



BEACONHOUSE NATIONAL UNIVERSITY

PROSPECTUS

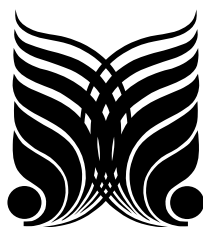
2025-26





BEACONHOUSE NATIONAL UNIVERSITY

PROSPECTUS 2026-27



BNU

**Beaconhouse
National University**

CONTACTS

www.bnu.edu.pk

FOR GENERAL ENQUIRIES

Ph: 042-38100156 ext. 484 & 488

Email: admissions@bnu.edu.pk

info@bnu.edu.pk

■ BeaconhouseNationalUniversity

■ @BNULahore

■ #BNULAHORE

TAROGIL CAMPUS

13-Km Off Raiwind Road, Lahore.

CONTENTS

Contents	Page
Vice Chancellor's Message	5
About BNU	6
Board of Directors Board of Governors	8
List of Programs	11
Zero Semester	16
Admission Criteria	17
Scholarships	24
Academic Calendar	27

The Schools of BNU

MDSVAD Mariam Dawood School of Visual Arts & Design	31
RHSA Razia Hassan School of Architecture	63
SMSLASS Seeta Majeed School of Liberal Arts and Social Sciences	99
SMC School of Media and Mass Communication	117
SCIT School of Computer and Information Technology	151
SE School of Education	185
SMS School of Management Sciences	207
IP Institute of Psychology	237
Academic Regulations	257
Facilities	269

VICE CHANCELLOR'S MESSAGE



Dear Prospective Students and Esteemed Readers,

Welcome to the Beaconhouse National University!

BNU is more than just a university. It is a place that is built on a simple, yet profound idea: that true learning must go beyond the mere awarding of a degree. It should change the way you think, the way you interact with society, and the sense of responsibility you have towards the world. This is what we strive to achieve every day.

BNU's approach to student development is unique. Students at BNU are in an ecosystem that rewards curiosity, independent thinking, and the courage to question what's always been taken for granted. BNU doesn't prepare students merely for their professional careers; we plan holistically for your life ahead by making you a holistic, well-rounded personality.

The first thing you'll notice at BNU is our focus on learning, not rote memorization. The faculty is highly experienced and the students around you will have a variety of backgrounds that enrich every conversation. Immersed in interdisciplinarity, creative thinking and problem solving, you no one is able to escape the positive energy of our ecosystem.

Equally important for us are values not

reflected on a transcript: leadership, empathy, civic responsibility, and entrepreneurship. That is why BNU's campus culture embodies inclusiveness, mutual respect, freedom of expression, and social responsibility. We encourage our students to break artificial barriers and strive to make a positive difference through their choices and actions. So, what is my benchmark of success for you: by the time you graduate, thinking creatively, working with empathy, and catalysing change in society should come naturally to you.

Whatever your ambitions are, however defined or undefined they may still be, BNU is committed to meeting you where you are and helping you go where you truly belong. The sky is the limit at BNU – for each and every of our students.

I look forward to seeing you on campus.

Warm regards,

Moeed W. Yusuf
Vice Chancellor

ABOUT BNU

Chartered by the Government of Punjab, Beaconhouse National University (BNU) is Pakistan's first Liberal Arts University, established in 2003 with the aspiration of disseminating quality education with modern, rational course content while ensuring that the history and culture of Pakistani society are valued. Our distinctive learning experience and research in diverse areas, where the essential focus of the programmes offered has been determined by the type of workforce identified for the future economic, business, academic, cultural, and technological advancement of the country, encourages students to become independent learners.

The growing challenge of providing quality education in today's era has led to the cut-throat competition of various educational institutions for furnishing students with cutting-edge knowledge in their respective fields. BNU is a non-profit, private university that offers students a range of subject areas which are of immense relevance to the country's economy. BNU offers an inspiring and challenging environment with a broad-based educational setup in which a student studies a variety of different subjects and is encouraged to question, take creative risks, and gain a better working knowledge of the world around them, thus preparing them for a lifetime of opportunities and challenges. Resultantly,

they graduate as highly professional, mature, innovative, entrepreneurial, and employable practitioners.

We aspire to present our students with the academic and personal development prospects that will equip them to respond to the intellectual, social, and personal challenges that they will encounter throughout their lives and careers. Keeping in view the current volatile situation in the country, the liberal arts education provided by the University helps Pakistani youth to be emancipated in their world views thus helping to combat the menace of extremism in all its forms. It is also essential to develop and nurture their professional abilities, enhance their acumen and expertise, so as to enable them to make a valuable contribution to the community and at national and international levels.

The University is supported in this endeavour by a team of highly qualified and experienced faculty who bring a high level of technical skill and industry expertise with first-hand knowledge of their subjects. They have adopted modern and current modes of teaching, learning, and assessment. With a congenial and comfortable environment as well as library resources, the University is well equipped to make the time spent at BNU a memorable one.

Over the years, Liberal Arts education has assumed a vital role. An armchair philosopher once said, "When the only tool you have is a hammer, you tend to see every problem as a nail." All knowledge is one, a unified wholeness, and every field of study is but a piece or an angle or a way of partitioning this knowledge. Thus, to see how one's chosen area fits into the whole, to see the context of one's study, we at BNU believe, liberal education is not merely desirable, but necessary. BNU aims to shape and form the future of its students with its unparalleled set of learning resources. The diverse body of knowledge that a student gains at BNU, together with the tools of examination and analysis that one learns to use, will enable him to develop specialist skills, deepen his understanding, gain new insights and perspectives to flourish his career ahead, build opinions, streamline attitudes, learn and adopt values, and beliefs, based not upon authority or ignorance, whim or prejudice, but upon one's own worthy evaluation of argument and evidence. We foster the development of an active engagement with knowledge, and not just the passive reception of facts.

At BNU, the knowledge disseminated will help you learn new subjects through one of the most common methods of learning analogy. As George Herbert noted, people are best taught by using something they are familiar with, something they already

understand, to explain something new and unfamiliar. The more you know and are familiar with, the more you can know, faster and more easily. Many times, the mind will create its own analogies, almost unconsciously, to teach itself about the unfamiliar by means of the familiar.

Education at BNU creates an improvement in perception and understanding. This is done by a few unique, innovative practices at BNU:

- An academic format which encourages the student to read across the curriculum allowing for cross registration in courses offered at Schools other than the one the student is registered in. These courses may be taken as minors or electives.
- The University underscores the importance of the creative and performing arts which form an integral part of any liberal arts education. Open workshops and seminars are offered where students interact with scholars and practitioners of international repute.
- Each student works with an academic advisor who helps design a programme of study most suited to the individual student's talent and is also available for personal guidance throughout the student's stay at the University.
- A system of education in which students learn in small, interactive class sessions.
- A system of student evaluation based on frequent written assignments and research projects rather than a traditional method of examination.

At Beaconhouse National University, education is enriched through a free exchange of ideas and debate which is expertly guided by qualified faculty. Most courses are intensive and yearlong in which students are encouraged to question assumptions, listen to diverse opinions, and challenge conventions. This strategy is further developed through disciplined and motivated work on the student's part and the evaluation of individual progress through written reports and ongoing interaction between students and teachers.

The University is fully cognizant of the fact that the formative years of a young adult's life i.e., the years spent at university must be enriched through a variety of experiences, both within and outside the classroom. Study tours, therefore, form a regular feature of university life and serve as a means of research and exposure to life in other regions of the country and varied socio-economic groups.

BNU is a non-profit, apolitical, non-sectarian, equal-opportunity institution offering undergraduate and graduate programmes in modern disciplines, many of which are not offered anywhere else in Pakistan.

BNU'S SCHEME OF STUDIES ALLOWS FOR:

- Cross registration ensures that students read across the curriculum, as opposed to being confined to a single discipline or faculty.

- Access to a multidisciplinary University which offers a balanced mix of traditional and contemporary studies.
- Courses in disciplines that are not being offered by any other institution in the country and easy access to students aspiring to higher qualifications.

BNU offers its students a diverse learning environment where they witness cross cultural exchange of ideas from their peers and faculty that represents various parts of the world. In a brief time BNU has already made its mark in the region with the presence of students from SAARC countries among its student body, thereby extending its role as a platform for providing quality education, not only to Pakistani students but also by offering its expertise to neighbouring countries.

Creative, unique and diverse ideas that stem from this diversity extend significant advantages to our students. BNU, in its bid to ensure that quality educational opportunities are available to all worthy candidates, has put in place a very generous scholarship scheme that is aimed at offsetting and transforming constraints into opportunities for prospective students as well as existing students.

Having evolved from an insignificant number of students to a significant amount of student body from within and outside Pakistan, we believe your choice will be rewarded in the quality of your education and student experience.



Board of Directors (BOD)

Beaconhouse National University Foundation

1. Mrs. Nasreen Mahmud Kasuri, Chairperson BNUF
2. Dr. Moeed Yusuf, Vice Chancellor
3. Mr. Khurshid Mahmud Kasuri
4. Mr. Kasim Mahmud Kasuri
5. Dr. Parvez Hassan
6. Mr. Mueen Afzal
7. Ms. Christine Dawood
8. Mr. Azmat Isa
9. Dr. Ishrat Hussain
10. Mr. Nassir Mahmud Kasuri
11. Ms. Farzana Shahid, Registrar/Secretary

Board of Governors (BOG)

Beaconhouse National University

1. Mrs. Nasreen Mahmud Kasuri, Chairperson BNUF
2. Dr. Moeed Yusuf, Vice Chancellor
3. Mr. Khurshid Mahmud Kasuri
4. Mr. Kasim Mahmud Kasuri
5. Dr. Parvez Hassan
6. Mr. Mueen Afzal
7. Ms. Christine Dawood
8. Mr. Azmat Isa
9. Dr. Ishrat Hussain
10. Mr. Nassir Mahmud Kasuri
11. Chairman, Higher Education Commission, Islamabad
12. Chairman, Punjab Higher Education Commission, Lahore
13. Vice Chancellor, GC University, Lahore
14. Chairman, Punjab Higher Education Commission (PHEC)
15. Secretary Higher Education, Government of Punjab, Lahore
16. Ms. Farzana Shahid, Registrar/Secretary

THE OBJECTIVES OF BEACONHOUSE NATIONAL UNIVERSITY

Beaconhouse National University's objectives are deeply rooted in its mission to provide a transformative educational experience within the framework of a liberal arts institution. The university's goals encompass a wide range of academic, cultural, and social aspects:

Holistic Education

BNU aims to provide holistic education that cuts across traditional disciplinary boundaries. The university seeks to foster well-rounded individuals by integrating various fields of study and encouraging cross-disciplinary exploration.

Higher Education Access

One of BNU's core objectives is to offer higher education opportunities to students from diverse backgrounds. The university is committed to ensuring that deserving students are not denied access due to financial constraints, thereby promoting inclusivity and social mobility. BNU's wholesome scholarship program is a key aspect of the university's not-for-profit ethos that continues to remain a priority for the entire BNU community.

Equal Opportunities and Inclusiveness

The university's objectives emphasize providing equal opportunities for all, irrespective of their backgrounds. BNU's commitment to inclusivity extends to its admission policies, scholarship programs,

and support services.

Academic Freedom and Excellence

BNU values academic freedom, where both faculty and students are encouraged to explore diverse perspectives and engage in open dialogue. The commitment to excellence is reflected in BNU's efforts to maintain high academic standards and provide a world-class educational experience.

Liberal Arts Environment

The establishment of a liberal arts environment is a key objective. BNU aims to provide an educational atmosphere that emphasizes critical thinking, creativity, and intellectual exploration, enabling students to become versatile thinkers and learners. The product is not only a degree holder but also an analytical person capable of applying their skills across disciplines.

Research and Knowledge Expansion

BNU actively contributes to the expansion of knowledge through research and scholarly endeavors. The university promotes a culture of research and innovation, encouraging faculty and students to engage in meaningful academic dialogues and contribute to the advancement of various fields through publishing and disseminating knowledge.

Socially Conscious Approach

BNU's objectives align with a socially conscious outlook. The university endeavors to create a community of students and faculty aware of societal challenges, engage in community service, and work towards positive social change.

Cultural and Artistic

Enrichment: The university seeks to enrich the cultural and artistic landscape of the country by fostering creativity and artistic expression. BNU's programs in arts, design, and architecture contribute to the development of the arts and cultural sectors.

Engagement and Extracurricular Activities

BNU encourages a vibrant co-curricular atmosphere that promotes student engagement in extracurricular activities, fostering personal growth, leadership skills, and a sense of community.

Global Citizenship

BNU is dedicated to nurturing empowered and impactful global citizens. The university's educational approach encourages students to develop a broader worldview, engage with global issues, and contribute positively to society at both local and international levels. We pride ourselves on striving to promote responsible global citizens.

National and International Impact

BNU aspires to be recognized nationally and internationally for its contributions to education, research, and cultural enrichment. The achievements of its alumni and their placements in prestigious institutions validate the university's commitment to excellence.

Quality Infrastructure and Learning Environment

BNU's objectives include maintaining a conducive learning environment with modern infrastructure, well-equipped facilities, and a favourable student-faculty ratio to facilitate effective learning and knowledge transfer.

In summary, Beaconhouse National University's objectives encompass a wide spectrum of educational, cultural, and societal dimensions, all aimed at fostering a transformative educational experience that prepares students to become globally aware, socially conscious, and academically accomplished individuals.



Fall Semester - List of Programs - 2026-27

School	Programs
Mariam Dawood School of Visual Art & Design (MDSVAD)	DEPARTMENT OF FINE ARTS • Bachelor of Fine Arts in Visual Arts
	DEPARTMENT OF VISUAL COMMUNICATION DESIGN • Bachelor of Design in Visual Communication Design
	DEPARTMENT OF TEXTILE, FASHION AND ACCESSORIES DESIGN • Bachelor of Design in Textile, Fashion & Accessories Design Specialisation: TEXTILE & FIBRE Specialisation: FASHION Specialisation: JEWELLERY & ACCESSORIES
	DEPARTMENT OF INTERDISCIPLINARY STUDIES • Bachelor of Arts (Hons) Interdisciplinary Expanded Design & Art
Razia Hassan School of Architecture (RHSA)	Bachelor of Architecture
	Bachelor in Interior Design
Seeta Majeed School of Liberal Arts & Social Sciences (SLASS-DLA)	BS in Liberal Arts & Social Sciences
	Minor in: •Media Studies •Theatre, Film and TV Specialization in: •History •Literature •Political Science BS in Political Science
School of Media and Mass Communication (SMC)	• BS Communication and Immersive Media • BS Journalism and Media Studies Areas of Specialization a: Digital Media b: Public Relations & Advertising
	Department of Journalism & Mass Communication (JMC) Department of Theater, Film & TV (TFT) •BS in Theatre, Film & TV •MS Public Relations & Advertising •MS Film Direction

School of Computer and Information Technology (SCIT)	BS Computer Science Specialization: Artificial Intelligence, Cyber Security, Data Science, Multimedia & Game Development.
	BS Software Engineering Specialization: Software Development, Software Design & Architecture, Software Quality & Project Management, Cloud Computing, DevOps, Mobile & Web Development, Artificial Intelligence & Data Science.
	BS Artificial Intelligence Specialization: Data Science, Natural Language Processing, Computer Vision, AI Engineering.
	BS Management & Business Computing Specialization: Computing, AI for Businesses, Fintech, Software Project Management, UI/UX Design.
School of Education (SE)	MPhil Linguistics and TESOL.
	MPhil Educational Leadership and Management (regular and weekend tracks)
	Bachelor of Education (B. Ed. 4 years)
School of Management Sciences (SMS)	Department of Management Sciences (SMS-DMS)
	BBA (Hons) Specialization in:
	• Marketing
	• Finance
	• Entrepreneurship
	• Business Analytics
	BS Business Intelligence and Analytics
	Department of Economics (SMS-ECO)
	BS Economics
	BS Economics and Finance
	BS Economics with Minor in Data Sciences and Business Analytics
Institute of Psychology (IP)	Department of Hospitality Management (SMS-DHM)
	BS Hospitality Management
	BS in Applied Psychology with Specialization in anyone of the following: • Clinical Psychology • Organizational and Industrial Psychology • School Psychology
	MS Clinical and Counseling Psychology with Specialization in any one of the following: • Rehabilitation for Substance Abuse • Neurodevelopmental Disorders • School Psychology • Family and Marital Counseling • Adolescent Mental Health

Spring-2027 Semester - List of the Degree Programs

School	Degree Program Name
MDSVAD	Master of Art & Design Studies [MA ADS]
SLASS-DLA	BS in Liberal Arts & Social Sciences Minor in: • Media Studies • Theatre, Film and TV Specialization in: • History • Literature • Political Science BS in Political Science
SMC Department of Journalism & Mass Communication (JMC) & Department of Theater, Film & TV (TFT)	BS Communication and Immersive Media
	BS Journalism and Media Studies
	Areas of Specialization a: Digital Media b: Public Relations & Advertising
	BS in Theatre, Film & TV
	MS Public Relations & Advertising
	MS Film Direction
SMS-DMS	BBA (Hons.) Prospective Specializations: • Marketing • Finance • Entrepreneurship • Business Analytics BS Business Intelligence and Analytics
SMS-ECO	BS Economics BS Economics and Finance BS Economics with Minor in Data Sciences and Business Analytics
SMS-DHM	BS Hospitality Management





ZERO SEMESTER FOR FRESHMAN

Zero semester is a dedicated period before the official start of classes, exclusively designed for freshmen. It's aimed at bridging any potential gaps in knowledge or skills, familiarizing you with institutional policies and resources, and helping you build connections within the university community. It fosters a sense of belonging and community among new students, laying the groundwork for meaningful connections and friendships that will enrich your university experience.

Key Objective of Zero Semester:

- Zero Semester offers targeted support to address any academic deficiencies you may have, ensuring you're well prepared to excel in your coursework right from the start.
- During the Zero semester, you'll participate in comprehensive orientation sessions to acquaint yourself with our institution's policies, academic expectations, and available support services.
- Zero semester fosters a sense of belonging and community among

new students, laying the groundwork for meaningful connections and friendships that will enrich your university experience.

What to Expect During Zero Semester:

Zero semester sets the stage for a successful academic journey by providing essential support and resources to new students. By participating in Zero semester activities, you will gain the knowledge, skills, and connections necessary to thrive in your academic pursuits and beyond.



ADMISSION CRITERIA



The admission offer shall be made upon satisfying the following criteria:

BA (Hons) / BSc (Hons) Degree Programmes

(i) To be eligible for admission to undergraduate programmes, a candidate must satisfy any one of the following requirements: -

- FA/F.Sc. with at least second division (i.e. 495 marks) *.
- O-levels (at least 6 subjects for international students and 8 subjects for local students with IBCC equivalence) and 3 A-levels. Advanced Subsidiary (AS) will not be considered.
- High School Diploma and International Baccalaureate (IB) results with a CGPA of at least 2.50.

Note: Equivalence Certificate from IBCC is mandatory for all international qualifications i.e., O-Levels/A-Levels, High School Diploma, and International Baccalaureate, or equivalent.

- * For B.Arch. & BBA: in FA/FSc or equivalent with 60% marks, eight pass subjects of O-level and three pass subjects of A level, HSD and IB equivalent.
- * For B.Arch. & BBA: in FA/FSc or

equivalent with 60% marks, eight pass subjects of O-level and three pass subjects of A-level, HSD and IB equivalent.

- * For BS Business Intelligence and Analytics: in FA/FSc or equivalent with 55% marks, eight pass subjects of O-level and three pass subjects of A-level, HSD and IB equivalent.
- * For BS in Liberal Arts & Social Sciences: in FA/FSc or equivalent with 55% marks, eight pass subjects of O-level and three pass subjects of A-level, HSD and IB equivalent.
- * For the rest of the programs (until specified): in FA/FSc or equivalent with 50% marks, eight pass subjects of O-level and three pass subjects of A-level, HSD and IB equivalent.
- * For Software Engineering, a minimum 50% marks (550) are required in Intermediate (with Math or Biology#) or equivalent.

#Students of Intermediate (Pre-Medical Group) will be required to take deficiency courses in Mathematics of 6 Credit hours in their first year of study.

- * For Economics, Business Intelligence and Analytics, bachelor's in interior design and all degrees of School of Media and Mass Communication, a minimum 50% marks (550) required.

* Admission decisions will be subject to academic records and performance in the admission test, and an interview conducted by the respective School/ Department

(ii) Passing of BNU's written aptitude test & interview

(iii) The overall merit for the admission offer in the undergraduate degree programmes will be determined based on the aggregate as per degree specific requirement.

(iv) The Formula for the calculation of merit is as follows:

Matriculation		Intermediate	
<i>Marks Obtained * 30</i> <i>Total Marks</i>		<i>Marks Obtained * 45</i> <i>Total Marks</i>	
O Levels		A Levels	
Sum of Pak. equivalent Grade Points / Marks of all subjects calculated as follows:		Sum of Pak. equivalent grade points /marks of all subjects calculated as follows:	
Grades	Pak. Equivalent Grade Points/ Marks	Grades	Pak. Equivalent Grade Points/ Marks
A*	4.00	A*	15.0
A	3.20	A	12.0
B	2.80	B	10.5
C	2.40	C	09.0
D	2.00	D	07.5
E	1.60	E	06.0
F / U	0.00	F / U	00.0

(v) Student terminated from one BNU school on the basis of poor academic performance or on disciplinary grounds will not be eligible to seek admission to any other school of BNU.

university with a minimum CGPA of 2.5. *

- GAT, General Test, is mandatory from the National Testing Service or BNU UGAT with 50% score*.

(vi) Acceptance of a candidate rejected by one BNU school who is seeking admission in another BNU school will be subject to the approval of the Vice Chancellor.

- Passing of BNU's Written/Aptitude test, Interview

* 60% for all programs in the School of Education.

MS/M.Phil. Degree Programmes

Criteria for admission into MS/M.Phil. degree programmes are as follows: -

- MA or 16 years of education with a BA (Hons.) from a recognized

* For admission in the MA Art & Design Studies degree, GAT is not required. Instead, students are required to submit 10 images of their work (or prior academic papers in case of non-studio background), a one-to-two (1-2) page Statement of Intent and a CV.

Similarly, admission in the MA Art Education degree, GAT is not required and in lieu of that students are required to submit a current CV, one (1) page Statement of Intent, for applicants with an art background, a digital portfolio of their own work and their students' work (maximum 10 pieces each with captions) submitted on a CD or a USB. For applicants with a non-art background, a writing sample, sample lesson plans, course outlines, or curriculum documents.

Programmes Duration

The University requires students to complete their degrees within the stipulated time limit. For undergraduate and graduate qualifications, the maximum time allowance for completion of the degree is as follows: -

Program	Total Duration of Program	Extended Duration	Max. Duration of Program
4 Years Bachelors	4 years	2 years	6 years
5 Years Bachelors	5 years	2 years	7 years
2 Years MS/MPhil	2 years	2 years	4 years



F2026-List of the Degree programs & Admission Criteria

School	Degree program Name	Admission Criteria
Mariam Dawood School of Visual Art and Design	Department of Fine Arts • BFA Visual Arts Department of Visual Communication Design • BDes Visual Communication Design Department of Textile, Fashion & Accessories Design • BDes Textile, Fashion & Accessories Design Specialization: TEXTILE & FIBRE Specialization: FASHION Specialization: JEWELLERY & ACCESSORIES Department of Interdisciplinary Studies • BA (Hons) IEDA – Interdisciplinary Expanded Design & Art	FA/FSc or equivalent with 50% marks, O-level: 8 pass subjects, A level: 3 pass Subjects Admission decisions will be subject to academic records and performance in the admission test, and interview conducted by the respective department.
Razia Hassan School of Architecture	• Bachelor of Architecture • Bachelor in Interior Design	B.Arch: Minimum Criteria: FA/FSc or equivalent with 60% marks, eight pass subjects of O-level and three pass subjects of A-level, HSD and IB equivalent. B.ID: Minimum Criteria: FA/FSc or equivalent with 50% marks, eight pass subjects of O-level and three pass subjects of A-level, HSD and IB equivalent Admission decisions will be subject to academic records and performance in the admission test, and interview conducted by the respective department.
School of Liberal Arts and Social Sciences Department of Liberal Arts	• BS in Liberal Arts & Social Sciences Minor in • Media Studies • Theatre, Film and TV Specialization in : • History • Literature • Political Science • BS in Political Science • BS in Political Science with Specialization in International Relations	Minimum Criteria: FA/FSc or equivalent with 50% marks, eight pass subjects of O-level and three pass subjects of A-level, HSD and IB equivalent Admission decisions will be subject to academic records and performance in the admission test, and interview conducted by the respective department.

School	Degree program Name	Admission Criteria
School of Media and Mass Communication Department of Journalism & Mass Communication (JMC) & Department of Theater, Film & TV (TFT)	• BS Immersive Media • BS Journalism and Media Studies Areas of Specialization a: Broadcast Media b: Digital Media c: Public Relations & Advertising • BS in Theatre, Film & TV • MS Public Relations & Advertising • MS Film Direction	Minimum Criteria: FA/FSc or equivalent with 50% marks, eight pass subjects of O-level and three pass subjects of A-level, HSD and IB equivalent. Admission decisions will be subject to academic records and performance in the admission test, and interview conducted by the respective department. For MS programs: Minimum Criteria: 16 years of Education with a minimum CGPA 2.5 from HEC recognized universities. GAT is mandatory.
School of Computer and Information Technology	• BS Computer Science Specialization: Artificial Intelligence, Cyber Security, Data Science, Multimedia & Game Development • BS Software Engineering Specialization: Software Development, Software Design & Architecture, Software Quality & Project Management, Cloud Computing, DevOps, Mobile & Web Development, Artificial Intelligence & Data Science • BS Artificial Intelligence Specialization: Data Science, Natural Language Processing, Computer Vision, AI Engineering • BS Management & Business Computing Specialization: Computing, AI for Businesses, Fintech, Software Project Management, UI/UX Design • MS Computer Science	Minimum Criteria: At least 50 % marks in intermediate/A level, HSD and IB equivalent with compulsion of Math. Pre-Medical group can also apply. • MBC FA/FSc. or equivalent with 50% marks, O-level: 8 pass subjects, A-level: 3 pass Subjects Admission decisions will be subject to academic records and performance in the admission test, and interview conducted by the respective department. • MS Computer Science Prospective students must meet the following requirements for admission: • Possession of a degree earned after sixteen years of education in computing or a related discipline. • Minimum CGPA of 2.0 (on a scale of 4.0) or 60%

School	Degree program Name	Admission Criteria
School of Management Sciences Department of Management Sciences	• BBA Prospective Specializations: Marketing Finance Entrepreneurship Business Analytics • BS Business Intelligence and Analytics	Minimum Criteria (BBA): F.A/FSc or equivalent with 60% marks, eight pass subjects of O-level and three pass subjects of A level, HSD and IB equivalent. Minimum Criteria (BIA): F.A/FSc or equivalent with 55% marks, eight pass subjects of O-level and three pass subjects of A-level, HSD and IB equivalent Admission decisions will be subject to academic records and performance in the admission test, and interview conducted by the respective department.
School of Management Sciences Department of Economics	• BS Economics • BS Economics and Finance • BS Economics with Minor in Data Sciences	Minimum Criteria: F.A/FSc or equivalent with 50% marks, eight pass subjects of O-level and three pass subjects of A-level, HSD and IB equivalent Admission decisions will be subject to academic records and performance in the admission test, and interview conducted by the respective department.
School of Management Sciences Department of Hospitality Management	• BS Hospitality Management	Minimum Criteria: F.A/FSc or equivalent with 50% marks, eight pass subjects of O-level and three pass subjects of A-level, HSD and IB equivalent Admission decisions will be subject to academic records and performance in the admission test, and interview conducted by the respective department.

School	Degree program Name	Admission Criteria
School of Education	• MPhil Linguistics and TESOL. • MPhil Educational Leadership and Management. • MPhil in Educational Leadership and Management (weekend track) • Bachelor of Education (B.Ed)	B.Ed: A minimum of eight (8) pass subjects at O-Level (or equivalent) A minimum of three (3) pass subjects at A-Level (or equivalent) with an overall average grade of C. Provision of an official IBCC equivalence certificate confirming equivalency to the Pakistani HSSC 16 years of education with at least 2.5 CGPA in the last degree At least 50% marks in GAT (NTS or UGAT, BNU) Weekend Track Criteria All of the above requirements and Minimum 3 years of work experience at a managerial or leadership role in an educational setting. Performance in the admission interview. Admission decisions will be subject to academic records and performance in the admission test, and interview conducted by the respective department.
Institute of Psychology	• BS in Applied Psychology with Specialization in anyone of the following: · Clinical Psychology · Organizational and Industrial Psychology · School Psychology • MS Clinical and Counseling Psychology with Specialization in any one of the following: · Rehabilitation for Substance Abuse · Neurodevelopmental Disorders · School Psychology · Family and Marital Counseling · Adolescent Mental Health	BS-IP Minimum Criteria: F.A/FSc or equivalent with 50% marks, eight pass subjects of O-level and three pass subjects of A-level, HSD and IB equivalent. MS-IP Minimum Criteria: 16 years of Education (relevant background) with a minimum CGPA 2.5 from HEC recognized universities. GAT is mandatory. Admission decisions will be subject to academic records and performance in the admission test, and interview conducted by the respective department.

Note:

O-levels (at least 6 subjects for international students and 8 pass subjects for local students with IBCC equivalence) and 3 complete pass subjects of A-levels. Advanced Subsidiary (AS) will not be considered.

High School Diploma and International Baccalaureate (IB) result with at least 2.5 CGPA.

Equivalence Certificate from IBCC is mandatory for all international qualifications i.e. O-Levels/A-Levels, High School Diploma, and International Baccalaureate, or equivalent.

In case of A level result awaited additional documents required:

- Statement of Entry
- A-Level School Transcripts
- As-level grades (If Any)
- An undertaking application for Provisional Admission Request

In case of Inter result awaited additional documents required:

- Inter Part II Roll number slip.
- Hope Certificate (In case of School registered Candidates)

SCHOLARSHIPS

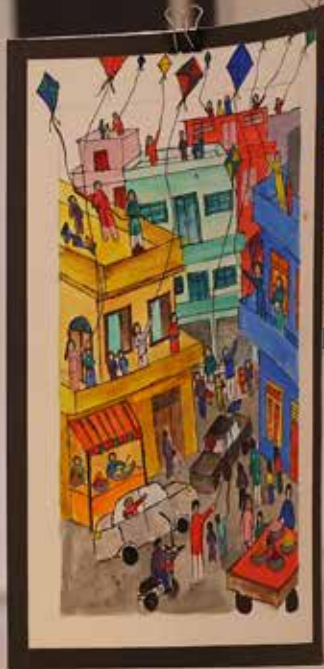
At BNU, we are dedicated to ensuring that deserving students have the opportunity to pursue their education based on merit, without being hindered by financial barriers. As part of our commitment to fostering academic excellence and promoting inclusivity, we prioritize increasing both the amount and accessibility of scholarships for our students. We are proud to offer scholarship assistance and waivers of up to 100 percent, empowering students to fully engage in their educational journey. To maintain fairness and accountability, it is important to note that scholarships are awarded for the assigned duration of the student’s course of study at BNU. Any additional semesters beyond the stipulated time will not be eligible for scholarship assistance. The following table provides an overview of the scholarship opportunities available at BNU, reflecting our ongoing commitment to supporting our students in achieving their academic and professional goals.

Scholarship Program	Eligibility Criteria	Percentage Coverage
VC Scholarship	• 3A* (all three complete subjects in A-level) or 90% or above in Intermediate or an equivalent with a personal statement. • To maintain a VC scholarship, the applicant’s CGPA should not drop below 3.2 CGPA.	100% scholarship
Deans Scholarship	• 35% weightage to Matric/O level, 35% to Intermediate/A level, 30% BNU Admissions Test/Interview and Portfolio • To be eligible for the scholarship, the aggregate score of the criteria should be more than 80% • BNU will offer need/merit-based scholarships to students who meet the set criteria of the BNU selection process, ensuring they also maintain a minimum qualifying CGPA to retain the scholarship. • Demonstrating need is a prerequisite to qualify for this scholarship • Eligibility criteria will be assessed for determination • Merit for the scholarship will be decided by the BNU scholarship committee	100% scholarship
Need Based Scholarship	• This scholarship is for students who belong to a low-income family. • Scholarships equal to 25%-50% of tuition fee may be granted upon verification of financial hardship on the recommendation of Scholarship Committee. • The BNU Scholarship Committee will conduct an annual review of the recipient’s financial status to determine their ongoing eligibility for the need-based scholarship. • Student must maintain a minimum of 2.65 CGPA	up to 50% scholarship

Scholarship Program	Eligibility Criteria	Percentage Coverage
Merit Based Scholarship	• Applicants with 90% or above marks in their FA/FSc examination; or 3As in A level or equivalent will be eligible for 75% merit scholarship • Applicants with 80% or above marks in their FA/FSc examination; or 2As in A level or equivalent will be eligible for 50% merit scholarship • Applicants applying for this scholarship will be eligible for other scholarships	up to 75% scholarship
Transgender Inclusion Scholarship	• Valid CNIC with marked X category • 50% scholarship will be awarded to two selected applicants • Out of station students will receive a hostel stipend equivalent to the BNU hostel fee) • Applicants applying for this scholarship must meet BNU minimum eligibility criteria	50% scholarship
Sports Scholarship	• Students who have won single medals (Gold/Silver/Bronze) at national or provincial levels are eligible for consideration. • Applicants applying for this scholarship will be eligible for other scholarships. • Students must maintain a minimum CGPA of 2.5. • To continue receiving the scholarship, students must be part of BNU's training and tournaments. Performance will be evaluated annually.	50% scholarship to 2 male & 2 female applicants
BNU Institutional Support	• BNU offers institutional discounts to students from non-profit and public sector schools that have a formal partnership or MOU with BNU. If your school or college is eligible for this discount, it will automatically be applied to your tuition fees upon admission to BNU. • Applicants from the aforementioned schools are encouraged to apply and complete the BNU admission process. • 75% or above percentage in Secondary School (Matric/O level or equivalent) and in Higher Secondary School (Intermediate/ A level or equivalent). • To retain this scholarship, applicants must maintain a minimum CGPA of 3.0	25% scholarships

The South Asia Foundation awards the Madanjeet Singh Art Scholarships to talented students from South Asia. Sixteen students from Afghanistan, Bangladesh, Bhutan, India Maldives, Nepal, Pakistan, and Sri Lanka are fully funded and are part of the BNU family.

