



Proposing Campus Radios as a Sustainable Medium of Community Development in Pakistan

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Abstract

In Pakistan, campus radios have the power to spark community growth by offering practical training to media students, promoting interactive dialogue and civic engagement, highlighting institutional accomplishments, carrying content that is frequently ignored by mainstream media, and providing news and entertainment content to university audiences and their surroundings. However, obstacles such as inadequate funding, limited reach, legal challenges related to content and advertising, low listenership, student inactivity, turnover after degree completion, etc. make them less effective. To close this gap, this study surveys the current status of campus radios across Pakistan and suggests a sustainable model for their survival within the frameworks of Gumucio-Dagron and Dlamini's (2005) and Buckley's (2011) multifaceted media sustainability framework and Denis McQuail's (1987, as cited in McQuail, 2000) Democratic Participant Theory doctrines. This research identifies key strategies for sustainability through a triangulation of qualitative methods, including semi-structured interviews with purposively sampled campus radio representatives and a review of relevant literature. The results highlight regulatory flaws that limit radio operations, perceived narrow scope of the radios, limited participation of university academic departments, and dominance of entertainment content. To remain as viable tools for community development, campus radios consider mandatory student fees, sponsorships, donations, and fundraising drives as income sources, strengthen alliances with civil society, private sector, and government agencies, widen the participation of academic departments and communities around universities, offer appealing content, and embrace new media technologies to enhance access, reach and participation. The study concludes that campus radio has the potential to transform societies if it is redefined by the regulator to widen its scope and financing avenues.

Keyword: *Campus Radio, Community Radio, Community Development, Sustainable Campus Radio, Non-profit Radio*

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Introduction

Community radio, campus radio inclusive, is one of the most important tiers of radio broadcasting as it gives voice to the voiceless, serves as the mouthpiece of the marginalised and is at the heart of participatory communication and democratic processes within societies (Fraser & Restrepo Estrada, 2001; Pavarala and Malik, 2021; Milan (2009). According to Gaynor & O'Brien (2012) and Fombad & Jiyane (2019) such radio stations, which they also refer to as local radios, resurrect and revitalise local public spheres by providing a forum for community discussion, debate, education, entertainment, access to varied information, and opposition. To several academics, community radio's ability to drive social change is attributed to the low cost of ownership, the local language, which is perfect for the illiterate in rural areas, consideration of local culture, customs, and traditions, programming that reflects local interests and information needs, and participatory features that make information more accessible for the community to access (Girard, 1992; Fraser & Estrada, 2001; Gumucio Dagron, 2001; Milan, 2009; Jallof, 2012).

In general terms, campus/college radio stations, a subset of community radio broadcasting, fulfil diverse functions on the campuses where they are located as well as in the surrounding communities. They provide students with practical instruction and skill development, attend to community needs, encourage cultural enrichment, break and establish new artists, promote civic engagement, highlight institutional accomplishments, values, and initiatives, communicate with alumni, and offer a

novel and energising substitute for commercial broadcasting formats by showcasing original content, viewpoints, and artistic expression (Smallwood et al., 2018; Raymond, 2016; Sauls, 1998). They support alternative music, elevate the voices of marginalised communities who are frequently ignored by the media and are seen as the authorised conduits for the discourse on higher education transformation (Hautaniemi, 2024; Muswede & Sebola, 2018).

In Pakistan, as a geographical scope of this study, campus radios have been operating since 2002, when the Pakistani government liberalised the airwaves to allow private sector participation in the media industry (Ashraf, 2014). The Pakistan Electronic Media Regulatory Authority (PEMRA), under its Radio Broadcast Station Operations Regulations, 2012, as amended in 2019, places campus radio operations under non-commercial licences for educational and specialised subjects. Of the 60 non-commercial FM radio licences in the nation, 48 (or 80%) are campus radios, according to the most recent PEMRA list.

Spread across the four main provinces of Pakistan (Punjab, Sindi, Balochistan, and Khyber Pakhtunkhwa—KPK) and the Islamabad Capital Territory, the existing campus radios are majorly used as training grounds for the mass communication or media students (Ashraf & Chaudhry, 2013; Ashraf, 2014; Chaudhary et al., 2020; Shabir et al., 2011). Despite being tools of teaching and learning as mandated by the regulator (PEMRA), Pakistani university students use campus radios for a variety of reasons, including information, amusement, social interaction, education, inspiration, and friendship (Noreen et al., 2020).

Beyond students, communities surrounding the University of Peshawar and Gomal University in KPK benefit from the varied broadcasts of the campus radios of the aforementioned universities (Zaman & Khan, 2021; Ashraf, 2014; Jan & Sultan, 2012).

Despite their valuable contributions, campus radios worldwide, with Pakistan being no exception, grapple with critical issues that restrict their ability to serve as vibrant platforms for education, community outreach, and social change. Most campus radios, for instance, are challenged by student leadership with little or no previous management experience, the annual personnel turnover due to graduation, inadequate funding, lack of support from various constituencies, the dominance of music and entertainment content, low listenership, limited coverage, student inactivity, technical expertise gaps, and transmission disruptions from load shedding and power outages (Sauls, 1998; Raymond, 2016; Sabran & Abd Karim, 2018; Botosova et al., 2023; Ubong & Okpor, 2018).

In particular, community radio remains a pipe dream in Pakistan (Tahir, 2010). As a result, campus radios often face legal and financial obstacles because of the restrictions placed on them by PEMRA's national media rules. That is why Milan (2009) calls upon regulators of the industry to clearly define community broadcasting, its scope, and funding sources, which should include tax revenues from government or state agencies. Zaman & Khan (2021) believe that campus radios in Pakistan are still challenged by the absence of a feedback mechanism with the listeners on the programming, inconvenient time slots for the

programmes, and over-reliance on back-to-back music. The 2009 Pakistan Press Foundation & Friedrich Ebert Stiftung (PPF-FES) report also found that Pakistan's campus radios are restricted from broadcasting news, current affairs, and student debates due to PEMRA regulations. The report recommends revising these restrictions to enable campus radios to serve local communities and promote student expression. The same report claims that Pakistan is the only nation in South Asia where licences for community radio stations are not provided properly. As a result, the 2009 PPF-FES report recommended that the Pakistani government start granting licences for community radio to impartial organisations such as press clubs and universities that may help communities create their development objectives in coordination with the government. This was suggested as a tactical strategy to combat the government's hesitation to approve community radio licences because of the threat of radicalism on the part of some religious and ethnic groups.

Additionally, campus radios in Pakistan are meant to mobilise educators and experts to voice opinions on critical problems of educational importance. One of the main points of argument in this paper is the need to expand the mandate of campus radio to include the participation of students and faculty from other disciplines and the development of material aimed at the surrounding communities. The country needs university-based community radio stations, particularly in semi-urban and rural areas that are underserved by the country's commercial FM radio stations. According to a study by Tahir (2010), the nation's largest cities were home to a concentration of more than 50 per

cent of the commercial FM radio stations in the country. To meet the diverse demands of university audiences and others in the vicinity, Pakistani campus radios must run around the clock instead of broadcasting for just 2-4 hours daily. In addition to helping students become more equipped for the needs of the workplace, Brnik & Botosova (2023) suggest that sustainable campus radios should be expanded to serve as a community medium in their surrounding communities. Ultimately, the primary objective of community radio stations, including campus radio, is to empower their listening community by providing a platform for their voice and contributing to the development of their community and community life (NCA, 2007).

