

**Minutes
of
38th Meeting of Academic Council
held on**

Monday, 5th April 2021

Through VLC



Directorate of Academics

Bahria University Islamabad

Reference Designators & Terms used in this Document

These designators/terms are meant to introduce clarity, standardization and ease of reference while consulting or referring to this document.

Item Number	<p>oonn, where oo = ordinal sequence of the Academic Council Meeting. nn = serial number of Item in that meeting. Example: Item 2213 means item No 13 taken up by the 22nd ACM</p>
Decision on New Item	<p>Oonn Example: Decision 2213 means Decision on Item 2213. Example: Decision 2213.b means Decision 2213, clause 'b'. Example: Decision 2213.b.3 means Decision 2213, clause 'b', sub-clause '3'</p>
Decision on Previous Item	<p>o2o2(oonn) Example: Decision 22(1930) means Decision taken by the 22nd ACM on the previous/review Item 1930. Example: Decision 22(1930).b means Decision 22(1930), clause 'b'. Example: Decision 22(1930).b.3 means Decision 22(1930), clause 'b', sub-clause '3'.</p>
Action	<p>Authority, Entity, Official, Person, Unit, Dept, Office, etc required to implement the decision</p>
Responsibility	<p>The supra single Authority, Entity, Official, Person, etc required to:</p> <ol style="list-style-type: none"> Coordinate the actions taken by the Authorities, Entities, Officials, Persons, Units, Depts, Offices, etc listed against "Action". Report to the Council the progress on the matter, through periodic progress reports and at the meeting of the Council. Be responsible to the Competent Authority, and the Council, for the case/issue overall /point/item he or she has been made responsible for.
Statutory Documents affected	<p>Most decisions of the Academic Council imply amendments to the relevant statutory documents. These amendments shall be processed and incorporated into the said documents forthwith and certainly before the next meeting of the Academic Council. The responsibility of processing the amendments and incorporating them into the statutory documents shall be as per the Registrar Notification 23/2015 dated 25th May 2015.</p>
Deadlines	<p>Any time period deadlines shall count from the date of issue of the minutes. Time period in days shall imply working days.</p>

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Acronyms & Abbreviations used in this Document

AACSB	Association to Advanced Collegiate School of Business
BUAR	Bahria University Academic Rules
BUMDC	Bahria University Medical & Dental College
BUCPT	Bahria University College of Physical Therapy
CH	Credit Hour(s)
CCH	Course Codes Handbook
CE	Computer Engineering
CS	Computer Sciences
CSE	Computer & Software Engineering
DIC	Director Islamabad Campus
DIPP	Director IPP
DKC	Director Karachi Campus
DLC	Director Lahore Campus
DNIMA	Director National Institute of Maritime Affairs
DMPRC	Director MPRC (Karachi)
DS	Dental Section BUMDC
EDC	Estimated Date of Completion
EE	Electrical Engineering
EES	Earth & Environmental Sciences
EMBA	Executive Master of Business Administration
EP	Examination Policy
ES	Engineering Sciences
FHB	Faculty Handbook
FYP	Final Year Project
HS	Health Sciences
HSS	Humanities & Social Sciences
iaw	in accordance with
ie	that is
IR	International Relations
MSS	Management & Social Sciences
MS	Management Sciences
NBEAC	National Business Education Accreditation Council
PMDC	Pakistan Medical & Dental Council
PNC	Pakistan Nursing Council
PNNC	Pakistan Navy Nursing College
PNMTS	Pakistan Navy Medical Training School
PFM	Permanent Faculty Member
PEO	Program Educational Objective
PH	Public Health
QAL	Quranic Arabic Language
SE	Software Engineering
SHB	Student Handbook
SCM	Supply Chain Management
T&N	Telecom & Networking
URD	User Requirements Document
VFM	Visiting Faculty Member
wef	with effect from

Attendance**BUHO****Present**

1. Vice Admiral Kaleem Shaukat HI(M) (Retd)	Rector	In Chair
2. Surg Rear Adm (R) Najm Us Saqib Khan HI(M), T.Bt (Retd)	Pro-Rector (HS)	Member
3. Rear Admiral Habib Ur Rehman HI(M) (Retd)	Pro-Rector (Acad)	Member
4. Cdre Shafqat Azad SI (M), S.Bt (Retd)	Registrar	Member
5. Dr. Atif Raza Jafri	Dean (ES)	Member
6. Dr. Adam Saud	Dean (H & SS)	Member
7. Cdre Asim Raza SI(M) (Retd)	Controller of Exams	Member
8. Dr. Riaz Ahmed	Dir Academics	Member & Secy
9. Cdre M Mateen Ur Rehman SI(M) (Retd)	Dir Admissions	Member
10. Brig Asif Ali Asif (Retd)	Dir Health Sciences	Member
11. Cdre Thair Javed SI (M) (Retd)	Dir Admin	Member
12. Dr. Shehzad Khalid	Dir R&D/ORIC	Member
13. Mr Fazal Wahab	Dir DQA	Member
14. Mr. Khalid Mumtaz	Dir LDC	Member

In Attendance

15. Cdre Nasrullah SI(M) (Retd)	Controller of Exams (Designated)
16. Ms. Sundal Mufti	Dir Student Affairs
17. Mr Rizwan Aamir	Dir IT
18. Dr. M Awais Mehmood	Dir IO
19. Captain Azhar Iqbal PN (Retd)	Dy. Registrar (Academics)
20. Cdr Amer Abdullah PN (Retd)	Dy. Director (Academics) (UG)

BUIC**Present**

21. Rear Admiral Naveed Ahmad Rizvi HI(M) (Retd)	DG BUIC	Member
22. Dr. Syed Abdul Siraj	HOD (Media Studies)	Member
23. Dr. Samreen Fahim Baber	HOD (MS)	Member
24. Dr. Muahmmad Ali Saeed	Principal BBS/HOD (BS)	Member
25. Dr. Awais Majeed	HOD (SE)	Member
26. Dr. Muhammad Muzammal	HOD (CS)	Member
27. Dr. Said Akbar Khan	HOD (EES)	Member
28. Dr. Muhammad Umar Hayat	HOD (HSS)	Member
29. Dr. Shahzad Hassan	HOD (CE)	Member
30. Dr. Noshi Iram Zaman	HOD (PP)	Member
31. Dr. Junaid Imtiaz	HOD (EE)	Member
32. Dr. Syed Muhammad Shahid Tirmazi	HOD (IS)	Member
33. Lt Cdr Beenish Arooj PN	Principal (PNFS)	Member

In Attendance

34. Dr. Sohaib	PG Coordinator Law Department
35. Ms. Jamila Sajid	Rep of PN Finishing School

BUKC**Present**

36. Vice Adm Khawaja Ghazanfar Hussain HI(M)	DG	Member
37. Cdre Muzammil Hussain SI(M), SE (Retd)	Director	Member
38. Dr. Sayma Zia	Principal (BBS)/HOD(BS)	Member
39. Dr. Sohaib Ahmed	Principal (SEAS)	Member
40. Dr. Oyoon A Razzaq	Principal BH3S	Member
41. Dr. Osama Rehman	HOD (SE)	Member
42. Dr. Salma Hamza	HOD (E& ES)	Member
43. Engr. Dr. Najam M Amin	HOD (EE)	Member
44. Dr Naveed R Khan	HOD (MS)	Member

45. Engr.Dr Syed Safdar Ali	HOD (CS)	Member
46. Dr. Shoaib Mughal	HOD (CE)	Member
47. Dr. Talat Sharafat Rehmani	HOD (H&SS)	Member
48. Dr. Asif Inam	HOD (Maritime Sciences)	Member
49. Dr. Abdul Qadir	HOD (IS)	Member
50. Senior Lecturer Mah-e-Darakhshan	HOD (Media Studies)	Member

In Attendance

51. Mr. Waqar Uddin	DD (Academics)
52. Ms. Erum Shafiq	AD (QA)
53. Mr. Atif Awan	AM LDC

BULC**Present**

54. Dr. Muhammad Ahmed	HOD (MS)	Member
55. Dr. Khawaja Qasim Maqbool	HOD (CS&IT)	Member
56. Dr. Urooj Sadiq	HOD (PP)	Member

In Attendance

57. Cdr Faisal Shabbir T.Bt (Retd)	Deputy Director
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BUMDC**Present**

58. Vice Admiral Khalid Amin HI(M) (Retd)	DG	Member
59. Dr. Ambreen Usmani	Dean HS/ Principal	Member
60. Dr. Wahab Bukh Kadri	Principal (DS)	Member
61. Dr. Khalid Mustafa	Vice Principal (Med)	Member
62. Dr. Kulsoom Fatima	Vice Principal (DS)	Member
63. Dr. Khalid Aziz	Vice Principal (DPT)	Member
64. Cdr Saira Nazneen Zaidi PN	Principal PNNC	Member
65. Dr. Naheed Sultan	HOD (Surgery)	Member
66. Dr. Nasim Karim	HOD(Pharmacology)	Member
67. Dr. Iqbal Hussain Udaipurwala	HOD (ENT)	Member
68. Dr. Hasan Ali	HOD (Biochemistry)	Member
69. Prof. Yasmeen Taj	HOD (Pathology)	Member
70. Dr. Sameer Shahid Ameen	HOD (Eye)	Member
71. Dr. Inyat Hussain Tavar	HOD (Community Medicine)	Member
72. Dr. M Sajid Abbas Jaffri	HOD (Medicine)	Member

In Attendance

73. Dr. Brig Parvez Asghar (Retd)	Professor of Medicine
74. Prof. Iram Sadiqa	Professor of Physiology
75. Prof Naveed Faraz	Professor of Pathology
76. Prof Dr. Aisha Qamar	Professor of Anatomy
77. Prof Dr. Talea Hoor	Joint Director DME

IPP**Present**

78. Dr. Zainab Hussain Bhutto	Dean PP/ Principal	Member
79. Dr. Kiran Bashir Ahmed	HOD (IPP)	Member

Proceedings

Preliminaries

Commencement of the Meeting, Opening Remarks of the Chair and Meeting Schedule

1. With the quorum complete, the proceedings commenced at 10:00 hrs with recitation from the Holy Quran. The meeting recessed for lunch and namaz at 13:00 hrs and resumed proceedings at 14:00 hrs.
2. In his opening remarks, the Honorable Rector welcomed the participants and mentioned the criticality of situation during the 3rd wave of COVID-19 in Pakistan, requiring strict following of the SOPs regarding safety precautions and need of testing in case of symptoms of corona virus. The Honorable Rector further emphasized upon the importance of 100% implementation of ACM decisions and strict adherence of approved roadmaps.

Confirmation of the Minutes of the 36th ACM held on 1st - 3rd d Dec 2020

3. It is apprised to the Council that:
 - a. Draft minutes of the 36th ACM were communicated to all members and non-member participants, for comments, on 14th December 2020. Comments received from all concerned have been incorporated.
 - b. Consequently, the draft minutes were processed on file for approval of Honorable Rector and approved minutes were disseminated to all concerned for implementation on 31st December 2020 through email.
4. The Minutes of 36th ACM were tabled for confirmation. All members of ACM present through VLC endorsed the Minutes upon which the Council confirmed the Minutes.

Review Items**Item 2234: BULC Admission Criteria of Programs - Progress Report**

Responsibility: Director BULC

Decision of the 36th ACM

5. Point to remain on agenda and progress be reported. Five percent (5%) waiver of admission criteria is to continue for BS (Psychology) program only.

Progress Reported

6. 1 x student of BS (Psychology) availed 5% waiver in admissions of Spring 2021.

7. Draft MOU with Bank Alfalah was sent to BUHO vide reference BULC/2020/L/052 dated 16 Dec 20. Based on the observations from the stakeholders, Director ORIC sent a letter vide reference BU/HO/ORIC/2021/L/069 dated 4 Jan 21 and asked reasons why the department intends to propose 20% discount to three or more employees of Bank Alfalah. The response to BUHO containing reasons to retain discount clause has been forwarded vide reference BULC/2021/L/091 dated 20 Jan 21.

Discussion

8. DD (Admin) BULC apprised that MoU with Bank Alfalah is intended to be signed in ten days' time. HoD (MS) BULC will hold a meeting with concerned officials next week regarding the benefits to BU students in terms internships, placements, etc.

Decision 38(2234)

9. Point was dropped from the ACM agenda.

Action Required	Action by	Responsibility of
Implementation of the Decision	Director BULC	-
Statutory Documents Affected: -		

Item 2432: MS Supply Chain Management at BUKC - Progress Report

Responsibility: Dean MS

Decision of the 36th ACM

10. Efforts be made to hire SCM PhD faculty and NOC from HEC. Point is to remain on agenda and progress be reported.

Progress Reported

11. Dr. Mahmood Ali, PhD in SCM was contacted and offered additional facilitation; however, he declined to join as he received another offer from abroad.

12. New PhDs in SCM have started returning to Pakistan. Hopefully, the state will improve in next semester. Moreover, efforts are in hand to hire 2 PhDs in SCM for pursuing MS (SCM) case which is pending in HEC.

Discussion

13. HoD (MS) BUKC explained the issues w.r.t hiring of PhD (SCM) faculty in Karachi. Launching of fresh proposal with HEC was also deliberated, as the case was earlier sent four years ago and commencement of program in Fall 2021 may experience difficulties. Moreover, lot of efforts would also be required for NOC by HEC.

Decision 38(2432)

14. The Council emphasized that efforts to hire requisite FMs may be made and the point may continue to be kept on ACM Agenda and progress be reported.

Action Required	Action by	Responsibility of
Implementation of the Decision	Director BUKC Director HR Principal BBS, BUKC	Dean MS
Statutory Documents Affected: -		

Item 3301: Establishment of School of Maritime Sciences at BUKC

Responsibility: DG BUKC

Decision of the 36th ACM

15. Point is to be remain on agenda and concept paper on Academic Programs/Roadmap(s) is to be presented along with progress on Establishment of School of Maritime Sciences.

Progress Reported

16. A proposed plan of establishing Maritime School was presented to Honorable Rector BU during his last visit to Karachi Campus. The same will be presented in next ACM after incorporating the changes highlighted by the Rector.

Discussion

17. HoD (Maritime Sciences) BUKC presented the short term and long term plans of Maritime Science Education in BUKC along with future plans and way forward. Status of faculty/students currently pursuing higher education abroad in this filed and expected to join back BU was also deliberated. The Honorable Rector observed that the presented plan regarding Establishment of School of Maritime Sciences (SMS) along with proposed departments as part of the establishment needed due clarity and refinement. DG BUKC undertook to forward a revised proposal containing all essential elements/time frame.

Decision 38(3301)

18. Finally, the Council decided that BUKC is to forward a comprehensively revised plan of Establishment of School of Maritime Sciences along with proposal regarding a roadmap for conversion of Department into School, to BUHO in 04 weeks' time for approval, while linking it with Decision 38(3516).

Action Required	Action by	Responsibility of
Implementation of the Decision	HOD (Maritime Sciences)	DG BUKC
Statutory Documents Affected: -		

Item 3321: Approval of 4.5 Years as minimum duration of the Bachelor of Science in Supply Chain Management Program being conducted by the PNSL

Responsibility: Dean MS

Decision of the 36th ACM

19. The Council resolved that:
- PN Rules for Supplementary/Make-up/Re-examination and Relegation/Withdrawal of undergraduates stand ratified for adoption iaw BUAR 7.9.6 & 7.10.3.
 - Dean MS is to process a proposal for record of failures in subject program, through a case file.
 - Draft MoU between BU and PNA is to be pursued with NHQ for early finalization.
 - The point is to remain on agenda and the progress be reported.

Progress Reported

20. Para wise progress is as under:
- Ratified BUAR amendments promulgated through Acad Dte.
 - Case file being processed by Dean MS. Draft MoU under process by Registrar office.
 - NHQ /NE Dte was pursued regarding progress on draft MOU between BU and PNA. The same is under progress.
 - The meeting of PNSL team and BUHO officials was held at BUHO Conference Room on 26 February 2021 to deliberate the issues pertaining to registration of students/ Courses and uploading of results on Campus Management System (CMS) by PN School of Logistics (PNSL). DIT proposed that he will work out the options to extend CMS facility to PNA for enrollment of students only. PNSL to work out/ provide complete examination process along with for BS (SCM) students at PNSL to BUHO.

Discussion

21. Controller of Examinations explained that ratified amendments of BUAR have been promulgated, while record keeping of failures and display of Re-examinations results on final transcripts with asterisk/ suitable symbol was also discussed with PNSL for formal processing on file by Dean MS on file. Draft MOU between BU and PNA was under deliberation at NHQ through Registrar office.

Decision 38(3321)

22. The Council decided that Dean MS is to process the methodology for record of PNSL Re-examinations results through a case file and the Registrar office is to pursue finalization of MOU with PNA. The point is to remain on ACM agenda and progress be reported.

Action Required	Action by	Responsibility of
Implementation of the Decision	Registrar Dean MS	Dean MS
Statutory Documents Affected: -		

Item 3509: Launch of MPhil (Biochemistry) and MPhil (Physiology) - Progress Report

Responsibility: DG BUMDC, Dean HS

Decision of the 36th ACM

23. The Council decided the following:
- Progress of agenda item 2009 (Regarding Animal House) may be reported while agenda 3509 is to be kept on ACM Agenda for further progress.
 - Degree and transcript titles for related programs approved as “Master of Philosophy in Biochemistry” and “Master of Philosophy in Physiology”.

Progress Reported

24. The cases of MPhil (Biochemistry) and MPhil (Physiology) have been submitted to HEC for NOC through DQA.
25. For Library up-gradation 18 books are under processing with BUHO. 59 more books are required at BUMDC to achieve a figure of 50% books in 03 subjects (Anatomy, Pharmacology and Pathology).
26. Progress of Animal House is as follows:
- Civil work completed. Procurement of Phase II(a) items initiated. CFA received.
 - Tendering accomplished. Issuance of Purchase order in process.
 - Supporting staff CVs are short listed. Interviews will be conducted in two weeks’ time.

Discussion

27. DG HS apprised that launch proposal has been taken up with HEC through DQA. DG BUMDC highlighted a limitation regarding the approval held for release of payment to Animal House Contractor for necessary work. Manager Finance BUMDC apprised about the matter to the house in detail along with proposal regarding re-appropriation of Rs.0.1 Million in current Financial Year.

Decision 38(3509)

28. The Council agreed to the requirement of release/re-appropriation of payment of Rs 0.1 Million as requested by BUMDC subject to fulfilment of necessary procurement process and fund allocation channels. Point is to remain on agenda and progress be reported.

Action Required	Action by	Responsibility of
Implementation of the Decision	Treasurer Dean HS	DG BUMDC
Statutory Documents Affected: -		

Item 3516: Introduction of New Bachelor of Science Program in Geosciences (with Specializations: Marine Geology, Marine Geophysics; GIS & Remote Sensing) Responsibility: DG BUKC

Decision of the 36th ACM

29. The Council decided the following:

- a. Bachelor of Science in Geosciences program may only be launched in Spring 2021, if the intake is suitable to meet the target, otherwise the same be launched in Fall 2021.
- b. Concept Papers/proposal for School of Maritime Sciences is to include E&ES domain, for joint conduct of programs under the proposed ambit of School of Marine and Applied Sciences.
- c. Degree and transcript title for this program is to be "Bachelor of Science in Geosciences".
- d. Point is to remain on agenda and progress be reported.

Progress Reported

30. BS (Geosciences) program could not attract required number of students; hence it has not been started in Spring 2021. HoD (E&ES) has started its review and market reappraisal in coordination with Principal BBS and HoD Maritime to propose a viable option in the upcoming ACM.

31. The program has been included in the concept paper/ proposal for Maritime School.

Discussion

32. Upon presentation of concept paper, the Honorable Rector enquired regarding the approval and implementation methodology of the roadmaps. Dean ES commented that in the beginning at departmental level, the program would be vetted and run by concerned faculties, followed by establishment of School at later stage, under the Campus (BUKC) having exclusive academic supervision under one Dean/Principal. CE recommended to review the concept paper accordingly.

Decision 38(3516)

33. Finally, the Council resolved the following:

- a. BS (Geosciences) is to be continued in Fall 2021 and intake response evaluated prior adoption of any alternate programme.
- b. Pro-Rector (RIC) is to Chair a committee with Director BUKC, Dean MS, HoD (Maritime Sciences) BUKC as members along with co-opted member (as required) to prepare a plan regarding roadmap of School of Maritime and Applied Sciences, while clubbing it with Agenda Item 3301.
- c. Point may be kept on agenda and progress be reported.

Action Required	Action by	Responsibility of
Implementation of the Decision	Registrar (For notification) HOD (E&ES) BUKC HOD(Maritime Sciences)	DG BUKC
Statutory Documents Affected: -		

Item 3601: Implementation of BU Guidelines on Inclusion of Maritime Subjects in Other Programs
 Responsibility: All Deans

Decision of the 36th ACM

34. Finally, Council decided the following:

- a. Courses/Research topics presented by Principal BBS (BUKC) approved in principle.
- b. Roadmap(s) including Maritime domain subjects are to be reviewed/worked out in accordance with the SOPs and approval is to be processed accordingly by all faculties of BU.
- c. Point is to remain on agenda and progress be reported in next ACM.

Progress Reported

Dean MS

35. Proposals as approved in the meeting have been incorporated in the roadmaps and forwarded to Academics Directorate. The same have been made part of the minutes as reference.

36. The new roadmaps are being implemented from Spring 2021.

Dean IPP

37. Course Maritime Psychology has already been approved in 32nd ACM and included as Elective Course in BS Psychology to fulfil the desired need, please.

Dean ES

38. Maritime technologies course have been added in roadmap of engineering sciences and will be offered if chosen by students.

Decision 38(3601)

39. The Council resolved that Dean H & SS is to propose suitable course(s) for inclusion as Maritime subjects in the respective domains. The point may be kept on agenda and progress be reported.

Action Required	Action by	Responsibility of
Implementation of the Decision	Dean H & SS	Dean H & SS
Statutory Documents Affected: -		

Item 3602: Review of Curriculum MS (Maritime Ports and Shipping Management) and MS (Maritime Trade and Logistics)

Responsibility: DG BUKC

Decision of the 36th ACM

40. The Council decided that:
- Proposed amended roadmaps at **Appendage 3602** were approved.
 - Low intake program be offered annually. For class strength management, case may be processed on file.
 - Point is to be kept on agenda and progress to be reported.

Progress Reported

41. Decisions noted for compliance with effect from Spring 2021.

Discussion

42. HoD (Maritime Sciences) apprised the house regarding reasons of low intake along with the way forward.

Decision 38(3602)

43. Point was dropped from ACM agenda.

Action Required	Action by	Responsibility of
Implementation of the Decision	HOD (Maritime Sciences)	
Statutory Documents Affected: -		

Item 3610: Inclusion of Non-Medical (MSc) Candidates in MPhil Programs at BUMDC to Increase Student Intake

Responsibility: DG BUMDC

Decision of the 36th ACM

44. Finally, the Council agreed for referring the case to HEC for additional inclusion of MSc (Non-Medical) in the eligibility criteria in the NOC for Post Graduate Programs under the ambit of BUMDC.
45. Point is to be kept on agenda and progress to be reported.

Progress Reported

46. As per our knowledge there is no restriction of NOC by HEC to include non-Medical Student in PG program of Biochemistry and Physiology.
47. In place of MSc now BS will be included in the eligibility criteria of these two programs.

Discussion

48. The house deliberated the specific need of seeking HEC approval for inclusion of non-Medical Students in the admission criteria. It was apprised by DQA that as per HEC, BU is only to inform the decision taken on the issue. Pro-Rector (HS) stated that some HEIs are already doing it. However, BUMDC is to pursue subject item as the change of eligibility criteria for related programmes.

Decision 38(3610)

49. BUMDC is to pursue subject item as the change of eligibility criteria for related M.Phil programmes; comprising of the details of eligible qualifications, weightage, etc. The point is to be kept on agenda and progress be reported.

Action Required	Action by	Responsibility of
Implementation of the Decision	Dean HS Director QA	DG BUMDC
Statutory Documents Affected: -		

Item 3617: Policy for Commencement of Certification & Diploma Programs at Bahria University

Responsibility: Director LDC

Decision of the 36th ACM

50. The Council resolved that LDC may conduct Certification and Diploma Programs at Bahria University. Additionally, in accordance with the need of the Industry, all Schools at BUIC & BUKC may process the requirement of Certification and Diploma Programs to be conducted by them for formal approval by the Competent Authority. Case file will have to be routed through LDC Directorate.

51. Point is to be kept on agenda and progress to be reported.

Progress Reported

52. All the CUs have been directed to put up their respective proposals for launching certification and diploma programs on file, for the Rector's approval.

Decision 38(3617)

53. The Point was dropped from ACM agenda as the Policy was presented on file for Rector's approval.

Action Required	Action by	Responsibility of
Implementation of the Decision	Director LDC	-
Statutory Documents Affected: -		

Item 3618: Corporate Training Policy

Responsibility: Director LDC

Decision of the 36th ACM

54. Finally, the Council concluded the following:

- a. Separate Titles namely "Professional Training Services Policy" and "Corporate Training Services Policy" approved in principle.
- b. Formal approval is to be processed on file.
- c. Point is to be kept on agenda and progress be reported.

Progress Reported

55. Policy has been put up on file for the Rector's approval. It is in process as the Rector desired more clarity in the policy.

Decision 38(3618)

56. The Point was dropped from ACM agenda as the Policy was presented on file for Rector's approval.

Action Required	Action by	Responsibility of
Implementation of the Decision	Director LDC	
Statutory Documents Affected: -		

Item 3619: Faculty Development Policy through Continuous Professional Development (CPD)

Responsibility: Director LDC

Decision of 36th ACM

57. After prolong deliberation the Council approved following:

- a. LDC is to develop a course for improving teaching skills for 100% faculty members of BU (All CUs).
- b. Faculty training program approved in Principle. Formal approval is to be process on file including the input by all Deans.
- c. Point is to be kept on agenda and progress be reported.

Progress Reported

58. Policy has been put up on file for the Rector's approval. It is in process as the Rector desired more clarity in the policy.

Discussion

59. DQA highlighted that faculty development policies are often enquired during statutory body visits. Director LDC stated that the instant case pertains to faculty training segment only that is already approved during previous ACM.

Decision 38(3619)

60. The Council resolved that a Committee headed by Pro-Rector (Acad), all Deans, Director LDC and Director IO is to prepare and initiate a Faculty Development Policy (FDP) for approval on file. The point was dropped.

Action Required	Action by	Responsibility of
Implementation of the Decision	Registrar (For notification) All Deans Director LDC Director DIO	Director LDC
Statutory Documents Affected: -		

Item 3620: Pakistan Navy Finishing School (PNFS) Syllabus and List of Faculty Members

Responsibility: Dean H & SS

Decision of the 36th ACM

61. The Council decided that:

- a. List of courses presented by Principal PNFS Islamabad approved in principle. However formal process for approval (included course codes, Credit Hours, roadmap, etc.) on file is to be initiated.
- b. PNFS Islamabad to be placed under the Faculty of H&SS for DBOS and FBOS in order to streamline the Academic process of Pakistan Navy Finishing School Programs.
- c. Point remain on agenda and progress to be reported.

Progress Reported

62. Details of all the Courses mentioned in the Scheme of Studies of PNFS have been forwarded to Dean H & SS on 22 Dec 20 for deliberation and further processing. There were few things missing as far as the procedure is concerned. Guidelines have been taken from Dean H & SS on 4 March 2021 in this regard. New draft submitted to the Dean on 9 March 2021.

63. The case was presented in the 44th BoG of BU and same has been approved by all board members.

Discussion

64. Limitations pertaining to small durations of all courses offered at PNFS were highlighted. It was agreed that only diploma courses (03 months or above) be brought to ACM. Moreover, since conversion of small duration vocational (certificate) courses into credit hours may not be possible, Council approval would not be required. Decision of BoG on this issue was also referred to.

Decision 38(3620)

65. The Council decided that the diploma courses may be presented for formal ACM approval by the PNFS whereas short courses be conducted at Schools level as required. Point is to remain on agenda and progress be reported.

