



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

**20
26**

Second Year MBBS



	Rawalpindi Medical University			
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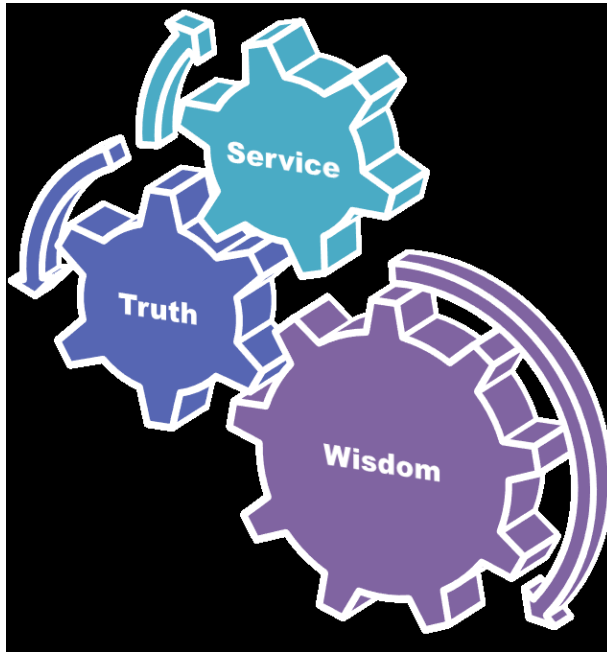
Author(s)	Date	Version	Description
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Prof. Dr. Ifra Saeed, Prof. Dr. Naeem Akhtar, Dr. Arsalan Manzoor Mughal, Dr. Farzana Fatima, Dr. Asif Maqsood Butt & Hafiz Shahid Rasool	2024-2025	2 nd	Developed for Second Year MBBS. Developed Learning objectives The Holy Quran Translation, Seerat Mubarik, Entrepreneurship, Leadership, ICT, Video Graphy, Expository Writing, Social in Medicine curriculum incorporated
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University Moto, Vision, Values & Goals



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.

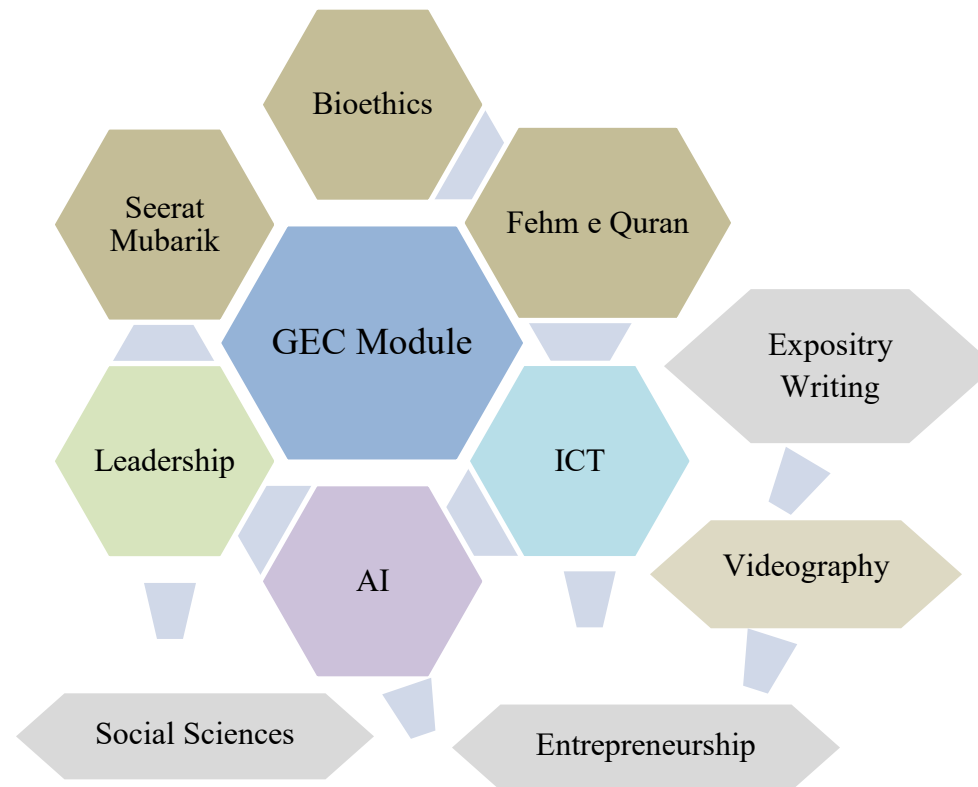
RMU – 12 Integrated Modular MBBS Curriculum 2026