Despite continuous efforts and recommendations, campus radios in underdeveloped countries such as Pakistan confront significant obstacles as highlighted earlier, mostly related to financial instability and regulatory barriers. Some radio stations' basic goal of empowering local communities is undermined by this perilous scenario, which puts their very survival in jeopardy. Even though a wealth of studies demonstrates the importance of campus radios in boosting community growth and serving community needs, a crucial knowledge vacuum still exists on how these stations can be sustained over the long run. The survival of nonprofit radio, an essential industry, is shockingly receiving little attention in academic research, according to Bonin-Labelle & Demers (2019), who also raised concern about this. By creating a contextualised sustainability model based on the knowledge of campus radio managers and previously published research, and with a

particular focus on Pakistan, this study investigates two major questions: (1) how are campus radio stations now being used in Pakistan? (2) how can university radios continue to be effective and long-lasting platforms for community development? Through the integration of social, institutional, technical, financial and environmental factors, this research offers a thorough framework for sustainability that is supported by expert views and empirical data.

Campus Radio: Definition, History and Significance

Campus radio stations are globally conceptualised as smaller community radios and, therefore, part of the community-broadcasting tier (Serwornoo, 2017; Olorunnisola, 2002). To Nartey (2013), campus radio is a non-commercial radio station in a postsecondary educational institution that has been approved by the nation's broadcast governing body. It transmits instructional content or offers a substitute for public or commercial broadcasting. Students oversee such a project under the guidance of their lecturers. Contrary to Pakistan's framework, campus radio globally falls under community broadcasting, representing the third tier alongside public and commercial broadcasting. In Ghana, West Africa, for example, the National Communications Authority's guidelines (NCA, 2007) distinguish two community radio models: (1) community radio, serving specific social and cultural communities within defined geographical areas, and (2) campus radio, operated within educational institutions.

In South Africa and Canada, campus radio is classified together with other community broadcasting entities, within the

third category of the three-tier system alongside public and commercial broadcasting (Muswede & Sebola, 2018; Fauteux, 2015). It evokes a notion of 'alternativeness' to indicate its role as a sector rooted in a local community and to define its programming as distinct from other stations and they are mandated by law to cater programming to a local community (Fauteux, 2015). Hautaniemi (2024) notes regional variations in campus radio terminology, with distinct preferences emerging: 'student radio' in the UK and Scandinavia, 'campus radio' in France and Canada, 'university radio' in Southern Europe, and 'college radio' in the USA. A review of literature by Hautaniemi (2024) highlights key characteristics of campus radio stations, including non-commercial orientation, affiliation with higher education institutions, partial student management and operation, and an alternative stance on mainstream media, typically accompanied by a focus on alternative music.

The history of campus/college/student radio can be traced back to the emergency of wireless communication in the global north (specifically the USA) when experimental radio stations operating on university campuses were established. Those radios were hosted by both state-supported and private universities (Slotten, 2006). According to Slotten, before the commercial broadcasting model was introduced in the USA in the 1920s, an alternative non-commercial system that included more than 100 campus radio stations existed. Based on Slotten's (2006) findings, campus radio stations in the pre-World War I era operated as non-profit public service broadcasters, providing

valuable information and practical knowledge to local residents beyond the university community.

In partnership with the United States Department of Agriculture (USDA), pioneering stations at institutions like Iowa State University, the University of North Dakota, the University of Wisconsin, and Kansas State Agricultural College broadcast weather reports to amateur radio receivers, explicitly targeting rural farmers who relied on this information. Slotten (2006) notes that these early experimental transmissions aimed to bridge the information gap for rural farmers, who faced significant delays in receiving weather updates through traditional channels like newspapers and postal services. Subsequently, these trailblazing stations diversified their programming to include market reports, structured educational content, and broadcasts tailored to agricultural extension services. Additionally, they featured campus events, such as music concerts performed by students and faculty, further enriching their broadcast offerings.

This paper centres on the idea of promoting comprehensive stakeholder participation through an interdisciplinary approach to harness campus radio's potential for community development. The success of campus radio as a non-commercial public service broadcaster in public and private universities in the global north can be attributed to the collaborative efforts of diverse academic departments. As Slotten (2006) notes, the convergence of expertise from electrical engineers, physicists, and later mass communicators and broadcast journalists played a pivotal role in shaping radio as a

public service tool, contrasting with the commercial interests that gained prominence after the 1930s.

Just like in Slovakia, campus radio in Poland originated from the closed-circuit stations operated by students in their hostels or dormitories in the early 1950s (Doliwa, 2015). According to Doliwa, these stations enjoyed the freedom of expression that could be imagined and experienced in other types of media. The country has both licensed and non-licensed campus radio stations (closed circuit and Internet streaming). The former offers a more diversified programming targeting a wider audience beyond campuses, operated by professional teams, has high running costs, and sells airtime to local advertisers. Yet the latter carries an amateur character, broadcasts mainly in the evenings without permanent staff, relies mainly on student volunteers, has low running costs, a small audience, almost no advertising and often suspends broadcasting during holidays (Doliwa, 2015).

The primary role of community-based campus radio stations is to broadcast alternative programming that is not typically heard on commercial radio, such as in-depth spoken-word programming, community-specific programming and special interest music. Both students and members of the community at large are also involved in the production and programming of community-based campus stations (Fauteux, 2015). Campus radio stations act as training grounds for aspiring media professionals by providing opportunities for students to engage in creative problem-solving, support alternative music, and elevate the voices of marginalised communities that are

frequently ignored by the media (Hautaniemi, 2024; Raymond, 2016; Sauls, 1998). A comprehensive survey conducted by Hautaniemi (2024) across Europe revealed that campus radios are established with three primary objectives: education, entertainment, and providing an alternative to mainstream media. They also function as community mouthpieces, amplifying local voices and perspectives. With finances majorly from universities, commercials and varied grants as additional sources of revenue, campus radios in Poland inform about problems overlooked by other media, promote universities, play alternative music, support cultural events, and advance participation, dialogue and marginalised voices (Doliwa, 2015). By engaging with campus radio, students gain valuable practical experience in radio broadcasting and media production, refining their communication skills and native language proficiency, essential for effective expression and articulation (Botosova et al., 2023).

Furthermore, campus radio trains and prepares the next generation of media professionals and hosts who carry on the culture and ideas of language, music, and customs. Engaging in leisure activities that are connected to their generation's development gives them the chance to activate and realise who they are (Brnik & Botosova, 2023). They play a pivotal role in the educational ecosystem, supporting the teaching and learning process, disseminating reliable information, and nurturing students' broadcasting talents. Moreover, they function as a vibrant entertainment hub, contributing to the cultural and social vitality of their host institutions and surrounding areas (Ubong &

Okpor, 2018). Noreen et al. (2020) investigated what students sought from campus radio broadcasts using a sample of 221 listeners from the Islamabad Capital Territory (ICT). They discovered that escape was the most popular goal, followed by social connectivity, entertainment, education, companionship, motivation, and information. Campus radios' various uses and sources of satisfaction validate their continued importance as a third-tier broadcast medium and the need to expand their influence beyond the campuses and adjacent areas.

Campus Radio and Community Development

Community development is a process that involves organisation, facilitation, and action, enabling people to decide how to construct the kind of community they want to live in (Matarrita-Cascante and Brennan, 2012). According to the Summer Institute of Linguistics, Inc. (SIL), a US-based faith-based nonprofit, community development (CD) is a collaborative process empowering communities to realise their full potential. Effective CD facilitators partner with local individuals and organisations to address the identified needs. To satisfy recognised needs, SIL states that CD facilitators must collaborate with local individuals, establish rapport before introducing novel concepts, involve as many community members in all activities as possible, train people and trainers, and promote interdependent relationships. Campus/community radio, therefore, becomes a perfect platform for planning, implementing, and monitoring community progress with the involvement of all relevant stakeholders. By incorporating participatory elements, community radio empowers individuals to transition from passive information

consumers to active contributors, driving development that directly impacts their lives (Bello, 2015).