Applicants coming from BSS / Concordia will receive a fee waiver of 100% on the Admission Fee.



Academic Calendar – 2026-27

Fall Semester 2026

16-weeks Classes+ 1-week Mid Exams+ 1-week Final Exam=18-weeks

Early Admission	
Admission Announcement	Friday April 3rd, 2026
Application Deadline	Tuesday June 30th, 2026
Admission Test & Interview	Thursday July 2nd – Thursday 9th July 2026
Display of Merit Lists/Issuance of Challans/Offer Letters	Monday July 13th, 2026 Thursday July 16th, 2026 (only for SVAD)
NBS Application Deadline	Tuesday June 30th, 2026
NBS Decision	Friday July 24th, 2026
Payment of Dues	Due date: Wednesday July 29th, 2026 Valid date: Friday July 31st, 2026
Regular Admission	
Admission Announcement	Thursday July 2nd, 2026
Application Deadline	Wednesday July 29th, 2026
Admission Test & Interview	Thursday July 30th-Wednesday August 05th, 2026
Display of Merit Lists	Saturday August 8th, 2026
NBS Application Deadline	Wednesday July 29th, 2026
NBS Decision	Monday August 17th, 2026
Payment of Dues	Due date: Wednesday August 19th,2026 Valid date: Thursday August 20th,2026
Zero Week	Monday September 14th, 2026
Commencement of Classes	Monday September 21th, 2026
Enrolment & Semester Fee Payment	
Deadline for NBS Applications	Monday, July 20, 2026
Award of NB Scholarships- Existing Students	Thursday, August 13, 2026
Issuance of fee challan – Existing Students	Monday, August 17, 2026
Online Course Enrollment – Existing Students	Friday, August 28, 2026–Friday, September 04, 2026
Due/Valid Date of Semester Fee Payment – Existing Students	Due Date: Friday, September 04, 2026 Valid Date: Wednesday, September 09, 2026
Zero Week	Monday, September 14, 2026 – Saturday, September 21, 2026

Online Course Enrollment – New Students	Monday, September 14, 2026 – Wednesday, September 16, 2026
Online Course Add/Drop	Thursday, September 24, 2026 – Friday, September 25, 2026
Online Course withdrawal	Monday, October 12, 2026 – Friday, November 27, 2026
Classes & Exam Schedule	
Commencement of Classes-Existing	Monday, September 21, 2026
Commencement of Classes-New	Monday, September 21, 2026
Mid Term Exams (9th Week)	Monday, November 16, 2026 – Friday, November 20, 2026
Last day of Classes (17th Week)	Saturday, January 16, 2027
Final Exams (18th Week)	Monday, January 18, 2027 - Saturday, January 23, 2027
Semester Break/Winter Break	Saturday, January 10, 2026 - Tuesday, January 13, 2026
(2 Week)	Monday, January 25, 2027 – Friday, February 5, 2027
Announcement of Result	Friday, January 29, 2027

Spring Semester 2027

16-weeks study + 1-Mid Exams + 1 Week Spring Break + 1-week Final Exam = 19 weeks

Early Admission	
Admission Announcement	Tuesday, November 10, 2026
Application Deadline	Friday, January 15, 2027
Admission Test & Interviews	Monday, Jan. 18, 20-Wednesday, Jan. 20, 2027
Display of Merit Lists/Issuance of challan/Admission Offer Letter	Friday, January 22, 2027
Payment of Dues	Due Date: Monday, Jan 27, 2027 Valid Date: Thursday, Jan 29, 2027
Regular Admission	
Admission Announcement	Friday, Jan 1st, 2027
Application Deadline	Wednesday, Jan 20, 2027
Admission Test/Interviews	Thursday, Jan 21 - Friday, Jan 22, 2027
Display of Merit Lists/Issuance of challan/Admission Offer Letter	Saturday, Jan 23, 2027
Last Date Fee Payment (Due & Valid Date)	Friday, Jan 29, 2027
Enrolment & Semester Fee Payment	
Online Course Enrollment – Existing Students (Zero Week)	Tuesday, February 02, 2027 –Friday, February 5, 2027
Online Course Enrollment – New Students (Zero Week)	Monday, February 08, 2027 – Tuesday, February 11, 2027
Online Course Add/Drop	Thursday, February 11, 2027 – Friday, February 12, 2027
Online Course withdrawal	Monday, March 01, 2027 - Friday, April 23, 2027

Issuance of fee Challan	Monday, Jan 04, 2027
Due/Valid Date of Semester Fee Payment – Existing Students	Due Date: Friday Jan. 22, 027 Valid Date: Friday, Jan 29, 2027
Classes & Exam Schedule	
Commencement of Classes -Existing	Monday, February 08, 2027
Commencement of Classes & Orientation – for Regular Admission Intake	Monday, February 08, 2027
Spring Break	Monday, March 22, 2027 – Friday, March 26, 2027
Mid Term Exams (10th week)	Monday, April 12, 2027 – Friday, April 16, 2027
Last day of Classes (18th Week)	Friday, June 11, 2027
Final Exams (19th week)	Monday, June 14, 2027 – Saturday, June 19, 2027
Semester Break	Monday, June 28, 2027 –Friday, July 09, 2027
Announcement of Result	Friday, June 23, 2027

Summer Semester 2027

8-weeks study + 1-week Exams = 9-weeks

Summer Admissions (MA Art Education) Subject to the confirmation by the MDSVAD	
Admission Announcement – MA AE	Monday, March 22, 2027
Application Deadline – MA AE	Wednesday, April 14, 2027
Interview/Portfolio – MA AE	Thursday, April 15-17, 2027
Display of Merit Lists – MA AE	Saturday, April 18, 2027
Issuance of Fee Challans	Saturday April 18, 2027
Deadline for NB Sch. Applications (1st W)	Friday, April 17, 2027
Payment of Dues (2W)	Monday, May 3, 2027
Award of NB Scholarships (3rd W)	Monday, May 10, 2027
Online Course enrollment (MAAE New students)	Thursday, June 10, 2027
Commencement of Classes	Monday, June 14, 2027
Enrolment & Semester Fee Payment – Regular Summer Semester	
Online Course Enrollment	Wednesday, July 7, 2027 – Friday July 9, 2027
Online Course Add/Drop	Thursday, July 15, 2027 - Friday July 16, 2027
Online Course withdrawal	Monday, July 19,2027 – Friday August 20, 2027
Due/Valid Date of Semester Fee Payment	Friday, July 30, 2027
Classes & Exam Schedule – Regular Summer Semester	

Commencement of Classes & Orientation (Existing Student)	Monday, July 12, 2027
Mid Term Exams	Monday, August 9, 2027 - Wednesday, August 11, 2027
Last day of Classes (8th W)	Friday, September 3, 2027
Examination (1W)	Monday, September 6, 2027 – Friday, September 10, 2027
Semester Break/Summer Break (1W)	Monday, September 13, 2027 - Friday, September 17, 2027
Announcement of Result (1W)	Friday, September 17, 2027

Holidays 2026-27

Eid Milad un-Nabi*	Wednesday, August 26, 2026
Iqbal Day Monday,	November 09, 2026
Quaid-e-Azam Day	Friday, December 25, 2026
Kashmir Day	Friday, February 05, 2027
Pakistan Day	Tuesday, March 23, 2027
Labor Day	Saturday, May 01, 2027
Eid-ul-Fitar*	Tuesday, March 9, 2027
	Thursday, March 11, 2027
Eid-ul-Azha*	Sunday, May 16, 2027
	Tuesday, May 18, 2027
Yom-e-Takbeer	Friday, May 28, 2027
Ashura*	Tuesday, June 15, 2027
	Wednesday, June 16, 2027
Independence Day	Saturday, August 14, 2027

**Subject to the appearance of moon*

Public Holidays of Minorities in Pakistan

Hindus	Diwali	Nov 8, 2026
	Dasara/Dussehra	Oct 11, 2026
	Holi	Mar 4, 2026
	Vaisakhi	April 14, 2027
Buddhist	Lunar New Year	Feb 17, 2027
	Buddha Day (Vaisakha Puja, Wesak)	May 24, 2027
	Easter – Christian	Apr 5, 2027
Christians	Christmas Day	Dec 25, 2027
Sikhs	Installation of the Guru Granth Sahib	Sept 1, 2027
	Diwali	Nov 8, 2027
	Guru Nanak Dev Ji Jayanti	Nov 24, 2027
	Guru Gobind Singh Jayanti	Jan 6, 2027
	Vaisakhi (Sikh New Year)	April 14, 2027

Activity	Minimum* Number of Weeks	Inclusive of
Fall Semester	18 weeks	- Classes + make up classes - Exams + quiet period etc.
Winter Break	02 weeks	- Submission/announcement of grades - Promotion assessment - Registration of courses and orientation for spring semester
Spring Semester	19 weeks (18 + spring break)	- Classes + make up classes- Spring break (one week) - Exams + quiet period etc.
Semester Break	03 weeks	- Submission/announcement of grades - Planning of summer semester for failure cases - Registration of courses and orientation for summer semester
Summer Semester	09 weeks	- Classes + make up classes - Exams + quiet period etc.
Semester Break	01 weeks	- Submission/announcement of grades - Promotion assessment - Registration of courses and orientation for fall semester
Total Weeks	52 weeks	



MDSVAD



DEAN'S MESSAGE

As we commence another academic year at the Mariam Dawood School of Visual Arts and Design (SVAD), we reflect upon 2025–2026 as a period of significant institutional progress.

The Undergraduate Degree Show

2026, our largest to date, presented 142 thesis projects across Visual Arts, Visual Communication Design, Textile, Fashion and Accessories, and IEDA (Interdisciplinary Expanded Design and Art), highlighting the critical and creative engagement of our students. Alongside this, initiatives such as NothingFest, IEDAs Journal, the Mind Bind

exhibition, and the Climate Coloniality Conference under the UNESCO Chair on Inclusion through Art advanced our commitment to inclusivity. We also laid the groundwork for an AI initiative through workshops and a webinar on AI in art and design education, launched SVAD digital publications with the first edition of *Knowledge in the Making*, and established the (symbolic) Department of Emerging Learning Models (DELM) to pioneer innovative approaches to micro-credentials, including Nano Degrees and Go Degrees.

To our new students, welcome. Whether you explore traditional media, emerging technologies, collaborate across disciplines, or address sustainability and social justice, SVAD is where creativity shapes the future. These new pathways are designed to empower learners to navigate the evolving landscape of art, design, and technology through flexible, fast-track opportunities while fostering critical thinking and creative practice. We look forward to seeing what you will imagine, question, and create.

Prof. Rashid Rana

Dean, Mariam Dawood School of Visual Arts and Design

SVAD MISSION STATEMENT

The School of Visual Arts and Design seeks to develop an independent vision amongst its students, faculty and alumni through ideas and practices in contemporary art and design that cut across geographical and cultural boundaries and through a discursive process between diverse perspectives and paradigms, giving way to Interdisciplinarity. The school aims for a research environment that nurtures well-informed and reflective professionals who can contribute to the world collaboratively, critically and creatively.

At the Mariam Dawood School of Visual Arts and Design, we:

01. Value current ideas and practices in visual arts and design that cut across geographical and cultural boundaries, seeking to foster an independent vision amongst our students, faculty and alumni.
02. Structure our programmes in a way that allow students the freedom to forge a personalised path of exploration within the broad discipline of their choice without having to opt for a medium from the onset.
03. Maintain a discursive environment that encourages dialogue between diverse perspectives and paradigms.
04. Develop a research environment that nurtures well-informed and reflective professionals who can contribute to the world critically and creatively.
05. Nurture adaptive abilities that allow students to respond insightfully and urgently to the needs of the future.

ABOUT SVAD

Mariam Dawood School of Visual Arts and Design welcomes new forms of visual experience and offers a multidisciplinary approach as a way to explore the connection between art, design and different branches of knowledge. We believe that art and design education must equip both faculty and students, with adaptive tools, skills and strategies to develop multi-modal ideas relevant

to the changing interconnections and contexts of global learning. SVAD encourages experimentation and aims to ensure that each student is visually articulate, conceptually mature and equipped with the ability to consolidate ideas and concepts. Providing our students with the opportunity to achieve their creative analytical potential is a primary objective, with a focus on being responsible citizens that contribute to the social fabric of the places they inhabit.

Our ever-evolving curriculum is based on constant introspection and revision of our programme, keeping it at-par with international standards and trends in education.

We owe this in large part to our faculty: drawn from diverse backgrounds from all parts of the country as well as from abroad, they are well-known practicing professionals in their respective fields and it is their hands-on knowledge of

contemporary and traditional practice that guides the experience of students. The faculty regularly participates in local and international exhibitions, undertakes design and craft community projects and participates in seminars, conferences and workshops.

SVAD believes in taking the lead in celebrating diversity through creative

inquiry. From the outset, our students have the choice of cross-cutting across disciplines, blurring and questioning existing lines and engaging in a close dialogue between local and global perspectives. SVAD's degrees are accredited by HEC and its students have qualified for Fulbright Scholarships, international residencies, projects and exhibitions.

Mariam Dawood School of Visual Arts and Design is proud to host art and design students from all SAARC countries. They are supported by the South Asia Foundation and the UNESCO Madanjeet Singh Institute of South Asian Arts [UMISAA]. Sharing teaching and learning experiences with people from diverse cultures and places helps build enduring relationships, making BNU-SVAD a truly unique institution in the region.





SVAD DEPARTMENTS & DEGREE PROGRAMMES

Foundation Studies

Introduction

The Foundation Studies programme is a seminal year for all students of SVAD. It prepares students for their future majors in Visual Art, Visual Communication Design, Textile, Fashion and Accessories Design, and Interdisciplinary and Expanded Design & Art by introducing them to practical techniques of art-making while also setting the groundwork for critical and conceptual thinking. Having a dynamic curriculum that aims to stay relevant to current global trends

in art practices, it has evolved further to give students an even better grasp on their chosen field of study, while simultaneously giving them the freedom to explore a wide range of creative avenues. In its new role, the Foundation programme will provide broad-based fundamental knowledge in the Fall semester, and then, in the Spring, move on to imparting skills and concepts more specific to post-Foundation disciplines through offering electives.

Studio courses deal with several mediums and approaches towards art production, while their ideological counterparts are provided by theory courses dealing with visuality and memory. A hybrid studio/theory course dealing with contextuality strives to provide their art-making

with context through historical and contemporary aesthetic philosophies. Students are equipped with methodologies for visually articulating their ideas, individually as well as collaboratively, and are encouraged to use art and design as agents of change in their societies.

The first year may be overwhelming for any art student trying to determine a future career path. Keeping this and the diverse educational backgrounds and learning capacities of our student body in mind, the programme is designed to nurture their individual artistic personalities in order to help them identify their own interests, and eventually grow into confident individuals ready to carve out their niche in the world.



DEPARTMENT OF FINE ARTS

Introduction

The Department of Fine Arts at Mariam Dawood School of Visual Arts & Design (MD-SVAD) offers students expanded possibilities of cutting across disciplines: researching, archiving, questioning and reinventing existing methods of Art-making. This department equips students with the freedom to forge their personal paths. Students learn to take a position on issues important to them, using contemporary strategies of visual research and problem solving. This system nurtures well-informed, socially conscious and reflective artists. Students learn to interact with communities and engage with the city in an active way, responding to discursive environments and creating dialogues between different perspectives. Their works present their analysis, challenge the status quo, and question the so-called predetermined, given boundaries. There is a deep interest in history and exploring notions of identity, ideas of materiality, storytelling and interpretation. The works take diverse creative approaches yet we find them deeply grounded in the reality of the times we are living in.

The Department of Fine Arts has contributed to the development of contemporary art practices in Pakistan immeasurably. The practices of the faculty and alumni of this department speak to

audiences across the globe. This has contributed to the reputation of Pakistani art internationally. Graduates from the Department of Fine Arts at MD-SVAD are offered places in the most sought-after programmes and residencies across the world. They are awarded grants, scholarships, funding for higher education and other competitive projects. The faculty and alumni continue to showcase their work in the world's most prestigious platforms such as international festivals, biennials and triennials.

BFA Visual Arts Introduction

The Visual Arts programme offered by the Fine Arts Department at SVAD is idea-led and encourages students to work fluidly, developing adaptive tools without forcing them to select one stream in the initial years of their study. At the Department of Fine Arts at the Mariam Dawood

School of Visual Arts and Design, students work closely with faculty and visiting artists through thematic electives, workshops, residencies, integrated studios (in semester 3 between all departments at SVAD and later in semester 4 between Visual Arts and Visual Communication Design) and the Fine Art Major Studios. They progress through an exciting pool of diverse studio and theory electives, which also includes areas outside of art and design disciplines. Combining all this experience with the Integrated and Major Studios, students develop their conceptual concerns. This process helps them nurture an investigative holistic vision and makes them critical observers. As a result of this, the works produced have a relevant, conceptually solid foundation. Emphasis is placed on helping students discover their individual concerns through observation and research while exposing them to a variety of media gradually narrowing down to the medium(s) best suited for their practice.



ROAD MAPS - BFA Visual Arts

Year 1 - Semester I (Foundation Year)

FDY-101	2 Dimensionality: Drawing & Surface Tensions	3
FDY-102	3 Dimensionality: Space & Form	3
FDY-103	4 Dimensionality: Time, Virtuality & AI	3
FDY-104	Contextuality: Art, Society & Civics	3
FDY-105	Visuality: Form and Content	3
FDY-106	Memory: Visual Culture Through Time	3
GEN-104	Functional English (1up)	3
		21

Year 1 - Semester II (Foundation Year)

See List	Foundational Studio Elective (module based)	3
See List	Foundational Studio Elective (module based)	3
See List	Foundational Studio Elective (module based)	3
See List	Foundational Studio Elective (module based)	3
FDY-115	Foundational Theory Elective	3
FDY-116	Research Methods in Art & Design	
FDY-129	OR Academic Writing and Critical Reading	
	OR Visual Thinking: Data Visualisation & Archives	
FDY-117	Foundational Theory Elective	3
FDY-118	History of Visual Arts	
FDY-137	OR History of Communication Design	
FDY-130	OR History of Textile, Fashion and Accessories	
	OR History of Trans-disciplinarity	
GEN-120	Introduction to Liberal Arts	3
		21

ROAD MAPS - BFA Visual Arts

Year 2 - Semester III

IDE-202	Integrated Studio (SVAD)	3
IDE-201	History of Ideas (Mandatory Theory)	3
See List	Studio / Theory Elective (Art & Design)	3
See List	Studio / Theory Elective (Art & Design)	3
See List	Studio / Theory Elective (Other Discipline)	3
GEN-112	Islamic studies	2
GEN-	Fehm-ul-Quran-I / Ethics	1
		18

Year 2 - Semester IV

See List	Integrated VA/TFA/VCD Studio	3
See List	Visual Arts Studio Elective	3
See List	Visual Arts Studio Elective	3
See List	SVAD Studio Elective	3
IDE-276	Expanded Research Paradigms	3
GEN-111	Ideology of Pakistan	2
GEN-132	Pakistan Studies	2
GEN-	Fehm-ul-Quran-II / Ethics	1
		20

Year 3 - Semester V

BVA-300	Visual Arts Major Studio I	6
*Gen-	Community Service	1
See List	Visual Arts Studio Elective	3
See List	Visual Arts Theory Elective	3
See List	SVAD Theory Elective	3
		15+1

ROAD MAPS - BFA Visual Arts

Year 3 - Semester VI

BVA-301	Visual Arts Major Studio II	6
See List	Visual Arts Studio Elective	3
See List	SVAD Studio Elective	3
See List	SVAD Theory Elective	3
		15

Year 3 - Summer

See list	Fieldwork/Internship for Professional Practice	3

Year 4 - Semester VII

BVA-400	Visual Arts Major Studio III	9
See List	SVAD Studio Elective	3
See List	Current Discourse in VA	3
		15

Year 4 - Semester VIII

BVA-401	Visual Arts Major Studio IV	12
See List	Professional Practices in Visual Arts	3
		15
	Total Credits Required	144

*School has the right to offer this course in any semester

Career paths

Visual Artist, Painter, Performance Artist, Photographer, Printmaker, Sculptor, Public Arts, Theatre Set Designer, Video Artist, Art Administrator, Art Educationist, Ceramicist, Curator, Multimedia Artist, Exhibition and Event Designer, Furniture Designer, Illustrator, Installation Artist, Interior Designer, Landscaping Artist, Lighting Designer, Model Maker, Entertainment Industry, Fashion Industry, Film and TV, Advertising, Computer Graphics-related Professions.

DEPARTMENT OF VISUAL COMMUNICATION DESIGN

Department Introduction

The Visual Communication Design VCD department at SVAD focuses on the role of the modern designer and design-thinker with a deep understanding of the core principles of design, the integration of technology and their accumulative application in the form of images, interactions and objects. The Department of Visual Communication Design endeavors to generate a mindset that allows students to combine a critical understanding of context with acquired conceptual and technical skills, allowing them to enact design interventions in environments that are real, virtual or imagined. While acknowledging and maintaining contact with conventional skills like print, layout and typography, our students are trained to be proficient in animation, motion graphics, information graphics, game design, application design and interactive experiences. Over the years the department has encouraged a process-oriented approach through collaborations with various local and international organizations in the environmental, educational, entrepreneurial and social welfare sectors. Our students have also gone on to win local and international recognition for their excellence in further academic pursuits, and have displayed professional achievements in the form of awards and nominations.

BDes. VCD Introduction

A BDes Visual Communication Design degree prepares students to comprehend and generate creative solutions to the visual communication needs of the time. Students enrolled in the Visual Communication Design programme will also develop the skills they need to understand and plan communication strategies required to create effective imagery and products. The programme is organised into a four-year system of study

(including the Foundation year) that provides a solid understanding of design thinking while utilising a transdisciplinary approach to meet the challenges of an ever-evolving marketplace. Studio work is supplemented with strong liberal arts components, in the belief that designers should be grounded in a broad base of knowledge, including process, execution, form, and content, within the context of user needs.



ROAD MAPS - BDes. Visual Communication Design

Year 1 – Semester I (Foundation Year)

FDY-101	2 Dimensionality: Drawing & Surface Tensions	3
FDY-102	3 Dimensionality: Space & Form	3
FDY-103	4 Dimensionality: Time, Virtuality & AI	3
FDY-104	Contextuality: Art, Society & Civics	3
FDY-105	Visuality: Form and Content	3
FDY-106	Memory: Visual Culture Through Time	3
GEN-104	Functional English (1up)	3
		21

Year 1 - Semester II (Foundation Year)

See List	Foundational Studio Elective (module based)	3
See List	Foundational Studio Elective (module based)	3
See List	Foundational Studio Elective (module based)	3
See List	Foundational Studio Elective (module based)	3
FDY-115	Foundational Theory Elective Research Methods in Art & Design	3
FDY-116	OR Academic Writing and Critical Reading	
FDY-129	OR Visual Thinking: Data Visualization & Archives	
FDY-117	Foundational Theory Elective History of Visual Arts	3
FDY-118	OR History of Communication Design	
FDY-137	OR History of Textile, Fashion and Accessories	
FDY-130	OR History of Trans-disciplinarity	
GEN-120	Introduction to Liberal Arts	3
		21

Year 2 - Semester III

IDE-202	Integrated Studio (SVAD)	3
IDE-201	History of Ideas (Mandatory Theory)	3
See List	Studio / Theory Elective (Art & Design)	3
See List	Studio / Theory Elective (Art & Design)	3
See List	Studio / Theory Elective (Other Discipline)	3
GEN-112	Islamic Studies	2
GEN-	Fehm-ul-Quran-I / Ethics	1
		18

Year 2 - Semester IV

See List	Integrated VA/TFA/VCD Studio	3
See List	Visual Communication Design Studio Elective	3
See List	Visual Communication Design Studio Elective	3
See List	SVAD Studio Elective	3
IDE-276	Expanded Research Paradigms	3
GEN-111	Ideology of Pakistan	2
GEN-132	Pakistan Studies	2
GEN-	Fehm-ul-Quran-II / Ethics	1
		20

Year 3 - Semester V

VCD-300	Visual Communication Design Major Studio I	6
*Gen-	Community Service	1
See List	Visual Communication Design Studio Elective	3
See List	Visual Communication Design Theory Elective	3
See List	SVAD Theory Elective	3
		15+1

Year 3 - Semester VI

VCD-301	Visual Communication Design Major Studio II	6
See List	Visual Communication Design Studio Elective	3
See List	SVAD Studio Elective	3
See List	SVAD Theory Elective	3
		15

Year 3 - Summer

See list	Fieldwork/Internship for Professional Practice	3

Year 4 – Semester VII

VCD-400	Visual Communication Design Major Studio III	9
See List	SVAD Studio Elective	3
See List	Current Discourse in VCD	3
		15

Year 4 – Semester VIII

VCD-401	Visual Communication Design Major Studio IV	12
See List	Professional Practices in Visual Communication Design	3
		15
	Total Credits Required	144

*The school has the right to offer this course in any semester

Career paths

UI/UX, Advertising, Animation, Broadcast/TV Graphics, Design Education, Game Design, App Design/ Development, Art Direction, Brand Strategy, Copy Writing, Corporate Design, Design Activism, Editorial and Book Illustration, Exhibition & Display Design, Multimedia Design, Print and Publication Design, Packaging Design, Service Design, Social Media Communication, Web Design, Interface Design.

DEPARTMENT OF TEXTILE, FASHION & ACCESSORIES DESIGN

Introduction

The Textile, Fashion and Accessories (TFA) Design department at BNU SVAD has evolved with a dynamic vision to meet the ever-changing ecology of design. Global and regional expectations in the context of design morphology have led to the restructuring of the TFA curriculum with renewed passion. The new TFA structure allows students to decipher their own customised learning path, choosing electives of their choice which act as a scaffolding to support their design investigations. Currently, the TFA department meets its objectives with a multi-fold approach; it actively assists students in exploring their potential as design professionals who can conceptualise innovative ideas and translate them into creative solutions for industrial as well as artistic practice. Current local and international design trends are introduced in response to changing global developments, focusing on “green” design solutions. Students are encouraged to contextualise their design identity within a wider communal fabric, where the socially conscious thinker-designer gives back to the community in a positive way. The programme combines active research and practice, relying heavily on the rich cultural traditions of South Asia as well as contemporary international

art and design practices. Courses are structured to stimulate learning through a multidisciplinary mode of study, thereby questioning, exploring, developing and realising ideas and concepts. Through discussion and debate with distinguished academics, artists, designers, crafts people and professionals in the industry, students learn to extend their observational, analytical, technical and communication skills to become innovators in their fields.

The department offers a multi-faceted approach. Students interact with faculty from Fashion, Textile, Accessories Design, Visual Arts and Visual Communication Design, thus learning holistically before specialising in their area of interest to emerge with a unique skill set. Studies are closely linked to the industry to provide opportunities to actively engage in live projects, competitions, design fairs and art exhibitions. In their final year of study, students are mentored by leading designers and artists, working their way up to the development of a portfolio of bespoke designs for Textiles, Fashion and Accessories.

BDes. TFA Introduction

The degree of Textile, Fashion and Accessories Design offers specializations in three distinct areas which have strongly connected streams: Textile and Fibre Studies, Fashion, and Jewellery and Accessories Design. Each of these specializations leads to a wide array of

career paths. The uniqueness of this degree programme at BNU-SVAD lies in the curricula strategy, whereby students get exposure to fields of art and design beyond their chosen specialisation. A mélange of courses from a shared pool not only enriches the educational experience, but also helps students carve out their unique path by making informed and responsible choices. Combined Major Studio and seminar courses across various stages of the degree programme ensure interdisciplinarity. These are augmented by diverse liberal arts modules that fertilise students’ thoughts for a solid output, hence promising a holistic degree which, when weaved into our ethos, enriches the future of academia and industry.

This preparation, while honing creativity in the world of textiles, fashion and accessories, enables students to comprehend and address the demands of the real world. The curriculum design equips students to not only meet local and global industrial demands, but also steers innovative practices as socially conscious thinker-designers who can pursue entrepreneurial ventures as well as contribute to historical, cultural and social research in Styling and Art Direction for Theatre, Film, Ad Film, TV Productions, to Fashion Journalism and many other fields and yet-to-be-defined avenues in the ever-evolving marketplace.

ROAD MAPS - BDes. Textile Fashion & Accessories Design

Year 1 – Semester I (Foundation Year)

FDY-101	2 Dimensionality: Drawing & Surface Tensions	3
FDY-102	3 Dimensionality: Space & Form	3
FDY-103	4 Dimensionality: Time, Virtuality & AI	3
FDY-104	Contextuality: Art, Society & Civics	3
FDY-105	Visuality: Form and Content	3
FDY-106	Memory: Visual Culture Through Time	3
GEN-104	Functional English (1up)	3
		21

Year 1 - Semester II (Foundation Year)

See List	Foundational Studio Elective (module based)	3
See List	Foundational Studio Elective (module based)	3
See List	Foundational Studio Elective (module based)	3
See List	Foundational Studio Elective (module based)	3
FDY-115	Foundational Theory Elective Research Methods in Art & Design	3
FDY-116	OR Academic Writing and Critical Reading	
FDY-129	OR Visual Thinking: Data Visualization & Archives	
FDY-117	Foundational Theory Elective History of Visual Arts	3
FDY-118	OR History of Communication Design	
FDY-137	OR History of Textile, Fashion and Accessories	
FDY-130	OR History of Trans-disciplinarity	
GEN-120	Introduction to Liberal Arts	3
		21

Year 2 - Semester III

IDE-202	Integrated Studio (SVAD)	3
IDE-201	History of Ideas (Mandatory Theory)	3
See List	Studio / Theory Elective (Art & Design)	3
See List	Studio / Theory Elective (Art & Design)	3
See List	Studio / Theory Elective (Other Discipline)	3
GEN-112	Islamic Studies	2
GEN-	Fehm-ul-Quran-I / Ethics	1
		18

Year 2 - Semester IV

TFA-239	Integrated Textile, Fashion and Accessories Design Studio	3
See List	TFA Studio Elective	3
See List	TFA Studio Elective	3
See List	SVAD Studio Elective	3
IDE-276	Expanded Research Paradigms	3
GEN-111	Ideology of Pakistan	2
GEN-132	Pakistan Studies	2
GEN-	Fehm-ul-Quran-ii/ Ethics	1
		20

Year 3 - Semester V

TFA-301 303 307	Major Studio I (Textile & Fiber/Fashion/Jewelry and Accessories)	6
*GEN-	Community Service	1
See List	TFA Studio Elective	3
See List	TFA Theory Elective	3
See List	SVAD Theory Elective	3
		15+1

Year 3 - Semester VI

TFA-302 304 308	Major Studio II (Textile & Fiber/Fashion/Jewelry and Accessories)	6
See List	TFA Studio Elective	3
See List	SVAD Studio Elective	3
See List	SVAD Theory Elective	3
		15

Year 3 – Summer

See list	Fieldwork/Internship for Professional Practice	3

Year 4 – Semester VII

TFA-401 403 409	Major Studio III (Textile & Fiber/Fashion/Jewelry and Accessories)	9
See List	SVAD Studio Elective	3
See List	Current Discourse in TFA	3
		15

Year 4 – Semester VIII

TFA-402 404 410	Major Studio IV (Textile & Fiber/Fashion/Jewelry and Accessories)	12
See List	Professional Practices in Textile, Fashion & Accessories Design	3
		15
	Total Credits Required	144

*The school has the right to offer this course in any semester

Career paths

Textile Designer (Apparel & Home), Weaver, Fibre Artist, Academic Researcher, Conservator, Fabric Development, Costume Design, Product Design, Interior Design, Textile Marketing and Merchandising, Textile Design

Management, Art Educator, Fashion Designer, Fashion Visual Merchandiser, Digital Apparel Designer, Accessories Designer, Colour & Trend Forecaster, Fashion Choreography, Fashion Illustration, Fashion Journalist, Knitwear Designer, Fabrication Developer, Stylist,

Jewellery Designer, Jewellery Artist/ Studio Jeweller, Silversmith/Goldsmith, Theatre & Film Producer, Retailer, Sales & Marketing Consultant, Gemologist, Entrepreneur, Design Educator, Design Consultant.



DEPARTMENT OF INTERDISCIPLINARY STUDIES

Dept. Introduction

The Department of Interdisciplinary Studies at SVAD offers three-degree programmes: BA (Hons), Interdisciplinary Expanded Design & Art (IEDA), Master of Art & Design Studies (MA ADS) and a low-residency Master of Art Education (MA AE). These degrees aim to foster curiosity, adaptability and a rigorous sense of inquiry at the undergraduate and postgraduate levels respectively.

The BA (Hons) IEDA is a highly rigorous and selective undergraduate degree programme that positions itself on the cutting edge of art and design disciplines. Through a highly customisable programme structure, students determine their programme pathway in ways that encourage conversation between paradigms.

MA ADS is a unique programme within South Asia, students from diverse backgrounds are engaged in studio

practice and theoretical inquiry with an emphasis on studio or writing, or a combination of both. The programme is grounded both within the context of different departments within an art school and within a larger university offering access to discourse in fields outside art and design.

MA Art Education is Pakistan's first graduate programme focusing on the teaching of art and related subjects. The programme brings together a diverse body of students from across the country with rich, varied experiences of teaching and learning. Its strengths are based on a mission of research, diversity and critical thinking which it supports through its emphasis on academic rigour, practice-based learning and creativity.

The Department's faculty includes a roster of diverse creative practitioners working in the international arena. They are supported by faculty from other departments at SVAD who are often at the forefront of their respective disciplines. The programme attracts committed students who value autonomy and are able to take on the challenges of an independent practice.