Action Required	Action by	Responsibility of
Implementation of the Decision	Principal PNFS Islamabad	Dean H & SS
Statutory Documents Affected: -		

Item 3628: Launch of New Program - Bachelor of Science - Artificial Intelligence (AI)

Responsibility: Dean ES

Decision of the 36th ACM

66. The Council approved the “Bachelor of Science in Artificial Intelligence” program along with the roadmap as per Appendage 3628, approved for BUIC & BUKC wef Fall 2021 semester. The approved title is to be mentioned on respective degrees and transcripts. Point to remain on agenda and progress is to be reported.

Progress Reported

67. CS BUKC will submit the application for NCEAC zero visit in May/June 2021. CS BUIC will submit the application for NCEAC zero visit after their routine accreditation visit.

Discussion

68. Dean ES apprised the overall progress pertaining to launch of BS(AI) at BUIC and BUKC to the house. NCEAC is the regulatory body for CS Programs and its zero visit is required for launch of BS(AI). Availability of suitable FMs, lab requirement along with the timelines regarding zero visit schedules at respective CUs were discussed. It was agreed that all associated matters are to be expeditiously pursued so that launch of BS(AI) program is achieved within the approved timeframe.

Decision 38(3628)

69. NCEAC zero visit is to be pursued for launch of BS(AI) in Fall 2021 at BUIC and BUKC, along with required infrastructure Point is to remain on agenda and progress be reported.

Action Required	Action by	Responsibility of
Implementation of the Decision	HoDs (CS) BUIC & BUKC	Dean ES
Statutory Documents Affected: -		

Item 3637: Restructuring /Renaming of BS TV Broadcasting Program

Responsibility: Dean H&SS

Decision of the 36th ACM

70. The Council approved Restructuring/Renaming as “Bachelor of Science in Television Broadcasting and Digital Media” for existing and future batches along with proposed revision of courses as per Appendage 3637. The approved title to be used on respective degrees and transcripts. Amendment in course codes from MTB to MTD was not agreed.

71. Point to remain on agenda and progress be reported.

Progress Reported

72. The decision of 36th ACM regarding Media Studies Department has been implemented in letter and spirit.

Decision 38(3637)

73. The Council dropped the point from ACM agenda.

Action Required	Action by	Responsibility of
Implementation of the Decision	HoD (Media Studies) BUIC	-
Statutory Documents Affected: -		

Item 3642: Ratification of BU Scholarship Policy, Policy for ‘Naval Shuhada Wards’, Sponsor A Student Scheme & Interest Free Loan Scheme for Laptop Procurement

Responsibility: Director Student Affairs

Decision of the 36th ACM

74. After prolonged deliberation, the Council ratified all the Scholarship Policies presented by the DSA as per Appendage 3642. Moreover, direction was given to DSA to revise the working of

calculation on the basis of slots for disbursement of merit Scholarship to the batch toppers and process the case on file for approval by the Competent Authority.

75. Point is to be kept agenda and progress to be reported.

Progress Reported

76. All scholarship policies were approved by the Academic Council, however for only one category i.e Merit Scholarship for Batch Topper was again asked to revisit and put up on file for approval of Honorable Rector. The revised working was put up on file and got approved. Same will be put in next ACM for ratification.

Discussion

77. DSA presented the policy on Merit Scholarship for Batch Toppers in Semester Base Programs of BU. During the discussion, Rector BU emphasized upon the importance of granting loans to the students quoting the reference of Akhuwat Foundation (Headed by Dr Amjad Soqib) with 95% recovery ratio.

Decision 38(3642)

78. The proposed policy on grant of Merit Scholarship to the semester-based programs batch toppers was endorsed by the Council for inclusion in BUAR 2016, subject to ratification by the Executive Committee Meeting (ECM). Point was dropped from ACM Agenda.

Action Required	Action by	Responsibility of
Implementation of the Decision	Director Academics Director Student Affairs	
Statutory Documents Affected: BUAR 2016 (Chapter-10)		

Item 3644: Launch of New Program - Bachelor of Science in Fashion Design

Responsibility: Dean H &SS

Decision of the 36th ACM

79. The Council decided that the new program "Bachelor of Science in Fashion Design" may be further deliberated at FBOS level and be presented in forthcoming ACM. It was also decided to keep the item on agenda and progress be reported.

Progress Reported

80. On Completion of the task assigned to Department Committee, revised program presented in FBOS for seeking their recommendations for onward approval of ACM.

Discussion

81. Market Strategy, Fee structure and the proposed roadmap were extensively deliberated by the members. Practical aspects of the program, as opposite to the theory aspects were discussed.

Decision 38(3644)

82. The house did not agree to the launch of Bachelor of Science in Fashion Design at BU. Point was dropped from ACM Agenda.

Action Required	Action by	Responsibility of
Implementation of the Decision	HoD (H & SS) BUKC	
Statutory Documents Affected: -		

Item 3645: Launch of New Program - Bachelor of Social Sciences in International Relations and Development Studies

Responsibility: Dean H &SS

Decision of the 36th ACM

83. Finally, the Council resolved that:

- a. Degree title for subject program retained as “Bachelor of Social Sciences” with specializations in “International Relations” and “Development Studies” mentioned on transcripts as a subheading.
- b. Point is to be kept on agenda and progress to be reported.

Progress Reported

84. Degree title issue resolved. Strategy for launching the program from Fall 2021 have been devised in collaboration with the marketing department BUKC.

Decision 38(3645)

85. The house decided that the point may be kept on agenda and progress be reported in next ACM.

Action Required	Action by	Responsibility of
Implementation of the Decision	HOD H & SS, BUKC	Dean H & SS
Statutory Documents Affected: -		

Item 3652: Approval of Case Writing Centres in Bahria Business School Islamabad and Karachi

Responsibility: Dean MS

Decision of the 36th ACM

86. The Council resolved the following:

- a. Case Writing Centre for BUIC and BUKC approved in principle. Case file be processed for obtaining approval of course exemption as per procedure in vogue.
- b. Point to remain on agenda and progress be reported.

Progress Reported

87. Case writing center has been provisionally put in place without any course exemption to the center head.

88. Case file was moved for approval of course exemption which has been put on hold by the Competent Authority.

89. Case file is processed through Principal and currently it's with Honorable Rector BU.

Discussion

90. Principal BBS BUIC apprised that Case Writing Centres have been put in place with available resources. Requirement of establishing the Centre as well as its significance/utilization for BU students was discussed in depth. It was agreed by the Chair that modalities crystallization is required to improve the functionality and effective utilization.

Decision 38(3652)

91. Modalities/ working of Case Writing Centres are to be worked, while the point is to remain on agenda and progress be reported.

Action Required	Action by	Responsibility of
Implementation of the Decision	Principal BBS, BUIC & BUKC	Dean MS
Statutory Documents Affected: -		

Item 3654: Launch of New Program - Master of Science in Iqbal Studies and Inclusion of One Optional/Pre-requisite BS Level Course 'Iqbal and His Message'

Responsibility: Dean H&SS

Decision of the 36th ACM

92. After prolonged deliberation, the Council decided that:

- a. Dean H & SS is to explore all the areas in depth for refinement of the case.
- b. Case be processed on file for approval.
- c. Point to remain on agenda and be presented in forthcoming ACM for ratification by the Council.

Progress Reported

93. After necessary modification as per recommendations of the 36th ACM the case of launching of MS (Iqbal Studies) was sent to the Competent Authorities for verification and approval of the honorable Rector.

94. The case file was approved by the Honorable Rector as per **Appendage 38(3654)** and the same will be presented to the 38th ACM for ratification.

Decision 38(3654)

95. The Council ratified the revised roadmap of MS program and one optional BS level course as per **Appendage 38(3654)**. Point is to remain on agenda and progress be reported.

Action Required	Action by	Responsibility of
Implementation of the Decision	HOD (H& SS) BUIC	Dean H& SS
Statutory Documents Affected: -		

Item 3655: Launch of New Program - Master of Science in Islamic Studies (Islam and Life)

Responsibility: Dean H&SS

Decision of the 36th ACM

96. The Council decided following:
- Master of Science in Islamic Studies was approved for launch wef Fall 2021 along with roadmap as per Appendage 3655.
 - NOC for both English and Urdu be processed with HEC.
 - Point to remain on agenda and progress be reported.

Progress Reported

97. The case for NOC has been submitted to HEC on 26th March 2021 through QA Directorate.

Decision 38(3655)

98. The house agreed to launch the program for both BUIC and BUKC. Case for seeking NOC for BUKC is to be forwarded to HEC.

Action Required	Action by	Responsibility of
Implementation of the Decision	HoD (Islamic Studies) BUKC Director QA	Dean H & SS
Statutory Documents Affected: -		

Item 3656: Launch of New Program - Bachelor of Science in Sociology

Responsibility: Dean H&SS

Decision of the 36th ACM

99. The Council resolved that instead of offering Sociology as a Bachelor Degree, Sociology may be introduced as a new specialization in the existing program of Social Science Department. Accordingly, degree title is to be "Bachelor of Social Sciences" while approved specialization "Sociology" to be mentioned on respective transcript as a subheading.

100. Point is to remain on agenda and progress is to reported.

Progress Reported

101. Case is being re-processed for ACM as it was advised that Sociology be presented as BSS Stream/Specialization. Case shall be processed for ACM through proper channel.

Decision 38(3656)

102. The house approved the launch of BSS with Sociology stream in-Principle. Case may be processed on file for approval followed by ACM ratification. Point was dropped from ACM agenda.

Action Required	Action by	Responsibility of
Implementation of the Decision	Dean H & SS	-
Statutory Documents Affected: -		

Item 3657: Launch of New Program - Master of Science in Applied Anthropology

Responsibility: Dean H&SS

Decision of the 36th ACM

103. Finally, the Council approved the launch of Program Master of Science in Applied Anthropology in principle as per Appendage 3657, subject to approval of NOC by HEC. Point is to remain on agenda and progress is to be reported.

Progress Reported

104. HSS Department needed one more PhD Faculty member, that has joined on 1st March 2021.

Decision 38(3657)

105. The point is to be kept on ACM agenda and progress be reported.

Action Required	Action by	Responsibility of
Implementation of the Decision	HoD (H & SS) BUIC	Dean H & SS
Statutory Documents Affected: -		

New Items

Item 3801: Approval to Increase BU CBT Weightage for all PG Programs

Sponsor: Director Admissions

Referral Authority: Nil

Summary of the Case

106. As per BU Strategic Plan 2020-30 the weightage of CBT/GAT score for PG Programs is required to be increased from 32% to 35% wef Fall 2021 - 2023 to improve the quality of intake. The final merit list for admission in PG programs is prepared on the basis of Weightage of the CBT/ GAT test, Bachelor (16-year qualification) result, and interview marks. The existing weightage formula/ criteria for final merit list for admission in PG Programs is as under:

- a. BU Admission Test/ ETS Score: 32%, Bachelor: 48% & Interview: 20%.

107. Following proposed options for weightage criteria may be considered for new formula/criteria for final merit list for admission in PG Programs:

Option-I

BU Admission Test/ GAT Score: 35%, Bachelor: 45% & Interview: 20%.

Option-II

BU Admission Test/ GAT Score: 35%, Bachelor: 40% & Interview: 25%.

Option-III

BU Admission Test/ ETS Score: 35%, Bachelor: 35% & Interview: 30%.

108. Approval to increase weightage of CBT/GAT score from 32% to 35% for all PG Programs is recommended.

109. **Statutory Effect(s) (if any).** PG Rules & Admissions Policy.

Discussion

110. Director Admissions presented background of the case. The house deliberated the issue and linkage of the proposal with the BU Strategic Plans was evaluated by the participants. Strong opinions were offered w.r.t weightage of interview in the PG Programs admission criteria.

Decision 3801

111. The house approved following weightage formula/criteria for preparation of final merit list for admission in PG Programs (Proposed at Option-I).

“BU Admission Test/ GAT Score: 35%, Bachelor: 45% & Interview: 20%”.

112. Point was dropped.

Action Required	Action by	Responsibility of
Implementation of the Decision	Director Admissions All Principals	Director Admissions
Statutory Documents Affected: PG Rules & Admissions Policy		

Item 3802: Amendment in BUAR Chapter 12 Clause 12.3 (Launching New Programmes - General)

Sponsor: Controller of Examinations

Referral Authority: BU-HO/Exams/2021/078

Summary of the Case

113. Chapter 12 of BU Academics Rules covers the ***Academic Rules on Miscellaneous Subjects***. Clause 12.3 of said Chapter pertains to the documents required for launch of new academic programs. While the verified Course Codes, Degree Title and Transcript Title are required for all such proposals, their requirement is not included in said clause as a standard feature, due to which these aspects are missed/ not adequately covered from time to time.

114. To resolve the above stated, sub para 'b' of clause 12.3.1 may be amended in BUAR 2016 as follows:

- a. Programme Roadmap, **alongwith total credit hours, verified Course Codes, Degree Title and Transcript Title**.

115. Proposed amendment in BUAR 2016 Chapter 12 Clause 12.3 may be approved by Academic Council.

116. **Statutory Effect(s) (if any).** Amendment in BU Academic Rules 2016 Chapter 12 clause 12.3.1 (sub para 'b').

Decision 3802

117. Proposed amendment in BUAR Chapter-12 (clause 12.3.1) sub para 'd' regarding Launching New Programs - General was approved by the Academic Council as under:

"Programme Roadmap, **along with total credit hours, verified Course Codes, Degree Title and Transcript Title**".

118. Point dropped.

Action Required	Action by	Responsibility of
Implementation of the Decision	Controller of Examinations Director Academics	-
Statutory Documents Affected:	BUAR 2016 (Chapter-12)	

Item 3803: Revision of Road Map MPhil Pathology Program (Improvement/Refinement) required from Fall 2021 at BUMDC

Sponsor: Chairperson PG BUMDC

Referral Authority: FBOS HS

Summary of the Case

119. MPhil Pathology program in BUMDC was launched in fall 2017 with 02 sub-specialties - Histopathology & Microbiology.

120. In the roadmap PAT 740 & PAT 741 are kept as pre-requisites for all other courses.

121. PAT 740 includes general concepts of Histopathology (H) with 03 topics of special Pathology & Basic Microbiology (M) while Pat 741 has special concepts of the same (H) & (M).

122. The roadmap has been revisited by the HOD Pathology Prof. Dr. Yasmeen Taj. Her recommendation is that we are unnecessarily overburdening the microbiology candidates by forcing them to take Special Pathology (H) course content & vice versa which is not related either to their degree or future grooming.

123. In addition, BDS is also the eligibility criteria for admissions in our MPhil program. BDS candidates do not have Special Pathology subject in undergraduate studies. Such candidates are liable to face too much difficulty and stress. This practically became evident to us when a BDS candidate joined our program in 2nd batch- Fall 2018.

124. The course PAT 741 is therefore divided into PAT 741(H) for Histopathology candidates & PAT 741(M) for Microbiology candidates.

Revised road map & document with separate objectives, outcomes, outlines, resources, 16-week lesson plan of Special Pathology PAT 741(H) & Basic Microbiology and Mycology PAT 741(M) are attached as **Appendage 3803** for approval.

125. This should be reflected on the transcript of the candidate as same.

126. Approval may kindly be granted for revised Road map of MPhil Pathology (Histopathology & Microbiology) program at BUMDC & its inclusion in the transcript.

Discussion

127. The Sponsor presented the case. Dean HS and Pro-Rector (Health) explained the background and rationale before the house. CE apprised the house regarding guidelines of the course codes formulation and suggested deletion of the (M) and (H) for Microbiology and Histopathology Courses.

Decision 3803

128. The Council approved PAT 750 and PAT 751 for Histopathology and Microbiology respectively, in the roadmap of MPhil Pathology at BUMDC wef Fall 2021 Semester. Point dropped.

Action Required	Action by	Responsibility of
Implementation of the Decision	Dean HS Controller of Examinations Director Academics Director IT	
Statutory Documents Affected: -		

Item 3804: Maximum Number of Chances for Appearing in MBBS/BDS Examination

Sponsor: Director HS

Referral Authority: Case File

Summary of the Case

129. PMC had issued letters as per **Appendage 3804** regarding decision on maximum number of chances for appearing in MBBS/BDS examination and accordingly, previous regulations requiring maximum number of 04 chances for MBBS/BDS to pass an examination stand repealed. Therefore, no policy exists relevant to the number of chances. Such policy is to be made and enforced by the relevant university or college.

130. The case was deliberated at BUHO level and Competent Authority approved the following:

“To maintain good academic reputation and produce academically strong doctors, previous policy of PMDC i.e. termination of students from college on failing in 4 x attempts in an examination be followed and the rule be incorporated in BUHO rules and regulations.”

131. **Financial Effect:** Financial loss will be incurred to the university because of the vacant seats for the subsequent years.

132. The same is required to be ratified in the ACM for incorporation in BUHO rules and regulations. Forwarded for approval of the BU Academic Council, please.

Discussion

133. The case was extensively deliberated in the light of background of PMDC guidelines and subsequent instructions of PMC w.r.t its applicability in respective profession examination of MBBS/ BDS Programs. Passing of information regarding failed students to other HEIs was also discussed.

Decision 3804

134. Finally, the Academic Council decided the following:

- a. Status quo be maintained for the time being with 04 x attempts (as approved by Rector on file).
- b. Clarity be achieved regarding applicability of 04 x attempts in 1st and 2nd year professional examinations of MBBS/ BDS programs.
- c. Moreover, clarity regarding sharing of information of failed students with other HEIs be also obtained from respective Statutory Bodies.
- d. After clarifications the case may be processed on file.
- e. Point may be kept on agenda and progress be reported.

Action Required	Action by	Responsibility of
Implementation of the Decision	Dean HS Director HS Director QA	Dean HS
Statutory Documents Affected: -		

Any Other Points**Item 3805: BS Geology/Geophysics Programs**

Sponsor: Dean ES

Summary of Case

135. The BS Geosciences program of E&ES, BUKC didn't attract the students w.r.t student intake.

136. A committee formulated, vide Registrar Notification no. 75/2020 dated 03 December 2020, to address this issue. The committee worked on the globally promising UG programmes and their expected outcomes in terms of job opportunities and suggested the roadmap of new roadmap "BS Geology and Geophysics" at Karachi Campus may be launched in Fall 2021.

137. In the light of recent UG policy and guidelines of HEC, the roadmap of BS Geology and Geophysics program has been proposed with concurrence of faculty members and academic experts at DBOS and FBOS levels. The roadmap was designed with elective courses of Geology, Geophysics and Engineering Geology domains.

Decision 3805

138. Merger of 02 x programs was not agreed by the Council and it was decided to continue with BS (Geoscience) Program till at least Fall 2021. Point is dropped.

Action Required	Action by	Responsibility of
Implementation of the Decision	HoD (E & ES) BUKC	Dean ES
Statutory Documents Affected:		

Closing the Meeting

139. The Secretary drew the attention of the House to the following timelines for follow-up actions and the next ACM:

1 st Progress Report on Action Items of 38 th ACM	07 June 2021
2 nd Progress Report on Action Items of 38 th ACM	26 August 2021
Agenda Items for the 39 th ACM	26 August 2021
Schedule of 39 th ACM	05 & 06 October 2021

140. The Chair thanked the participants for focused discussion and productive participation during the meeting.

ASIM RAZA SI(M)
Commodore (Retd)
Director Academics
Secy Academic Council

Dated: 05 May 2021

NEW PROGRAMME PROPOSAL - MASTER OF SCIENCE IN (IQBAL STUDIES)

A. ACADEMIC DETAILS	
1	Faculty/Department: Humanities and Social Sciences
2	Title of the Programme: Master of Science in (Iqbal Studies)
3	Mission of the Programme: To develop leaders who are equipped with thorough knowledge about the foundations on which Pakistan was established.
4	Objectives of the Programme: <ol style="list-style-type: none"> 1. To motivate knowledge seekers and researchers in investigating into the deeper philosophy of life and objectives of Muslim Ummah. 2. To motivate students to realize their potential for higher cause of personal as well as national development 3. To equip knowledge seekers with clear and strong rationale to adopt Islamic teachings and implement them in all domains of their lives. 4. To revive the love for the objectives behind the creation of Pakistan.
5	Outcomes of the Programme: <ol style="list-style-type: none"> 1. To prepare such academicians who are well aware of Allama Iqbal's Islamic philosophy and thought. 2. To instigate enthusiasm and keenness for research on different domains of Allama Iqbal's teachings 3. Preparing a human resource who are well aware of the foundations of Pakistan and can effectively engage in transferring their enthusiasm to others at all levels
6	Rationale for the Programme: Looking back at the 73 years of Pakistan's history it is strongly felt that the objective on which this country was created has acutely lacked with the result that a prospective nation has been brought to a corner where different doubts are being created to the very basics of the principles of its existence, and as such it is felt that an effective plan has to be developed to bring the nation back to its originally designed track. Allama Muhammad Iqbal was both the ideologue as well as architect of Pakistan. His Philosophy is mainly his attempt to define Qur'an and Sunnah, and Pakistan was created as a purely Ideological state. BU took the lead among the universities of Pakistan in first establishing an active Iqbal Chair department and then in planning to launch programs in Iqbal Studies. This program is offered by only one other university in Pakistan and as such is the dire need of the time.
7	Brief Description of the Programme: MS (Iqbal Studies) comprises of eight courses of 3 Credit Hours each and a thesis work of six credit hours (total of 30 credit hours). This will span to a minimum of four semesters and the duration of the program is minimum of 2 years extendable to 3 years
8	Duration: 2 to 3 Years
9	Venue(s): On Site <input checked="" type="checkbox"/> / Off Site <input type="checkbox"/> / Both On & Off Site <input type="checkbox"/> (Tick one; if Off Site, give details) Bahria University Islamabad Campus.
10	Programme Scheduling Format: Morning/Evening <input checked="" type="checkbox"/> / Weekend <input type="checkbox"/> (tick one) Semester <input checked="" type="checkbox"/> / Annual <input type="checkbox"/> (tick one)

11	Proposed Date of Commencement: Fall 2021
12	Mode of Study/Examination: Semester system
13	Additional Faculty Member(s) Required: <i>(Indicate if there is a requirement for additional faculty members, fulltime/visiting, along with qualifications.)</i> One additional PhD faculty will be required
14	Additional Skilled-Worker(s) Required: <i>(Indicate if there is a requirement for additional Skilled Staff, fulltime/part-time, along with their qualifications/skill sets.)</i> Not Required
15	Additional Classroom(s) required: <i>(The requirement is to include the number of classrooms and their capacities.)</i> Initially one dedicated classroom
16	Additional Requirement for Laboratories: <i>(The requirement is to include the number of laboratories, their equipment and their capacities.)</i> NO REQUIREMENTS
17	Additional Requirement for Books, Subscriptions, Memberships to Online Research Sites/Repositories: Around 100 books will be required additionally for course reference.
18	Minimum Qualification for Admission: BA/BS/MA/MSc WITH 16 YEARS EDUCATION
19	Admission Eligibility Criteria: (to be aligned with accreditation/regulatory bodies) 1. At least CGPA 2.5 in semester system Masters/four year's bachelor's degree or 2nd class in Master Degree in yearly system
20	Additional/Different Examination Requirement <i>(Indicate if there will be any examination requirement, additional to or different from the BU Academic Rules or Examination Policy in vogue).</i> NONE
21	Number of Admissions Expected for First Intake: 10
22	Number of Admissions Planned/Expected for Subsequent Intakes: 10
23	Referred by: <i>(delete which is inapplicable)</i> FBOS: Agenda Point number 3113, 31 st Meeting of FBOS, Faculty of Humanities and Social Sciences held on 22/10/2020 Competent Authority: <i>(Indicate the File No & date; reproduce the decision)</i>
24	Complete Plan of Studies, inclusive of complete Roadmap: <i>(Attach as Annex 'A')</i> Attached
25	Course Outlines, Descriptions, Pre-Requisites & Readings (Compulsory & Recommended) <i>(Attach as Annex 'C')</i> Attached

B. FINANCIAL DETAILS																																			
1	Source of Funding: • BU: Fully/Partially: Fully STUDENTS FEE																																		
2	Degree Duration: 2 YEARS Semester System: 4 Semesters Total Number of Credit Hours: 30 Hrs																																		
3	Expected fee to be charged based on Cost & Benefits Analysis: (show working) Expense for one additional PhD Faculty: PKR 150,000 per month Proposed Fee per Credit Hour initially: PKR 2500 Proposed Fee per Credit Hour after two years: PKR 3000 WORKING: <table border="1"> <thead> <tr> <th colspan="2">FIRST YEAR CALCULATION</th></tr> <tr> <th>SEMESTER 1</th><th>PKR</th></tr> </thead> <tbody> <tr> <td>Fee per credit hour</td><td>2500</td></tr> <tr> <td>Fee for 12 Cr Hrs</td><td>30000</td></tr> <tr> <td>Admission Fee</td><td>23000</td></tr> <tr> <td>Misc Fee</td><td>5000</td></tr> <tr> <td>Total 1st semester fee per student</td><td>58000</td></tr> <tr> <td>Total 1st sem fee for 10 students</td><td>580000</td></tr> <tr> <th>SEMESTER 2</th><th>PKR</th></tr> <tr> <th>Old Students</th><td></td></tr> <tr> <td>Fee per credit hour</td><td>2500</td></tr> <tr> <td>Per student fee for 12 credit hours</td><td>30000</td></tr> <tr> <td>Total 2nd sem fee for 10 students</td><td>300000</td></tr> <tr> <th>New intake of Ten students</th><td></td></tr> <tr> <td>Total fees for 10 students (as above)</td><td>580000</td></tr> <tr> <td>Total Earning for 2nd semester</td><td>880000</td></tr> <tr> <td>Grand total first year</td><td>1460000</td></tr> </tbody> </table>	FIRST YEAR CALCULATION		SEMESTER 1	PKR	Fee per credit hour	2500	Fee for 12 Cr Hrs	30000	Admission Fee	23000	Misc Fee	5000	Total 1st semester fee per student	58000	Total 1st sem fee for 10 students	580000	SEMESTER 2	PKR	Old Students		Fee per credit hour	2500	Per student fee for 12 credit hours	30000	Total 2nd sem fee for 10 students	300000	New intake of Ten students		Total fees for 10 students (as above)	580000	Total Earning for 2 nd semester	880000	Grand total first year	1460000
FIRST YEAR CALCULATION																																			
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Total fees for 10 students (as above)	580000																																		
Total Earning for 2 nd semester	880000																																		
Grand total first year	1460000																																		

	SECOND YEAR CALCULATION	
	SEMESTER 3	PKR
	Old Students total 20	
	Fee per credit hour	2500
	Fees: 10 students of 12 cr hrs	300000
	Fees: 10 students of 3 cr hrs	75000
	Total Fees old students	375000
	New Students intake 10 students	
	Total fees for 10 students	580000
	Total Fees all students 3 rd semester	955000
	SEMESTER 4	PKR
	Old students total 30	
	Fee per credit hour	2500
	Fees: 10 students of 12 cr hrs	300000
	Fees: 20 students of 3 cr hrs	150000
	New Students intake 10 students	
	Total fees for 10 students	580000
	Total Fees all students 4 th semester	1030000
	Total for Second Year	1985000
	Grand total two years	3445000
	COST & BENEFIT ANALYSIS	
	Faculty Wages per month	150000
	Faculty Wages for one year	1800000
	Faculty Wages for two years	3600000
	Total earnings two years	3445000
	Gross Earnings two years	- 155000
4	Expected Number of students for 1st & 2nd Intakes: 10 + 10 = 20	
5	Expected Earning from first two Intakes (B5): (Show working)	
	SEMESTER 1	PKR
	Fee per credit hour	2500
	Fee for 12 Cr Hrs	30000
	Admission Fee	23000
	Misc Fee	5000
	Total 1st semester fee per student	58000
	Total 1st Sem fee for 10 students	580000
	SEMESTER 2	PKR
	Old Students	
	Fee per credit hour	2500
	Per student fee for 12 credit hours	30000
	Total 2nd sem fee for 10 students	300000
	New intake of Ten students	
	Total fees for 10 students (as above)	580000
	Total Earning for 2 nd semester	880000
	Grand total first year	1460000

