

A photograph of the Rawalpindi Medical University building, showing its facade with the university's name and logo. The building is a multi-story structure with a modern architectural style. The logo is a circular emblem with a red border and a yellow center, featuring the letters 'RMU' and a caduceus symbol. The text 'RAWALPINDI MEDICAL UNIVERSITY' is written around the emblem. Below the emblem, the words 'RAWALPINDI MEDICAL UNIVERSITY' and 'NEW TEACHING BLOCK' are visible on the building's facade.

RMU – 12

**Integrated Modular
MBBS Curriculum 2026**

Isolation to **Beyond Boundaries**

Study Guide

General Education Cluster (GEC) & Social Sciences in Medicine (SSM) Module

Department of Medical Education



	Rawalpindi Medical University			
	Doc. Title: Procedure for Control of Documented Information			
	Document #: RMU-MR-SOP-74	Rev. #: 06	Issue #: 01	Issue Date: 18-08-2026

Procedure for Control of Documented Information

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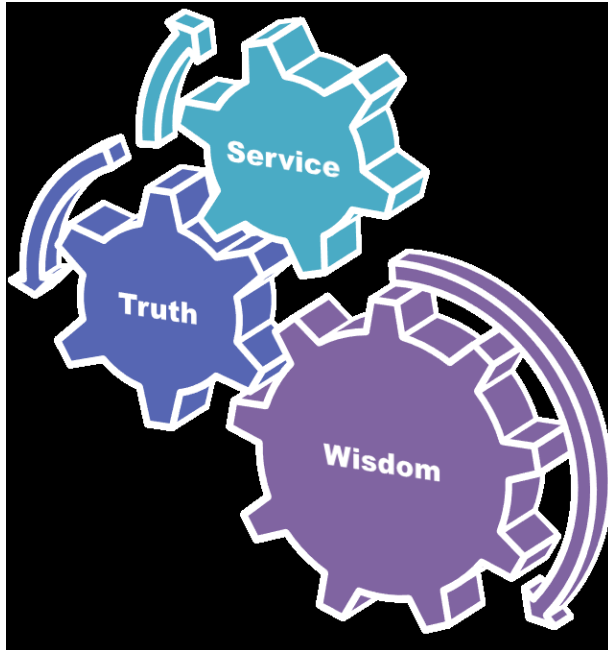
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University Moto, Vision, Values & Goals

RMU – 12



Vision and Values

Highly recognized and accredited center of excellence in Medical Education, using evidence-based training techniques for the development of highly competent health professionals, practice-ready for contemporary healthcare, who are critical thinkers, experiential self-directed lifelong learners, and socially accountable.

Mission Statement

To deliver evidence-based, research oriented, and clinically integrated health professional education that produces practice-ready graduates capable of providing safe, effective, patient-centered care, while upholding the values of mutual respect, ethical medical practice, professionalism, and social accountability.

Goals of the Undergraduate Integrated Modular Curriculum

The RMU-12 Model transforms medical education from isolated knowledge acquisition to embedded clinical practice, producing competent, ethical, and practice-ready physicians.

The RMU-12 Undergraduate Medical Program is designed to:

- Provide thorough grounding in the basic theoretical concepts underpinning the practice of medicine.
- Develop and polish the skills required for providing medical services at all levels of the Health care delivery system.
- Help you attain and maintain the highest possible levels of ethical and professional conduct in your future life.
- Kindle a spirit of inquiry and acquisition of knowledge to help you attain personal and professional growth & excellence.

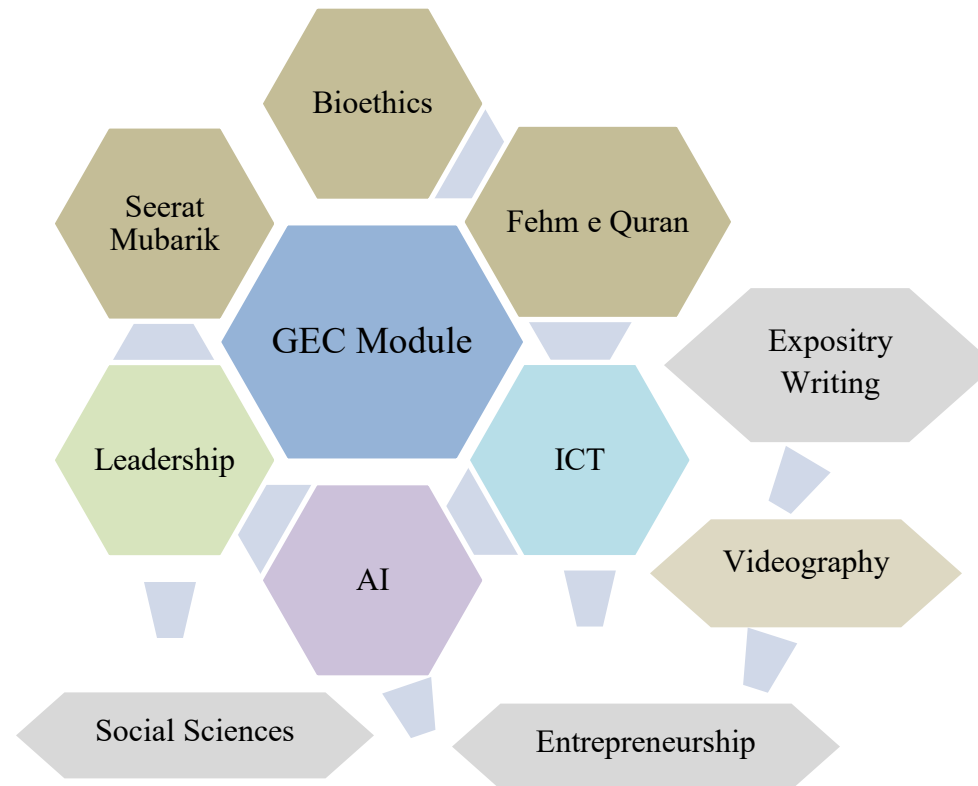
RMU – 12 Integrated Modular MBBS Curriculum 2026

Isolation to Beyond Boundaries

Study Guide

General Education Cluster (GEC) and Social Sciences in Medicine Module (SSM)

Integration



Disciplines in GEC & SSM Module

Discipline Wise Details of Modular Contents

Sr No.	Course	Topics	Date/Day	Time	Focal Person
1.	The Holy Quran Translation	Introduction to the Quran and the Virtues of the Quran / The Quran and Medical Sciences	10-10-2025 Friday	09:00AM – 10:00AM	Molana Qari Abdul Wahid
		The Holy Quran and Explanation of the Concept of Tawheed (Oneness of God) (Imaniat)	11-10-2025 Saturday	09:10AM – 10:10AM	
		Traits of the pious, glimpses of Heaven and Hell, and their people's dialogue / Reflection on Allah's ten key attributes (Imaniat)	13-10-2025 Monday	09:10AM – 10:10AM	
		Prophet Uzair (A.S) witnessed how Allah resurrects the dead / Prophet Ibrahim (A.S) beautifully invited his people to believe in one God. (Imaniat)	14-10-2025 Tuesday	09:10AM – 10:10AM	
		Proofs of the Prophet Muhammad (SAW) being the Perfect Human, some events of the Day of Judgment, and signs of Allah's power	15-10-2025 Wednesday	09:10AM – 10:10AM	
		Prayer / Fasting / Zakat and Charities	16-10-2025 Thursday	08:00AM – 09:10AM	
		Moral upbringing of children	18-10-2025 Saturday	09:10AM – 10:10AM	
2.	Bioethics	Introduction & history of Medical Ethics / Basic principles of medical ethics	10-10-2025 Friday	08:00AM – 09:00AM	Prof. Dr. Akram Randhawa 0333-5143386
		Professionalism & General duties of a physician	11-10-2025 Saturday	08:00AM – 09:10AM	
		Ethics of team-work	13-10-2025 Monday	12:30PM – 02:00PM	
		Maintaining dress code & religious obligations	14-10-2025 Tuesday	12:30PM – 02:00PM	
		Ethics of teaching & research involving animals	15-10-2025 Wednesday	12:30PM – 02:00PM	
3.	ICT/Artificial Intelligence	Introduction to ICT & AI / Application and System Software-I	10-10-2025 Friday	10:00AM – 11:00AM	Mr. Hafiz Shahid Rasool 0300-5337971
		I/O Devices and Storage Devices / Types of Software	11-10-2025 Saturday	10:30AM – 11:20AM	
		File Management (Online) / Internet and Email (Online)	13-10-2025 Monday	08:00AM – 09:10AM	
		Creating an Email Account, sending Emails to Peers, Email Account Management/Settings.	14-10-2025 Tuesday	10:30AM – 11:20AM	