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.	Fahm e Quran	Preposition (الباء) Absolute Negation Particle Exceptive Particle (النافية لا (إلا) (ما النافية) (للجنس)	03-08-2026 Monday	9:00am – 10:30am	Molana Qari Abdul Wahid
		Subordinating Conjunction (أن), Was (كان), Vocative Particle (النداء حرف)	04-08-2026 Tuesday	9:00am – 10:30am	
		Quranic Adjective Compounds صفة وموصوف	05-08-2026 Wednesday	9:00am – 10:30am	
		Quranic Adjective Compounds صفة وموصوف	06-08-2026 Thursday	9:00am – 10:30am	
		Quranic Possessive Construction مضاف ومضاف إليه	10-08-2026 Monday	9:00am – 10:30am	
		Active Participle (الفاعل اسم), Passive Participle (المفعول اسم), Dual (مثنى)	11-08-2026 Tuesday	9:00am – 10:30am	
		Personal Pronoun He (هو) Possessive Pronoun His (المتصل المنفصل)	12-08-2026 Wednesday	9:00am – 10:30am	
		Possessive Pronoun with prepositions like Pronoun “His” with prepositions like فيه منه، له	13-08-2026 Thursday	9:00am – 10:30am	
		Personal Pronoun: You (أنت) Possessive Pronoun: Your (لك) Possessive Pronoun with Prepositions: عندك، عليك، لك، منك، فيك، Example: في بيتك (in your house) إليك	15-08-2026 Saturday	9:00am – 10:30am	
2.	Seerat Mubarik	The importance of Hadith and Sunnah of the Prophet in religion	11-08-2026 Tuesday	8:00am-9:00am	Molana Qari Abdul Wahid
		The Significance of Seerah Studies	12-08-2026 Wednesday	8:00am-9:00am	
		Importance of Hadees and Sunnah	15-08-2026 Saturday	8:00am-9:00am	
3.	ICT	Working with MS Office Tools: Word Processing-I along with AI	03-08-2026 Monday	8:00am-9:00am	Mr. Haiz Shahid Rasool 0300-5337971
		Wired and Wireless Networks in Era of AI	04-08-2026 Tuesday	10:50am-11:50am	
		Basics of Social Networking Enhancement of Social Media Networks Thorough AI	05-08-2026 Wednesday	8:00am-9:00am	

		Collaborative Learning with AI	06-08-2026 Thursday	10:50am-11:50am	
4.	Social Sciences	Fundamentals of Sociology	03-08-2026 Monday	11:50am-12:50pm	Miss. Kinza Fiaz
		Social Determinants of Health	04-08-2026 Tuesday	11:50am-12:50pm	
		Discussion Session (Health Inequalities)	05-08-2026 Wednesday	10:50am-11:50am	
		Health Behavior and Illness Behavior.	06-08-2026 Thursday	8:00am-9:00am	
		Role-Playing Doctor-Patient Scenarios	07-08-2026 Friday	11:00am – 12:00pm	
		The Doctor-Patient Relationship	10-08-2026 Monday	10:50am-11:50am	
5.	Entrepreneurship	Ideas	03-08-2026 Monday	01:10pm – 2:00pm	Dr. Mehwish 0346-5312725
		Prototype	06-08-2026 Thursday	11:50am-12:50pm	
		Test & Clinical Trials	11-08-2026 Tuesday	10:50am-11:50am	
		Patent	12-08-2026 Wednesday	10:50am-11:50am	
6.	Expository Writing	Critical Reading Skills - I	05-08-2026 Wednesday	11:50am-12:50pm	Miss. Kinza Fiaz
		Critical Reading Skills - II	12-08-2026 Wednesday	11:50am-12:50pm	
		Personalized Learning	13-08-2026 Thursday	11:50am-12:50pm	
7.	Leadership	Emotional Management	04-08-2026 Tuesday	02:00pm – 3:00pm	Dr. Arsalan Manzoor Mughal 0334-3911629
		Personal Values for Leadership	07-08-2026 Friday	10:00 – 11:00am	
		Emotional Management	10-08-2026 Monday	11:50am - 12:50pm	
		Team Values for Leadership	13-08-2026 Thursday	10:50am - 11:50am	

8.	Bioethics/Professionalism	Professionalism	03-08-2026 Monday	10:50am-11:50am	Prof. Dr. Akram Randhawa 0333-5143386
		Basic Principle of Biomedical Ethics and Islamic Perspective	04-08-2026 Tuesday	8:00am-9:00am	
		Ethical dilemmas Involving breech in Autonomy	04-08-2026 Tuesday	01:10pm – 2:00pm	
		Ethical dilemmas Involving breach in beneficence and non-maleficence	05-08-2026 Wednesday	01:10pm – 2:00pm	
		Building trust in children and adolescents using case scenarios and videos	06-08-2026 Thursday	01:10pm – 2:00pm	
		Pakistan Medical & Dental Council Code of Ethics / Ethical principles	07-08-2026 Friday	8:00am – 9:00am	
9.	Artificial Intelligence	Introduction to AI	10-08-2026 Monday	8:00am-9:00am	
		Ground Chatbots	11-08-2026 Tuesday	11:50am-12:50pm	
		AI for Research	13-08-2026 Thursday	8:00am-9:00am	
10.	Videography	Manual Camera Settings	10-08-2026 Monday	12:30pm – 2:00pm	Dr. Omaina Asif Miss. Hamna Asif 0342-1503203
		Advanced Camera Operations	11-08-2026 Tuesday	12:30pm – 2:00pm	
		Advanced Lighting Techniques	12-08-2026 Wednesday	12:30pm – 2:00pm	
		Lighting for Narrative Impact	13-08-2026 Thursday	12:30pm – 2:00pm	
		Editing and Color Grading Basics	15-08-2026 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