BA (Hons) IEDA – Introduction

BA (Hons) IEDA programme is actively engaged in redefining what it means to be a cultural and creative practitioner today. This is happening in two simultaneous and related ways: firstly, the notion of art and design practices is expanded laterally to consider alternative skills, strategies and ways of knowing, and secondly, the program positions itself in a multidimensional network of disciplines outside of art and design with which it forms fertile and unusual complexes e.g. a student may offer a design solution based on something they learnt in a science course, or they may create poetry out of a mathematical concept. Disciplines with which BA (Hons) IEDA may converse include humanities, social sciences, creative technologies and scientific inquiry. Located at the precipice of the future, BA (Hons) IEDA strives to impart critical thinking and adaptive skills to its students. The program structure is highly customizable as students are free to determine the extent of engagement with a variety of disciplines as well as their studio-to-theory ratio. A student succeeding in this major is expected to be an independent thinker with broad interests.



BA (Hons) Interdisciplinary and Expanded Design & Art

Year 1 – Semester I (Foundation Year)

FDY-101	2 Dimensionality: Drawing & Surface Tensions	3
FDY-102	3 Dimensionality: Space & Form	3
FDY-103	4 Dimensionality: Time, Virtuality & AI	3
FDY-104	Contextuality: Art, Society & Civics	3
FDY-105	Visuality: Form and Content	3
FDY-106	Memory: Visual Culture Through Time	3
GEN-104	Functional English (1up)	3
		21

Year 1 - Semester II (Foundation Year)

See List	Foundational Studio Elective (module based)	3
See List	Foundational Studio Elective (module based)	3
See List	Foundational Studio Elective (module based)	3
See List	Foundational Studio Elective (module based)	3
FDY-115	Foundational Theory Elective Research Methods in Art & Design	3
FDY-116	OR Academic Writing and Critical Reading	
FDY-129	OR Visual Thinking: Data Visualization & Archives	
FDY-117	Foundational Theory Elective History of Visual Arts	3
FDY-118	OR History of Communication Design	
FDY-137	OR History of Textile, Fashion and Accessories	
FDY-130	OR History of Trans-disciplinarity	
GEN-120	Introduction to Liberal Arts	3
		21

Year 2 - Semester III

IDE-202	Integrated Studio (SVAD)	3
IDE-201	History of Ideas (Mandatory Theory)	3
See List	Studio / Theory Elective (Art & Design)	3
See List	Studio / Theory Elective (Art & Design)	3
See List	Studio / Theory Elective (Other Discipline)	3
GEN-112	Islamic Studies	2
GEN-	Fehm-ul-Quran-I / Ethics	1
		18

Year 2 - Semester IV

See List	Integrated VA/TFA/VCD Studio	3
See List	Studio / Theory Elective (Art & Design)	3
See List	Studio / Theory Elective (Art & Design)	3
See List	Studio/Theory	3
IDE-276	Expanded Research Paradigms	3
GEN-111	Ideology of Pakistan	2
GEN-132	Pakistan Studies	2
GEN-	Fehm-ul-Quran-II / Ethics	1
		20

Year 3 - Semester V

IDE-300	Interdisciplinary Expanded Design & Art Major Project I	6
*Gen-	Community Service	1
See List	Studio / Theory Elective (Art & Design)	3
See List	Studio / Theory Elective (Art & Design)	3
See List	Studio / Theory Elective (Other Discipline)	3
		15+1

Year 3 - Semester VI

IDE-301	Interdisciplinary Expanded Design & Art Major Project II	6
See List	Studio / Theory Elective (Art & Design)	3
See List	Studio / Theory Elective (Other Discipline)	3
See List	Studio / Theory Elective (Other Discipline)	3
		15

Year 3 - Summer

See list	Fieldwork/Internship for Professional Practice	3

Year 4 – Semester VII

IDE-400	Interdisciplinary Expanded Design & Art Major Pro-ject III	9
See List	Independent Study	3
See List	Current Discourse in VA/ VCD/TFA	3
		15

Year 4 – Semester VIII

IDE-401	Interdisciplinary Expanded Design & Art Major Project IV	12
See List	Professional Practices in VA/ VCD/TFA	3
		15
	Total Credits Required	144

*The school has the right to offer this course in any semester

Career paths

Independent Creative Practitioner, Policy Maker, Social Interventionist, Art Writer, Art Historian, Entrepreneur, Communications Specialist, Strategist, Environmental Consultancy, Conservationist, Art & Design Journalist, Academic and Educator, Researcher, Curator, PhD Candidate, Consultancy in diverse sectors, Activist and others.

MASTER OF ART & DESIGN STUDIES

Introduction

A unique programme in South Asia, MA ADS recognises the potential of creative practices beyond the realm of art and design— therefore, it is open to creative minds both from within and outside these disciplines. MA ADS attempts to foster new forms of knowledge in conversation with fields of visual studies, critical theory, creative technologies and

scientific inquiry under the premise of art and design. Students devise a self-directed trajectory in studio practice, writing or a combination of both. This is supported by an integration of courses, seminars, advisors and thesis supervisors, critique panels, visiting lecturers, studio visits and workshops.

The ethos of the programme considers the complex and shifting histories of art, culture and creativity. In light of this awareness, it encourages graduate students to wander into uncharted

territories of the future, the past and new interrelations in the present. MA ADS aims to facilitate graduate students in connecting their themes of inquiry within a personal, local and global discourse. The structure of the programme is not only specific to academic and professional needs in South Asia, but is also at par with the global standards of education, studio practices and research in the fields of art and design.



ROAD MAP - Master of Art and Design Studies (MA ADS)

Year 1 - Semester I

ADS 538	Integrated Graduate Colloquium I: Contemporary Practices & AI	3
ADS 532	Research Methods and Academic Writing for Art and Design I	3
ADS 522	Contexts and Strategies in Practice	3
ADS 537	History of Ideas	3
See List	Studio/Theory Elective	3
GEN-	Fehm-ul-Quran I /Ethics	1
		16

Year 1 - Semester II

ADS 542	Major Project I	6
ADS 544	Research Methods and Academic Writing for Art and Design II	3
See List	Studio/Theory Elective	3
See List	Studio/Theory Elective	3
GEN-	Fehm-ul-Quran II /Ethics	1
		16

Year 2 - Semester III

ADS 540	Integrated Graduate Colloquium II	3
ADS 631	Research Methods and Academic Writing for Art and Design III	3
	OR Studio/Theory Elective (For Studio track students with advisory permission)	
ADS 613	Major Project II	9
		15

ROAD MAP - Master of Art and Design Studies (MA ADS)

Year 2 - Semester IV

ADS 630	Integrated Graduate Colloquium III	3
ADS 621	Major Project III & Thesis	12
		15
	Total Credits Required	62

Career paths

Artist, Designer, Educator, Academic Researcher, Policy Maker, Social Interventionist, Art Writer, Art Historian, Entrepreneur, Communications Specialist, Strategist, Environmental Consultancy, Conservationist, Archivist, Arts Journalism, Curator, PhD Candidate, Advertising, Art Direction, Design Activism, Design Education, Exhibition & Display Design, Museum Design, Performance Artist, Art Administrator, Film and TV.



MASTER OF ART EDUCATION

Introduction

The Master of Art Education is a low residency graduate studies programme especially designed for education professionals and in-service teachers. It addresses teachers, administrators and educators in art, design and related disciplines in schools, higher education, and informal education settings, who wish to pursue a Master's degree while maintaining full-time jobs.

The Master's programme is conducted over 2.5 Years (3 Summer Semesters on campus + 1 Spring Semester + 2 Fall Semesters). It offers a challenging, intensive residency programme combined with off-campus fieldwork in both teaching and research during the Fall and Spring semesters, thus allowing students to maintain full-time jobs.

The programme is designed around a core of courses in educational theory, which are closely integrated with professional practice in teaching and studio art. Both coursework and instruction in this programme are experientially focused to determine students' future pathways in teaching or related practices in education. Beyond this core, students have the flexibility to design individual research projects and fieldwork under expert faculty guidance and mentorship. The areas of concern for these projects emerge from their educational experiences and teaching contexts.



ROAD MAP - Master of Art Education (MA AE)

Year 1 - Semester I

AE 701	Studio I: Thinking Through Materials & AI	3
AE702	History and Philosophy in Art Education	3
AE 703	Curriculum and Instructional Design	1.5
AE 704	Artistic Development and Psychology	1.5
	OR	
AE 705	Diversity in Art Education	
	OR	
AE706	Tools and Technology in Art Education	

Year 1 - Semester II

AE 707	Teaching Practicum	3
GEN-	Fehm-ul-Quran-1/Ethics	1
		13

Year 2 - Semester III

AE 708	Studio II: Contexts and Strategies for Making and Teaching	3
AE 709	Research Methods in Art Education	3
Ae 710	Critical Pedagogy in Art Education	1.5
AE 704	Artistic Development and Psychology	1.5
	OR	
AE 705	Diversity in Art Education	
AE 706	OR	
	Tools and Technology in Art Education	

Year 2 - Semester IV

AE 716	Thesis Seminar 1	3
	Fehm-ul-Quran-II/Ethics	1
		13

ROAD MAP - Master of Art Education (MA AE)

Year 3 - Semester V

AE 712	Thesis Advisement I	3

Year 3 - Semester VI

AE 712	Advanced Strategies for Making and Teaching	3
AE 714	Thesis Advisement II	3
AE 717	Thesis Seminar II	3
		12

	Total	38
--	-------	----

Career paths

Teaching in Art, Design or related fields (K-12, higher education and non-institutional settings), Arts Advocacy, Educational and Cultural Policy Development, Curriculum Development, Museum Education, Art Academia, Teacher Education and Educational Research.



MDSVAD Advisory Council

David Sequeira
Deborah Robinson
Dr. Hina Ali Naeem
Dr. Rachelle Viader
Dr. Simone Wille
Dr. Zehra Jumabhoy
Dr. Neeti Bose
Rajeeb Samdani
Syed Waseem





PERMANENT FACULTY

Aatiqa Anwar

Assistant Professor

Abdul Quddus Mirza

Professor

Abdul Rehman

Senior Lecturer

Ahmed Faizan Naveed

Assistant Professor

Aiman Fazal Haseeb Gillani

Lecturer

Aroosa Naz Rana

Associate Professor

Chaudhry Ammar Faiz

Assistant Professor

Duaa Khan Kundi

Lecturer

Durr E Shehwar Ali

Assistant Professor

Eisha Liaqat

Lecturer

Ghulam Mohammad

Assistant Professor

Haider Ali Jan

Assistant Professor

Hassan Abdullah Arshad

Lecturer

Hifsa Farooq

Assistant Professor

Hina Anwar

Senior Assistant Professor

Kashmala Khan

Senior Lecturer

Kiran Umar Farooq Khan

Professor

Mahbub Ali Jokhio

Assistant Professor

Mehmil Ishtiaq Butt

Lecturer

Mian Waleed Zafar

Lecturer

Muhammad Ahsan Nazir

Assistant Professor

Muhammad Ibrahim Tanweer

Assistant Professor

Naz Khan

Senior Assistant Professor

Rana Rashid Ali

Dean

Reema Qadeer

Assistant Professor

Risham Syed

Professor

Rohma Moid Khan

Associate Professor

Sana Aziz

Senior Assistant Professor

Sardar Aarish Ali Bhatti

Associate Professor

Sousan Qadeer

Assistant Professor

Umaima Mohsin

Assistant Professor

Zaid Butt

Assistant Professor

Zainab Saghir Barlas

Associate Professor

Zoona Khan Kundi

Senior Assistant Professor

VISITING FACULTY

Aarish Moneeb Alam

Aarish Sardar

Ali Shariq

Ambreen Siddiqui

Amr Saleem Kashmiri

Anam Khurram

Anum Rauf

Arham Asif

Arooj Ali

Asem Khan

Asfandiyar Alam

Daniyal Shujaat

Faryal Arif

Faseeh Saleem

Ghulam Mohammad

Hamza Anwar

Hamza Rana

Hamza Salar

Haseeb Rehman

Mahvash Salim

Maleeha Bukhari

Mariam Abbas

Mariya Ali Ameen

Mehmil Nadeem

Mominah Zahid

Muhammad Osama Sohail

Nabiha Aziz Khan

Naveen Hyder

Qurratulain Sonia

Rizwan Baig

Saba Qizilbash

Saman Arif

Samreen Azam

Sara Aslam

Seher Chohan

Sidra Khawaja

Sobia Zaidi

Syed Hassan Gillani

Tahreem Nawaz

Tanzeel Saeed

Tayyab Younas

Umer Butt

Waqas Pervez

Zainab Ali

Zeb Tariq

Zoya Shah

Zoya Siddiqui

Zubair Zafar



RHSA

RHSA | RAZIA HASSAN SCHOOL OF ARCHITECTURE

Razia Hassan School of Architecture, established in 2005 by Prof. Dr. Gulzar Haider, with the aim of transforming the way Architectural Design is taught and educating the architects of tomorrow. The school promotes innovation, freshness, and experimentation through its curriculum and teaching methodology, and is thus ranked as one of the most recognized institutions for the study of architecture.

Studying Architecture at RHSA synthesizes arts, humanities, and sciences grasped through the rigors of intellect and practice. The results of which are aesthetically judged and technically understood. Our commitment to the highest professional and cultural aspirations is achieved through innovative pedagogies applied through challenging research-based projects.

RHSA believes that Design is a didactic practice/skill that helps in problem-solving. The solution to the Architectural Program often leads to a “building”. However, not all architectural concerns are programmatic in nature, thereby resulting in solutions that encompass areas far beyond the built environment and typology. We believe that Art, Culture, Technology, and History all come together in a substantive way to

inform our perceptions of form and built space. Our students are encouraged to look beyond the realms of the tangible to formulate ideas and concepts.

Similarly, we believe that drawing and model-making are essential components of problem-solving and subsequent design iteration. Our students are taught to “draw to see” rather than the conventional “draw to represent”. In the same way, we maintain that building physical models catalyzes the development of tectonic complexity and fosters a sense of rigor and discipline that is essential to the Creative Arts.

The emergent respectability of architectural education in Pakistan heralds the possibilities of new architecture-related developments beyond normative practices. RHSA aims to capture this enthusiasm in pursuit of a mission-oriented education that can improve the quality of life affordably and sustainably without compromising the ideals of professional education.

The academic program closely follows the aspirations and requirements of the HEC-PCATP (Higher Education Commission and the Pakistan Council of Architects and Town Planners) National Curriculum of Architecture. A carefully

structured balance is created between the studies of historical precedents, critical analysis of contemporary issues, theoretical formulations, applied sciences and technology, and project-based studios. All attempts are made to create an interdisciplinary educational atmosphere through shared electives with various Schools at BNU.

While current trends in architectural education leave limited opportunities for revisiting the professional curricula, BNU is committed to remaining experimental in search of spin-off specializations in the service of built environments

The School of Architecture specializes in connecting to the contemporary world. To this end, numerous links have been created with European, British, Canadian, and American universities. The state-of-the-art campus, especially the shared building housing the School of Visual Arts and Design and the School of Architecture, allows and is equipped with facilities to share online lectures and studio presentations with faculty and other universities. The building is also designed to facilitate student experimental constructions to understand architecture's structural, constructional, and environmental necessities.



Mission

To teach and practice architecture in the pursuit of promotion of sustainability, and environmental preservation and cultural identity, preparing students to tackle contemporary challenges with innovative, culturally contextually relevant and poetic architectural solutions.

Vision

Widely recognized as a leading institution for the study of architecture, RHSA follows a progressive, technology and craft-driven, and practice-oriented approach

to architectural education that fosters creativity and critical thought. Facilitated by its cutting edge facilities which include a Wood and Metal Workshop for model and furniture making, a 3D Printing Lab, an extensive Material Library and an Immersive room for virtual reality visualizations and presentations., RHSA integrates craft based learning with advanced 3D modeling, computational design, and algorithmic tools into its curriculum, equipping students with industry-leading skills. The Emerging Technologies Lab provides hands-on experience with digital fabrication/3D Printing, rapid prototyping, and interactive design technologies. while

the Immersive room allows students to explore their designs through VR/AR, enhancing spatial understanding and real-time visualization of architectural concepts. The school has also introduced use of GIS and AI to study urban and rural environments. Students engage with these advanced digital tools, real-world challenges, and hands-on experimentation to develop critical thinking and innovative design solutions. Apart from cutting-edge technology, The curriculum integrates industry collaborations and multidisciplinary engagement to prepare graduates for the evolving demands of the architectural profession.



DIRECTOR FACULTY'S MESSAGE



Welcome to the Razia Hassan School of Architecture (RHSA) at Beaconhouse National University (BNU), the first Not-for-Profit Liberal Arts University in Pakistan. At RHSA we research the

future of tectonics, space design and architectural thought and practice, prepare our students for exciting and meaningful professional careers, and curate public conversations about city and culture. Together, our students and faculty explore disruptive design strategies and social innovations that will help make the world more resilient, equitable, vibrant and healthy.

We deliver a distinctly different design school experience that combines a rich, interdisciplinary design-based philosophy with an entrepreneurial mindset and a deep commitment to working with industry stakeholders, community leaders, at local, national, and international levels, to address some of the biggest issues faced by society in new, innovative and creative ways.

RHSA currently offers a 5 year Bachelors in Architecture degree and a 4 year

Bachelors in Interior Design degree. We are housed in a 35 acre campus, designed by the award winning Architect, Nayyer Ali Dada, which provides a phenomenal backdrop for the teaching of abstract architectural ideas. The School features a wood and metal Workshop for model and furniture making, a 3D printing Lab, an extensive Material Library and an Immersive Room for virtual reality visualizations and presentations. These facilities allow us to push the envelope in all possible ways and keeps us at par with the rest of the world.

I encourage you to learn more about our exciting approach to the study and design of architectural space and invite you to get involved with the many events, exhibits and other community based initiatives unfolding at RHSA.

Omar Hassan
Associate Professor-RHSA

HEAD OF DEPARTMENT'S MESSAGE



We are living in a dynamic and complex world, where change is inevitable. The rate of change will accelerate in the near future, with reference to knowledge, technology as well as nature/ scales of disasters and crises. Accordingly, we need to adapt and be sensitive to the changing scenarios and future trajectories.

Our focus at RHSA is to prepare students for the future, so that they can work in

diverse circumstances and environments, both locally and globally. However, the knowledge of the future must have its roots in the past, as it is a repository of collective human experiences.

Omar Farooq
Professor and HOD-RHSA

DEGREE PROGRAMS OFFERED

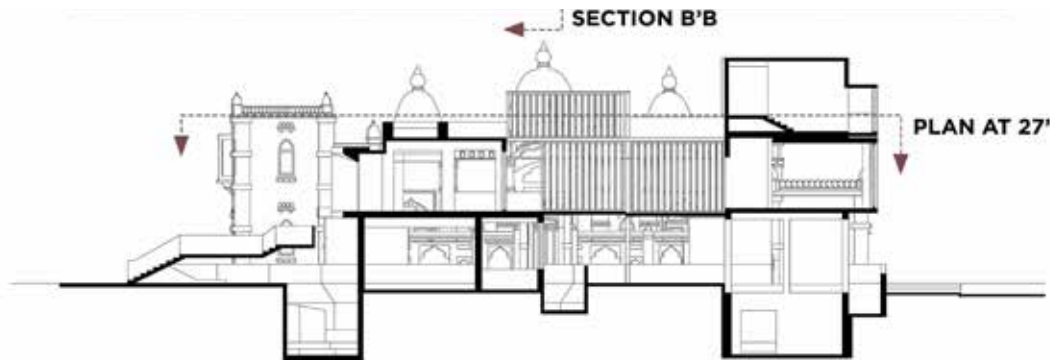
RHSA currently offers two Degree Programs:

- Bachelor of Architecture - Five-year program.
- Bachelor in Interior Design - Four-year program.

BACHELOR OF ARCHITECTURE (B. ARCH)

Razia Hassan School of Architecture offers a 5-year professional B. Arch degree program spanning over ten semesters. The aim is to educate and empower the future architect whose design skills can range across scale and scope, in service of an individual client as well as the

society at large; who, on the one hand, is taught in an environment of history, theory, and artistic expression but on the other hand have enough understanding of allied scientific and technical subjects to work with engineering consultants and construction industry. RHSA emphasizes inculcating socio-economic responsibility as a value that can manifest as the economy of means toward the generosity of beneficial ends in the built environment.



Program Objectives

- Cultivate a deep understanding of architectural principles, methodologies, local/ global practices to excel as professional architects upon graduation.
- Provide a solid foundation for further academic pursuits in architecture and related fields, encouraging students to pursue advanced degrees or research opportunities.
- Stimulate advanced design skills integrating creativity, innovation, and problem-solving, alongside scientific and technical knowledge, for sustainable and functional architectural solutions.
- Instill professional integrity, ethical responsibility, and a commitment to societal welfare, preparing students to navigate complex professional environments with social, cultural and environmental consciousness.
- Encourage interdisciplinary collaboration and engagement with diverse perspectives to equip students with the versatility and adaptability needed to address contemporary architectural challenges.
- Expose students to experimentation and hands on experience through lab based learning and understanding of low tech, high tech and smart tech solutions.
- Prepare students as Professional Architects with understanding of

global professional dynamics, legal implications, design and management skills

Program Outcomes

Bachelor of Architecture. Degree Program has the following outcomes by the end and the students should be able to:

- Provide students with sufficient academic and professional base from which to pursue a career in this discipline from which to advance to further study and a potential academic career in Architectural Studies.
- Provide students with the skills necessary to apply their knowledge in the organizations and businesses in which they are employed.
- Provide students with a solid basis on which they can adapt to changing techniques and practices in the professional world.
- Comprehend an architectural design problem and then propose an architectural solution.
- Communicate the issues and problems related to architecture in a professional and readily understandable format.
- Meet the demands of the industry with up-to-date architectural knowledge.
- Provide sufficient knowledge in the field of architecture which can further produce effective academic and application-based research for the similar industry.

- To prepare students for the national/ internal market as well as to expose them to the changing dynamics of the profession and future opportunities/ challenges.
- Fully equipped with leadership, management skills, ethical values, and professionalism.

Career Paths

Architect, Architectural Historian, Architectural Critic, Architectural Educator, Architectural Photographer, Architectural Technologist, Creative Practitioner, Artist, Restoration/ Conservation Architect, Building Economist, Building Energy Consultant, Building Type Specialist (Housing, Schools, Hospitals, Airports, Public Institutions like museums, galleries, performance halls, etc), Code Consultant, Materials Consultant, Construction Manager, Environmentalist, Interior Designer, Industrial Designer, Furniture Designer, Urban Planner, Landscape Architect, Land Development Consultant, Set/Stage Designer, Project Manager, and Virtual Environments Designer for Films and Video-games.

Degree Requirements

Degree: B.Arch.

Duration: 5 years/10 Semesters

Credits: 183



ROAD MAP - B.Arch. Fall 2025-2030

1st Year / Semester I - Fall 2025

Course Code	Term 1	Courses	179 Cr. Hr. System	Course Type
ADS-107	1	Foundation Design Studio I	6	
AVC-117	1	Thinking Drawing and Communicating Architecture I	2	
AHY-200	1	Histories Theories and Criticism of Architecture I	2	
AHY-238	1	Geometry Mathematics and Form	2	
AHY-213	1	Know Your City	3	HEC GEN ED
	1	Ideology of Pakistan	2	HEC GEN ED
GEN-111	1	Pakistan Studies	2	HEC GEN ED
			19	

1st Year / Semester II - Spring 2026

Course Code	Term 2	Courses	179 Cr. Hr. System	Course Type
ADS-108	2	Foundation Design Studio II	6	
AVC-203	2	Thinking, Drawing and Communicating Architecture II	2	
AST-121	2	Structure and Form I	2	
GEN-120	2	Intro to Liberal Arts	3	HEC GEN ED
GEN-112	2	Islamic Studies	2	HEC GEN ED
GEN-104	2	Functional English	3	HEC GEN ED
			18	

2nd Year / Semester III - Fall 2026

Course Code	Term 3	Courses	179 Cr. Hr. System	Course Type
ADS-115	3	Architecture Design Studio I	6	
AVC-237	3	Thinking, Drawing and Communicating Architecture III	2	

AST-120	3	Structure and Form II	2	
AST-218	3	Building Materials and Construction Details I	4	
GEN-200	3	Expository Writing	3	HEC GEN ED
	3	Fahm-ul-Quran I	1	HEC GEN ED
			18	

2nd Year / Semester IV - Spring 2027

Course Code	Term 4	Courses	179 Cr. Hr. System	Course Type
ADS-125	4	Architecture Design Studio II	6	
AVC-300	4	Thinking, Drawing and Communicating Architecture IV (ICT)	3	HEC GEN ED
AHY-302	4	Histories, Theories & Criticism of Architecture II	2	
AST-223	4	Building Materials and Construction Details II	4	
	4	Fahm-ul-Quran II	1	HEC GEN ED
	4	Elective I	3	
			19	

Summer 2027		Community Service/Engagement	1	HEC GEN ED
-------------	--	------------------------------	---	------------

3rd Year / Semester V - Fall 2027

Course Code	Term 5	Courses	179 Cr. Hr. System	Course Type
ADS-235	5	Architecture Design Studio III	8	
AVC-350	5	Thinking, Drawing and Communicating Architecture V	2	
AHY-305	5	Histories, Theories & Criticism of Architecture III	2	
AHY-202	5	Structure and Form III	2	
AST-351	5	Urban Design and Planning I	2	
AHY-312	5	Research Methods I	2	
			18	

3rd Year / Semester VI - Spring 2028

Course Code	Term 6	Courses	179 Cr. Hr. System	Course Type
ADS-245	6	Architecture Design Studio IV	8	
	6	Histories, Theories & Criticism of Architecture VI	2	
AST-344	6	Integrated Building Systems I	3	
AHY-309	6	Energy Environment and Form I (Natural Sciences)	2	HEC GEN ED
GEN-404	6	Research Methods II (Qualitative)	3	HEC GEN ED
			18	

4th Year / Semester VII - Fall 2028

Course Code	Term 7	Courses	179 Cr. Hr. System	Course Type
ADS-355	7	Architecture Design Studio V	8	
AST-405	7	Integrated Building Systems II	3	
AST-406	7	Urban Design & Planning II	2	
AHY-404	7	Landscape Design and Architecture	2	
	7	Elective II	3	
			18	

4th Year / Semester VIII - Spring 2029

Course Code	Term 8	Courses	179 Cr. Hr. System	Course Type
ADS-365	8	Architecture Design Studio VI	8	
AHY-402	8	Histories Theories and Criticism of Architecture IV	2	
AHY-303	8	Energy Environment and Form II (Natural Sciences)	2	HEC GEN ED
GEN-406	8	Research Methods III (Quantitative)	3	HEC GEN ED
	8	Elective III	3	
			18	

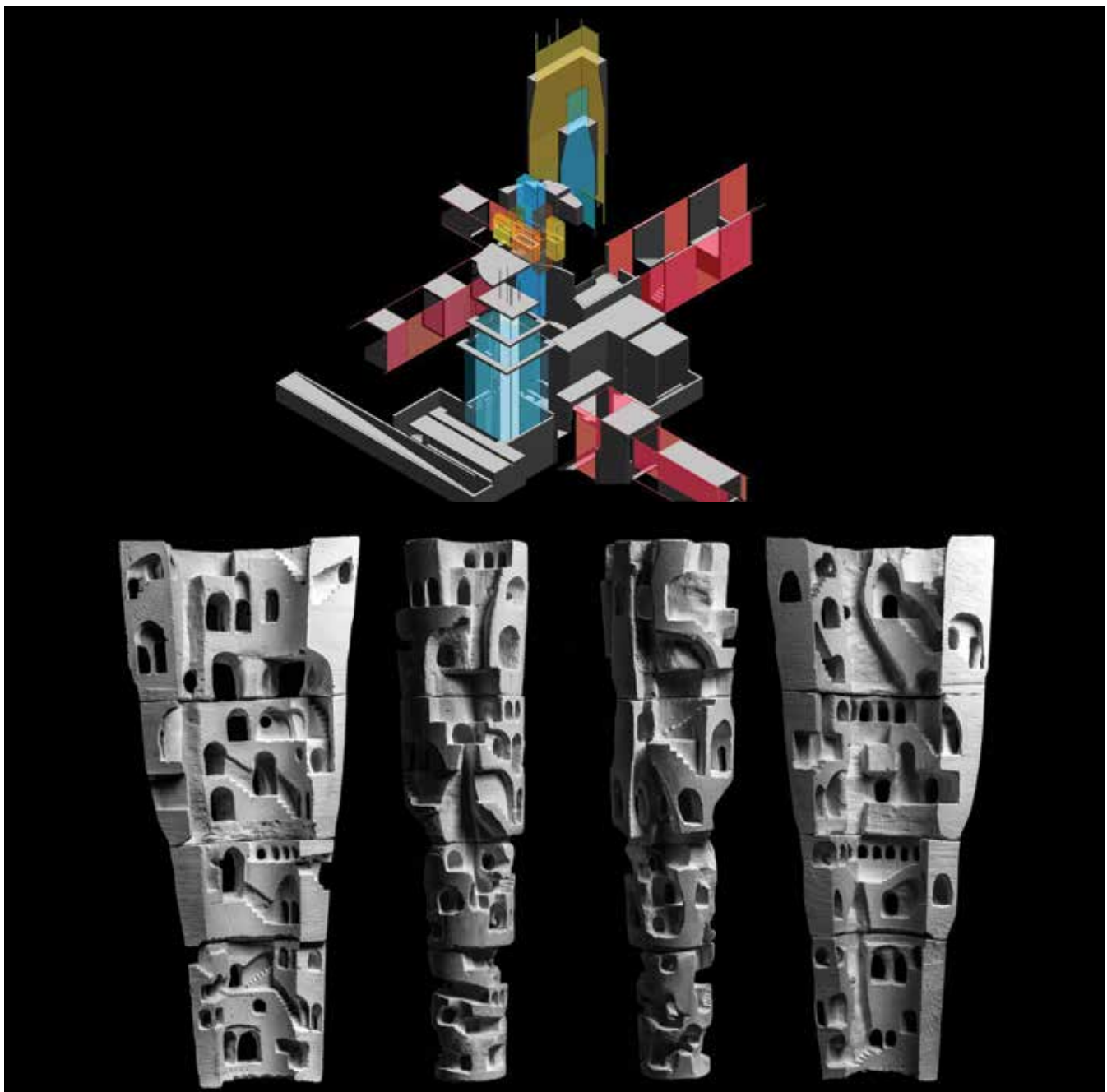
Summer 2029		Internship + Workshop (CV + Portfolio + Interview	3	
-------------	--	---	---	--

5th Year / Semester IX - Fall 2029

Course Code	Term 9	Courses	179 Cr. Hr. System	Course Type
ADS-475	9	Architecture Design Studio VII	6	
AHY-405	9	Histories, Theories & Criticism of Architecture V	2	
GEN-407	9	Entrepreneurship	2	HEC GEN ED
	9	Civics	3	HEC GEN ED
	9	Interdisciplinary Workshop I	3	
			16	

5th Year / Semester X - Spring 2030

Course Code	Term 10	Courses	179 Cr. Hr. System	Course Type
ADS-485	10	Architecture Design Studio VIII	6	
AHY-406	10	Professional Practice	3	
		Interdisciplinary Workshop II	3	
			13	
Distinguished Lecture Series (2 lectures per semester) + Workshop (2 workshops per semester) during designated slots twice a week			1	
		Total Credits	179	



Attendance and Gating Policy (B. Arch)

- Students must maintain a minimum of 85% attendance in Studio courses, 75% in Theory courses, and 70% in elective courses.
- The maximum duration allowed to complete the degree is 7 years, as per HEC.
- Students are required to complete 09 credit hours of elective courses before entering the 5th year.
- All students must successfully pass each course in order to progress to the next academic year.
- If a student fails Studio & Drawing courses consecutively in the 1st year (including a retake in Summer Semester), they will face termination.

Admission Criteria and Entry Examination Format

Qualities of Students We Are Looking For

We aim to admit students who are:

- Curious individuals who enjoy exploring ideas, places, and cultures
- Engaged in hobbies
- Eager to learn new concepts and solve problems in innovative ways
- Observant of their surroundings and interested in how spaces affect people
- Motivated to contribute positively to society through architecture

What Students Should Study / Be Familiar With

Recommended Background

- General education (Matriculation-F.Sc or O-A Levels (Equivalence required))
- Basic understanding of mathematics, geometry, and general knowledge
- Skills: Drawing, Crafting.

Important Topics to Explore

- Aga Khan Award for Architecture: Understand the purpose of the award, its emphasis on architecture that responds to cultural, social, and environmental needs, and explore past award-winning projects.
- Modern Architecture and the Bauhaus Movement: Learn about the principles of modernist design and how the Bauhaus school influenced architecture, design, and art in the 20th century and beyond

Admission Stages

- Call for admissions (early and regular)
- Submission of Application Form
- Admission Exam + Submission of Statement of Intent (300 - 500 words)
- Interviews Portfolio Submission
- List of admitted students

Admission Criteria

- Eligibility 20%
- Statement of Intent 20%
- Exam 40%

- Interview + Portfolio 20%

Students awaiting their FA/FSc/A-Level results may apply for admission. Selected candidates will be granted provisional admission only, which may be regularized after they have been declared successful and meet the admission requirements of the university

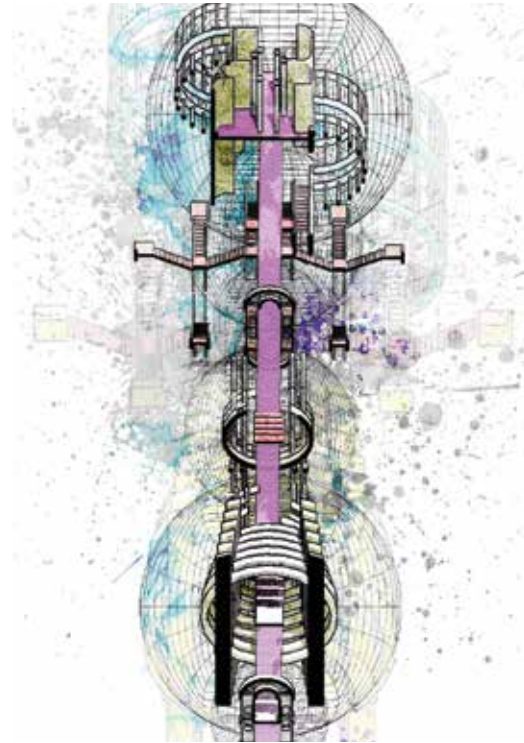
Eligibility

Bachelor of Architecture (B.Arch)

To be eligible for admission to the undergraduate program, a candidate must satisfy any one of the following requirements:

- Passed F.Sc/FA/ICS/with 60% marks
- Passed A-Levels subjects with 60% marks

Fulfilling basic eligibility requirements or a high academic score in any discipline or another outstanding achievement alone is insufficient for selection. Candidates and their parents or supporters who consider the candidature to be strong are advised that the outcome of the selection process remains uncertain and cannot be determined in advance. Experience over the years has shown that competition for admission is intense. Every effort is made to select students from diverse economic and educational backgrounds. This is done in the belief that diversity in the student body dramatically enriches the educational experience.