It has long been accepted that in underdeveloped nations such as sub-Saharan Africa, institutions may promote local community development. Community development is a multifaceted field that involves working together across boundaries, sectors, and identities to promote long-term, comprehensive change in residential communities. To guarantee that every participant enjoys an improved quality of life, social justice, and empowerment, this approach places a high priority on equitable participation, social cohesiveness, and collective well-being (Mbah, 2016). The formation of communities depends on the concept of interconnection. It suggests teamwork in the pursuit of a common goal of addressing the interests and ambitions of the community and universities, with numerous inputs from other partners including the government and civil society.

The idea of interconnectedness is key to community development. It implies collective action towards a joint mission of addressing the stakeholders' aspirations – the community and universities' interests – with multiple interventions from other partners like government and civil society. According to Mbah (2016), the university's research and expertise can greatly inform and shape state policies, fostering a collaborative environment where the university, community, and state mutually benefit. By sharing knowledge and resources, universities can help address pressing societal issues while enhancing their research and education endeavours. This synergy enables the development of

practical solutions, promotes economic growth, and improves the quality of life for community members.

Community benefit is not an auxiliary endeavour, but a fundamental aspect of a university's purpose, intertwined with its academic and research missions, and essential for the prosperity of neighbouring communities (Smith et al., 2017). Similarly, universities and community leaders should balance intentional planning with emergent adaptation, as proposed by Kania and Kramer (2013). This paradox entails sharing a common agenda, learning together, and collaborative action. This way, universities should consider community service as a core function alongside teaching and research. However, the tangible outcomes of this endeavour require both universities and community leaders to sit together, identify issues of common interest, especially challenges, and work together to find solutions for them. Campus radio, therefore, becomes a pivotal tool in linking universities and communities, bridging the would-be gaps between the two entities.

An important development in American higher education today is the increasing participation of instructors and students in community-based projects, especially in low-income areas. Leading this campaign is Campus Compact, a nationwide alliance of college and university presidents. According to Mbah (2016), the initiative encourages community service efforts that develop students' civic virtues and skills, facilitates collaborations between communities and campuses, and assists educators in incorporating community and public participation into their research and teaching. In this regard, universities can leverage

campus radios as a vital tool for achieving university-community development goals. By harnessing the broadcast power of campus radios, institutions can: amplify community voices and concerns, promote civic engagement and social responsibility, enhance collaborative relationships between students, faculty, and community members, and disseminate critical information and resources to underserved populations. Two essential objectives for sustainable development are realised when students and their instructors work on community-based initiatives that involve community members, whether or not campus radio is used: participatory communication and service learning. Fourie (2003) believes that universities' involvement in service learning along the lines of participatory development is a significant investment in the future of students, communities and the institution itself.

Diedong and Naaikuur (2012) postulate that community radio's most astonishing feature is its ability to let local people decide the direction of the development dialogue—that is, participation. For the target audiences to influence the programming, Osunkunle and Wozniak (2015) indicate that community/campus radio should also address topics relevant to the local community and have staff members who are approachable by listeners. For this reason, the station's offices should be located in the community it serves. Community and campus radio stations are essential in promoting development at the local level by airing developmental programming that touches on all aspects of life (Mawokomayi & Osunkunle, 2019; Attuh & Kankam, 2024). Other studies, like Mtimde et al. (1998), posit that since the 1990s, community radio has been seen as a key player in

improving the lives of those on the margins in rural areas since it symbolises "the democratisation of communication." Mhagama's (2015) study also indicates that community radio is playing similar roles in Malawi. Similarly, Pavarala and Malik (2021) and Milan (2009) contend that community radios encourage democratic, decentralised discourse environments conducive to inclusive growth, long-term social transformation, and the empowerment of marginalised communities.

Cases of sustainable campus radios elsewhere

India – Since 2004, community radio in India has shown to be the least expensive and most successful medium for reducing poverty, illiteracy, and social problems while supporting community-government relations (Khan, 2010). According to Khan (2010), Anna FM is India's first college "community" radio station. It was established on February 1, 2004, by the Education and Multimedia Research Centre (EMRC), and Anna University's Media Sciences students created all of its shows. South Africa – Located at the University of Fort Hare's Alice campus in South Africa, Forte FM is a vibrant campus radio station dedicated to serving the community's diverse interests. Research by Mawokomayi and Osunkunle (2019) revealed that Forte FM's listeners highly value the station for its multifaceted contributions to community development, including providing essential agricultural information, promoting local culture and artists, raising health awareness, and supporting community growth and empowerment. Forte FM (South Africa) and Anna FM (India) have both established themselves as essential community

resources by catering to local needs and interests; as such, they are both worthy of emulation by key stakeholders in Pakistan.

Ghana—Radio Univers at the University of Ghana appears to be among Africa's first campus radio stations. Since its founding in 1994, the station has had a significant impact on Ghana's broadcast sector, developing the skills of volunteer broadcasters and generating competent media professionals, among other things (Odartey-Wellington et al., 2020). According to Fauteux's (2015) definition of campus broadcasting, Radio Univers is supported by the resources, facilities, and personnel of its host university as well as by the student body, employees, and volunteers (Odartey-Wellington et al., 2020). According to the same study, Univers campus radio implemented sustainable practices that have improved its standing in the sector. These practices include hiring paid staff to augment the volunteer workforce, creating community-based programming, luring sponsors, involving the non-university community in the programming, airing local advertisements and announcements, accepting donations from a variety of stakeholders, planning fundraising events, compensating volunteers, and using seasoned volunteers as mentors of new hires.

Similarly, Nartey (2013) profiles two campus radios in Ghana (Africa) that are prospering with an enlarged mandate of serving the communities within the two universities and the surrounding societies. The two stations are ATL FM, owned by the University of Cape Coast (UCC), and Eagle FM, set up and owned by Cape Coast Polytechnic (CCP) and the Students Representative Council (SRC). The two stations are not-for-profit

in character and operations, use volunteers, offer continuous transmissions 24/7, and talk shows, newspaper reviews, music and entertainment, and sports dominate programming content. Serwornoo (2017) found that ATL FM has a considerable reach, covering an area of about 40 km², and that its online presence goes much beyond Ghana. Regarding audience size, market share, and brand visibility in Cape Coast, ATL FM was the clear leader at the time of the study. Serwornoo (2017) draws attention to ATL FM's unique self-financing approach, which relies entirely on advertising revenue to support its independent broadcasting activities. The three case studies from Ghana (West Africa), imply that Pakistani campus radios can likewise use sustainable strategies that can ensure and increase the sector's success, such as increased engagement, sponsored programming, relaxed regulatory framework, and coverage of community issues.

Bangladesh—According to Khan et al. (2017), community/campus radios in Bangladesh, support marginalised and vulnerable groups by giving them a voice and finding solutions to their issues. By focusing on agriculture, education, health and sanitation, recreation, and the social issues facing the target community, they help promote rural development. Indonesia—Petra Christian University (PCU), the largest and oldest private sector university in Indonesia, owns Petra Campus Radio, whose audience, particularly students, is satisfied with its broadcasts. According to a Setiawan et al. (2018) study that examined its uses and satisfactions, students use this station as a source of information, amusement (particularly music), and a way to escape the monotony of university life. Several other

participants recognised the radio as an efficient teacher and learning aid. Nigeria—Ubong & Okpor (2018) indicated that campus radios make up about 15% of Nigeria's educational institutions (44 out of 293). These radio stations are controlled as community radio stations and are mostly supported by the **Tertiary Education Trust Fund (TETFund)**

Canada—In Canada, campus radios are mandated by law to emphasise a commitment to nearby musical and cultural communities, local news and information about social, economic, and community issues, artistic expression, and promotion of emerging Canadian talent (CRTC 2010). Funding and spectrum scarcity are issues facing the Canadian campus sector, just as they are in the United States (Fauteux, 2013). However, many educational institutions try to support their campus radios by earmarking an amount of money from student fees to supplement the restricted advertising and commercial services. Levies on the student fees approach ensure self-sufficiency, which is desired for community broadcasting. To remain on the air and maintain a vibrant presence in the broadcasting sector, campus radios are taking their services beyond campus borders through outside broadcasting, which ensures community participation and relevance (Fauteux, 2013). Their participative role in a city or town's music scenes and cultural communities strengthens the universities' community service function.