Asso. Prof. Dr. Arsalan Manzoor Mughal
Additional Director Assessments
Rawalpindi Medical University
Rawalpindi

Prof. Dr. Ifra Saeed
Director DME
Dean Basic Sciences
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

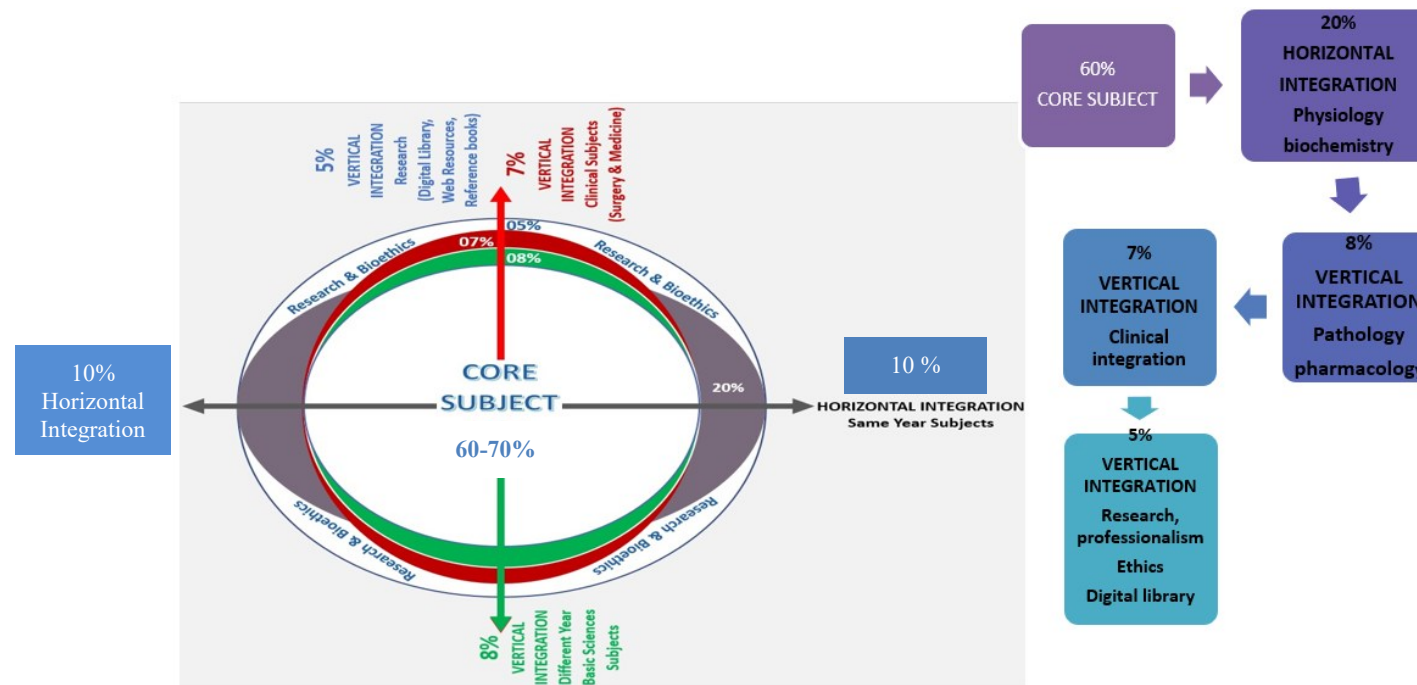
Table1. Domains of Learning According to Blooms Taxonomy

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	Syntheseise & 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)**
 - Fehm e Quran
 - 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