Note for All Candidates

Candidates are requested to ensure they meet applicable eligibility requirements before applying. These are listed on the Website in the Admission section. Moreover, candidates must complete the application and other requirements according to the published instructions and schedule. Beaconhouse National University reserves the right to admission, revoke access, and registration if an application is inaccurate or incomplete or if supporting documents are discovered fraudulent. Any candidate presenting a fraudulent paper supporting

an application for admission may be identified with other universities and colleges.

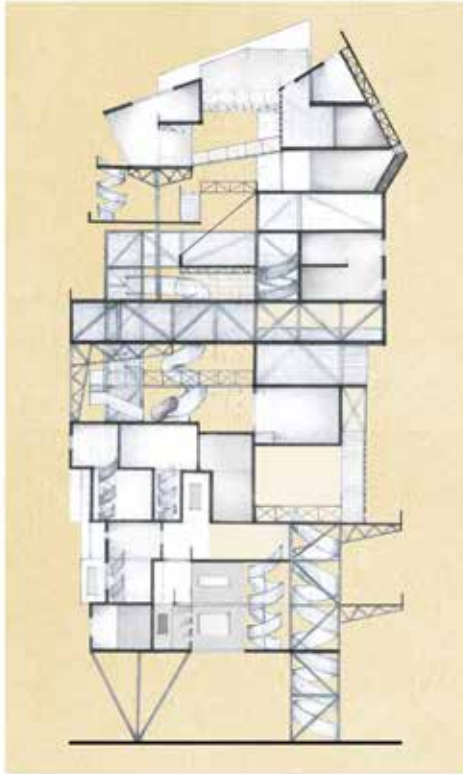
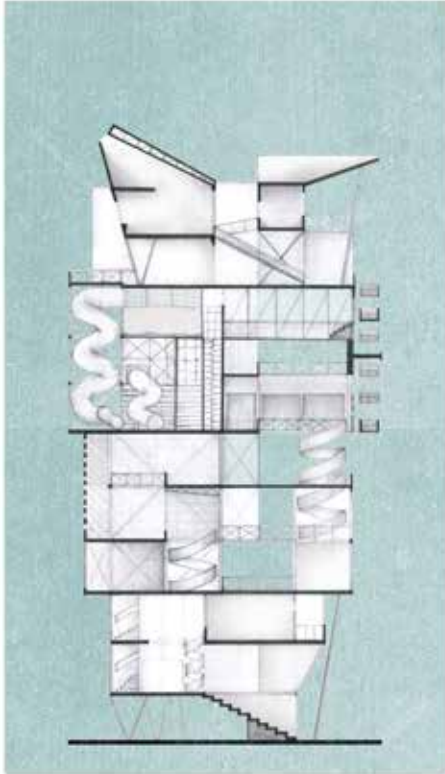
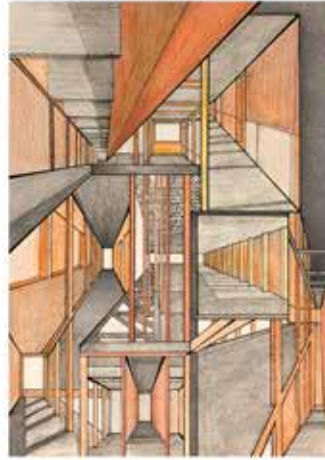
There are TWO Admission Cycles for the Entrance Exam: Early Admissions and Regular Admissions. If a candidate does not clear the admission process in the Early Admissions, they may apply for a re-interview in the Regular Admission. If the Candidate has failed to appear on the Entrance Exam in the first cycle, they can request to appear in the second cycle (The Admission Committee will make the decision). The admission granted is valid for that year only and will not be carried

forward next year if the candidate does not avail of the entry. They will have to reapply next year.

Reading list

What Adults Don't Know About Architecture by Alain de Botton and The School of Life

- In Praise of Shadows by Junichiro Tanizaki
- Experiencing Architecture by Steen Eiler Rasmussen
- The Image of the City by Kevin Lynch



List of Architects/Interior Designers

International Architects

- Frank Lloyd Wright
- Le Corbusier
- Louis Kahn
- Carlo Scarpa
- Hassan Fathi
- Gulzar Haider

Regional Architects

- Nayyar Ali Dada
- Yasmeen Lari
- Kamil Khan Mumtaz
- Balkrishna Doshi
- Charles Correa
- Geoffrey Bawa

Interior Designers

- Elsie de Wolfe
- Kelly Wearstler
- Patricia Urquiola

Statement of Intent (300-500 words)

An essay is to be written by the candidate providing an introduction about themselves and their motivation for becoming an Architect. A complete and specific description of the applicant's motivation must be submitted with the Application. The letter must include

statements of goals, their interests beyond the field of architecture, and their skills. Define key questions, issues that might be answered, and how they feel this institute will provide opportunities to fulfill their missions. This will be submitted with the application form. This submission is weighted heavily during the application review process.

Structure of Entrance Exam

We will be conducting a two-part entrance evaluation:

Part 1: MCQ-Based Test

Duration: 60 Minutes

Sections include:

- Mathematics (Intermediate/A-Levels)
- Geometry (Matriculation/O-Levels)
- Physics (Matriculation/O-Levels)
- General Knowledge (National and Global)
- Climate Change and Sustainability (National and Global)
- Politics and Current Affairs (National and Global)
- Design History (National and Global)
- Interior Design (National and Global)
- Literature, Arts, Culture (National and Global)
- Technology and Impact (National and Global)
- Materials (Matriculation/O-Levels)
- Problem Solving (Matriculation/O-Levels)

Part 2: Drawing, Spatial Thinking & Creativity

Duration: 120 minutes

Sections include:

- Sketch a scene from observation
- Solve visual-spatial reasoning puzzles
- Respond to a design scenario creatively
- Reflect on architectural spaces and their experience

Interview + Portfolio

All candidates are interviewed to keep the admission process thorough and equal opportunity to go through the entire process. Interviews are an integral part of the process that allows the department to understand a Candidate, their capabilities, and their reasons for joining the field in a candid conversation.

Candidates will be requested to bring a digital/physical portfolio. The portfolio should demonstrate the candidate's creativity, showcase their skills and highlight their ability to communicate ideas. Candidates may include work completed in class or independently, individual and collaborative projects, and finished or in-progress work. Submit 5 - 6 examples of work, ideally from the past two years. The portfolio will be submitted on the Day of the Interview.

Transfer Policies

Transfer policy for the Bachelor of Architecture is as follows:

- Approval of the transfer case will be finalized after an Interview, and review of the Portfolio and Letter of Intent.
- Transfer cases will be accepted from the second year. Students applying for transfer of credits need to have completed the first two semesters at their respective institute.
- A minimum of 3.0 CGPA is required to apply for transfer of credits to

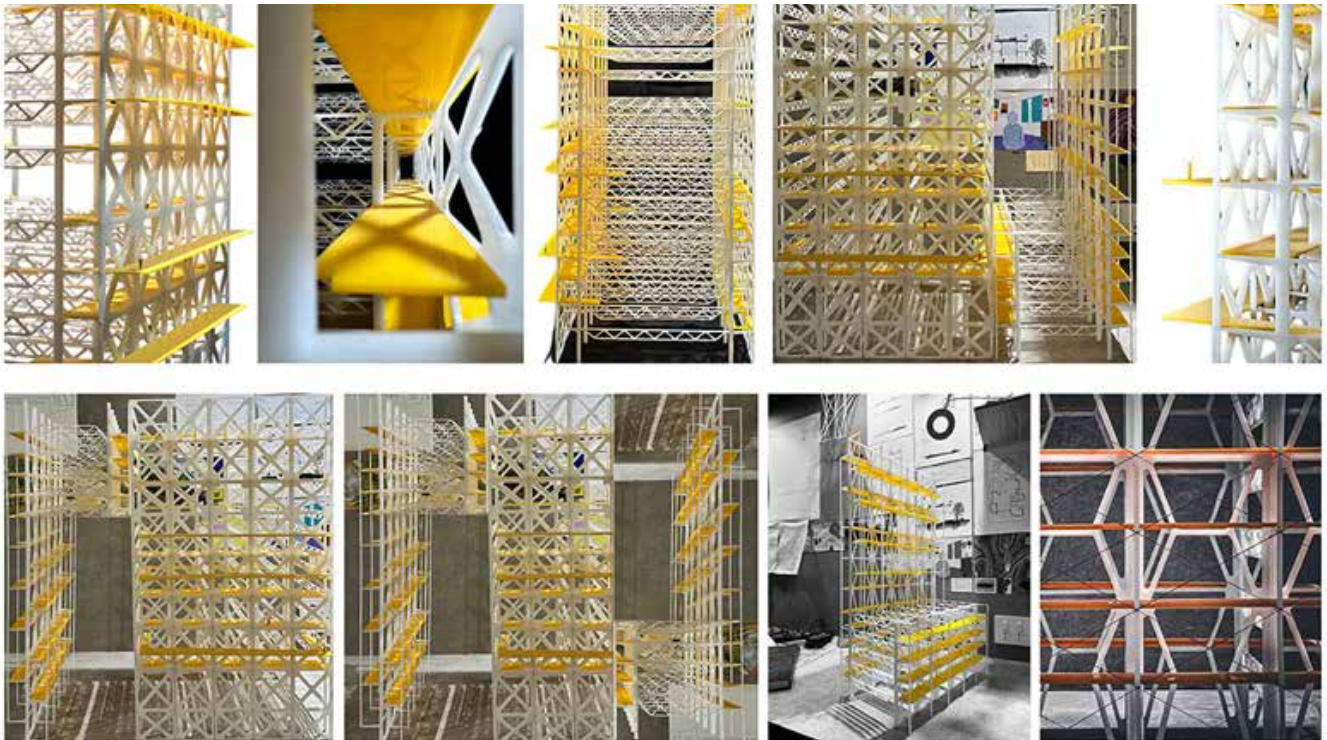
RHSA.

- Attested provisional transcript from the previous institute along with course outlines for course equivalence and exemption in the BNU Equivalence Committee.
- NOC from the previous institute.
- Review and exemption will be conducted by the BNU equivalence Committee on a case-to-case basis. Courses below 2.0 GPA are not eligible for exemption.
- Equivalence Certificates of O-levels, A levels or Matriculation and Intermediate Transcript / Equivalence

are mandatory.

- Students applying for transfer of credits to the B. Arch program at RHSA are required to earn a minimum of 100 credit hours from RHSA as per PCATP policy.
- RHSA will accept those transfer cases whose Parent University will be accredited by the PCATP

The student applying for the transfer should be a regular student of their parent institute with an attendance of 75% on record is compulsory as per PCATP Migration Policy.



BACHELOR IN INTERIOR DESIGN (BID)

Razia Hassan School of Architecture (RHSA) offers a comprehensive four-year Bachelor's degree program that is a synthesis of artistic expression, tradition, and modern trends with psychological and functional considerations, prioritizing chic and sustainable design practices. By providing an equal focus on building a strong theoretical foundation as well as experimenting with innovative spatial possibilities, the program prepares students with the necessary skills and

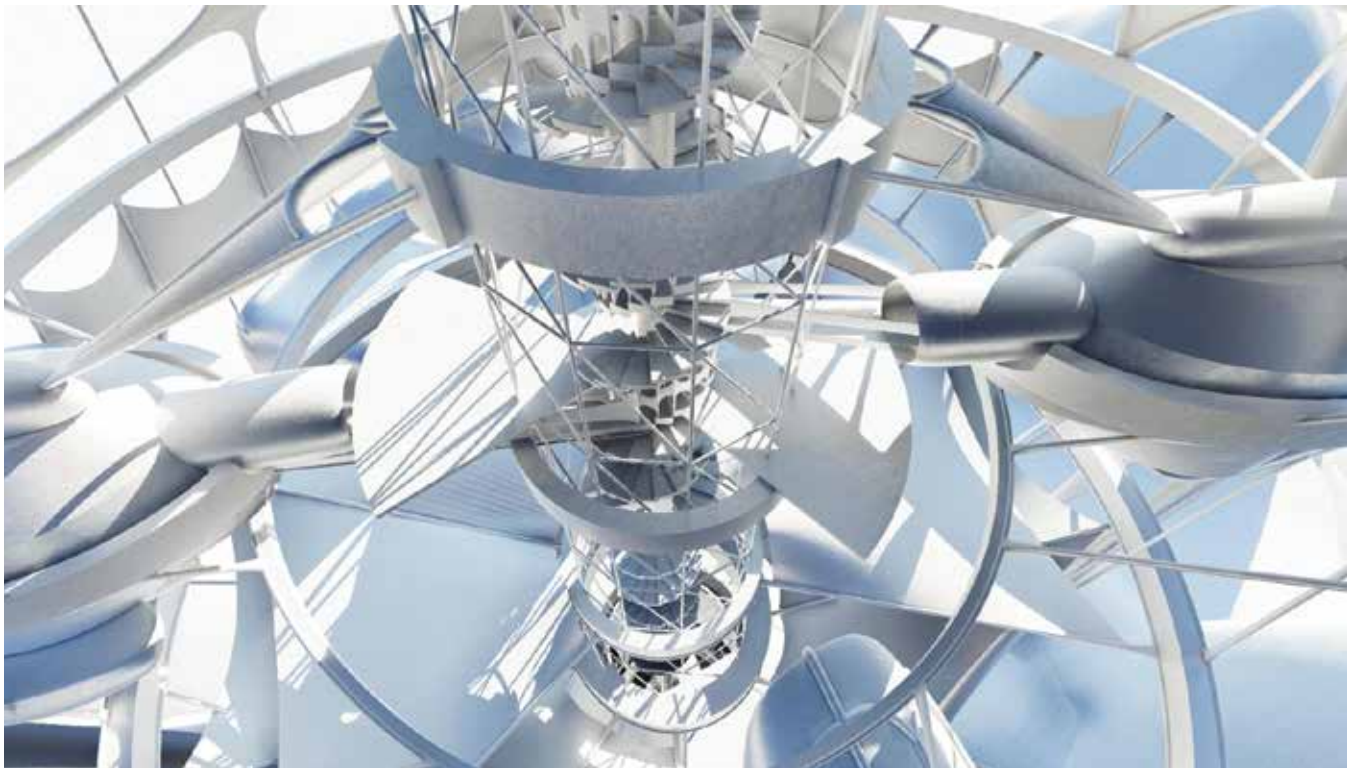
knowledge to develop inventive interior spaces. The program has a strong focus on conceptual development, based on innovative ideas, hands-on research, and experimentation, providing a platform for converting 2D design proposals into 3D material exploration.

Program Objectives

The **Bachelor of Interior Design** is a degree program at BNU Lahore that offers contemporary advancement in concepts and technologies related to the program and reflects social ideals prevalent in

our era, as summed up in the following general objectives:

- To offer a comprehensive four-year Bachelor of Interior Design that expands itself sequentially, with every aspect of IAD (Interior Architecture and Design): History and theory of Architecture and interiors, drawing skills (both manual and digital), Management and legal awareness about the practice of IAD and the professional life of interior designers, and up-to-date addition of computer skills and software applications in the



field of BID.

- To engage students in intensive Studio Projects that enable the future designers not only to connect their creativity to their cultural bases and roots but also to contemporary innovation happening in the global interior design profession.
- To empower our future designers with new and unique ideas about the utilization and application of new materials and technology in a given context.
- To equip the students with 3-D technology from the foundation year onwards so that they can express their ideas verbally, textually, and graphically.
- To explore the related areas and research in furniture design, textiles, and fiber arts in interiors, interior surfaces, and grand family of interior objects artificial lighting and acoustics, etc.
- To initiate and develop the adaptive reuse of buildings to revive our heritage.

- To embody semiotics as the central study of every specific space and symbolic value of everything (grand family of interior objects).

Program Outcomes

- Translate design concepts and theories into innovative spatial solutions.
- Thorough understanding of design software and technology.
- Develop expertise in object-making through experimentation in the lab-oriented learning environment
- Effectively convey design ideas through visual and verbal presentations.
- Develop solutions, evaluate, synthesize, and use data and research findings.
- Exploration of light, color, texture, scale, and materiality with reference to experience and sense perception of space
- Develop a sustainable approach to design projects, products, and practices.
- Generate required technical drawings

and specifications for construction.

- A strong sense of responsibility and professionalism as an interior designer.

Career Paths

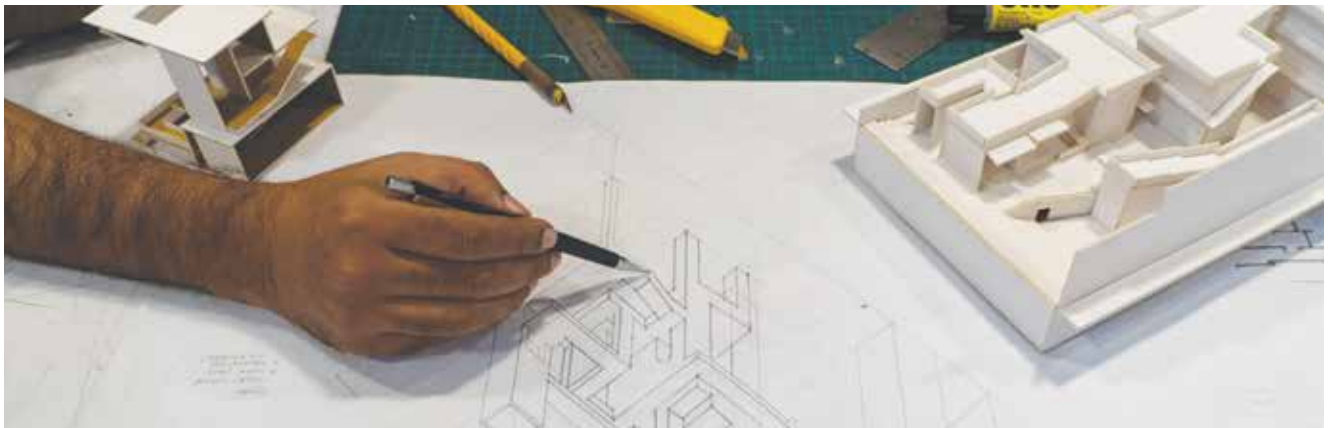
Interior Designer, Design Consultant, Interior Project Manager, Creative Practitioner, Textile designer, Healthcare Designer, Associate Designer, Kitchen Designer, Lighting Consultant, Product Designer, Furniture Designer, Visual Merchandiser, Graphic Designer, Creative Director, Set Designer, Design Contractor, Retailer, Industrial Designer, Exhibition Designer, Design Manager, Sustainability/LEED Designer, Real Estate Agent, and Accessibility Consultant.

Degree Requirements

Degree: B. ID

Duration: 4 years / 8 Semesters

Credits: 144



ROAD MAP - Bachelor of Interior design (BID) Fall 2025-29

1st Year / Semester I - Fall 2025

Course Code	Term 1	Courses	Cr. Hr.	Course Type
ADS-107	1	Foundation Design Studio I	6	
AVC-117	1	Thinking Drawing and Communicating Architecture I	2	
AHY-200	1	Histories Theories and Criticism of Architecture I	2	
AHY-238	1	Geometry Mathematics and Form	2	
AHY-213	1	Know Your City	3	HEC GEN EDD
	1	Ideology of Pakistan	2	HEC GEN EDD
GEN-111	1	Pakistan Studies	2	HEC GEN EDD
			19	

1st Year / Semester II - Spring 2026

Course Code	Term 2	Courses	Cr. Hr.	Course Type
ADS-108	2	Foundation Design Studio II	6	
AVC-203	2	Thinking Drawing and Communicating Architecture II	2	
AST-121	2	Structure and Form I	2	
GEN-120	2	Intro to Liberal Arts	3	HEC GEN ED
GEN-112	2	Islamic Studies	2	HEC GEN ED
GEN-104	2	Functional English	3	HEC GEN ED
			18	

2nd Year / Semester III - Fall 2026

Course Code	Term 3	Courses	Cr. Hr.	Course Type
IDS-101	3	Interior Design Studio I	6	
IDS-204	3	Drawing & Visual Communication I: ICT	3	HEC GEN ED
IDS-201	3	Colour & Design	3	
IDS-201	3	Expository Writing	3	HEC GEN ED
	3	Elective I	3	Elective
	3	Fahm-ul-Quran I	1	HEC GEN ED
		Total Credits	19	

2nd Year / Semester IV - Spring 2027

Course Code	Term 4	Courses	Cr. Hr.	Course Type
IDS 200	4	Interior Design Studio II	6	
IDS 202	4	History of Interior Design I	2	
IDS 206	4	Material, Construction & Systems I	3	
GEN-219	4	Research Methods I	3	HEC GEN ED
	4	Elective II	3	Elective
	4	Fahm-ul-Quran II	1	HEC GEN ED
		Total Credits	18	

Summer 2027	Community Service (Summer Semester)	1	
-------------	-------------------------------------	---	--

3rd Year / Semester V - Fall 2027

Course Code	Term 5	Courses	Cr. Hr.	Course Type
IDS-250	5	Interior Design Studio III	6	
IDS-305	5	Drawing & Visual Communication II	3	
IDS-203	5	Lighting & Accoustics	3	
GEN-407	5	Enterprenurship	2	HEC GEN ED
	5	Civics	3	HEC GEN ED
		Total Credits	17	

3rd Year / Semester VI - Spring 2028

Course Code	Term 6	Courses	Cr. Hr.	Course Type
IDS-300	6	Interior Design Studio IV	6	
IDS-302	6	History of Interior Design II	2	
IDS-306	6	Material, Construction & Systems II	3	
GEN-404	6	Research Methods II	3	HEC GEN ED
	6	Elective III	3	Elective
		Total Credits	17	

Summer 2028	Internship + Workshop (CV+Portfolio+Interview)	3	BNU/GEN
-------------	--	---	---------

4th Year / Semester VII - Fall 2028

Course Code	Term 7	Courses	Cr. Hr.	Course Type
IDS-350	7	Interior Design Studio V	6	
IDS-301	7	Digital Immersive System: VR & AI	3	
IDS-352	7	Sustainable Design Practices (Natural Science)	3	HEC GEN ED
	7	Elective IV	3	Elective
		Total Credits	15	

4th Year / Semester VIII - Spring 2029

Course Code	Term 8	Courses	Cr. Hr.	Course Type
IDS-400	8	Interior Design Studio VI	6	
IDS-401	8	Design Discovery Lab	3	
	8	Elective V	3	Elective
IDS-402	8	Portfolio	2	
		DLS Distinguished Lecture Series (2 lectures per semester) + Workshop (2 workshops per semester) during designated slots twice a week	1	
		Total	15	
		Total Credits	142	

Eligibility Criteria

To be eligible for admission to the Bachelor of Interior Design Program (undergraduate program), a candidate must satisfy any one of the following requirements:

- Passed F.S.C/FA/ICS/I.COM with at least 50% marks.
- A-Levels subjects with at least 2nd division 50%

Attendance and Gating Policy (Bachelor in Interior Design)

- Students must maintain a minimum of 85% attendance in Studio courses, 75% in Theory courses, and 70% in elective courses.
- All students must successfully pass each course in order to progress to the next academic year.
- If a student fails Studio & Drawing courses consecutively in the 1st year (including a retake in Summer Semester), they will face termination.
- Students have to clear the B. ID course in 6 years as per HEC policy

Admission Criteria and Entry Examination Format

Qualities of Students We Are Looking For

We aim to admit students who are:

- Curious individuals who enjoy exploring ideas, places, and cultures
- Engaged in hobbies
- Eager to learn new concepts and solve problems in innovative ways
- Observant of their surroundings and interested in how spaces affect people
- Motivated to contribute positively to society through architecture

What Students Should Study / Be Familiar With

Recommended Background

- General education (Matriculation-

FSc or O-A Levels (Equivalence required))

- Basic understanding of mathematics, geometry, and general knowledge
- Skills: Drawing, Crafting, DIY.

Important Topics to Explore

- Aga Khan Award for Architecture: Understand the purpose of the award, its emphasis on architecture that responds to cultural, social, and environmental needs, and explore past award-winning projects.
- Modern Architecture and the Bauhaus Movement: Learn about the principles of modernist design and how the Bauhaus school influenced architecture, design, and art in the 20th century and beyond.

Admission Stages

- Call for admissions (early and regular)
- Submission of Application Form along with Statement of Intent
- Admission Exam
- Interviews
- List of admitted students

Admission Criteria

- Eligibility 20%
- Statement of Intent 20%
- Exam 40%
- Interview 20%

Students awaiting their FA/FSc/A-Level

results may apply for admission. Selected candidates will be granted provisional admission only, which may be regularized after they have been declared successful and meet the admission requirements of the university.

Eligibility

Bachelor of Interior Design (BID):

To be eligible for admission to the undergraduate program, a candidate must satisfy any one of the following requirements:

- Passed F.S.C/FA/ICS/with at least 50% marks.
- Passed A-Levels subjects with at least 50% marks.

Fulfilling basic eligibility requirements or a high academic score in any discipline or another outstanding achievement alone is insufficient for selection. Candidates and their parents or supporters who expect their candidature to be strong enough to warrant designation are advised that the outcome of the selection process cannot be anticipated at any stage. Experience over the years has shown that competition for admission is intense. Every effort is made to select students from diverse economic and educational backgrounds. This is done in the belief that diversity in the student body dramatically enriches the educational experience.



Note for All Candidates

Candidates are requested to ensure they meet applicable eligibility requirements before applying. These are listed on the Website in the Admission section. Moreover, candidates must complete the application and other requirements according to the published instructions and schedule. Beaconhouse National University reserves the right to admission, revoke access, and registration if an application is inaccurate or incomplete or if supporting documents are discovered fraudulent. Any candidate presenting a fraudulent paper supporting

an application for admission may be identified with other universities and colleges.

There are TWO Admission Cycles for the Entrance Exam: Early Admissions and Regular Admissions. If a candidate does not clear the admission process in the Early Admissions, they may apply for a reinterview in the Regular Admission. If the Candidate has failed to appear on the Entrance Exam in the first cycle, they can request to appear in the second cycle (The Admission Committee will make the decision). The admission granted is valid for that year only and will not be carried

forward next year if the candidate does not avail of the entry. They will have to reapply next year.

Reading list

What Adults Don't Know About Architecture by Alain de Botton and The School of Life.

- In Praise of Shadows by Junichiro Tanizaki
- Experiencing Architecture by Steen Eiler Rasmussen
- The Image of the City by Kevin Lynch

List of Architects/Interior Designer

International Architects

- Frank Lloyd Wright
- Le Corbusier
- Louis Kahn
- Carlo Scarpa
- Hassan Fathi
- Gulzar Haider

Regional Architects

- Nayyar Ali Dada
- Yasmeen Lari
- Kamil Khan Mumtaz
- Balkrishna Doshi
- Charles Correa
- Geoffrey Bawa

Interior Designers

- Elsie de Wolfe
- Kelly Wearstler
- Patricia Urquiola

Statement of Intent (300-500 words)

An essay is to be written by the candidate providing an introduction about themselves and their motivation for becoming an Architect. A complete and specific description of the applicant's motivation must be submitted with the Application. The letter must include statements of goals, their interests beyond

the field of architecture, and their skills. Define key questions, issues that might be answered, and how they feel this institute will provide opportunities to fulfill their missions. This will be submitted with the application form. This submission is weighted heavily during the application review process.

Structure of Entrance Exam

We will be conducting a two-part entrance evaluation:

Part 1: MCQ-Based Test

Sections include:

- Mathematics (Intermediate/A-Levels)
- Geometry (Matriculation/O-Levels)
- Physics (Matriculation/O-Levels)
- General Knowledge (National and Global)
- Climate Change and Sustainability (National and Global)
- Politics and Current Affairs (National and Global)
- Design History (National and Global)
- Interior Design (National and Global)
- Literature, Arts, Culture (National and Global)
- Technology and Impact (National and Global)
- Materials (Matriculation/O-Levels)
- Problem Solving (Matriculation/O-Levels)

Part 2: Drawing, Spatial Thinking & Creativity

Duration: 120 minutes

Sections include:

- Sketch a scene from observation
- Solve visual-spatial reasoning puzzles
- Respond to a design scenario creatively
- Reflect on architectural spaces and their experiences

Interview + Portfolio

All candidates are interviewed to keep the admission process thorough and equal opportunity is given to each candidate to go through the entire process. Interviews are an integral part of the process and allow the department to understand the candidates, their capabilities, and their reasons for joining the field in a candid conversation.

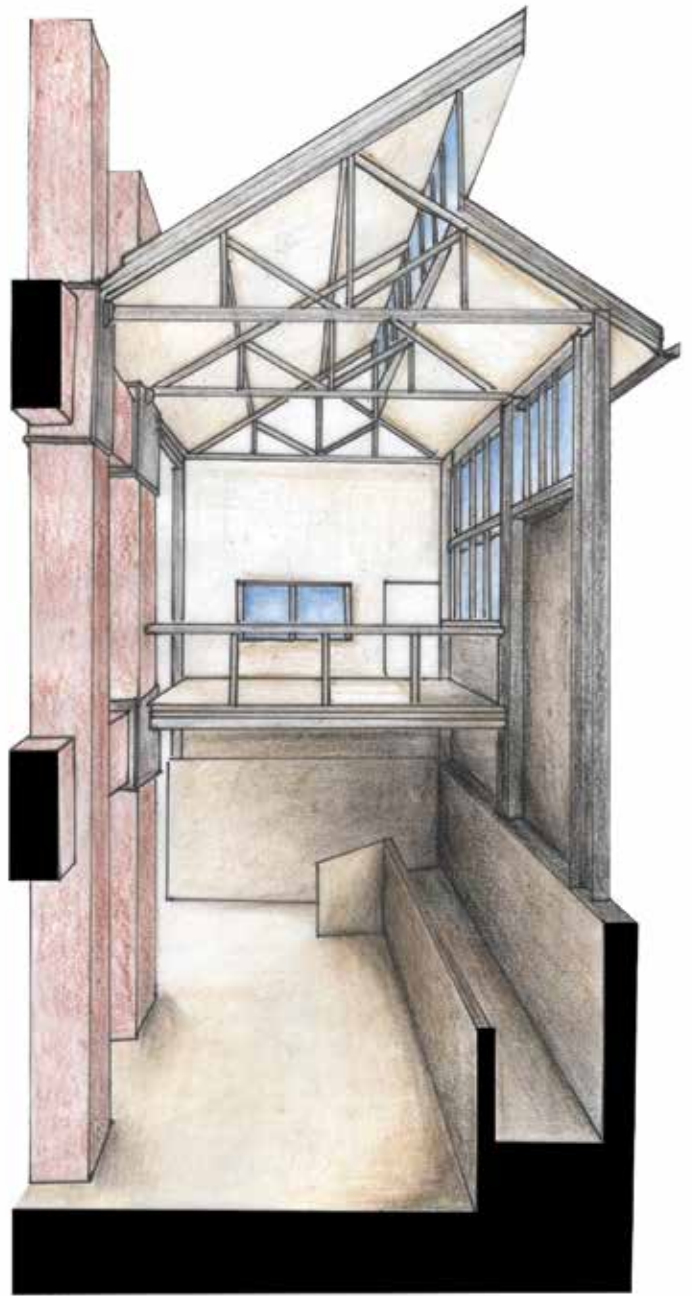
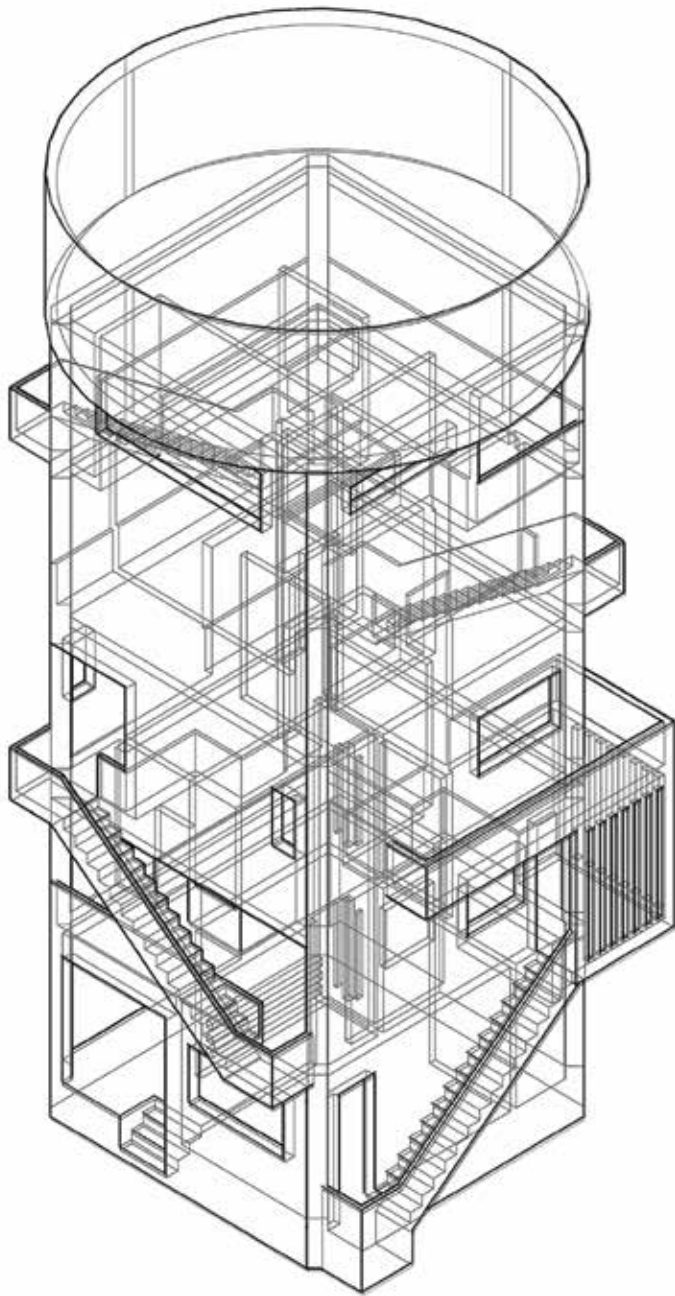
Candidates will be requested to bring a digital/physical portfolio. The portfolio should demonstrate the candidate's creativity, showcase their skills and highlight their ability to communicate ideas. Candidates may include work completed in class or independently, individual and collaborative projects, and finished or in-progress work. Submit 5-6 examples of work, ideally from the past two years.