United States—As Tremblay (2003) states, campus radios in the global north are inevitably moving toward digital production and transmission to keep up with current trends, cut the costs of analogue, and enhance the quality of output. In the

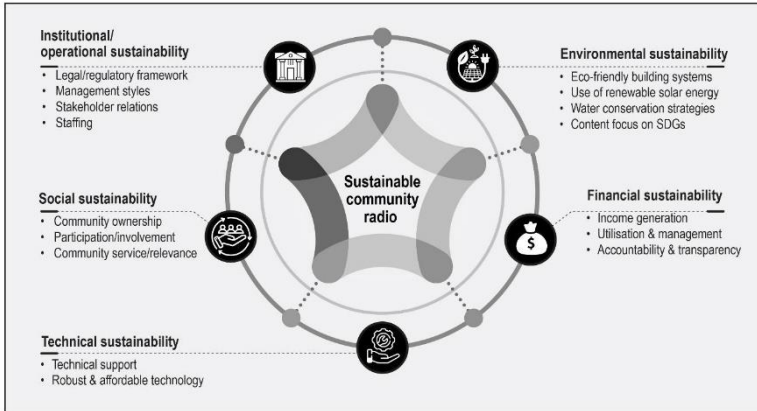
United States, campus radios are used as a training and development resource, a platform for extracurricular activities that facilitate student development, and a testing ground for new genres of music and artists trying to break into the popular music industry (Tremblay, 2003).

Theoretical framework for sustainable community/campus radio

In underdeveloped countries such as Pakistan, community radios, particularly campus stations, continue to face significant challenges related to sustainability, which impede their potential to grow and expand (Kruger et al., 2013; Serwornoo, 2017; Correia et al., 2019). Traditionally, sustainability was viewed through a narrow financial lens (Fairbairn, 2009; Lush & Urgoiti, 2012). However, Gumucio-Dagron and Dlamini (2005) propose a multidimensional framework comprising interdependent aspects.

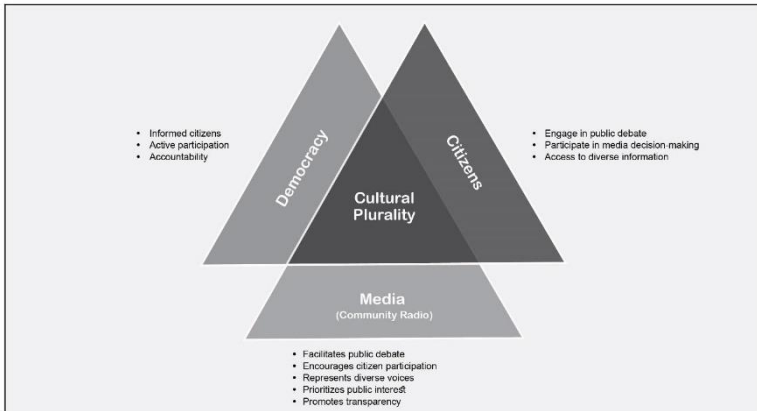
On one hand, this study is grounded in the tripod sustainability model of Gumucio-Dagron and Dlamini (2005) proposed for community media centres and complemented by Buckley's (2011) additional dimensions of sustainable community media (see Figure 1). On the other hand, the paper is reinforced by the tenets of the democratic participant media theory (DPMT) of Dennis McQuail, (1987, as cited in McQuail, 2000) as indicated in Figure 2.

Figure 1: Community Radio Sustainability Model



Note. Adapted from Gumucio-Dagron and Dlamini (2005) and Buckley (2011) and diagram formulated and modified by the researchers.

Figure 2: Democratic Participant Media Theory



Note. Adapted from Dennis McQuail's (1987, as cited in McQuail 2000) thoughts and diagram created by the researchers.

Previous studies have also applied the tripod model to assess community radio sustainability globally. See for instance, Arora & Moitra (2022), Krüger et al. (2013), Fairbairn (2009), Girard (2007), and Jallof (2007). Gumucio-Dagron and Dlamini's

(2005) framework postulates that community radio stations must succeed in three interconnected domains: social, institutional, and financial sustainability. When the community owns and operates the station, producing pertinent local content, social sustainability is attained (Gumucio-Dagron & Dlamini, 2005; Lush & Urgoiti, 2012). However, Gumucio Dagron (2001) points out that achieving complete community involvement in decision-making, governance, content production, income generation, and feedback is frequently impossible.

Yet institutional sustainability is determined by management practices, stakeholder relations, partnerships with external organisations, legal and regulatory environment, technology, staff training, and policies. Gumucio Dagron (2001) and Gumucio-Dagron & Dlamini (2005) define financial sustainability as the financial aspects of a radio station, encompassing revenue creation, operational management, and responsibility. This study proposes a multifaceted approach, including mandatory student fees, attractive content, community development funding, research grants, and government subsidies. Campus/community radio stations require funding for maintenance, volunteer motivation, digital media adoption, and technological updates (Bonin-Labelle & Demers, 2019). However, financial independence is often unachievable, leading to reliance on sponsorships, community contributions, and airtime sales, which can compromise independence and community engagement (Order, 2016).

Buckley (2011) enriches community sustainability with two dimensions: technical sustainability, which covers access to

information, technical support, and reliable technology, and environmental sustainability, which encompasses eco-friendly practices, renewable energy, and sustainable development programming. The latter is a strategic genre that attracts multinational donor funding for environmental conservation worldwide.

Community/campus radio sustainability requires a comprehensive approach that addresses social, institutional, financial, technical, and environmental dimensions. By adopting a multifaceted strategy, campus/community radios can ensure long-term viability and fulfil their mission.

About community radio and development, the study reasonably leans towards the democratic participant theory espoused by Dennis McQuail (1987, as cited in McQuail, 2000). According to Baran & Davis (2012), this philosophy is a normative framework that promotes grassroots media support for cultural plurality. The ideology makes it clear that members of the group should control small or community media, particularly radio. They should be given government subsidies, direct money, and technical training if they cannot sustain such media. McQuail (2000) adds that community media, such as radio, should consider the various viewpoints voiced and attend to the requirements of the public. To McQuail (2000), the core ideas of democratic participant theory are interaction, participation, shared space for discussion, diverse voices, perspectives, and interests, and easy access. The aforementioned core concepts are also essential for campus radios and are emphasised as a prerequisite for their sustainability.

Methodology

This qualitative study explores the concept of campus radio as a community media outlet, its definition, and its potential for social change and community development. The research aims to answer two primary questions: (1) how are campus radios utilised in Pakistan? and (2) how can they be sustained for community development? The inquiry employed multiple qualitative data collection methods to ensure completeness, comprehensiveness, and trustworthiness (Teddlie & Tashakkori, 2003; Heale & Forbes, 2013). Purposive sampling was used to select participants and literature, acknowledging potential biases as noted by (Thomas, 2022; Wimmer & Dominick, 2011).

The study draws from a comprehensive review of purposively selected literature on community and campus radio, including 20+ journal articles and relevant web-based documents. Semi-structured interviews were conducted with five media educators linked to campus radios in Pakistan, selected through purposive sampling. A total of 10 participants (in charge of campus radios) were contacted across four core provinces (Punjab, Sindh, Balochistan, KPK) and Islamabad Capital Territory. However, the responses were received from only five (50 per cent) of them. Supplementary data on campus radios was obtained from literature and document reviews.