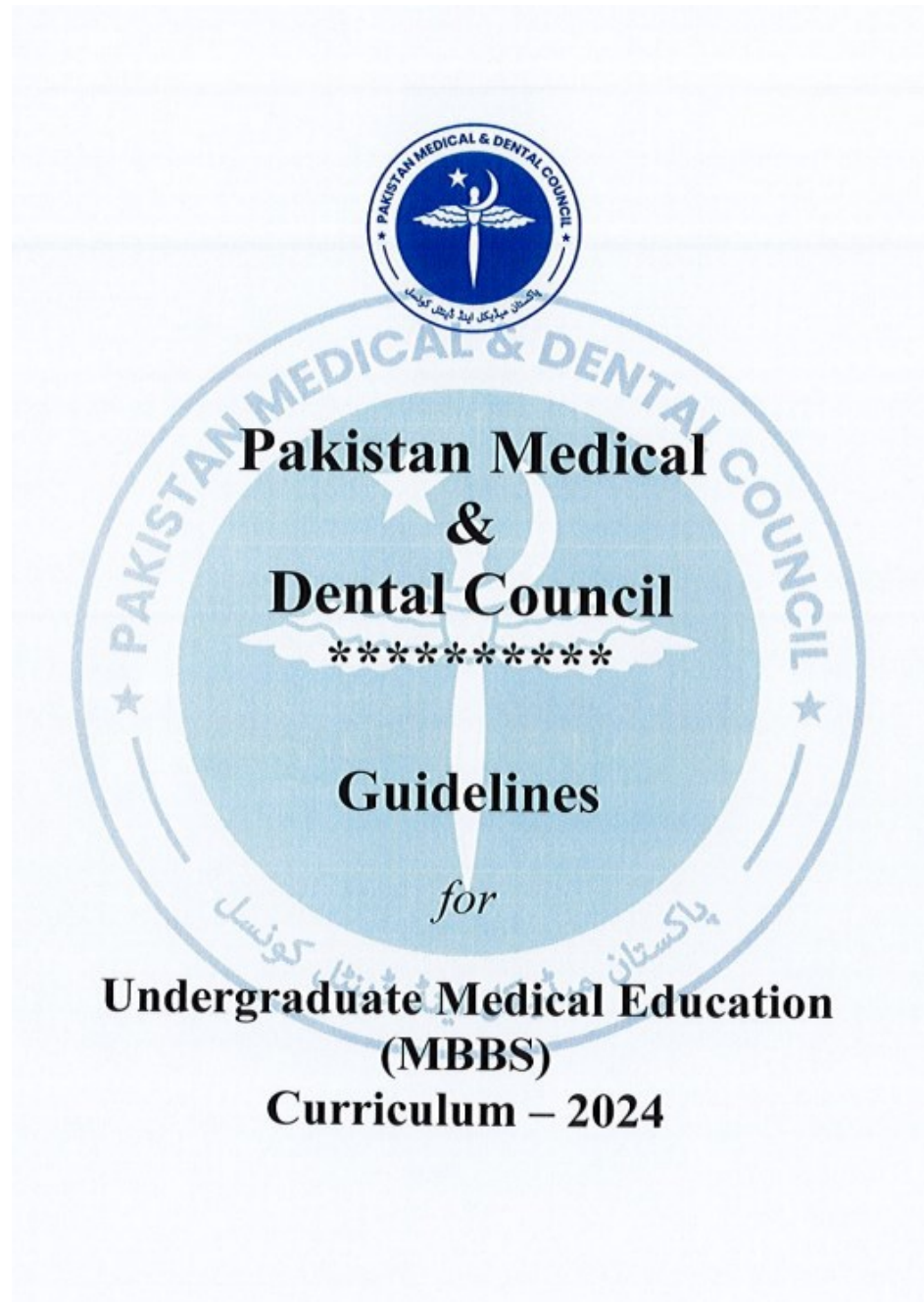
Curriculum Division
Higher Education Commission
Government of Pakistan

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 1	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 Holy Quran Translation

The Seerat Mubarik

Code	Topic	At the End of Lecture Students Should Be AbleTo	Learning Domain	Teaching Strategy	Assessment Tool
M5-GEC-SM-001	The Significance of Seerah Studies	Define Seerah and explain its meaning as the life story of the Prophet Muhammad (PBUH).	C2	LGIS	MCQs
		Understand the importance of studying Seerah to gain insight into the Prophet's character, actions, and teachings.	C1		
M5-GEC-SM-002	Importance of Hadees and Sunnah	Define Hadees and Sunnah and explain their meanings.	C1	LGIS	MCQs
		Understand the importance of Hadees and Sunnah as sources of guidance alongside the Qur'an.	C1		
M5-GEC-SM-003	The importance of Hadith and Sunnah of the Prophet in religion	Explain what Hadith and Sunnah are and their connection to the Prophet Muhammad (PBUH).	C2	LGIS	MCQs
		Understand the vital role of Hadith and Sunnah as sources of guidance in Islam, alongside the Qur'an.	C1		
M5-GEC-SN-004	The life before the blessed birth and prophethood.	Describe the social, moral, and religious conditions of Arabia before the birth of the Prophet Muhammad (PBUH).	C2	LGIS	MCQs
		Explain the importance of understanding the environment into which the Prophet was born	C2		
		Identify the challenges and problems faced by people in pre-Islamic Arabia.	C1		

Bioethics

Code	Major syllabus with sub-topics		Learning objectives	Teaching strategy	Assessment tools	Suggested reading sources
M5-GEC-BE-001	Pakistan Medical & Dental Council Code of Ethics	Discussion will cover; • Pakistan Medical & Dental Council Code of Ethics for Practice for Medical and Dental Practitioners • Oath/Declaration by a Registered Medical or Dental Practitioner at time of graduation • Role of regulatory body PM&DC/PMC in maintaining ethical standards for medical/dental graduates • Authority of PM&DC as regulatory body to take disciplinary actions, which may be required for criminal convictions or serious professional misconduct of a doctor. • History and legal framework of the Pakistan Medical and Dental Council (PMDC) • Jurisdiction of the Pakistan Medical and Dental Council (PMDC)	At the end of the session students should be able to; • Appreciate the value of oath and pledge taken by medical student at the time of graduation from medical school.C2 • Appraise the importance of principles to be followed by the medical and dental practitioners to fulfil the social contract with the society in order to win the trust of the public in the profession.C2 • Cognizant with disciplinary proceedings in case of violation of rules laid down by regulatory body	LGIS 1hr contact session in 2-4 parallel classes will be conducted by Senior Faculty From Basic Sciences (Anatomy, Physiology & Biochemistry)	1 MCQs of level C1 to C3 will cover this session teachings in relevant block examination Result / marks obtained will contribute towards Internal assessment (IA) in 2nd Prof. MBBS exam.	https://www.pmc.gov.pk/Documents/law/PMDC%20Code%20of%20Ethics%202018.pdf section 3 (Principles of Medical Ethics in Social Context), page 21