6	Expected Earning for the Next Five Years (B6): (show working)								
	Fees per credit hour = 2500 PKR Duration of Program = 2 Yrs Accounting for two intakes per year total students at beginning of third year = 40 (Maximum)								
	S#	Semester	Students			Fee per Student		Total Fee PKR	
			Fresh	Existing	Total	Fresh	Existing	Fresh	Existing
								Total	
	1	Fall 2021 PKR 2500/CH	10	0	10	58000	0	580000	0
	2	Spring 2022	10	10	20	58000	30000	580000	300000
	3	Fall 2022	10	10(12CH) 10(3CH)	30	58000	30000 7500	580000	300000 75000
	4	Spring 2023	10	10(12CH) 20(3CH)	40	58000	30000 7500	580000	300000 150000
	5	Fall 2023 PKR 3000/CH	10	10(12CH) 20(3CH)	40	64000	36000 9000	640000	360000 180000
	6	Spring 2024	10	10(12CH) 20(3CH)	40	64000	30000 7500	640000	360000 180000
	7	Fall 2024	10	10(12CH) 20(3CH)	40	64000	30000 7500	640000	360000 180000
	8	Spring 2025	10	10(12CH) 20(3CH)	40	64000	30000 7500	640000	360000 180000
	9	Fall 2025	10	10(12CH) 20(3CH)	40	64000	30000 7500	640000	360000 180000
	10	Spring 2026	10	10(12CH) 20(3CH)	40	64000	30000 7500	640000	360000 180000
	YEAR EARNING								
		Year 1	1460000						
		Year 2	1985000						
		Year 3	2360000						
		Year 4	2360000						
		Year 5	2360000						
		Total 5 Yrs	10525000						
7	Total Estimated Salaries of all Additional Human Resources per annum (B7): (Show working)								
	One Additional PhD Faculty @ PKR 150,000/ Month = PKR 1,800,000 pa								
8	Cost of <u>Additional</u> Laboratory Equipment/Tools (B8): (show working) Zero								
9	Cost of Additional Classrooms (B9): (Include furniture, technical aids etc)								
	Zero as existing resources will be used								
10	Cost of Additional Books, Subscription & Memberships to on-line Sites/Repositories (B10): (show details) Reference Books: 100,000 PKR								
11	Off-Site rental Expenses and Cost of other Fixtures (B11): (Show details) Zero								
12	Miscellaneous Expenses required for Starting the Program (B12): -								
	Advertisement: No additional expenses								
	- Printing & Stationery - Admin Cost - Any other - Total Not Applicable Initially								

13	Annual Recurring Expenditures in Subsequent Years (B13): <ul style="list-style-type: none"> - Salaries: PKR 1,800,000 - Rentals: - Subscriptions/Memberships: - Advertisements: - Printing & Stationery: - Admin Cost - Any other - TOTAL EXPENDITURE: PKR 1,800,000																																														
14	Total Cost of the Programme (B14): [Add B(7) to B(12)] PKR 1,900,000																																														
15	Net Cost of the Programme (B15): [Subtract B(1) from B(14)] : 1,900,000 pa																																														
16	Net Earnings in First Year (B16): [Subtract B(15) from B(5)] : 1,460,000 – 1,900,000 = PKR 440,000 deficit																																														
17	Projected Annual Gross Earning in Subsequent Years (B 17): <i>(show details & working; add 10% towards all expenses in subsequent years.)</i> <table border="1" data-bbox="279 831 1315 1193"> <thead> <tr> <th></th><th>Gross Earning</th><th>Expenditure</th><th>10%</th><th>Total Expenditure</th><th>Net Earning</th></tr> </thead> <tbody> <tr> <td>Year 1</td><td>1460000</td><td>1900000</td><td></td><td>1900000</td><td>-440000</td></tr> <tr> <td>Year 2</td><td>1985000</td><td>1800000</td><td>180000</td><td>1980000</td><td>5000</td></tr> <tr> <td>Year 3</td><td>2360000</td><td>1980000</td><td>198000</td><td>2178000</td><td>182000</td></tr> <tr> <td>Year 4</td><td>2360000</td><td>2178000</td><td>217800</td><td>2395800</td><td>-35800</td></tr> <tr> <td>Year 5</td><td>2360000</td><td>2395800</td><td>239580</td><td>2635380</td><td>-275380</td></tr> <tr> <td>Total 5 Yrs</td><td>10525000</td><td></td><td></td><td>11089180</td><td>-564180</td></tr> </tbody> </table>						Gross Earning	Expenditure	10%	Total Expenditure	Net Earning	Year 1	1460000	1900000		1900000	-440000	Year 2	1985000	1800000	180000	1980000	5000	Year 3	2360000	1980000	198000	2178000	182000	Year 4	2360000	2178000	217800	2395800	-35800	Year 5	2360000	2395800	239580	2635380	-275380	Total 5 Yrs	10525000			11089180	-564180
	Gross Earning	Expenditure	10%	Total Expenditure	Net Earning																																										
Year 1	1460000	1900000		1900000	-440000																																										
Year 2	1985000	1800000	180000	1980000	5000																																										
Year 3	2360000	1980000	198000	2178000	182000																																										
Year 4	2360000	2178000	217800	2395800	-35800																																										
Year 5	2360000	2395800	239580	2635380	-275380																																										
Total 5 Yrs	10525000			11089180	-564180																																										
18	Projected Annual Net Earning in Subsequent Years: <i>[Subtract B(13) from B(17)]</i>																																														

ROADMAP & COURSE CODES - MASTER OF SCIENCE IN (IQBAL STUDIES)

Campus: ISLAMABAD
 Department: Humanities and Social Sciences
 Program Title: Master of Science in (Iqbal Studies)
 Program Level: MS Level
 Total Duration of Program: 2 to 3 Years
 Total Number of semesters: Four
 Total Credit Hours: 30 Credit Hours

Semester-1

Sr.No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	Theory	Lab (if any)
01		ISM 501	Iqbal's Biography	3	Y	
02		ISM 503	Research Methodologies	3	Y	
03			Elective 1	3	Y	
04			Elective 2	3	Y	
Total Credit Hours in Semester-1				12		

Semester-2

Sr.No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	Theory	Lab (if any)
01		ISM 502	Iqbal's Philosophical Themes	3	Y	
02		ISM504	Iqbal's Contributions towards Pakistan Movement	3	Y	
03			Elective 3	3	Y	
04			Elective 4	3	Y	
Total Credit Hours in Semester-2				12		

Semester-3

Sr.No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	Theory	Lab (if any)
01		THS 701	THESIS	3		
Total Credit Hours in Semester-3				3		

Semester-4

Sr.No.	Pre-requisite Course Code	Course Code	Course Title	Credit Hours	Theory	Lab (if any)
01		THS 701	THESIS	3		
Total Credit Hours in Semester-4				3		

List of Elective Courses

S. No	Pre-requisite course code	Course Code	Course Title	Credit Hours	Theory	Practical
1		ISM 505	Iqbal's Qur'anic Message for Ummah	3	Y	
2		ISM 506	Iqbal's Relevance to Psychology	3	Y	
3		ISM 507	Iqbal's Educational Philosophy	3	Y	
4		ISM 508	Iqbal's Political Philosophy	3	Y	
5		ISM 509	Iqbal's Selected Urdu Poetry	3	Y	
6		ISM 510	Iqbal's Selected Persian Poetry	3	Y	
7		ISM 511	Iqbal's Social Philosophy	3	Y	
8		ISM 512	Reconstruction of Religious Thought in Islam	3	Y	

Bahria University, Islamabad**COURSE OUTLINE**

Course Name	Iqbal and his message	Prepared on	Sept 2020
Course Code	ISB 401		
Credit Hours	2		
Course Prerequisite	None		
Prerequisite Code		Revised on	
Course Type	Elective Course		
Program	Iqbal Studies		
Semester	7-8		

Course Description

This course is designed to provide awareness to students about Allama Muhammad Iqbal and his Quranic message, and an appreciation of his contribution and his pivotal role in the creation of an Islamic state, Pakistan, in the Indian subcontinent.

This course is intended to develop awareness and love for the cause of Pakistan and provide motivation to the students to work for higher objectives on which Pakistan was acquired, and also guide them on how those can be achieved as elaborated in Iqbal's poetry and prose.

This is a basic course which is designed to stimulate the students for further studies in Iqbal Studies

Course Objective:

The main objective of the course is to generate awareness in the students of the following:

- 1) The genealogy of Iqbal and the influence of his ancestors
- 2) The influences on Iqbal intellectual development
- 3) Iqbal's message to the Muslim Ummah
- 4) Iqbal's contribution towards Pakistan movement

Course Learning Outcomes

CLO #	Description
1.	Students will be made aware of the life history of Allama Muhammad Iqbal
2.	Knowledge and appreciation of Iqbal's philosophy of Khudi and how it is involved in development of Human personality
3.	The awareness of the causes of Muslim <i>ummah's</i> decline as elaborated by Iqbal
4.	Awareness of Iqbal's recommendations for <i>ummah's</i> renaissance and his motivational poetry to encourage Muslims to practically work for this renaissance.
5.	Knowledge of the role of Iqbal in the creation of Pakistan
6.	The awareness of how Iqbal perceived the functions of this Muslim state
7.	To make the students appreciate and attach to Iqbal's powerful poetry

Teaching & Learning Methodology

In-depth Class discussions by the course teacher/moderator. This will require engaging deliberations and analytical approach from the faculty's side. Reference books are of prime importance which the students will be encouraged to review on. The reference book portions with relevant information will have to be identified as many books on Iqbal are voluminous in nature.

Research project work and presentations will be given to the students to develop research skills.

Guest specialist speaker sessions will enhance students' knowledge and motivation.

Text Book and References

Iqbal: An Illustrated Biography –	Khurram Ali Shafique
Naqoosh e Iqbal/Glory of Iqbal –	Syed Abul Hasan Ali Nadvi
Zinda Rud –	Justice Javed Iqbal
Glimpses of Iqbal –	Syed Abdul Wahid
Iqbal –	Mustansir Mir
Iqbal: Ibtidai Daur, 1904 tak,	Khurram Ali Shafique,
Iqbal: Tashkili Daur, 1905 se 1913,	Khurram Ali Shafique,
Iqbal: Darmani Daur, 1914 se 1922 tak,	Khurram Ali Shafique,
Iqbal: Daur Aruj, 1923 se 1930 tak,	Khurram Ali Shafique,
Iqbal: As I knew him,	Doris Ahmad
علامہ اقبال کا خصوصی مطالعہ ۱ اور ۲	علامہ اقبال اوپن یونیورسٹی
Selected Kalam of Iqbal:	
(Zarb-e-Kaleem-005) لا الہ الا اللہ	
Zarb e Kaleem - افرنگ زدہ	
(Zarb-e-Kaleem-062) مرد مسلمان	
Bang e Dara - ترانہ ملی	
Zarb e Kaleem - نفسیات غلامی	
Bang e Dara - مذہب	
Bal e Jibril - ستاروں سے آگے جہاں اور بھی ہیں	
(Bal-e-Jibril-105) جوانوں کو مری آہ سحر دے	
(Zarb-e-Kaleem-091) طالب علم	
(Zarb-e-Kaleem-042) کافر و مومن	
(Armaghan-e-Hijaz-02) بڑھے بلوچ کی نصیحت بیٹے کو	
(Armaghan-e-Hijaz-08) آواز غیب	
(Bang-e-Dra-009) (لب پہ آتی ہی دعا بن کے تمنا میری) بچے کی دعا	
Iqbal : fikr o amal by Prof. Fateh Muhammad Malik	
Iqbal's guidelines for the character building and social development by Prof. Dr. Atiya Syed	
Iqbal aur Quran by Dr Ghulam Mustafa Khan	
Iqbal ka Nazria- e Khudi	Dr. Abdul ul Ghani
An Introduction to Iqbal's Philosophy by Riffat Hassan http://www.iqbalcyberlibrary.net/pdf/967E.pdf	
Foundation Thought of Pakistan Movement –	ISPR, Hilal Publications
Speeches, writings and statements of Iqbal	Compiled by Latif Ahmad Sherwani
Iqbal: the spiritual father of Pakistan	Rashida Malik
فکر اقبال کی روشنی میں نوجوان نسل کے لیے شاہین بطور علامت از ڈاکٹر ناصرالدین و ڈاکٹر سلطان محمود	
http://khayaban.uop.edu.pk/Shumaray/38_Bahar_2018/12_faqar_e_iqbal.html	
Allama Muhammad Iqbal: an inspiration for young Muslims at all times and places by Zawahir Siddique: https://crescent.icit-digital.org/articles/allama-muhammad-iqbal-an-inspiration-for-young-muslims-at-all-times-and-places	
Kulliyat e Iqbal	- Muhammad Iqbal

Grading Policy			
	Assessment Instruments	Percentage	
	Quizzes	15	
	Project	20	
	Mid Term Exam	25	
	Final Exam	40	
	Total	100	
Week-wise Course Outline			
week / Session	Contents	Activities / Learning Outcome	
1.	Allama Muhammad Iqbal’s Short Biography i. Iqbal’s ancestry and family ii. Main influences on Iqbal iii. The development of Iqbal through stages	Introduction to Iqbal and how he developed into an intellectual of high repute	
2.	Iqbal’s Philosophical themes for Muslim ummah’s emancipation i. Khudi ii. Influence of West iii. Slave Mentality in Muslim Ummah	Students will be introduced and discussed upon Iqbal’s Philosophical themes which could motivate the Muslims of subcontinent to be motivated and dedicate to the freedom of Muslims of India.	
3.	Iqbal’s Philosophical themes for Muslim ummah’s emancipation iv. Muslim inactivity, and Iqbal’s motivation for action and creativity v. The role of Muslim Ummah	Students will be introduced and discussed upon Iqbal’s Philosophical themes which could motivate the Muslims of subcontinent to be motivated and dedicate to the freedom of Muslims of India.	
4.	The philosophy of Khudi and its human aspects i) Individuality ii) Self-realization, iii) Self-actualization, iv) Self-esteem and Self-respect, v) Self-exposition	Developing knowledge of Iqbal’s most famous philosophy of Khudi or Self and how it implicates in self-development of Muslims individually and collectively	
5.	Personal and Social Implications of the Philosophy of Khudi i) Dynamics and development of <i>Khudi</i> ii) Implication of <i>Khudi</i> in personality development	Group Project: Select any theme from Iqbal’s Qur’anic philosophy and write around 1000 words research article. Prepare presentation and present on the nominated day at the end of semester	
6.	Iqbal’s analysis of Muslim <i>Ummah’s</i> issues and their solutions	To make students realize and appreciate Iqbal’s hikma in elaborating the weaknesses of Muslim ummah and how can these weaknesses be overcome	
7.	Iqbal’s role in independence of Pakistan i. Iqbal’s Intellectual role ii. Iqbal’s Political role iii. Iqbal’s vision for Pakistan	The realization of Iqbal’s contribution in the Independence of Pakistan and Iqbal’s vision about Pakistan	

8.	Iqbal's message for the youth i) Iqbal's Expectations from the youth ii) 'Shaheen' and its virtues iii) Youth as leaders of change iv) Youth quest for knowledge	The realization of Iqbal's contribution in the Independence of Pakistan and Iqbal's vision about Pakistan. The realization of what expectations Iqbal had from the Muslim youth
9.	MID TERMS	
10.	Guest Speaker session	Topic: Iqbal's Expectations from the youth and his concept of Shaheen
11.	Introduction to Iqbal's prose and poetical works - Urdu & English	Students will be introduced to Iqbal's English and Urdu literature
12.	Introduction to Iqbal's poetical works - Persian	Students will be introduced to Iqbal's Persian literature
13.	Iqbal's selected Poetry i) Shikwa & Jawab e Shikwa (Bang e Dara) ii) Wataniyat (Bang e Dara)	Introduction and realization of Iqbal's affective message through Iqbal's selected poems
14.	Iqbal's selected Poetry iii) Khatab ba Jawanan Islam (Bang e Dara) iv) Sitaron se aage jahan aur bhi hain (Baal e Jibril)	Introduction and realization of Iqbal's affective message through Iqbal's selected poems
15.	Paper Presentations	Group project paper presentations
16.	Revision and recapitulation	Final recapitulation
17.	FINAL EXAMS	

Bahria University, Islamabad**COURSE OUTLINE**

Course Name	Iqbal's Biography	Prepared on	Sept 2020
Course Code	ISM 501		
Credit Hours	3		
Course Prerequisite	None		
Prerequisite Code		Revised on	
Course Type	Core Course		
Program	MS in Iqbal Studies		
Semester	1		

Course Description

This course will give a deeper outlook of the life history of one of the greatest poet-philosopher of Islam, Allama Muhammad Iqbal, for the students to appreciate his achievement in laying the foundation of the ideology of Islamic Republic of Pakistan.

It is to provide students with the background of the development of Islamic philosophical thought in Iqbal and its efficacy in the development of modern Islamic thought.

This course is intended to create deeper cognizance to appreciate Allama Muhammad Iqbal and his philosophy as it developed through different phases:

Course Learning Outcomes

CLO #	Description
1.	To connect students to Iqbal.
2.	Appreciating in depth, the life history of Allama Muhammad Iqbal and the influences in his formative years.
3.	To make students analyze the circumstances which lead to Iqbal's intellectual development.
4.	To analyze how Iqbal developed his thought through different stages.
5.	To expand students understanding of Iqbal's influence in reawakening the Muslims of Indian sub-continent and his influence on the wider Muslim ummah.

Teaching & Learning Methodology

In-depth Class discussions by the course teacher/moderator. This will require engaging deliberations and analytical approach from the faculty's side. Reference books are of prime importance which the students will be encouraged to review on. The reference book portions with relevant information will have to be identified as many books on Iqbal are voluminous in nature.

Research project work and presentations will be given to the students to develop research skills and facilitate them in their final MS research.

Guest specialist speaker sessions will enhance students' knowledge and motivation.

Text Book and References**Reference Books:**

India 1857: A mutiny or a war... - Geaves

<http://irigs.iiu.edu.pk:64447/gsd/collect/islamics/archives/HASHd64c.dir/v35i12.pdf>

Islamic movements of early 20th Century

<https://www.britannica.com/topic/Islamic-world/Islamist-movements-from-the-1960s>

European Colonialism and the Emergence of Modern Muslim States

<http://www.oxfordislamicstudies.com/article/book/islam-9780195107999/islam-9780195107999-chapter-13>

The Modern Muslim State and the Ideological Legacy of Colonialism

<http://www.oxfordislamicstudies.com/article/book/islam-9780195107999/islam-9780195107999-div1-112>

The Social Impact of Colonialism

<http://www.oxfordislamicstudies.com/article/book/islam-9780195107999/islam-9780195107999-div1-115>

Iqbal, Poet and Thinker

Mustansir Mir

Iqbal Mashriq Ka Buland Sitara

Ayatollah Syed Ali Khamenai

Iqbal aur Quran

Dr Ghulam Mustafa Khan

Iqbal and The World of Qur'an

Muhammad Munawwar

<http://www.allamaiqbal.com/publications/journals/review/apr84/6.htm>

Iqbal: An Illustrated Biography –

Khurram Ali Shafique

Iqbal: His Life and Our Times

Khurram Ali Shafique

Naqoosh e Iqbal/Glory of Iqbal –

Syed Abul Hasan Ali Nadvi

Zinda Rud –

Justice Javed Iqbal

Iqbal: As I knew him-

Doris Ahmad

Glimpses of Iqbal –

Syed Abdul Wahid

فکر اقبال

ڈاکٹر خلیفہ عبدالحکیم

Two letters from Iqbal to Jinnah (1937)

http://www.columbia.edu/itc/mealac/pritchett/00islamlinks/txt_iqbal_tojinnah_1937.html

Allahabad Address 1930

Allama Muhammad Iqbal

Speeches, Writings & Statements of Iqbal

Compiled & Edited by Latif Ahmad Sherwani

Iqbal and the Concept of Pakistan

Rashida Malik

Iqbal Social and Political Ideal

Prof. Fateh Muhammad Malik

Iqbal's Theory of Muslim Community and Islamic Universalism

<http://www.allamaiqbal.com/publications/journals/review/oct82/9.htm>

The Muslim Ummah and Iqbal

Muhammad Ashraf Chaudhri

Unity of the Islamic World

Prof Abdul Wahid

<https://www.iqbal.com.pk/944-allama-iqbal-studies/scholarly-articles/1664-unity-of-the-islamic-world>

Iqbal and Muslim Unity

Sanusi bin Junid

<https://pdfs.semanticscholar.org/3dee/739cf761d550ef4bba1714ba29384f982edc.pdf>

Iqbal's Inferences from the Qur'an: Educational Objectives for Developing an Individual for Serving Millat

- Dr. M Abid Ali

<https://files.eric.ed.gov/fulltext/EJ1180633.pdf>

Allama Muhammad Iqbal: an inspiration for young Muslims at all times and places by Zawahir Siddiqui.

<https://crescent.icit-digital.org/articles/allama-muhammad-iqbal-an-inspiration-for-young-muslims-at-all-times-and-places>

Iqbal ka Tasawwar e Shaheen (Urdu)

<https://www.pakistan.web.pk/threads/iqbal-ka-tasawwur-e-shaheen.17210/>

Relevant poems:

Shikwa, Jawab e Shikwa

Allama Muhammad Iqbal

khitaab ba nojawanaan e Islam	Allama Muhammad Iqbal
Sitaron se aagay jahan aur bhi hain	Allama Muhammad Iqbal
Aik Nojawan Ke Naam	Allama Muhammad Iqbal
Javed Ke Naam	Allama Muhammad Iqbal
Shaheen – Bal-e-Jibril-176	Allama Muhammad Iqbal
Matalib Asrar o Ramooz	Moulana Ghulam Rasul Mehr
Iqbal aur Quran	Dr Ghulam Mustafa Khan
Iqbal and The World of Qur'an	Muhammad Munawwar
http://www.allamaiqbal.com/publications/journals/review/apr84/6.htm	
Fiqhization of the Quran and Iqbal by Dr. Akbar J. A. Syed & Dr. Mohammad Aslam	
Dimensions of Iqbal	Muhammed Munawwar
Iqbal's Contribution to Literature and Politics	Prof M. Munawwar
Iqbal's Contribution to the Reawakening of the Muslim World	Muhammad Aman Hob ohm
http://www.allamaiqbal.com/publications/journals/review/apr89/4.htm	
Iqbal, The Poet-Philosopher of Islamic Resurgence Sayyid Ali Khamene'i	
The Two Nation Theory and the Creation of Pakistan -- Mehreen Hassan	
https://www.asianonlinejournals.com/index.php/AJSSMS/article/view/1568/1482	
Iqbal's Aligarh Address 1910	Muhammad Iqbal
Iqbal aur Muslim qaumiyaat	Muhammad Ramzan Gohar

Grading Policy

	Assessment Instruments	Percentage	
	Quizzes	15	
	Project	20	
	Mid Term Exam	25	
	Final Exam	40	
	Total	100	

Week-wise Course Outline

week / Session	Contents	Activities / Learning Outcome
1.	Social and Political conditions of the sub-continent prior Iqbal i) 1857 War of independence and its aftermaths ii) Colonization of Islamic states	Explain the historical background of the subcontinent prior Allama Iqbal for better understanding of the requirements of Iqbal's times.
2	Social and Political conditions of the sub-continent prior Iqbal iii) Sir Syed's educational and social reform movement iv) The condition of Muslim Ummah in early 20 th Century	Explain the historical background of the subcontinent prior Allama Iqbal for better understanding of the requirements of Iqbal's times.
3	Iqbal's Biography i) Ancestry ii) Iqbal's brought up and education iii) Influences on Iqbal	To create in-depth knowledge of the development of Iqbal's personality and intellectual growth.

4	Iqbal's contributions vi) Islamic philosophy vii) Urdu & Persian literature viii) Islamic political thought	For creating a comprehensive understanding of Iqbal's contribution in the field of Islamic philosophy, literature and Islamic political thought.
5	Iqbal's contributions i) Islamic approach to education ii) Iqbal's philosophy of Self and its effects on Muslims iii) Iqbal's contribution in the freedom movement for Pakistan	For creating a comprehensive understanding of Iqbal's contribution in the field of educational thought, Iqbal's philosophy of Khudi and Iqbal's contribution in Pakistan movement. The intention is create realization of the inclusiveness of Allama Iqbal's contribution in the socio-political aspects in creating awakening in the Muslims of sub-continent which resulted in the demand for Pakistan.
6	i) Iqbal's critique on West ii) Iqbal's critique on Muslim Ummah	Through this session the students will learn Iqbal's views about the weaknesses of both the western societies and Islamic societies. Which will create a better appreciation of weaknesses in a society which inhibits a society's growth.
7	Allama Iqbal's contribution towards Muslim Ummah iii) Iqbal's vision for Muslim Ummah iv) Identifying the issues of Ummah	Allama Iqbal had great concern about the backwardness of Muslim society and reminded them of their past glory. In the process, Iqbal directed them towards a greater vision and identified issues which were inhibiting their renaissance. The issues enumerated have great relevance for creating wider vision of Muslim ummah's progress and renaissance.
8	Allama Iqbal's contribution towards Muslim Ummah iii) Iqbal and Muslim youth iv) Iqbal's Concept of Shaheen and its implication in youth's performance	Iqbal's special focus was on creating realization in the Muslim ummah's youth. The reason being their greater vitality and emotional attachment to a cause. Iqbal endeavoured to educate and motivate the youth to endeavour for the renaissance of Muslim nation. Thus it is pertinent that Iqbal's message to the youth be communicated effectively.
9	MID-TERM EXAMS	
10	Guest Speakers' session 'Iqbal's message to youth'.	This will be an interactive session which will endeavour to provide answers to various misconceptions and confusions developed in the present age.
11	Allama Iqbal's Islamic thought and its depiction in his literature i) Iqbal and Qur'an ii) Iqbal's love for Prophet ﷺ iii) Iqbal's focus on Islam	It is known to very few people that Iqbal's focus in his literature was Qur'an itself which he has vowed in the closing passages of his Persian book Ramooz e Bikhudi. His main focus was representing Islam in the contemporary times. This has to be realized by students of Iqbal.
12	Iqbal's Contribution for Pakistan i) Iqbal's Concept of Nation ii) Basic Elements of Muslim Nation iii) Rationale behind Pakistan	The knowledge of the Iqbal's concept of a nation and its effects on the socio-political conditions which led to the demand for a separate Islamic state for the Muslims in Indian Subcontinent

		The realization of Iqbal's actual role in the Pakistan movement	
13	Iqbal's Contribution for Pakistan i) Iqbal's Proposal for a Separate Muslim Nation in India ii) Allahabad Address iii) Iqbal's influence on Muslim Leaders and masses	The knowledge of the Iqbal's concept of a nation and its effects on the socio-political conditions which led to the demand for a separate Islamic state for the Muslims in Indian Subcontinent The realization of Iqbal's actual role in the Pakistan movement	
14	Group activity: Organizing Seminar on Iqbal 'Iqbal and his contributions'	This will provide experience of organizing intellectual seminars and opportunity to the audience to aware themselves with Iqbal's wisdom.	
15	Project Presentations	PowerPoint presentation of research papers by individual students. Enhancing research and presentation skills of the students.	
16	Revision and Quiz over whole syllabus after Mid term	Summing up the learning.	
17	FINAL EXAMS		

Bahria University, Islamabad**COURSE OUTLINE**

Course Name	Iqbal's Biography	Prepared on	Sept 2020
Course Code	ISM 501		
Credit Hours	3		
Course Prerequisite	None		
Prerequisite Code		Revised on	
Course Type	Core Course		
Program	MS in Iqbal Studies		
Semester	1		

Course Description

This course will give a deeper outlook of the life history of one of the greatest poet-philosopher of Islam, Allama Muhammad Iqbal, for the students to appreciate his achievement in laying the foundation of the ideology of Islamic Republic of Pakistan.

It is to provide students with the background of the development of Islamic philosophical thought in Iqbal and its efficacy in the development of modern Islamic thought.

This course is intended to create deeper cognizance to appreciate Allama Muhammad Iqbal and his philosophy as it developed through different phases:

Course Learning Outcomes

CLO #	Description
1.	To connect students to Iqbal.
2.	Appreciating in depth, the life history of Allama Muhammad Iqbal and the influences in his formative years.
3.	To make students analyze the circumstances which lead to Iqbal's intellectual development.
4.	To analyze how Iqbal developed his thought through different stages.
5.	To expand students understanding of Iqbal's influence in reawakening the Muslims of Indian sub-continent and his influence on the wider Muslim ummah.