4.	Social Sciences	Fundamentals of Sociology	10-10-2025 Friday	11:00AM – 12:00PM	Theory Component (LGIS) Dr. Eesha Yaqoob
		Social Determinants of Health	11-10-2025 Saturday	11:20AM – 12:10PM	
		Discussion Session (Health Inequalities)	13-10-2025 Monday	10:30AM – 11:20AM	
		Health Behavior and Illness Behavior.	14-10-2025 Tuesday	08:00AM – 09:10AM	Practical Component Dr. Eesha Yaqoob
		The Doctor-Patient Relationship	15-10-2025 Wednesday	11:20AM – 12:10PM	
		Role-Playing Doctor-Patient Scenarios	16-10-2025 Thursday	10:30AM – 11:20AM	
5.	Entrepreneurship	Ideas / Prototype-I	11-10-2025 Saturday	12:30PM – 2:00PM	Dr. Mehwish 0346-5312725
		Test & Clinical Trial	14-10-2025 Tuesday	11:20AM – 12:10PM	
		Patent / Commercialization	18-10-2025 Saturday	10:30AM – 11:20AM	
6.	Expository Writing	Self- Reflection / Critical Reading Skills	13-10-2025 Monday	11:20AM – 12:10PM	Miss. Kinza Fiaz
		Personalized Learning-II	18-10-2025 Saturday	11:20AM – 12:10PM	
7.	Leadership	Leadership Concepts	15-10-2025 Wednesday	10:30AM – 11:20AM	Dr. Arsalan Manzoor Mughal 0334-3911629
		Leading groups and teams	16-10-2025 Thursday	11:20AM – 12:10PM	
8.	Seerat Mubarik	Proofs of the Prophet Muhammad (SAW) being the Perfect Human, some events of the Day of Judgment, and signs of Allah's power	15-10-2025 Wednesday	09:10AM – 10:10AM	Molana Qari Abdul Wahid
		The Benefits and Virtues of Good Morals-I	16-10-2025 Thursday	08:00AM – 09:10AM	
		The Benefits and Virtues of Good Morals-II	18-10-2025 Saturday	08:00AM – 09:10AM	
9.	Videography	Fundamentals of Videography / Camera Operation Basics	16-10-2025 Thursday	12:30PM – 2:00PM	Dr. Oaima Asif Miss. Hamna Asif 0342-1503203
		Shot Composition Techniques / Introduction to Lighting	18-10-2025 Saturday	12:30PM – 2:00PM	

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GEC & SSM Module Team

Module Name : GEC & SSM Module
 Duration of module : 02 Weeks
 Coordinator : Dr. Arsalan Manzoor Mughal & Dr. Farzana Fatima.
 Reviewed by : Module Committee

Module Committee			Module Task Force Team		
1.	Vice Chancellor RMU	Prof. Dr. Muhammad Umar	1.	Coordinator	Dr. Arsalan Manzoor Mughal & Dr. Farzana Fatima
2.	Director DME & Dean Basic Sciences	Prof. Dr. Ifra Saeed			
3.	Additional Director (Assessment) DME	Dr. Arsalan Manzoor Mughal			
4.	Chairperson Physiology	Prof. Dr. Samia Sarwar			
5.	Chairperson Anatomy	Prof. Dr. Ayesha Yousaf			
6.	Chairperson Biochemistry	Dr. Aneela Jamil			
7.	Focal Person Anatomy 2 nd Year MBBS	Dr. Maria Tasleem			
8.	Focal Person Physiology	Dr. Sidra Hamid	DME Implementation Team		
9.	Focal Person Pharmacology	Dr. Zunera Hakim	1.	Director DME	Prof. Dr. Ifra Saeed
10.	Focal Person Pathology	Dr. Syeda Ayesha	2.	Implementation Incharge 1st & 2 nd Year MBBS	Dr. Arsalan Manzoor Mughal
11.	Focal Person Behavioral Sciences	Dr. Zona Tahir			Dr. Farzana Fatima
12.	Focal Person Community Medicine	Dr. Afifa Kulsoom	3.	Assistant Director DME	Dr. Farzana Fatima
13.	Focal Person Quran Translation Lectures	Dr. Fahd Anwar	4.	Editor	Muhammad Arslan Aslam
14.	Focal Person Family Medicine	Dr. Sadia Khan			

Preamble of GEC and Social Sciences in Medicine Module

The General Education Cluster Module is an integral component of undergraduate education in accordance with the Higher Education Commission (HEC) of Pakistan's Undergraduate Education Policy. This module is designed to broaden students' intellectual horizons beyond their disciplinary focus and to equip them with essential competencies for academic, professional, and societal success.

This study guide includes the following interdisciplinary subjects: **Leadership**, **Expository Writing**, **Entrepreneurship**, **Information Technology**, and **Social Sciences in Medicine**. Together, these courses foster critical thinking, effective communication, ethical reasoning, civic responsibility, and digital literacy—competencies identified by HEC as foundational for a well-rounded university graduate.

The **Leadership** course nurtures responsible citizenship and cultivates skills for positive influence and collaborative engagement in diverse contexts. **Expository Writing** enhances students' ability to express complex ideas clearly and logically, emphasizing academic integrity and structured argumentation. The **Entrepreneurship** course promotes innovation, risk-taking, and value creation, encouraging students to become proactive contributors to economic and social development. **Information Technology** introduces the fundamental principles and practical applications of digital tools essential for lifelong learning in the 21st century. Finally, **Social Sciences in Medicine** integrates social, cultural, and ethical perspectives into the understanding of health and healthcare systems, sensitizing students to the human dimensions of medicine and public health.

This cluster adheres to HEC's vision of producing graduates who are not only specialists in their disciplines but also responsible and informed individuals capable of addressing complex global and local challenges through interdisciplinary knowledge and a humanistic approach. The study guide supports a learner-centered pedagogy, outcome-based education (OBE), and formative assessment strategies as per national academic quality standards.

Dr. Farzana Fatima
Assistant Professor DME
Rawalpindi Medical University
Rawalpindi

Prof. Dr. Ifra Saeed
Dean Basic Sciences
Director DME
Professor of Anatomy
Rawalpindi Medical University
Rawalpindi

Rationale for the General Education Cluster & Social Sciences Module

The General Education Cluster Module is conceived to address the multifaceted demands of modern medical education and practice. In accordance with the Higher Education Commission's Undergraduate Policy 2023 and the Pakistan Medical and Dental Council's Guidelines 2024, this module is designed to create a comprehensive educational framework that extends beyond traditional medical training.

The rationale behind this integrative approach includes:

- 1.Holistic Development:** Medicine is a field that requires not only technical proficiency but also leadership, ethical judgment, and effective communication. By incorporating Leadership, Information Technology, Entrepreneurship, Expository Writing, Art and Humanities, Research and Bioethics, and Quran Translation into the curriculum, the module aims to develop well-rounded professionals who excel in both clinical and non-clinical aspects of healthcare.
- 2.Adaptation to Technological Advancements:** The rapid advancement of technology and artificial intelligence is transforming healthcare. Proficiency in Information Technology and AI is crucial for modern medical practitioners to effectively use digital tools, engage in data-driven decision-making, and contribute to innovations in patient care and research.
- 3.Leadership and Management Skills:** Effective leadership and management are essential for navigating the complexities of the healthcare environment. By focusing on leadership skills, the module prepares students to lead teams, manage healthcare systems, and address challenges with strategic vision and ethical integrity.
- 4.Entrepreneurial Mindset:** Entrepreneurship fosters innovation and problem-solving. By integrating entrepreneurial principles into the curriculum, students are encouraged to think creatively, develop new healthcare solutions, and drive positive change in the industry.
- 5.Enhanced Communication Skills:** Expository writing is a fundamental skill for clear and effective communication in medical practice. Mastery of this skill is vital for documenting patient care, conducting research, and engaging in academic discourse.
- 6.Cultural and Ethical Awareness:** The inclusion of Art and Humanities helps students understand the broader human context of medicine, fostering empathy and cultural sensitivity. Concurrently, the continued study of Quran Translation and Islamiyat reinforces the integration of cultural and ethical perspectives with medical practice.
- 7.Strengthening Research and Bioethics:** Advanced knowledge in research methodologies and bioethics ensures that students are well-prepared to conduct and evaluate research ethically, contributing to the advancement of medical science while adhering to high standards of ethical practice.
- 8.Preparation for a Dynamic Healthcare Environment:** The General Education Cluster Module equips students with a diverse skill set necessary to thrive in a rapidly evolving healthcare landscape. It prepares them to be versatile, innovative, and ethical practitioners capable of addressing the multifaceted challenges they will encounter.

