	Compulsory	-	No
Exchange MoUs	-	-	-	-	No
Scholarships	Yes	Yes	Yes	-	No
Total Fee	Local = 305,600 PKR Foreign = No Data	Local = 219,200 PKR Foreign = 1,481,392 PKR	Local = 328,800 PKR Foreign = 2,222,088 PKR	-	-
International Students	No Data	No Data	No Data	-	No Data
Student Faculty Ratio	No Data	No Data	No Data	-	-
Facilities					
Campus Radio	Yes	Labs	Yes	Library	Yes
Campus TV	No	Publications	Yes	Transport	Yes
Dormitory	Yes-Paid	Gym	No Data	Playground	Yes
Times Higher Education (Media and Communication Subject Wise) Ranking					
601-800					



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Araştırma Makalesi / Research Paper

Table 6.
Department of Media Studies, Islamia University of Bahawalpur, Pak – 1985

Faculty					
Head of Department	Prof. Dr. Abdul Wajid Khan				
Head of Department Qualification	Post Doc (UK) Ph.D. (Pak) M.A (Pak)				
Male/Female Faculty	Male 9	Female 3	Total 12		
PhD (Local/Foreign/Non-PhD)	Local PhD 6	Foreign PhD 2	Non-PhD 4	Total 12	
Programs					
Type of Education	BS Yes	MS//M. Phil Yes	PhD Yes	Diplomas No	Certificate No
Degree Duration	4 Years	2 Years	3-5 Years	-	-
Examination System	Semester	Semester	Semester	-	-
Admission Eligibility	12 Years Education	16 Years Education	18 Years Education	-	-
Syllabus 1 (State Approved/Personalized)	State Approved	Personalized	Personalized	-	-
Syllabus 2 (Nationalistic Courses)	1	0	No Data	-	-
Syllabus 3 (Islamic Courses)	1	0	No Data	-	-
Syllabus 4 (Research Courses)	1	6	No Data	-	-
Language	Urdu-English 2 Months	Urdu-English	Urdu-English	-	-
Internship	Compulsory	Optional	Optional	-	-
Thesis	Optional	Compulsory	Compulsory	-	-
Exchange MoUs	No Data	No Data	No Data	-	-
Scholarships	Yes	Yes	Yes	-	-
Total Fee	Local = 156,400 PKR Foreign = 269,518 PKR	Local = 78,200 PKR Foreign = 191,318 PKR	Local = No Data Foreign = No Data	-	-
International Students	No Data	No Data	No Data	-	-
Student Faculty Ratio	No Data	No Data	No Data	-	-
Facilities					
Campus Radio	Yes	Labs	Yes	Library	No Data
Campus TV	No	Publications	Yes	Transport	No Data
Dormitory	No	Gym	No Data	Playground	No Data
Times Higher Education (Media and Communication Subject Wise) Ranking					
Does not make it to the Times Higher Education List					



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Table 7.
Department of Media Studies, University of Baluchistan, Pak – 1987

Faculty					
Head of Department	Muhammad Fahim Baloch				
Head of Department Qualification	Ph.D. (No Data) M.Phil. B.A				
Male/Female Faculty	Male	Female	Total		
	11	3	14		
PhD (Local/Foreign/Non-PhD)	Local PhD	Foreign PhD	Non-PhD	Total	
	4	0	10	14	
Programs					
Type of Education	BS	MS//M. Phil	PhD	Diplomas	Certificate
	Yes	Yes	No	No	Yes
Degree Duration	4 Years	2 Years	-	-	3 Months
Examination System	Semester	Semester	-	-	
Admission Eligibility	12 Years Education	16 Years Education	-	-	
Syllabus 1 (State Approved/Personalized)	State Approved	Personalized	-	-	
Syllabus 2 (Nationalistic Courses)	1	0	-	-	
Syllabus 3 (Islamic Courses)	1	0	-	-	
Syllabus 4 (Research Courses)	2	3	-	-	
Language	Urdu/English	Urdu/English	-	-	
Internship	Compulsory	Optional	-	-	
Thesis	Optional	Compulsory	-	-	
Exchange MoUs	No Data	No Data	-	-	
Scholarships	Yes	Yes	-	-	
Total Fee	Local = 63,804 PKR Foreign = No Data	Local = 66,000 Foreign = No Data	-	-	
International Students	No Data	No Data	-	-	
Student Faculty Ratio	16:1	16:1	-	-	
Facilities					
Campus Radio	Yes	Labs	Yes	Library	Yes
Campus TV	Yes	Publications	Yes	Transport	Yes
Dormitory	Yes-Paid	Gym	Yes	Playground	Yes
Times Higher Education (Media and Communication Subject Wise) Ranking					
Reporter Category					



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Araştırma Makalesi / Research Paper

Table 8.
Department of Media and Communication Studies, IIUI, Pak – 1980

Faculty					
Head of Department	DR. M. Zafar Iqbal				
	Post Doc (UK)				
Head of Department Qualification	Ph.D. (UK) M.Phil. B.A				
Male/Female Faculty	Male 6	Female 8	Total 14		
PhD (Local/Foreign/Non-PhD)	Local PhD 4	Foreign PhD 2	Non-PhD 8	Total 14	
Programs					
Type of Education	BS Yes	MS/M. Phil Yes	PhD Yes	Diplomas No	Certificate Yes
Degree Duration	4 Years	2 Years	3-5 Years	-	1 Month
Examination System	Semester	Semester	Semester	-	-
Admission Eligibility	12 Years Education	16 Years Education	18 Years Education	-	-
Syllabus 1 (State Approved/Personalized)	State Approved	Personalized	Personalized	-	-
Syllabus 2 (Nationalistic Courses)	1	0	0	-	-
Syllabus 3 (Islamic Courses)	1	0	0	-	-
Syllabus 4 (Research Courses)	3	2	1	-	-
Language	English	English	English	-	-
Internship	compulsory	Optional	Optional	-	-
Thesis	Optional	compulsory	compulsory	-	-
Exchange MoUs	No Data	No Data	No Data	-	-
Scholarships	Yes	Yes	No Data	-	-
Total Fee	Local = 425,600 PKR Foreign = No Data	Local = 232,880 PKR Foreign = No Data	Local = 394,860 PKR Foreign = No Data	-	Local = 12,000 PKR total Foreign = No Data
International Students	No Data	No Data	No Data	-	No Data
Student Faculty Ratio	-				
Facilities					
Campus Radio	Yes	Labs	Yes	Library	Yes
Campus TV	No	Publications	Yes	Transport	Yes
Dormitory	Yes-Paid	Gym	No Data	Playground	Yes
Times Higher Education (Media and Communication Subject Wise) Ranking					
601-800					