Teaching & Learning Methodology

In-depth Class discussions by the course teacher/moderator. This will require engaging deliberations and analytical approach from the faculty's side. Reference books are of prime importance which the students will be encouraged to review on. The reference book portions with relevant information will have to be identified as many books on Iqbal are voluminous in nature.

Research project work and presentations will be given to the students to develop research skills and facilitate them in their final MS research.

Guest specialist speaker sessions will enhance students' knowledge and motivation.

Text Book and References**Reference Books:**

India 1857: A mutiny or a war... - Geaves

<http://irigs.iiu.edu.pk:64447/gsd/collect/islamics/archives/HASHd64c.dir/v35i12.pdf>

Islamic movements of early 20th Century

<https://www.britannica.com/topic/Islamic-world/Islamist-movements-from-the-1960s>

European Colonialism and the Emergence of Modern Muslim States

<http://www.oxfordislamicstudies.com/article/book/islam-9780195107999/islam-9780195107999-chapter-13>

The Modern Muslim State and the Ideological Legacy of Colonialism

<http://www.oxfordislamicstudies.com/article/book/islam-9780195107999/islam-9780195107999-div1-112>

The Social Impact of Colonialism

<http://www.oxfordislamicstudies.com/article/book/islam-9780195107999/islam-9780195107999-div1-115>

Iqbal, Poet and Thinker

Mustansir Mir

Iqbal Mashriq Ka Buland Sitara

Ayatollah Syed Ali Khamenai

Iqbal aur Quran

Dr Ghulam Mustafa Khan

Iqbal and The World of Qur'an

Muhammad Munawwar

<http://www.allamaiqbal.com/publications/journals/review/apr84/6.htm>

Iqbal: An Illustrated Biography –

Khurram Ali Shafique

Iqbal: His Life and Our Times

Khurram Ali Shafique

Naqoosh e Iqbal/Glory of Iqbal –

Syed Abul Hasan Ali Nadvi

Zinda Rud –

Justice Javed Iqbal

Iqbal: As I knew him-

Doris Ahmad

Glimpses of Iqbal –

Syed Abdul Wahid

فکر اقبال

ڈاکٹر خلیفہ عبدالحکیم

Two letters from Iqbal to Jinnah (1937)

http://www.columbia.edu/itc/mealac/pritchett/00islamlinks/txt_iqbal_tojinnah_1937.html

Allahabad Address 1930

Allama Muhammad Iqbal

Speeches, Writings & Statements of Iqbal

Compiled & Edited by Latif Ahmad Sherwani

Iqbal and the Concept of Pakistan

Rashida Malik

Iqbal Social and Political Ideal

Prof. Fateh Muhammad Malik

Iqbal's Theory of Muslim Community and Islamic Universalism

<http://www.allamaiqbal.com/publications/journals/review/oct82/9.htm>

The Muslim Ummah and Iqbal

Muhammad Ashraf Chaudhri

Unity of the Islamic World

Prof Abdul Wahid

<https://www.iqbal.com.pk/944-allama-iqbal-studies/scholarly-articles/1664-unity-of-the-islamic-world>

Iqbal and Muslim Unity

Sanusi bin Junid

<https://pdfs.semanticscholar.org/3dee/739cf761d550ef4bba1714ba29384f982edc.pdf>

Iqbal's Inferences from the Qur'an: Educational Objectives for Developing an Individual for Serving

Millat - Dr. M Abid Ali

<https://files.eric.ed.gov/fulltext/EJ1180633.pdf>

Allama Muhammad Iqbal: an inspiration for young Muslims at all times and places by Zawahir Siddiqui.

<https://crescent.icit-digital.org/articles/allama-muhammad-iqbal-an-inspiration-for-young-muslims-at-all-times-and-places>

Iqbal ka Tasawwar e Shaheen (Urdu)

<https://www.pakistan.web.pk/threads/iqbal-ka-tasawwur-e-shaheen.17210/>

Relevant poems:

Shikwa, Jawab e Shikwa

Allama Muhammad Iqbal

khitaab ba nojawanaan e Islam

Allama Muhammad Iqbal

Sitaron se aagay jahan aur bhi hain

Allama Muhammad Iqbal

Aik Nojawan Ke Naam

Allama Muhammad Iqbal

Javed Ke Naam

Allama Muhammad Iqbal

Shaheen – Bal-e-Jibril-176

Allama Muhammad Iqbal

Matalib Asrar o Ramooz

Moulana Ghulam Rasul Mehr

Iqbal aur Quran

Dr Ghulam Mustafa Khan

Iqbal and The World of Qur'an

Muhammad Munawwar

<http://www.allamaiqbal.com/publications/journals/review/apr84/6.htm>

Fiqhization of the Quran and Iqbal by Dr. Akbar J. A. Syed & Dr. Mohammad Aslam

Dimensions of Iqbal

Muhammed Munawwar

Iqbal's Contribution to Literature and Politics

Prof M. Munawwar

Iqbal's Contribution to the Reawakening of the

Muhammad Aman Hob ohm

Muslim World

<http://www.allamaiqbal.com/publications/journals/review/apr89/4.htm>

Iqbal, The Poet-Philosopher of Islamic Resurgence Sayyid Ali Khamene'i

The Two Nation Theory and the Creation of Pakistan -- Mehreen Hassan

<https://www.asianonlinejournals.com/index.php/AJSSMS/article/view/1568/1482>

Iqbal's Aligarh Address 1910

Muhammad Iqbal

Iqbal aur Muslim qaumiyaat

Muhammad Ramzan Gohar

Grading Policy

	Assessment Instruments	Percentage
	Quizzes	15
	Project	20
	Mid Term Exam	25
	Final Exam	40
	Total	100

Week-wise Course Outline

week / Session	Contents	Activities / Learning Outcome
1.	Social and Political conditions of the sub-continent prior Iqbal v) 1857 War of independence and its aftermaths vi) Colonization of Islamic states	Explain the historical background of the subcontinent prior Allama Iqbal for better understanding of the requirements of Iqbal's times.
2	Social and Political conditions of the sub-continent prior Iqbal vii) Sir Syed's educational and social reform movement viii) The condition of Muslim Ummah in early 20 th Century	Explain the historical background of the subcontinent prior Allama Iqbal for better understanding of the requirements of Iqbal's times.
3	Iqbal's Biography iv) Ancestry v) Iqbal's brought up and education vi) Influences on Iqbal	To create in-depth knowledge of the development of Iqbal's personality and intellectual growth.
4	Iqbal's contributions ix) Islamic philosophy x) Urdu & Persian literature xi) Islamic political thought	For creating a comprehensive understanding of Iqbal's contribution in the field of Islamic philosophy, literature and Islamic political thought.
5	Iqbal's contributions iv) Islamic approach to education v) Iqbal's philosophy of Self and its effects on Muslims vi) Iqbal's contribution in the freedom movement for Pakistan	For creating a comprehensive understanding of Iqbal's contribution in the field of educational thought, Iqbal's philosophy of Khudi and Iqbal's contribution in Pakistan movement. The intention is create realization of the inclusiveness of Allama Iqbal's contribution in the socio-political aspects in creating

		awakening in the Muslims of sub-continent which resulted in the demand for Pakistan.
6	v) Iqbal's critique on West vi) Iqbal's critique on Muslim Ummah	Through this session the students will learn Iqbal's views about the weaknesses of both the western societies and Islamic societies. Which will create a better appreciation of weaknesses in a society which inhibits a society's growth.
7	Allama Iqbal's contribution towards Muslim Ummah v) Iqbal's vision for Muslim Ummah vi) Identifying the issues of Ummah	Allama Iqbal had great concern about the backwardness of Muslim society and reminded them of their past glory. In the process, Iqbal directed them towards a greater vision and identified issues which were inhibiting their renaissance. The issues enumerated have great relevance for creating wider vision of Muslim ummah's progress and renaissance.
8	Allama Iqbal's contribution towards Muslim Ummah vii) Iqbal and Muslim youth viii) Iqbal's Concept of Shaheen and its implication in youth's performance	Iqbal's special focus was on creating realization in the Muslim ummah's youth. The reason being their greater vitality and emotional attachment to a cause. Iqbal endeavoured to educate and motivate the youth to endeavour for the renaissance of Muslim nation. Thus it is pertinent that Iqbal's message to the youth be communicated effectively.
9	MID-TERM EXAMS	
10	Guest Speakers' session 'Iqbal's message to youth'.	This will be an interactive session which will endeavour to provide answers to various misconceptions and confusions developed in the present age.
11	Allama Iqbal's Islamic thought and its depiction in his literature iv) Iqbal and Qur'an v) Iqbal's love for Prophet ﷺ vi) Iqbal's focus on Islam	It is known to very few people that Iqbal's focus in his literature was Qur'an itself which he has vowed in the closing passages of his Persian book Ramooz e Bikhudi. His main focus was representing Islam in the contemporary times. This has to be realized by students of Iqbal.
12	Iqbal's Contribution for Pakistan iv) Iqbal's Concept of Nation v) Basic Elements of Muslim Nation vi) Rationale behind Pakistan	The knowledge of the Iqbal's concept of a nation and its effects on the socio-political conditions which led to the demand for a separate Islamic state for the Muslims in Indian Subcontinent The realization of Iqbal's actual role in the Pakistan movement
13	Iqbal's Contribution for Pakistan iv) Iqbal's Proposal for a Separate Muslim Nation in India v) Allahabad Address vi) Iqbal's influence on Muslim Leaders and masses	The knowledge of the Iqbal's concept of a nation and its effects on the socio-political conditions which led to the demand for a separate Islamic state for the Muslims in Indian Subcontinent The realization of Iqbal's actual role in the Pakistan movement

14	Group activity: Organizing Seminar on Iqbal 'Iqbal and his contributions'	This will provide experience of organizing intellectual seminars and opportunity to the audience to aware themselves with Iqbal's wisdom.	
15	Project Presentations	PowerPoint presentation of research papers by individual students. Enhancing research and presentation skills of the students.	
16	Revision and Quiz over whole syllabus after Mid term	Summing up the learning.	
17	FINAL EXAMS		

BAHRIA UNIVERSITY

IQBAL STUDIES

Course Title: **Research Methodologies**

Course Code: **ISM 503**

Credit Hours: **3**

Course Type: **Core Course**

Pre-requisite (if any): **None**

Semester: **1**

1. Description

The course focuses on developing a working knowledge of a range of research methods, methodological approaches, and theoretical framework of research to prepare the students in the skills, techniques, and knowledge necessary to undertake independent research using Quantitative and Qualitative methodologies in academics, particularly in social sciences.

2. Intended learning outcomes of course (ILOs):

The course will enable students to:

(a) Knowledge and Understanding:

1. Enhance the knowledge about the principles and purposes underlying research.
2. Enhance the knowledge of the concepts and steps used in conducting research.

(b) Intellectual Skills:

1. Critically get the insights of the current situation, problems, issues, opportunities etc. by applying research methods in the context of the country, province or any education institute.
2. Develop an understanding of critical review of published research on methodological strengths and weaknesses

(c) Professional Skills:

1. Apply research concepts by developing a proposal and conducting research.
2. Design and present research project/s using appropriate academic English.
3. Examine and synthesize literature review, use appropriate qualitative research design, collect, analyze, and interpret the data.
4. Write publishable research paper/s.

(d) General and Transferable Skills

1. Work effectively with others in the group.
2. Access range of resources to enhance the learning experience.
3. Take responsibility of self-learning and peer learning.
4. Communicate effectively and solve own problems in appropriate manner.

3. Course Contents:

Sessions	Topic
1	Types of Qualitative Research Knowledge of phenomenology, grounded theory, ethnography, case study, narrative research and action research
2	Types of Qualitative Research Knowledge of phenomenology, grounded theory, ethnography, case study, narrative research and action research
3	Pure Qualitative Research and Mixed Methodology Initiate and Design Qualitative Research <ol style="list-style-type: none"> 1. Define general and specific problem/s 2. Understand qualitative research steps
4	Collecting and handling data <ol style="list-style-type: none"> 1. Design and conduct focus group 2. Individual interviews (IDI) and Key informant interviews (KII) 3. Conduct observations 4. Make field notes 5. Conduct documentary analysis
5	<ol style="list-style-type: none"> 1. Design and conduct focus group 2. Individual interviews (IDI) and Key informant interviews (KII) 3. Conduct observations 4. Make field notes 5. Conduct documentary analysis
6	Analyzing Data <ol style="list-style-type: none"> 1. Define the process of collecting entering data 2. Understand themes and categories and analytical data collection tools 3. Understand and identify the themes 4. Evaluate the system of coding different categories.
7	Using Qualitative Data <ol style="list-style-type: none"> 1. Define how to use and incorporate blended method. 2. Developing research arguments 3. Identify the way to display the data 4. Understand the concept of triangulation of data 5. Evaluate the system for wrap up.
8	<ol style="list-style-type: none"> 1. Components of qualitative research proposal 2. Framing and writing research question 3. Theoretical framework and research methods 4. Ethical Considerations and plagiarism
9	Fundamentals of Quantitative Research <ul style="list-style-type: none"> • Types of Research • What is quantitative research • Different Types of Quantitative Research • When do we use quantitative methods? • When shouldn't we use quantitative methods? • What is a hypothesis? • Advantages of Quantitative Research

10	Variables <ul style="list-style-type: none"> • Dependent & Independent Variable • Confounded Variable • Quantitative & Categorical Variable • Continuous & Discrete Variable Sampling Techniques <ul style="list-style-type: none"> • Systematic Sampling • Simple Random Sampling • Stratified Sampling • Cluster Sampling • Snowball Sampling • Convenience Sampling • Purposive Sampling • Quota Sampling
11	What is Measurement Types of Measurement Scale <ul style="list-style-type: none"> • Nominal Scales • Ordinal Scales • Interval Scales • Ratio Scales Reliability & Validity of Measurements <ul style="list-style-type: none"> • Data measurement.
12	How a Questionnaire is designed. <ul style="list-style-type: none"> • Determine the purpose of the questionnaire • Determine the type of questions • Write the items • Determine how the data will be analyzed Administering the questionnaire <ul style="list-style-type: none"> • Determine the method of Administration • The problem of Response Rate
13	Descriptive statistics. (Mean, Median, Mode); Measures of Variability; Range; Percentile-based measures; Variance & standard deviation Basic SPSS skills Tabular and Graphical Description of Data Relationship between Frequency Distributions and Other Graphs Time -Series Graphs Indicating Variability of the Data in a Graph Preparing data for analysis <ul style="list-style-type: none"> • Data Reduction • The Coding Guide • Checking for Invalid Data, Missing Data, and Outliers • Proceeding with the Analysis Probability Theory – Basic Concepts <ul style="list-style-type: none"> • Normal Probability Distribution

14	<p>Statistical Inference</p> <ul style="list-style-type: none"> • Concept of Sampling Distribution • Sampling Distribution of Sample arithmetic mean (\bar{x}) • The mean and standard error of sample mean. • Estimating a Population Mean (μ) • Large-Sample Confidence Intervals for One Population Mean • T-Distribution, Confidence Intervals for One Normal Population Mean when standard deviation is unknown • Confidence Interval for difference of two population means when variances are unknown but equal • The Nature of Hypothesis Testing • Terms, Errors, and logic of hypothesis Testing • Critical value approach and p-value approach for testing of hypotheses. • Hypotheses Test for One Population Mean • Hypotheses Test for One Population Mean when standard deviation is unknown • Hypotheses Test for Means of Two Normal Population Using Independent Samples • Paired t-tests <p>Comparing two groups using non-parametric statistics Mann Whitney U test</p>
15	<p>Statistical Inference</p> <ul style="list-style-type: none"> • Concept of Sampling Distribution • Sampling Distribution of Sample arithmetic mean (\bar{x}) • The mean and standard error of sample mean. • Estimating a Population Mean (μ) • Large-Sample Confidence Intervals for One Population Mean • T-Distribution, Confidence Intervals for One Normal Population Mean when standard deviation is unknown • Confidence Interval for difference of two population means when variances are unknown but equal • The Nature of Hypothesis Testing • Terms, Errors, and logic of hypothesis Testing • Critical value approach and p-value approach for testing of hypotheses. • Hypotheses Test for One Population Mean • Hypotheses Test for One Population Mean when standard deviation is unknown • Hypotheses Test for Means of Two Normal Population Using Independent Samples • Paired t-tests <p>Comparing two groups using non-parametric statistics Mann Whitney U test</p>

16	<p>Comparative Statistics: Comparing frequencies of events</p> <ol style="list-style-type: none"> 1. Chi Square Goodness of Fit 2. Chi Square Test of Independence <p>Comparative Statistics: Relationships among continuous variables</p> <ol style="list-style-type: none"> 1. Correlation 2. Regression <p>Comparing three or more groups using parametric statistics</p> <ol style="list-style-type: none"> 1. One-way ANOVA and post-hoc tests <p>Comparing three or more groups using non-parametric statistics</p> <ol style="list-style-type: none"> 1. Kruskal-Wallis test
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References

- Creswell, J. W. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. London: Sage Publications.
- Eisenhardt, K. M. (1989). "Building Theories from Case-Study Research." *Academy of Management Review* **14**(4): 532-550.
- Flick, U., Kardoff, E. V., & Steinke, I. (2007). *A companion to qualitative research* (eds). London: Sage Publications.
- Flyvbjerg, B. (2006). "Five misunderstandings about case-study research." *Qualitative Inquiry* **12**(2): 219-245.
- Holliday, A. (2007). *Doing and writing qualitative research*. London: Sage Publications.
- Huxham, C., & Vangen, S. (2003) Researching organizational practice through action research: case studies and design choices', *Organizational Research Methods*, 6(3): 383-403.
- Kagan, C., Burton, M., & Siddiquee, A. (2008) Action research. In C. Willig & W. Stainton-Rogers (Eds.), *The SAGE Handbook of Qualitative Research in Psychology* (pp. 32-53).
- Mikecz, R. (2012) Interviewing elites: addressing methodological issues. *Qualitative Inquiry* **18**(6): 482-493
- Miles, Matthew B., and A. Michael Huberman. *Qualitative data analysis*. Newbury Park,, CA: Sage, 1985.
- Norman K. Denzin, & Yvonna S. Lincoln. (2017). *The Sage handbook of qualitative research*. Sage.
- Silverman, D. (2004). (Ed.). *Qualitative research: Theory, method and practice* (2nd ed.). London: Sage Publications.
- Yin, R. K. (2011). *Qualitative Research from Start to Finish*. New York, London, The Guilford Press.
- McBurney, D., & White, T. (2009). *Research methods*. Cengage Learning.
- Healey, J. (2015). *The essentials of statistics: A tool for social research*. Cengage Learning.
- Weiss, N. A. (1999). *Introductory Statistics*. New York: Pearson Education.

Prof Fateh Muhammad Malik
Chairperson Iqbal Chair,
Bahria University

Dr. Muhammad Abid Ali,
Coordinator Iqbal Chair,
Bahria University

Bahria University, Islamabad**COURSE OUTLINE**

Course Name	Iqbal's Contributions towards Pakistan Movement		
Course Code	ISM 504		
Credit Hours	3		
Course Prerequisite			
Prerequisite Code			
Course Type	Core Course		
Program	MS in Iqbal Studies		
Semester			
Course Description			
Iqbal is not only the ideologue of Pakistan; it was he who gave the concept of what makes a nation and proposed that Muslims and Hindus as not one nation. This course elaborates how Iqbal's rationale philosophy of Nationalism and his direct participation in the politics resulted in the Pakistan movement. This course also provides guidance to Iqbal's vision and expectations from a Muslim state.			
Course Learning Outcomes			
CLO #	Description		
01	To enumerate and analyze events and circumstances which led Iqbal to develop his theory/definition of nation and nationalism		
02	To elaborate that Pakistan was demanded on the basis of two nation theory and how it was very affectively propagated by Allama Iqbal		
03	To make students analyze the true meaning and spirit behind the concept of Islamic nationalism as enumerated by Allama Iqbal.		
04	In depth analysis of the contribution by Allama Iqbal in making the Muslims achieve the objective of Pakistan.		
05	Elaboration and understanding of the implication of Pan-Islamism		
06	The realization that Islam has its own definition of Nation which transcends all other theories of nation as a binding force of any group of people		
07	In depth understanding of Iqbal's political prowess and in time actions which lead to the freedom of Indian Muslims to form Pakistan		

Teaching & Learning Methodology

In depth Class discussions by the course teacher/moderator. This will require engaging deliberations and analytical approach from the faculty's side. Reference books are of prime importance which the students will be encouraged to review on. The reference book portions with relevant information will have to be identified as many books on Iqbal are voluminous in nature. Research project work and presentation will be given to the students to develop research skills and facilitate them in their final MS research.

Guest specialist speaker session will enhance students' knowledge and motivation

Practically organizing Seminar on Iqbal

Text Book and References

India 1857: A mutiny or a war... - Geaves http://irigs.iiu.edu.pk:64447/gsd/collect/islamics/archives/HASHd64c.dir/v35i12.pdf	R.A. GEAVES
The early 20th century to the present - Reform and revival in the colonial period	Marilyn R. Waldman

https://www.britannica.com/topic/Islamic-world/The-rise-of-British-colonialism-to-the-end-of-the-Ottoman-Empire#ref26945	
European Colonialism and the Emergence of Modern Muslim States http://www.oxfordislamicstudies.com/article/book/islam-9780195107999/islam-9780195107999-chapter-13	S.V.R. Nasr
The Modern Muslim State and the Ideological Legacy of Colonialism http://www.oxfordislamicstudies.com/article/book/islam-9780195107999/islam-9780195107999-div1-112	The Oxford History of Islam
The Social Impact of Colonialism http://www.oxfordislamicstudies.com/article/book/islam-9780195107999/islam-9780195107999-div1-115	The Oxford History of Islam
Making of Pakistan -	K.K. Aziz
Reconstruction of Muslim Political Thought	Prof Fateh Muhammad Malik
Iqbal: Social and Political Ideal	Prof Fateh Muhammad Malik
Iqbal and nationalism http://www.allamaiqbal.com/publications/journals/review/apr61/5.htm	Dr. Zafar Ishaq Ansari
Iqbal: An Illustrated Biography	Khurram Ali Shafique
فکر اقبال	ڈاکٹر خلیفہ عبدالحکیم
Iqbal: the spiritual father of Pakistan	Rashida Malik
Zinda Rud	Justice Javed Iqbal
Iqbal and the Concept of Pakistan	Rashida Malik
The Muslim Ummah and Iqbal	Muhammad Ashraf Chaudhri
Unity of the Islamic World https://www.iqbal.com.pk/944-allama-iqbal-studies/scholarly-articles/1664-unity-of-the-islamic-world	Prof Abdul Wahid
Iqbal and Muslim Unity https://pdfs.semanticscholar.org/3dee/739cf761d550ef4bba1714ba29384f982edc.pdf	Sanusi bin Junid
Islam and Pakistan's Identity	Dr. Javid Iqbal
Wataniyat-(وطنیت) [BANG-E-DARA-102] 12 verses http://iqbalurdu.blogspot.com/2011/04/bang-e-dra-102-wataniyat.html	Muhammad Iqbal
Mazhab مذہب [BANG-E-DARA-152] 3 Verses http://iqbalurdu.blogspot.com/2011/04/bang-e-dra-152-mazhab.html	Muhammad Iqbal
Allahabad Address 1930	Muhammad Iqbal
Iqbal's Aligarh Address 1910	Muhammad Iqbal

Speeches, Writings & Statements of Iqbal		Compiled & Edited by Latif Ahmad Sherwani
Iqbal aur Muslim qaumiat		Muhammad Ramzan Gohar
Iqbal's Theory of Muslim Community and Islamic Universalism http://www.allamaiqbal.com/publications/journals/review/oct82/9.htm		Dr. Manzoorud din Ahmad
Ramooz e Bikhudi		Muhammad Iqbal
Matalib Asrar o Ramooz		Moulana Ghulam Rasul Mehr
Historic perspective on Two-Nation Theory https://defence.pk/pdf/threads/historic-perspective-on-two-nation-theory.572614/		Malik Ashraf
Two Nation Theory: The Myth, The Reality https://storyofpakistan.com/two-nation-theory-the-myth-the-reality/		
The Two Nation Theory and the Creation of Pakistan https://www.asianonlinejournals.com/index.php/AJSSMS/article/view/1568/1482		Mehreen Hassan
Two letters from Iqbal to Jinnah (1937) http://www.columbia.edu/itc/mealac/pritchett/00islamlinks/txt_iqbal_tojinnah_1937.html		Source: G. Allana, Pakistan Movement Historical Documents
Iqbal in Politics		Dr. Hafeez Malik
Grading Policy		
	Assessment Instruments	Percentage
	Quizzes	15
	Project	20
	Mid Term Exam	25
	Final Exam	40
	Total	100
Week-wise Course Outline		
week / Session	Contents	Activities / Learning Outcome
01	The historical perspective of two nation theory i) Brief history of Muslim India ii) Colonization and its effects on Indian Muslims	This will provide rational to the basis of Pakistan movement Student will appreciate the historical events which lead to the demand for a separate Muslim state. Awareness of the Historical perspective of Pakistan movement

02	The historical perspective of two nation theory iii) Relations between Muslims and Hindus in their common struggle for freedom from British rule iv) Sir Syed's concept of nationhood	The realization that ideological and perceptual differences between Muslims and Hindus prevailed in undivided India which was continuously the seed of discord between the two communities The fact that it was Sir Syed Ahmed Khan's realization that Hindus and Muslims are two different nations and cannot live together harmoniously
03	Evolution of Iqbal's concept of Nation i) Iqbal's nationalistic theme prior 1905 ii) Effect of European divide on Iqbal's national philosophy	The knowledge how Iqbal developed his theory of nationalism in phases
04	Evolution of Iqbal's concept of Nation iii) Effect of Muslim divide on Iqbal's Philosophy iv) Iqbal's shift from Indian Nationalism to Pan Islamism v) The Influence of Iqbal's strong Islamic background	The realization of the basis of struggle for Pakistan and Iqbal's contribution for same PROJECT: 2000 WORDS RESEARCH ARTICLE ON IQBAL'S CONCEPT OF MUSLIM NATIONHOOD
05	Iqbal's concept of Islamic nationhood i) Iqbal's concept of Nation or 'Watan' from Islamic perspective ii) Iqbal's concept on Pan Islamism	The realization of the basis of struggle for Pakistan and Iqbal's contribution for same
06	Iqbal's concept of Islamic nationhood iii) Iqbal's Poetry on the concept of Nation iv) Iqbal's prose on the concept of Nation	Group Project: Research and reflective article on the topic 'Historical perspective of Two Nation Theory' Grouping of two students for this research. Presentation at the end of the semester.
07	Allama Iqbal's vision of Muslim Ummah vii) Iqbal's concept of Muslim Ummah	Realization of Iqbal's rationale behind Iqbal's plea for Muslim unity and the dynamics of psycho-social element which

	viii) Iqbal's concept of Islamic collective ego	develops responsibility for the special task bestowed upon Muslims.
08	Allama Iqbal's vision of Muslim Ummah ix) Elements of Islamic Collective Ego x) Implication of collective Ego in Muslim ummah's development	Realization of Iqbal's rationale behind Iqbal's plea for Muslim unity and the dynamics of psycho-social element which develops responsibility for the special task bestowed upon Muslims.
09	D TERMS	
10	Guest Speaker Session: Organizing Seminar on Iqbal 'Iqbal's Concept of Nation and Muslim Brotherhood'	This will be an interactive session which will endeavour to provide answers to various misconceptions and confusions developed in the present age.
11	Iqbal's political contributions in Pakistan movement xii) Concept of Nationhood, a historical perspective xiii) Political conditions from 1875 to 1930	The knowledge of the socio-political conditions which led to the demand for a separate Islamic state for the Muslims in Indian Subcontinent The realization of Iqbal's actual role in the Pakistan movement
12	Iqbal's political contributions in Pakistan movement xiv) Iqbal's contributions to Muslim political movement xv) Iqbal's Multiple nation theory	The realization of Iqbal's actual role and contribution in the Pakistan movement
13	Iqbal's political contributions in Pakistan movement xvi) Iqbal's vision of a Muslim state	The realization of Iqbal's actual role in the Pakistan movement and his rationale behind his demand for a separate Muslim state or confederation
14	Iqbal's political contributions in Pakistan movement xvii) Iqbal's Allahabad Address 1930 xviii) Iqbal's influence on Jinnah	The realization of Iqbal's actual role in the Pakistan movement and his contribution in strengthening same

15	Project Presentations	
16	Revision/Recollection and discussions	Revision for recollection and clarity of concepts and history
17	Final Exams	

Bahria University, Islamabad**Course Prepared by Dr. M. Abid Ali, Coordinator Iqbal Chair****COURSE OUTLINE**

Course Name	Iqbal's Qur'anic Message for Ummah	Prepared on	Sept 2020
Course Code	ISM 505		
Credit Hours	3		
Course Prerequisite			
Prerequisite Code		Revised on	
Course Type	Optional Course		
Program	MS in Iqbal Studies		
Semester			
Course Description			
<p>This course will highlight the Qur'anic themes as extracted Allama Iqbal's literature and its implications in the renaissance of the Muslim Ummah. It is generally believed that Iqbal's prose and poetry are basically his interpretation of his Quranic knowledge. Iqbal was a fervent reader of Qur'an from an early age and was taught Arabic and Persian right from the age of six years by a very learned teacher.</p> <p>This course will also enumerate Iqbal's verses which directly relate to Qur'anic verses and teachings. In-depth discussions will be made on the affective literary presentations of the verses which contain high level of motivation for the Muslims.</p>			
Course Learning Outcomes			
CLO #	Description		

1.	Will provide knowledge about the themes that can be derived from Iqbal's philosophical thought as contained his poetry and prose works.
2.	The expertise to connect the derived themes with Qur'anic messages
3.	The ability to empirically analyze Qur'anic themes of Iqbal's philosophical thought.
4.	Critically analyse the efficacy of Iqbal's message in renaissance of Muslim Ummah, and more specifically the Muslims of Pakistan

Teaching & Learning Methodology

In-depth Class discussions by the course teacher/moderator. This will require engaging deliberations and analytical approach from the faculty's side. Reference books are of prime importance which the students will be encouraged to review on. The reference book portions with relevant information will have to be identified as many books on Iqbal are voluminous in nature.