In essence, this module represents a strategic response to the evolving needs of the healthcare profession, ensuring that medical graduates are not only technically proficient but also capable of leading, innovating, and communicating effectively in a complex and dynamic field.

SECTION - I

Terms & Abbreviations

Contents

- Domains of Learning
- Teaching and Learning

Methodologies/Strategies

- Large Group Interactive Session (LGIS)
- Problem- Based Learning (PBL)

Tables & Figures

- Table1. Domains of learning according to Blooms Taxonomy
- Figure 1. Prof Umar’s Model of Integrated Lecture
- Table2. Standardization of teaching content in Small Group Discussions

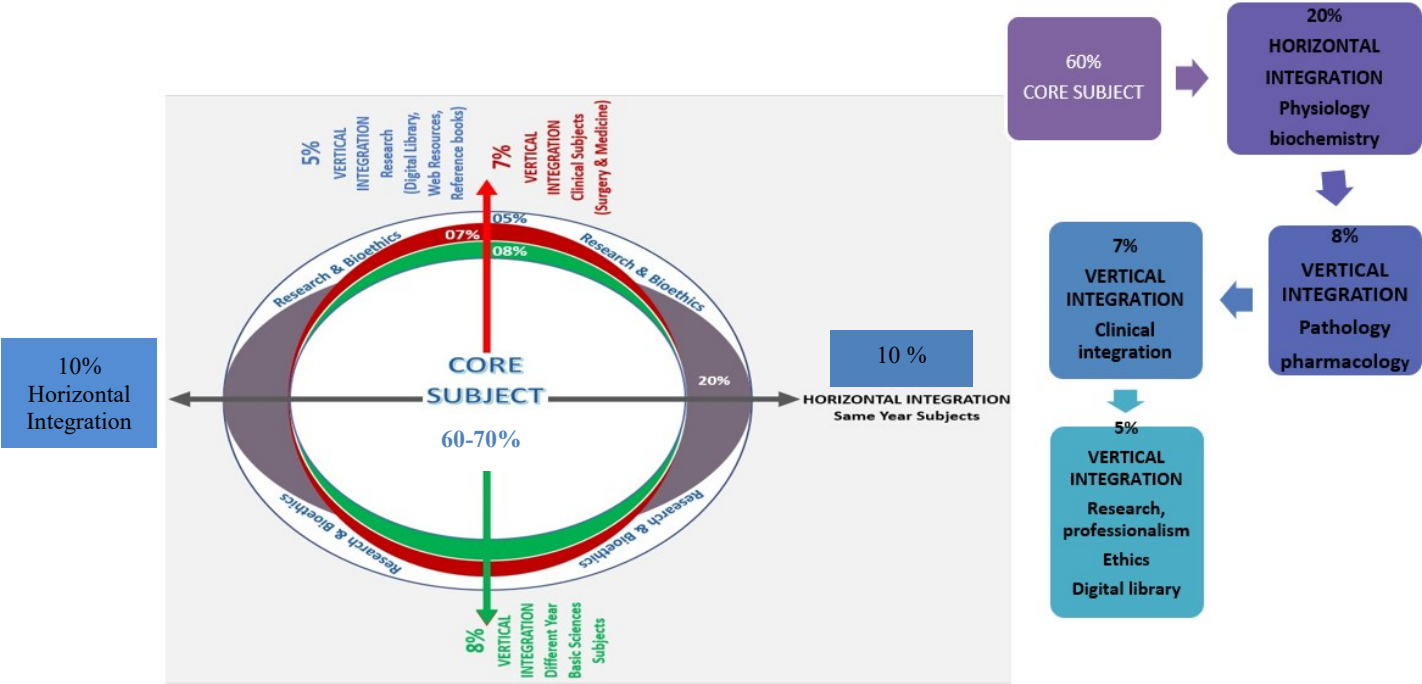
Table1. Domains of Learning According to Blooms Taxonomy

Sr. #	Abbreviation	Domains of learning
1.	C	Cognitive Domain: knowledge and mental skills.
	• C1	Remembering
	• C2	Understanding
	• C3	Applying
	• C4	Analyzing
	• C5	Evaluating
	• C6	Creating
2.	P	Psychomotor Domain: motor skills.
	• P1	Imitation
	• P2	Manipulation
	• P3	Precision
	• P4	Articulation
	• P5	Naturalization
3.	A	Affective Domain: feelings, values, dispositions, attitudes, etc
	• A1	Receive
	• A2	Respond
	• A3	Value
	• A4	Organize
	• A5	Internalize

Teaching and Learning Methodologies / Strategies

Large Group Interactive Session (LGIS)

The large group interactive session is structured format of Prof Umar Model of Integrated lecture. It will be followed for delivery of all LGIS. The lecturer will introduce a topic or common clinical condition and explains the underlying phenomena through questions, pictures, videos of patients, interviews, and exercises, etc. Students are actively involved in the learning process.



Prof Umar's Model of Integrated Lecture

Small Group Discussion (SGD)

This format helps students to clarify concepts acquire skills and attitudes. Sessions are structured with the help of specific exercises such as patient case, interviews or discussion topics or power point presentations. Students exchange opinions and apply knowledge gained from lectures, SGDs and self study. The facilitator role is to ask probing questions, summarize and help to clarify the concepts.

Table 2. Standardization of teaching content in Small Group Discussions

S. No	Topics	Approximate %
1	Title Of SGD	
2	Learning Objectives from Study Guides	
3	Horizontal Integration	5%+5%=10%
4	Core Concepts of the topic	60%
5	Vertical Integration	20%
6	Related Advance Research points	3%
7	Related Ethical points	2%

Table 3. Steps of Implementation of Small Group Discussions

Step 1	Sharing of Learning objectives by using students Study guides	First 5 minutes
Step 2	Asking students pre-planned questions from previous teaching session to develop co-relation (these questions will be standardized)	5minutes
Step 3	Students divided into groups of three and allocation of learning objectives	5minutes
Step 4	ACTIVITY: Students will discuss the learning objectives among themselves	15 minutes
Step 5	Each group of students will present its learning objectives	20 min
Step 6	Discussion of learning content in the main group	30min
Step 7	Clarification of concept by the facilitator by asking structured questions from learning content	15 min
Step 8	Questions on core concepts	2 min
Step 9	Questions on horizontal integration	
Step 10	Questions on vertical integration	
Step 11	Questions on related research article	
Step 12	Questions on related ethics content	
Step 13	Students Assessment on online MS teams (5 MCQs)	5 min
Step 14	Summarization of main points by the facilitator	5 min
Step 15	Students feedback on the SGD and entry into log book	5 min
Step 16	Ending remarks	

Self-Directed Learning (SDL)

- Self- directed learning is a process where students take primary charge of planning, continuing, and evaluating their learning experiences.
- Time Home assignment
- Learning objectives will be defined
- Learning resources will be given to students = Textbook (page no), web site
- Assessment:
 - i Will be online on LMS (Mid module/ end of Module)
 - ii.OSPE station

Case Based Learning (CBL)

- It’s a learner centered model which engages students in discussion of specific scenarios that typically resemble real world examples.
- Case scenario will be given to the students
- Will engage students in discussion of specific scenarios that resemble or typically are real-world examples.
- Learning objectives will be given to the students and will be based on
 - i. To provide students with a relevant opportunity to see theory in practice
 - ii. Require students to analyze data in order to reach a conclusion.
 - iii. Develop analytic, communicative, and collaborative skills along with content knowledge.