M5-GEC-BE-002	Islam & Teachings of Bioethics	Discussion will cover; •Islam the Teaching of Medical Ethics •Oath of Muslim doctor • Islamic principles of medical ethics corresponding to autonomy, beneficence, non-maleficence and justice	At the end of the session students should be able to; • Conceptualize the Islamic teachings of medical ethics • Outline the main points in oath of Muslim doctor • Correlate the 4 principle of medical ethics with principles of Islamic medical ethics,	LGIS 1hr contact session in 2-4 parallel classes will be conducted by Senior Faculty From Basic Sciences (Anatomy, Physiology & Biochemistry)	1 MCQs of level C1 to C3 will cover this session teachings in relevant block examination Result / marks obtained will contribute towards Internal assessment (IA) in 2nd Prof. MBBS exam.	http://jsmu.edu.pk/assets/docs/updates/news/20181218%20OATH%20CO NVOCATION%20FOR%20MBBS.PDF http://nbcPakistan.org.pk/assets/may-16-bioethics-facilitator-book---may-16%2c-2017.pdf (PAGE- 49) Pakistan and Biomedical Ethics: Report from a Muslim Country Special Section: International Voices Farhat Moazam, Aamir M. Jafarey The international Islamic code for medical and health ethics : december 11-14, 2004 29 shawwal - 2 zu alkaida Cairo, Egypt
M5-GEC-BE-003	Ethics of social media & advertising	Discussion should cover; • Ethics of social media & advertising • Ethics involve in Publishing or broadcasting information Certificates, Reports and other documents Teaching Photography and Consent	At the end of the session students should be able to; • Delineate the principles of ethics involved in social media & advertising including; • Publishing or broadcasting information Certificates, Reports and other documents Teaching Photography and Consent	LGIS 1hr contact session in 2-4 parallel classes will be conducted by Senior Faculty From Basic Sciences (Anatomy, Physiology & Biochemistry)	1 MCQs of level C1 to C3 will cover this session teachings in relevant block examination Result / marks obtained will contribute towards Internal assessment (IA) in 2nd Prof. MBBS exam.	http://nbcPakistan.org.pk/assets/may-16-bioethics-facilitator-book---may-16%2c-2017.pdf (PAGE 49)

M5-GEC-BE-004	Ethical principles	Discussion should cover; Ethical principles (autonomy, beneficence, confidentiality, privacy, justice)	At the end of the session students should be able to; - Elaborate General ethical 06 basic ethical principles: autonomy, beneficence, non-maleficence & justice - Explain the process of ensuring patient autonomy, beneficence, non-maleficence, respect & justice while informing/ deciding on a treatment modality	LGIS 1hr contact session in 2-4 parallel classes will be conducted by Senior Faculty From Basic Sciences (Anatomy, Physiology & Biochemistry)	1 MCQs of level C1 to C3 will cover this session teachings in relevant block examination Result / marks obtained will contribute towards Internal assessment (IA) in 2nd Prof. MBBS exam.	http://nbcPakistan.org.pk/assets/may-16-bioethics-facilitator-book---may-16%2c-2017.pdf
Practical Session						
M5-GEC-BE-005	Ethical dilemmas Involving breach in Autonomy	Discussion should cover; Ethical dilemmas in healthcare practice involving breach in principle of autonomy	At the end of the session students should be able to; - Analyze ethical dilemmas in healthcare practice involving breach in principle of autonomy - Explain what procedures adopted to maintain patient autonomy - Identify situations in which a doctor may have to take decisions in the best interests of the patient	Short video demonstration on violation of Ethical principle of autonomy from suit CBEC Video resources	Assignment based assessment involving real life case scenarios under aggregate Marks (Internal Assessment) Assignment to be uploaded on LMS	https://siut.org/bioethics/cbec-videos/

M5-GEC-BE-006	Ethical dilemmas Involving breach in beneficence and non-maleficence	Discussion should cover; Ethical dilemmas in healthcare practice involving breach in principle of beneficence and non-maleficence	At the end of the session students should be able to; - Analyze ethical dilemmas in healthcare practice involving breach in principle of beneficence and non-maleficence - Explain what procedures adopted to maintain the principle of beneficence and non-maleficence in challenging situations - Identify situations in which a doctor may have to take decisions in the best interests of the patient considering the principle of beneficence and non-maleficence	Short video demonstration on violation of Ethical principle of beneficence and non-maleficence from suit CBEC Video resources Students deliberations and reflections Reflective writing	Assignment based assessment involving real life case scenarios under aggregate Marks (Internal Assessment) Assignment to be uploaded on LMS	https://siut.org/bioethics/cbec-videos/
M5-GEC-BE-007	Ethical dilemmas Involving breach in Justice	Discussion should cover; Ethical dilemmas practice involving breach in principle of justice	At the end of the session students should be able to; - Analyze ethical dilemmas in healthcare practice involving breach in principle of justice - Explain what procedures adopted to maintain the principle of justice in challenging situations - Identify situations in which a doctor may have to take decisions in the best interests of	Short video demonstration on violation of Ethical principle of beneficence and non-maleficence from suit CBEC Video resources Students deliberations and reflections Reflective writing	Assignment based assessment involving real life case scenarios under aggregate Marks (Internal Assessment) Assignment to be uploaded on LMS	https://siut.org/bioethics/cbec-videos/