Research project work and presentations will be given to the students to develop research skills and facilitate them in their final MS research.

Guest specialist speaker sessions will enhance students' knowledge and motivation.

Text Book and References

Iqbal aur Quran	Ghulam Mustafa Khan
http://www.allamaiqbal.com/publications/journals/review/apr84/6.htm	
Iqbal and Quranic Wisdom	Prof. M. Munawwar
Iqbal's Approach to the Qur'an	Ahmed Afzaal
http://www.allamaiqbal.com/publications/journals/review/oct08/2.htm	
A Study of Quranic Quotations in Iqbal's Poetry: An Intertextual Approach Mohammad Taghi Zandvakili/ Ahmad Shirkhani.	https://ijals.usb.ac.ir/article_3904_27d3b1be8a83d10b481ed4bd6f559bc8.pdf
کلام اقبال اور قرآنی آیات و تلمیحات	http://iqbalurdu.blogspot.com/p/allama-iqbal-and-words-of-holy-quran.html
Quranic Reflections in Iqbal's Poetry	Abdul Hakeem Malik
Asrar e Khudi	Muhammad Iqbal
Ramooz e Bikhudi	Muhammad Iqbal
Humanity Beyond Creed	Dr. Zahid Muneer Amir
Iqbal: An Analysis on his Life, Works and Mission	Mohd Abbas Abdul Razak
https://www.researchgate.net/publication/264886987_Iqbal_An_Analysis_on_his_Life_Works_and_Mission	
Iqbal , The Poet-Philosopher of Islamic Resurgence	Sayyid Ali Khamene'i
Reconstruction of Islamic Education: with special reference to Iqbal	Ajaz Lone
https://www.academia.edu/21915623/Reconstruction_of_Islamic_Education_with_special_reference_to_Iqbal_Reconstruction_of_Islamic_Education_with_special_reference_to_Allama_Iqbals_Educational_philosophy	
Iqbal's Philosophy on Islamic Education: A Historical Perspective	Mohd Roslan Mohd; NorImam Bahroni.
https://www.researchgate.net/publication/267370644_Iqbal's_Philosophy_on_Islamic_Education_A_Historical_Perspective	
Iqbal's Inferences from the Qur'an: Objectives of Education for Developing the Individual Self by M Abid Ali & Suhailah Hussien.	https://files.eric.ed.gov/fulltext/EJ1161484.pdf
Iqbal's Inferences from the Qur'an: Educational Objectives for Developing an Individual for Serving Millat by M Abid Ali & Suhailah Hussien	https://files.eric.ed.gov/fulltext/EJ1180633.pdf
Iqbal- education and cultivation of self: a way forward for Muslims of the subcontinent, by Sarwat Nauman.	
https://www.tandfonline.com/doi/abs/10.1080/00131857.2016.1220857?scroll=top&needAccess=true&journalCode=rept20	
Quran and Iqbal	Akbar J. A. Syed & Mohammad Aslam

Asrar o Ramooz Urdu	Translation by Moulana Ghulam Rasul Mehr
Asrar o Ramooz Urdu Translation by Mian Abdur Rasheed	
https://files.eric.ed.gov/fulltext/EJ1180633.pdf	
Iqbal's Educational Philosophy	Khwaja Ghulam Saiyidain
Inclusiveness of Iqbal's Educational Thought	Dr. M. Abid Ali/Dr Suhailah Hussien
http://pjr.bzu.edu.pk/upload/Vol%2017,%20Issue%201 eng%2007%20Abid%20Ali%20&%20Suhailah%2023-04-15%20 2 .pdf 57.pdf	
Shikwa, Jawab e Shikwa	M. Iqbal
Iqbal's Theory of Muslim Community and Islamic Universalism	
http://www.allamaiqbal.com/publications/journals/review/oct82/9.htm	
The Muslim Ummah and Iqbal	Muhammad Ashraf Chaudhri
Unity of the Islamic World	Prof Abdul Wahid
https://www.iqbal.com.pk/944-allama-iqbal-studies/scholarly-articles/1664-unity-of-the-islamic-world	
Iqbal and Muslim Unity	Sanusi bin Junid
https://pdfs.semanticscholar.org/3dee/739cf761d550ef4bba1714ba29384f982edc.pdf	
Allama Muhammad Iqbal: an inspiration for young Muslims at all times and places by Zawahir Siddiqui.	
https://crescent.icit-digital.org/articles/allama-muhammad-iqbal-an-inspiration-for-young-muslims-at-all-times-and-places	
Iqbal ka Tasawwar e Shaheen (Urdu)	
https://www.pakistan.web.pk/threads/iqbal-ka-tasawwur-e-shaheen.17210/	
Matalib Asrar o Ramooz	Moulana Ghulam Rasul Mehr
khitaab ba nojawanaan e Islam	Allama Muhammad Iqbal
Sitaron se aagay jahan aur bhi hain	Allama Muhammad Iqbal
Aik Nojawan Ke Naam	Allama Muhammad Iqbal
Javed Ke Naam	Allama Muhammad Iqbal
Iqbal's guidelines for the character building and social development.	Prof. Dr. Atiya Syed
Payam e Iqbal banam nojawan e millat	Syed Qasim Mehmood
Iqbal, Poet and Thinker	Mustansir Mir
Iqbal Mashriq Ka Buland Sitara	Ayatollah Syed Ali Khamenai
Iqbal and The World of Qur'an	Muhammad Munawwar
http://www.allamaiqbal.com/publications/journals/review/apr84/6.htm	
Fiqhization of the Quran and Iqbal	Dr. Akbar J. A. Syed & Dr. Mohammad Aslam
Dimensions of Iqbal	Muhammed Munawwar
Iqbal's Contribution to Literature and Politics	Prof M. Munawwar
Naqoosh e Iqbal/Glory of Iqbal –	Syed Abul Hasan Ali Nadvi

Grading Policy

	Assessment Instruments	Percentage	
	Quizzes	15	
	Project	20	
	Mid Term Exam	25	
	Final Exam	40	
	Total	100	

Week-wise Course Outline

week / Session	Contents	Activities / Learning Outcome	
1.	Iqbal and Quran ix) Iqbal's Qur'anic grooming	The role of Qur'an in Iqbal's education, grooming and philosophy/thought	

	x) Iqbal's mentors in Qur'anic Knowledge xi) Dominance of Qur'an in Iqbal's thought	
2	Themes from Iqbal's literature and their derivation from Qur'an vi) Islam the only solution vii) Qur'an as direction viii) Love of Prophet ﷺ ix) Human the best creation	The fact that Iqbal's philosophical themes have been derived from Quran. The appreciation that Iqbal's philosophical themes comply with Quranic edicts and principles and as such more appropriate for Muslim ummat In-depth Knowledge of the themes
3	xii) Khudi xiii) Mard e Mu'min xiv) A'akhira directedness xv) Faqr xvi) Creativity	The fact that Iqbal's philosophical themes have been derived from Quran. The appreciation that Iqbal's philosophical themes comply with Quranic edicts and principles and as such more appropriate for Muslim ummat In-depth Knowledge of the themes
4	x) Dedication and love or passion xi) Pro-activeness xii) Equality xiii) This life as a performing stage	The fact that Iqbal's philosophical themes have been derived from Quran. The appreciation that Iqbal's philosophical themes comply with Quranic edicts and principles and as such more appropriate for Muslim ummat In-depth Knowledge of the themes
5	xiv) Riddance of slave mentality and undue influence of west xv) Self-confidence and self-reliability xvi) Correct concept of Jihad xvii) Deen xviii) Muslim Nationalism	The fact that Iqbal's philosophical themes have been derived from Quran. The appreciation that Iqbal's philosophical themes comply with Quranic edicts and principles and as such more appropriate for Muslim ummat In-depth Knowledge of the themes Project work: Analytical research on any one of Iqbal's Philosophical and its relevance to Qur'an
6	Iqbal's Islamic educational approach i) Iqbal's description of Human nature through Qur'an ii) Human Learning Theory as derived from Iqbal's theory of Khudi	The realization and appreciation that Iqbal's educational philosophy is constructed on the basic principles of Qur'an and Islam In depth knowledge of Iqbal's educational model
7	iii) Aims and Objectives of education as derived from Iqbal's educational philosophy iv) Stages of Human Development from Qur'anic perspective	The realization and appreciation that Iqbal's educational philosophy is constructed on the basic principles of Qur'an and Islam In depth knowledge of Iqbal's educational model
8	Allama Iqbal's Islamic thought and its depiction in his Literature xi) Iqbal and Qur'an xii) Iqbal's love for Prophet ﷺ xiii) Iqbal's focus on Islam	Review of Iqbal's literature for its relevance to Qur'anic and Islamic teachings
9	MID TERMS	
10	Iqbal's invitation to Qur'an xix) Urdu poetry	Review of Iqbal's Urdu poetry relating to his invitation of Qur'an and Shariah
11	Iqbal's invitation to Qur'an xx) Persian Poetry	Review of Iqbal's Poetry relating to his invitation of Qur'an and Shariah

12	Allama Iqbal's Qur'anic message and Muslim Ummah i) Weaknesses of Ummah as identified by Iqbal ii) Iqbal's Qur'anic advises to ummah	An in-depth knowledge of Iqbal's critical analysis of the deviation of Muslim Ummah from the teachings of Qur'an and Islam and his remedies for ummah's weaknesses
13	iii) Iqbal's vision for ummah and its Qur'anic implication iv) Importance of Shariah in Iqbal's national development theory	An in depth knowledge of Iqbal's critical analysis of the deviation of Muslim Ummah from the teachings of Qur'an and Islam and his remedies for ummah's weaknesses
14	Iqbal's Qur'anic message for youth: i) Youth and Iqbal's message ii) Youth and Qur'an & Sunnah iii) Youth and character development iv) Iqbal's expectations from youth	The realization that Iqbal had a deep focus on the development of youth from the Islamic perspective A clear understanding of Iqbal's message to the ummah's youth
15	Guest Speaker Session	Iqbal's relevance to Qur'an
16	Project presentations	Presentations 15 Mins each (10 Min presentation + 5 Minutes Q&A)
17	FINAL EXAMS	

Bahria University, Islamabad**COURSE OUTLINE**

Course Name	Iqbal's Relevance to Psychology	Prepared on	January 2021
Course Code	ISM 506		
Credit Hours	3		
Course Prerequisite	None		
Prerequisite Code		Revised on	
Course Type	Elective Course		
Program	MS in Iqbal Studies		
Semester			
Course Description			
This course will discuss the relevance of Allama Muhammad Iqbal's multidimensional philosophy to the domain of human psychology. Iqbal's main focus is the elaboration of his concept of Self or Khudi which he believes is the main element in human responsible for their conduct in this life. Iqbal's philosophy of Self has great relevance to the study of Human Psychology. This course will relate Iqbal's theory of human development and progression of Khudi or EGO to the makeup and manifestation of Human psychology.			
Course Learning Outcomes			
CLO #	Description		
1.	In depth knowledge of the philosophy of Khudi and how it is related to human psychology.		
2.	An in depth appreciation of Iqbal's theory of Human development		

3.	Understanding of the factors that are related to Human personality development.
4.	An in depth understanding of how Islamic approach of personality or human development is superior to the western theories of Psychology.
5.	A deep understanding of the process of human learning and development as envisaged by Iqbal from the Qur'an.

Teaching & Learning Methodology

In-depth Class discussions by the course teacher/moderator. This will require engaging deliberations and analytical approach from the faculty's side. Reference books are of prime importance which the students will be encouraged to review on. The reference book portions with relevant information will have to be identified as many books on Iqbal are voluminous in nature.

Research project work and presentations will be given to the students to develop research skills and facilitate them in their final MS research.

Guest specialist speaker sessions will enhance students' knowledge and motivation.

Text Book and References

Reference Books:

- Iqbal's guidelines for the character building and social development. Prof. Dr. Atiya Syed
- Matalib Asrar o Ramooz Moulana Ghulam Rasul Mehr
- Iqbal ka Falsafa Khudi Prof Muhammad Usman
- Matalib e Kalam e Iqbal Urdu Maulana Ghulam Rasul Mehr
- Allama Iqbal on Ego: And Some Related Concepts Khaliq, Abdul
- Iqbal ka Nazria- e Khudi Dr. Abdul ul Ghani
- The Philosophy of Muhammad Iqbal: "A detailed and systematic exposition of Iqbal's philosophy of the self in the light of his poetical works" by Muhammad Rafi-Ud-Din, Salahudin Mahmud
- <http://www.iqbalcyberlibrary.net/en/3521E.html>
- Iqbal's "Khudi" - Its Meaning and Strengthening Factors by Riffat Hassan
- Iqbal Ka Falsafa-e-Khudi by Asif Jah Karwani
- Iqbal's Inferences from the Qur'an: Objectives of Education for Developing the Individual Self by Dr. Muhammad Abid Ali & Dr.Suhailah Hussien <https://files.eric.ed.gov/fulltext/EJ1161484.pdf>
- Iqbal's Inferences from the Qur'an: Educational Objectives for Developing an Individual for Serving Millat by Dr. Muhammad Abid Ali & Dr.Suhailah Hussien <https://files.eric.ed.gov/fulltext/EJ1180633.pdf>
- Speeches, writings and statements of Iqbal Compiled by Latif Ahmad Sherwani
- Asrar o Ramooz Urdu Translation by Moulana Ghulam Rasul Mehr
- Asrar o Ramooz Urdu Translation by Mian Abdur Rasheed
- Realization of Iqbal's educational philosophy in Montessori system by Dr. Nazir Qaiser
- Iqbal's Philosophy on Islamic Education: A Historical Perspective. Global Journal Al-Thaqafah 01(01), Mohd Roslan Mohd Nor, Imam Bahroni.
- https://www.researchgate.net/publication/267370644_Iqbal's_Philosophy_on_Islamic_Education_A_Historical_Perspective
- Iqbal- education and cultivation of self: a way forward for Muslims of the subcontinent, *Educational Philosophy and Theory* Volume 50, Issue 4, Pages 326-337.
- https://www.researchgate.net/publication/307550857_Iqbal-education_and_cultivation_of_self_a_way_forward_for_Muslims_of_the_subcontinent
- Iqbal's Concept Of Mental Health by S. M. Rahman,
- <http://www.allamaiqbal.com/publications/journals/review/oct80/1.htm>
- Iqbal's Challenge to Psychology by Ahmed Afzaal,
- <https://ahmedafzaal.com/2008/08/17/iqbals-challenge-to-psychology/>
- Iqbal's View of Omniscience and Human Freedom by Abdul Hafeez Fazli
- <http://pu.edu.pk/images/publication/Philosophy/Abdul%20Hafeez/Iqbal%20View%20of%20Omniscience%20and%20Human%20Freedom.pdf>

Iqbal and Sartre on Human Freedom and Creativity by Dr. Latif Hussain Kazmi

<http://www.allamaiqbal.com/publications/journals/review/apr00/05.htm>

Freedom of Will and Human Destiny in Iqbal's Thought by Raffat Hassan

http://riffathassan.info/wp-content/uploads/2014/06/Freedom_of_Will_and_Human_Destiny.pdf

Iqbal on Development of Personality by Prof. Muhammad Munawwar

<http://www.allamaiqbal.com/publications/journals/review/oct91/4.htm>

Contribution of Iqbal's Dynamic Personality Theory to Islamic Psychology: A Contrastive Analysis with Freud and Selected Mainstream Western Psychology by MAA Razak.

<https://lib.iium.edu.my/mom/services/mom/document/getFile/Yns2lhx0TifS0kAyaQpn13yQ9G9Cr4Zn20170322125950685>

Grading Policy

	Assessment Instruments	Percentage
	Quizzes	15
	Project	20
	Mid Term Exam	25
	Final Exam	40
	Total	100

Week-wise Course Outline

week / Session	Contents	Activities / Learning Outcome
1.	Iqbal's Philosophy of Human Self, and Psychology	An analytical and critical study Iqbal's philosophy of Khudi and its relevance to modern day domain of Human Psychology
2	Iqbal's concept of human personality development	An in depth knowledge of and critical analysis of the birth of modern western education system
3	Iqbal and human nature: i) Human as defined by Iqbal ii) Human Role and Function on Earth iii) Human Latent Capacities	Appreciation and critical analysis of Iqbal's concept of Human and its role in this world
4	Iqbal and human nature: iv) Status of Human Being v) The purpose of life	In-depth understanding of Iqbal's philosophical concept of status of Human and human's life purpose.
5	Iqbal's Philosophy of Khudi and its implication on human development: xxi) Individuality xxii) Self-realization, xxiii) Self-actualization, xxiv) Self-esteem and Self-respect, xxv) Self-exposition or khud-numa'ee xxvi) Insan and his status	In-depth knowledge of Iqbal's philosophy of Khudi and its implication on human development from Islamic psychological perspective
6	Personal and Social Implications of the Philosophy of Khudi xiv) Dynamics and development of <i>Khudi</i> xv) Implication of <i>Khudi</i> in personality development	Creating an in depth understanding of Iqbal's concept of Khudi and critically discussing the elements of Khudi as exhibited in human nature
7	Personal and Social Implications of the Philosophy of Khudi	Creating an in depth understanding of Iqbal's concept of Khudi and critically discussing the

	xvi) Broader Implication of <i>Khudi</i> in society's development xvii) Iqbal's concept of National Ego	elements of <i>Khudi</i> as exhibited in human nature. Deliberating on the role of human <i>Khudi</i> or self-consciousness in his role as vicegerent of the Creator
8	Iqbal and human nature i) Human as defined by Iqbal ii) Iqbal and Human Traits iii) Creativity iv) Entrepreneurship v) Human Objectives as defined by Iqbal	Critical analysis of human nature as defined by Iqbal and its relevance to education. PROJECT: GROUP RESEARCH ON PSYCHOLOGICAL ASPECTS OF IQBAL'S EDUCATIONAL PHILOSOPHY – 3000 WORDS
9	MID TERMS	
10	Comparative Analysis of Iqbal with other scholars i) Self or EGO a) Imam Ghazali b) Ibn e Sina c) Sigmund Freud d) Carl Rogers e) Carl Jung f) John Holt	Critical comparative analysis of the philosophy of Self and Human learning between Iqbal and other Muslim and western non-Muslim scholars
11	Comparative Analysis of Iqbal with other scholars ii) Human Learning Theory a) Ibn e Sina b) Ibn e Khuldun c) Behaviorist d) Cognitive e) Humanist f) Experiential Learning	Critical comparative analysis of the philosophy of Self and Human learning between Iqbal and other Muslim and western non-Muslim scholars
12	Iqbal's philosophical themes and their implications on human psychology: Awe and influence of West and its culture Slave Mentality Dependency	In depth critical analysis of the themes indicating Muslim ummah's weaknesses
13	Iqbal's philosophical themes and their implications on human psychology: Human Creativity Concept of Deen Status and Role of Women	In depth critical analysis of some important themes of Iqbal's philosophy
14	Iqbal on Mental health. Iqbal's concept of development of <i>Khudi</i> in psychoanalysis	In depth knowledge of Iqbal's deliberation of factors and conditions relating to Human Mental Health and how Iqbal's philosophy of <i>Khudi</i> can be effectively used in Psychotherapy.

15	Guest Speaker Session	Guest Speaker Session topic: Relevance of Iqbal's theory of Khudi to modern human psychology	
16	PRESENTATION OF GROUP PROJECT	PRESENTATIONS	
17	FINAL EXAMS		

Bahria University, Islamabad
COURSE OUTLINE

Course Name	Iqbal's Educational Philosophy	Prepared on	Sept 2020
Course Code	ISM 507		
Credit Hours	3		
Course Prerequisite	None		
Prerequisite Code		Revised on	
Course Type	Elective Course		
Program	MS in Iqbal Studies		
Semester			

Course Description

This course will discuss the educational philosophy which can be derived by Iqbal's prose and poetry. Iqbal has presented very descriptive guidelines regarding educational curriculum. A book on Iqbal's educational philosophy was written during Iqbal's lifetime which Iqbal endorsed. Two of his anthologies, Asrar e Khudi and Ramooz e Bikhudi specifically focus on personal and national development. Iqbal also discussed in details on the human that is required to play the role Allah's representative on earth. This course is quite extensive from the educational perspective.

Course Learning Outcomes

CLO #	Description
1.	In depth knowledge of the educational philosophy of Allama Muhammad Iqbal.
2.	Extensive realization of Iqbal's description of Allah's representative and how can that be developed
3.	Students will be able to visualize the status of human as ordained by the Creator and the true nature of human being as conceived by Iqbal from Qur'anic teachings.
4.	Students will be able to visualize the aims and objectives of education to play the above mentioned role.
5.	A deep understanding of the process of human learning and development as envisaged by Iqbal from the Qur'an.

Teaching & Learning Methodology

In-depth Class discussions by the course teacher/moderator. This will require engaging deliberations and analytical approach from the faculty's side. Reference books are of prime importance which the students will be encouraged to review on. The reference book portions with relevant information will have to be identified as many books on Iqbal are voluminous in nature.

Research project work and presentations will be given to the students to develop research skills and facilitate them in their final MS research.

Guest specialist speaker sessions will enhance students' knowledge and motivation.

Text Book and References

Reference Books: Iqbal's guidelines for the character building and social development. Prof. Dr. Atiya Syed

Matalib Asrar o Ramooz

Moulana Ghulam Rasul Mehr

Iqbal ka Falsafa Khudi

Prof Muhammad Usman

Reconstruction of Religious Thought in Islam

Allama Iqbal

(Zarb-e-Kaleem-018) Ilm Aur Deen

Allama Iqbal

Matalib e Kalam e Iqbal Urdu

Maulana Ghulam Rasul Mehr

Allama Iqbal on Ego: And Some Related Concepts

Khaliq, Abdul

Iqbal ka Nazria- e Khudi

Dr. Abdul ul Ghani

The Philosophy of Muhammad Iqbal: "A detailed and systematic exposition of Iqbal's philosophy of the self in the light of his poetical works" by Muhammad Rafi-Ud-Din, Salahudin Mahmud

<http://www.iqbalcyberlibrary.net/en/3521E.html>

Iqbal's "Khudi" - Its Meaning and Strengthening Factors by Riffat Hassan

Iqbal Ka Falsafa-e-Khudi by Asif Jah Karwani

Iqbal's Inferences from the Qur'an: Objectives of Education for Developing the Individual Self by Dr. Muhammad Abid Ali & Dr.Suhailah Hussien <https://files.eric.ed.gov/fulltext/EJ1161484.pdf>

Iqbal's Inferences from the Qur'an: Educational Objectives for Developing an Individual for Serving Millat by Dr. Muhammad Abid Ali & Dr.Suhailah Hussien <https://files.eric.ed.gov/fulltext/EJ1180633.pdf>

Speeches, writings and statements of Iqbal Compiled by Latif Ahmad Sherwani

Asrar o Ramooz Urdu Translation by Moulana Ghulam Rasul Mehr

Asrar o Ramooz Urdu Translation by Mian Abdur Rasheed

Educational philosophy of Iqbal by Dr. Tariq Masoodi (BU LIBrary)

Intellectual legacy: articles of Dr. Javid Iqbal on academic, literary, educational issues, political thought and Pakistan Compiled by Muhammad Suheyl Umar, Afzal Haq Qarshi & Tahir Hameed Tanoli

Realization of Iqbal's educational philosophy in Montessori system by Dr. Nazir Qaiser

Crises in the Muslim Mind by Abdul Hamid Abu Sulayman

Aims and Objectives of Islamic Education by Syed Muhammad Naquib al-Attas

Education, Islam, and Modernity: Beyond Westernization and Centralization. Comparative Education Review, Vol.48. no.3 (Aug 2004): 318 by Linda Herrera

<https://www.jstor.org/stable/pdf/10.1086/421179.pdf?refreqid=excelsior%3A41535aae5b7477915480a37a6733b6dd>

Holt, J. C. (1995). How Children Learn. Massachusetts: Addison-Wesley Pub. Co.

<https://archive.org/details/HowChildrenLearn>

Holt, J. C. (1995). How Children Fail. Massachusetts: Addison-Wesley Pub. Co.