Problem Based Learning (PBL)

- Problem-based learning (PBL) is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem.
- This problem is what drives the motivation and the learning.

The 7- Jump-Format of PBL (Maastricht Medical School)		
Step 7	Synthese & Report	Session - II
Step 6	Collect Information from outside	
Step 5	Generate learning Issues	Session - I
Step 4	Discuss and Organise Ideas	
Step 3	Brainstorming to Identify Explanations	
Step 2	Define the Problem	
Step 1	Clarify the Terms and Concepts of the Problem Scenario	
Problem- Scenario		

Figure 2. PBL 7 Jumps Model

SECTION – II

Learning Objectives, Teaching Strategies & Assessments

Contents

- **Large Group Interactive Session: (LGIS)**
 - The Holy Quran Translation (LGIS)
 - The Seerat Mubarik (LGIS)
 - Leadership (LGIS)
 - ICT (LGIS)
 - Entrepreneurship (LGIS)
 - Social Sciences (LGIS)
 - Videography (LGIS)
 - Expository Writing (LGIS)

Alignment of RMU Spiral Courses as per HEC Undergraduate Policy 2023 and Guidelines of PMDC 2024

Title	Hours recommended by HEC/PMDC (to be covered from 1 st to 4 th year)	Teaching hours in RMU Curriculum
Quran Kareem	50 hours (PMDC)	55 Hours
Bioethics/Professionalism	25 Hours (PMDC)	50 Hours
Leadership	25 Hours (PMDC)	30 Hours
Islamic Studies	2 credit hours (HEC)	17 Hours
Ideology & Constitution of Pakistan/Pakistan Studies	2 credit hours (HEC) 25 hours (PMDC)	17 Hours
Quantitative Reasoning/Research	2 credit hours (HEC) 100 Hours (PMDC)	120 Hours
Entrepreneurship	2 credit hours (HEC)	50 Hours
Arts and Humanities (Videography)	2 credit hours (HEC)	20 Hours
Expository writing	2 credit hours (HEC)	16 Hours
Applications of information and communication technologies (ICT)	2 credit hours (HEC) 25 Hours (PMDC)	25 Hours
Family medicine	-----	30 Hours
Artificial intelligence	-----	25 Hours
Behavioral Sciences	100 Hours (PMDC)	150 Hours

- 1 credit hour = 16 teaching hours
- The minimum requirement for the general education component is 30 credits in all the undergraduate/equivalent degree programs including associate degree. References: undergraduate-policy-2023-1pdf/261474627



VERSION 1.1

UNDERGRADUATE EDUCATION POLICY

Effective from
Fall 2023

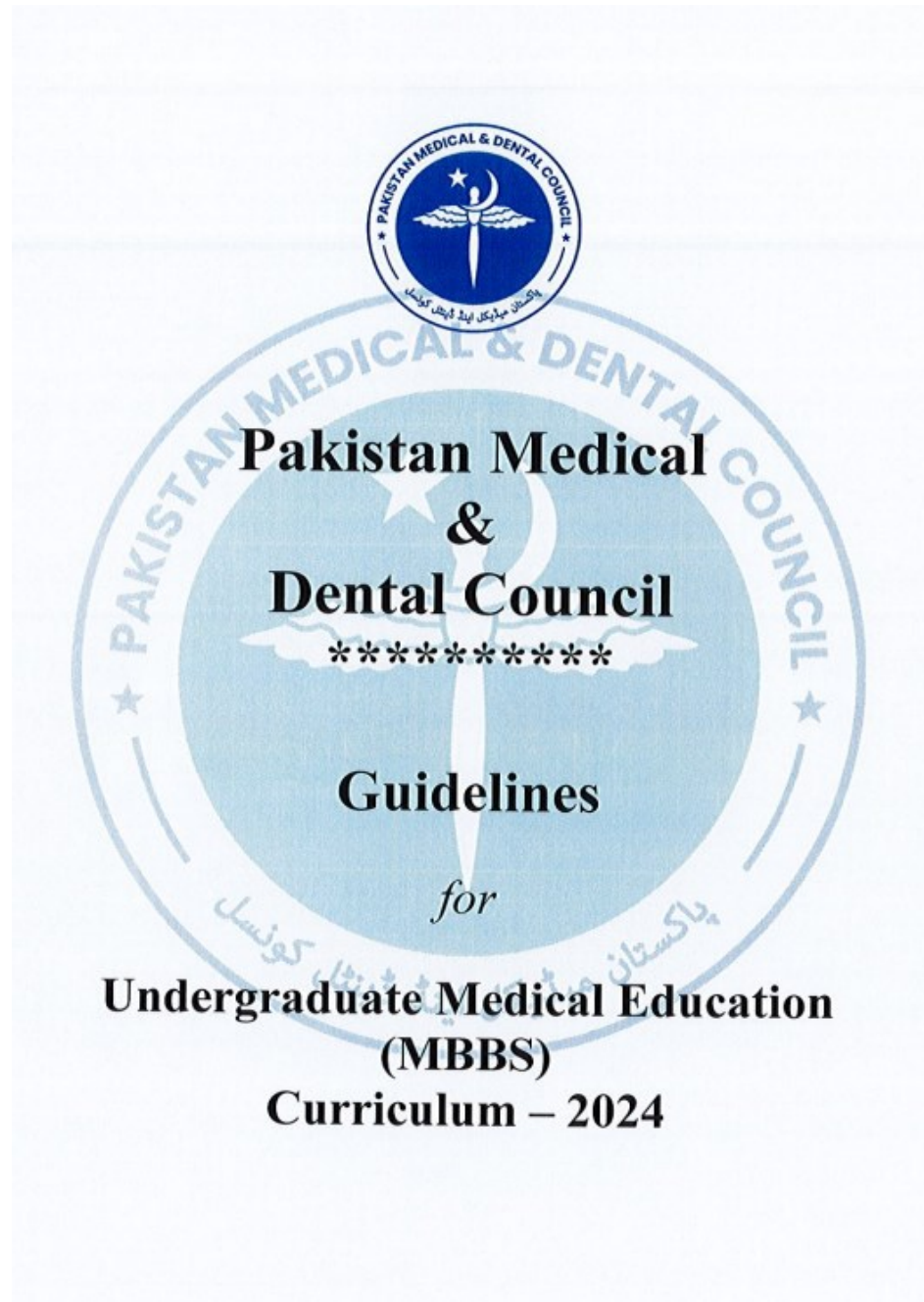
Curriculum Division
Higher Education Commission
Government of Pakistan

UNDERGRADUATE EDUCATION POLICY (V 1.1)

General Education Cluster	Courses	Credit Hours
Arts and Humanities *	1	02
Natural Sciences *	1	3 (2+1)
Social Sciences *	1	02
Functional English **	1	03
Expository Writing **	1	03
Quantitative Reasoning **	2	06
Islamic Studies ** (OR) Religious Education/Ethics in lieu of Islamic Studies only for non-Muslim students	1	02
Ideology and Constitution of Pakistan **	1	02
Applications of Information and Communication Technologies (ICT) **	1	3 (2+1)
Entrepreneurship **	1	02
Civics and Community Engagement **	1	02
Total	12	30

* University may offer any course within the specific broader subject domain/cluster to meet the given credits.

** HEC designed model courses may be used by the university.



TOTAL TEACHING HOURS FOR UNDERGRADUATE MEDICAL EDUCATION (MBBS) CURRICULUM

Preclinical and Para-clinical Sciences	= 2950
Clinical Sciences (Medicine and allied)	= 1625
Clinical Sciences (Surgery and allied)	= 1625
Grand Total: 2950+1625+1625	= 6200 Hours

Subject	Hours
Anatomy	500
Physiology	450
Medical Biochemistry	250
Pharmacology & Therapeutics	300
Pathology	500
Community Medicine and Public Health	200
Basics of Radiology	25
Research and EBM	100
Pakistan Studies/ Ideology and Pakistan Constitution	25
Islamiyat /Ethics for Non-Muslim	25
Behavioral Sciences	100
Quran Kareem	50
Introduction to Computer	25
Expository Writing	25
Leadership	25
Professionalism	25
Arts & Humanities (one course)	25
Co-curricular activities	200
Forensic medicine and toxicology	100
Total	2950

TOTAL TEACHING HOURS – SURGERY & ALLIED

Subject	Proposed hours
General Surgery	600
Anesthesia	50
Critical care	50
Orthopedics & Trauma	100
Any three of the sub-specialties:	
• Urology, Neurosurgery, Thoracic Surgery, Paediatric Surgery, Plastic Surgery, Vascular Surgery	225 (75 hrs each)
Ophthalmology	150
Otorhinolaryngology	150
Gynaecology and Obstetrics	300
Total	1625

MEDICINE & ALLIED	
Subject	Proposed hours



Introduction to Spiral Courses

The Holy Quran Translation

A course of Islamic Studies provides students with a comprehensive overview of the fundamental aspects of Islam, its history, beliefs, practices, and influence on society and familiarize students with a solid foundation in understanding the religion of Islam from an academic and cultural perspective. Ethics, in integrated form will shape the core of the course to foster among students the universal ethical values promoted by Islam.