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Table 9.
Department of Mass Communication, BUIITEMS, Pak – 2010

Faculty					
Head of Department	Sumera Zakir				
Head of Department Qualification	MA in Media Studies (Local) B.A (Local)				
Male/Female Faculty	Male No Data	Female No Data	Total No Data		
PhD (Local/Foreign/Non-PhD)	Local PhD No Data	Foreign PhD No Data	Non-PhD No Data	Total No Data	
Programs					
Type of Education	BS Yes	MS//M. Phil No	PhD No	Diplomas No	Certificate No
Degree Duration	4 Years	-	-	-	-
Examination System	Semester	-	-	-	-
Admission Eligibility	12 Years Education	-	-	-	-
Syllabus 1 (State Approved/Personalized)	State Approved	-	-	-	-
Syllabus 2 (Nationalistic Courses)	1	-	-	-	-
Syllabus 3 (Islamic Courses)	1	-	-	-	-
Syllabus 4 (Research Courses)	1	-	-	-	-
Language	English	-	-	-	-
Internship	Compulsory	-	-	-	-
Thesis	Optional	-	-	-	-
Exchange MoUs	No Data	-	-	-	-
Scholarships	Yes	-	-	-	-
Total Fee	Local = 315,280 PKR Foreign = No Data	-	-	-	-
International Students	No Data	-	-	-	-
Student Faculty Ratio	No Data	-	-	-	-
Facilities					
Campus Radio	Yes	Labs	Yes	Library	No
Campus TV	No	Publications	No	Transport	No
Dormitory	Yes-paid	Gym	No Data	Playground	No Data
Times Higher Education (Media and Communication Subject Wise) Ranking					
Does not make it to the Times Higher Education List					



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Table 10.
Department of Media and Communication Studies, NUML, Pak – 2003

Faculty					
Head of Department	Dr. Mudassir Mukhtar				
Head of Department Qualification	Ph.D. (Split Program- Local & Foreign) M.A (Local) B.A (Local)				
Male/Female Faculty	Male 14	Female 17	Total 31		
PhD (Local/Foreign/Non-PhD)	Local PhD 8	Foreign PhD 1	Non-PhD 22	Total 31	
Programs					
Type of Education	BS Yes	MS//M. Phil Yes	PhD Yes	Diplomas No	Certificate No
Degree Duration	4 Years	2-3 Years	3-4	-	-
Examination System	Semester	Semester	Semester	-	-
Admission Eligibility	12 Years Education	16 Years Education	18 Years Education	-	-
Syllabus 1 (State Approved/Personalized)	State Approved	Personalized	Personalized	-	-
Syllabus 2 (Nationalistic Courses)	1	0	0	-	-
Syllabus 3 (Islamic Courses)	1	0	0	-	-
Syllabus 4 (Research Courses)	0	1	1	-	-
Language	English	English	English	-	-
Internship	Compulsory	Optional	Optional	-	-
Thesis	Optional	Compulsory	Compulsory	-	-
Exchange MoUs	No Data	No Data	No Data	-	-
Scholarships	Yes	Yes	Yes	-	-
Total Fee	Local = 270,200 PKR Foreign = 200,496 PKR	Local = Foreign =	Local = Foreign =	-	-
International Students	No Data	No Data	No Data	-	-
Student Faculty Ratio	No Data	No Data	No Data	-	-
Facilities					
Campus Radio	Yes	Labs	Yes	Library	Yes
Campus TV	No Data	Publications	Yes	Transport	Yes
Dormitory	Yes-paid	Gym	Yes	Playground	Yes
Times Higher Education (Media and Communication Subject Wise) Ranking					
Does not make it to the Times Higher Education List					



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Table 11.
Faculty of Communication, Marmara University, Türkiye – 1948

Faculty					
Head of Department	Prof. Dr. Mustafa KURT				
Head of Department Qualification	Ph.D. (Local) M.A (Local) B.A				
Male/Female Faculty	Male 27	Female 27	Total 54		
PhD (Local/Foreign/Non-PhD)	Local PhD 48	Foreign PhD 2	Non-PhD 4	Total 54	
Programs					
Type of Education	BS Yes	MS//M. Phil Yes	PhD Yes	Diplomas -	Certificate -
Degree Duration	4/5 Years	2-3 Years	4 Years	-	-
Examination System	Semester	Semester	Semester	-	-
Admission Eligibility	12 Years Education	16 Years Education	18 Years Education	-	-
Syllabus 1 (State Approved/Personalized)	State Approved				
Syllabus 2 (Nationalistic Courses)	2	0	1	-	-
Syllabus 3 (Islamic Courses)	0	0	0	-	-
Syllabus 4 (Research Courses)	1	1	2	-	-
Language	Turkish/English				
Internship	Compulsory	Optional	Optional	-	-
Thesis	Optional	Compulsory	Compulsory	-	-
Exchange MoUs	Yes	Yes	Yes	-	-
Scholarships	Yes	Yes	Yes	-	-
Total Fee	Local = No Fee Foreign = 18,768 TL	Local = No Fee Foreign = 10,000 TL	Local = No Fee Foreign = 24,000 TL	-	-
International Students	No Data	No Data	No Data	-	-
Student Faculty Ratio	No Data	No Data	No Data	-	-
Facilities					
Campus Radio	Yes	Labs	Yes	Library	Yes
Campus TV	Yes	Publications	Yes	Transport	No
Dormitory	Yes-Free	Gym	Yes	Playground	Yes
Times Higher Education (Media and Communication Subject Wise) Ranking					
1200+					



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Araştırma Makalesi / Research Paper