The semi-structured interviews involved six close-ended questions seeking basic statistical figures about the stations and five open-ended questions, guaranteeing the highest potential participation rate and an in-depth compilation of data. See Tables 2 and 3 in the results section. Responses were documented,

transcribed, edited, and rechecked. Data was compiled according to themes and subjected to deductive thematic analysis based on predetermined criteria for viable community/campus radio. Following Davies and Mosdell (2006), participants were treated with respect and decency, and the study's academic intentions were openly declared.

Results and Discussion

RQ I: How are campus radios used in Pakistan?

Regulation, Formation, and Headship

Under its Radio Broadcast Station Operations Regulations, 2012, as modified in 2019, the Pakistan Electronic Media Regulatory Authority (PEMRA) grants non-commercial licences for educational and specialised subjects related to campus radio operations. A non-commercial licence, according to the authority, forbids the licensee from selling airtime or running any advertisements. PEMRA should, however, change this policy to at least permit local announcements, ads, and sponsored programmes aimed at community development in the areas of health, environment, agriculture, poverty eradication, and other related fields to air on campus radios. This will help campus radios meet the sustainability demands of this crucial industry. Applications for this type of licence are only accepted from educational establishments recognised by the Higher Education Commission (HEC) and from governmental organisations that support sector/industrial development (PEMRA, Regulations of 2012, section 5 (7a&b) criteria for evaluating licence application).

Campus radios are mandated by PEMRA to provide students with real-world media experience and help them get

ready for the workforce. This is particularly valid for those who want to major in media studies or public communication. University-based radios are also intended to mobilise professionals and educators to discuss important issues of educational significance. This paper's primary thesis is that campus radio's mission should be expanded to include faculty and students from other disciplines as well as the creation of content for the local communities. Existing literature posits that campus radios have been operating in Pakistan since 2002, when the government liberalised the airwaves to allow private sector participation in the media industry (Ashraf, 2014). In some situations, the government, universities, and international non-governmental organisations (INGOs) have collaborated to develop campus radios in educational institutions. For instance, with financial and technical assistance from Fredric Ebert Stiftung (FES), Voice of Germany (VoG), Pakistan Broadcasting Corporation (PBC) and Pakistan Telecommunication Limited (PTCL), a campus radio (107MHz) was established at the University of Peshawar (UoP) under the broader project of the Media Training and Research Center (Ashraf, 2014).

As indicated earlier, 80 per cent (48) of the approved non-commercial radios are campus-type, with a higher concentration in the Punjab province and lesser numbers in both Balochistan and Khyber Pakhtunkhwa (KPK) provinces. See PEMRA's latest list of non-commercial FM radio licences accessible on (pemra.gov.pk/fm). The list indicates that Punjab is a host to 18 (38 per cent) of the campus radios followed by Sindh with 12 (25 per cent), Islamabad Capital Territory (ICT) with 11 (23 per cent),

and KPK and Balochistan with 6 (12 per cent) and 1 (2 per cent) respectively. See Table 1.

Table 1: *Distribution of campus radios across Pakistan*

Province	No. of Campus Radios	Percentage
Punjab	18	38%
Sindh	12	25%
Islamabad Capital Territory	11	23%
Khyber Pakhtunkhwa	6	12%
Balochistan	1	2%
	48	100%

Note. Collected from PEMRA's website

Campus radios in Pakistan are ceremonially entrusted to chairpersons/heads/principals of the media departments or vice-chancellors/registrars, who delegate the day-to-day management of the stations to a few staff members and selected students (see PEMRA's list of non-commercial FM radio licences, accessible from pemra.gov.pk/fm/). In some universities, advisory committees comprising members from various administrative offices are put in place to augment the management process of these radios (see Table 3 for details).

Basic statistics about campus radio operations in Pakistan

According to Ashraf (2014) and A. Imran, station manager of campus radio (personal communication, September 11, 2022), UoP became the first university in South Asia to establish a community radio station on January 17, 2004, after three months of test transmission from 15 October 2003. Since then, the radio station has turned out competent community radio journalists who are currently employed by broadcast news organisations on a local, regional, national, and worldwide scale. Other campus

radios as per the interview responses collected, were established as follows; Lahore College for Women's University – LCWU (2009), University of Sargodha – UoS (2012), University of Central Punjab – UCP (2016), and Bahria University Islamabad Campus – BUIC (2016).

A review of the literature and direct conversations with the individuals in charge of the selected university radios revealed that the majority of radios aired for three to six hours every day. The UoS's radio station (98.2 MHz) transmits daily programming for 11 hours, while the UCP's 92.6 FM radio looks to be a unique instance with a 24/7 broadcast schedule. The programming schedules of the other three university radios, UoP, LCWU, and BUIC, are 6, 4, and 8 hours long, respectively. The number of staff, faculty, and students participating in the radio operations is still low (see Table 2 for more details). Although most educational radios are placed under the media-related departments of government and private-sector universities, the participation of other academic departments and faculty is vital. Of the five radio stations that were sampled, only two, BUIC and UoS, explicitly stated that students from various academic departments of the university are involved with the station. The student's internship at the sampled stations lasts far too little time for them to learn the necessary skills. According to the two campus radios of UoP and BUIC, they serve as trainers for two months and a semester, respectively. The two-month period is insufficient to train future broadcasters, even though it was unclear if these students would have the opportunity to join the radios for another session.

Table 2: *Basic statistics about Campus Radio operations in Pakistan*

University & Frequency	Year of establishment	Hours on-air	No. of staff	No. of students	Students from other depts.
University of Peshawar (107.40 MHz)	2003	6	6	15 per 2 months	Not mentioned
University of Central Punjab (92.6 FM)	2016	24/7	7	50 at a time	Not mentioned
Lahore College for Women's University (96.6 FM)	2009	4	4	30	Not mentioned
University of Sargodha (98.2 FM)	2012	11	7	25	Yes, other students also contribute to the programming
Bahria University-Islamabad Campus (102.6 FM)	2016	8	3	30-35 per semester	Yes, other students also contribute to the programming

Note. Primary data from the participants

Table 3: Details about sampled Campus Radio operations in Pakistan

University & Frequency	Types of programmes	Financing	Participation of other depts	Management structure	Sustainability suggestions
University of Peshawar 107.40 MHz	Education, Sports & Entertainment, News, Islam & Science, Career Counselling, Campus Guest, Campus Health, Environment, Diet and Nutrition	University funding and sponsorships from NGOs	Yes	HoD media, faculty and selected students	<ul style="list-style-type: none"> ● Mandatory student fees ● Attraction of more sponsors & donors ● Training and mentorship
University of Central Punjab (92.6 FM)	Islamic transmissions, Educational content, Magazine shows, SDGs, Health, Science & Technology, Features, Music & Drama, Sports, Community Awareness etc.	University's full support	Not mentioned	Dean, HoD, selected staff who manage the students. Strict adherence to PEMRA rules	<ul style="list-style-type: none"> ● MoU with NGOs ● Addressing community needs ● Involvement of community stakeholders
Lahore College for Women's University (96.6 FM)	Interviews, Documentaries, Features, Drama, and News Bulletins	Funded by the University	Not mentioned	Chairperson of Media dept., campus radio in charge, and staff who coordinate the students	<ul style="list-style-type: none"> ● Increase university funding ● Engagement of more students ● Appealing content
University of Sargodha (98.2 FM)	Broadcast features, Social action programming, Adult education, Diet & Nutrition, Business, Agriculture, News bulletins, Public service programming, Music, Poetry, Drama, etc.	Fully funded by the university	Other units are involved in the management and content generation	An advisory committee comprising members from varied offices, HoD media, staff in charge and students	<ul style="list-style-type: none"> ● Appealing content ● Community engagement ● Addressing community information needs ● Emphasise content on SDGs
Bahria University-Islamabad Campus (102.6 FM)	Educational programmes, Sports, Islamic teachings, Magazine shows, Science & Technology, Travelling and Diet & Nutrition	Funded by the University administration	Yes, other departments also participate	HoD, who supervises the Media House, Senior producer, other staff and students. Policy guidelines are also available	<ul style="list-style-type: none"> ● Community engagement ● Involvement of more students and community members ● Training and professional development, ● Developing a strong online presence ● Evaluation of listenership and impact on the community