The Seerat Mubarak

Teaching Seerat Mubarak (the noble life of the Prophet Muhammad ﷺ) to undergraduate medical students holds great significance in shaping their ethical, moral, and professional conduct. The exemplary character, compassion, and leadership of the Prophet ﷺ provide timeless guidance for dealing with patients, colleagues, and society with empathy, integrity, and respect. Recognizing its value in developing well-rounded and ethically grounded healthcare professionals, Seerat Mubarak is now included in the undergraduate medical curriculum, in accordance with the guidelines of the Pakistan Medical and Dental Council (PMDC) and the Higher Education Commission (HEC).

Bioethics / Professionalism

Biomedical Ethics, also known as bioethics, is a field of study that addresses the ethical, social, and legal issues arising from medicine and the life sciences. It applies moral principles and decision-making frameworks to the practice of clinical medicine, biomedical research, and health policy. Biomedical ethics seeks to navigate the complex ethical dilemmas posed by advances in medical technology, research methodologies, and healthcare practices. Key areas of focus include patient rights and autonomy, confidentiality, informed consent, end-of-life care, resource allocation, and the ethics of genetic engineering, among others.

Biomedical Ethics within medical universities plays a pivotal role in shaping the moral framework through which future healthcare professionals navigate the complex and often challenging decisions they will face in their careers. This critical discipline integrates ethical theories and principles with clinical practice, research, and healthcare policy, fostering a deep understanding of the ethical dimensions of medicine. By embedding biomedical ethics into the curriculum, Rawalpindi medical university equips students with the tools to critically analyze and address ethical dilemmas, ranging from patient confidentiality and informed consent to end-of-life care and the equitable distribution of healthcare resources.

This education goes beyond theoretical knowledge, encouraging students to apply ethical reasoning in practical scenarios, thus preparing them for the moral complexities of the medical field. Biomedical ethics also promotes a culture of empathy, respect, and integrity, ensuring that future medical practitioners not only excel in their technical skills but also uphold the highest ethical standards in patient care and research. Through seminars, case studies, and interdisciplinary collaborations, students are encouraged to engage in ethical discourse, reflecting on the societal impact of medical advancements and the responsibility of medical professionals to society. This foundational aspect of medical education cultivates a generation of healthcare professionals committed to ethical excellence, patient advocacy, and the pursuit of equitable healthcare for all.

Professionalism in medicine refers to the set of values, behaviors, and relationships that underpin the trust the public has in doctors and other healthcare professionals. It encompasses a commitment to competence, integrity, ethical conduct, accountability, and putting the interests of patients above one's own. Professionalism involves adhering to high

standards of practice, including maintaining patient confidentiality, communicating effectively and respectfully with patients and colleagues, and continually engaging in self-improvement and professional development. It also includes a responsibility to improve access to high-quality healthcare and to contribute to the welfare of the community and the betterment of public health. In essence, professionalism in medicine is foundational to the quality of care provided to patients and is critical for maintaining the trust that is essential for the doctor-patient relationship.

Rawalpindi Medical University emphasizes the importance of professionalism in medicine, integrating it throughout its curriculum to ensure that students embody the core values of respect, accountability, and compassion in their interactions with patients, colleagues, and the community. This focus on professionalism is designed to prepare students for the complexities of the healthcare environment, instilling in them a deep sense of responsibility to their patients, adherence to ethical principles, and a commitment to continuous learning and improvement. Through a combination of theoretical learning, practical training, and mentorship, RMU encourages its students to exemplify professionalism in every aspect of their medical practice. Workshops, seminars, and clinical rotations further reinforce these values, providing students with real-world experiences that highlight the importance of maintaining professional conduct in challenging situations. RMU's approach to professionalism not only shapes competent and ethical medical professionals but also contributes to the broader mission of improving healthcare standards and patient outcomes. By prioritizing professionalism, Rawalpindi Medical University plays a crucial role in advancing the medical profession and ensuring that its graduates are well-equipped to meet the demands of a rapidly evolving healthcare landscape with honor and integrity.

Entrepreneurship

Entrepreneurship is the process of designing, launching, and running a new business, which typically starts as a small enterprise offering a product, process, or service for sale or hire. It involves identifying a market opportunity, gathering resources, developing a business plan, and managing the business's operations, growth, and development.

Entrepreneurship in medical universities represents a burgeoning field where the innovative spirit intersects with healthcare to forge advancements that can transform patient care, medical education, and healthcare delivery. This unique amalgamation of medical expertise and entrepreneurial acumen empowers students, faculty, and alumni to develop groundbreaking medical technologies, healthcare solutions, and startups that address critical challenges in the health sector. By integrating entrepreneurship into the curriculum, Rawalpindi Medical university is not only expanding the traditional scope of medical education but also fostering a culture of innovation and problem-solving. This enables future healthcare professionals to not only excel in clinical skills but also in business strategies, leadership, and innovation management.

Such initiatives often lead to the creation of medical devices, digital health platforms, and therapeutic solutions that can significantly improve patient outcomes and make healthcare more accessible and efficient. Through incubators, accelerators, and partnerships with the industry, medical universities are becoming hotbeds for healthcare innovation, driving economic growth, and contributing to the broader ecosystem of medical research and entrepreneurial success.

Information and Communication Technologies (ICT)

In the rapidly evolving landscape of healthcare, proficiency in Information and Communication Technologies (ICT) has become an essential competency for medical professionals. Teaching ICT to undergraduate medical students equips them with the necessary skills to effectively manage electronic health records, utilize telemedicine, conduct medical research, and communicate efficiently with peers and patients. Recognizing its importance, Information Technology and Communication is now formally integrated into the undergraduate medical curriculum in accordance with the guidelines set by the Pakistan Medical and Dental Council (PMDC) and the Higher Education Commission (HEC). This ensures a standardized, competency-based approach to developing digitally literate and communicatively proficient future doctors.

Videography

Teaching Videography to undergraduate medical students is increasingly important in today's technologically advanced healthcare environment. Videography enhances students' ability to document clinical procedures, create educational content, and improve patient communication through visual media. It also plays a vital role in research, telemedicine, and medical presentations. Recognizing its growing relevance, videography is now being taught as part of the undergraduate medical curriculum in alignment with the guidelines of the Pakistan Medical and Dental Council (PMDC) and the Higher Education Commission (HEC), ensuring students gain practical and professional media skills alongside their medical education.

Social Sciences

Teaching Social Sciences to undergraduate medical students is essential for fostering a deeper understanding of the social, cultural, psychological, and ethical dimensions of healthcare. It helps future doctors develop empathy, effective communication skills, and a patient-centered approach, which are critical for holistic medical practice. Social Sciences also provide insight into public health, health behavior, and societal influences on disease and well-being. Recognizing its significance, Social Sciences are now included in the undergraduate medical curriculum as per the guidelines of the Pakistan Medical and Dental Council (PMDC) and the Higher Education Commission (HEC), ensuring a well-rounded and socially responsible medical education.

Leadership

Teaching Leadership to undergraduate medical students is vital for preparing future doctors to take initiative, make informed decisions, and effectively manage healthcare teams and systems. Strong leadership skills empower medical professionals to respond confidently in critical situations, promote patient safety, and drive positive change within the healthcare sector. Understanding the importance of leadership in medical practice, it is now being taught as a part of the undergraduate curriculum in accordance with the guidelines of the Pakistan Medical and Dental Council (PMDC) and the Higher Education Commission (HEC). This ensures the development of competent, responsible, and visionary healthcare leaders.