Table 12.
Faculty of Communication, Istanbul University Türkiye – 1950

Faculty					
Head of Department	Prof. Abdullah ÖZKAN				
Head of Department Qualification	Ph.D. (Local) M.A (Local) B.A (Local)				
Male/Female Faculty	Male 28	Female 24	Total 52		
PhD (Local/Foreign/Non-PhD)	Local PhD 49	Foreign PhD 2	Non-PhD 1	Total 52	
Programs					
Type of Education	BS Yes	MS//M. Phil Yes	PhD Yes	Diplomas Yes	Certificate No
Degree Duration	4 Years	2 Years	3 Years	-	
Examination System	Semester	Semester	Semester	-	
Admission Eligibility	12 Years Education	16 Years Education	18 Years Education	-	
Syllabus 1 (State Approved/Personalized)	State Approved				
Syllabus 2 (Nationalistic Courses)	2	0	0	-	
Syllabus 3 (Islamic Courses)	0	0	0	-	
Syllabus 4 (Research Courses)	0	2	0	-	
Language	Turkish	Turkish	Turkish	-	
Internship	Compulsory	Optional	Optional	-	
Thesis	Optional	Compulsory	Compulsory	-	
Exchange MoUs	Yes	Yes	Yes	-	
Scholarships	Yes	Yes	Yes	-	
Total Fee	Local = No Fee Foreign = 28,000 TL	Local = No Fee Foreign = 14,000 TL	Local = No Fee Foreign = 21,000 TL	-	
International Students	No Data	No Data	No Data	-	
Student Faculty Ratio	No Data	No Data	No Data	-	
Facilities					
Campus Radio	Yes	Labs	Yes	Library	Yes
Campus TV	No	Publications	Yes	Transport	No
Dormitory	Yes-Free	Gym	Yes	Playground	Yes
Times Higher Education (Media and Communication Subject Wise) Ranking					
1001-1200					



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Table 13.
Faculty of Communication (ilef), Ankara University, Türkiye – 1965

Faculty					
Head of Department	Prof. Dr. Abdulrezak Altun				
Head of Department Qualification	Ph.D. in Journalism (Local) M.A in Journalism (Local) B.A in Radio and Television (Local)				
Male/Female Faculty	Male 17	Female 26	Total 43		
PhD (Local/Foreign/Non-PhD)	Local PhD 29	Foreign PhD 4	Non-PhD 10	Total 43	
Programs					
Type of Education	BS Yes	MS//M. Phil Yes	PhD Yes	Diplomas	Certificate
Degree Duration	4 Years	2 Years	4 Years	-	-
Examination System	Semester	Semester	Semester	-	-
Admission Eligibility	12 Years Education	16 Years Education	18 Years Education	-	-
Syllabus 1 (State Approved/Personalized)	State Approved				
Syllabus 2 (Nationalistic Courses)	2	0	0	-	-
Syllabus 3 (Islamic Courses)	0	0	0	-	-
Syllabus 4 (Research Courses)	1	1	1	-	-
Language	Turkish	Turkish/English	Turkish	-	-
Internship	Compulsory	Optional	Optional	-	-
Thesis	Optional	Compulsory	Compulsory	-	-
Exchange MoUs	Yes	Yes	Yes	-	-
Scholarships	Yes	Yes	Yes	-	-
Total Fee	Local = No Fee Foreign = 33,000 TL	Local = No Fee Foreign = 35,000 TL	Local = No Fee Foreign = 35,000 TL	-	-
International Students	No Data	No Data	No Data	-	-
Student Faculty Ratio	No Data	No Data	No Data	-	-
Facilities					
Campus Radio	Yes	Labs	Yes	Library	Yes
Campus TV	No	Publications	Yes	Transport	No
Dormitory	Yes-Free	Gym	Yes	Playground	Yes
Times Higher Education (Media and Communication Subject Wise) Ranking					
1200+					



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Table 14.
Faculty of Communication, Ege University, Türkiye – 1968

Faculty					
Head of Department	Prof. Dr. Bilgehan GULTEKİN				
Head of Department Qualification	Ph.D. (Local) M.A (Local) B.A				
Male/Female Faculty	Male 6	Female 30	Total 36		
PhD (Local/Foreign/Non-PhD)	Local PhD 31	Foreign PhD 1	Non-PhD 4	Total 36	
Programs					
Type of Education	BS Yes	MS//M. Phil Yes	PhD Yes	Diplomas	Certificate
Degree Duration	4 Years	2-3 Years	4 Years	-	-
Examination System	Semester	Semester	Semester	-	-
Admission Eligibility	12 Years Education	16 Years Education	18 Years Education	-	-
Syllabus 1 (State Approved/Personalized)	State Approved				
Syllabus 2 (Nationalistic Courses)	2	0	0	-	-
Syllabus 3 (Islamic Courses)	0	0	0	-	-
Syllabus 4 (Research Courses)	1	1	3	-	-
Language	Turkish	Turkish	Turkish	-	-
Internship	Compulsory	Optional	Optional	-	-
Thesis	Optional	Compulsory	Compulsory	-	-
Exchange MOUs	Yes	Yes	Yes	-	-
Scholarships	Yes	Yes	Yes	-	-
Total Fee	Local = No Fee Foreign = 37,536 TL	Local = No Fee Foreign = 15,000 TL	Local = No Fee Foreign = 15,000 TL	-	-
International Students	No Data	No Data	No Data	-	-
Student Faculty Ratio	No Data	No Data	No Data	-	-
Facilities					
Campus Radio	Yes	Labs	Yes	Library	Yes
Campus TV	Yes	Publications	Yes	Transport	No
Dormitory	Yes-Free	Gym	Yes	Playground	Yes
Times Higher Education (Media and Communication Subject Wise) Ranking					
1200+					



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Araştırma Makalesi / Research Paper