Note. Primary data from the participants

Campus radios serve an academic purpose by requiring two to three-month internships for media or mass communication students majoring in broadcasting. For example, before graduating from the Department of Journalism and Mass Communication (JMC) of UoP, students who choose to specialise in broadcasting must produce ten or more programmes in the Media Training and Research Centre MTRC (Ashraf, 2014). Due to such short tenure of students and degree completions, campus radios continue to face the challenge of leadership by students lacking prior management experience and the annual personnel turnover (Raymond, 2016). According to Ubong & Okpor (2018), campus radios face a challenge in terms of technical staff for both operation and maintenance due to a high turnover rate of qualified or experienced student broadcasters.

Programming, Financing, Management and Participation

The programme menu of the sampled campus radios demonstrates comprehensive coverage of many key societal issues apart from politics, and religion. Nevertheless, major themes such as education, health, environment, science and technology, Islam and daily life, diet and nutrition, business, entertainment, sports, drama, music, poetry, agriculture, etc. have space on the sampled stations (see Table 3 for details). H. Adeb (personal communication, September 9, 2022) observed that due to PEMRA's guidelines, they normally exclude political and religious discussions from their programme lineup. According to the 2009 PPF-FES report, PEMRA restrictions prevent Pakistani campus radios from airing news, current affairs, or student debates. To support student voices and allow campus radios to

serve local communities, the report suggests amending these limitations.

Given the short time these campus radios stay on air (live broadcasts), a few aspects are addressed in the daily and weekly programming. However, previous literature indicates that UoP's campus radio in Peshawar and Gomal University's radio endeavour to even stretch their programming beyond the campus audience. According to Zaman & Khan (2021), UoP's campus radio broadcasts a diverse range of formal educational programmes, including professor lectures, vice-chancellor's speeches, researcher interviews, and expert talks made by professors from multiple departments. Supplementing these academic programmes, the radio station features weekly broadcasts on public service messages, civic education, news bulletins, announcements, entertainment and sports are featured weekly. This unique blend of content supports the university's mission to foster academic excellence, community engagement, and social responsibility. According to Zaman & Khan's (2021) research, listeners to college radio voiced discontent with too much musical material and popular programme times that clashed with work hours. Rather, the audience favoured more chat shows, news reviews, documentaries, and feature programming. To improve accessibility and viewer engagement, they asked that flagship shows be aired throughout the evening when most listeners are at home. The varied content that targets listenership beyond the campus and the participation of academic and non-academic departments make UoP's campus radio exceptional. Its nature of operation is what this paper is

advocating. Zaman & Khan (2021) acknowledge that the radio station fulfils the characteristics of a community radio to a larger extent.

The campus radio at Gomal University (104.6 MHz) is another active community radio station that caters to the training needs of mass communication students as well as the interests of the campus community and its surrounding areas of D.I. Khan, according to Jan & Sultan's (2012) inquiry. The investigation into listeners' opinions of university radio revealed that a sizable portion of the population in question enjoys and listens to the programming, particularly the entertainment content provided in Pashto, Saraiki, and Urdu. This result is consistent with a fundamental tenet of community radio, which emphasises the importance of native language in the broadcaster's duty of relevance and community service. Any community medium's content needs to be communicated in a language that the people it serves understand.

Noreen et al. (2020) used a sample of 221 listeners from the Islamabad Capital Territory (ICT) to study what students wanted from campus radio programmes. They found that the most common objective was to go away, followed by knowledge, amusement, education, social interaction, motivation, and companionship. The many applications and sources of satisfaction for campus radios attest to their ongoing significance as a third-tier broadcast medium and the necessity of extending their reach beyond the campuses and surrounding areas.

As observed earlier for small numbers of students, staff and faculty attached to each station (Table 2), campus radios in

Pakistan are still narrowed down to being training grounds for aspiring broadcasters. This is not by mistake but rather determined by the regulator. Because of this, the media departments at different institutions only concentrate on teaching students who specialise in broadcast journalism, which helps to explain why a radio station may run for two or three hours per day. In this article, however, we support broadening this duty to include community people, allowing campus radios to debate community concerns from an academic perspective, loosening advertising laws, and other things. To meet the diverse demands of university audiences and others in the vicinity, Pakistani campus radios must run around the clock to be a viable medium for community development. The ramifications of this development include more engagement from faculty and staff from a variety of academic disciplines, high-quality programming, additional equipment for production and on-air studios, and steady revenue streams.

In terms of financing, the five sampled radio stations rely on university funding for survival. However, the University of Peshawar's campus radio still stands out as being the only station tapping into NGO funding to supplement incomes from the university administration. H. Adeeb, the representative of UCP's FM station (personal communication, September 9, 2022) said: "Educational radio stations are subject to limitations set by PEMRA, which means we cannot advertise on this radio setup. It primarily serves as a training lab for students, with all financial support provided by the university's budget. Each year, we have a specific allotted budget for the radio in our strategic plan to

ensure it remains state-of-the-art and fully functional". Similarly, U.S. Ghumman, senior programme producer at BUIC (personal communication, September 12, 2022) observed: "The campus radio at Bahria University is not a commercial enterprise and does not receive any funding from donors. It is an educational and community development platform run through funding provided by the university. As an educational initiative, the station is supported as part of the university's commitment to providing comprehensive learning experiences and community engagement. This funding ensures that the station can operate effectively and continue to offer valuable educational content".

Campus radios in Pakistan must diversify their revenue streams in order to continue operating sustainably, and this can only be done by thinking beyond the traditional notion of campus radio's role as a teaching tool for students. Diversification of revenue streams is correlated with weak licensing regulations, which PEMRA should review, particularly with regard to community radio licensing in general, content, and the prohibition of advertising on non-commercial radios. According to Nartey's (2013) research, sponsored programmes are broadcast on Ghana's two university radio stations, ATL FM and Eagle FM. According to Odartey-Wellington et al. (2020), Univers campus radio, which is still located in Ghana, has enhanced its reputation in the industry by implementing sustainable practices. These strategies include bringing in sponsors, developing community-based programming, compensating volunteers, airing local announcements and advertisements, accepting donations from a range of stakeholders, organising fundraising events, and hiring

paid staff to supplement the volunteer workforce. While PEMRA forbids advertisements to be broadcast on non-commercial radios, it may not stop universities from working with other partners from the public and private sectors who may provide funding for a range of campus radio initiatives.

RQ 2: How can Campus Radios be made a sustainable medium for community development in Pakistan?

It is clear from the studied material and the replies to the main interviews conducted with the people in charge of Pakistani university radios that these stations are facing significant challenges that deserve immediate scholarly attention. For example, Sauls (1995) observed that campus radios face several challenges across the board, including a lack of funding, a poor comprehension of their target audience, unstable leadership stemming from active student interns' degree completions, and a low level of support from faculty and students in departments other than mass communication and media studies. Additional difficulties include restrictions set by authorities, legal barriers, student inactivity, low listenership, gaps in technical expertise (Botosova et al., 2023), power load shedding (Ubong & Okpor, 2018), awkward programme times, and excessive dependence on back-to-back music (Zaman & Khan, 2021). Additionally, low listenership comes as a result of students managing their time haphazardly and perceiving the station as unproductive. Finally, their coverage is technically limited due to transmitter power, which is typically 500 watts (Sabran & Abd Karim, 2018).