Expository Writing

Teaching Expository Writing to undergraduate medical students is essential for developing clear, logical, and effective communication skills. It enables future doctors to articulate medical knowledge, document clinical cases, write research papers, and convey information accurately to both professional and non-professional audiences. Expository writing also enhances critical thinking and academic expression, which are key components of medical education and practice. Recognizing its importance, expository writing is now included in the undergraduate medical curriculum in accordance with the guidelines of the Pakistan Medical and Dental Council (PMDC) and the Higher Education Commission (HEC), ensuring students are well-prepared for the written demands of the medical profession.

Sr. No	Class	Module	Duration	Block
1.	First Year MBBS	Foundation Module-I	6 weeks	Block-I
		MSK-I Module	5 weeks	
		MSK-II Module	5 weeks	Block -II
		Haematology & immunity Module-I	5 weeks	
		CVS Module-I	6 weeks	Block -III
		General Education Cluster Module	2 Weeks	
		Respiration Module-I	5 weeks	
2.	Second Year MBBS	Gastrointestinal tract Module-I	5 weeks	Block-IV
		Renal module-I	5 weeks	
		Reproduction Module-I	4 weeks	Block -V
		Central Nervous System Module-I	6 weeks	
		General Education Cluster Module	2 Weeks	Block -VI
		Special Senses Module	4 weeks	
		Endocrinology Module-I	5 weeks	
3.	Third Year MBBS	Foundation II	4 weeks	Block- VII
		Foundation III	4 weeks	
		GIT, Hepatobiliary & Parasitology-II	5 weeks	Block - VIII
		Microbes & Antimicrobials	7 weeks	
		Hematology& Immunology -II	5 weeks	Block - IX
		CVS & Respiration-II	5 weeks	
		General Education Cluster Module	2 Weeks	
4.	Fourth Year MBBS	Otorhinolaryngology I	2.5 weeks	Block- X
		Otorhinolaryngology II	3 weeks	
		Ophthalmology I	2.5 weeks	Block - XI
		Ophthalmology II	3 weeks	
		Endocrinology-II	5 weeks	Block -XII
		Population Health & Reproduction-II	6 weeks	
		Renal-II	4 weeks	Block – XIII
		CNS & Psychiatry-II	6 weeks	
		General Education Cluster Module	2 Weeks	
5.	Final Year MBBS	Medicine & Allied	12 weeks	Block- XIV
		Surgery & Allied	12 weeks	Block- XV
		Gynae & Peads	12 weeks	Block- XVI
		General Education Cluster Module	2 Weeks	

The Seerat Mubarik

Code	Topic	At the End of Lecture Students Should Be AbleTo	Learning Domain	Teaching Strategy	Assessment Tool
M6-GEC-SM-001	Proofs of the Prophet Muhammad (SAW) being the Perfect Human, some events of the Day of Judgment, and signs of Allah's power	Describe the key aspects of the Prophet Muhammad's (SAW) personality that exemplify perfection in character, such as truthfulness (Sidq), trustworthiness (Amanah), mercy (Rahmah), patience (Sabr), and justice (Adl).	C2	LGIS	MCQs
		Identify Qur'anic verses and Hadiths that highlight the Prophet's exemplary traits and divine mission.	C1		
M6-GEC-SM-002	The Benefits and Virtues of Good Morals-I	Define good morals (Husn al-Akhlaq) from an Islamic perspective.	C1	LGIS	MCQs
		Explain the significance of good character in Islam, supported by Qur'anic verses and Hadiths of the Prophet Muhammad (SAW).	C1		
M6-GEC-SM-003	The Benefits and Virtues of Good Morals-II	Explain the spiritual, emotional, and social rewards promised in Islam for those who embody high moral standards.	C2	LGIS	MCQs
		Discuss examples from the life of Prophet Muhammad (SAW) and his companions (RA) that illustrate the practical application of good morals in challenging situations.	C1		
		Understand how consistent good character builds emotional intelligence, resilience, and spiritual well-being, all crucial for the demanding nature of the medical profession.	C2		

Bioethics

Code	A. Theory Lectures	Learning Objectives Students should be able to:	Responsibility
M6-GEC-BE-001	1. Introduction & history of Medical Ethics: -Hippocratic oath & Muslim Physicians (Ibn-Sina's) contributions in medical ethics. -Historical perspective of Tuskegee studies, Willow-brook experiment & Nazi's unethical human experiments. -Nuremburg code, Belmont report	-Explain meaning & definition of biomedical ethics. -Describe historical landmarks of medical ethics, i.e., Hippocratic oath & Abu Ali Sina's impacts. -How breaches in ethics in recent past, e.g., Tuskegee studies & Willow-brook Experiment & Nazi's Unethical Research lead to modern day ethics. -Know the standards, importance &	Prof. Dr. Mohammad Akram Randhawa

	& Declaration of Helsinki.	application of Nuremburg Code, Belmont Report & Helsinki Declaration.	
M6-GEC-BE-002	2. Basic principles of medical ethics: -Beneficence, non-maleficence, justice, truth, autonomy, informed consent & confidentiality; & their Islamic perspectives.	-Describe definitions and importance of basic principles of biomedical ethics. -Narrate relevant teachings in Quran Karim & sayings of Prophet Mohammad (Peace & blessings be upon him).	Prof. Dr. Mohammad Akram Randhawa
M6-GEC-BE-003	3. Professionalism & General duties of a physician: -Professionalism -General duties of a physician & relevant Islamic teachings.	-Explain meaning definition & value of professionalism. -Describe duties of a medical professional (as practitioner, researcher & teacher) and relevant Islamic teachings.	Dr. Sidra Hamid
B. Practical sessions			
M6-GEC-BE-004	1. Ethics of team-work: Including respect & gratitude towards colleagues. -Reporting doctor's negligence/ misconduct with patient	-Demonstrate ethics of team work, using case scenarios, video, etc. -Explain importance & methods of reporting negligence/misconduct of a colleague.	Dr. Sadia Azam Khan
M6-GEC-BE-005	2. Maintaining dress code & religious obligations: Character building & duties of doctor. Virtues & manners of visiting patients.	-Demonstrate & explain the importance of how a doctor/ lady doctor should look like & behave with colleagues, patients & their family & relatives.	Dr. Fahd Anwar
M6-GEC-BE-006	3. Ethics of teaching & research involving animals: Rationale/ethics of using animals in teaching medical students	-Explain ethics of using animals in medical teaching. -Narrate Islamic teachings regarding care of animals.	Dr. Amna Noor

Information and Communication Technologies (ICT)/Artificial Intelligence (AI)

Code	Topic	At the End of Lecture Students Should Be AbleTo	Learning Domain	Teaching Strategy	Assessment Tool
M6-GEC-ICT-001	Introduction to ICT & AI	Define Information and Communication Technology (ICT) and AI	C1	LGIS	MCQs
		Explain the meaning and components of ICT & AI in a healthcare and academic context.			
		Recognize the Role of ICT & AI in Medical Education and Healthcare			
M6-GEC-ICT-002	Application and System Software-I	Define Software and Differentiate Its Types	C1	LGIS	MCQs
		Explain what software is and distinguish between system software and application software.	C1		
		Describe the Role of System Software	C1		
M6-GEC-ICT-003	I/O Devices and Storage Devices	Define I/O Devices and Explain Their Functions	C1	LGIS	MCQs
		Understand what input and output devices are and how they facilitate communication between the user and the computer.	C1		
		Identify Common Input Devices	C1		
		- List and describe the use of input devices such as: - Keyboard - Mouse - Scanner - Microphone - Digital camera - Touchscreen - Barcode reader (as used in hospitals)	C1		
M6-GEC-ICT-004	Types of Software	Define Software and Explain Its Importance in Computing	C1	LGIS	MCQs
		Understand what software is and how it enables the functioning of computer hardware.	C1		
		- Identify and differentiate between the two main categories: - System Software - Application Software	C1		
		Describe the Role and Components of System Software	C1		
M6-GEC-ICT-005	Internet and Email (Online)	Define the Internet and Explain Its Role in Medical Education	C1	LGIS	MCQs
		Understand what the internet is and how it facilitates access to medical information, collaboration, and learning.	C1		
M6-GEC-ICT-006	Creating an Email Account,	Understand the Need for a Personal Academic Email Account	C2	LGIS	MCQs

	sending Emails to Peers, Email Account Management/Settings	• Create a New Email Account Using a Free Email Service	C1		
		• Identify and use basic sections such as Inbox, Sent, Drafts, Spam, and Trash folders.	C1		
M6-GEC-ICT-007	Application and System Software-II	• Define Software and Differentiate Its Types	C1	SDL	MCQs
		• Explain what software is and distinguish between system software and application software.	C1		
		• Describe the Role of System Software	C1		
M6-GEC-ICT-008	Flipped Classroom	• Students will be given guidelines to understand File Management, and content will be shared with students. During Class, an activity will be given to manage files on different platforms (Online or Local Directory).	C1	SDL	MCQs