Table 15.
Faculty of Communication Sciences, Anadolu University, Türkiye – 1972

Faculty					
Head of Department	Prof. Dr. Bulend Aydın ERTEKİN				
Head of Department Qualification	Pd.D. (Local) M.A (Local) B.A				
Male/Female Faculty	Male 49	Female 33			Total 82
PhD (Local/Foreign/Non-PhD)	Local PhD 73	Foreign PhD 4	Non-PhD 5	Total 82	
Programs					
Type of Education	BS Yes	MS//M. Phil Yes	PhD Yes	Diplomas No	Certificate No
Degree Duration	4 Years	2 Years	4 Years	-	-
Examination System	Semester	Semester	Semester	-	-
Admission Eligibility	12 Years Education	16 Years	18 Years Education	-	-
Syllabus 1 (State Approved/Personalized)	State Approved				
Syllabus 2 (Nationalistic Courses)	2	0	0	-	-
Syllabus 3 (Islamic Courses)	0	0	0	-	-
Syllabus 4 (Research Courses)	1	1	2	-	-
Language	Turkish	Turkish	Turkish	-	-
Internship	Compulsory	Optional	Optional	-	-
Thesis	Optional	Compulsory	Compulsory	-	-
Exchange MoUs	Yes	Yes	Yes	-	-
Scholarships	Yes	Yes	Yes	-	-
Total Fee	Local = No Fee Foreign = 30,000 TL	Local = No Fee Foreign = 15,000 TL	Local = No Fee Foreign = 30,000 TL	-	-
International Students	No Data	No Data	No Data	-	-
Student Faculty Ratio	No Data	No Data	No Data	-	-
Facilities					
Campus Radio	Yes	Labs	Yes	Library	Yes
Campus TV	No	Publications	Yes	Transport	No
Dormitory	Yes-Free	Gym	Yes	Playground	Yes
Times Higher Education (Media and Communication Subject Wise) Ranking					
1200+					



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Araştırma Makalesi / Research Paper

Table 16.
 Faculty of Communication, İnönü University, Türkiye – 1983

Faculty					
Head of Department	Prof. Dr. Ahmet YATKIN				
Head of Department Qualification	Ph.D. (Local) M.A (Local) B.A (Local)				
Male/Female Faculty	Male 6	Female 5	Total 11		
PhD (Local/Foreign/Non-PhD)	Local PhD 9	Foreign PhD 2	Non-PhD 0	Total 11	
Programs					
Type of Education	BS Yes	MS//M. Phil Yes	PhD Yes	Diplomas	Certificate
Degree Duration	4 Yeas	2 Years	4 Years	-	-
Examination System	Semester	Semester	Semester	-	-
Admission Eligibility	12 Years Education	16 Years of Education	18 Years Education	-	-
Syllabus 1 (State Approved/Personalized)	State Approved				
Syllabus 2 (Nationalistic Courses)	1	0	0	-	-
Syllabus 3 (Islamic Courses)	0	0	0	-	-
Syllabus 4 (Research Courses)	2	0	2	-	-
Language	Turkish	Turkish	Turkish	-	-
Internship	Optional	Optional	Optional	-	-
Thesis	Optional	Optional (non-thesis prog)	Compulsory	-	-
Exchange MoUs	Yes	Yes	Yes	-	-
Scholarships	Yes	Yes	Yes	-	-
Total Fee	Local = No Fee Foreign = 12,000 TL	Local = No Fee Foreign =	Local = No Fee Foreign =	-	-
International Students	No Data	No Data	No Data	-	-
Student Faculty Ratio	No Data	No Data	No Data	-	-
Facilities					
Campus Radio	Yes	Labs	Yes	Library	Yes
Campus TV	Yes	Publications	Yes	Transport	No
Dormitory	Yes-Free	Gym	Yes	Playground	Yes
Times Higher Education (Media and Communication Subject Wise) Ranking					
Does not make it to the Times Higher Education List					



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Araştırma Makalesi / Research Paper

Table 17.
Faculty of Communication, Selçuk University, Türkiye – 1993

Faculty					
Head of Department	Prof. Dr. ENDERHAN KARAKOÇ				
Head of Department Qualification	Ph.D. (Local) M.A (Local) B.A (Local)				
Male/Female Faculty	Male 42	Female 24	Total 66		
PhD (Local/Foreign/Non-PhD)	Local PhD 60	Foreign PhD 0	Non-PhD 6	Total 64	
Programs					
Type of Education	BS Yes	MS//M. Phil Yes	PhD Yes	Diplomas	Certificate
Degree Duration	4 Years	2 Years	4 Years	-	-
Examination System	Semester	Semester	Semester	-	-
Admission Eligibility	12 Years Education	16 Years Education	18 Years Education	-	-
Syllabus 1 (State Approved/Personalized)	State Approved				
Syllabus 2 (Nationalistic Courses)	1	0	0	-	-
Syllabus 3 (Islamic Courses)	0	0	0	-	-
Syllabus 4 (Research Courses)	1	3	1	-	-
Language	Turkish	Turkish	Turkish	-	-
Internship	Compulsory	Optional	Optional	-	-
Thesis	Optional	Compulsory	Compulsory	-	-
Exchange MoUs	Yes	Yes	Yes	-	-
Scholarships	Yes	Yes	Yes	-	-
Total Fee	Local = No Fee Foreign = 24,000 TL	Local = No Fee Foreign = 12,000 TL	Local = No Fee Foreign = 24,000 TL	-	-
International Students	No Data	No Data	No Data	-	-
Student Faculty Ratio	No Data	No Data	No Data	-	-
Facilities					
Campus Radio	Yes	Labs	Yes	Library	Yes
Campus TV	Yes	Publications	Yes	Transport	No
Dormitory	Yes-Free	Gym	Yes	Playground	Yes
Times Higher Education (Media and Communication Subject Wise) Ranking					
1200+					



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Araştırma Makalesi / Research Paper

Table 18.
Faculty of Communication, Atatürk University, Türkiye – 1997

Faculty					
Head of Department	Prof. Dr. Adem YILMAZ				
Head of Department Qualification	Ph.D. (Local) M.A (Local) B.A (Local)				
Male/Female Faculty	Male 21	Female 14			Total 35
PhD (Local/Foreign/Non-PhD)	Local PhD 32	Foreign PhD 0	Non-PhD 3	Total 35	
Programs					
Type of Education	BS Yes	MS/M. Phil Yes	PhD Yes	Diplomas	Certificate
Degree Duration	4 Years	2	4	-	-
Examination System	Semester	Semester	Semester	-	-
Admission Eligibility	12 Year Education	16 Year Education	18 Year Education	-	-
Syllabus 1 (State Approved/Personalized)	State Approved			-	-
Syllabus 2 (Nationalistic Courses)	4	0	0	-	-
Syllabus 3 (Islamic Courses)	0	0	0	-	-
Syllabus 4 (Research Courses)	1	1	1	-	-
Language	Turkish	Turkish	Turkish	-	-
Internship	Compulsory	Optional	Optional	-	-
Thesis	Optional	Compulsory	Compulsory	-	-
Exchange MoUs	Yes	Yes	Yes	-	-
Scholarships	Yes	Yes	Yes	-	-
Total Fee	Local = No Fee Foreign = 16,400 TL	Local = No Fee Foreign = 12,800 TL	Local = No Fee Foreign =	-	-
International Students	No Data	No Data	No Data	-	-
Student Faculty Ratio	No Data	No Data	No Data	-	-
Facilities					
Campus Radio	Yes	Labs	Yes	Library	Yes
Campus TV	No	Publications	Yes	Transport	No
Dormitory	Yes-Free	Gym	Yes	Playground	Yes
Times Higher Education (Media and Communication Subject Wise) Ranking					
1001-1200					