<https://archive.org/details/HowChildrenFail>

The Poet Philosopher of Islamic Resurgence. Al-Tawhid. III, pp. 129-153. Tehran: Al Tawhid Islamic Journal. By Ayatollah Seyyed Ali Khamenei. <https://www.al-islam.org/al-tawhid/vol3-n4/iqbal-poet-philosopher-islamic-resurgence-sayyid-ali-khamenei>

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First Principles of Education by Dr. Muhammad Rafiuddin,

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Iqbal Bahaisiat e Mufakkir e Taleem by Bakhtiyar Husain Siddiqi,

An Analysis of Conceptions and Practices of Pakistani Educators in Private Islamic Schools in Light of Iqbal's Educational Philosophy, (PhD Thesis) Dr. Muhammad Abid Ali

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Grading Policy

	Assessment Instruments	Percentage
	Quizzes	15
	Project	20
	Mid Term Exam	25
	Final Exam	40
	Total	100

Week-wise Course Outline

week / Session	Contents	Activities / Learning Outcome
1.	Sir Syed Ahmed Khan and his educational movement Deoband Educational Movement Darul Uloom Nadwatul Ulama	An analytical and critical study of different educational movements in Indian subcontinent in the 19 th & 20 th Century An analysis of the effective of
2	History of modern western education system Jean-Jacques Rousseau Friedrich Froebel Maria Montessori Johann Friedrich Herbart John Holt and his view of child learning.	Knowledge and critical analysis of the birth of modern western education system
3	Iqbal and his contribution in personal and social development. i) Iqbal's biography in relevance to his educational development ii) Iqbal's instructions in Qur'an iii) Iqbal's teachers/mentors and their contribution in Iqbal's philosophical development	Appreciation and critical analysis of the foundation and development of Iqbal's educational approach and philosophy
4	Iqbal's Critique of Western and Traditional Educational system	In-depth understanding of Iqbal's critical view of western education system and its relevance from Islamic perspective
5	Iqbal's Philosophy of Khudi and its implication on education: xxvii) Individuality xxviii) Self-realization, xxix) Self-actualization, xxx) Self-esteem and Self-respect, xxxi) Self-exposition or khud-numa'ee xxxii) Insan and his status	Knowledge of the basis of Iqbal's educational philosophy. In-depth knowledge of Iqbal's philosophy of Khudi and its implication on human development from Islamic perspective
6	Personal and Social Implications of the Philosophy of Khudi	Creating an in depth understanding of Iqbal's concept of Khudi and critically discussing the

	xviii) Dynamics and development of <i>Khudi</i> xix) Implication of <i>Khudi</i> in personality development	elements of <i>Khudi</i> as exhibited in human nature
7	Personal and Social Implications of the Philosophy of <i>Khudi</i> xx) Broader Implication of <i>Khudi</i> in society's development xxi) Iqbal's concept of National Ego	Creating an in depth understanding of Iqbal's concept of <i>Khudi</i> and critically discussing the elements of <i>Khudi</i> as exhibited in human nature. Deliberating on the role of human <i>Khudi</i> or self-consciousness in his role as vicegerent of the Creator
8	Iqbal and human nature vi) Human as defined by Iqbal vii) Iqbal and Human Traits viii) Creativity ix) Entrepreneurship x) Human Objectives as defined by Iqbal	Critical analysis of human nature as defined by Iqbal and its relevance to education. PROJECT: GROUP RESEARCH ON PSYCHOLOGICAL ASPECTS OF IQBAL'S EDUCATIONAL PHILOSOPHY – 3000 WORDS
9	MID TERMS	
10	Aims and Objectives of Education Asrar e <i>Khudi</i>: i. Education of the functions of <i>khudi</i> or individuality/self. ii. Inculcating and nurturing the spirit of being the Creator's vicegerent and realization of its implications on this life. iii. Inculcating attitude of practically performing as per belief and inculcating the urge for transformation towards higher ideals. iv. Development and maintenance of self as the main aim of education.	Deliberating on aims and objectives of human individual developmental education as narrated by Iqbal is Asrar e <i>Khudi</i> .
11	Aims and Objectives of Education Asrar e <i>Khudi</i>: i. Realization that effort to establish Allah's order in this world as main objective of life, and explication of correct concept of jihad. ii. Motivation for conscious self-development and achieving self-reliance.	Deliberating on aims and objectives of human individual developmental education as narrated by Iqbal is Asrar e <i>Khudi</i>
12	Aims and Objectives of Education – Ramuz e <i>Bikhudi</i> i. Realization and preparation for individual's role in the development of society ii. Education on the foundational concepts of Muslim nationhood.	Deliberating on aims and objectives of human individual and collective training to serve Islamic Millat as narrated by Iqbal is Ramuz e <i>Bikhudi</i>

	iii. Inculcating the essence of Muslim nationhood. Strengthening of nation's collective ego through the awareness of Muslim history and traditions	
13	Aims and Objectives of Education – Ramuz e Bikhudi i. Focus on the preservation and honoring of motherhood as the foundation of Islam. ii. Iqbal's focus on gender related educational interventions	Deliberating on aims and objectives of human individual and collective training to serve Islamic Millat as narrated by Iqbal is Ramuz e Bikhudi
14	Learning model that can be derived from Asrar e khudi	Realization of learning cycle as derived from Iqbal's growth of Khudi.
15	Guest Speaker Session	Guest Speaker Session topic: Relevance of Iqbal's theory to modern times
16	PRESENTATION OF GROUP PROJECT	PRESENTATIONS
17	FINAL EXAMS	

Bahria University, Islamabad**COURSE OUTLINE**

Course Name	Iqbal's Political Philosophy		
Course Code	ISM 508		
Credit Hours	3		
Course Prerequisite	None		
Prerequisite Code			
Course Type	Elective Course		
Program	MS in Iqbal Studies		
Semester			

Course Description

Iqbal is not only the ideologue of Pakistan; his political involvement in the movement for freedom from the British rule played a major role in the independence of Pakistan. Generally, Iqbal's philosophy is accepted as the philosophy of Islam and as such is of great importance for students to be aware of Iqbal's political philosophy and acumen which can be effectively embraced in this ideological country.

Iqbal is the visionary behind the creation of Pakistan his basic political concepts which triggered the call for an independent state for Muslims have to be clearly communicated to the younger generation

Course Learning Outcomes

CLO #	Description
01	To enumerate and analyze Iqbal's political philosophy
02	To elaborate that Pakistan was demanded on the basis of two nation theory and how it was very affectively propagated by Allama Iqbal
03	To make students analyze the wisdom behind Iqbal's political philosophy and its relevance to Qur'an and Sunnah.
04	In depth analysis of the political contribution by Allama Iqbal in making the Muslims achieve the objective of Pakistan.
05	Elaboration and understanding of the implication of Pan-Islamism
06	The realization that Islam has its own definition of Nation which transcends all other theories of nation as a binding force of any group of people

Teaching & Learning Methodology

In depth Class discussions by the course teacher/moderator. This will require engaging deliberations and analytical approach from the faculty's side. Reference books are of prime importance which the students will be encouraged to review on. The reference book portions with relevant information will have to be identified as many books on Iqbal are voluminous in nature. Research project work and presentation will be given to the students to develop research skills and facilitate them in their final MS research.

Guest specialist speaker session will enhance students' knowledge and motivation

Practically organizing Seminar on Iqbal

Text Book and References

European Colonialism and the Emergence of Modern Muslim States http://www.oxfordislamicstudies.com/article/book/islam-9780195107999/islam-9780195107999-chapter-13	S.V.R. Nasr
The Modern Muslim State and the Ideological Legacy of Colonialism http://www.oxfordislamicstudies.com/article/book/islam-9780195107999/islam-9780195107999-div1-112	The Oxford History of Islam

The Social Impact of Colonialism http://www.oxfordislamicstudies.com/article/book/islam-9780195107999/islam-9780195107999-div1-115	The Oxford History of Islam
Making of Pakistan -	K.K. Aziz
Reconstruction of Muslim Political Thought	Prof Fateh Muhammad Malik
Iqbal: Social and Political Ideal	Prof Fateh Muhammad Malik
Iqbal and nationalism http://www.allamaiqbal.com/publications/journals/review/apr61/5.htm	Dr. Zafar Ishaq Ansari
فکر اقبال	ڈاکٹر خلیفہ عبدالحکیم
Iqbal: the spiritual father of Pakistan	Rashida Malik
Zinda Rud	Justice Javed Iqbal
Iqbal and the Concept of Pakistan	Rashida Malik
The Muslim Ummah and Iqbal	Muhammad Ashraf Chaudhri
Iqbal and Muslim Unity https://pdfs.semanticscholar.org/3dee/739cf761d550ef4bba1714ba29384f982edc.pdf	Sanusi bin Junid
Islam and Pakistan's Identity	Dr. Javid Iqbal
Wataniyat-(وطنیت) [BANG-E-DARA-102] 12 verses http://iqbalurdu.blogspot.com/2011/04/bang-e-dra-102-wataniyat.html	Muhammad Iqbal
Mazhab مذهب [BANG-E-DARA-152] 3 Verses http://iqbalurdu.blogspot.com/2011/04/bang-e-dra-152-mazhab.html	Muhammad Iqbal
Allahabad Address 1930	Muhammad Iqbal
Iqbal's Aligarh Address 1910	Muhammad Iqbal
Speeches, Writings & Statements of Iqbal	Compiled & Edited by Latif Ahmad Sherwani
Iqbal aur Muslim qaumiat	Muhammad Ramzan Gohar
Iqbal's Theory of Muslim Community and Islamic Universalism http://www.allamaiqbal.com/publications/journals/review/oct82/9.htm	Dr. Manzoorudd in Ahmad
Historic perspective on Two-Nation Theory https://defence.pk/pdf/threads/historic-perspective-on-two-nation-theory.572614/	Malik Ashraf
Two Nation Theory: The Myth, The Reality	

https://storyofpakistan.com/two-nation-theory-the-myth-the-reality/	
The Two Nation Theory and the Creation of Pakistan https://www.asianonlinejournals.com/index.php/AJSSMS/article/view/1568/1482	Mehreen Hassan
Two letters from Iqbal to Jinnah (1937) http://www.columbia.edu/itc/mea/la/pritchett/00islamlinks/txt_iqbal_tojinnah_1937.html	Source: G. Allana, Pakistan Movement Historical Documents
Iqbal in Politics	Dr. Hafeez Malik
Political Philosophy of Allama Iqbal: A Literary Review https://gcwus.edu.pk/wp-content/uploads/7.-Political-Philosophy-of-Allama-Iqbal-A-Literary-Review.pdf	Dr. Tahir Abbas Tayib* Sajida perveen
IQBAL'S POLITICAL PHILOSOPHY https://www.jstor.org/stable/20847006?seq=1#metadata_info_tab_contents	Mazheruddin Siddiqi
Iqbal's Political Philosophy and Concept of State http://www.nihcr.edu.pk/Latest_English_Journal/Pjhc%2023-2%202002/3-Iqbal%27s%20political%20philosophy%20Kishwar.pdf	Kishwar Sultana*

Grading Policy

Assessment Instruments	Percentage
Quizzes	15
Project	20
Mid Term Exam	25
Final Exam	40
Total	100

Week-wise Course Outline

week / Session	Contents	Activities / Learning Outcome
01	The historical perspective i. Brief history of Muslim India ii. Colonization and its effects on Indian Muslims	This will provide rational to the basis of Pakistan movement Student will appreciate the historical events which lead to the demand for a separate Muslim state. Awareness of the Historical perspective of Pakistan movement
02	Iqbal's philosophy of politics is based on Islamic ideology	Realization that Iqbal's political philosophy is based on Islamic Ideology
03	Iqbal & Democracy Iqbal's Concept of "Spiritual Democracy"	An in depth analysis of Iqbal's concept of Spiritual democracy
04	Iqbal's Critique of Western Democracy	An in depth analysis of Iqbal's critic of Western Democracy

05	The historical perspective of two nation theory v) Relations between Muslims and Hindus in their common struggle for freedom from British rule vi) Sir Syed's concept of nationhood	The realization that ideological and perceptual differences between Muslims and Hindus prevailed in undivided India which was continuously the seed of discord between the two communities The fact that it was Sir Syed Ahmed Khan's realization that Hindus and Muslims are two different nations and cannot live together harmoniously
06	Evolution of Iqbal's concept of Nation x) Iqbal's nationalistic theme prior 1905 xi) Effect of European divide on Iqbal's national philosophy	The knowledge how Iqbal developed his theory of nationalism in phases
07	Evolution of Iqbal's concept of Nation xii) Effect of Muslim divide on Iqbal's Philosophy xiii) Iqbal's shift from Indian Nationalism to Pan Islamism xiv) The Influence of Iqbal's strong Islamic background	The realization of the basis of struggle for Pakistan and Iqbal's contribution for same
08	Iqbal's concept of Islamic nationhood v) Iqbal's concept of Nation or 'Watan' from Islamic perspective vi) Iqbal's concept on Pan Islamism vii) Iqbal's Poetry on the concept of Nation viii) Iqbal's prose on the concept of Nation	The realization of the basis of struggle for Pakistan and Iqbal's contribution for same Group Project: Research and reflective article on the topic 'Historical perspective of Two Nation Theory' Grouping of two students for this research. Presentation at the end of the semester.
09	MID TERMS	
10	Allama Iqbal's vision of Muslim Ummah xxii) Iqbal's concept of Muslim Ummah xxiii) Iqbal's concept of Islamic collective ego xxiv) Elements of Islamic Collective Ego xxv) Implication of collective Ego in Muslim ummah's development	Realization of Iqbal's rationale behind Iqbal's plea for Muslim unity and the dynamics of psycho-social element which develops responsibility for the special task bestowed upon Muslims.
11	Guest Speaker Session: Organizing Seminar on Iqbal 'Iqbal's Political Philosophy'	This will be an interactive session which will endeavour to provide answers to various misconceptions and confusions developed in the present age.

12	Iqbal's political contributions in Pakistan movement xxxiii) Concept of Nationhood, a historical perspective xxxiv) Political conditions from 1857 to 1930	The knowledge of the socio-political conditions which led to the demand for a separate Islamic state for the Muslims in Indian Subcontinent The realization of Iqbal's actual role in the Pakistan movement
13	Iqbal's political contributions in Pakistan movement xxxv) Iqbal's contributions to Muslim political movement xxxvi) Iqbal's Multiple nation theory xxxvii) Iqbal's vision of a Muslim state	The realization of Iqbal's actual role in the Pakistan movement and what Iqbal meant by an Islamic state.
14	Iqbal's political contributions in Pakistan movement xxxviii) Iqbal's Allahabad Address 1930 xxxix) Iqbal's influence on Jinnah	The realization of Iqbal's actual role in the Pakistan movement and his contribution in strengthening same
15	Project Presentations	
16	Revision and discussions	
17	Final Exams	

Bahria University, Islamabad**COURSE OUTLINE**

Course Name	Iqbal's Selected Urdu Poetry		
Course Code	ISM 509		
Credit Hours	3		
Course Prerequisite	None		
Prerequisite Code			
Course Type	Optional Course		
Program	MS in Iqbal Studies		
Semester			

Course Description

This course comprises of selected Urdu poetry of Allama Muhammad Iqbal on themes which relate to development of person and society.

40% of Iqbal's poetry is in Urdu and is widely read in the subcontinent. Iqbal Urdu Poetry too have very rich themes. A number of these themes will be discussed in this course.

This course will widen up the research scope of researchers and give access to researchers to themes which are more elaborate in Iqbal's Urdu works.

Course Learning Outcomes

CLO #	Description
01	Firm connection of students to Iqbal's philosophy through his Urdu poetry
02	Appreciation by researchers of Urdu poetic style of Iqbal
03	To enable students to critically analyze different themes of Iqbal's philosophy as derived from his Urdu poetry which amounts to around 40% of his total poetry literature
04	Expanding students understanding of how Iqbal effectively utilized poetry as a medium to express his thoughts and philosophy.

Teaching & Learning Methodology

Narration of the poetry and in depth Class discussions by the course teacher/moderator. This will require engaging deliberations and analytical approach from the faculty's side. Reference books are of prime importance which the students will be encouraged to review on. The reference book portions with relevant information will have to be identified as many books on Iqbal are voluminous in nature.

Research project work and presentation will be given to the students to develop research skills and facilitate them in their final MS research.

Guest specialist speaker session will enhance students' knowledge and motivation

Practically organizing Seminar on Iqbal

REFERENCES:

- Fikr-e-Iqbal Dr. Khalifa Abdul Hakeem
 Fikr-e-Iqbal ke Tehqiqi Pehlu Nazir Qaiser
<http://www.iqbalcyberlibrary.net/en/IAP012.html>
 Allama Muhammad Iqbal (1877-1938)
<https://historypak.com/allama-muhammad-iqbal-1877-1938/>
The Philosophy of Muhammad Iqbal: "A detailed and systematic exposition of Iqbal's philosophy of the self in the light of his poetical works" by Muhammad Rafi-Ud-Din, Salahudin Mahmud <http://www.iqbalcyberlibrary.net/en/3521E.html>
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<http://iqbalcyberlibrary.net/en/100004.html>
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<http://iqbalcyberlibrary.net/en/100010.html>

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<http://iqbalcyberlibrary.net/en/100011A.html>

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<http://www.iqbalcyberlibrary.net/en/1785.html>

Andaz-e-Mehrmana: Iqbal ki Tasanif per Nai Roshni by Shafique, Khurram Ali
<http://www.iqbalcyberlibrary.net/en/IAP008.html>

Talmeehat-o-Isharat-e-Iqbal (Volume-2) by Qureshi, Akbar Hussain
<http://www.iqbalcyberlibrary.net/en/969-416-202-022.html>

Talmihat-o-Isharat-e-Iqbal (Volume-1) by Qureshi, Akbar Hussain
<http://iqbalcyberlibrary.net/en/969-416-202-021.html>

Tasanif-e-Iqbal Ka Tehqiqi-o-Tauzihi Mutaliya by Hashmi, Rafi-ud-Din
<http://www.iqbalcyberlibrary.net/en/3389.html>

Iqbal: Allama Sir Muhammad Iqbal ki Urdu Manzumat, Maqsad-e-Shairi aur Khiyalat kay Nashonuma mazameen-e-Kalam aur Tarz-e-Bian per Air Nazr by Din, Molvi Ahmad
<http://iqbalcyberlibrary.net/en/3236.html>

Mauzuat-e-Fikr-e-Iqbal by Qureshi, Sami Ullah
<http://www.iqbalcyberlibrary.net/en/2659.html>

How to Read Iqbal: Essays on Iqbal, Urdu Poetry and Literary Theory by Faruqi, Shamsur Rahman
<http://www.iqbalcyberlibrary.net/en/AFTERLIFE.html>

علامہ اقبال کا خصوصی مطالعہ - 1 .. علامہ اقبال اوپن یونیورسٹی، اسلام آباد
 مطالب کلام اقبال اردو۔ ترجمہ و شرح مولانا غلام رسول مہر
 ابلیس کی مجلس شوریٰ 1936ء Armaghan e Hijaz

Grading Policy

Assessment Instruments	Percentage
Quizzes	15
Project	20
Mid Term Exam	25
Final Exam	40
Total	100

Week-wise Course Outline

week / Session	Contents	Activities / Learning Outcome
01	Iqbal's Urdu Poetry – A general introduction vii) Bang-e-Dara بانگ درا viii) Zarb-i-Kalim ضربِ کلیم ix) Bal-e-Jibril بالِ جبریل x) Armughan-e-Hijaz ارمغانِ حجاز	Historical perspective and Introduction to the poems and their contents.
02	[BANG-E-DARA] شکوہ First 15 Stanzas	Critical analysis of the Virtues and qualities of the Muslim predecessors. 1. Discussion on the achievements of Muslims in history

		<p>2. Qualities or potentials of Muslims which made them world leaders which can be revived today as well:</p> <ol style="list-style-type: none"> Valor Jihad against idolatry Dedication to Tawheed Dedication to Allah's worship Human Justice and equality Mu'mins supplication/desire etc <p>3. Weaknesses of contemporary Muslims:</p> <ol style="list-style-type: none"> World centeredness Lack of sincerity Lack of Passion Divisions in Muslims Negligence to Prophet's message etc
03	<p>شکوه [BANG-E-DARA]</p> <p>Remaining 16 Stanzas</p>	<p>Critical analysis of the Virtues and qualities of the Muslim predecessors.</p> <p>PROJECT: AN ARTICLE ON THE IQBAL'S ANALYSIS OF THE ATRIBUTES OF MUSLIM –NO MORE THAN 3000 WORDS</p>
04	<p>جواب شکوه [BANG-E-DARA]</p> <p>First 18 Stanzas</p>	<p>Critical and analytical discussions around themes narrated in the poem.</p> <p>Critical analysis of the traits of Muslims and Ummah as narrated in Jawab e Shikwa</p>
05	<p>جواب شکوه [BANG-E-DARA]</p> <p>Remaining 18 Stanzas</p>	<p>Critical and analytical discussions around themes narrated in the poem.</p> <p>Critical analysis of the traits of Muslims and Ummah as narrated in Jawab e Shikwa</p>
06	<p>Poem: Saqi Nama ساقی نامہ [BAAL-E-JIBREEL]</p>	<p>Critical and analytical discussions around following main themes:</p> <ol style="list-style-type: none"> Nature Muslims & Modern World A Prayer for Youth Life (Philosophy & Characteristics) Khudi (Philosophy & Characteristics)
07	<p>Poem: Saqi Nama ساقی نامہ [BAAL-E-JIBREEL]</p>	<p>Critical and analytical discussions around following main themes:</p> <ol style="list-style-type: none"> Nature Muslims & Modern World A Prayer for Youth Life (Philosophy & Characteristics) Khudi (Philosophy & Characteristics)
08	<p>Poem 1: Wataniyat (وطنیت) [BANG-E-DARA-102]</p>	<p>Critical and analytical discussions around following main themes:</p>

	Poem 2: Mazhab (مذہب) [BANG-E-DARA-152]	<ol style="list-style-type: none"> 1. Difference between Western and Islamic concept of Nationalism 2. Adverse effects of western Nationalism 3. Muslim ummah comparison with western nations 4. Faith in context of modern era
09	MID TERMS	
10	Poem 1: Awaz e Ghaib (آواز غیب) [Armaghan-e-Hijaz] Poem 2: Hal o Muqaam (حال ومقام) ([BAAL-E-JIBREEL]	Critical and analytical discussions around following main themes: <ol style="list-style-type: none"> 1. Iqbal on dynamism and activity 2. Importance of science and technology 3. Shortcomings of muslims 4. Difference between activity based muslims and ritual based muslims 5. Concept of cause and effect
11	Zoq o Shoq (ذوق و شوق) – [BAAL-E-JIBREEL] First 15 Verses	Critical and analytical discussions around following main themes: <ol style="list-style-type: none"> 1. Iqbal's poetic description of nature 2. Shortcomings of muslims 3. Concept of Ishq by Iqbal 4. Shortcomings of conservative and modern education system 5. Status of human 6. Iqbal's reverence to Prophet ﷺ
12	Zoq o Shoq (ذوق و شوق) – [BAAL-E-JIBREEL] Remaining 16 Verses	Critical and analytical discussions around following main themes: <ol style="list-style-type: none"> 1. Iqbal's poetic description of nature 2. Shortcomings of muslims 3. Concept of Ishq by Iqbal 4. Shortcomings of conservative and modern education system 5. Status of human 6. Iqbal's reverence to Prophet ﷺ
13	Khizr e Rah (خضر راہ) – [BAAL-E-JIBREEL]	In depth discussions around the following themes: <ol style="list-style-type: none"> 1. Islam and its economic system 2. The effects of Contemporary Politics 3. Weaknesses of Arab World 4. The qualities of Muslims and Muslim nations 5. Request to the prophet
14	Tolu e Islam (طلوع اسلام) BANG-E-DRA First 4 Stanzas	In depth discussions around the following themes: <ol style="list-style-type: none"> 1. Renaissance/Reawakening of Muslim Ummah 2. Muslim ummah's status and responsibilities 3. Iman, Yaqeen and Muslim brotherhood 4. Definition of Mard e Haq 5. Qualities of Mu'min 6. Slave mentality and strength of Yaqeen/belief

15	Tolu e Islam (طلوع اسلام) BANG-E-DRA Remaining 5 Stanzas	In depth discussions around the following themes: <ol style="list-style-type: none"> 1. Renaissance/Reawakening of Muslim Ummah 2. Muslim ummah's status and responsibilities 3. Iman, Yaqeen and Muslim brotherhood 4. Definition of Mard e Haq 5. Qualities of Mu'min 6. Slave mentality and strength of Yaqeen/belief
16	REVISION AND RECAPITULATION	Revision for clarity of concepts
17	Final Exams	

Bahria University, Islamabad**COURSE OUTLINE**

Course Name	Iqbal's Selected Persian Poetry		
Course Code	ISM 510		
Credit Hours	3		
Course Prerequisite	None		
Prerequisite Code			
Course Type	Optional Course		
Program	MS in Iqbal Studies		
Semester			
Course Description			
This course comprises of selected Persian poetry of Allama Muhammad Iqbal on themes which relate to development of person and society. 60% of Iqbal's poetry is in Persian and is very rich in theme, Islamic philosophy and literary excellence and as such is indispensable for a more thorough understanding of Iqbal's message. This course will widen up the research scope of researchers and give access to researchers to themes which are more elaborate in Iqbal's Persian works.			
Course Learning Outcomes			
CLO #	Description		
01	Firm connection of students to Iqbal's philosophy through his Persian poetry		
02	Appreciation by researchers of Persian poetic style of Iqbal		
03	To enable students to critically analyze different themes of Iqbal's philosophy as derived from his Persian poetry which amounts to 60% of his total poetry literature		
04	Expanding students understanding of how Iqbal effectively utilized poetry as a medium to express his thoughts and philosophy.		
Teaching & Learning Methodology			
Narration of the poetry and in depth Class discussions by the course teacher/moderator. This will require engaging deliberations and analytical approach from the faculty's side. Reference books are of prime importance which the students will be encouraged to review on. The reference book portions with relevant information will have to be identified as many books on Iqbal are voluminous in nature. Research project work and presentation will be given to the students to develop research skills and facilitate them in their final MS research. Guest specialist speaker session will enhance students' knowledge and motivation Practically organizing Seminar on Iqbal			
REFERENCES:			
A comparative appraisal of Iqbal's Persian poetry. Muhammad Riaz http://www.allamaiqbal.com/publications/journals/review/apr79/2.htm علامہ اقبال کا خصوصی مطالعہ - 2 .. علامہ اقبال اوپن یونیورسٹی، اسلام آباد Kuliyat-e-Iqbal: Farsi Allama Muhammad Iqbal Zaboor e Ajam Urdu Translation Khurram Ali Shafique What should than be done, 'O' nations of the East Bashir Ahmad Dar Persian Psalms (Zabur-e-Ajam) Trans: Arberry, Arthur John Iqbal ki Farsi Shairi ka Tanqidi Jaiza Abdul Shakoore Ahsan The Gift of Hijaz Bashir Ahmad Dar; Mustansir Mir; Q. A. Kabir Pas Cheh Bayd Kard ae Aqwam-i Sharq ma Musafir. Translated by Kakakhel, Taqueem-ul-Haq, Piyam-e-Mashriq, trans. by Sher Muhammad Menosh Javidnama: Tehqiqi-o-Tauzihi Muhammad Riaz, Matalib e Asrar e Ramuz Moulana Ghulam Rasul Mahr			

Iqbal's Inferences from the Qur'an: Objectives of Education for Developing the Individual Self. By Dr. M. Abid Ali and Dr. Suhailah Hussein <https://files.eric.ed.gov/fulltext/EJ1161484.pdf>
 Iqbal's Inferences from the Qur'an: Educational Objectives for Developing an Individual for Serving Millat. By Dr. M. Abid Ali and Dr. Suhailah Hussein
<https://files.eric.ed.gov/fulltext/EJ1180633.pdf>
 Javid Nama Versified English Translation (Translated by Arthur J. Arberry)

<http://www.allamaiqbal.com/works/poetry/persian/javidnama/translation/index.htm>

Gulshan-e-raze-e-jadeed

Kunjaee, Shareef

The Book of Servitude (Iqbal Academy)

Arthur J. Arberry

Grading Policy

Assessment Instruments	Percentage
Quizzes	15
Project	20
Mid Term Exam	25
Final Exam	40
Total	100

Week-wise Course Outline

week / Session	Contents	Activities / Learning Outcome
01	Brief history of Persian Literature in Sub-continent	تاریخ زبان فارسی در شبه قاره
02	Persian Infinitives (Definition and kind of infinitives with meanings) Persian Vocabulary - واژگان فارسی Pronouns - ضمیر Personal Pronouns - ضمیر های شخصی Connectional endings - شناسه های صرفی Possessive pronouns - ضمیر های ملکی Suffixed pronouns - ضمیر های پیوسته	مصدر، تعریف، معنی و انواع مصدر Learning Persian Pronouns
03	Simple sentence - جمله های ساده Word order - آرایش جمله Interrogative - مثبت Negative affirmative - منفی Singular & plural - مفرد، جمع Vocabulary - واژگان	Sentence construction
04	Verb (Definition & kind of verbs) Past ماضی Simple past ماضی ساده / مطلق Present perfect ماضی نقلی / قریب Past Perfect ماضی بعید Exercise تمرین	Verbs and Tenses in Persian
05	Past continues ماضی استمراری Past subjunctive ماضی التزامی / شکیه Vocabulary واژگان Exercises تمرین	Verbs and Tenses in Persian
06	Present tense (definition & kind of present tense) فعل مضارع	Verbs and Tenses in Persian