Social Sciences

Code	Topic	At the End of Lecture Students Should Be AbleTo	Learning Domain	Teaching Strategy	Assessment Tool
M6-GEC-SS-001	Fundamentals of Sociology	• Definition, scope, and importance of sociology in medicine.	C1	LGIS	MCQs
		• Key sociological concepts and terminologies			
M6-GEC-SS-002	Social Determinants of Health	• Impact of social class, ethnicity, and culture on health.	C1		
		• Case studies and real-world examples from Pakistan.			
M6-GEC-SS-003	Discussion Session (Health Inequalities)	• Group discussions on how social factors contribute to health disparities in Pakistan.	C1		
M6-GEC-SS-004	Health Behavior and Illness Behavior.	• Theories of health behavior (e.g., Health Belief Model, Theory of Planned Behavior).	C1		
		• Sociocultural influences on health behaviors.			
M6-GEC-SS-005	The Doctor-Patient Relationship	• Sociological perspectives on the doctor-patient interaction.	C1		
		• Communication skills and cultural competence.			
M6-GEC-SS-006	Role-Playing Doctor-Patient Scenarios	• Practical exercises to enhance communication and empathy.	C1		

Entrepreneurship

Code	Topic	At the End of Lecture Students Should Be AbleTo	Learning Domain	Teaching Strategy	Assessment Tool
M6-GEC-ENTP-001	Ideas / Prototype-I	• Brainstorming sessions to generate ideas for medical innovations or research projects	C1	LGIS	MCQs
		• Exploring basic medical concepts and identifying areas for improvement or innovation			
		• Introduction to basic medical equipment and devices			
		• Participating in simple prototyping exercises to understand design principles			
M6-GEC-ENTP-002	Test & Clinical Trials	• Observing basic clinical procedures to understand testing protocols	C1	LGIS	MCQs
		• Learning about the importance of evidence-based medicine through case studies.			
M6-GEC-ENTP-003	Patent / Commercialization	• Introduction to intellectual property rights and patenting process	C1		
		• Understanding the significance of patenting in protecting medical innovations			
		• Introduction to medical entrepreneurship and commercialization			
		• Exploring the process of bringing medical products to market			
M6-GEC-ENTP-004	Prototype-II	• Introduction to basic medical equipment and devices	C1	SDL	MCQs
		• Participating in simple prototyping exercises to understand design principles	C1		

Leadership

Code	Topic	At the End of Lecture Students Should Be Able To	Learning Domain	Teaching Strategy	Assessment Tool
M6-GEC-LS-001	Leadership Concepts	• Differences between a leader and manager	C1	LGIS	MCQs
		• Types of leadership	C1		
M6-GEC-LS-002	Leading groups and teams	• Group dynamics	C1	LGIS	MCQs
		• Types of team members	C1		
		• Roles in teams	C1		
M6-GEC-LS-003	Group Leadership Exercise	• Perform various roles (Group leader, Scribe, time keeper etc) in Problem Based Learning teams	C1	Online Session	MCQs

Expository Writing

Code	Sem. Week	Module / Unit / Topic	Content	Objectives of Module/ Unit/Topic	Interactive Class Activity	Resources (Readings, PPTs etc.)	Assignment
M6-GEC-EW-001	Week#1	Unit1: Self-Reflection	• Introduction to the basics of the writing process • Introduction to the steps of essay writing • Rewriting activities like brainstorming, listing, clustering and freewriting • Outlining of the essay	By the end of this unit, the student should be able to: • discuss language learning experiences in English • produce a short essay describing language learning and writing experiences • revise writing based on feedback from peers	Interactive lecture/ group/pair/individual activities etc.	Organizing an Essay Accessed at: https://courses.lumenlearning.com/englishcomp1v2xmaster/chapter/organizing-an-essay/	
M6-GEC-EW-002	Week#2	Unit 2: Personalized Learning	• Students reflect on their learning process • Group discussion about learning styles based on the reading material provided to student • Introduction to personalized learning	• collaborate with peers to write a well-organized and concise list of guidelines that are grammatically parallel • demonstrate fluency in oral English in group	Interactive lecture/ group/pair/individual activities etc.	Learning Preferences and Strengths, Accessed at: https://opentextbc.ca/student-success/chapter/learning-preferences-and-strengths/ Examine Applicable Strategies, Accessed at: https://opentextbc.ca/student-success/chapter/examine-	

			● Students practice goal setting	discussions and oral presentations ● present ideas to the whole class in a team presentation using English that is comprehensible and engaging		applicable-strategies/	
						Planning the Presentation Accessed at: https://opentextbc.ca/student-success/chapter/planning-the-presentation/	
M6-GEC-EW-003	Week#4	Unit 3: Critical Reading Skills	● Introduce authentic reading(DAWN newspaper and non-specialist academic books/texts ● Conduct classroom reading activities(using strategies skimming, scanning, SQW3R,previewing, ● annotating, detailedreading and note-taking)using Standard tests(TOEFL and IELTS) ● Assign books/articles/reports for their individual home assignments ● Share model reviewreports and annotated bibliographiests for their individual home assignments ● Share model review reports and annotated bibliographies	● Review various documents books, articlesand reports) critically ● Apply HOTS strategiesfor developing their reading comprehension ● Appreciate criticalreading and thinking as important aspects of studyskills ● Identify important reading techniques (skimming, scanning, SQW3R, annotating and previewing) and use them for honing their writing skills (preparingassignments)	Interactive lecture/ group/pair activity etc.	.Oh, U. L. (May 26, 2020). Talking tokids about xenophobia. National Geographic. Retrieved from: https://www.nationalgeographic.com/family/2020/05/talking-to-kids-about-xenophobia-coronavirus/ https://writingcenter.unc.edu/tips-and- tools/book-reviews/	Assignment#1

M6-GEC-EW-004	Week#5	Unit 4: Community Engagement	• Showing short documentaries to students on global environmental issues • Student-led brainstorming on local versus global issues • Teacher-led introduction to the unit assignment (using assignmentsheet) • Readings (or other input sources - video,social media) from local news on possible community issues, letters to editor and op-eds • Identify research problems • Begin drafting research questions	• Explore issues or challenges specific to their own community by using Higher Order Thinking Skills (HOTS) • Draft community-based research questions • Analyze problems and propose practical solutions • Work collaboratively and cooperatively on group tasks • Engage in interpersonal communication • Write effective interview or survey questions based on the problems identified	Interactive lecture/ group/pair activity etc.	Community Engagement Toolkit for Planning (2017) Guiding principles [pp7-24] Developing Community Engagement Plan [pp13-29]. https://examples.yourdictionary.com/examples-of-good-and-bad-researchquestions.html	
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Videography

Code	Topic	Learning Objectives	Teaching Strategy	Assessment Tool
M6-GEC-VIDG-001	Fundamentals of Videography	Understand the historical context and evolution of videography.	LGIS	MCQs
		Identify different types of cameras and their primary uses.		
M6-GEC-VIDG-002	Camera Operation Basics	Learn essential camera settings such as exposure, focus, and white balance.	LGIS	MCQs
		Practice basic camera movements and their effects on shot composition.		
M6-GEC-VIDG-003	Shot Composition Techniques	Master framing and composition principles for effective storytelling.	LGIS	MCQs
		Analyze how different camera angles influence viewer perception.		
M6-GEC-VIDG-004	Introduction to Lighting	Understand the importance of lighting in videography.	LGIS	MCQs
		Identify basic lighting equipment and their functions.		
		Demonstrate competency in basic camera operations and shot composition.		