Transfer Policies

The Transfer policy for Bachelor in Interiors is as follows:

- Approval of the transfer case will be finalized after an Interview, and review of the Portfolio and Letter of Intent.
- Transfer cases will be accepted from the second year. Students applying for transfer of credits need to have
 - completed the first two semesters at their respective institute.
 - A minimum of 3.0 CGPA is required to apply for transfer of credits to RHSA.
 - Attested provisional transcript from the previous institute along with course outlines for course equivalence and exemption in the BNU equivalence Committee.
 - NOC from the previous institute.
 - Review and exemption will be conducted by the BNU equivalence Committee on a case-to-case basis. Courses below 2.0 GPA are not eligible for exemption.
 - Equivalence Certificates of O-levels, A-levels or Matriculation and Intermediate Transcript / Equivalence are mandatory.





RHSA FACULTY

RHSA has the following permanent faculty members:

Professor

Sajjad Kausar

M.Sc. Architectural Conservation of Historical Monuments and Sites, University of Moratuwa, Sri Lanka
B.Arch. National College of Arts, Lahore
Ex-Director Interior Design Program, NCA Lahore
Ex-Head of Department NCA, Lahore
Ex-Principal NCA
Member- PCATP
IAP Member, ICOMS

Ejaz Malik

Masters in Interior Design, ENASD, Paris
MPhil Contemporary Furniture Design, ENSAD, Paris
Architecture DPLG. Paris Bllbelle Ville. UP 8, France
Founder Interior Design NCA Lahore
Founding Member BNU-RHSA
Member- PCATP

Muhammad Omar Farooq – Head of Department

PhD Scholar, University of Engineering and Technology, Lahore (2021-Present)
M. Arch., University of Illinois, Urbana-Champaign, IL, US
B. Arch National College of Arts, Lahore
Member- PCATP

Associate Professors

Omar Hassan – Interim Dean

M. Architecture 1, Rhode Island School of Design, Providence, Rhode Island, USA
B.A. Political Science and Journalism, Punjab University, Lahore
Bachelor of Design, National College of Arts, Lahore
Founding Member BNU-RHSA
Member- PCATP

Assistant Professors

Junaid Alam Rana

M.Sc. Urban Planning and Design, Royal Institute of Technology, Stockholm, Sweden
B.Arch. National College of Arts, Lahore
Member- PCATP

Zara Amjad

M.Arch. Beaconhouse National University, Lahore
B.Arch. Beaconhouse National University, Lahore
Member- PCATP

Zain Adil

MSc Digital Architecture & Construction NTU, UK
M. Arch Beaconhouse National University, Lahore
B.Arch. Beaconhouse National University, Lahore
Diploma in Animation- National College of Arts, Lahore
Member PCATP

Zeeshan Sarwar

M.Arch. Beaconhouse National University, Lahore
B.Arch. Beaconhouse National University, Lahore
Member- PCATP

Saman Malik

M.Arch. Mackintosh School of Architecture, Glasgow, UK
B.Arch. Beaconhouse National University, Lahore
Member- PCATP

Jawwad Nakai (Coordinator-Emerging Technologies)

M. Arch, Taubman College of Architecture & Urban Planning, University of Michigan, US
B. Arch, National College of Arts, Lahore
Member - PCATP

Aarez Ali

Masters in Project Management, Superior University (Enrolled)
B.Arch, Beaconhouse National University
Member PCATP

Usman Saqib Zuberi

Masters in Architecture. University of Engineering and Technology, Lahore (Enrolled)
B.Arch. Beaconhouse National University, Lahore
Member- PCATP

Sara Assad

Masters in Art Education, Beaconhouse National University
B. Arch, Beaconhouse National University, Lahore
Member PCATP

Ahsan Fazal

Masters in Architecture. University of Engineering and Technology, Lahore (Enrolled)

B. Arch, National College of Arts, Lahore
Member- PCATP

Lecturers

Fatima Zahra

B. Arch., Beaconhouse National University, Lahore
Member - PCATP

Humna Syed

B. Arch., Beaconhouse National University, Lahore
Member - PCATP

Syed Ahmad Hassan Gillani

B.Arch. Beaconhouse National University, Lahore
Member- PCATP

Suhaib Asif

B.Arch, National College of Arts
Member-PCATP

Coordinators

Abdul Qadir

Academic Coordinator

Irfan Mughal

Admin and Finance Coordinator

RHSA International Advisory Council

- Mr. Hasan-ud-din Khan

- Mr. Yahya Jan
- Ms. Olga Mesa
- Mr. Aaron Brode

WHY JOIN RHSA?

Graduated Batches

- 16 batches graduated since 2009 with Bachelor of Architecture (B. Arch)-5-year program A four-year program in Interior Design (B.ID) commenced in Fall 2023

Faculty

- **Qualified faculty members:**
 - Local and foreign academic and professional experience in the US, UK, France, Australia, and the Middle East

Faculty Achievements (2024–2025)

- 1. Exhibitions & Installations- 09**
- 2. Research Publications – 8**
- 3. Panel Discussions & Forums – 5**
 - Mega-Projects & Climate Change – BNU & Wilson Center
 - Ravi Riverfront Development – University of Pennsylvania
 - Riparian Disaster Design – University of Delaware
 - Infrastructure & Climate Resilience – Harvard Collaboration
 - Solid Waste Management – BNU & International Stakeholders

4. Institutional Events &

Collaborations – 2

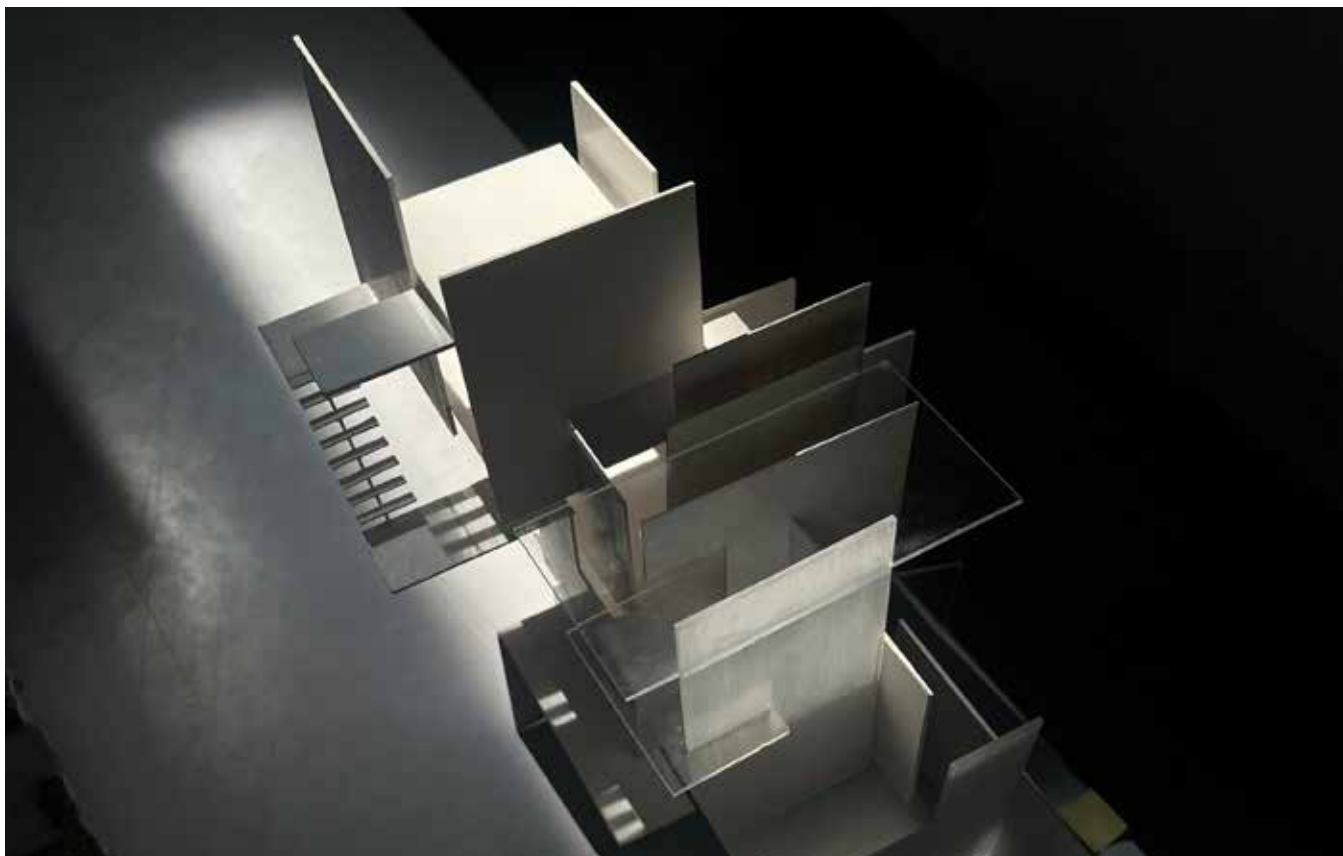
- IAPEx 2025 – Presentations & Installations by RHSA Faculty
- PHATA Conference

5. Faculty Presentations – 6

- Anthro-Polis: Diagramming & Urban Design
- Heidegger's Dwelling – Space Journal (Accepted)
- Accessibility in Commercial Zones – AMPS Conference
- Voices of Women in Architecture – Poster Presentation
- Sunset Pavilion – Degree Show, Nottingham Trent University
- From Grey to Green – Documentary Screening

Faculty's foreign qualifications

- Rhode Island School of Design, US
- University of Illinois, Urbana Champaign, US
- AA School of Architecture, UK
- Paris Belleville, France
- Directeur d' 'etudes Bernard PAURD, France
- University of Moratuwa, Sri Lanka
- Royal Institute of Technology Stockholm, Sweden
- Politecnico de Milano, Italy
- Mackintosh School of Architecture, Glasgow, UK
- Cardiff University, UK
- Columbia University, US
- University of Sydney, Australia
- Middle East Technical University, Turkey
- University of Michigan, US



Faculty Ph.D

- Two faculty members are Ph.D. Scholars

RHSA Alumni in Foreign Universities

Alumni pursued higher education at the following universities:

- Massachusetts Institute of Technology (MIT)
- Columbia University (GSAPP)
- The Architectural Association (AA)
- Cornell University (AAP)

- Harvard University Graduate School of Design
- Pratt Institute
- Rhode Island School of Design
- Bauhaus University
- University of Glasgow
- University of Michigan
- University of Nottingham
- University of Liechtenstein
- University of Melbourne
- Victoria University of Wellington

Scholarships

- Merit-Based Scholarships
- Need-Based Scholarships

- Sports Based Scholarships
- VC's Scholarship
- Transgender Inclusion Scholarship
- BNU Non-Profit Scholarship
- Dean's Scholarship

Infrastructure and Facilities

- 10 custom-built design studios (single and double height)
- RHSA-Interwood Workshop (4000 Sqft.)
- Immersive Room (AR/VR)
- ET. LAB (With 5 3D Printers)
- Interior Design Material Lab.
- Kinetic Architecture Lab





- All studios are equipped with the latest projectors, LEDs, audio, video, mic, sound system, computers for lectures, and attendance/student results through the Central Management System (CMS).
- RHSA Computer lab with lab assistant, projector, and (36) high-end computer systems
- Photographic studio for documentation of architectural works
- Large studio with designed lighting for in-house exhibitions of faculty and students' work
- Central library with more than 2330 books on Architecture
- In-house Printing Facility

Educational Equipment

- Education Equipment Available for Students' use:

Learning Beyond Classrooms

- Education trips:
 - o First Year: Within Lahore

1.	Godex Trigger X-Pro (Sony Alpha)
2.	Silver Light Stand
3.	Silver Light C-Stand
4.	Complete Camera & Lens Cleaning Kit
5.	Godox SK400II Studio Strobe
6.	Godox SL - 60 LED Video Light
7.	Godox Deep Octa P120L with Grid Bowens Mount
8.	Rode Video Mic with Rycote Lyre Suspension
9.	Apkina 90Cm Octabox Replaced with 80*120cm Grid Softbox
10.	Sony E PZ 18-105MM f/4 G OSS (Lens)
11.	Tamron 17-70mm F208 (lens) (Alpha Mount)
12.	Laowa 12mm (Lens) with Tilt Shift (Alpha Mount Option-1)
13.	Sony NP-FW50 Lithium - Ion Battery (1020mAh) (Original)
14.	SanDisk 32GB 95MB/s SD Card
15.	ICON 7865 Video Pan Head Tripod
16.	Tripod 2 in 1 with Monopod
17.	7 in 1 Collapsible Reflector 110 cm
18.	Oculus VR Rifts (VR Headset)
19.	Converter for VR
20.	Laser Distance Measuring Device
21.	Gopro Hard 10 With Kit
22.	SOSCH File Kit GTC 400C
23.	Mola Kit for Structure
24.	DGI FVP Drone with goggles

25.	Boche Thermal Camera
26.	CPU Based Computers -41
27.	Additional Camera and Special Lens for Product Photography
28.	Five 3D Printers.

- o Second Year: Within Punjab Province
- o Third Year: Outside Province
- o Fourth Year: International (Last class went to Turkey)

• **Student Foreign Exchange Program:**

- o **3rd Year (Spring Semester):** Yeditepe University, Istanbul, Turkey.

• **RHSA-Internship Development Program through:**

- o RHSA Alumni network
- o Students were provided internships by RHSA through IDP in architectural firms, Government and Non-Government Organizations including Agha Khan Cultural Services and Walled City Lahore Authority last summer
- Guest lectures, student capacity-building workshops, inter-university workshops, and seminars (offered through 8 university departments)

• **Student-Centered Workshops**

1. Project Management Workshop
2. Everyday Ethnographies Workshop
3. Portfolio Design Workshop
4. Revit Workshop

Extra-Curricular Activities & RHSA Vision-2030 Proposal Healthcare

- Architectural Photography Society: Capture architecture creatively with fellow students and explore the beauty of design.
- Student Affairs Department and In-house Elected Student Council: Get support for student needs and engage in various activities to enhance your university experience.
- Job Placement through Alumni Network: Benefit from alumni connections spanning 14 graduated batches for career opportunities.
- In-house Events Organized by Student Council: Enjoy jamming sessions, welcome/farewell events, theme weeks, concerts, and more planned by the RHSA Student Council.
- BNU Bestival: Participate in the annual celebration of talent and creativity showcasing the best of our university community.
- Sports Facilities Including Cricket, Football, and Basketball Courts.
- Central Cafeteria Offering a Variety of Food Options.
- Health Center with Dedicated Ambulance Service.
- On-campus Psychological Counselling Services.

- Re-starting M. Arch (Masters in Architecture) Program at RHSA, BNU.
- RHSA Center of Development (R-COD) to focus on the following:
 - o Urban and Rural Development
 - o Heritage Conservation
 - o Disaster Resilient Strategies including Climate Change Challenges
 - o Earthen Architecture
 - o Emerging Technologies
- Augmented Reality, Virtual Reality, Metaverse
- Data Analysis
- Latest Software
- Coding to develop custom-made apps for Architecture
 - o New Construction Technologies
 - o Faculty and Student Capacity Building
 - o Think Tank to discuss alternative future trajectories within the local context
- National and International Collaborations with reputable organizations
- Establishment & Development of a Sustainability and Material Testing Lab.
- Publishing and Printing Center.





| SLASS

SM SLASS | Seeta Majeed School of Liberal Arts and Social Sciences



Message by Head of the Department of Liberal Arts, SLASS

The School of Liberal Arts and Social Science (SLASS) is at the heart of BNU's

vision of being a liberal arts university. More than a century back Cardinal Newman (1801-1890) delivered some lectures which outline his 'idea of a university'. One of the ideas which emerge from these lectures is that a

university should be a seat of learning i.e., it should teach all branches of knowledge. The Humboldtian idea of a university is not only to teach but also produce new knowledge and cutting-edge research in all branches of knowledge. These are ideals which we can aspire to, in Pakistan but which we cannot notch up immediately. BNU has established liberal arts and social sciences in order to honor branches of knowledge which are not traditionally perceived as utilitarian or capital-generating. This is despite the value they add to societies, and the complex problems they help us to understand and solve.

Hence, it is the objective of SLASS to promote the liberal arts and social sciences in order to equip our students with the skills required for critical thinking. Our aim is to make our students cognizant of humanitarian values so that Pakistan becomes a tolerant society. Ours is a multi-lingual, multi-ethnic society and, therefore, we have great need for accommodating our pluralism. At SLASS, we have started exciting new programs which, we hope, will succeed in making us the very best place of learning in our various disciplines in time to come.

Introduction

The Seeta Majeed School of Liberal Arts and Social Sciences (SLASS) offers an integrated education that blends liberal arts and social sciences. By fostering interdisciplinary knowledge across various fields, SLASS prepares students to effectively address contemporary cultural, economic, political, and institutional challenges, ensuring a well-rounded and comprehensive educational experience.

A liberal arts education is an academic approach that encompasses a broad spectrum of disciplines from the Humanities and Social Sciences. We aim to cultivate well-rounded individuals with critical thinking skills, intellectual curiosity, and a desire and capacity for lifelong learning. A liberal arts education emphasizes interdisciplinary knowledge and the development of essential skills such as analytical reasoning, effective communication, and ethical judgment.

SLASS offers three degree programs at the undergraduate level:

- i. BS in Liberal Arts and Social Sciences
- ii. BS in Political Science
- iii. BS in Political Science with Specialization in International Relations

The goal at SLASS is to enable students to be critical thinkers, and reflect on changes taking places in society. The school offers

a truly distinct interdisciplinary academic experience, developing a strong foundation in multiple disciplines, including courses in History, Literature, Political Science, Anthropology, and Philosophy. The school's pedagogical approach focuses on reading, reflection, discussion, and research. Students are empowered to share opinions and discuss ideas in classes, and encouraged to read extensively from diverse sources. With a strong emphasis on reading, and confronting varied ideas, students become more aware of changes taking place around them in local and global settings. In doing so, SLASS aims to develop values of empathy and compassion, as well as skills of research, writing, and the ability to understand and analyze complex social issues. Its students stand out by developing an ability to discuss difficult and even controversial topics with sensitivity.

We aim at inspiring our students to respond to their social responsibilities by addressing the socio-cultural and political challenges of this country in a creative and constructive manner. We begin by stimulating an uninhibited sense of inquiry that enables them to raise questions about self-identity, gender roles, the hegemonic cultural and historical narratives, urban and ecological challenges, responsible citizenship, the ethical pursuit of life, liberty, and happiness – in short, we help our students acquire the analytical tools to excel in an academic environment by thinking out of the box.

Vision

To become a leading school for the liberal and social sciences in Pakistan, by developing empathetic leaders who can navigate complex global challenges, and contribute to Pakistan's socio-economic progress.

Mission

To develop a *niche* through a truly interdisciplinary and diversified roadmap that empowers students to make choices of courses, specializations, and minors based on their different interests and career goals.

Degree Programs

1. BS in Liberal Arts & Social Sciences

- Options of Specializations:
 - (i) History
 - (ii) Literature
- Options of Minors:
 - (i) Media Studies
 - (ii) Theatre, Film and TV

2. BS in Political Science

3. BS in Political Science with Specialization in International Relations

BS IN LIBERAL ARTS & SOCIAL SCIENCES

The BS in Liberal Arts and Social Sciences is a comprehensive program that creates a solid foundation in a range of subjects. Understanding the need for interdisciplinarity as a means to confront global and local challenges, it exposes students to multiple disciplines within the liberal arts and social sciences.

The program introduces students to five streams of the liberal arts and social sciences within the first two years. It does so by developing a strong foundation through departmental core courses in History, Literature, Philosophy, Anthropology, and Political Science. In addition, students are required to complete university cluster courses in multiple fields as well, beyond the courses offered by DLA.

Following two foundation years (or four semesters), students can opt for elective courses in disciplines such as history, religious studies, literature, philosophy, media studies, development studies, anthropology, and so on. Multiple courses at DLA are interdisciplinary.

Throughout their time in the BS in Liberal Arts and Social Sciences program, students will learn to read quickly and effectively, become good presenters and communicators, and develop interest in research and writing. They will also become aware of the challenges confronting society, and be prepared to pursue careers in a range of fields.

The program offers Minors in Media Studies, and Theatre, Film and TV, alongside Specializations in History and Literature. It provides students with interdisciplinary exposure, critical thinking skills, and a strong foundation in the liberal

arts, preparing them for diverse academic and professional paths.

Career Paths

This degree is highly suitable for students who would like to discover their moorings before pursuing higher education in social sciences, humanities, law, journalism, and business studies. This is an ideal program for those interested in academia, civil services, human rights organizations, development sector, media, and digital communication. Students are trained to become good communicators, researchers, and writers, and as such are prepared for a range of careers.



BS IN LIBERAL ARTS AND SOCIAL SCIENCES

Total Credit Hours

GEN	36
MAJOR	75
ELECTIVE	12
INTERNSHIP	3
THESIS	3
TOTAL	129

Degree Requirements

General Education (GEN) courses

All students in the university are required to complete a certain number of GEN courses as part of their degree. These have been listed in the roadmap for the program.

Major

Students in the program are required to complete 75 credit hours of major courses offered by DLA.

Specialization

Students have the option of specializing in one of two disciplines: (i) History; (ii) Literature. In order to specialize in one discipline, students need to complete 7 courses in the discipline of specialization between semesters 5 and 8. The final thesis must also demonstrate a link to the discipline of specialization.

Note: The department may not be able to offer a particular specialization in any specific year if there is an insufficient number of students opting for it.

Minors

Students can opt for the following two minors: (i) Media Studies; (ii) Theater, Film, and TV. Students must complete four specified courses for the relevant Minor between the fifth and eighth semesters, beyond the required 129 credit hours. As a result, students opting for a Minor will study a total of 141 credit hours in their degree program.

If during the course of the program another department offers a minor, students can opt for that minor as well.



ROAD MAP - BS in Liberal Arts and Social Sciences

Semester-1

Course Code	Courses	Credits	Status
GEN-104	Functional English	3	GEN
DLA-103	Ancient Civilizations: Rise and Fall	3	Major
DLA-242	Civics and Citizenship	3	GEN
GEN-120	Introduction to Liberal Arts	3	GEN
GEN-111	Ideology and Constitution of Pakistan	2	GEN
GEN-132	Pakistan Studies	2	GEN
GEN-101	Computer Literacy	3	GEN
	Semester Total	19	

Semester-2

Course Code	Courses	Credits	Status
GEN-216	Academic Writing/Expository Writing	3	GEN
DLA-128	Introduction to Political Science	3	Major
DLA-235	Introduction to Philosophy	3	Major
DLA-170	World Literature I	3	Major
GEN-112	Islamic Studies	2	GEN
DLA-143	Introduction to Social Anthropology	3	Major
	Semester Total	17	

Semester-3

Course Code	Courses	Credits	Status
DLA-127	World Literature II	3	Major
DLA-108	Introduction to International Relations	3	Major
DLA-238	Modern Philosophy	3	Major
DLA-236	Birth of the Medieval World	3	Major
GEN-201	Maths (Quantitative Reasoning)	3	GEN
DLA-339	Key Debates in Anthropological Theory	3	Major
GEN	Feham-ul-Quran I	1	GEN
	Semester Total	19	

Semester-4

Course Code	Courses	Credits	Status
DLA-200	History of Ideas	3	Major
DLA-208	South Asian Literature	3	Major
DLA-377	Anthropology and Global Perspectives	3	Major
DLA-363	Comparative Politics	3	Major
DLA-234	Advent of the Modern World	3	Major
GEN	Feham-ul-Quran II	1	GEN
	Semester Total	16	

Semester-5

Course Code	Courses	Credits	Status
GEN	Political Ecology	3	GEN
DLA1-300	History of South Asia/Specialization	3	Major
DLA1-325	Children's Literature/Specialization	3	Major
DLA-322	Self, World, God/Specialization	3	Major
	Non-DLA Elective	3	Elective
	Semester Total	15	

Semester-6

Course Code	Courses	Credits	Status
GEN-407	Entrepreneurship/Leadership	3	GEN
DLA1-334	European History/Specialization	3	Major
DLA-321	Renaissance Literature/Specialization	3	Major
DL-300	Debt and Development/Specialization	3	Major
	Non-DLA Elective	3	Elective
	Semester Total	15	

Summer Semester

Course Code	Courses	Credits	Status
	Internship	3	

Semester-7

Course Code	Courses	Credits	Status
DLA-400	Research Methods	3	GEN
DLA-347	Muslim Intellectual History/Specialization	3	Major
DLA-464	Readings in Postcolonial Literature/Specialization	3	Major
	Non-DLA Elective	3	Elective
	Semester Total	12	

Semester-8

Course Code	Courses	Credits	Status
DLA-490	Thesis/Course Work	3	Project
DLA-432	Nationalism and Anti Colonialism/Specialization	3	Major
DLA-445	Magical Realism/Specialization	3	Major
	Non-DLA Elective	3	Elective
	Semester Total	12	

GEN	Community Service (to be completed anytime during the program)	1	
	Total:	129	



Specialization Courses

History:	Literature
European History	Children's Literature
Nationalism and Anti Colonialism	Renaissance Literature
South Asian History	Post Colonial Literature
Muslim Intellectual History	Magic Realism
Sufism	Black Writers in America
Perspectives on Religion	Creative Writing
Historical Methods and Archives	American Literature
Philosophy of History	Punjabi Literature
Lahore: British Raj and Beyond	Classical Literature
British Empire in India	Resistance Literature
Social and Political History of Urdu	Russian Literature
Social Movements: Modern to Contemporary Times	Victorian Literature
History and Travel Writing	Urdu Literature
Environmental History	Fantasy
Tradition and Reform in Religions	Medieval Literature
History of the University	Partition Literature

Minors

Media Studies	Theatre, Film and TV
Mass Media Local, National, and Global	Introduction to Theatre
Development Communication	Script Writing
Theories of Communication	Introduction to Acting
Podcast	Photography

Note: Courses in the first four semesters are fixed, but the department reserves the right to offer any new or old course of the same level from semesters 5 to 8.

BS IN POLITICAL SCIENCE

BS Political Science is a four-year degree program being offered by Seeta Majeed School of Liberal Arts and Social Sciences from Fall 2025 onwards. The program has been designed in a way to enlighten and enrich students with theoretical and conceptual understanding of state structures and global dynamics.

Career Paths

Students of political science have various career paths to pursue. Political science is an integral ingredient of all competitive examinations. A large number of think tanks, research projects, development agencies, NGOs and INGOS require graduates of political science. Most importantly, educational institutions at all levels also have high demand for political scientists.

Total Credit Hours

GEN	36
MAJOR	75
ELECTIVE	12
INTERNSHIP	3
THESIS	3
TOTAL CREDITS	129



ROAD MAP - BS Political Science

Semester-1

Course Code	Courses	Credits	Status
DLA-223	Introduction to Social Thought	3	GEN
GEN-101	Computer Literacy	3	GEN
GEN-120	Introduction to Liberal Arts	3	GEN
GEN-104	Functional English	3	GEN
GEN-111	Ideology and Constitution of Pakistan	2	GEN
GEN	Pakistan Studies	2	GEN
	Semester Total	16	

Semester-2

Course Code	Courses	Credits	Status
DLA-110	Academic Writing	3	GEN
GEN-112	Islamic Studies	2	GEN
GEN-407	Entrepreneurship	3	GEN
DLA-128	Introduction to Political Science-I	3	MAJOR
	Interdisciplinary Elective-I	3	ELECTIVE
GEN-240	Civics And Citizenship	3	GEN
	Semester Total	17	

Semester-3

Course Code	Courses	Credits	Status
	Interdisciplinary Elective-II	3	ELECTIVE
	Maths-Quantitative Reasoning I	3	GEN
	Introduction to Political Science-II	3	MAJOR
	Introduction to Middle East Studies	3	MAJOR
	Feham-ul-Quran	1	GEN
	Introduction to World History	3	MAJOR
	Semester Total	16	

Semester-4

Course Code	Courses	Credits	Status
	Statistics-Quantitative Reasoning II	3	MAJOR
	Introduction to International Relations	3	MAJOR
	Political Thought-I	3	MAJOR
	Environmental Science	3	GEN
	Comparative Politics	3	MAJOR
	Feham-ul-Quran II	1	GEN
	Semester Total	16	

Semester-5

Course Code	Courses	Credits	Status
	Political Thought II	3	MAJOR
	Public Administration	3	MAJOR
	Political Ecology	3	MAJOR
	Research Methodology-I (Qualitative)	3	MAJOR
	Simulation Course on Political and Diplomatic Scenario Building	3	MAJOR
	Interdisciplinary Elective-II	3	ELECTIVE
	Semester Total	18	

Semester-6

Course Code	Courses	Credits	Status
	International Political Economy	3	MAJOR
	Foreign Policy Analysis	3	MAJOR
	Political Systems-Developed Countries I	3	MAJOR
	Public Policy	3	MAJOR
	Diplomacy	3	MAJOR
	Semester Total	15	

Summer Semester

Course Code	Courses	Credits	Status
	Internship	3	

Semester-7

Course Code	Courses	Credits	Status
	History and Politics of Pakistan	3	MAJOR
	Local Government and Democracy	3	MAJOR
	Theories of IR	3	MAJOR
	Political Systems-Developing Countries II	3	MAJOR
	Research Methodology-II (Quantitative)	3	MAJOR
	Semester Total	15	

Semester-8

Course Code	Courses	Credits	Status
	Foreign Policy of Pakistan	3	MAJOR
	Conflict Resolution and Peacebuilding	3	MAJOR
	Interdisciplinary Elective-IV	3	ELECTIVE
	Thesis	3	
	Semester Total	12	
GEN	Community Service (to be completed anytime in the program)	1	
	Total	129	



ROAD MAP - BS in Political Science with Specialization in International Relations

Total Credit Hours

GEN	36
MAJOR	75
ELECTIVE	12
INTERNSHIP	3
THESIS	3
MINOR/SPECIALIZATION	12
TOTAL	141

Semester-1

Course Code	Courses	Credits	Status
DLA-223	Introduction to Social Thought	3	GEN
GEN-101	Computer Literacy	3	GEN
GEN-120	Introduction to Liberal Arts	3	GEN
GEN-104	Functional English	3	GEN
GEN-111	Ideology and Constitution of Pakistan	2	GEN
GEN	Pakistan Studies	2	GEN
	Semester Total	16	

Semester-2

Course Code	Courses	Credits	Status
DLA-110	Academic Writing	3	GEN
GEN-112	Islamic Studies	2	GEN
GEN-407	Entrepreneurship	3	GEN
DLA-128	Introduction to Political Science-I	3	MAJOR
	Interdisciplinary Elective-I	3	ELECTIVE
GEN-240	Civics And Citizenship	3	GEN
	Semester Total	17	

Semester-3

Course Code	Courses	Credits	Status
	Interdisciplinary Elective-II	3	ELECTIVE
	Maths-Quantitative Reasoning I	3	GEN
	Introduction to Political Science-II	3	MAJOR
	Introduction to Middle East Studies	3	MAJOR
	Feham-ul-Quran	1	GEN
	Introduction to World History	3	MAJOR
	Semester Total	16	

Semester-4

Course Code	Courses	Credits	Status
	Statistics-Quantitative Reasoning II	3	MAJOR
	Introduction to International Relations	3	MAJOR
	Political Thought-I	3	MAJOR
	Environmental Science	3	GEN
	Comparative Politics	3	MAJOR
	Feham-ul-Quran II	1	GEN
	Semester Total	16	

Semester-5

Course Code	Courses	Credits	Status
	Political Thought II	3	MAJOR
	Public Administration	3	MAJOR
	Political Ecology	3	MAJOR
	Research Methodology-I (Qualitative)	3	MAJOR
	Simulation Course on Political and Diplomatic Scenario Building	3	MAJOR
	Interdisciplinary Elective-II	3	ELECTIVE
	Semester Total	18	

Semester-6

Course Code	Courses	Credits	Status
	International Political Economy	3	MAJOR
	Foreign Policy Analysis	3	MAJOR
	Political Systems-Developed Countries I	3	MAJOR
	Public Policy	3	MAJOR
	Diplomacy	3	MAJOR
	Evolution of International Relations Since 17th Century	3	Specialization
	Semester Total	18	

Summer Semester

Course Code	Courses	Credits	Status
	Internship	3	

Semester-7

Course Code	Courses	Credits	Status
	History and Politics of Pakistan	3	MAJOR
	Local Government and Democracy	3	MAJOR
	Theories of IR	3	MAJOR
	Political Systems-Developing Countries II	3	MAJOR
	Research Methodology-II (Quantitative)	3	MAJOR
	International Security	3	Specialization
	Semester Total	18	

Semester-8

Course Code	Courses	Credits	Status
	Foreign Policy of Pakistan	3	MAJOR
	Conflict Resolution and Peacebuilding	3	MAJOR
	Interdisciplinary Elective-IV	3	ELECTIVE
	Thesis	3	MAJOR
	International Law	3	Specialization
	International Relations Theory-Advanced and Critical Perspectives	3	Specialization
	Total	18	
GEN	Community Service (to be completed anytime in the program)	1	
	Total	141	



DLA Faculty

Dr. Tahir Kamran

Professor
Ph.D in History (PU)
Iqbal Prog. Cambridge Uni,
Commonwealth Fellow Uni of
Southampton (U.K)

Dr. Farooq Sulehria

Assistant Professor
Ph.D. in Development Studies (SOAS)

Tania Fraz

Sr. Assistant Professor
M. Phil in English Literature (PU)

Dr. Waqas Sajjad

Assistant Professor
Ph.D., Cultural and Historical Studies of
Religions, Graduate Theological Union,
Berkeley (cooperative program with
University of California, Berkeley)

Dr. Zainab Ahmed

Assistant Professor
Ph.D. in Political Science (PU)





SMC



Message by the Dean

Prof. Dr. Bushra Hameedur Rahman

As the Dean of the School of Media and Mass Communication (SMC), I am proud to lead a community driven by the belief that our decisions and actions today shape the future we desire. We are not simply recipients of change, but active architects of our destiny. At SMC we arm ourselves with cutting-edge media technology while embracing our unique identities and potential. By

embracing the latest advancements in media technology, we equip ourselves to navigate the complexities of tomorrow with confidence and innovation.