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Araştırma Makalesi / Research Paper

Table 19.
Faculty of Communication, Kocaeli University, Türkiye – 1998

Faculty					
Head of Department	Prof. NİGAR PÖSTEKİ				
Head of Department Qualification	Ph.D. (Local) M.A (Local) B.A (Local)				
Male/Female Faculty	Male 12	Female 16	Total 27		
PhD (Local/Foreign/Non-PhD)	Local PhD 26	Foreign PhD 0	Non-PhD 2	Total 28	
Programs					
Type of Education	BS Yes	MS//M. Phil Yes	PhD Yes	Diplomas	Certificate
Degree Duration	4 Years	2 Years	4 Years	-	-
Examination System	Semester	Semester	Semester	-	-
Admission Eligibility	12 Years Education	16 Years Education	18 Years Education	-	-
Syllabus 1 (State Approved/Personalized)	State Approved				
Syllabus 2 (Nationalistic Courses)	2	0	0	-	-
Syllabus 3 (Islamic Courses)	0	0	0	-	-
Syllabus 4 (Research Courses)	1	1	1	-	-
Language	Turkish	Turkish	Turkish	-	-
Internship	Compulsory	Optional	Optional	-	-
Thesis	Optional	Compulsory	Compulsory	-	-
Exchange MOUs	Yes	Yes	Yes	-	-
Scholarships	Yes	Yes	Yes	-	-
Total Fee	Local = No Fee Foreign = 60,000 TL	Local = No Fee Foreign = 8350 TL	Local = No Fee Foreign =	-	-
International Students	No Data	No Data	No Data	-	-
Student Faculty Ratio	No Data	No Data	No Data	-	-
Facilities					
Campus Radio	Yes	Labs	Yes	Library	Yes
Campus TV	Yes	Publications	Yes	Transport	No
Dormitory	Yes-Free	Gym	Yes	Playground	Yes
Times Higher Education (Media and Communication Subject Wise) Ranking					
1200+					



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Araştırma Makalesi / Research Paper

Table 20.

Faculty of Communication. Mersin University, Türkiye – 2001

Faculty					
Head of Department	Prof. Dr. Aslıhan Doğan TOPCU				
Head of Department Qualification	Ph.D. (Local) M.A (Local) B.A (Local)				
Male/Female Faculty	Male	Female	Total		
	9	13	22		
PhD (Local/Foreign/Non-PhD)	Local PhD	Foreign PhD	Non-PhD	Total	
	17	1	4	22	
Programs					
Type of Education	BS	MS//M. Phil	PhD	Diplomas	Certificate
Degree Duration	4 Years	2 Years	4 years	-	-
Examination System	Semester	Semester	Semester	-	-
Admission Eligibility	12 Years Education	16 Years Education	16 or 18 Years Education	-	-
Syllabus 1 (State Approved/Personalized)	State Approved				
Syllabus 2 (Nationalistic Courses)	2	0	0	-	-
Syllabus 3 (Islamic Courses)	0	0	0	-	-
Syllabus 4 (Research Courses)	1	2	1	-	-
Language	Turkish	Turkish	Turkish	-	-
Internship	Compulsory	Optional	Optional	-	-
Thesis	Optional	Compulsory	Compulsory	-	-
Exchange MoUs	Yes	Yes	Yes	-	-
Scholarships	Yes	Yes	Yes	-	-
Total Fee	Local = No Fee Foreign = 33,600 TL	Local = No Fee Foreign = 10,800 TL	Local = No Fee Foreign =	-	-
International Students	No Data	No Data	No Data	-	-
Student Faculty Ratio	No Data	No Data	No Data	-	-
Facilities					
Campus Radio	Yes	Labs	Yes	Library	Yes
Campus TV	No	Publications	Yes	Transport	No
Dormitory	Yes-Free	Gym	Yes	Playground	Yes
Times Higher Education (Media and Communication Subject Wise) Ranking					
Does not make it to the Times Higher Education List					

Results and Discussions

Overall Analysis of Faculty Members, Programs, Facilities, and Rankings of Pakistani Universities' Media Departments or Faculties

For this study, we have selected 10 public sector universities from Pakistan offering media education. These are the University of Punjab, University of Karachi, Gomal University, University of Sindh, University of Peshawar, Islamia University of Bahawalpur, University of Baluchistan, Fahim, M. ve Islam, Md N. (2023). Investigating the differences & similarities: A comparison of Turkish and Pakistani media educational systems. *Batı Anadolu Eğitim Bilimleri Dergisi, 14(2), 1035-1078.*
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International Islamic University Islamabad (IIUI), National University of Modern Languages (NUML), Baluchistan University of Information Technology, Engineering & Management Sciences (BUIITEMS). According to our study, except for the UoP which has Communication Institute, the stated universities do not have faculties providing media education, however, they have media departments working under social sciences faculties. Furthermore, we have divided the results and discussion section under the following headings;

Faculties

The data pertaining to the heads of media departments were collected from the stated 10 public sector universities' media departments in Pakistan. All the heads of media departments hold Ph.D. degrees except one which is from BUIITEMS University. Out of the 9 Ph.D. holder heads of departments, 6 got their Ph.D. degrees from Pakistan and 3 heads of departments hold foreign Ph.D. degrees. These results indicate the scarcity of foreign Ph.D. holders even at the top level in Pakistan's media educational system.