SECTION - III

Assessment

Table of Specification for GEC Module

Sr. No	Subject	Number of Questions	Marks
1.	The Holy Quran Translation	4 SAQs (5 marks each)	20 marks
2.	The Seerat Mubarik	5 MCQs (5 marks each)	5 marks
3.	ICT/Artificial Intelligence	10 MCQs (1 mark each)	10 Marks
4.	Videography	10 MCQs (1 mark each)	10 Marks
5.	Expository Writing	5 MCQs (1 mark each)	5 Marks
6.	Bioethics	10 MCQs (1 mark each)	10 Marks
7.	Entrepreneurship	10 MCQs (1 mark each)	10 Marks
8.	Leadership	10 MCQs (1 mark each)	10 Marks
9.	Social sciences	20 MCQs (1 mark each)	20 Marks
			100 Marks

SECTION - IV

Timetable

RMU – 12 Integrated Modular MBBS Curriculum 2026

Isolation to *Beyond Boundaries*

General Education Cluster (GEC) & Social Sciences in Medicine (SSM) Module Time Table

First Year MBBS

Session 2026

Batch- 53

First MBBS Timetable for General Educational Cluster (GEC) and Social Sciences in Medicine (SSM) Module (First Week)

28-08-2026 to 03-09-2026

Date/Day	8:00am-9:00am	9:00am – 10:00am	10:00am-11:00am		11:00am-12:00pm	02:00pm – 3:00pm		
28-08-2026 Friday	Social Sciences	Entrepreneurship	ICT		Bioethics	SDL ICT Application and System Software-II		
	Fundamentals of Sociology	Ideas	Introduction to ICT & AI / Application and System Software-I		Introduction to History of Medical Ethics			
	Miss. Kinza Fiaz	Dr. Fatima	Mr. Farooq Ahmad Khan		Prof. Dr. M. Akram Randhawa			
Date/Day	8:00am-9:00am	9:00am – 10:30am	10:30am – 10:50am	10:50am-11:50am	11:50am-12:50pm	12:50pm- 01:10pm	01:10pm – 2:00pm	02:00pm – 3:00pm
29-08-2026 Saturday	Social Sciences	Fahm e Quran - XI	B r e a k	ICT	Bioethics	B r e a k	Entrepreneurship	SDL Entrepreneurship Prototype-II
	Social Determinants of Health	Quranic Possessive Construction مضاف ومضاف إليه		I/O Devices and Storage Devices / Types of Software	Basic principles of medical ethics		Prototype	
	Miss. Kinza Fiaz	Molana Qari Abdul Wahid		Mr. M Shahzad Shameer	Prof. Dr. M. Akram Randhawa		Dr. Fatima Javed	
31-08-2026 Monday	Social Sciences	Fahm e Quran - XII		ICT	Expository Writing		Bioethics Club Activity I	SDL ICT Flipped Classroom
	Discussion Session (Health Inequalities)	Active Participle (الفاعل اسم), Passive Participle (المفعول اسم), Dual (مثنى)		File Management (Online) / Internet and Email (Online)	Self- Reflection		Ethics of team-work	
	Miss. Kinza Fiaz	Molana Qari Abdul Wahid		Mr. M Iftikhar	Miss. Kinza Fiaz		Dr. Sadia Azam Khan	
01-09-2026 Tuesday	Social Sciences	Fahm e Quran - XIII		ICT	Entrepreneurship		Bioethics Club Activity II	SDL Expository Writing Personalized Learning
	Health Behavior and Illness Behavior.	Personal Pronoun He (هو) Possessive Pronoun His (المتصل)		Creating an Email Account, sending Emails to Peers, Email Account Management/Settings.	Test & Clinical Trials		Maintaining dress code & religious obligations	
	Miss. Kinza Fiaz	Molana Qari Abdul Wahid		Mr. M Iftikhar	Dr. Sidra Rahmat Ullah		Dr. Fahd Anwar	
02-09-2026 Wednesday	Seerat Mubarik	Fahm e Quran XIV		Leadership	Social Sciences		Bioethics Club Activity III	SDL Expository Writing Community Engagement
	Proofs of the Prophet Muhammad (SAW) being the Perfect Human, some events of the Day of Judgment, and signs of Allah’s power	Possessive Pronoun with prepositions like Pronoun “His” with prepositions like له، منه، فيه		Leadership Concepts	The Doctor-Patient Relationship		Ethics of teaching & research involving animals	
	Molana Qari Abdul Wahid	Molana Qari Abdul Wahid		Dr. Muhammad Hassan	Miss. Kinza Fiaz		Dr. Amna Noor	
03-09-2026 Thursday	Seerat Mubarik	Fahm e Quran XV		Social Sciences	Entrepreneurship		Videography	Online Session Leadership Group Leadership Exercise:
	The Benefits and Virtues of Good Morals-I	Personal Pronoun: You (أنت) Possessive Pronoun: Your (ك) Possessive Pronoun with Prepositions: فيك، منك، لك، عليك، إليك Example: في بيتك (in your house)		Role-Playing Doctor-Patient Scenarios	Patent		Fundamentals of Videography / Camera Operation Basics	
		Molana Qari Abdul Wahid		Miss. Kinza Fiaz	Dr. Mehwish Iqbal		Miss. Hamna Asif	
Venue: New Lecture Theatre Hall No. 2, Main Campus RMU								

First Year MBBS Timetable for General Educational Cluster (GEC) and Social Sciences in Medicine (SSM) Module (Second Week)
04-09-2026 to 09-09-2026

Date/Day		8:00am - 12:00pm						
04-09-2026 Friday	Social Work at Hospital							
Date/Day	8:00am-9:00am	9:00am – 10:30am	10:30am – 10:50am	10:50am-11:50am	11:50am-12:50pm	12:50pm-01:10pm	01:10pm – 2:00pm	02:00pm – 3:00pm
05-09-2026 Saturday	Expository Writing	Fahm e Quran XV	Break	Leadership	Artificial Intelligence	Break	Videography	SDL Leadership
	Critical Reading Skills	Personal Pronoun You(أنت المنفصل) Possessive Pronoun Your ك المتصل) Possessive Pronoun with prepositions like في بيتك Pronoun “your” with prepositions like فيك منك		Leading groups and teams	Introduction to AI		Shot Composition Techniques	
	Miss. Kinza Fiaz	Molana Qari Abdul Wahid		Dr. Faizania Shabbir	M.Umar Murad, Nimra Arar		Miss. Hamna Asif	
07-09-2026 Monday	Seerat Mubarik	Fahm e Quran XVI		Artificial Intelligence	Expository Writing		Artificial Intelligence	SDL Expository Writing
	The Benefits and Virtues of Good Morals-II	Revision and Quizez		Ground Chatbots	Personalized Learning		Assessment	
	Molana Qari Abdul Wahid	Molana Qari Abdul Wahid		Tamseela Ashraf, Maheen Asif, Ahmed Abdul Rehman	Miss Kinza Fiaz		Online Oncampus	
08-09-2026 Tuesday	Social Sciences	Fahm e Quran XVII		Leadership	Artificial Intelligence		Entrepreneurship	SDL ICT
	Cultural Perceptions of Health and Illness	Personal Pronoun She(هي المنفصل) Possessive Pronoun Her ها المتصل) Possessive Pronoun with prepositions like في بيتها Pronoun “Her” with prepositions like لها		Perform Various roles (Group leader Scribem tune keeper etc) in problem Based Learning Teams	AI for Research		Commercialization	
	Miss Kinza Fiaz	Molana Qari Abdul Wahid		Dr. Areeba Baig	Fatima Nadeem, Imbsat Fatima		Dr. Tehmina Bibi	
09-09-2026 Wednesday	Expository Writing	Fahm e Quran XVIII		Leadership	Artificial Intelligence		Videography	SDL Entrepreneurship
	Community Engagement	Personal Pronoun I (انا المنفصل) Possessive Pronoun Her ي المتصل) Possessive Pronoun with prepositions like في بيتيPronoun “My” with prepositions like لي		Conduct intial self assessment using tools like leadership style and big five personality tests	AI for Presentations		Introduction to Lighting	
	Miss Kinza Fiaz	Molana Qari Abdul Wahid		Dr. Iqra Naeem	Malaika Zafar, Amna, M.Shahzaib		Miss. Hamna Asif	
Venue: New Lecture Theatre Hall No. 2, Main Campus RMU								

The End