	Present indefinite/ continues مضارع اخباری Present Subjunctive مضارع التزامی Future Tense فعل مستقبل Imperative tense فعل ام/ نهی	
07	Iqbal's Persian Poetry – A general introduction xi) Asrar-i-Khudi اسرار خودی xii) Rumuz-i-Bekhudi رموز بیخودی xiii) Payam-e-Mashriq پیام مشرق	Historical perspective and Introduction to the poems and their contents. PROJECT: A CRITICAL ANALYSIS OF THE WAY OUT FOR MUSLIMS AS DISCUSSED IN 'Pas Chih Bayed Kard Ay Aqwam-e-Sharq' پس چه باید کرد اے اقوام NO MORE THAN 2000 WORDS
08	xiv) Zabur-e-Ajam زبور عجم xv) Javed Nama جاوید نامہ xvi) Pas Chih Bayed Kard Ay Aqwam-e-Sharq پس چه باید کرد اے اقوام مشرق	Historical perspective and Introduction to the poems and their contents.
09	Mid Terms	
10	اسرار خودی This book will be taught in Full. Elaborations on the chapters for the realization of the spirit which Iqbal has conveyed in Asrar e Khudi. The titles of the poems convey the realizational themes as well: 1. Introduction 2. Prologue 3. Showing that the system of the universe originates in the Self, and that the continuation of the life of all individuals depends on strengthening the Self 4. Showing that the life of the Self comes from forming desires and bringing them to birth 5. Showing that the Self is strengthened by Love 6. Showing that the Self is weakened by asking 7. Showing that when the Self is strengthened by Love its gains dominion over the outward and inward forces of the universe 8. A tale of which the moral is that negation of the Self is a doctrine invented by the subject races of mankind in order that by this means they may sap and weaken the character of their roles 9. To the effect that Plato, whose thought has deeply influenced the mysticism and literature of Islam,	Critical and analytical discussions around following main theme: 1. Dynamics of growth of self or Khudi 2. Self Negation and its effects 3. Importance of Literature and its effects 4. Three Stages of Development of self Objective of Five Pillars of Islam 5. Vicegerent

	<p>followed the sheep's doctrine, and that we must be on our guard against his theories</p> <p>10. Concerning the true nature of poetry and the reform of Islamic literature</p> <p>11. Showing that the education of the self has three stages: Obedience, Self-control, and Divine Vicegerence</p>	
11	<p>اسرار خودی</p> <p>12. Setting forth the inner meanings of the names of Ali</p> <p>13. Story of a young man of Merv who came to the saint Ali Hujwiri – God have many on him and complained that he was oppressed by the enemies</p> <p>14. Story of the bird that was faint with thirst</p> <p>15. Story of the diamond and the coal Story of the Sheikh and the Brahmin, followed by a conversation between Ganges and Himalayas to the effect that the continuation of social life depends on firm attachment to the characteristic traditions of the community</p> <p>16. Showing that the purpose of the Muslims 's like is to exalt the Word of Allah, and that the Jihad (to strive or to struggle), if it be prompted by land-hunger, is unlawful in the religion of Islam</p> <p>17. Precepts written for the Muslims of India by Mir Najat Nakshbandi. Who is generally known as Baba Sahr'ai</p> <p>18. Time is a sword</p> <p>19. An invocation</p>	<p>Critical and analytical discussions around following main themes:</p> <ol style="list-style-type: none"> 1. Hazrat Ali's (رضي الله عنه) qualities and characteristics as perfect Muslim role model 2. Timidity Brings weakness 3. Dedication for truth only 4. Strengthen the self/Kuhdi 5. Strength dispels enemies 6. Grounding oneself in real life while aiming high 7. Importance of maintaining self identity 8. Complete obedience to Allah ﷻ 9. Muslim a role model for truth. 10. Compliance with Allah's commands requisite for real power and strength 11. Muslim to work for Allah's world order 12. True meaning of Jihad 13. Conscious Self Development 14. Time for a Muslim is only progress 15. Iqbal's prayer for Muslim ummah
12	<p>رموز بیخودی</p> <p>This book will be taught in Full. Chapters:</p> <ol style="list-style-type: none"> 1. Preface 2. Dedication to the Muslim Community. 3. Bond Between individual and community. 4. That the Community is made up of the Mingling of Individuals, and owes the Perfecting of its Education to Prophet-hood 	<p>Critical and analytical discussions around following main themes:</p> <ol style="list-style-type: none"> 1. Realization of prophetic mission of Ummah 2. Obsession with Millat's goals as objectives of life 3. Tawhid is the basis of Ummah's unity and that land is not the basis 4. Tawhid removes despair, grief and fear 5. National Cohesion

	<p>5. The Pillars of Islam - First Pillar: the Unity of God</p> <p>6. That Despair, Grief and Fear are the Mother of Abominations, destroying Life; and that Belief in the Unity of God puts an end to those Foul Diseases.</p> <p>7. Conversation of the Arrow and the Sword</p> <p>8. Emperor Alamgir and the Tiger</p> <p>9. Second Pillar: Apostleship</p> <p>10. That the Purpose of Muhammad's Mission was to found Freedom, Equality and Brotherhood among all mankind.</p> <p>11. The story of Bu Ubaid and Jaban, in Illustration of Muslim Brotherhood</p> <p>12. The Story of Sultan Murad and the Architect, in Illustration of Muslim Equality</p> <p>13. Concerning Muslim Freedom and the Secret of the Tragedy of Kerbela</p> <p>14. That since the Muhammadan Community is Founded upon Belief in One God and Apostleship, therefore it is not Bounded by Space</p> <p>15. That the Country is not the Foundation of the Community</p> <p>16. The season of the rose endures beyond</p>	<p>6. Prophets mission: Freedom, Equality and Brotherhood</p> <p>7. Trust between Muslims</p> <p>8. Justice and Muslim Equality</p> <p>9. Ummah not bounded by space</p> <p>10. Land not basis of community</p>
13	<p>رموز بیخودی Chapters:</p> <p>17. That the Organization of the Community is only Possible through Law, and that the Law of the Muhammadan Community is the Koran</p> <p>18. That in Times of Decadence Strict Conformity is Better than Free Speculation</p> <p>19. That the Maturity of Communal Life Derives from Following the Divine Law</p> <p>20. That a Good Communal Character Derives from Discipline According to the Manners of the Prophet</p> <p>21. That the Life of the Community Requires a Visible Focus, and that the Focus of the Islamic Community is Mecca's Sacred House</p>	<p>Critical and analytical discussions around following main themes:</p> <p>1. Muslim community can only be organized under the Law of Qur'an and Sunnah</p> <p>2. Makkah is the focus of Muslim Community</p> <p>3. The objective of Muslim community is the preservation and propagation of Tawhid and Unitarianism</p> <p>4. Research and harnessing natural laws facilitates expansion of communal life, 'Once visible is harnessed the invisible is accessed'.</p> <p>5. The concept of National Ego</p> <p>6. Motherhood is the Foundation of Islam</p> <p>7. Hazrat Fatima (RA) as perfect model for Muslim ladies</p> <p>8. Encouraging Muslim girls for rearing their children for the cause of Islam</p> <p>9. Chastity as indication of purity</p> <p>10. Lessons form Surah Ikhlas:</p> <p>11. Muslims have one Nationality</p>

	<p>22. That True Solidarity Consists in Adopting a Fixed Communal Objective, and that the Objective of the Muhammadan Community is the Preservation and Propagation of Unitarianism</p> <p>23. That the Expansion of Communal Life Depends upon Controlling the Forces of World Order</p> <p>24. That the Perfection of communal Life is Attained when the Community, like the Individual, Discovers the Sensation of Self; and that the Propagation and Perfecting of this Sensation can be Realized through Guarding the Communal Traditions</p> <p>25. That the Continuance of the Species Derives from Motherhood; and that the Preservation and Honouring of Motherhood is the Foundation of Islam</p> <p>26. That the Lady Fatima is the Perfect Pattern of Muslim Womanhood</p> <p>27. Address to the Veiled Ladies of Islam.</p> <p>28. Summary of the purport of the poem</p> <p>29. In Exegesis of the Sura of Pure Faith: "Say: He is God, One"</p> <p>30. "God, the Self-Subsistent"</p> <p>31. "He Begat Not, Neither Was He Begotten"</p> <p>32. "And There is Not Any Equal Unto Him"</p> <p>33. The Author's Memorial to him who is a mercy to all living being</p>	<p>12. Practice what you believe and without practice Iman is dead.</p> <p>13. Get rid of all dependencies and begging from created.</p> <p>14. To rid of all alien influences and practices.</p> <p>15. Do not let Aliens enter your privacy.</p> <p>16. Our relation is by Islam and being Ummah of the last prophet</p> <p>17. This is an ideal Ummah and carries responsibility of both the worlds.</p> <p>18. Only to stand for truth</p>
14	<p>Lessons from: پس چه باید کرد اے اقوام شرق</p>	<p>In depth discussions around the following themes:</p> <ol style="list-style-type: none"> 1. Islam and Hikmat e Kaleemi 2. Tawheed as foundation of Hikmat e Kaleemi 3. Hikmat e Kaleemi and ideal human being 4. Hikmat e Fironi and its effects 5. The wisdom of Tawheed 6. Definition of Mard e Hur 7. Islam and its economic system 8. The effects of Contemporary Politics 9. Weaknesses of Arab World 10. The qualities of Muslims and Muslim nations

		11. Request to the prophet
15	Lessons from بندگی نامہ - مذہب غلاماں	In depth discussions around the following themes: <ol style="list-style-type: none"> 1. The religion of slave 2. Difference between a slave and a free man
16	Guest Speaker Session	Theme: Special nature of Islam and Muslim nation
17	Final Exams	

Bahria University, Islamabad**COURSE OUTLINE**

Course Name	Iqbal's Social Philosophy	Prepared on	Sept 2020
Course Code	ISM 511		
Credit Hours	3		
Course Prerequisite	None		
Prerequisite Code		Revised on	
Course Type	Elective Course		
Program	MS in Iqbal Studies		
Semester			

Course Description

Iqbal's concept of Muslim culture and society is not confined to geographical, social, and national limitations; rather it includes a very wide scope and embraces all expressions of human activity. For Iqbal, Muslim culture describes comprehensively about the concept of self, the concept of society, and the concept of life as a continuous movement in time. All these concepts are inseparable from each other and have direct bearing on his views on Muslim culture and society.

Course Learning Outcomes

CLO #	Description
1.	In depth knowledge of the social philosophy of Allama Muhammad Iqbal.
2.	Developing a realization that Iqbal's concept of Society and social development is developed on the teachings of Qur'an and Sunnah
3.	Students will be able to visualize the status of human as ordained by the Creator and the true nature of human being and his role in society as conceived by Iqbal from Qur'anic teachings.
4.	Students will be able to visualize the aims and objectives of education as a personal and social development
5.	A deep understanding of how human contributes to the development of a healthy society as envisaged by Iqbal from the Qur'an.
6.	A clear visualization of the weaknesses of Western Social order and how the western society negates a healthy approach to human development

Teaching & Learning Methodology

In-depth Class discussions by the course teacher/moderator. This will require engaging deliberations and analytical approach from the faculty's side. Reference books are of prime importance which the students will be encouraged to review on. The reference book portions with relevant information will have to be identified as many books on Iqbal are voluminous in nature.

Research project work and presentations will be given to the students to develop research skills and facilitate them in their final MS research.

Guest specialist speaker sessions will enhance students' knowledge and motivation.

Text Book and References**Reference Books:**

Iqbal Social and Political Ideal

Iqbal's guidelines for the character building and social development. Prof. Dr. Atiya Syed

Matalib Asrar o Ramooz

Moulana Ghulam Rasul Mehr

Iqbal ka Falsafa Khudi

Prof Muhammad Usman

Reconstruction of Religious Thought in Islam

Allama Iqbal

(Zarb-e-Kaleem-018) Ilm Aur Deen

Allama Iqbal

Matalib e Kalam e Iqbal Urdu

Maulana Ghulam Rasul Mehr

Allama Iqbal on Ego: And Some Related Concepts Khaliq, Abdul
 Iqbal ka Nazria- e Khudi Dr. Abdul ul Ghani
 Iqbal's "Khudi" - Its Meaning and Strengthening Factors by Riffat Hassan
 Iqbal Ka Falsafa-e-Khudi by Asif Jah Karwani
 Iqbal's Inferences from the Qur'an: Objectives of Education for Developing the Individual Self by Dr. M. Abid Ali & Dr.Suhailah Hussien <https://files.eric.ed.gov/fulltext/EJ1161484.pdf>
 Iqbal's Inferences from the Qur'an: Educational Objectives for Developing an Individual for Serving Millat by Dr. Muhammad Abid Ali & Dr.Suhailah Hussien
<https://files.eric.ed.gov/fulltext/EJ1180633.pdf>
 Speeches, writings and statements of Iqbal Compiled by Latif Ahmad Sherwani
 Asrar o Ramooz Urdu Translation by Moulana Ghulam Rasul Mehr
 Asrar o Ramooz Urdu Translation by Mian Abdur Rasheed
 Crises in the Muslim Mind by Abdul Hamid Abu Sulayman
 The Poet Philosopher of Islamic Resurgence. Al-Tawhid. III, pp. 129-153. Tehran: Al Tawhid Islamic Journal. By Ayatollah Seyyed Ali Khamenei. <https://www.al-islam.org/al-tawhid/vol3-n4/iqbal-poet-philosopher-islamic-resurgence-sayyid-ali-khamenei>
 Maruf, M. (1977). Iqbal's Philosophy of Knowledge. In M. Maruf, Contribution to Iqbal's Thought (pp. 1-16). Lahore: Islamic Book Service
 Iqbal's Theory of Knowledge. By Dr. Khurshid Anwar.
<http://www.allamaiqbal.com/publications/journals/review/apr87/7.htm>
 Iqbal- education and cultivation of self: a way forward for Muslims of the subcontinent, *Educational Philosophy and Theory* Volume 50, Issue 4, Pages 326-337.
https://www.researchgate.net/publication/307550857_Iqbal-education_and_cultivation_of_self_a_way_forward_for_Muslims_of_the_subcontinent
 Iqbal's Educational Thought:A Solution for Problems of Muslims by Ajaz Ahmad Telwani, *International Journal of Humanities & Social Science Studies*, Volume-V, Issue-II, January 2019, Page No. 23-36,
https://www.ijhss.com/files/3_6sl8b714.-Ajaz-Ahmad-Telwani.pdf
MUHAMMAD IQBAL'S SOCIAL THOUGHT (Madam) L. R. Gordon-Polonscaya
<http://www.allamaiqbal.com/publications/journals/review/oct69/2.htm#:~:text=The%20main%20idea%20of%20Iqbal's,equality%20of%20men%20before%20God.&text=Iqbal's%20idea%20of%20solidarity%20was%20an%20idea%20of%20Muslim%20solidarity>
Individual and Society: A Socio- Philosophical Account of Iqbal's thought Shagufta Begum University of the Punjab, Lahore. Aneeqa Batool Awan University of the Punjab, Lahore.
 South Asian Studies A Research Journal of South Asian Studies Vol. 29, No. 1, January – July 2014, pp. 115-123
http://pu.edu.pk/images/journal/csas/PDF/8.%20Dr.%20Shagufta_29_1.pdf
Muhammad Iqbal: Essays on the Reconstruction of Modern Muslim Thought H. C. Hillier
 Basit Bilal Koshul
 Social Philosophy of Allama Muhammad Iqbal: Views on Ummah and Islamic Society, BY Mohsin Afzal Dar
https://www.muslimsocieties.org/Vol6/Social_Philosophy_of_Allama_Muhammad_Iqbal.pdf
 "Islam" as the national identity for the formation of Pakistan: the political thought of Muhammad Iqbal and Abu'l 'Ala Mawdudi by Carimo Mohamed
https://www.scielo.br/scielo.php?script=sci_arttext&pid=S0101-90742014000100015
 Dr. Sir Mohammad Iqbal as a Thinker: A comparative sociological Analysis by Dr Manzoor Hussain
https://www.researchgate.net/publication/332093277_Dr_Sir_Mohammad_Iqbal_as_a_Thinker_A_comparative_sociological_Analysis
 The Muslim Community — a Sociological Study * [1]
 SPEECHES, WRITINGS AND STATEMENTS OF IQBAL Collection by LATIF AHMAD SHERWANI

<https://www.iqbal.com.pk/allama-iqbal-prose-works/speeches-writings-statements-of-allama-iqbal/991-prose-works/speeches-writings-and-statements-of-allama-iqbal/2744-the-muslim-community-a-sociological-study-by-allama-iqbal>

IQBAL'S CONCEPT OF AN IDEAL SOCIETY by Dr Muhammad Baqir

<http://www.allamaiqbal.com/publications/journals/review/oct82/2.htm>

The Spirit of Muslim Culture According to Muhammad Iqbal, by Adibah binti Abdul Rahim, International Journal of Social Science and Humanity, Vol. 5, No. 8, August 2015

<http://www.ijssh.org/papers/547-K015.pdf>

The Reconstruction of Religious Thought in Islam by Muhammad Iqbal

Ramuz e Bekhudi Muhammad Iqbal.

مغرب پر اقبال کی تنقید
اسلامی فکر کی نئی تشکیل

از ڈاکٹر عبدالغنی فاروق

Trans: Shahzad Ahmed

Iqbal and Ali Shariati: A Comparative Analysis of their Sociological thought (PhD Thesis) Dr Ajaz Ahmad Lone

Iqbal's Reconstruction of Self and Society: A Sociological Perspective (MPhil Thesis) Dr Ajaz Ahmad Lone

Islam as an Ideal Modern Social System (A Study of Ali Shariati's Thought) by Mohammad Taufiq Rahman

https://www.researchgate.net/publication/330412885_ISLAM_AS_AN_IDEAL_MODERN_SOCIAL_SYSTEM_A_Study_of_Ali_Shariati's_Thought

Role of Dr. Ali-Shariati and Allama Iqbal in the reconstruction of modern Islamic thought: A Sociological perspective by Dr Ajaz Ahmad Lone. <http://nic2018.allamaiqbal.com/pdf/papers/23.pdf>

Role of Dr Ali-Sharaiti and Allama Iqbal in the reconstruction of modern Islamic thought: A Sociological perspective. Role of Dr Ali-Sharaiti and Allama Iqbal in the reconstruction of modern Islamic thought: A Sociological perspective By Dr. Ajaz Ahmad Lone

https://www.academia.edu/23196749/Role_of_Dr_Ali_Sharaiti_and_Allama_Iqbal_in_the_reconstruction_of_modern_Islamic_thought_A_Sociological_perspective

Iqbal as a multi-dimensional personality (Chapter III) By Dr. Ajaz Ahmad Lone

<https://www.scribd.com/document/348384619/Allama-Iqbal-as-a-Multi-dimensional-pers-docx>

Karl Marx and Allama Iqbal's Islamic Socialism: A Comparative Analysis Dr. Ajaz Ahmad Lone

<http://www.muslimsocieties.org/karl-marx-allama-iqbals-and-islamic-socialism-a-comparative-analysis/>

The Contribution of "Auguste Comte" to Sociology by Puja Mondal

<https://www.yourarticlelibrary.com/sociology/the-contribution-of-auguste-comte-to-sociology/6246>

The Contribution of Auguste Comte to Sociology by Subhi

<https://www.sociologygroup.com/contribution-auguste-comte-sociology/>

Auguste Comte, French philosopher by Ronald Fletcher

<https://www.britannica.com/biography/Auguste-Comte/Thought>

The Political and Social Philosophy of Auguste Comte by Harry Elmer Barnes

<https://core.ac.uk/download/pdf/60553857.pdf>

Auguste Comte: Theories & Contributions to Sociology – Video

<https://study.com/academy/lesson/auguste-comte-theories-contributions-to-sociology.html>

(Payam-e-Mashriq-122) Mahavara Mabain Hakeem Farnasvi Agastas Comte Wa Mard Mazdoor

Hakeem (Dialogue Between Auguste Comte And The Labourer) - Allama Iqbal

Iqbal on Marx by Shaheer Niazi.

<http://www.allamaiqbal.com/publications/journals/review/oct83/4.htm>

(Zarb-e-Kaleem-152) Karl Marx Ki Awaz - Iqbal

Disenchantment and the Environmental Crisis: Lynn White Jr., Max Weber, and Muhammad Iqbal by Ahmed Afzaal.

<https://www.istor.org/stable/pdf/43809778.pdf?refregid=excelsior%3A82501193600e160b3ec1d733b926e33d>

Max Weber, German sociologist by Arthur Mitzman

<https://www.britannica.com/biography/Max-Weber-German-sociologist/Legacy>

Max Weber's Construction of Social Theory, by Martin Albrow

<https://link.springer.com/content/pdf/bfm%3A978-1-349-20879-1%2F1.pdf>

Emile Durkheim's Theory of Social Organization by Jonathan H. Turner

https://www.jstor.org/stable/2579135?seq=1#metadata_info_tab_contents

Sociological Theorists: Emile Durkheim

<http://www.grahamscambler.com/sociological-theorists-emile-durkheim/>

Theoretical Perspectives on Society

<https://courses.lumenlearning.com/sociology/chapter/theoretical-perspectives-on-society/>

Grading Policy

Assessment Instruments	Percentage
Quizzes	15`
Project	20
Mid Term Exam	25
Final Exam	40
Total	100

Week-wise Course Outline

week / Session	Contents	Activities / Learning Outcome
1.	Foundations of Social order in Islam: i) Elements of Society in Islam ii) Difference between the Muslim Community and other Communities of the world	An analytical and critical study of Social order as demonstrated by Islam and a comparative analysis of a model Muslim and Non-Muslim societies
2	1. Iqbal's view on Individual, Family and Society 2. <i>Tawhid</i> as basis of individual and society	Since Iqbal has drawn his theories from Qur'an his views on individual, family and society are based on Qur'anic interpretations.
3	Personal and Social Implications of the Philosophy of Khudi xxvi) Dynamics and development of <i>Khudi</i> xxvii) Implication of <i>Khudi</i> in personality development	An in-depth understanding of the dynamics of Khudi (Ego) as elaborated by Iqbal and its role in the development of Human personality Group Project: Research and reflective article on the topic 'Comparative analysis of Iqbal's Social Philosophy with any one Western or Muslim Scholar' Grouping of two students for this research. Presentation at the end of the semester. This project has to be given in the third session
4	Developing a sound individual: i) Personal and Social Implications of the Philosophy of Khudi ii) Dynamics and development of <i>Khudi</i> iii) Implication of <i>Khudi</i> in personality development	Creating an in depth understanding of Iqbal's concept of Khudi and critically discussing the elements of Khudi as exhibited in human nature.

	iv) Motivation for conscious self-development and achieving self-reliance.	
5	Developing a sound individual: i) Realization that effort to establish Allah's order in this world as main objective of life, ii) Correct concept of jihad. iii) Inculcating attitude of practically performing as per belief and inculcating the urge for higher ideals	Creating an in depth understanding of Iqbal's concept of Khudi and critically discussing the elements of Khudi as exhibited in human nature. Deliberating on the role of human Khudi or self-consciousness in his role as vicegerent of the Creator
6	Iqbal's concept of Nation xv) Iqbal's nationalistic theme prior 1905 xvi) Effect of European divide on Iqbal's national philosophy	The knowledge how Iqbal developed his theory of nationalism in phases
6	Iqbal's concept of Nation xvii) Effect of Muslim divide on Iqbal's Philosophy xviii) Iqbal's shift from Indian Nationalism to Pan Islamism xix) The Influence of Iqbal's strong Islamic background	The realization of the basis of struggle for Pakistan and Iqbal's contribution for same
8	Iqbal's concept of Islamic nationhood ix) Iqbal's concept of Nation or 'Watan' from Islamic perspective x) Iqbal's concept on Pan Islamism xi) Iqbal's Poetry on the concept of Nation iv) Iqbal's prose on the concept of Nation	The realization of the basis of struggle for Pakistan and Iqbal's contribution for same
9	MID TERMS	
10	Developing a sound Society: i) Broader Implication of Khudi in society's development ii) Iqbal's concept of National Ego iii) Individual's role in the society	Deliberating on aims and objectives of human individual and collective training to serve Islamic Millat as narrated by Iqbal is Ramuz e Bikhudi
11	Developing a sound Society: i) Realization and preparation for individual's role in the development of society ii) Education on the foundational concepts of Muslim nationhood. iii) Inculcating the essence of Muslim nationhood. Strengthening of nation's collective ego through the awareness of Muslim history and traditions	Deliberating on aims and objectives of human individual and collective training to serve Islamic Millat as narrated by Iqbal is Ramuz e Bikhudi

12	Democracy, Capitalism, Islamic socialism and internationalism in Iqbal's perspective.	An in-depth knowledge of Iqbal's opinion about contemporary democracy and Capitalism. Awareness of Iqbal's views on Internationalism and Islamic Socialism
13	Comparative analysis of Iqbal's Social Philosophy with Western and Muslim Scholars: i) Ali Shariati ii) Karl Marx iii) Auguste comte, iv) Emile Durkhiem v) Max weber	A comparative analysis of Iqbal's social theory with renowned eastern and western social scientists Group Project: Research and reflective article on the topic 'Comparative analysis of Iqbal's Social Philosophy with any one Western or Muslim Scholar' Grouping of two students for this research. Presentation at the end of the semester. This project has to be given in the third session
14	Iqbal on Kashmir and Palestine issue	Iqbal's analysis of Palestine and Kashmir issues
15	Guest Speaker Session	Guest Speaker Session topic: Relevance of Iqbal's Social theory to modern times
16	PRESENTATION OF GROUP PROJECT	PRESENTATIONS
17	FINAL EXAMS	

Bahria University, Islamabad**COURSE OUTLINE**

Course Name	Reconstruction of Religious Thought in Islam	Prepared on	January 2021
Course Code	ISM 512		
Credit Hours	3		
Course Prerequisite	None		
Prerequisite Code			
Course Type	Elective Course	Revised on	
Program	MS in Iqbal Studies		
Semester			

Course Description

This course is developed on Iqbal's prominent book The Reconstruction of Religious Thought in Islam. The emphasis in this book is the relevancy of Islam in the present times. In the preface of this book Iqbal elaborates, 'I have tried to meet, even though partially, this urgent demand by attempting to reconstruct Muslim religious philosophy with due regard to the philosophical traditions of Islam and the more recent developments in the various domains of human knowledge.' Iqbal has tried to emphasize that there is total harmony between Science and Religion and they are not exclusive of each other. Science is a part of religious activities in Islam. That religion is an imperative part of human domain irrespective of sever critique from the modern scientific quarters.

Course Learning Outcomes

CLO #	Description
1.	The realization that Religion as per Islam is fully functional and practicable
2.	The visualization of why Religion is as important for human society as it was in the ancient times
3.	The realization for the reactivation of Ijtihad for the resolution of contemporary issues of Muslims and to provide guidance to new structures in the domain of human society
4.	The realization that Islam remains the salvation force in today's complex societies.

Teaching & Learning Methodology

In-depth Class discussions by the course teacher/moderator. This will require engaging deliberations and analytical approach from the faculty's side. Reference books are of prime importance which the students will be encouraged to review on. The reference book portions with relevant information will have to be identified as many books on Iqbal are voluminous in nature.

Research project work and presentations will be given to the students to develop research skills and facilitate them in their final MS research.

Guest specialist speaker sessions will enhance students' knowledge and motivation.

Text Book and References**Reference Books:**

Contemporary Islamic Intellectual History: A Theoretical Perspective by IBRAHIM M. ABU-RABI

https://www.jstor.org/stable/20838990?seq=1#metadata_info_tab_contents

INTELLECTUAL DEVELOPMENT IN RELIGION - Right Criterion

<https://spiritofislam.co.in/spiritnew/index.php/intellectual-development-in-religion>

Matalib Asrar o Ramooz

Moulana Ghulam Rasul Mehr

Iqbal ka Falsafa Khudi

Prof Muhammad Usman

Reconstruction of Religious Thought in Islam Allama Iqbal

Matalib e Kalam e Iqbal Urdu

Maulana Ghulam Rasul Mehr

Allama Iqbal on Ego: And Some Related Concepts Khaliq, Abdul

Iqbal ka Nazria- e Khudi

Dr. Abdul ul Ghani

Iqbal's "Khudi" - Its Meaning and Strengthening Factors by Riffat Hassan

Iqbal Ka Falsafa-e-Khudi by Asif Jah Karwani

Speeches, writings and statements of Iqbal

Compiled by Latif Ahmad Sherwani

Iqbal's Theory of Knowledge. By Dr. Khurshid Anwar.