			the patient considering the principle of justice			
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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
M5-GEC-ICT-001	Working with MS Office Tools: Word Processing-I along with AI	• Introduction to MS Word Environment	C1	LGIS	MCQs
		• Creating, Saving, and formatting a Document			
		• Entering and Formatting Documents			
		• Bullets, Sections, Creating Hyperlinks, and some other features.			
		• Working with header & footer			
		• Indents & Tabs · Line & Paragraph Spacing			
		• Work with List · Adding Breaks.			
		• Work with Shapes · Text Boxes & Word Art			
		• Work with MS Office Tools along with AI			
M5-GEC-ICT-002	Wired and Wireless Networks in Era of AI	• Wired Networks	C1	LGIS	MCQs
		• Wireless Networks	C1		
		• Types of Wireless Networks o Satellite communications o Infrared, Broadcast Radio o Microwave Communication o Wi-Fi o Mobile Communication	C1		
		• Basic concepts: machine learning, deep learning, neural networks, and natural language processing.	C1		
		• Ethical considerations in AI in healthcare.	C1		
		• Understand and use wired and wireless networks with help of AI	C1		

M5-GEC-ICT-003	Basics of Social Networking Enhancement of Social Media Networks Thorough AI	• Evolution of Social Networks	C1	LGIS	MCQs
		• Ranking of Social Networks	C1		
		• Social Networks for Healthcare Professionals	C1		
		• Security and Privacy Issues in SNs	C1		
		• Introduction to medical imaging modalities.	C1		
		• Application of AI in radiology, pathology, and dermatology.	C1		
		• Case studies and real-world examples of AI-assisted medical image analysis.	C1		
		• Use social media networking through AI	C1		
M5-GEC-ICT-004	Collaborative Learning with AI	• Encourage collaboration and teamwork when using technology	C1	LGIS	MCQs
		• Introduction to medical imaging modalities.	C1		
		• Application of AI in radiology, pathology, and dermatology.	C1		
		• Case studies and real-world examples of AI-assisted medical image analysis.	C1		
		• Understand collaborating Learning with AI	C1		
M5-GEC-ICT-005	AI in Diagnostics and Disease Prediction	• Role of AI in disease diagnosis and prediction.	C1	SDL	MCQs
		• Utilizing AI algorithms for early detection of diseases.	C1		
		• Examples of AI applications in cardiology, oncology, neurology, and infectious diseases.	C1		
M5-GEC-ICT-006	Use of Digital Library by Undergraduates	• Basic & Premium Resources	C2	SDL	MCQs
		• Process of Subscription	C1		
		• Free Medical Journals	C1		

Social Sciences

Code	Topic	At the End of Lecture Students Should Be AbleTo	Learning Domain	Teaching Strategy	Assessment Tool
M5-GEC-SS-001	Fundamentals of Sociology	• Definition, scope, and importance of sociology in medicine.	C1	LGIS	MCQs
		• Key sociological concepts and terminologies			
M5-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.			
M5-GEC-SS-003	Discussion Session (Health Inequalities)	• Group discussions on how social factors contribute to health disparities in Pakistan.	C1		
M5-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.			
M5-GEC-SS-005	The Doctor-Patient Relationship	• Sociological perspectives on the doctor-patient interaction.	C1		
		• Communication skills and cultural competence.			
M5-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
M5-GEC-ENTP-001	Prototype-II	- Engaging in research projects to explore innovative solutions to medical challenges - Collaborating with peers to generate ideas for improving patient care or healthcare delivery systems. - Developing prototypes for medical devices or apps as part of coursework or extracurricular projects. - Refining design concepts based on feedback and iterative testing	C1	SDL	MCQs
M5-GEC-ENTP-002	Test & Clinical Trials	- Learning about clinical trial design and methodology - Participating in observational studies or small-scale clinical trials under supervision	C1	LGIS	MCQs

M5-GEC-ENTP-003	Patent / Commercialization	Identifying patentable ideas emerging from research projects or prototypes	C1		
		Working with faculty mentors to assess the novelty and feasibility of patenting ideas.			
		Exploring potential market demand for innovative medical products or services			
		Learning about business models and strategies for commercializing healthcare innovations			

Leadership

Code	Topic	At the End of Lecture Students Should Be AbleTo	Learning Domain	Teaching Strategy	Assessment Tool
M5-GEC-LS-001	Personal Values for Leadership	Define personal values and explain their role in shaping effective leadership.	C1	LGIS	MCQs
		Identify key values essential for strong leadership, such as integrity, honesty, responsibility, empathy, and respect.	C1		
M5-GEC-LS-002	Team Values for Leadership	Define team values and explain their importance in building effective and unified leadership.	C1	LGIS	MCQs
		Identify key team values, such as trust, collaboration, accountability, respect, and open communication	C1		
M5-GEC-LS-003	(Role Play) Conflict Resolution	Understand the causes and types of conflicts that can arise in personal, academic, or professional settings.	C1	SDL	MCQs
		Demonstrate effective communication and active listening skills during conflict situations.	C1		
M5-GEC-LS-004	(Self Assessment) Emotional Management	Understand the concept of emotional management and its role in personal and social success.	C1	SDL	MCQs
		Identify their own emotional triggers and common emotional responses in various situations.	C1		