To make campus radios a viable tool for community development, the above-enlisted challenges need to be fixed

through a robust and multifaceted approach. Community development implies collaboration, interaction, public discussion of community concerns and finding solutions amicably. According to their definition, universities that host campus radios can use them to fulfil the higher education institution's (HEIs) community service requirement. The five representatives of these university radios were asked to offer suggestions on how campus radios should be made sustainable and suitable for community development, based on their work experiences with these radios. These key informants were Dr Ali Imran (UoP), Dr Hina Adeeb (UCP), Dr Huma Tahir (LCWU), Dr Muhammad Saqib Almas (UoS), and Mr Umer Shabbir Ghumman (BUIC). As suggested by the selected theoretical framework—the sustainability model, which defines viability into social, institutional, financial, technical, and environmental interrelated domains—the submissions of the campus radio representatives were documented (see Table 3) and categorised thematically. The interview responses are entwined with the findings of the previous studies to formulate a more sustainable and realistic framework. See Figure 3 for a proposed comprehensive sustainability model for campus radios.

be attributed to competent proposal writers and the sector's attractiveness to donors (Bonin-Labelle & Demers, 2019). Universities in developing nations like Pakistan ought to lobby governments not to limit income sources for their campus radios, which are seen as an outstanding tool for community development. For example, Indonesian campus radios sell airtime to sponsors and play regional commercials to augment the financial support provided by the host universities (Sabran & Abd Karim, 2018). Universities may also try to change the rule prohibiting campus radios from playing advertisements by lobbying PEMRA through the Higher Education Commission of Pakistan (HEC).

Furthermore, university radios can enrich their incomes by airing local advertisements and announcements, planning fundraising events, soliciting independent public funding, seeking donor support from civil society organisations, and strategic advertising—limited and targeted (Odartey-Wellington et al., 2020; Milan, 2009; Fauteux, 2015; Ubong & Okpor, 2018). In their 2023 study, "The Role of Student Radio Stations in the Higher Education System," Botosova et al. discovered that six out of the eight Slovakian campus radio stations incorporate advertisements, primarily through barter arrangements. This finding contrasts with earlier research by Carpentier et al. (2002), which suggested that community radios should avoid advertising. However, as noted in the AMARC Report (1995), local enterprise advertisements can be a vital funding source for community radio. Thus, internal or local advertising is synonymous with community radio as a sustainability strategy.

Within university settings, various entities – including bookshops, restaurants, boutiques, and academic and non-academic departments – can purchase airtime on campus radio. Additionally, broadcasting announcements and important notices can generate significant revenue for campus radio stations.

College/university radios need finances to meet several expenses such as utilities, staff salaries and stipend for volunteers, equipment repairs and replacement, staff training, purchase of new equipment, internet subscription fees, service providers, and promotion. To guarantee a constant flow of financial resources, the management of such radios must have transparent policies, avail accountability reports to the donors and funders, and involvement of the key stakeholders in the planning, implementation and evaluation processes. See Figure 3 for the illustration of finances, expenses and disclosure strategies.

Institutional sustainability factors

Campus radio stakeholders also postulated that university radios could be institutionally guaranteed to remain stable through the formation of alliances with non-governmental organisations (NGOs) to pool resources and expertise, the regular provision of training and mentorship opportunities for staff and students, the holding of regular evaluations of listenership and community impact to inform programming decisions, the development of interdepartmental alliances within universities to integrate campus radio into academic curricula, and the promotion of inter-university partnerships to share best practices and resources. Odartey-Wellington et al. (2020) add to the

institutional variables by paying volunteers, utilising seasoned volunteers as mentors for new hires, recruiting senior alumni as guest speakers, and engaging paid personnel to support the volunteer workforce.

As Zaman & Khan (2021) recommend, sustainable campus radio in Pakistan requires consistent capacity-building programmes conducted by PEMRA (regulator) on uniformity content standards, content production techniques and regulatory compliance matters. To advance innovative radio programming, and promote a vibrant production environment, PEMRA should also encourage student participation and creativity through certificates of recognition, prizes for outstanding content, and opportunities for internship or mentorship awarded during annual student competitions. To ensure sustainability, campus radios require a multifaceted support structure encompassing a diverse workforce: primarily volunteer-based, supplemented by few salaried staff, (Milan, 2009). Universities can offer non-monetary benefits, such as scholarships, free accommodations, and fee discounts, to motivate young talents to work for campus radios and retain exceptional students as staff. For instance, in Slovakia, students working with campus radios are inspired by accommodation discounts, partial and periodic scholarships, academic grade points, and internships and job placements with professional radios (Botosova et al., 2023).

Odartey-Wellington et al. (2020) supplement the institutional factors with the hiring of paid staff to augment the volunteer workforce, compensating volunteers, using seasoned volunteers as mentors of new hires, and inviting senior alumni as

guest speakers. Zaman & Khan's (2021) findings further suggest that viable campus radio needs to establish a structured editorial framework encompassing regular editorial meetings to discuss content and themes, task assignment and delegation procedures, script review and approval mechanisms, and community feedback collection and assessment protocols. Similarly, a campus radio station's trainees should be open to taking on a variety of roles and responsibilities, including finding and mentoring new members, conducting research, writing, and presenting news segments, overseeing production and broadcasting duties, creating compelling news articles and reports, moderating shows and programmes, and creating and putting into practice social media strategies. Campus radios can be sustainable if they succeed in their primary duty of equipping new students with essential skills and knowledge to excel as upcoming competent radio presenters (Botosova et al. (2023).

Social sustainability strategies

The social element of community radio is what makes it a unique broadcasting tier. It implies a sense of ownership, participation, easy access, freedom to share similar concerns, and addressing local challenges through dialogue and building consensus over contentious issues. Jallof (2007) argues that one of the main tenets of community radio is effective participation, which promotes a horizontal communication process and guarantees a greater level of group participation in the creation of media content than the hierarchical methods used by public and private media. Saeed (2009) and (Atton, 2002) also share similar

views with even emphasis on airing all programmes in the local or native language.

According to the interviewees of this study, campus radios should strengthen the social domain by involving community stakeholders in programming and decision-making processes, nurturing community engagement by addressing local needs and concerns, developing appealing content that resonates with diverse audiences, addressing community information needs through relevant and timely content, and engaging more students and community members in campus radio activities. In addition to helping students become more equipped for the needs of the workplace, Brnik & Botosova (2023) suggest that sustainable campus radios should be expanded to serve as a community medium in their surrounding communities. Ultimately, the primary objective of community radio stations, including campus radio, is to empower their listening community by providing a platform for their voice and contributing to the development of their community and community life (NCA, 2007).

According to Segbenya et al. (2022), appealing content delivered in the presenter's native tongue, professional presenter conduct, coverage of the community's most pressing issues, cooperation with other radio stations, and regular training programmes to improve the presenters' professional competence to meet listeners' expectations are all necessary for campus radios to be vibrant. As revealed by Sabran & Abd Karim (2018), apart from media and mass communication departments, campus radios in both Malaysia and Indonesia ensure broader participation of students and faculty members from other

academic departments. This broad-based involvement enables such radio stations to have enriched programme menus that target and satisfy a wide range of audiences. Every faculty or department contributes to the programming topics or genres that relate to their expertise. This way, a campus radio can remain relevant to its population.