Concerning the rest of the faculty, the data of faculty members of BUIITEMS University was not available, which is why we have collected data of faculty members from the remaining 9 universities' media departments. According to the data, there are 134 faculty members in total working in the stated 9 universities' media departments. Among these 134, 66 are Ph.D. holders, and 68 are non-Ph.D. holders. Furthermore, among the Ph.D. holder, there are 53 local Ph.D. holders and only 13 are foreign Ph.D. holders. With regards to the gender of the faculty members, 79 are male and 55 are female faculty members in the stated 9 universities' media departments. As per the results the number of non-Ph.D. faculty is huge which smacks the need for the recruitment of more Ph.D. faculty. Moreover, there are just a handful of foreign Ph.D. holders which again hints at the need for the media education sector to send more faculty members on funded scholarships abroad in order to bring new ideas and innovations in the stated field. The results also show the need to bring the gender gap closer between the faculty members.

Table 21.

Data of Pakistani Media Departments' Faculty Members

Head of Departments	
Total Local Ph.Ds	6
Total Foreign Ph.Ds	3
Total Non- Ph.Ds	1
Other Faculty Members	
Total Faculty	134
Total Ph.D Faculty	66 (49%)
Total Non-Ph.D Faculty	68 (50%)
Total Local Ph.D Faculty	53 (39%)
Total Foreign Ph.D Faculty	13 (9%)
Faculty Gender	
Male Faculty	79 (58.95%)
Female Faculty	55 (41.05%)



Program

In Pakistan, the Institute of Communication Studies of the University of Punjab, established in 1941, is the oldest media institute, and the Department of Media and Communication Studies, NUML, is the youngest which was established in 2003. All ten stated media departments offer media education at the undergraduate level. However, out of the ten selected media departments, two media departments, namely the Department of Media and Communication Studies of the University of Sindh and the Department of Mass Communication of BUITEMS, do not offer MS/M. Phil and Ph.D. Furthermore, the Department of Media Studies of the University of Baluchistan offers MA/MSc but does not offer a Ph.D. program in the media field. The result shows that the curricula at the undergraduate level are state guided; however, at the MS/M. Phil. or Ph.D. level is more personalized where the universities have the freedom to formulate the curricula.

Regarding the duration of the degrees offered, the undergraduate that is called BS (Bachelor of Science) is four years, MS/M. Phil. is two years and the Ph.D. program is 3-4 years. The exams are conducted semester-wise at all levels. For the admissions criteria of undergraduate, MS/M. Phil and Ph.D., 12 years, 16 years, and 18 years of education are mandatory, respectively. With regards to the nationalistic, Islamic, and research subjects in the curricula, all media departments have included nationalistic, Islamic and research subjects in the undergraduate curricula. Research subjects, however, from the curricula of the Department of Media and Communication Studies of the University of Sindh and NUML are missing. At the MS/M. Phil and Ph.D. level, no presence of nationalistic or Islamic subjects was found in the curricula. This shows that the curricula of MS/M. Phil and Ph.D. are entirely focused on the subject as compared to the curricula of the undergraduate level.

English is the primary language of instruction of all media departments at all stated universities. At the undergraduate, MS/M. Phil and Ph.D. level, IIUI's department of media is the most expensive having 425,600 PKR, 232,880 PKR, and 394,860 PKR total degree tuition, respectively. On the other hand, at the undergraduate level, the University of Baluchistan's department of media is the cheapest having a 63,804 PKR total degree tuition fee. However, at MS/M. Phil and Ph.D. level, University of Karachi's department of media is the cheapest, having 60,000 PKR and 68,000 PKR total degree tuition fees, respectively. We have not found data on eight out of the ten stated media departments concerning international students' tuition fees. Furthermore, at the undergraduate level, an internship is compulsory; however, at MS/M. Phil, and Ph.D. level, it is optional. Moreover, no Media department has student/staff exchange MoUs signed with international universities. Scholarships are available, but mostly these are partial scholarships.

Facilities

Nine of the ten selected media departments have campus radio stations and only two have campus TV stations. Moreover, eight universities out of ten have dormitory facilities, but it is all paid. Regarding labs and publications, all ten media departments have lab facilities; however, only eight have publications. Five universities provide Gym facilities; however, we have not found data for the other five universities. Furthermore, eight out of ten media departments provide library facilities.



Among the remaining two, we do not have a library in one, and we have not found any data for the other one. Regarding transportation, eight universities out of ten have transportation facilities. Concerning the remaining two, one department does not have a transportation facility and we did not find data about the other. Lastly, seven out of ten universities have playgrounds. Again, for the remaining three, we have not found any data.

Ranking

We have selected Times Higher Education subject-wise ranking to ascertain the global ranking of the mentioned media departments. Out of the ten media departments, only four have made it to the Times Higher Education ranking list, two are on the *Reporter* list and four does not even appeared on the ranking list.

Table 22.

Pakistan's Media Departments Times Higher Education Subject Wise Ranking List

Faculties	Ranking
Institute of Communication Studies, University of the Punjab (UoP)	1001-1200
Department of Mass Communication, University of Karachi	1200+
Department of Communication and Media Studies, Gomal University	Reporter Category
Department of Media and Communication Studies, University of Sindh	Does not make it to the Times Higher Education List
Department of Journalism and mass Communication, University of Peshawar	601-800
Department of Media Studies, Islamia University of Bahawalpur	Does not make it to the Times Higher Education List
Department of Media Studies, University of Baluchistan	Reporter Category
Department of Media and Communication Studies, International Islamic University Islamabad (IIUI)	601-800
Department of Media and Communication Studies, National University of Modern Languages (NUML)	Does not make it to the Times Higher Education List
Department of Mass Communication, Baluchistan University of Information Technology, Engineering & Management Sciences (BUIITEMS)	Does not make it to the Times Higher Education List

Overall Analysis of Faculty Members, Programs, Facilities, and Rankings of Turkish University's Media Departments or Faculties

For this study, we have selected ten public sector universities from Türkiye offering media education. These are: Marmara University, Istanbul University, Ankara University, Ege University, Anadolu University, İnönü University, Selçuk University, Atatürk University, Kocaeli University, Mersin University. According to the results, all the selected universities have communication/media faculties. These faculties have further different departments, such as journalism, Television and



Radio, Advertising, and Public Relations. Furthermore, we have divided the results and discussion under the following headings;

Faculties

Sayfa | 1071

The data about the heads of communication faculties was collected from the stated ten public sector universities' media faculties of Türkiye. All the heads of communication faculties hold Ph.D. degrees. All 10 Ph.D. holder heads of communication faculties got their Ph.D. degrees from Türkiye. Out of the ten heads of faculties, no heads of communication faculties holds a foreign Ph.D. degree. These results indicate the need for foreign Ph.D. holders who can bring significant new changes and innovation to the Turkish media educational system.