Yet, amidst our forward-looking approach, we remain firmly rooted in our rich traditions and core values. Our heritage serves as a guiding light, illuminating our path forward as we navigate the ever-changing landscape of media and communication. At the heart of our mission lies a commitment to inclusivity, understanding, and harmony. We understand the transformative power of the media in fostering empathy and

unity. Through our collective efforts, we strive to create a world where every voice is heard, every perspective is valued, and every individual is empowered to contribute to the greater good.

Our programs are rooted in both innovation and practice. In Immersive Media, students work on real-time projects that connect technology with storytelling. In the Journalism and Communication programs, they contribute to digital news platforms and engage with contemporary media practices. In Theatre, Film & TV, students participate in their own productions that cultivate both artistic expression and professional production skills. We are also proud to be among the first pioneers in Pakistan to introduce MS in Public Relations & Advertising and MS in Film & TV, offering advanced, practice-oriented pathways in these fields. This hands-on, collaborative environment is supported by faculty who work closely with students, making learning both rigorous and engaging.

We believe that students of media studies are not just learners, but catalysts for change. Their creativity, passion, and dedication hold the key to unlocking a more compassionate, inclusive, and harmonious society. Together, let us harness the potential of the media to shape a brighter future for generations to come.

School of Media & Mass Communication

The School of Media and Communication (SMC) at BNU is a leading academic school offering a dynamic range of programs in Journalism & Media Studies, Immersive Media, Theatre, Film & TV, MS Public Relations & Advertising, and advanced studies in Film Direction. The Journalism & Media Studies program combines strong theoretical grounding with hands-on training through student-led news platforms such as INFER and Eidos, enabling students to engage with real-world reporting and digital storytelling. The Immersive Media program, with specialisations in game design and animation, equips students to work at the intersection of technology and creativity, supported by Pakistan's first-ever Immersive Media Lab.

In Public Relations & Advertising, students are trained through a blend of strategic thinking and practical application, preparing them for the evolving demands of corporate communication and digital branding. The Theatre, Film & TV programs emphasize experiential learning, encouraging students to appreciate performance and cinema as powerful mediums of expression while developing strong production and storytelling skills. Supported by state-of-the-art facilities, including TV studios, music studios, and advanced production labs, and guided by experienced faculty, SMC offers a vibrant, interdisciplinary environment that fosters creativity, critical

inquiry, and design thinking. Rooted in the liberal arts tradition, SMC continues to build a strong reputation for producing thoughtful, skilled, and industry-ready graduates, making it a preferred choice for media education in Pakistan.

The mission is to empower individuals to become ethical, compassionate, and collaborative leaders in media and communication, equipped with a solid grounding in liberal arts. We achieve this by fostering creativity and design thinking, alongside critical thinking, with a commitment to inclusivity. This approach prepares graduates to excel in the evolving media in all its formats and platforms. Our aim is to inspire our students to consider possibilities of creating a better future for all and contribute to a tolerant, just, and fair society.

Our curriculum integrates comprehensive training on media ethics and responsible journalism, guiding students through real-world case studies from across the globe and within Pakistan to navigate complex decisions with integrity and compassion. Through this, students develop their own ethical frameworks, equipping them to handle sensitive content responsibly and make editorial choices that reflect societal values. Creativity and design thinking are fostered as fundamental skills, offering courses on innovation in media production, storytelling techniques, and developing new formats for media consumption. These are complemented by workshops and seminars on

brainstorming techniques, collaborative problem-solving, and structured ideation, emphasizing how design thinking can streamline media projects and create impactful, audience-engaging content.

We emphasize the importance of inclusivity in media representation, content creation, and consumption, aiming to empower diverse voices and perspectives by nurturing a multicultural approach to storytelling and communication. Our diverse faculty and student body cultivate an environment that celebrates differing perspectives, reinforcing diverse hiring practices in the media industry. A solid liberal arts foundation is integrated into our programs, including literature, history, philosophy, and social sciences, providing context to contemporary media topics and cultivating students who understand the societal impacts of their work. This holistic approach underscores the role of media in reflecting and driving cultural and societal change.

Our mission is to guide and facilitate ethical, compassionate, and collaborative leaders in media and communication through a comprehensive liberal arts education. We equip students with the skills needed to navigate new media technologies, tackle societal challenges, and engage in innovative research. By fostering collaborations and advancing research, we aim to develop media professionals who promote inclusivity, tolerance, and justice, contributing to positive societal change.

DEPARTMENT OF JOURNALISM AND MASS COMMUNICATION

Step into the exciting realm of the Journalism and Media Communication Programs at the School of Media and Mass Communication, BNU. Our program is a lively hub, where the world of Media and storytelling comes alive. Led by a team of experienced and knowledgeable educators, we don't just dive into textbooks; we immerse ourselves in the practical aspects of media. Our teachers aren't just academics; they bring real-world experiences into the classrooms, helping us understand the theories while also showing us the ropes of using cameras, crafting news stories, and navigating high-tech studios.

What sets us apart is our commitment to providing a learning environment that mirrors the industry. Our facilities are top-notch, resembling professional newsrooms and studios, equipped with the latest technologies. It's not just a classroom; it's a dynamic space where theory meets practice, preparing students for the fast paced world of media.

We take pride in our global perspective with a local touch. While we explore media on an international scale, we never lose sight of the importance of understanding and positively impacting our own communities. It's about being a global citizen with a grounded connection to our neighborhood.

But here, it's not all about lectures and assignments. We believe in learning by doing. Opportunities abound for students to engage with real media companies, undertake internships, and apply their knowledge in practical settings. It's about getting hands-on experience that goes beyond textbooks and prepares us for the challenges of the real media world.

More than just a department, we're a close-knit family. Collaboration and teamwork are at the heart of our approach. It's not just about making academic progress; it's

about building friendships and networks that last a lifetime. The camaraderie among students creates an environment where everyone can learn, grow, and have a bit of fun along the way.

So, if you're ready for a comprehensive and immersive journey into the world of journalism and media studies, you're in the right place. Welcome to the Department of Journalism and Media Studies at the School of Media and Mass Communication, BNU, where education is an adventure, and the possibilities are limitless.



BS JOURNALISM AND MEDIA STUDIES

Program Description

BS in Journalism and Media Studies is a dynamic, future-oriented program designed to cultivate critical thinking, ethical leadership, professional competence, and an entrepreneurial mindset among students through rigorous research and hands-on practice. The program aims to prepare graduates who are not only skilled media practitioners and good researchers but also socially responsible communicators capable of engaging with complex local and global issues.

The curriculum integrates diverse perspectives from media studies, liberal arts, and the social sciences, enabling students to develop a broad intellectual foundation alongside practical media expertise. Through a carefully designed blend of theoretical knowledge and hands-on training, students gain the analytical, creative, and technical skills required to navigate today's rapidly evolving media landscape.

A distinctive feature of the program is that we have established dedicated digital media platforms for students, enabling them to learn by working professionally while pursuing their degrees. Through these platforms, students gain hands-on experience in storytelling, digital production, media strategy, and emerging communication technologies, while also getting industry exposure, practical

confidence, and an innovative approach to contemporary media .

The four-year degree program offers two specialized tracks that allow students to pursue their professional interests and career aspirations:

Areas of Specialization

- I. Digital Media
- II. Public Relations & Advertising

These specializations equip students with the knowledge, technical expertise, and strategic communication skills needed to succeed in journalism, digital media production, broadcast media, streaming and platform media, corporate communication, public relations, advertising, and content development. Graduates are prepared to work across print, broadcast, and digital environments as innovative journalists, media professionals, and strategic communicators capable of shaping the future of the media industry.

Career Paths

Specialization in Digital Media

Podcast Producer, Documentary Filmmaker, Digital Video Producer, Streaming Media Producer, Broadcast Presenter/Anchor, Multimedia Journalist, Reporter, News Producer, Digital Journalist, Mobile Journalist (MOJO), Live Streaming Producer, Digital Broadcast Technician, OTT Content Producer, YouTube/Platform Content Creator, and Media Production Specialist.

Specialization in Public Relations & Advertising

Public Relations Officer, Corporate Communication Specialist, Brand Strategist, Digital Advertising Specialist, Influencer Marketing Manager, Crisis Communication Manager, Client Services Manager, Marketing & Communication Manager, Creative Campaign Manager, Media Relations Manager.





ROAD MAP - BS Journalism and Media Studies

Semester I

Course Code	Course Title	Credit Hrs.	Category
GEN-101	Computer Literacy	3	HEC
GEN-112	Islamic Studies	2	HEC
GEN-120	Introduction to Liberal Arts	3	HEC
GEN-127	Fahm ul Quran I	1	HEC
JOU-130	Media Platforms and Communication	3	Core
SMC-101	Communication, Culture and Society	3	Core
SMC-102	Digital Foundation	3	Core
	Total	18	

Semester II

Course Code	Course Title	Credit Hrs.	Category
GEN-111	Ideology and Constitution of Pakistan	2	HEC
GEN-132	Pakistan Studies	2	HEC
GEN-104	Functional English	3	HEC
GEN-221	Fahm ul Quran II	1	HEC
JOU-124	Mobile Journalism	3	Core
SMC-150	Foundations of Storytelling	3	Core
SMC-151	Media Ethics, Law and Critical Inquiry	3	Core
	Total	17	

Semester III

Course Code	Course Title	Credit Hrs.	Category
GEN-217	Environmental Science	3	HEC
JOU-249	News Reporting & Writing	3	Core
JOU-114	Theories of Communication	3	Core
JOU-258	AI in Digital Media Production	3	Core
JOU-237	Elective	3	HEC/IDE
	Elective I	3	D-Elective
	Total	18	

Semester IV

Course Code	Course Title	Credit Hrs.	Category
JOU-270	Creative Advertising & Brand Communication	3	Core
JOU-260	TV Production	3	Core
JOU-257	Media Information Literacy	3	Core
GEN-213	Quantitative Research Methods	3	HEC
JOU-259	World Affairs	3	HEC/IDE
GEN-215	Transnational Media & Popular Culture	3	HEC/IDE
	Total	18	

Semester V

Course Code	Course Title	Credit Hrs.	Category
MCB-302	Documentary Filmmaking	3	Core
JOU-345	Development Communication	3	Core
JOU-362	Public Relations and Strategic Communication	3	Core
JOU-346	Convergent Journalism	3	Core
	Elective II	3	Elective
JOU-237	Academic Writing	3	HEC/GE
	Total	18	

Semester VI

Course Code	Course Title	Credit Hrs.	Category
JOU-342	Qualitative Research Methods	3	HEC/DC
JOU-347	Cognitive Warfare & Resilience Engineering	3	Core
JOU-222	Persuasive Communication	3	Core
JOU-363	Podcasting	3	Core
	Elective III	3	Elective
	Total	15	

Summer Semester

Course Code	Course Title	Credit Hrs.	Category
JOU-270	Creative Advertising & Brand Communication	3	Core

Note: *Kindly select the courses according to your specialization*

Semester VII

Course Code	Course Title	Credit Hrs.	Category
JOU-432	Community Media	3	GE
	Specialization Course-I	3	Core
	Specialization Course-II	3	Core
	Elective	3	Elective
	Total	16	

Semester VIII

Course Code	Course Title	Credit Hrs.	Category
	Specialization Course-III	3	Core
	Specialization Course-IV	3	Core
JOU-437	Elective IV	3	Elective
GEN-125	Community Engagement	1	Core
GEN-401	Media Entrepreneurship	3	HEC
	Total	13	

Specializations

Note: The Department of Journalism and Mass Communication is offering 2 Specializations. Students need to opt for only one specialization. Two courses will be offered in Semester 7 and two courses in semester 8.

Sr. No.	Specialization I Digital Media	Specialization II Public Relations & Advertising
1	Digital Media Marketing	Brand Storytelling & Narrative Strategy
2	Digital Content Creation & Production	Crisis Management
3	Advanced Editing	Digital Advertising & Media Planning
4	Streaming Technologies	Influencer Marketing

Note: The requirement of this degree is successful completion of 8 semesters (4 Years), which is equivalent to 136 credit hours.

Category	Courses	Credit Hours
Degree Core (DC)	24	73
Degree Electives	4	12
HEC/General Education (GE)	12	36
HEC Interdisciplinary Elective (IDE)	4	12
Internship	1	3
Total	45	136





IMMERSIVE MEDIA

Animation, Games & VFX

The Immersive Media at Beaconhouse National University is Pakistan's most ambitious creative-technology education initiative. Situated within the School of Media and Mass Communication, it brings together experienced practitioners, researchers, and educators united by a single conviction: that Pakistan's creative industries deserve graduates who are not just technically capable, but genuinely industry-ready.

It delivers industry-recognized education in 3D animation, game design, visual effects, and extended reality through studio-based learning that mirrors professional production environments. The curriculum is designed and continuously reviewed in dialogue with working professionals from animation studios, game developers, VFX houses, and extended reality companies, ensuring that what students learn remains current, relevant, and directly applicable to industry practice. Students train in facilities that replicate professional studio environments, including a green screen studio, dedicated animation labs, collaborative working spaces, and production suites equipped with industry-standard hardware and software.

A defining principle of the program is its studio-first approach to education. From Semester 1, students produce real work against real deadlines, with assessment built around production output and portfolio development rather than examinations. Every student moves through the complete

professional pipeline across animation, game design, and visual effects, developing an understanding of how every role connects within a production environment. This makes graduates versatile, highly employable, and capable of leading across studio disciplines.

BNU Connect, the university's interdisciplinary initiative through which Immersive Media students collaborate with peers from Architecture, Computer Science, Business, and Psychology on real-world creative projects. This cross-faculty model develops graduates who can communicate, lead, and innovate across professional boundaries, qualities that are increasingly valued across the global creative industry.

A structured industry internship is embedded within the degree between Years 3 and 4, placing students in professional studios, production houses, and game development companies where they gain supervised real-world experience and return to their final year with industry contacts and a refined professional identity. Students then graduate with a curated portfolio and showreel reviewed by industry professionals before graduation, ensuring it meets the standards that studios and employers actually expect.

The vision is to be Pakistan's leading center for immersive media education, producing creative technologists who shape the future of animation, games, and visual effects through craft, innovation, and purposeful storytelling.

Program Description:

The BS Immersive Media at BNU is designed for students passionate about animation, games, and visual effects. This four-year, studio-based degree integrates 3D animation, game design, visual effects, and extended reality technologies including AR, VR, and XR. From year one, students work on real production projects, building an industry-ready portfolio and showreel by graduation.

- **Track A: Animation and Visual Effects**
- **Track B: Games and Interactive Media (AR/VR)**

All students follow the same core curriculum, then choose a track that shapes their degree, final year projects, and professional portfolio. Track A is for students drawn to character animation, compositing, and VFX production, with graduates pursuing careers at animation studios, post-production houses, and film production companies. Track B is for students focused on game design, AR, and VR development, with graduates positioned for careers in game development studios and the immersive experience industry.

Career Pathways

Graduates are prepared to work as Game Artist / Game Designer, Level Designer, 3D Artists, Character Animators, VFX Artists, Compositors, AR/VR Content Creators, Immersive Experience Designers, Virtual Production Specialists, Technical Director (Pipeline TD), and UX Designers for Immersive Technologies.

BS IMMERSIVE MEDIA

FALL 2026 – SPRING 2027

Semester I

Course Code	Course Title	Type	Credit Hrs
SMC-101	Communication, Culture and Society	SMC Core/DC	3
SMC-102	Digital Foundation	SMC Core/DC	3
IMMS-101	Intro to Game Design	DC	3
GEN-111	Ideology and Constitution of Pakistan	HEC/ GE	2
GEN-132	Pakistan Studies	HEC/ GE	2
GEN-120	Introduction to Liberal Arts	HEC/ GE	3
GEN-112	Islamic Studies	HEC/ GE	2
	Total		18

Semester II

Course Code	Course Title	Type	Credit Hrs
SMC-151	Media: Ethics, Law and Critical Inquiry	SMC Core/DC	3
SMC-150	Foundations for Storytelling	SMC Core/DC	3
IMMS-150	Introduction to 3D Modelling	DC	3
GEN-104	Functional English	HEC/ GE	3
GEN-101	Computer Literacy	HEC/ GE	3
Elective	Elective I	HEC/IDE	3
	Total		18

Semester III

Course Code	Course Title	Type	Credit Hrs
IMMS-205	Interface Design and User Experience	DC	3
IMMS-200	Game Modelling Fundamentals	DC	3
IMMS-201	Sound Design and Audio Production	DC	3
IMMS-202	Game Design: Principles and Production Pipeline	DC	3
GEN-240	Algorithmic Thinking	HEC/GE	3
GEN-217	Environmental Science	HEC/GE	3
	Total		18

Semester IV

Course Code	Course Title	Type	Credit Hrs
IMMS-250	Digital Production and 360 Filmmaking	DC	3
IMMS-251	Advanced Game Mechanics and Systems Design	DC	3
	Texturing, Lighting and Rendering	DC	3
IMMS-252	Game Development with Unity	DC	3
Elective	Elective II	HEC/IDE	3
JOU-237	Academic Writing	HEC/GE	3
	Total		18

Semester V

Course Code	Course Title	Type	Credit Hrs
Elective	IMME Special Elective I	D-Elective	3
IMMS-302	Advanced 3D Modelling	DC	3
IMMS-300	AR Development with Unity	DC	3
	Emergent Game Design and Simulation	DC	3
IMMS-301	Compositing and Motion Graphics	DC	3
GEN-127	Fahm-ul-Quran I	HEC/GE	1
	Total		16

Semester VI

Course Code	Course Title	Type	Credit Hrs
IMMS-350	Advanced 3D Animation	DC	3
Elective	Elective III	HEC/IDE	3
IMMS-351	Unreal Blueprint Development	DC	4
IMMS-352	Research Methods in Creative Practice	HEC/GE	3
IMMS-304	Digital VFX I: Simulation	DC	3
GEN-122	Fahm-ul-Quran II	HEC/GE	1
	Total		17

Summer Semester

Course Code	Course Title	Type	Credit Hrs
IMMS-353	Internship	HEC	3
	Total		3

Semester VII

Course Code	Course Title	Type	Credit Hrs
IMMS-390	Digital VFX II: Real-Time	DC	3
IMMS-400	Previsualization and Storyboarding	DC	3
Elective	IMME Special Elective II	D-Elective	3
IMMS-391	Media Entrepreneurship and Creative Industries	HEC/GE	3
Elective	Elective IV	HEC/IDE	3
	Total		15

Semester VIII

Course Code	Course Title	Type	Credit Hrs
IMMS-401	Portfolio and Individual Development	DC	3
GEN-204	Civics and Citizenship	HEC/GE	3
GEN-125	Community Engagement	HEC/GE	1
IMMS-410	Project: Capstone	DC	6
	Total		13

Note: The requirement of this degree is successful completion of 8 semesters (4 Years), which is equivalent to 136 credit hours.

Credit Hour Summary

Category	Courses	Credit Hrs
Foundation Core	4	12
Degree Core (DC) + Degree Elective (D-Electives)	23	73
HEC/General Education (GE)	16	36
HEC Interdisciplinary Elective (IDE)	4	12
HEC Internship	1	3
TOTAL	48	136



MS PUBLIC RELATIONS AND ADVERTISING

At the intersection of influence, creativity, and strategy, the School of Media & Mass Communication (SMC), a pioneer in introducing MS Public Relations & Advertising, prepares a new generation of communication leaders for a rapidly evolving media landscape.

The program brings together the strategic depth of public relations and the creative force of advertising, emphasizing integrated communication, digital ecosystems, and data-informed decision-making. It equips students to design compelling campaigns, craft powerful brand narratives, and engage diverse audiences across traditional, digital, and emerging media platforms.

With a strong focus on applied research

and industry relevance, the program cultivates critical thinking, innovation, and professional expertise. Students develop the ability to navigate complex communication environments, manage reputation and relationships, and deliver impactful solutions across corporate, media, and public sectors.

Grounded in ethical practice and social responsibility, the program prepares graduates not only to respond to change but to lead it, emerging as influential communicators capable of shaping public discourse, driving strategic engagement, and redefining the future of public relations and advertising.

Focus Areas

- Strategic Communication & Campaigns
- PR, Reputation & Crisis Management

- Advertising, Branding & Creativity
- Digital Media & Audience Analytics
- Integrated Marketing Communication
- Research, Data & Emerging Technologies

Program Overview

- Duration: 2 years / 4 semesters
- Credits: 32

Career Paths

- Strategic Communication Consultant
- Public Relations & Corporate Affairs Manager
- Brand Strategist / Brand Manager
- Digital Marketing & Performance Marketing Manager
- Media Planner & Audience Insights Specialist
- Content Strategist & Creative Lead



ROAD MAP - MS Public Relations & Advertising

Semester I

Course Code	Course Name		Credits
MMS-501	Advertising Campaigns	DC	3
MMS-502	Public Relations Campaigns	DC	3
MMS-503	Theory and Practice of Marketing	DC	3
MMS-504	Research Methods I	DC	3
	Total		12

Semester II

Course Code	Course Name		Credits
MMS-505	Visual Communication Design	DC	3
MMS-506	Digital Marketing	DC	3
MMS-507	Integrated Marketing Communication (Optional from the list)	Optional	3
MMS-508 MMS-509	Research Methods II (for Thesis) OR Seminar (for Project)	Optional	3
	Fahm-ul-Quran I		1
	Total		13

Semester- III & IV

Course Code	Course Name		Credits
IMMS-401	Portfolio and Individual Development	DC	3
GEN-204	Civics and Citizenship	HEC/GE	3
GEN-125	Community Engagement	HEC/GE	1
IMMS-410	Project: Capstone	DC	6
	Total		13

Optional Courses*

Course Code	Course Name	Credits
MMS-510	Integrated marketing Communication	3
MMS-511	Account Management	3
MMS-512	Copy Writing	3
MMS-513	Government and Corporate Public Relations	3
MMS-514	Crisis Communication	3
MMS-515	Client Management	3



DEPARTMENT OF THEATRE, FILM & TV

The Theatre, Film and Television (TFT) is a dynamic and creative space where storytelling lies at the heart of artistic expression. As a hub for aspiring actors, filmmakers, and media practitioners, TFT nurtures talent while fostering a deep appreciation for the cultural, social, and historical contexts that shape storytelling.

The department encourages students to engage with both local and global narratives, enabling them to explore identity, culture, and contemporary issues through performance and screen-based media. By grounding creative practice within cultural awareness, TFT empowers students to produce work that is not only technically proficient but also socially relevant.

Students are immersed in a balanced blend of theory and hands-on practice, gaining experience across acting, directing, screenwriting, cinematography, production design, editing, and sound design. Whether developing characters for the stage, crafting visual language behind the camera, or constructing compelling narratives, students acquire the skills needed to navigate the evolving landscape of theatre, film, and television.

Collaboration is central to the TFT experience. The program brings together individuals from diverse backgrounds to work on interdisciplinary projects, fostering

a supportive and inclusive environment where creativity, experimentation, and critical thinking thrive.

As an integral part of the academic institution, TFT contributes to the cultural fabric of society by shaping thoughtful, skilled and innovative storytellers who are prepared to engage with and impact the creative industries both locally and globally.



BS IN THEATRE, FILM & TV

Program Objectives

The BS in Theatre, Film and Television program is designed to develop skilled practitioners, critical thinkers, and innovative storytellers equipped to contribute meaningfully to the contemporary entertainment industry. Integrating the traditions of dramatic arts with evolving screen practices, the curriculum spans acting, directing, screenwriting, dramaturgy, and production studies.

The program offers comprehensive training across the full spectrum of film and television production - from development and pre-production to cinematography, editing and post-production. Emphasis is placed on practice-based learning, enabling

students to engage in collaborative projects and produce original work under the guidance of faculty and industry professionals.

Through structured coursework, hands-on projects, and internship opportunities, students cultivate both creative and technical competencies while developing a professional portfolio in preparation for careers in theatre, film, and television.

Focus Areas

- Film & TV Production
- Acting
- Directing
- Screenwriting
- Production Design
- Cinematography
- Post-Production
- Theatre Production
- Sound Design
- Special Effects & Animation

Career Pathways

Graduates of the program may pursue careers as:

- Producer
- Director
- Actor
- Screenwriter/Playwright
- Content Creator
- Editor
- Cinematographer
- Production Designer
- Sound Designer
- Art Director
- Freelancer/Entrepreneur
- Researcher

Degree Requirements

Degree:	BS in Theatre Film & TV
Duration:	8 semesters / 4 years
Credits:	137



ROADMAP - BS in Theatre, Film & TV

Fall 2026 - Spring 2027

Semester I

Course Code	Course Title	Credit Hrs.	Category
GEN-120	Introduction to Liberal Arts	03	HEC
GEN-104	Functional English	03	HEC
SMC-101	Communication, Culture and Society	03	HEC
SMC-102	Digital Foundation	03	Core
TFT-154	Introduction to Film and TV	03	Core
TFT-153	Fundamentals of Editing	03	Core
	Total Credit Hrs.	18	

Semester II

Course Code	Course Title	Credit Hrs.	Category
GEN-101	Computer Literacy IT (HEC)	03	HEC
GEN-112	Islamic Studies	02	HEC
GEN-127	Fehm-ul-Quran-I	01	HEC
SMC-150	Foundations of Storytelling	03	Core
SMC-151	Media Ethics, Law and Critical Inquiry	03	Core
TFT-150	Cinematography	03	Core
TFT-121	World of Theatre	03	Core
	Total Credit Hrs.	18	



Semester III

Course Code	Course Title	Credit Hrs.	Category
GEN-200	Expository Writing	03	HEC
TFT-260	Community Performance (Street Theatre)	03	HEC
TFT-276	Environmental Sustainability in Screen Production	03	HEC
TFT-221	Musicology	03	Core
TFT-230	Lighting for Film & TV	03	Core
GEN-218	Urdu Literature	03	Core
	Total Credit Hrs.	18	

Semester IV

Course Code	Course Title	Credit Hrs.	Category
TFT-277	Film Research Methods I	03	HEC
TFT-232	Acting for Screen	03	Core
TFT-303	Sound Design for Film & TV	03	Core
TFT-231	Writing for Screen	03	Core
TFT-309	Production Design	03	Core
TFT-301	Documentary	03	Core
	Total Credit Hrs.	18	

Semester V

Course Code	Course Title	Credit Hrs.	Category
GEN-132	Pakistan Studies (HEC)	02	HEC
GEN-111	Ideology & Constitution of Pakistan (HEC)	02	
TFT-308	Short Film Production	03	Core
TFT-302	The Art of Direction	03	Core
TFT1-300	Advanced Editing: AI Tools and Techniques	03	Core
GEN-125	Community Engagement	01	HEC
	Elective 01	03	HEC
	Total Credit Hrs.	17	

BS in Theatre, Film & TV (BS TFT)

Semester VI

Course Code	Course Title	Credit Hrs.	Category
TFT1-301	Entrepreneurship in Film and Screen	02	HEC
GEN-221	Fehm-e-Quran - II	01	HEC
TFT-443	Music Video & Commercials	03	Core
TFT-307	Film Animation	03	Core
TFT-322	Film Theory & Criticism	03	Core
TFT-388	Color Grading	03	Core
	Elective 02	03	HEC
	Total Credit Hrs.	18	

Summer Semester

Course Code	Course Title	Credit Hrs.	Category
TFT-311	Internship	03	HEC
	Total Credit Hrs.	03	

Semester VII

Course Code	Course Title	Credit Hrs.	Category
TFT-445	Film Research Methods II	03	HEC
TFT-387	TV Drama Production	03	Core
TFT-438	Sound for Screen	03	Core
TFT-440	Visual Effects (VFX)	03	Core
Elective	Elective 03	03	HEC
Elective	Elective 04	03	HEC
	Total Credit Hrs.		15

BS in Theatre, Film & TV (BS TFT)

Semester VIII

Course Code	Course Title	Credit Hrs.	Category
TFT-456	Final Project/Thesis any one of the following: • Short Film • Documentary • Theatre Play • TV Drama Pilot • Two Music Videos	06	HEC
Elective	Elective 05	03	HEC
	Total Credit Hrs.	9	

Credit Hour Summary

Category	Credit Hrs.
Major/Core	78
HEC plus Program Electives	15
HEC General Education (GE)	35
HEC Field Experience/Internship	03
HEC Capstone Project	06
Total	137

Note: The requirement of this degree is successful completion of 08 Semesters (04 Years) which is equivalent to 137 Credit Hours.



MS FILM DIRECTION*

(Weekend Program)

*subject to approval

The MS in Film Direction program is designed to cultivate visionary filmmakers, critical thinkers and skilled storytellers capable of leading projects across film and digital media. The program emphasizes the director's role as both a creative and collaborative force, shaping narrative, performance and visual language.

Grounded in both theory and practice, the curriculum explores advanced directing techniques, cinematic storytelling, visual aesthetics and performance direction. Students engage deeply with script analysis, mise-en-scène and the translation of written material into compelling screen narratives.

The program places strong emphasis on practice-based learning, enabling students to develop and direct original projects while working closely with actors, cinematographers, designers, and editors. Through workshops, research, and production exercises, students refine their artistic voice and directorial approach.

By integrating research, critical inquiry and professional practice, the program prepares graduates to navigate the evolving landscape of film and media, contributing meaningfully to both local and global cinematic cultures.

Focus Areas

- Directing for Film & Digital Media
- Visual Storytelling & Cinematic Language
- Performance Direction (Working with Actors)
- Script Analysis & Development
- Mise-en-scène & Blocking
- Film Aesthetics & Style
- Short & Feature Film Production
- Editing & Post-Production for Directors
- Research in Film Practice

Career Pathways

Graduates of the program may pursue careers as:

- Film Director
- Associate/Assistant Director
- Creative Director
- Showrunner (Film & Web Series)
- Commercial/Advertising Director
- Music Video Director
- Content Creator/Digital Filmmaker
- Film Educator/Researcher

Degree Requirements

Degree: BS Theatre, Film & TV

Duration: 08 Semesters/04 years

Credits: 137



ROADMAP - MS Film Direction

Semester I

Course Code	Course Title	Credit Hrs.	Category
TFT-721	Film Theory and Analysis	03	Core
TFT-722	Research Methods	03	Core
TFT-723	Visual Development	03	Core
TFT-724	Narrative Construction	03	Core
GEN-701	Fehm-ul-Quran - I	01	HEC
	Total Credit Hrs.	13	

Semester II

Course Code	Course Title	Credit Hrs.	Category
TFT-760	Directing Actors	03	Core
TFT-761	Sound for Directors	03	Core
TFT-762	Post-Production	03	Elective
TFT-763	Cinematography for Directors	03	Core
GEN-750	Fehm-ul-Quran - II	01	HEC
	Total Credit Hrs.	13	

Semester III & IV

Course Code	Course Title	Credit Hrs.	Category
TFT-791	Final Year Project (Directed Film) any one of the following;	06	Core
	• Fiction Film • Documentary Film • Hybrid/Experimental Film		
	Total Credit Hrs.	06	

Note: The requirement of this degree is successful completion of 32 Credit Hours.



Advisory Board Details

Professor Lee Artz

Director, Center for Global Studies
Purdue University Northwest, Hammond,
Indiana, United States

Lee Artz is Professor of Media Studies in the Department of Communication at Purdue University Calumet, where he has been recognized with a peer-reviewed award as University Outstanding Scholar for his research and publications. He is the editor or author of several books, and is associate editor of the journal Democratic Communiqué.

Linkedin: <https://www.linkedin.com/in/lee-artz-7255a822>

Professor Pille Pruulmann Vengerfeldt
School of Arts and Communication (K3) .
Malmö University, Sweden

Pille Pruulmann-Vengerfeldt is a professor in media and communication, Malmö University since November 2016 and has previously worked in University of Tartu as a professor in media studies (2014-2016). Her research interests have focused around cultural citizenship and participation and engagement in museums, libraries and public broadcasting. She has also worked on the topic of internet users and social applications of new technologies.

Linkedin: <https://www.linkedin.com/in/pillepv/?originalSubdomain=se>

Professor Elisabeth Eide
Professor Emerita
Oslo met University, Norway

Elisabeth Eide is a Norwegian journalist, teacher, novelist and non-fiction writer. Her Research projects have focused around Media and climate change, Media and marginalization (including gender), Afghanistan and media, Conflict- and peace journalism.

Linkedin: <https://www.linkedin.com/in/elisabeth-eide-5ab32015/recent-activity/all/>

Extraordinary Professor Nico Carpentier
Charles University, Prague

Nico Carpentier is an academic researcher, curator and artist. He holds the position of Extraordinary Professor at Charles University (Prague, Czech Republic) and Visiting Professor at Tallinn University (Estonia). Currently, he is also president of the International Association for Media and Communication Research (2020-2024). Carpentier often uses arts-based research methods, combining photography, sound art and installation art, resulting in a series of exhibitions, including Respublika, Iconoclastic Controversies, Wolf Talks, The Mirror of Conflict and Moulding Nature.

Linkedin: https://www.linkedin.com/in/nico-carpentier-75132a2/?original_referer=https%3A%2F%2Fwww%2Egoogle%2Ecom%2F&originalSubdomain=cz

Associate Professor Claire Pamment
World Theatre

Dr. Claire Pamment is a scholar and theatre-maker (director, dramaturg and deviser), working in South Asian theatre and performance, focusing on marginalized performance communities in Pakistan and its diaspora, at the intersections of class, gender, sexuality, religion, and race.