<http://www.allamaiqbal.com/publications/journals/review/apr87/7.htm>

Muhammad Iqbal: Essays on the Reconstruction of Modern Muslim Thought H. C. Hillier

Basit Bilal Koshul

Social Philosophy of Allama Muhammad Iqbal: Views on Ummah and Islamic Society, BY Mohsin Afzal Dar

https://www.muslimsocieties.org/Vol6/Social_Philosophy_of_Allama_Muhammad_Iqbal.pdf

The Spirit of Muslim Culture According to Muhammad Iqbal, by Adibah binti Abdul Rahim, International Journal of Social Science and Humanity, Vol. 5, No. 8, August 2015

<http://www.ijssh.org/papers/547-K015.pdf>

مغرب پر اقبال کی تنقید
اسلامی فکر کی نئی تشکیل

از ڈاکٹر عبدالغنی فاروق

Trans: Shahzad Ahmed

Iqbal as a multi-dimensional personality (Chapter III) By Dr. Ajaz Ahmad Lone

<https://www.scribd.com/document/348384619/Allama-Iqbal-as-a-Multi-dimensional-pers-docx>

Ijtihad: Reinterpreting Islamic Principles for the Twenty-first Century By Muzammil H. Siddiqi, a member of the Fiqh (Islamic Law); Imam Hassan Qazwini, director of the Islamic Center of America; Muneer Fareed, associate professor of Islamic studies at Wayne State University; and Ingrid Mattson, professor of Islamic studies.

<https://www.usip.org/sites/default/files/sr125.pdf>

The Need of Ijtihad for Sustainable Development in Islam by Arshia Javed & Muhammad Javed

<https://www.banglajol.info/index.php/IIUCS/article/view/24027/16412>

Was the Gate of Ijtihad Closed? By Wael B. Hallaq;

https://www.istor.org/stable/162939?seq=1#metadata_info_tab_contents

Ijtihad and Renewal by Said Shabbar Translated from the Arabic by Nancy Roberts

<https://iiit.org/wp-content/uploads/Ijtihad-and-Renewal-red.pdf>

Iqbal's View of Ijtihad and a Modern Islamic state, Javid Iqbal.

<http://www.allamaiqbal.com/publications/journals/review/oct08/10.htm>

IQBAL'S LECTURE ON IJTihad; Muhammad Khalid Masud

<http://www.allamaiqbal.com/publications/journals/review/oct78/1.htm>

Iqbal's View of Ijtihad and a Modern Islamic state - CSS Forums,

<http://www.cssforum.com.pk/css-optional-subjects/group-i/political-science/127244-iqbal-s-view-ijtihad-modern-islamic-state.html>

Grading Policy

Assessment Instruments	Percentage
Quizzes	15`
Project	20
Mid Term Exam	25
Final Exam	40
Total	100

Week-wise Course Outline		
week / Session	Contents	Activities / Learning Outcome
1.	Foundations of Iqbal's Intellectual Growth: iii) Iqbal and Qur'an iv) Main themes of Iqbal's writings	A critical study of Iqbal's intellectual growth and his philosophical theme
2	The Premise of Reconstruction of Religious Thought in Islam i) Conditions of Muslims in early 20 th Century ii) Foundations of Islam and their universal religious significance iii) The practicality of Islam iv) The coherence and profundity in the universal principles of Islamic thought v) The principles of adaptability of Islam to modern needs and conditions.	This session will give students a brief history of the conditions of Muslim thinking in the times of Iqbal and the realization of the rationale behind the penning down of his seven lectures comprised in the Reconstruction of Religious Thought in Islam.
3	Ch:1 Knowledge and religious experience v) Relation Between Philosophy and Religion vi) Rationale foundations of Religion vii) Influence of Greek Philosophy on Islamic thought.	An in-depth understanding of the relation of Philosophy and Religion, Actual foundations of Religion and the historical influence of other philosophies in Muslim belief. Group Project: Research and reflective article on one topic relating to the topics of this course or theme from a chapter of Reconstruction of Religious Thought in Islam. This project has to be given in the third session
4	Ch:1 Knowledge and religious experience i) Inferences from Qur'an ii) Intuition and its role in religion and belief system of human.	An in-depth understanding of the relation of Philosophy and Religion, Actual foundations of Religion and the historical influence of other philosophies in Muslim belief.
5	The Philosophical Test of the Revelations of Religious Experience i) Cosmological, Teleological, and Ontological arguments of God's existence ii) Definition of destiny iii) Definitions of Nature and Natural science iv) Philosophy and Religion	Creating an in depth understanding of Cosmological, Teleological, and Ontological arguments of God's existence and Iqbal's elucidation on same and other important relevant concepts PROJECT: WRITE A CRITICAL ANALYSIS OF THE RECONSTRUCTION OF RELIGIOUS THOUGHT IN ISLAM. MAXIMUM 3000 WORDS. TWO RESEARCHERS PER GROUP
6	The Philosophical Test of the Revelations of Religious Experience v) Definition of Space and Time	Creating an in depth understanding of Cosmological, Teleological, and Ontological arguments of God's existence and Iqbal's

	vi) The ultimate character of Reality vii) Definition of ' <i>Taqdir</i> ' or Fate viii) Religious experience	elucidation on same and other important relevant concepts
6	The Conception of God and the meaning of prayer i) Definition of Creator ii) Definitions and dynamics of EGO	The understanding of Iqbal's philosophical elucidation of God and his qualities. Rational explanation and nature divine attributes and the act of worship.
8	The Conception of God and the meaning of prayer iii) Divine attributes of Omnipotence and knowledge iv) Worship, its nature and its significance	The understanding of Iqbal's philosophical elucidation of God and his qualities. Rational explanation and nature divine attributes and the act of worship.
9	MID TERMS	
10	The Human Ego – His Freedom and Immortality Brief History of Islamic thought Discovering Ego in history Ego and its nature	In depth understanding and realization of the concept of EGO and its dynamics
11	The Human Ego – His Freedom and Immortality Concept of immortality of Ego. Concept of Human Evolution Concept of finitude and infinitude	In depth understanding and realization of the concept of EGO and its dynamics
12	The Spirit of Muslim Culture Islamic and Greek Philosophies Influence of Islamic approach to knowledge on European intellectualism Geneses of Muslim Culture	An appreciation and realization how the Muslim culture was developed, the influences on Muslim culture and the dynamics of Culture.
13	The Principle of Movement in the Structure of Islam 1. Tawheed as Cultural binder 2. 'Ijtehad' The Principle of Change in Human Society and its need 3. The inclusive nature of matter and spirit 4. Issue of leadership/khilafat in Islam 5. Causes of immobility of Islamic thought 6. Four accepted sources of Muhammadan Law: i) Quran ii) Hadith iii) Ijma iv) Qiyas	Iqbal's deliberation on the causes of the freezing of Ijtehad in Muslim societies and the dire need of the unfreezing of same to solve the issues of the present times.

14	Is Religion Possible? The concept of evolution Three periods of human Religious life Science and Religion	Iqbal's philosophical deliberation on the need and rationale for religion in the present times.	
15	Summing up	Guest Speaker Session topic: Iqbal's philosophical approach	
16	PRESENTATION OF GROUP PROJECT	PRESENTATIONS	
17	FINAL EXAMS		

MPHIL PATHOLOGY PROGRAM – ROADMAP**SEMESTER-1**

Sr.No.	Course Code	Course Title	Credit Hours	Theory	Practical
1	MED 701	Research Methodology	3+0	3	0
2	MED 712	Medical Biology & Genetics	2+0	2	0
3	MED 713	Medical Education, Ethics & Writing	2+0	2	0
4	MED 714	Instruments & Animal use in research	2 (1+1)	1	1
5	MED 715	Journal Club (Essential)-1	No credit hour	0	0
6	MED 718	Teaching Internship (Essential)-1	No credit hour	0	0
Total Credit Hours in Semester-1			9	8	1

SEMESTER-2

Sr.No.	Course Code	Course Title	Credit Hours	Theory	Practical
1	PAT 740	General Pathology & Basic Microbiology	3(2+1)	2	1
2	PAT 750	Special Pathology	3(2+1)	2	1
3	PAT 751	Microbiology & Mycology	3(2+1)	2	1
4	XXX XXX/ XXX XXX	Elective- I	3(1+2)	1	2
5	MED 716	Journal Club (Essential)-2	No credit hour	0	0
6	MED 719	Teaching Internship (Essential)-2	No credit hour	0	0
Total Credit Hours in Semester-2			9	5	4

- PAT 740 & PAT 750 – Pre-requisite for Histopathology
- PAT 740 & PAT 751 – Pre-requisite for Microbiology

SEMESTER-3 Semester-1 & Semester-2 are Pre-requisite to proceed to Semester -3

Sr.No.	Course Code	Course Title	Credit Hours	Theory	Practical
1	XXX XXX/ XXX XXX	Elective-II	3(1+2)	1	2
2	XXX XXX/ XXX XXX	Elective-III	3(1+2)	1	2
3	THS 700	Thesis-I	3+0	3	0
4	MED 717	Journal Club (Essential)-3	No credit hour	0	0
5	MED 720	Teaching Internship (Essential) -3	No credit hour	0	0
Total Credit Hours in Semester-3			9	5	4

SEMESTER-4

Sr.No.	Pre-requisite course code	Course Code	Course Title	Credit Hours	Theory	Practical
1	THS 700	THS 701	Thesis-II	3+0	3	0
Total Credit Hours in Semester-4				3	3	3

PROF. DR. NAFIS KURIM
Chairperson
Postgraduate Programs Training (PGP-TM)
Bahria University Medical & Dental College, Karachi

Yasmeen Sy.
Prof. DR. YASMEEN TAJ
MBBS, M.Phil, Ph.D
8/4/21 HOD, Pathology
BUM & DC, Karachi

GENERAL PATHOLOGY, BASIC MICROBIOLOGY	
Course Code:	PAT 740
Credit Hours:	3(2+1)
Pre requisite:	Basic concepts of human anatomy & histology, cell & medical biology
Objectives:	<ol style="list-style-type: none"> 1. Describe cellular responses to injury and cell death. 2. Describe inflammation, wound healing and repair. 3. Explain thrombosis, embolism and infarction. 4. Describe the causes and pathogenesis of various types of shock. 5. Classify tumors and explain the characteristics of benign and malignant tumors. 6. Describe the biology of tumor growth and its effect on clinical stage. 7. Describe the scope and different fields of microbiology. 8. Explain bacterial structure and differentiate between eukaryotic and prokaryotic cells 9. Describe the important components of a typical bacterial cell both gram positive and gram negative and their role in vaccines. 10. Classify bacteria according to their shape, arrangement and gram staining, 11. Describe colonization of normal flora 12. Explain the steps of bacterial pathogenesis. Differentiate b/w true pathogen, opportunists and commensals 13. Comprehend bacterial genetics and the significance of DNA transfer in bacteria 14. Describe methods of sterilization and disinfection. 15. Describe basic concepts and scope of Immunology. 16. Describe the principles of applied immunology in relation to hypersensitivity, autoimmunity and immune-deficiency disorders.
Course Learning Outcomes (CLOs):	<p>Upon completion of course the students will be able to:</p> <ol style="list-style-type: none"> 1. Comprehend basic knowledge about principles of pathology & phenomena's such as cell injury, inflammation, healing and disorders of circulation. 2. Discuss the characteristics and biology of tumors 3. Demonstrate basic knowledge of agents of infectious diseases, bacteria, viruses, parasites, fungi and eukaryotic and prokaryotic structure. 4. State the differentiating characteristics of gram positive and gram negative bacteria and its importance in diagnosis and vaccination. 5. Understand the pattern of bacterial growth, aerobic and anaerobic growth, fermentation of sugars products and clinical laboratory tests. 6. Explain various methods of DNA transfer and their significance in drug resistance.

	<p>7. Differentiate b/w true pathogen, opportunists and commensals, routes of transmission, toxin production.</p> <p>8. Describe various methods used for sterilization and disinfection and their application in hospitals OTs, laboratories and health care situations.</p> <p>9. Apply basic principles of immunology in understanding the mechanisms for autoimmune disorders and immunodeficiency.</p>
Course Outline:	<p>General concepts of pathology. Terms and definitions. Mechanisms of cell injury. Process of inflammation and wound healing as well as factors influencing them. Knowledge regarding important phenomena such as thrombosis, embolism, shock and hemorrhage. Basic concepts of tumor formation and progression as well as applied oncology. Bacteria compared with other micro-organisms. Structure of bacterial cell, growth & bacterial genetics. Classification of medically important bacteria. Colonization by normal flora. Pathogenesis and disease production in infectious diseases. Sterilization and disinfection. Basic knowledge of the immune system and pathogenesis of immune system disorders.</p>
Resources:	<p>Recommended Books:</p> <p>(Latest Edition of all mentioned books should be referred)</p> <ul style="list-style-type: none"> • Cotran RS, Kumar V and Collins T. Robbin's Pathologic Basis of Disease (8th ed.). Philadelphia: W.B. Saunders. 2010. • Walter JB and Talbot IC. Walter and Israel's General Pathology (7th ed.). New York: Churchill Livingstone. 1996. • Kumar V, Cotran RS, and Robbins SL. Basic Pathology (8th ed.). Philadelphia: W.B. Saunders. 2007. • Rubin E, Pathology (4th ed.) Philadelphia: Lippincott-Raven. 2005 • Harsh Mohan. Textbook of Pathology (6th ed.). Jaypee brothers. 2010. • Jawetz .medical microbiology.25th ed.2010 Lange/McGrawHill • Levinson W. Microbiology and Immunology: Review. 10th ed. 2009 Lange/TataMcGrawHill • Michael j pelczar .Microbiology.6th ed. TataMcGraw • Richard a harvey. Microbiology.lippincotts illustrated review 2nded • Cotran RS, Kumar V and Collins T. Robbin's Pathologic Basis of Disease (8th ed.). Philadelphia: W.B. Saunders. 2010. <p>Websites:</p> <ul style="list-style-type: none"> • The internet pathology laboratory for medical education library.med.utah.edu/WebPath/webpath.html
Week No	Course Contents
Week 1	Cellular responses to injury and cell death.
Week 2	Inflammation, wound healing and repair.
Week 3	Thrombosis, embolism, infarction & shock. Quiz -1
Week 4	Classification of tumors and characteristics of benign and malignant tumors. Assignment-1

Week 5	Biology of tumor growth and clinical aspects of neoplasia Scope of microbiology and bacterial structure (eukaryotic and prokaryotic cells)
Week 6	Components of a typical bacterial cell (gram positive and gram negative) and their role in vaccines. Classification of bacteria. Quiz-2
Week 7	Normal flora. Bacterial pathogenesis. Difference b/w true pathogen, opportunists and commensals.
Week 8	Bacterial genetics and DNA transfer in bacteria Methods of sterilization and disinfection.
Week 9	Mid-Term
Week 10	Basic concepts and scope of Immunology
Week 11	Principles of applied immunology
Week 12	Hypersensitivity reactions Quiz-3
Week 13	Immune tolerance and mechanisms for autoimmunity Assignment-2
Week 14	Autoimmune disorders
Week 15	Immune deficiency disorders Quiz-4
Week 16	Molecular basis of cancer, Bacterial genetics
Week 17	Applied immunology (Discussion of cases) Presentations
Week 18	Semester Exam

SPECIAL PATHOLOGY	
Course Code:	PAT 750
Credit Hours:	(3)2+1
Pre requisite:	Principles of general pathology
Objectives:	<ol style="list-style-type: none"> 1. Differentiate between nephrotic and nephritic syndromes and describe the etiology and pathogenesis of various renal disorders 2. Classify and describe the epidemiology, morphology and clinical features of tumors of the kidney and urinary bladder. 3. Describe various inflammatory and non-neoplastic lesions of the female genital tract. 4. Classify ovarian, uterine and cervical tumors with respect to their morphological changes and clinical features of different variants of ovarian tumors. 5. Describe the neoplastic and non-neoplastic lesions of breast. 6. Describe the etiology, pathogenesis, morphology, diagnosis and clinical course of benign prostatic hyperplasia, Prostatic adenocarcinoma and tumors of testes. 7. Discuss the various inflammatory and non-neoplastic lesions of endocrine glands. 8. Classify and describe tumors of pituitary and parathyroid, thyroid and adrenal glands. 9. Discuss the risk factors, pathogenesis, clinical presentations and lab diagnosis and complications of ischemic heart disease, hypertension and various vascular disorders. 10. Describe various non-neoplastic and neoplastic lesions of bones and joints with regard to their etiology, pathogenesis and clinical features. 11. Explain the pathogenesis, structural alterations and clinical features of infectious, vascular and space occupying lesions of central nervous system. 12. Describe the morphological and clinical features of inflammatory dermatoses, bullous skin lesions and malignant tumors of skin. 13. Describe the etiology, pathogenesis, diagnosis and clinical features of various diseases involving the digestive and hepato-biliary tracts. 14. Describe characteristics of various tumors of the gastro-intestinal and hepato-biliary systems. 15. Explain obstructive and restrictive pulmonary diseases on the basis of their pathogenesis and clinical manifestations. 16. Describe pulmonary infections 17. Describe primary tumors of the lung and pleura.
Course Learning Outcomes (CLOs):	<p>Upon completion of course the students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss various lesions pertaining to the urinary tract, female and male genital tract and breast, with regards to their pathogenesis, morphological changes and clinical features. 2. Explain pathophysiological basis and consequences of specific endocrine disorders 3. Discuss the pathogenesis, morphological changes, clinical features and laboratory investigations of various diseases of the heart and blood vessels. 4. Describe the etiology, pathogenesis, diagnosis and clinical features of various diseases involving the digestive and hepato-biliary tracts. 5. Describe characteristics of various tumors of the gastro-intestinal and hepato-biliary systems.

	6. Describe etiology, pathogenesis, histology and clinical features of disorders related to the respiratory system
Course Outline:	Etiology, pathogenesis, diagnostic and clinical features of diseases related to the urinary tract, male and female genital tract, breast, endocrine organs, cardiovascular system, central nervous system, skin, bones and joints, gastro-intestinal, hepatobiliary and respiratory systems.
Resources:	<p>Recommended Books:</p> <p>(Latest Edition of all mentioned books should be referred)</p> <ul style="list-style-type: none"> • Cotran RS, Kumar V and Collins T. Robbin's Pathologic Basis of Disease (9thed.). Philadelphia: W.B. Saunders. 2010. • Walter JB and Talbot IC. Walter and Israel's General Pathology (7thed.). New York: Churchill Livingstone. 1996. • Kumar V, Cotran RS, and Robbins SL. Basic Pathology (9thed.). Philadelphia: W.B. Saunders. 2007. • Rubin E, Pathology (4thed.) Philadelphia: Lippincott-Raven. 2005 • Harsh Mohan. Textbook of Pathology (6thed.). Jaypee brothers. 2010. • Cotran RS, Kumar V and Collins T. Robbin's Pathologic Basis of Disease (8thed.). Philadelphia: W.B. Saunders. 2010. <p>Websites:</p> <ul style="list-style-type: none"> • The internet pathology laboratory for medical education, library.med.utah.edu/WebPath/webpath.html

Week No.	Course content
Week 1	Nephrotic /nephritic syndrome, Pyelonephritis, hydronephrosis and urolithiasis.
Week 2	Tumors of the kidney and urinary bladder
Week 3	Carcinoma of cervix, Endometriosis, adenomyosis, endometrial hyperplasia, adenocarcinoma, myometrial tumors. Quiz -1
Week 4	Ovarian tumors and gestational trophoblastic diseases. Assignment-1
Week 5	BPH, prostate carcinoma and Inflammatory and neoplastic lesions of testis.
Week 6	Non-neoplastic and neoplastic diseases of breast. Quiz-2
Week 7	Hyper and hypopituitarism and disease of parathyroid gland.
Week 8	Diseases of the adrenal gland.
Week 9	Mid-Term
Week 10	Diseases of thyroid gland and diabetes mellitus.
Week 11	Disease of heart and blood vessels-1.
Week 12	Diseases of musculoskeletal System-I. Quiz-3
Week 13	Diseases of musculoskeletal system-II Assignment-2
Week 14	Diseases of central nervous system.
Week 15	Diseases of skin. Quiz-4
Week 16	Diseases and Tumors of gastro-intestinal tract and hepato-biliary system
Week 17	Diseases and Tumors of respiratory system Presentation
Week 18	Semester Exam

MICROBIOLOGY AND MYCOLOGY	
Course Code:	PAT 751
Credit Hours:	3(2+1)
Pre requisite:	Principles of Basic Microbiology
Objectives:	<ol style="list-style-type: none"> 1. Discuss the morphology, virulence properties, pathogenesis, signs and symptoms and lab diagnosis of gram-positive cocci. 2. Discuss the important properties, pathogenesis, clinical findings and lab diagnosis of gram-negative cocci. 3. Discuss medically important spore forming and non-spore forming, aerobic and anaerobic gram positive rods, transmission, and pathogenesis and laboratory diagnosis and preventive treatment. 4. Classify gram negative rods and enterobacteriaceae, their antigenic and metabolic properties, disease production and laboratory diagnosis. 5. Discuss the genus vibrio, campylobacter, helicobacter pylori, its transmission epidemiology, clinical findings and lab diagnosis. 6. Discuss enteric gram-negative rods with pathogenesis outside the enteric tract and non-enteric gram-negative rods causing respiratory and zoonotic infections. 7. Classify acid-fast bacilli, important properties, transmission and epidemiology, pathogenesis, immunity and hypersensitivity to these organisms, clinical findings, laboratory diagnosis and prevention. 8. Discuss filamentous bacteria, Actinomycetes their important properties disease production and lab diagnosis. 9. Discuss the various species of the genus mycoplasma their pathogenesis and lab diagnosis 10. Discuss the three genera of spirochetes causing human disease, their transmission epidemiology and laboratory diagnosis. 11. Discuss the intracellular group of bacteria, chlamydia and rickettsiae their important properties, and modes of transmission, pathogenesis, lab diagnosis and clinical findings and minor bacterial pathogens 12. Structure and growth of fungi (yeast and molds), fungal toxins pathogenesis and lab diagnosis of fungi (microscopy, culture and molecular methods). Cutaneous and sub-cutaneous mycoses. 13. Pathogenesis and epidemiology of Systemic and opportunistic mycoses

Course Learning Outcomes (CLOs):	<p>Upon completion of course the students will be able to:</p> <ol style="list-style-type: none"> 1. Different pyogenic infections, toxicosis, immune pathogenesis caused by species of staphylococcus, streptococcus and Neisseria. The importance of diagnostic procedures like microscopy, culture and serology. 2. Discuss the significance of spore formation and aerobic and anaerobic gram positive rods producing disease with emphasis to prevention. 3. Differentiate and classify in detail diseases production by various gram negative rods, significance of serology and biochemical test in diagnosis. 4. Understand the concept of immunity and hypersensitivity in diseases produced by acid fast bacteria like mycobacteria tuberculosis and leprosy. Its role in disease and diagnosis. 5. Demonstrate knowledge of morphology, virulence, mode of transmission and diagnosis of types of bacteria which are not diagnosed by gram stain like species of mycoplasma, spirochetes and intracellular bacteria and minor pathogens. 6. Differentiate between bacterial and fungal structure. Pathogenesis and different lab test to identify fungal disease. Dermatophytes and subcutaneous mycoses. 7. Pathogenesis and transmission of systemic and opportunistic fungal diseases with emphasis in the immunocompromised patient.
Course Outline:	<p>Gram positive and gram negative cocci species. Gram positive rods (spore forming aerobic and anaerobic rods) Non-spore forming gram-positive rods. Gram-negative rods related to the enteric tract (Pathogens within and outside). Genus vibrio and helicobacter. Gram-negative rods (respiratory and zoonotic). Mycobacteria (Tuberculosis, Leprosy, Atypical mycobacteria). Mycoplasma, Spirochetes species. Intracellular and Minor bacterial pathogens. Basic mycology, cutaneous and subcutaneous mycosis, systemic mycosis, opportunistic mycosis.</p>
Resources:	<p>Recommended Books:</p> <p>(Latest Edition of all mentioned books should be referred)</p> <ul style="list-style-type: none"> • Jawetz Medical microbiology. 25th ed. 2010 Lange/McGrawHill • Levinson W. Microbiology and Immunology: Review. 10th ed. 2009 Lange/TataMcGrawHill • Michael J Pelczar. Microbiology. 6th ed. TataMcGraw • Richard A Harvey. Microbiology. Lippincotts illustrated review 2nd ed

Week No	Course Contents
Week 1	Staphylococcus species
Week 2	Streptococcus I and II
Week 3	Neisseria species Quiz -1
Week 4	Spore forming, aerobic and anaerobic gram positive rods, non-spore forming gram positive rods. Assignment-1
Week 5	Enterobacteracea and E.coli
Week 6	Salmonella and Shigella Quiz-2
Week 7	Vibrio species, Campylobacter and helicobacter.
Week 8	Gram negative rods outside the enteric tract (nosocomial pathogens)
Week 9	Mid-Term
Week 10	Gram negative rods related to respiratory tract
Week 11	Zoonotic gram negative rods
Week 12	Mycobacteria (tuberculosis, leprosy and atypical mycobacteria) Quiz-3
Week 13	Actinomyces and mycoplasma Assignment-2
Week 14	Spirochetes, intracellular bacteria
Week 15	Basic mycology, cutaneous and subcutaneous mycosis Quiz-4
Week 16	Systemic and opportunistic mycosis
Week 17	Systemic and opportunistic mycosis Presentations
Week 18	Semester exam

Maximum Number of Chances for Appearing in MBBS/BDS Examination

No.PF.12-F-Sec.PMC-2020/UG-Chances/ 057

Pakistan Medical Commission

Mauve Area, G-10/4, Islamabad

www.pmc.gov.pk

Tel: 92 51 9106152, Fax: 9106159

Email: Info@pmc.gov.pkDated: 23rd Oct, 2020

The Vice Chancellor's
All Recognized Medical Universities

Subject: **MAXIMUM NUMBER OF CHANCES FOR APPEARING IN MBBS /
BDS EXAMINATION**

Dear Sir,

This is to confirm that the previous regulations requiring maximum number of 04 (four) chances for MBBS/ BDS to pass an examination stand repealed. Therefore, no policy exists relevant to the number of chances. Such policy is to be made and enforced by the relevant university or college.

This issues with the approval of the Competent Authority.

Secretary

Pakistan Medical Commission

Cc:

- All Principals of recognized Medical and Dental Colleges in Pakistan.
- P.S. to President, PMC.
- P.S. to Vice President, PMC.

PR (HS)
discuss

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4/11/2020

RECTOR SECTT	
Inward No:	1559
Date:	4/11/2020
Action:	X1
Sign:	

PRO RECTOR (HS)
BAHRIA UNIVERSITY

Pro Rector (HS).....
Inward..... 2411
File No..... 12
Date..... 4/11/2020
Sign.....

4/11

No.PF.12-F-Sec.PMC-2020/UG-Chances/065

**Pakistan Medical Commission**

Mauve Area, G-10/4, Islamabad

www.pmc.gov.pk

Tel: 92 51 9106152, Fax: 9106159

Email: Info@pmc.gov.pkDated: 2nd November, 2020


The Vice Chancellor
Recognized Medical Universities (All)

Subject: **POLICY REGARDING DETAINED STUDENTS**

Dear Sir,

In continuation of this office letter No.PF.12-F-Sec.PMC-2020/UC-Chances/57, dated 23rd October, 2020 regarding maximum number of chances for appearing in MBBS/BDS examination (copy attached), it is clarified that in light of PMC Act, 2020, no policy exists with regards to detained students at Medical/Dental Colleges. Such policy is to be made and enforced by the relevant University or College.

This issues with the approval of the Competent Authority.


Secretary

Pakistan Medical Commission

Cc:

- All Principals of recognized Medical and Dental Colleges in Pakistan and AJ&K.
- P.S. to President, PMC.
- P.S. to Vice President, PMC.

Pro-Rector (HS) Be Brief

RECTOR SECTT	
Inward No:	1558
Date:	4/11/20
Action:	X1
Sig:	


4/11

Discussed & honored
Rector.


4/11/20

DHS

- Pl: do the needful as discussed
- Put-up in 1st week of Nov. to finalize our policy

*last week
10/11

2/4/11/2020.

PRO RECTOR (HS)	
BAHRIA UNIVERSITY	
Pro Rector (HS)	24/10
Inward	17
File No.	4/11/20
Date	
Sig.	