Concerning the rest of the faculty, there are 429 faculty members in total working in the selected ten faculties of the stated universities. Among the total 429 faculty members, 390 are Ph.D. holders, and 39 are non-Ph.D holders. Furthermore, among the Ph.D. holders, there are 374 local Ph.D. holders and only 16 are foreign Ph.D. holders. With regards to the gender of the faculty members, 217 are male and 212 are female faculty members in the stated ten universities' communication faculties.

As per the results, the number of local Ph.D. faculty is huge compared to the foreign Ph.D. faculty, which shows the desperate need for foreign-educated Ph.D. faculties. For that very reason, the government of Türkiye should provide more scholarships to send students and faculties abroad for Ph.Ds. However, as for as the gender of the faculties is a concern, the results show a significant gender balance between male and female faculty members which is an excellent achievement for the Turkish media educational system.

Table 23.

Data of Turkish Communication Faculties' Faculty Members

Head of Departments	
Total Local Ph.Ds	10
Total Foreign Ph.Ds	0
Total Non- Ph.Ds	0
Other Faculty Members	
Total Faculty	429
Total Ph.D Faculty	390 (90%)
Total Non-Ph.D Faculty	39 (9%)
Total Local Ph.D Faculty	374 (78%)
Total Foreign Ph.D Faculty	16 (3%)
Faculty Gender	
Male Faculty	217 (50.59%)
Female Faculty	212 (49.41%)



Program

In Türkiye, The Faculty of Communication of Marmara University, established in 1948, is the oldest faculty, and the Faculty of Communication of Mersin University is the youngest, established in 2001. All the ten stated faculties offer media education at undergraduate MS/M. Phil and Ph.D. level. The result shows that the curricula at the undergraduate level are state-guided but at the MS/M. Phil. or Ph.D. level is more personalized where the universities have the freedom to formulate the curricula. With regards to the duration of the degrees offered, the undergraduate is four years, MS/M. Phil is two years and Ph.D. programs are four years. The exams are conducted semester-wise at all levels. For the admissions criteria of undergraduate, MS/M. Phil and Ph.D., 12 years, 16 years, and 18 years of education are mandatory, respectively. Regarding the nationalistic, Islamic, and research subjects in the curricula, communication faculties have included nationalistic and research subjects to the undergraduate, MS/M. Phil and Ph.D. curricula. However, the study recorded zero Islamic subjects in the curricula at all levels.

Turkish is the main medium of instruction of all communication faculties at all stated universities. For Turkish nationals, education in public sector universities is free of cost at all levels. So there is no cost of education for Turkish nationals in the communication faculties. For international students at the undergraduate level, Kocaeli University's faculty of communication is the most expensive having 60,000 TL total degree tuition, and İnönü University's faculty of communication is the cheapest having 12,000 TL total degree tuition. At the MS/M. Phil level, Ankara University faculty of communication is the most expensive having 35,000 TL total degree tuition, and Kocaeli University faculty of communication is the cheapest having 8,350 TL total degree tuition. With regards to internships, it is compulsory at the undergraduate level; however, at MS/M. Phil and Ph.D. levels are optional. Furthermore, all communication faculties have exchange MoUs signed with international universities. Lastly, scholarships are also available for all types of students.

Facilities

Of the ten selected communication faculties, all have campus radio stations; however, only 5 have campus TV stations. Moreover, all universities have state-funded dormitory facilities with a meager contribution fee. Regarding lab publications and Gym facilities, all ten communication faculties have labs, publications, and Gym facilities. Furthermore, all communication faculties have their own libraries. Concerning transport and playground, all universities have playgrounds. However, no university has its own transport system. The reason behind the absentia of transport is the country's fabulous transportation system. That is why the universities do not need any special transportation.

Ranking

We have selected Times Higher Education subject-wise ranking to ascertain the communication faculties' global ranking. Out of the ten communication faculties, eight have made it to the Times Higher Education ranking list, and two do not appear on the ranking list.



Table 24.

Türkiye's Communication Faculties Times Higher Education Subject Wise Ranking List

Faculties	Ranking
Faculty of Communication, Marmara University	1200+
Faculty of Communication, Istanbul University	1001-1200
Faculty of Communication, Ankara University	1200+
Faculty of Communication, Ege University	1200+
Faculty of Communication Sciences, Anadolu University	1200+
Faculty of Communication, İnönü University	Does not make it to the Times Higher Education List
Faculty of Communication, Selçuk University	1200+
Faculty of Communication, Atatürk University	1001-1200
Faculty of Communication, Kocaeli University	1200+
Faculty of Communication. Mersin University	Does not make it to the Times Higher Education List

Comparison of Pakistani and Turkish University's Media Departments or Faculties***Comparison of Pakistan & Türkiye's Media Departments/Faculties***

According to the results, one of the major differences between Pakistan and Türkiye media education system is the size of the media education. The Turkish media education system's level and size is more massive than the Pakistani media education system. In Türkiye, they have specialized and dedicated communication faculties, which are further divided into departments such as the journalism department, radio and television department, public relations, advertising, and so forth. On the other hand, in Pakistan, except for the University of Punjab, they have only media departments with different names, such as the mass communication department, media studies department, media and communication studies department, and so on and so forth.

At the heads of departments or faculties level, out of the ten under-study institutions, Pakistan has more foreign-educated heads of departments or faculties than Türkiye. Pakistan has three foreign-educated heads of departments, whereas Türkiye has none, which indicates vivid progress in the Pakistani media educational system. However, Türkiye has zero non-Ph.D Heads of departments or faculties, while Pakistan has one non-Ph.D head of the department which shows an apparent weakness of the Pakistani educational system.