Linkedin: <https://www.linkedin.com/in/claire-pamment-b57096252/>

Professor Dr. Richard M. Cangro
Director of Music Education
Western Illinois University

Authentic music learning under current educational initiatives and policies; instrumental music learning and pedagogy; standards-based music curriculum development; music teacher education and professional development; theories and applications of cooperative learning in music; developing musicianship; instrumental ensemble conducting; assessment of music learning and music instruction; student and beginning teacher mentoring; music teacher portfolio preparation and assessment; brass pedagogy; instrumental applications of Music Learning Theory.

Linkedin: <https://www.linkedin.com/in/richard-cangro-77ab968/>

Ms. Sultana Siddiqui
President, Hum TV, Pakistan

Founder of Hum Network Limited
TV director, producer and businessperson

Sultana Siddiqui also known as Sultana
Apa is a Pakistani media mogul, television
director, and producer who is the founder
of Hum Network Limited. Siddiqui is an
active director of Hum Network Limited
and the president of Hum Network

Limited.

Linkedin:<https://www.linkedin.com/in/sultana-siddiqui-aa5a25259/?originalSubdomain=pk>



Faculty List

Prof. Dr. Bushra Hameedur Rahman
Dean, SMC

Dr. Rabia Noor
Associate Professor
Head of Department of Journalism &
Mass Communication

Dr. Zeeshan Zaigham
Associate Professor
Degree In-charge MS Public Relation and
Advertising

Dr. Farahat Ali
Assistant Professor

Dr. Qaisar Abbas
Assistant Professor

Naveed Asim
Assistant Professor
Degree In-charge BS Communication
and Immersive Media

Sheharyar Zahid
Senior Lecturer
Acting Head of Department of Theatre,
Film & TV

Ms. Marryam Khan
Associate Professor of Practice

Muhammad Nasir Ali Mazari
Assistant Professor

Ms. Werdah Munib
Assistant Professor

Harris Badar
Assistant Professor

Sarmed Ibrahim Cheema
Senior Lecturer

Muhammad Usman Rana
Lecturer

Ms. Saadia Ahmed
Senior Lecturer

Nosharwan Adil
Lecturer

Academic Administration

Arham Ali
Academic Coordinator

Iram Taj
Coordinator

Muhammad Usama Awan
Social Media & Outreach Coordinator

Mustafa Imran
Technical Coordinator, Infer

Supporting Staff

Shehzad Raza
Studio Supervisor and Broadcasting In-charge

Rafique Ahmad
Video Lab In-charge (TFT)
Anjum Nawaz

Control Room Operator / Studio
Supervisor (TFT)

Azeem Danish
Music Studio In-charge (TFT)

Mushtaq Amir
Studio Technician

Visiting Faculty

Dr. Abida Ashraf
Professor, School of Communication
Studies, PU

Shahid Malik
Broadcaster BBC Urdu

Dr. Huma Sadaf
Senior News Editor, PTV

Mubashir Bukhari
Editor, Reuters

Ameera Javeria
Assistant Professor, School of Creative
Arts, UOL

Tabina Sirhindi
Lecturer, PR & Advertising

Zaeem Yaqoob
Executive Director, Student Affairs
& External Relations, Beaconhouse
National University

Dr. Mian Javed
HOD, School of Media &
Communication Studies, UMT.

Tausif Zain Ul Abedin

Head of Department, Film & Television,
National College of Arts, Lahore

Hasan Zuberi

CEO, Momentum PR

Umar Amin

Content and Research Department Head,
Program Hoshyarian, ARY News

Saman Malik

FRAG Senior Game Producer

Alnisa Baig

Head of Corporate Communications &
Creative Market

Umer Butt

Managing Director, Raa-ay.com

Hasnain Nafay

Executive Producer, ARY News

Zenab Ali

Founder, Rack Couture
MSc in International Development,
University of Birmingham.

Momina Malik

International Business Development
& Marketing Officer, Growex Digital
Agency.

Wajih Junaid

Blending art and Game Development

Wasif Hussain

Growth & Strategy Lead, Arbisoft

Zoya Humza

Founder/Director, SHE.

Shahab Khalil

Film Director, Media Professional,
Professional Photographer

Omer Azeem

Strategy & New Business Consultant

Abbas Rasheed

Managing Editor, Lahore Institute for
Research and Analysis, Lahore.

Kanwal Khoosat

Director, Producer, Writer, Art Director,
Academic
Co-Founder and Executive Director,
OLOMOPOLLO Media

Syed Hafiz Muhammad Ghulam Mohi-ud-Din

Poet, Writer, Voice-over Artist

Abubakr Siddique

Director of Photography, Visual Prophecy

Eeman Khan Kayani

Art and Design Instructor

Fatimah Sattar

Filmmaker, Screenwriter & Colorist





| SCIT

SCHOOL OF COMPUTER AND INFORMATION TECHNOLOGY (SCIT)



DEAN'S WELCOME NOTE

I am honored to lead a distinguished team comprising faculty with industrial and research linkages, dedicated professional staff, esteemed foreign experts, and our bright and shining students.

At SCIT, we pride ourselves on our robust connections with leading industry players such as NETSOL, Digital Ocean, Tech Valley, VSI, EBRYSX, and Genetech. Our faculty members are engaged in commercial software development projects with companies and Freelancing projects involving students. The two start-ups founded by our faculty members exemplify a powerful shift, translating education into practical skills, and real-world skills back into meaningful learning. Through joint collaborations, student projects, boot-camps, and

internships, we provide our students with invaluable real-world experiences and opportunities to apply their knowledge in practical settings.

Our partnership with Google in ventures such as BNU cybersecurity clinic, sponsored by APAC Cybersecurity Fund in Pakistan, the philanthropic arm of Google Global, where BNU is the sole implementing partner in Pakistan, further underscores our School's global recognition and credibility. Our research faculty maintains strong collaborations with partners across South Korea, China, Italy, Germany and the UK. Equipped with state-of-the-art GPUs, Artificial Intelligence Lab actively engages with national and international universities and industry to advance research in remote sensing for agricultural and urban damage, assessment, air pollution analysis, and medical diagnostics.

SCIT has unique placement within Pakistan's first Not-For-Profit Liberal Arts University, where SCIT is a hub of technological exploration and expertise. By setting up opportunities for interdisciplinary collaboration, our distinctive environment provides a holistic educational experience, equipping our students with a profound understanding of technology and its potential to transform societies.

The software industry in Pakistan has been growing in recent years, leading to high software exports and increased employment opportunities. We are committed to prepare future computing professionals who can not only lead this industry domestically and internationally but also contribute significantly to the growth of the Pakistani economy. Our teaching methodologies emphasize critical thinking, problem-solving skills, and an entrepreneurial mindset.

Our graduates hold key roles in various national and multinational organizations and many of them have established their personal businesses. We are determined to make this school a place where our graduates are poised to spearhead innovation and lead advancements within the software and IT industry.

I welcome the students to join the wonderful and conducive environment of our School to become leaders in the software and IT industry both at the national and international levels.

Prof. Dr. Khawaja Shafaat Ahmed Bazaz
Dean SCIT

SCHOOL OF COMPUTER AND INFORMATION TECHNOLOGY

Introduction

Welcome to the School of Computing, a pioneering institution dedicated to shaping the next generation of tech leaders in the digital age. Our school stands as a beacon of innovation and excellence which is at the intersection of innovation and education where we offer cutting-edge undergraduate programs in Computer Science, Software Engineering, and Business Computing.

Vision

To prepare computing professionals who are future global leaders, job creators and lifelong learners with critical thinking, problem solving and an entrepreneurial mindset especially suited for interdisciplinary collaborative environments.

Mission

- Prepare computing professionals to be future leaders, job creators and lifelong learners to achieve excellence in the core competencies of Computer Science, Artificial Intelligence, Data science and emerging technologies
- Nurture students with critical thinking, problem solving and an entrepreneurial mindset that enables them to effectively lead the software industry both at local & global level

with the strength of research and the highest level of integrity

- Equip students to foster cross-disciplinary collaboration to solve multifaceted real-world problems

Academic Excellence with Strong Industry Linkage

- We take pride in our partnerships with industry leaders, Silicon Valley based tech companies, startups and corporate sector. These collaborations provide students with valuable real-world project experience, enabling them to develop not only technical expertise but also essential soft skills such as teamwork, communication, critical thinking, and problem-solving.
- The two start-ups founded by our faculty members reflect a strong translation of education into practical skills and vice versa. In parallel, our

research faculty maintains active collaborations with partners in South Korea, China, Italy, Germany, and the UK, spanning key areas such as healthcare, computer vision, structural health monitoring, and climate change.

- Our curriculum is constantly evolving to incorporate the latest advancements in the field, ensuring our students are equipped with the most relevant knowledge and skills. Curriculum is enriched with interdisciplinary learning, encouraging students to draw connections between core computing disciplines and fields such as visual arts, architecture, media studies, economics, business, and psychology.
- State-of-the-art labs provide students with hands-on experience using the latest tools and technologies, preparing them to tackle real-world challenges from day one.



Faculty is a blend of Experience, Energy and Innovation

Our faculty is a blend of distinguished academics, young professionals, researchers and experienced industry professionals who create a conducive environment for exploration and innovation. Our dynamic teaching and research approach aligns with the latest scientific and technological developments in the field. The courses are tailored according to international standards to nurture capacity building and original thinking in our graduates. These efforts from the faculty produce globally employable responsible computing professionals who will drive the change in world through technology.

School attracts talent through Scholarships

To attract the talent from Pakistan, almost one third of our students are on scholarships. These scholarships support full and partial academic fees of the

students based on their talent as well as financial needs.

Outcome-Based Education (OBE) defined by Seoul Accord

Central to our ethos is the adoption of Outcome-Based Education (OBE), a pedagogical approach that places emphasis on measurable outcomes and continuous improvement. With OBE at the core of our curriculum design, we ensure that our

students acquire theoretical knowledge and develop practical skills and critical thinking abilities essential for success in their chosen fields.

Graduate attributes defined by Seoul Accord and recommended National Computing Education & Accreditation Council (NCEAC) of Higher Education Commission (HEC) to produce quality and market ready employable graduates are:

Graduate Attributes	
GA1	Academic Education
GA2	Knowledge for Solving Computing Problems
GA3	Problem Analysis
GA4	Design/Development of Solutions
GA5	Modern Tool Usage
GA6	Individual and Team Work
GA7	Communication
GA8	Computing Professionalism and Society
GA9	Ethics
GA10	Life-long learning



The Program Educational Outcomes (PEOs) are further specialized statements in the context of individual degree programs that describe the expected achievements of graduates in their career, and also in particular, what the graduates are expected to perform and achieve during the first few years after graduation.

Program Offerings

- BS Computer Science
- BS Software Engineering
- BS Artificial Intelligence
- BS Management and Business Computing (a unique blend of business, finance, HR and management with computing skills)

- MS Computer Science

Accreditation

All our programs are accredited/ recognized by the NCEAC and HEC.

Eligibility (Admission of Pre-medical Students in all BS Computing programs)

- As per guidelines from NCEAC-HEC, FSc/A-Level & equivalent (Pre-Medical) students with a minimum of 50% marks can take admission in all computing programs.
- These students are not required to appear in any additional exams of

FSc/A Level to fulfill their admission requirement of Mathematics course, once they are with us.

- Students from FSc/A-Level & equivalent (Pre-Engineering), ICS with a minimum of 50% marks can take admission in all computing programs.
- For BS Management & Business Computing program, students from multiple backgrounds in FA/FSc/A Level & equivalent with minimum 50% marks are eligible.
- Admission is subject to fulfillment of the university's admission criteria.



BS COMPUTER SCIENCE (BSCS)

Program Overview

DEGREE	BS
DURATION	4 years (8 semesters)
CREDITS	Successful completion of 139 credit hours with a minimum CGPA of 2.00

Career Paths

Computer Engineering, Data Science/ Artificial Intelligence, Game Developer, Software Developer, Business Analyst, System Analyst, Blockchain Developer, Cyber Engineer, ML Engineer, DevOp, Cloud Engineer, App/Web Developer, Research Scientist, IT educator.

Program Description

In view of the ubiquitous presence of computers in industry, business and

everyday life; ICT professionals need to possess an in-depth knowledge of computer hardware and software along with their applications. The BS Computer Science program prepares CS graduates for a variety of careers that require specialized skills for designing computer-based solutions. These skills are in demand in IT departments of the corporate sector or in the software industry. Graduates can pursue advanced study in computer science that involves theoretical and applied research.

The curriculum of the Computer Science program has been designed keeping in view the recommendations of the HEC. In order to succeed, students are expected to devote themselves to a focused study of Computer Science theory, complemented by intensive lab work.

The program has been accredited by NCEAC.

Program Educational Outcomes

PEO 1: Computing knowledge and

innovation: Demonstrate strong computer science theoretical knowledge and skills to solve complex computing problems across a range of domains with a strong focus on critical thinking, creativity, innovation and life-long learning skills.

Mapped onto Graduate Attributes: **GA1, GA2, GA3, GA4, GA5, GA10**

PEO 2: Ethics and social responsibility: Have ethical responsibility, respect for diversity and ability to make decisions that have positive impact on society.

Mapped onto Graduate Attributes: **GA8, GA9**

PEO 3: Communication and Leadership Skills: Take on leadership roles with effective communication skills to work with diverse audiences, including technical peers, management, and non-technical stakeholders.

Mapped onto Graduate Attributes: **GA6, GA7**





ROADMAP OF BSCS 2026

Course Code	Course Type	Course Title	Credit Hours	Pre-Req.
Year 1 - Semester 1				
CSC-117	GE	Application of ICTs	3	-
ELU-106	GE	Functional English	3	-
CSC-115	CS-Core	Programming Fundamentals	4	-
GE-XXX	GE	Social Science	3	Intro to Liberal Arts
MTH-105	GE	Natural Science	3	Applied Physics
MTH-109	MTH	Math – I (Pre Med)	0	Non Credit
		Total	16	
Year 1 - Semester 2				
ELU-107	GE	Expository Writing	3	
CSC-213	CS-Core	Object Oriented Programming	4	
MTH-203	IDS	Allied Course-I (Mandatory)	3	Linear Algebra
CSC-109	CS-Core	Digital Logic Design	3	
GEN-XXX	GE	Arts & Humanities	2	Environmental Science
MTH-110	MTH	Math – II (Pre Med)	0	Non Credit
		Total	15	
Year 2 - Semester 3				
CSC-225	DE	Specialization Elective I	3	Linear Circuit Analysis (CE)
MTH-201	GE	Probability & Statistics	3	Quantitative Reasoning I
CSC-214	CS-Core	Data Structures & Algorithms	4	
CSC-226	CS-Core	Comp Organization & Assembly Language	3	
GEN-XXX	GE	Feham-ul-Quran I	1	
MTH-106	IDS	Allied Course-II (Mandatory)	3	Calculus & Analytical Geometry
		Total	17	

ROADMAP OF BSCS 2026

Course Code	Course Type	Course Title	Credit Hours	Pre-Req.
Year 2 - Semester 4				
CSC-321	CS-Core	Artificial Intelligence	3	Data Structures & Algorithms
MTH-105	GE	Discrete Structures	3	Quantitative Reasoning II
CSC-XXX	DE	Specialization Elective II	3	Electric Network Analysis (CE)
CSC-xxx	CS-Core	Design & Analysis of Algorithms	3	
SLA-103	GE	Islamic Studies	2	
CSC-320	CS-Core	Database Systems	4	-
		Total	18	
Year 3 - Semester 5				
CSC-209	CS-Core	Computer Networks	3	-
CSC-XXX	CS-Core	Computer Architecture	3	
CSC-217	CS-Core	Operating Systems	3	
CSC-316	CS-Core	Software Engineering	3	
CSC-XXX	DE	Specialization Elective III	3	Electronic Devices and Circuits (CE)
HUM-XXX	IDS	Allied Course III	3	Complex Variables and Transforms (CE)/ Digital Marketing
		Total	18	
Year 3 - Semester 6				
CSC-402	CS-Core	Theory of Automata	3	
CSC-XXX	CS-Core	Cloud Computing	3	
CSC-305	CS-Core	Information Security	3	
GEN-XXX	GE	Community Engagement	1	
CSC-XXX	DE	Specialization Elective IV	3	Signal & Systems (CE)
CSC-XXX	DE	Specialization Elective V	3	
GEN-XXX	GE	Feham-ul Quran II	1	
		Total	17	

ROADMAP OF BSCS 2026

Course Code	Course Type	Course Title	Credit Hours	Pre-Req.
Year 4 - Semester 7				
GEN-XXX	GE	Pakistan Studies	2	
CSC-XXX	DE	Specialization Elective VI	3	-
CSC-XXX	DE	Specialization Elective VII	3	-
PRJ-403	FYP	Project Part I	2	
GEN-XXX	GE	Civics	3	
		Professional Certification	3	
		Total	16	
Year 4 - Semester 8				
GEN-XXX	GE	Entrepreneurship	2	
PRJ-404	FYP	Project Part II	4	Project Part I
GEN-111	GE	Ideology & Constitution of Pakistan	2	-
CSC-XXX	DE	Specialization Elective VIII	3	-
HUM-XXX	IDS	Allied Course IV	3	Professional Practices/ SW Project management
		Total	14	
Year 1-4				
		Internship	3	Internship (can be taken only during Summer Semester, and will be graded on a PF scale)
		Total	3	
		Total Degree Credits	134	





AabPashi by Farmovallion

Muhammad A. Khattak, L. Khattak, L. Khattak, L. Khattak

Solution

- 1. AabPashi is a web-based application that provides a comprehensive solution for the water management and irrigation system. It is designed to help farmers and agricultural organizations to manage their water resources efficiently and effectively. The application provides a user-friendly interface for monitoring and controlling the water system, and it also provides a comprehensive report on the water usage and the system's performance.
- 2. The application is designed to be used by farmers and agricultural organizations, and it provides a comprehensive solution for the water management and irrigation system. It is designed to help farmers and agricultural organizations to manage their water resources efficiently and effectively. The application provides a user-friendly interface for monitoring and controlling the water system, and it also provides a comprehensive report on the water usage and the system's performance.

Architecture



Methodology

The methodology used in the development of AabPashi is a combination of agile and waterfall models. The agile model allows for frequent releases and updates, while the waterfall model ensures that the system is developed in a structured and organized manner. The methodology also includes a comprehensive testing and deployment process to ensure the system's reliability and performance.

Features



میری زمین، میری فصل، میری خوشحالی
AABPASHI

آپ کی فصل کی بہترین پیداوار، اور نیکم آبپاشی پنجاب کے دیے
کے بہترین اور نیکم آبپاشی پنجاب کے دیے

**BS SOFTWARE
ENGINEERING (BSSE)**

Program Overview

DEGREE	BS
DURATION	4 years (8 semesters)
CREDITS	Successful completion of 139 Credit hours with a minimum CGPA of 2.00

Career Paths

Software Engineer, QA Engineer, Requirement Engineer, Product Designer, Software Test Engineer, Business Analyst, Frontend/Backend Developer, DevOp, UI/UX Designer, System Design & Architect

Program Description

There is an high demand of Software Engineer is who can deal with the systematic design & Architecture, development, testing, and maintenance of software applications. It applies engineering principles and knowledge of programming languages to build software solutions for end users.

The BS Software Engineering program prepares graduates for careers in the software industry and corporate sector IT departments. In addition to providing a sound theoretical foundation of computing core, the program imparts

applied expertise in the art and science of designing, developing and deploying software systems for a variety of applications.

The curriculum of the software engineering program has been updated in accordance with the recommendations of the HEC. The program is quite intensive and requires participants to demonstrate the traits of dedication and resilience for achieving the requisite learning objectives.

The program has been accredited by NCEAC.

Program Educational Outcomes

PEO 1: Academic Excellence and Technical Competence. Graduates will compete with the nation's top institutions through strong practical skills and analytical capabilities, reflecting our commitment to rigorous academic standards. Graduates will demonstrate outstanding technical skills through hands-on experience with current and emerging technologies, supported by our industry-aligned curriculum and practical teaching methodology.

Mapped onto Graduate Attributes: **GA3, GA4, GA5**

PEO 2: Industry Readiness & Innovation Mindset. Graduates will bridge academic knowledge and industry needs through practical application of skills, developed via our industry-focused

teaching methodology and examination system. Graduates will drive technological advancement through research and creative problem-solving, supported by our quality faculty and modern curriculum.

Mapped onto Graduate Attributes: **GA2, GA3**

PEO 3: Professional Development and Ethics. Graduates will excel in professional environments through leadership skills and practical experience gained from our comprehensive teaching approach and co-curricular activities. Graduates will uphold ethical standards and demonstrate a solid understanding of the societal, cultural, legal, and environmental impact of their work.

Mapped onto Graduate Attributes: **GA6, GA7, GA8, GA9**

ROADMAP OF BSSE 2026

Course Code	Course Type	Course Title	Credit Hours	Pre-Req.
Year 1 - Semester 1 Fall				
CSC-117	GE	Application of ICTs	3	-
ELU-106	GE	Functional English	3	-
CSC-115	CC	Programming Fundamentals	4	-
GE-XXX	GE	Social Science I (Intro to Liberal Arts)	3	-
MTH-105	GE	Applied Physics	3	-
MTH-109	MSF	Math – I (Pre Med, Non-Credit)	NA	-
		Total	16	
Year 1 - Semester 2 Spring				
ELU-107	GE	Expository Writing	3	Functional English
CSC-213	CC	Object Oriented Programming	4	Programming Fundamentals
GEN-XXX	GE	Social Science II (Env Science)	2	-
CSC-109	CC	Digital Logic Design	3	-
MTH-203	MSF	Linear Algebra	3	-
MTH-110	MSF	Math – II (Pre Med, Non-Credit)	NA	-
		Total	15	
Year 2 - Semester 3 Fall				
CSC-225	CC	Database Systems	4	Programming Fundamentals
CSC-320	CC	Software Engineering	3	-
CSC-214	CC	Data Structures & Algorithms	4	Programming Fundamentals
MTH-201	MSF	Probability & Statistics	3	-
GEN-XXX	GE	Community Engagement	1	-
MTH-106	MSF	Calculus & Analytical Geometry	3	-
		Total	18	

ROADMAP OF BSSE 2026

Course Code	Course Type	Course Title	Credit Hours	Pre-Req.
Year 2 - Semester 4 Spring				
CSC-217	CC	Operating Systems	3	Data Structures & Algorithms
MTH-105	MSF	Discrete Structures	3	-
MTH-111	MSF	Multivariable Calculus	3	Calculus & Analytical Geometry
CSC-226	CC	Comp Organization & Assembly Language	3	Digital Logic Design
CSC-3XX	DC	Software Requirement Engineering	3	-
GEN-112	GE	Islamic Studies	2	-
		Total	17	
Year 3 - Semester 5 Fall				
CSC-XXX	DE	Domain Elective I	3	-
CSC-XXX	DE	Domain Elective II	3	-
CSC-XXX	DC	Software Design & Architecture	3	Software Req. Engineering
CSC-316	CC	Design & Analysis of Algorithms	3	Data Structures & Algorithms
CSC-321	CC	Artificial Intelligence	3	Data Structures & Algorithms
CSC-209	CC	Computer Networks	3	Programming Fundamentals
		Total	18	
Year 3 - Semester 6 Spring				
CSC-2XX	DC	Software Construction & Development	3	Software Req. Engineering
CSC-XXX	DE	Domain Elective III	3	-
CSC-305	CC	Information Security	3	Computer Networks
CSC-3XX	DC	Software Project Management	3	Software Engineering
CSC-XXX	DE	Domain Elective IV	3	-
GEN-XXX	GE	Civics	3	-
		Total	18	

ROADMAP OF BSSE 2026

Course Code	Course Type	Course Title	Credit Hours	Pre-Req.
Year 4 - Semester 7 Spring				
CSC-426	DC	Parallel & Distributed Computing	3	Operating Systems
CSC-XXX	DE	Domain Elective V	3	-
CSC-XXX	DE	Domain Elective VI	3	-
PRJ-403	CC	Project Part I	2	90 credit hours
CSC-3XX	DC	Software Quality Engineering	3	Software Engineering
GEN-XXX	GC	Feham-ul Quran I	1	-
ELU-301	MSF	Technical & Business Writing	3	Expository Writing
		Total	18	
Year 4 - Semester 8 Fall				
GEN-XXX	GE	Entrepreneurship	2	-
PRJ-404	CC	Project Part II	4	Project Part I
GEN-111	GE	Ideology & Constitution of Pakistan	2	-
GEN-132	GE	Pakistan Studies	2	-
CSC-XXX	DE	Domain Elective VII	3	-
GEN-XXX	GC	Feham-ul Quran II	1	
HUM-303	GE	Professional Practices	2	-
		Total	18	
Year 1-4				
		Internship	3	3
		Total	3	
		Total Degree Credits	139	

BS ARTIFICIAL INTELLIGENCE (BSAI)

Program Overview

DEGREE	BS
DURATION	4 years (8 semesters)
CREDITS	Successful completion of 139 Credit hours with a minimum CGPA of 2.00

Career Paths

Machine Learning/AI Engineer, Data Scientist, Deep Learning Specialist, AI Design & Development, Computer Vision, Intelligent Systems & IoT, AI Product Development, MLOp.

Program Description

With the rapid advancement of iWith the rapid advancement of intelligent systems and the increasing integration of artificial intelligence across industries, there is a growing demand for professionals equipped with both theoretical foundations and practical skills in AI. The BS Artificial Intelligence program has been launched to prepare graduates for this emerging and transformative field.

The program provides students with a rigorous grounding in computing fundamentals, along with focused training in areas such as Machine Learning, Natural Language Processing, Computer

Vision, Data Science, Robotics, and Deep Learning. In addition, students gain exposure to ethical and societal implications of AI, ensuring they are equipped to make responsible decisions in AI development and deployment.

Graduates of the AI program will be well-positioned to contribute to the design and implementation of intelligent systems, build data-driven solutions, and support AI integration in sectors such as healthcare, telecom, media & entertainment, education, finance & banking, e-commerce and smart technologies. The program is structured in alignment with HEC’s guidelines for computing programs.

Program Educational Outcomes

PEO 1: Comprehensive AI Knowledge and Problem-Solving: Develop an in-depth understanding of artificial intelligence, enabling students to analyze, evaluate, design, and integrate existing and new knowledge. Foster the ability to independently analyze problems, think critically, and build AI-based solutions.

Mapped onto Graduate Attributes: **GA1, GA2, GA3, GA4, GA5**

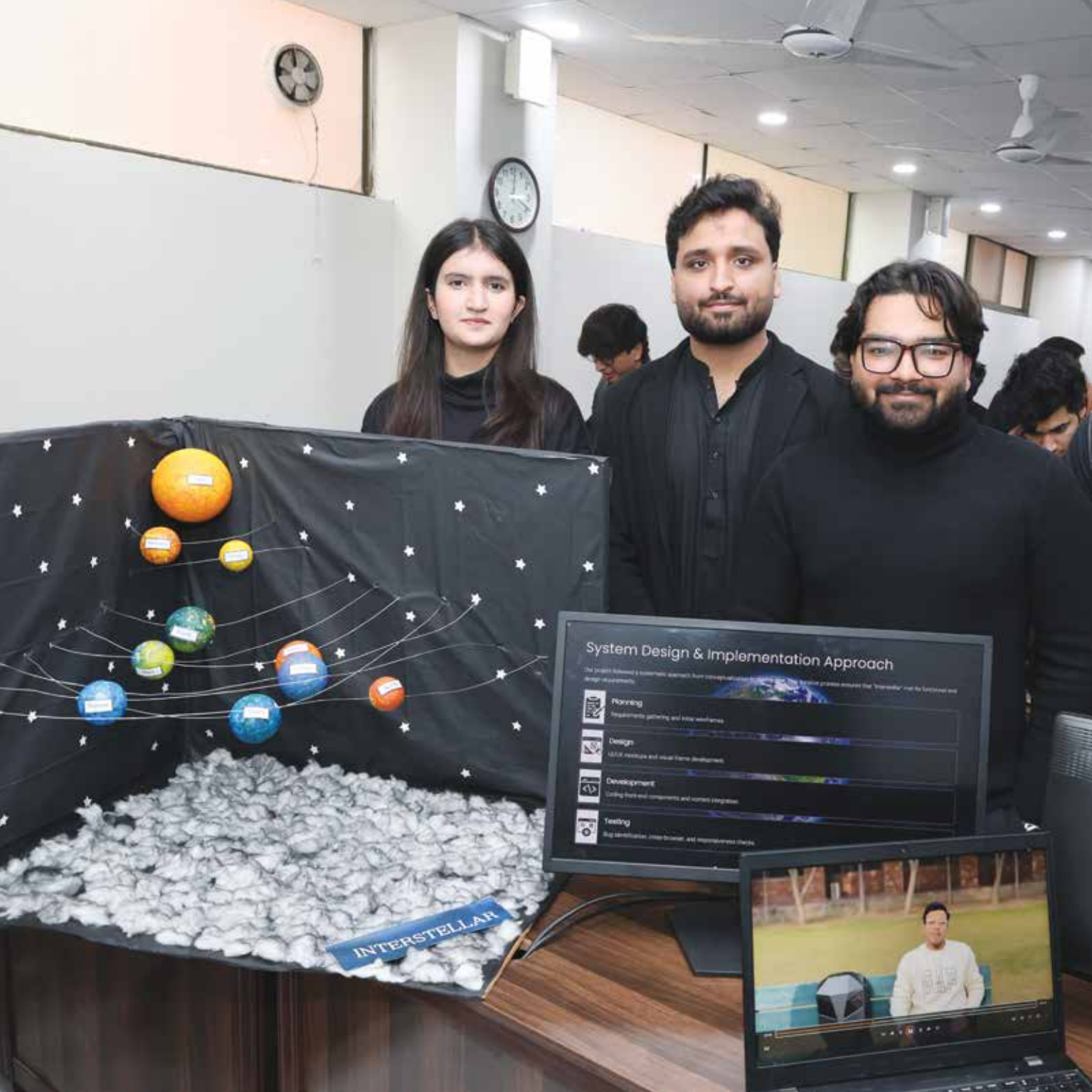
PEO 2: Leadership and Advanced Knowledge in AI: Equip students with advanced knowledge in AI, preparing them to become leaders in industry, academia, and research organizations. Emphasize self-management, teamwork,

and rational decision-making to achieve targeted goals.

Mapped onto Graduate Attributes: **GA5, GA6, GA7**

PEO 3: Lifelong Learning and Ethical AI Practices: Encourage lifelong learning and the ability to independently pursue knowledge with enthusiasm and dedication. Promote ethical and responsible AI practices, empowering students to start their own ventures and contribute to the development of socially and environmentally sustainable technologies.

Mapped onto Graduate Attributes: **GA8, GA9, GA10**



System Design & Implementation Approach

The project followed a systematic approach from conceptualization to implementation. The following phases ensure that "Interstellar" meets functional and design requirements.