Although community participation is emphasised as an outstanding feature of community radio, it is not always attainable to the fullest due to several factors including limited time, management policies, desire for a professional outlook, and the elite and the knowns' dominance. In Ghana, Serwornoo (2017) looked into whether professional management of community radio, as opposed to community people solely, may benefit and promote local community engagement. He discovered that the use of professional presenters by community radio restricts the involvement of the local populace. He admits that community radio stations are caught between wanting to serve communities and pushing the boundaries of what it means to be a community and becoming commercial as a sustainable strategy.

Technical and environmental sustainability schemes

Embracing advancements in technology is the need of the hour for almost all spheres of life. That is why U.S. Ghumman of BUIC (personal communication, September 12, 2022) said: "To make campus radio a sustainable medium for community development, the station should focus on community engagement, involve students and community members in their content, provide training and professional development, develop

a strong online presence, embrace new media technology and evaluate its impact on the community”.

Ghumman’s recommendation for building a strong online presence assists in growing the reach, accessibility, involvement, listenership, and attraction of sponsors and advertising. To improve participation and high-quality output, Sabran & Abd Karim (2018) contend that sustainable campus radios must use new media platforms that leverage the Internet. According to Tremblay (2003), in order to stay up to date with current trends, reduce the costs associated with analogue, and improve output quality, college radio stations in the global north are inevitably shifting to digital production and transmission. advocacy for equipment support, especially from global donor organisations (Milan, 2009). All eight university-based student radios in Slovakia use a variety of platforms or modes, including webcasting, FM broadcasting, loudspeakers mounted on student dorms, and mobile apps, to make campus radio more sustainable (Botosova et al., 2023). These platforms have several technical advantages, including enhanced accessibility, cost-effectiveness, flexibility, global reach, and quantifiable involvement.

Converging radio and internet technologies ensures campus radio sustainability. Mwangi (2023) notes Kenya's success in harnessing this synergy to unlock new participatory channels (social media, websites, live streaming), cultivate innovative engagement and social interaction, and enhance community radio's impact on social change. By leveraging digital platforms, campus radio can expand its reach, diversify content, and amplify marginalised voices. Brnik & Botosova (2023) state that modern

technology, which students might also encounter in commercial or public service radio, is a must for any sustainable student radio. For today's college radio, students must multitask while completing technical tasks and presentations (presenter=technician model).

For environmental sustainability, the study found that campus radio stakeholders in Pakistan believe that emphasising programming aligned with Sustainable Development Goals (SDGs) can propel university radio's viability. M. Almas from UoS's campus radio (personal communication, November 13, 2022) said: "The mission of our Campus Radio is to create a diverse community through strong community-based content engraved within the sustainable development goals (SDGs). By doing so, we hope to remain relevant for some good time". According to Buckley (2011), community radios can become environmentally compliant by implementing several strategies, such as implementing intelligent building systems, buying energy-efficient equipment, depending more on solar energy sources, conserving water and the environment, implementing recycling and reusing practices, and creating content that addresses SDG issues.

Conclusion and recommendations

This study proposes campus radios to be a sustainable medium of community development in Pakistan. The inquiry was guided by two principal questions: 1) how are campus radios used in Pakistan? and 2) how can they be made a sustainable medium of community development? RQ 1 aimed at scanning the current status of this community radio sector, identifying the strong

points and the gaps that would warrant some interventions. RQ 2 was aimed at providing workable solutions to the challenges of campus radios in the form of a sustainability model which is illustrated in Figure 3.

From both the literature and the voices of the people interviewed, it is evident that campus radios in Pakistan are still narrowly conceived in terms of scope and operations. They are seen as training labs for the students of media and mass communication degree programmes, operating for a few hours daily, with no need for permanent staff or solicit funds for their sustainability. This is majorly arising from the PEMRA's definition of educational radio and its failure to sanction licences for community radio as a third broadcasting tier. This is well explained by Tahir (2010), who argued that despite its potential to address community concerns, facilitate communication in support of social development agendas, and stimulate discourse on issues affecting the community, community radio remains a dream in Pakistan. The 2009 PPF-FES Report also observed that Pakistan is the only country in South Asia where licences for community radio stations are not effectively supplied. As a result, the 2009 PPF-FES report recommended that the Pakistani government start granting licences for community radio to impartial organisations such as press clubs and universities that may help communities create their development objectives in coordination with the government. This was suggested as a tactical strategy to combat the government's hesitation to approve community radio licences because of the threat of radicalism on the part of some religious and ethnic groups.

Pakistan needs university-based community radio stations, particularly in semi-urban and rural areas that are underserved by the country's commercial FM radio stations. Tahir (2010) noted that delays in issuing community radio licences may stem from concerns about foreign influence on civil society initiatives, including community radios. To mitigate this risk, considering the following solutions could provide a viable alternative: partnering with existing public universities to manage community radios and establishing effective regulation under PEMRA's oversight. This approach could address concerns about external influence while fostering a vibrant community radio sector.

Based on Slotten's (2006) findings, campus radio stations in the pre-World War I era operated as non-profit public service broadcasters in the USA, providing valuable information and practical knowledge to local residents beyond the university community. Universities such as Iowa State University, the University of North Dakota, the University of Wisconsin, and Kansas State Agricultural College broadcast campus radios that were useful to both students, staff and the communities surrounding them. This move is not too late for Pakistan. After all, Ashraf & Chaudhry (2013) observed that the Higher Education Commission of Pakistan (HEC) and the Pakistan Electronic Media Regulatory Authority (PEMRA) are helping public-sector institutions set up their community broadcast educational FM radios and TV centres for student training. The above-mentioned regulating organisations are examples of the government's goodwill, which should extend to Campus Radios'

funding and broadened mission. In order to improve the practical learning experiences of media students, Shabir et al. (2011) also recommended that electronic and digital training facilities be established in all Pakistani higher education institutions, and this might not be realised without government support.

Campus or college radios around the world continue to receive grants from both private and public sector organisations, therefore, Pakistani universities should follow suit in securing such funding for their local radios. Sauls' (1998) inquiry found that campus radio as a student training facility, pragmatic and enthusiastic leadership, and service to the community as the most influential factors that influence the funding of college and university media outlets. It is, therefore, important for the educational institutions in Pakistan to lobby the government and civil society for the support of campus radios given their contribution to human capacity building and community development. A vibrant campus radio that is suitable for community development requires more engagement from faculty and staff from a variety of academic disciplines, high-quality programming, additional equipment for production and on-air studios, and steady revenue streams.

Campus radios in Pakistan ought to conduct surveys and focus groups among Pakistani students to gather data on their listening habits and preferences. Identifying and addressing audience interests through relevant content is a workable solution towards low levels of listenership in the country. Additionally, universities should incorporate media literacy programmes into

university community engagement initiatives through campus radios.

Future Direction

Further studies with bigger samples of campus radios from all the provinces of Pakistan are recommended to explore the current status of these valuable training grounds for future broadcasters. Both PEMRA and Pakistani universities urgently need to shift their perspectives on campus radio from seeing it as only a training facility to a practical communication or community development tool. Thus, universities can also use these radios to satisfy their community service requirements.

The impact of PEMRA's regulatory frameworks on the growth and sustainability of campus radios in Pakistan needs further investigation. Analysing the current licensing procedure, determining how regulatory limitations affect campus radio operations, and coming up with possible modifications to encourage the expansion of campus radios might all be part of this.

Given Pakistani campus radios' financial limitations, further studies are required to find creative funding approaches to maintain their long-term viability. This can entail looking into funds from regional and global organizations, crowdfunding campaigns, and public-private partnerships. Research might also examine how college radios make money through sponsorships, advertising, and other channels.

Further research is needed to investigate the potential of campus radios to contribute to community development and social change in Pakistan. This could involve examining the

impact of campus radio programming on community engagement, social mobilisation, and civic participation.

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