Expository Writing

Code	Sem. Week	Module / Unit / Topic	Content	Objectives of Module/ Unit/Topic	Interactive Class Activity	Resources (Readings, PPTs etc.)	Assignment
M5-GEC-EW-001	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 - Students practice goal setting	- collaborate with peers to write a well-organized and concise list of guidelines that are grammatically parallel - demonstrate fluency in oral English in group discussions and oral presentations - present ideas to the whole class in a team presentation using English that is comprehensible and engaging	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-applicable-strategies/	
	Week#3	Personalized Learning	- Introduction to the structure and significance of oral presentations - Class discussion about content selection and slide preparation for oral presentations - Peer review through a gallery walk			Planning the Presentation Accessed at: https://opentextbc.ca/student-success/chapter/planning-the-presentation/	

M5-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, detailed reading and note-taking) using Standard tests (TOEFL and IELTS) ● Assign books/articles/reports for their individual home assignments ● Share model review reports and annotated bibliographies for their individual home assignments ● Share model review reports and annotated bibliographies	● Review various documents books, articles and reports) critically ● Apply HOTS strategies for developing their reading comprehension ● Appreciate critical reading and thinking as important aspects of study skills ● Identify important reading techniques (skimming, scanning, SQW3R, annotating and previewing) and use them for honing their writing skills (preparing assignments)	Interactive lecture/ group/pair activity etc.	.Oh, U. L. (May 26, 2020). Talking to kids about xenophobia. National Geographic. Retrieved from: https://www.nationalgeographic.com/family/2020/05/talking-to-kids-about-xenophobia-coronavirus/writing-center.unc.edu/tips-and-tools/book-reviews/	Assignment#1
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Videography

Code	Topic	Learning Objectives	Teaching Strategy	Assessment Tool
M5-GEC-VIDG-001	Manual Camera Settings	Master manual exposure settings, including aperture, shutter speed, and ISO.	LGIS	MCQs
		Understand how to achieve desired depth of field and dynamic range.		
M5-GEC-VIDG-002	Advanced Camera Operations	Practice advanced camera techniques such as focusing techniques and motion capture.	LGIS	MCQs
		Experiment with different camera movements to enhance visual storytelling.		
M5-GEC-VIDG-003	Advanced Lighting Techniques	Explore advanced lighting setups for various indoor and outdoor shooting scenarios.	LGIS	MCQs
		Understand how to use lighting to create mood and atmosphere in videos.		
M5-GEC-VIDG-004	Lighting for Narrative Impact	Analyze case studies of how lighting enhances narrative in films and videos.	LGIS	MCQs
		Apply advanced lighting techniques to create specific visual effects and storytelling elements.		
M5-GEC-VIDG-005	Editing and Color Grading Basics	Introduce video editing software and its basic tools and interface.	LGIS	MCQs
		Understand the fundamentals of color correction and grading to enhance video quality.		
M5-GEC-VIDG-006	Lighting and Camera Techniques	Design and execute a video project emphasizing advanced camera techniques and lighting setups.	SDL	MCQs
		Demonstrate proficiency in using advanced camera settings and lighting techniques effectively.		

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.	Enterpreneurship	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

Second Year MBBS

Session 2026

Batch- 52

Second Year MBBS Timetable for General Educational Cluster (GEC) and Social Sciences in Medicine (SSM) Module (First Week)
03-08-2026 to 08-08-2026