Moreover, in the stated ten media departments of Pakistan, they have 134 faculty members in total, while Türkiye has 429, which is a humongous gap between the numbers of faculty members. Similarly, the stated Pakistani media departments have 49% Ph.D. and 50% non-Ph.D faculty members. However, the Turkish communication faculties have 90% Ph.D. and only 9% non-Ph.D faculty members. This clearly shows the superior quality of the Turkish media educational system and the need for Pakistani media education to employ more Ph.D. faculty to make sure the quality of media education. Furthermore, the stated Pakistani media departments have 39% local-Ph.D holders and 9% foreign-Ph.D holders. While on the Turkish side, they have 78% local and 3% foreign Ph.D. holders. In the foreign Ph.D. holders' category, the Pakistani media education system is a little bit ahead of the Turkish one. However, overall, as the faculty members' numbers, qualifications, and



quality is a concern, the Turkish media educational system is way ahead of the Pakistani media educational system. Concerning the gender disparity, the results show 58.95% male and 41.05% female faculty members employed in the Pakistani media departments. While on the Turkish side, there are 50.59% male and 49.41% female faculty members. An excellent gender balance can be seen on the Turkish side. However, a massive need for employing more female faculty members on the Pakistani side is observed.

Comparison of Pakistan & Türkiye's Media Educational Programs

Pakistan's University of Punjab's Institute of Communication is the oldest media institution, established in 1941, whereas Türkiye's oldest Faculty of Communication at Marmara University was established in 1948. This shows that the media educational intuitions of Pakistan are older than Türkiye. Overall, the study finds a remarkable similarity between the degree programs of both countries. However, there are some minor differences. In Türkiye, all ten faculties offer undergraduate, master, and Ph.D. media education. Nevertheless, in Pakistan, two universities out of ten do not offer MS/M.Ph.I and Ph.D. and one university does not offer only Ph.D. Concerning the curricula, the Pakistani media department's curricula contain Islamic studies subjects, while the Turkish communication faculties do not include any Islamic studies subjects in their curricula. The rest of the curricula are almost very similar. The duration of the degree, the eligibility for admission, the Internship requirement, and the examination system are almost the same in both countries. The most significant difference that can be seen is the exchange MoUs, tuition fees, and language of instruction. In Türkiye's media faculties, on paper and in practice, both the language of instruction is by and large Turkish, while in Pakistan's media departments, on paper, it is by and large English; however, in practice, the Urdu language is used as a teaching language (exams and assignments are written in English). All Turkish media faculties have student/staff exchange MoUs with foreign universities such as Erasmus; however, there are zero MoUs signed by the Pakistani media departments with foreign universities which hints at the biggest disadvantage for Pakistani media students. Furthermore, the Turkish institutions are all state-funded, which means no tuition fees, while the Pakistani institutions have tuition fees which can be difficult for poor people to get an education which is the fundamental right of all citizens.

Comparison of Pakistan & Türkiye's Media Institutions facilities

Out of the ten selected communication faculties of Türkiye, all have campus radio stations; however, only five have campus TV stations, while on the Pakistani side, they have nine radio and two TV stations. Again, the former's media educational system supersedes the latter. All Turkish dormitories are state-funded. However, the Pakistani dormitories are all self-funded. This, again, puts Pakistani media students at a disadvantage. In Türkiye, all ten communication faculties have labs, publications, and Gym facilities, while all the Pakistani media departments have labs, but only eight have publications and five have Gym facilities. The Turkish media faculties also overpower the Pakistani media departments in terms of libraries, transport, and playgrounds. Overall, in terms of facilities, the Turkish media faculties outclass the Pakistani media departments in all regards.



Comparison of Pakistan & Türkiye's Media Institutions Rankings

With regards to the Times Higher Education subject-wise rankings, eight out of ten Turkish media faculties have made it into the Times Higher Education subject-wise ranking list. However, on the other hand, only four out of ten Pakistani media departments have made it into the Times Higher Education subject-wise ranking list. This vividly shows the superior quality of the former as compared to the latter. Furthermore, concerning the top media institutions, the Pakistani top media department has ranked 6001-800 and the Turkish one is ranked 1001-1200. In this regard, the former scores better than the latter.

Conclusion

In the light of the foregoing discussion, the results of our observations and studies of the factual material on Turkish and Pakistani media educational systems allowed us to arrive at the conclusion that the media educational system of Pakistan is older than that of Türkiye. Nonetheless, the latter supersedes the former at all levels in terms of quality and quantity.

As per the results, one of the biggest differences between the two educational systems under study is the scale of the media education. The Turkish media education system's level and scale are greater than the Pakistani media education system. In Türkiye, they have specialized and dedicated communication faculties which are further divided into other departments. In contrast, in Pakistan, they have media departments which function under the Humanities or Social Sciences Faculties.

Furthermore, Türkiye's faculty members (429) outnumber Pakistan's faculty members (134) throughout its ten media departments, the latter showing a considerable disparity in the number of faculty members. Similarly, the Pakistani media departments possess 49% Ph.D and 50% non-Ph.D faculty members, whereas the Turkish Communication Faculties have 90% Ph.D and only 9% non-Ph.D faculty members. This clearly shows the superior quality of the Turkish media educational system.

As far as gender disparity is concerned, the results indicate better gender balance in Turkish media educational system (50.59% male and 49.41% female Faculty members) as compared to Pakistan's media educational system statistical data (50.59% male and 49.41% female, 58.95% male and 41.05% female Faculty members employed respectively).

Next, the findings concerning the age of the departments/faculties revealed that Pakistan's media educational institutions are older than those of Türkiye. The analysis revealed significant overlap in both countries degree programs' curricula. However, there are a few small variations, namely the availability of exchange MoUs for students in Türkiye in contrast to Pakistan.

Last but not least, the Turkish media educational system supersedes the Pakistani media educational system in terms of facilities and ranking as well.



In terms of the application of the research, the present study will help the Pakistani higher education authorities in particular and the academia in general to improve the media educational system. The paramount importance of media lies in the fact that it is the fourth pillar of the state.

The present study may be applied to further research on the topic. More in-depth study may be conducted highlighting the following points: students' employability ratio, faculty publications quality and quantity, censorship in research, research projects, research funding, Ph.D students publication and thesis quality and quantity, students clubs, and its condition, cultural activities and its condition, male-female representation, scholarships, and basic knowledge test of students regarding their field.

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Ethics Approval

This article does not contain any studies with human participants performed by any of the authors.

Data Availability Statement

All data generated or analyzed during this study are included in this article



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