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
03-08-2026 Monday	ICT	Fahm e Quran - VII	B r e a k	Bioethics/Professionalism	Social Sciences	B r e a k	Entrepreneurship	Entrepreneurship SDL Prototype-II
	Working with MS Office Tools: Word Processing-I along with AI	Preposition (الباء) Absolute Negation Particle Exceptive Particle (لا النافية إلا) (ما النافية) (للجنس)		Professionalism	Fundamentals of Sociology		Ideas	
	Mr. Farooq Ahmed	Molana Qari Abdul Wahid		Dr. Amna Noor	Miss. Kinza Fiaz		Dr. Fatima	
04-08-2026 Tuesday	Bioethics/Professionalism	Fahm e Quran - VIII		ICT/AI	Social Sciences		Bioethics Club Activity I	Leadership SDL (Self Assessment) Emotional Management (Dr. Sania Khalid)
	Basic Principle of Biomedical Ethics and Islamic Perspective	Subordinating Conjunction(أن), Was (كان), Vocative Particle(النداء حرف)		Wired and Wireless Networks in Era of AI	Social Determinants of Health		Ethical dilemmas Involving breech in Autonomy	
	Dr Fahad Anwar	Molana Qari Abdul Wahid		Mr. M Iftikhar	Miss. Kinza Fiaz		Dr Sadia Azam	
05-08-2026 Wednesday	ICT/AI	Fahm e Quran - IX		Social Sciences	Expository Writing		Bioethics Club Activity II	Expository Writing SDL Personalized Learning – II
	Basics of Social Networking Enhancement of Social Media Networks Thorough AI	Quranic Adjective Compounds صفة وموصوف		Discussion Session (Health Inequalities)	Critical Reading Skills - I		Ethical dilemmas Involving breach in beneficence and non-maleficence	
	Mr. Soban	Molana Qari Abdul Wahid		Miss. Kinza Fiaz	Miss. Kinza Fiaz		Dr Amna Noor	
06-08-2026 Thursday	Social Sciences	Fahm e Quran - X		ICT/AI	Entrepreneurship		Bioethics Club Activity III	Videography SDL Lighting and Camera Techniques
	Health Behavior and Illness Behavior.	Quranic Adjective Compounds صفة وموصوف		Collaborative Learning with AI	Prototype		Building trust in children and adolescents using case scenarios and videos	
	Miss. Kinza Fiaz	Molana Qari Abdul Wahid		Mr. Soban	Dr. Fatima Javed		Dr Samia Hafeez	
Date/Day	8:00 AM – 9:00 AM	9:00 AM – 10:00 AM	10:00 – 11:00AM		11:00AM – 12:00PM	Home Assignments		
07-08-2026 Friday	Bioethics/Professionalism	Research Activity	Leadership		Social Sciences	Expository Writing SDL Personalized Learning – III		
	Pakistan Medical & Dental Council Code of Ethics / Ethical principles	Workshop on SPSS	Personal Values for Leadership		Role-Playing Doctor-Patient Scenarios			
	Dr Khola Noreen	Dr Abdul Qudoos& Team	Dr. Sidra Mehmood		Miss. Kinza Fiaz			
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
08-08-2026 Saturday								
Venue: New Lecture Theatre Hall No. 1, Main Campus RMU								

Second Year MBBS Timetable for General Educational Cluster (GEC) and Social Sciences in Medicine (SSM) Module (Second Week)
10-08-2026 to 15-08-2026

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
10-08-2026 Monday	Artificial Intelligence	Fahm e Quran - XI	Break	Social Sciences	Leadership	Break	Videography	SDL Entrepreneurship Ideas-I
	Introduction to AI	Quranic Possessive Construction مضاف ومضاف إليه		The Doctor-Patient Relationship	Emotional Management		Manual Camera Settings	
	Alia Ijaz, Khadija Bibi, Rida Fatima, Muhammad	Molana Qari Abdul Wahid		Miss. Kinza Fiaz	Dr. Saima Qamar		Miss. Hamna Asif	
11-08-2026 Tuesday	Seerat Mubarik	Fahm e Quran - XII		Entrepreneurship	Artificial Intelligence		Videography	ICT/AI SDL AI in Diagnostics and Disease Prediction
	. The importance of Hadith and Sunnah of the Prophet in religion	Active Participle (الفاعل اسم), Passive Participle (المفعول اسم), Dual (مثنى)		Test & Clinical Trials	Ground Chatbots		Advanced Camera Operations	
	Molana Qari Abdul Wahid	Molana Qari Abdul Wahid		Dr. Shanila Akhtar	Waleeja tus Sattar, Aresha Abbasi, Barrua Tabassum, Noor e Iman		Miss. Hamna Asif	
12-08-2026 Wednesday	Seerat Mubarik	Fahm e Quran - XIII		Entrepreneurship	Expository Writing		Videography	SDL Entrepreneurship Prototype-I
	The Significance of Seerah Studies	Personal Pronoun He (هو) (المنفصل) Possessive Pronoun له المتصل His		Patent	Critical Reading Skills - II		Advanced Lighting Techniques	
	Molana Qari Abdul Wahid	Molana Qari Abdul Wahid		Dr. Mehwish Iqbal	Miss. Kinza Fiaz		Miss. Hamna Asif	
13-08-2026 Thursday	Artificial Intelligence	Fahm e Quran XIV		Leadership	Expository Writing		Videography	Leadership Online Session Conflict Resolution (Dr. Maryam Farooq)
	AI for Research	Possessive Pronoun with prepositions ألفي بيته like Pronoun “His” with prepositions like فيه له، منه،	Team Values for Leadership	Personalized Learning	Lighting for Narrative Impact			
		Molana Qari Abdul Wahid	Dr. Junaid Khan	Miss. Kinza Fiaz	Miss. Hamna Asif			
14-08-2026 Friday	Independence Day							
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
15-08-2026 Saturday	Seerat Mubarik	Fahm e Quran XV		Artificial Intelligence	Entrepreneurship		Videography	ICT SDL Use of Digital Library by Undergraduates
	Importance of Hadees and Sunnah	Personal Pronoun: You (أنت) Possessive Pronoun: Your (ك) Possessive Pronoun with Prepositions: لك، منك، فيك، عليك، عندك، إليك في Example: في بيتك (in your house)		AI for Presentation	Commercialization		Editing and Color Grading Basics	
	Molana Qari Abdul Wahid	Molana Qari Abdul Wahid		Hatib Khalil. Fatima Anees, Amna Ahmad	Dr. Tehmina Bibi		Miss. Hamna Asif	
Venue: New Lecture Theatre Hall No. 1, Main Campus RMU								

The End