-  **Planning**
Requirements gathering and task assignments
-  **Design**
UI/UX prototype and visual theme development
-  **Development**
Coding front-end components and content integration
-  **Testing**
Bug identification, performance, and responsiveness checks

INTERSTELLAR



ROADMAP OF BSAI 2026

Course Code	Course Type	Course Title	Credit Hours	Pre-Req.
Year 1 - Semester 1 Fall				
CSC-117	GE	Application of ICTs	3	-
ELU-106	GE	Functional English	3	-
CSC-115	CC	Programming Fundamentals	4	-
GE-XXX	GE	Social Science I (Intro to Liberal Arts)	3	-
MTH-105	GE	Applied Physics	3	-
MTH-109	MSF	Math – I (Pre Med, Non-Credit)	NA	-
		Total	16	
Year 1 - Semester 2 Spring				
ELU-107	GE	Expository Writing	3	Functional English
CSC-213	CC	Object Oriented Programming	4	Programming Fundamentals
MTH-203	MSF	Linear Algebra	3	-
CSC-109	CC	Digital Logic Design	3	-
GEN-XXX	GE	Social Science II (Env Science)	2	-
MTH-110	MSF	Math – II (Pre Med, Non-Credit)	NA	-
		Total	15	
Year 2 - Semester 3 Fall				
CSC-225	CC	Database Systems	4	Programming Fundamentals
CSC-XXX	DC	Programming for AI	3	-
CSC-214	CC	Data Structures & Algorithms	4	Programming Fundamentals
CSC-226	CC	Comp Org. & Assembly Language	3	Digital Logic Design
GEN-XXX	GE	Community Engagement	1	-
MTH-106	MSF	Calculus & Analytical Geometry	3	-
		Total	18	

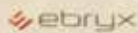
ROADMAP OF BSAI 2026

Course Code	Course Type	Course Title	Credit Hours	Pre-Req.
Year 2 - Semester 4 Spring				
MTH-201	MSF	Probability & Statistics	3	-
MTH-105	MSF	Discrete Structures	3	-
MTH-111	MSF	Multivariable Calculus	3	-
CSC-321	CC	Artificial Intelligence	3	Data Structures & Algorithms
CSC-XXX	DE	Domain Elective I	3	-
GEN-112	GE	Islamic Studies	2	-
		Total	17	
Year 3 - Semester 5 Fall				
CSC-209	CC	Computer Networks	3	Programming Fundamentals
CSC-402	DC	Machine Learning	3	Artificial Intelligence
CSC-320	CC	Software Engineering	3	-
CSC-217	CC	Operating Systems	3	Data Structures & Algorithms
CSC-316	CC	Design & Analysis of Algorithms	3	Data Structures & Algorithms
CSC-XXX	DC	Artificial Neural Networks & Deep Learning	3	Artificial Intelligence
		Total	18	
Year 3 - Semester 6 Spring				
CSC-XXX	DE	Domain Elective II	3	
CSC-XXX	DC	Computer Vision	3	Artificial Intelligence
CSC-305	CC	Information Security	3	Computer Networks
CSC-XXX	DC	Parallel and Distributed Computing	3	Artificial Intelligence
CSC-XXX	DE	Domain Elective III	3	-
CSC-XXX	DE	Domain Elective IV	3	-
		Total	18	

ROADMAP OF BSAI 2026

Course Code	Course Type	Course Title	Credit Hours	Pre-Req.
Year 4 - Semester 7 Spring				
CSC-312	DC	Knowledge Representation and Reasoning	3	Artificial Intelligence
vCSC-XXX	DE	Domain Elective V	3	-
CSC-XXX	DE	Domain Elective VI	3	-
PRJ-403	CC	Project Part I	2	90 credit hrs
GEN-XXX	GE	Civics	3	-
GEN-XXX	GC	Feham-ul Quran I	1	-
ELU-301	MSF	Technical & Business Writing	3	-
		Total	18	
Year 4 - Semester 8 Fall				
GEN-XXX	GE	Entrepreneurship	2	-
PRJ-404	CC	Project Part II	4	Project Part I
GEN-111	GE	Ideology & Constitution of Pakistan	2	-
GEN-132	GE	Pakistan Studies	2	-
GEN-XXX	GC	Feham-ul Quran II	1	
CSC-XXX	DE	Domain Elective VII	3	-
HUM-303	GE	Professional Practices	2	-
		Total	16	
Year 1-4				
		Internship	3	3
		Total	3	
		Total Degree Credits	139	139 (Premed)

AI-Driven Threat Intelligence



Dr. Arif, Purnima Nishan, Abdulaziz Nayir

Features of ThreatLans

- Phishing Email Detection
- AI-Based Threat Explanation
- Email Integration
- Network Anomaly Detection
- Network Activity Dashboard

Methodology



MATTER MENTOR



Matter Mentor

Source: [Source], [Source], [Source]

Motivation

- Making threat analysis and intelligence more accessible
- Easy to integrate into existing systems
- Low cost and easy to use

Solution

- Create a web-based interface
- Customizable interface with threat intelligence
- Provide a secure, scalable and reliable solution

Solution

- Automated processing of threat intelligence
- Data visualization and reporting
- Easy to use, intuitive, and secure

Building Block

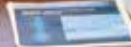
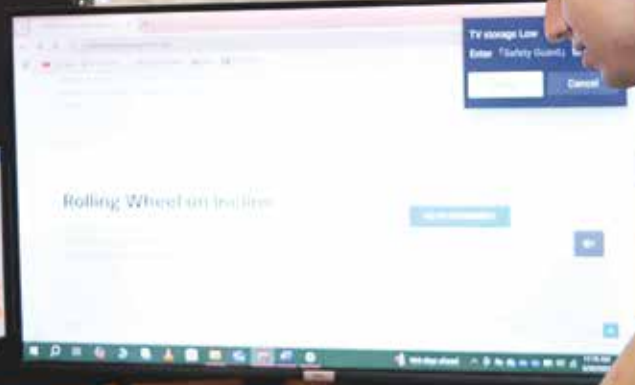
- The system is built on a cloud-based architecture
- The system is built on a cloud-based architecture
- The system is built on a cloud-based architecture

Technology

- The system is built on a cloud-based architecture
- The system is built on a cloud-based architecture
- The system is built on a cloud-based architecture

Technology

- The system is built on a cloud-based architecture
- The system is built on a cloud-based architecture
- The system is built on a cloud-based architecture



How Lo



1. Data Collect

Source: [Source], [Source], [Source]

Source: [Source], [Source], [Source]

BS MANAGEMENT AND BUSINESS COMPUTING (BS-MBC)

Program Overview

DEGREE	BS
DURATION	4 years (8 semesters)
CREDITS	Successful completion of 137 Credit hours with a minimum CGPA of 2.00

Career Paths

Product Manager, Business Analyst, Operations Manager, Project Manager, HR Manager, Financial Analyst/Manager, ERP Specialist, Software Development, ERP specialist, APP & Web Development.

Program Description

The impetus in IT enabled organizations and their adoption of IT to gain competitive advantage, has given rise to the need for skill-based individuals who possess a sound knowledge Information Technology on one hand and the way in which modern organizations work on the other. The BS Management and Business Computing (BS-MBC) program has been designed to fill this need.

The MBC program provides an in-depth exposure to all facets of Information Technology at systems and technology level through courses like Event Driven

Programming, Web Development, Databases, Cloud Computing, Networks, Information Systems and Artificial Intelligence.

Imbued with the above knowledge and skills, MBC graduates will be in good stead to contribute to success of a modern business environment by their ability to analyze business problems and specify appropriate IT-based solutions, manage the use of IT in business, exploit the benefits provided by the Artificial Intelligence, Big Data and Cyber Security for increased productivity, and manage software development projects also.

Program Educational Outcomes

PEO 1: Graduates will apply a blend of computing and business knowledge to meet the needs of the software industry and drive business growth, while embracing lifelong learning and continuous professional development.

Mapped onto Graduate Attributes: **GA2, GA5, G10**

PEO 2: Graduates will demonstrate analytical skills, collaborative mindset, strong leadership, and effective communication skills to work successfully in teams, lead projects, and communicate technical ideas to diverse stakeholders.

Mapped onto Graduate Attributes: **GA3, GA6, GA7**

PEO 3: Graduates will uphold high

standards of professional ethics, integrity, and social responsibility, considering the broader impact on society in their decision-making, and embodying a deep understanding of the intersection of business and technology, driving responsible innovation and sustainable practices.

Mapped onto Graduate Attributes: **GA2, GA4, GA8, GA9**



ROADMAP OF BS-MBC 2026

Course Code	Course Type	Course Title	Credit Hours	Pre-Req.
Year 1 - Semester 1 Fall				
CSC-117	GE	Application of ICTs	3	
GEN-104	GE	Functional English	3	
CSC-115	CC	Programming Fundamentals	4	
GEN-120	GE	Arts and Humanities (University Elective) -ILA	3	
MGT-XXX	DC	Principles of Management	3	
		Total	16	
Year 1 - Semester 2 Spring				
GEN-200	GE	Expository Writing	3	Functional English
CSC-213	CC	Object Oriented Programming	4	Programming Fundamentals
MGT-XXX	DC	Principles of Marketing	3	
BUS-XXX	DC	Financial Accounting	3	
GEN-XXX	GE	Natural Sciences (Environmental Science)	3	
		Total	16	
Year 2 - Semester 3 Fall				
MTH-XXX	GE	Quantitative Reasoning (Mathematical Concepts)	3	
ECO-XXX	ID	Microeconomics	2	
CSC-214	CC	Data Structures & Algorithms	4	Programming Fundamentals
GE-XXX	GE	Social Science	2	
GEN-112	GE	Islamic Studies	2	
MGT-XXX	DC	Managerial Accounting	3	Financial Accounting
GEN-XXX	GC	Feham-ul-Quran I	1	
		Total	17	

ROADMAP OF BS-MBC 2026

Course Code	Course Type	Course Title	Credit Hours	Pre-Req.
Year 2 - Semester 4 Spring				
CSC-209	CC	Computer Networks	3	Programming Fundamentals
CSC-225	CC	Database Systems	4	Programming Fundamentals
MTH-XXX	GE	Qualitative Reasoning (Statistical Methods)	3	
MKT-XXX	DC	Consumer Behavior & Marketing Research	3	Principles of Marketing
ECO-XXX	ID	Macroeconomics	2	
FIN-101	DC	Business Finance	3	
		Total	18	
Year 3 - Semester 5 Fall				
	DE	Domain Elective I	3	
CSC-320	SE	Software Engineering	3	
MKT-XXX	DC	E-Commerce and Digital Businesses	3	
CSC-321	CC	Artificial Intelligence	3	Data Structures & Algorithms
GEN-XXX	GE	Community Engagement	1	-
MGT-XXX	DE	Project Management	3	
GEN-XXX	GC	Feham-ul-Quran II	1	
		Total	17	
Year 3 - Semester 6 Spring				
MGT-XXX	DC	Organizational Behavior	3	Principles of Management
GEN-XXX	GE	Entrepreneurship	2	-
MGT-XXX	DC	Product Management	3	
	DE	Domain Elective II	3	
	DE	Domain Elective III	3	
CSC-XXX	DC	Digital Marketing	3	
		Total	17	

ROADMAP OF BS-MBC 2026

Course Code	Course Type	Course Title	Credit Hours	Pre-Req.
Year 4 - Semester 7 Spring				
MGT-XXX	DC	Human Resource Management	3	Principles of Management
	DE	Domain Elective IV	3	-
	DE	Domain Elective V	3	-
PRJ-XXX	PRJ	Project Part I	2	90 credit hrs
GEN-XXX	GE	Civics	3	-
GEN-XXX	ID	University Elective	3	
		Total	17	
Year 4 - Semester 8 Fall				
GEN-XXX	ID	University Elective	3	
PRJ-XXX	PRJ	Project Part II	4	Project Part I
GEN-111	GE	Ideology & Constitution of Pakistan	2	-
GEN-132	GE	Pakistan Studies	2	
	DE	Domain Elective VI	3	-
GEN-XXX	ID	Business Law & Taxation	2	-
		Total	16	
		Total	134	
Year 1-4				
		Internship	3	
		Total	3	
		Total Degree Credits	137	

MS IN COMPUTER SCIENCE (MSCS)

Specialties: Artificial Intelligence, Data Science, Cybersecurity, Software Engineering, Computer Networks

Program Overview

DEGREE	MS
DURATION	Minimum 2 years (4 semesters)
CREDITS	31

Career Paths

Software Development, Artificial Intelligence & Data Science, Systems & Network Security, Cloud Computing & DevOps, Human Computer Interaction, Research in Computing & Emerging Technologies.

Program Description

The Master of Science in Computer Science (MSCS) program is designed to equip graduates with advanced knowledge and research skills in core and emerging areas of computing. As technology continues to evolve rapidly, the need for professionals who can lead innovation, design sophisticated systems, and contribute to cutting-edge research is greater than ever. The MSCS program prepares students to meet these challenges through a balanced emphasis on theoretical foundations and practical applications.

The curriculum offers advanced coursework in areas such as Algorithms, Artificial Intelligence, Data Science, Software Engineering, Computer Networks, Cybersecurity, and Human-Computer Interaction. Students have the option to pursue a research thesis or a course-based track, allowing them to align their studies with academic or professional goals.

Graduates of the MSCS program are expected to demonstrate a high level of analytical thinking, research competence, and the ability to design and evaluate complex computing systems. They are well-prepared for careers in academia, research and development, or senior technical roles in the software and IT industries. The program follows the curriculum recommendations of HEC and adheres to the national guidelines for postgraduate computing education.

Program Educational Outcomes

PEO1: Prepare computing professionals to lead and innovate in various computing disciplines and emerging technologies

PEO2: Enable critical thinkers and problem-solvers with a research driven mindset empowering them to lead advancements in the global computer science and advanced technology landscape

PEO3: Empower students to collaborate across disciplines to tackle complex real-

world challenges

Eligibility Criteria

Prospective students must meet the following requirements for admission:

- Possession of a degree earned after sixteen years of education in computing or a related discipline.
- Minimum CGPA of 2.0 (on a scale of 4.0) or 60% marks.

Eligibility for Core Coures

Prospective students should have completed the following core courses or their equivalents:

1. Analysis of Algorithms
2. Assembly Language / Computer Architecture
3. Computer Networks
4. Computer Programming
5. Data Structures
6. Database Systems
7. Operating Systems
8. Software Engineering
9. Theory of Automata

Students lacking proficiency in these core courses may be required to undertake a maximum of four additional courses, determined by the Graduate Studies Committee.

A student cannot register in MS courses, unless all specified deficiency courses have been passed.

A student has the option to pursue MS by undertaking either a 6 credit hour MS Thesis OR a three credit-hour MS course and a three credit-hour MS Project.

Registration in “MS Thesis - I” is allowed provided the student has

- a. Earned at least 15 credits.
- b. Passed the “Research Methodology”

- course; AND
- c. CGPA is equal to or more than 2.5.

Degree Completion Requirements

To qualify for the MS degree, students must fulfill the following criteria:

- Completion of prescribed courses totaling at least 31 credit hours.
- Attainment of a minimum CGPA of 2.5 on a scale of 4.0.



COURSE BREAKDOWN FOR THESIS OPTION

Course Title	Credit Hours
Four (04) Core Courses	12
Research Methodology	1
Thesis	6
Program electives	12
Total	31

COURSE BREAKDOWN FOR NON THESIS OPTION

Course Title	Credit Hours
Four (04) Core Courses	12
Research Methodology	1
Project	3
Program electives	15
Total	31

LIST OF CORE COURSES

Students must complete a minimum of four courses from the following core courses

Course Code	Course Title	Credit Hours
CS501	Advanced Analysis of Algorithms	3
CS505	Advanced Operating Systems	3
CS507	Theory of Programming Languages	3
CS534	Theory of Automata – II	3
CS604	Advanced Computer Architecture	3
CS5xx	Information Privacy & Security	3
CS5xx	Statistical and Mathematical Methods For Data Science	3
CS5xx	Advanced Machine Learning	3
CS5xx	Advanced Software System Architecture	3
	Research Methodology	1

ROADMAP OF MS CS 2026

Semester - I Courses	Credit Hours
CS 5xx Core Course – I	3
CS 5xx Core Course - II	3
CS 5xx Elective Course - I	3
Feham-ul Quran I	1
Total	10
Semester - II Courses	Credit Hours
CS 5xx Core Course - III	3
CS 5xx Core Course - IV	3
CS 5xx Elective Course – II	3
SS 3xx Research Methodology	1
Feham-ul Quran II	1
Total	11
Semester - III Courses	Credit Hours
CS 5xx MS Thesis - I	3
CS 5xx Elective Course – III	3
Total	6
Semester - IV Courses	Credit Hours
CS 5xx MS Thesis - II	3
CS 5xx Elective Course – IV	3
Total	6

Registration in “MS Thesis - I” is allowed provided the student has

- a. Earned at least 15 credits.
- b. Passed the “Research Methodology” course; AND
- c. CGPA is equal to or more than 2.5.

Award of Degree:

To be awarded the MS degree, students

- must:
- Successfully pass courses totaling at least 33 credit hours, including four core courses.
 - Attain a CGPA of 2.5 or higher.

Elective Courses List

Specialties Offered

- AI

- Software Engineering
- Data Science
- Computer Networks
- Cyber Security
- Cloud Computing

**Updated list of courses available on the website*



ADVISORY BOARD

Board of Studies

The Board of Studies comprises primarily internal faculty and is responsible for reviewing and proposing changes to the curriculum, course content, and academic policies. It ensures academic rigor and relevance within each degree program.

1. Dr. Shafaat Ahmed Bazaz, Dean SCIT
2. Prof. Dr. Kamran Malik, Chairman Dept. of Data Science, University of the Punjab
3. Dr. Natash Ali Mian, HoD Software Engineering, SCIT
4. Dr. Shamweel Qamar, Assistant Professor, SCIT
5. Ms. Shazia Rizwan, HoD Computer Science, SCIT
6. Ms. Huda Sarfraz, Senior Assistant Professor, SCIT
7. Ms. Amna Humayun, Senior Assistant Professor, SCIT
8. Mr. Mohammad Ali, Senior Lecturer, SCIT
9. Mr. Asim Irshad, Lecturer, SCIT
10. Ms. Farzana Shahid, Registrar, BNU
11. Mr. Muhammad Zaid Ikhlas, Senior Product Manager, Glowfish Product Studio
12. Mr. Fezan Rasool, Principle Consultant Data Science, Systems Limited.

Board of Faculty

The Board of Faculty includes both internal members and external experts from academia and industry. It provides broader oversight on academic matters, endorses curricular changes, and ensures alignment with evolving disciplinary standards and societal needs.

1. Dr. Shafaat Ahmed Bazaz, Dean SCIT
2. Dr. Natash Ali Mian, HoD Software Engineering, SCIT
3. Dr. Muhammad Asad, Assistant Professor (AI Program), SCIT
4. Dr. Arsalan Siddique, Lecturer, SCIT
5. Ms. Shazia Rizwan, HoD Computer Science, SCIT
6. Mr. Nouman Ali Shah, Senior Assistant Professor, SCIT
7. Dr. Waheed Iqbal, Associate Professor, Dept. of Data Science, Faculty of Computing & Information Technology, University of the Punjab
8. Dr. Ali Hammad Akbar, Professor, Department of Computer Engineering, UET, Lahore
9. Mr. Muhammad Haris, Senior Software Backend Engineer. Beyond One, Lahore
10. Mr. Muhammad Bilal Younis, VP Operations (Global Cyber Risk & Brand Protection), Resecurity, Inc.
11. Ms. Farzana Shahid, Registrar, BNU

Industrial Advisory Board

The Industrial Advisory Board consists of professionals and leaders from the tech industry. It offers strategic input on curriculum relevance, emerging technologies, and graduate employability, bridging the gap between academia and industry demands.

1. Mr. Asif Peer, Chief Executive Officer & Managing Director at Systems Limited
2. Mr. Waqar Ahmed, Tech entrepreneur and startup expert
3. Ms. Shamim Rajani, COO Genetech Solutions & Founder CodeGirls
4. Ms. Hira Zainab, Vice President-Strategic Affairs, Contour Software
5. Mr. Syed Ahmad, CEO/Founder, DPL
6. Mr. Talha Munir Khan, COO at CitrusBits USA, CEO at CitrusBits Private Limited, Pakistan
7. Mr. Badar Khushnood, CMO S4 Digital
8. Mr. Aqib Gadit Chief Revenue Officer, Digital Ocean
9. Mr. Ayub Ghauri, Executive Director Innovations Lab NETSOL Technologies, Head of NSPIRE, CEO HospitALL
10. Mr. Umer Farooq, Founder & CEO, Tech Valley Pakistan
11. Mr. Yusuf Hussain, Former CEO, Ignite, National Technology Fund

FACULTY

Dr. Khawaja Shafaat Ahmed Bazaz

PhD (IT & Automation Systems),
National Institute of Applied Sciences,
Toulouse, France
Professor and Dean
Area of Interest: Software Engineering,
Chip/Sensor Design, Software
Development, AI in Medical diagnostics

Dr. Natash Ali Mian

PhD (Computer Science), NCBA&E,
Lahore
Associate Professor
Area of Interest: Software Engineering

Dr. Shamweel Qamar

PhD, Ajou University, Republic of Korea
Assistant Professor
Area of Interest: Blockchain-enabled
healthcare systems, biomedical image
analysis, AI-driven medical systems

Dr. Usman Nazir

PhD (Computer Science), LUMS, Lahore
Assistant Professor
Area of Interest: Computer Vision, Deep
Learning, Remote Sensing

Dr. Arsalan Siddique

Ph.D. (CS), University of Pisa, Italy
Assistant Professor
Area of Interest: Computer Vision, 3D
Reconstruction, Deep Learning

Dr. Muhammad Asad

Ph.D. ICT-Information Engineering,
University of L'Aquila, Italy

Assistant Professor
Area of Interest: Machine Learning, Deep
Learning, Structural Health Monitoring

Dr. Muhammad Umer Anwaar

PhD (CS), Technical University of
Munich (TUM), Germany
Assistant Professor
Area of Interest: Machine Learning,
Generative AI, Large Language Models,
Natural Language Processing

Ms. Shazia Rizwan (Program Lead BSCS Program)

MS (TQM), University of the Punjab
MS (Computer Science), University of
Central Punjab
Senior Assistant Professor
Area of Interest: Project Management,
Quality Management

Ms. Huda Sarfraz (Program Lead BSAI Program)

MS (Computer Science), FAST-NUCES,
Lahore
Senior Assistant Professor
Area of Interest: Natural Language
Processing

Ms. Amna Humayun (Program Lead BS MBC Program)

MS (Computer Science), FAST-NUCES,
Lahore
Senior Assistant Professor,
Area of Interest: Core Computing

Mr. Nabeel Ahsan (Program Lead BSSE Program)

MS Mobile Communication
Senior Lecturer

Area of Interest: Cybersecurity, Software
Project Management

Mr. Syed Nouman Ali Shah

MS (Computing), National University of
Singapore
MSc (Computer Science), UET, Lahore
Senior Assistant Professor
Area of Interest: Computing, Software
Development

Mr. Zaman Aziz

MPhil CS, Information Technology
University, Lahore
Senior Lecturer
Area of Interest: Human-Computer
Interaction, ICT for Development
(ICT4D), Technology Entrepreneurship,
Software Engineering and Educational
Technology

Mr. Muhammad Adeel

MS CS, FAST-NUCES, Lahore
Senior Lecturer
Area of Interest: Machine Learning, Deep
Learning, Generative AI

Mr. Saad Azhar

MS (CS)
Senior Lecturer
Area of Interest: Artificial Intelligence in
FinTech

Ms. Naveed Hakim

MS (CS), LUMS, Lahore
Senior Lecturer
Area of Interest: Natural Language
Processing (NLP), Speech Technologies,
Deep Learning

Mr. Abdul Hanan

MSc SE, University of Oulu, Finland (first year) & TU Kaiserslautern, Germany (second year)

Senior Lecturer

Area of Interest: Software Engineering, Full-Stack Development, Scalable Software Architecture

Mr. Asim Irshad

MS (Computer Science), LUMS, Lahore Lecturer

Area of Interest: Mobile App Development

Ms. Nimra Abbas

MS (CS), FAST-NUCES, Lahore

Lecturer

Area of Interest: Natural Language Processing, Information Retrieval, Text Mining

Ms. Hamna Anwar

MS (CS), FAST-NUCES, Islamabad

Lecturer

Area of Interest: User Experience Engineering, Machine Learning

Mr. Muhammad Ali

MS (IT), NUST, Islamabad

Lecturer

Area of Interest: Distributed Systems, Internet of Vehicles, Cloud Edge Continuum

Mr. Muhammad Jawad Farooq

MS CS, FAST-NUCES

Lecturer

Area of Interest: Computer Networking, Cloud Computing, AWS Cloud Infrastructure, DevOps & CI/CD,

Containerization, Cloud - Native Applications, and Full-Stack Web Development.

Mr. Dildar Shah

MS Applied Mathematics, GIKI

Lecturer

Area of Interest: Optimization-based Machine Learning, Model Compression, Efficient Deep Learning, Embedded & Edge AI Systems, Mathematical Optimization, Signal Processing, Probabilistic Modeling, and Scalable AI Systems.

Mr. Uzair Bashir

MS (EE)

Lecturer

Area of Interest: IoT Design

Ms. Noreen Khalid

MS CS

Lecturer

Area of Interest: Image Processing

Ms. Ayesha Seher

MS CS, Bahria University, Lahore

Lecturer

Area of Interest: Software Testing, Human-Computer Interaction

Ms. Sheeza Batool

MPhil CS, Punjab University

Lecturer

Area of Interest: Machine Learning, Deep Learning, Computer Vision, Pattern Recognition

Ms. Talia Noreen

MPhil CS, Punjab University

Lecturer

Area of Interest: Machine Learning

Ms. Rubab Nadeem

MS (Math), LUMS, Lahore

Lecturer

Area of Interest: Partial Differential Equations, Calculus, Numerical Analysis, Numerical Linear Algebra, Functional Analysis, Real Analysis, Algebra Tools

Mr. Farhan Ali

MS Mathematics

Lecturer

Area of Interest: Fluid Dynamics

Ms. Sania Khalid

MS Data Science, PUCIT, Lahore

Lecturer

Area of Interest: MLOps, Kubernetes, Scalable System Design.

Ms. Rameen Shahram

BS SE, University of Central Punjab, Lahore

Lab Instructor

Area of Interest: Software Engineering

Ms. Sumaiya Naumaan

BS IT, PUCIT, Lahore

Lab Instructor

Area of Interest: Programming, Web Development, Operating Systems

Ms. Taqdees Gul

BS SE, UCP, Lahore

Lab Instructor

Area of Interest: Artificial Intelligence

Ms. Amber Razzaq

BS CS, Beaconhouse National University,
Lahore
Lab Instructor
Area of Interest: Artificial Intelligence,
Data Science, Web Development,
Machine Learning & Deep Learning,
Neural Networks, Cybersecurity, and
AI-driven solutions for real-world
applications.

Mr. Hafiz Muhammad Abubakar

BS CS, Beaconhouse National University,
Lahore
Lab Instructor
Area of Interest: Data analytics, cloud
computing, remote sensing, web
development

Mr. Hasnain Ahmad

BS SE, Beaconhouse National University,

Lahore

Lab Instructor

Area of Interest: Data Structures,
Algorithms, Programming, Applied
Physics, Remote Sensing, Deep
Learning, Computer Vision, Network
Optimization, and AI-driven system
development.

Mr. Ali Hafeez Malik

M.Phil CS, PUCIT (2024-Present)

Lab Instructor

Area of Interest: Computer Science,
Data Structures & Algorithms, Artificial
Intelligence, Cybersecurity, Web
Development, Digital Marketing, and
real-world problem-solving using C,
Python, and modern technologies.

Mr. Shazil Ali

BS SE, University of Central Punjab,

Lahore

Lab Instructor

Area of Interest: Quality Assurance and
Testing

COORDINATION

Mr. Syed Safdar Abbas Zaidi

BA, University of the Punjab
Admin Coordinator

Mr. Talha Nawaz

B Com (Punjab University)
Program Coordinator (CS)

Ms. Mahnoor Nawaz

MPhil Computer Science
Program Coordinator (AI, MBC & SE)





| SE



SE | SCHOOL OF EDUCATION, EDUCATE . LEAD



DEAN'S MESSAGE

As we navigate the complexities of the 21st century, it is essential to reimagine the purpose and scope of literacy. The traditional notion of education as a mere transmission of knowledge is no longer sufficient. It should be a transformative experience that empowers individuals to thrive in a rapidly changing world. This redefinition necessitates a gradual shift from traditional lecture-based methods to experiential learning, from standardized testing to competency-based assessment, and from teacher-centered to student-centered learning. Education should prioritize student agency, autonomy, voice, emotional intelligence, mental

health, and well-being to foster resilient and compassionate individuals who take ownership of their educational journey.

The School of Education (SE) is a vibrant and innovative community dedicated to shaping global citizens and committed to creating a supportive and inclusive community that fosters academic excellence, creativity, and social responsibility. Our mission is to prepare educators, researchers, and leaders who are equipped to transform the lives of students, families, and communities.

We aim to provide both personalized and interdisciplinary learning coupled with rigor in research. There is a focus on developing critical thinking, creativity, and problem-solving skills to tackle complex, real-world challenges for lifelong learning and adaptability. We envision a future where education is inclusive, equitable, and empowering. Our graduate programs offer praxis, integrating theory and practice. The curricula acknowledge and integrate the potential importance of emerging digital technologies, such as AI, VR, and AR, to enhance learning experiences.

SE is also committed to providing continuous professional development for educators through ongoing training, resources, and support, enabling them to stay updated on best practices. This commitment fosters collaboration and partnerships between educators,

policymakers, industry leaders, and community members, driving innovation and improvement. Our faculty are renowned experts in their fields, and our students engage in cutting-edge research, innovative projects, and experiential learning experiences.

The School of Education is devoted to advancing the UN2030 Sustainable Development Goals (SDGs). It actively works to ensure Quality Education (SDG 4), which is inclusive and equitable. As part of its Expert Edge Series, hosting distinguished speakers, it has conducted insightful panel discussions, seminars, and talks such as the Fashion Footprint Under Climate Action (SDG 13) for students and faculty, and Family Planning: Mother and Child Health under Good Health and Well-Being (SDG 3) for BNU support staff. These initiatives reflect the school's dedication to nurturing informed, responsible, and conscientious individuals.

Come join us for a phenomenal experience of self-development, linguistic exploration, and empowerment, and become part of a vibrant community of educators, researchers, and leaders shaping the future of education.

Prof. Dr. Amra Raza

Dean & Professor, School of Education,
Beaconhouse National University

SCHOOL OF EDUCATION (SE) Educate . Lead

The aim of the School of Education (SE) is to pursue excellence in education-related fields, maintaining rigorous academic standards. Since its inception in 2005, the School of Education (SE) at BNU has been dedicated to developing educators and educational leaders poised to make meaningful contributions to the field of education across various sectors and levels. Established in response to the deeply felt need in Pakistan for improvement in the quality of teacher education, it has emerged as a premier institution for teacher education and higher education in Pakistan, recognized for its commitment to excellence. Over the years, SE has reached a diverse population of aspiring and practicing educational professionals from different educational levels, sectors, and regions through its wide range of programs and courses designed with enquiry and argument as their main tenets.

The degree programs at SE also promote the much-needed research culture in higher education in Pakistan. They are designed to address the contemporary challenges of change faced by individuals, institutions, and societies, equipping students to become dynamic educators of the 21st century.

Vision

We aspire to be the leading faculty of

quality education in Pakistan by creating a rich academic and research environment that is tolerant, empathetic, as well as inclusive, and draws on sound theoretical knowledge, best practices and latest research techniques.

Mission

Our mission is to engage in comprehensive research and critical inquiry while fostering practical experiences, thereby preparing students to navigate and make meaningful contributions to the national educational landscape.

Approach

The School of Education (SE) offers an innovative, trans-global pedagogical approach to curriculum design, providing exposure to context-based teaching practices through student-centered learning, critical thinking, and community engagement. SE programs move

beyond traditional coursework. Unlike conventional programs that emphasize either theory or practice, SE programs uniquely offer a balanced focus on both. It strives to positively impact education in the country through collaboration with the public and private sectors. The high employability rate (95%) and the success of graduates in securing PhD scholarships and entrepreneurial ventures reflect the program's transformative impact on both academic and professional landscapes.

SE PROGRAMMES AND DEGREES

- **Bachelor of Education B. Ed (4 Years)**
- **MPhil Linguistics & TESOL**
- **MPhil Educational Leadership and Management (Regular)**
- **MPhil Educational Leadership and Management (Weekend Track)**





BACHELOR OF EDUCATION B. ED (4 YEARS)

Programme Overview

The Bachelor of Education (B.Ed) 4-Year Program is designed to prepare future educators who are knowledgeable, reflective, and socially responsive practitioners equipped to meet the diverse demands of contemporary classrooms. The program integrates strong disciplinary foundations with rigorous pedagogical training, enabling graduates to teach across subjects and grade levels while fostering inclusive, culturally responsive, and technology-enhanced learning environments. A key emphasis of the program is on developing articulate and responsive communication skills, alongside the ability to engage critically with emerging technologies, including AI, in ethical and meaningful ways. Through a combination of coursework, school observations, community engagement, simulations, and phased teaching practice, students gain rich, school-based practical experience and a deep understanding of real-world classroom dynamics. The program further cultivates inquiry, problem-solving, and reflective practice, preparing graduates to contribute to educational innovation, equity, and system improvement in Pakistan and global educational contexts.

Duration: Four (4) years, 8 semesters
Credits: 134

Career Paths

Graduates of the B.Ed program are equipped to pursue diverse career pathways across education and related sectors. The degree prepares students not only for classroom teaching but also for leadership, innovation, and community engagement roles within educational systems.

Strand 1: Curriculum, Teaching, and Learning

Curriculum Designer, Curriculum Specialist, Subject Specialist Teacher, STEM Education Facilitator, Instructional Materials Developer, Educational Content Writer, Author

Strand 2: Educational Leadership, Policy, and Research

School Administrator, Academic Coordinator, Education Policy Analyst, Research Assistant, Educational Consultant, Educational Activist

Strand 3: Educational Technology and Innovation

Digital Learning Specialist, AI-Integrated Learning Designer, Educational Entrepreneur, Education Startup Founder

Strand 4: Community Engagement, Inclusion, and Well-being

Teacher Professional Development Facilitator, Education Trainer, Guidance Counselor, Student Well-being Coordinator, Inclusive Education Support Specialist, Sustainable Education Specialist, Community Education

Facilitator, NGO Program Officer

Objectives

The program aims to enable students to:

1. Develop a strong foundation in educational theory, subject knowledge, and interdisciplinary perspectives to understand teaching and learning in diverse contexts.
2. Design, implement, and evaluate inclusive, student-centered learning experiences using effective pedagogical strategies responsive to varied learner needs.
3. Critically analyze educational challenges and apply evidence-based approaches to inform practice, decision-making, and innovation in education.
4. Integrate digital tools, AI, and emerging technologies thoughtfully and ethically to enhance teaching, learning, and educational design.
5. Demonstrate professional competence through sustained practical engagement, including teaching practice, internships, and community-based experiences, while upholding ethical values, cultural responsiveness, and a commitment to reflective, lifelong learning.

Eligibility Criteria

- Completion of Higher Secondary School Certificate (HSSC) or equivalent (12 years of education) in any discipline with a minimum

- of 50% marks, or an equivalent qualification recognized by IBCC
- For candidates with O/A Levels or other foreign qualifications:
 - A minimum of eight (8) O-Level subjects (or equivalent)
 - A minimum of three (3) A-Level subjects (or equivalent) with an overall average grade of C
 - Submission of an official IBCC equivalence certificate
- At least 50% marks in BNU Admission Test
- At least 50% marks in the admission Interview.
- Fulfil all academic requirements in accordance with BNU policies (including attendance and assessment criteria).
- Attain graduating CGPA of 2.0 or above with clear academic standing.

Degree Requirement

For the award of the Bachelor of Education (B.Ed) degree, students must:

- Complete a minimum of 134 credit hours, including coursework, practicum (teaching practice), internship, community service, and capstone project.

Exit Option:

Students may qualify for an Associate Degree in Education (ADE) after completion of 73 credits (4 semesters), in alignment with HEC guidelines.



PROGRAM STRUCTURE

Semester I

Course	Credits Hrs.	Category
Quantitative Reasoning – I	3 (3-0)	General Education
Introduction to Liberal Arts	3 (3-0)	Interdisciplinary Courses
Functional English	3 (3-0)	General Education
Applications of Information & Communication Technologies (ICT/ AI)	3 (2-1)	General Education
Foundations of Education	3 (3-0)	Major: Professional Course 1
Inclusive Education	3 (3-0)	Major: Professional Course 2
Semester Credits		18
Total Credits		18

Semester II

Course	Credits Hrs.	Category
Quantitative Reasoning – II	3 (3-0)	General Education
Expository Writing	3 (3-0)	General Education
Environmental Science	3 (2-1)	General Education (Natural Sciences)
Education for Sustainable Development	3 (3-0)	Major: Professional Course 3
Educational Psychology	3 (3-0)	Major: Professional Course 4
Research Methods in Education	3 (3-0)	Major: Professional Course 5
Fehm-ul-Quran - I	1 (0-1)	General Education
Semester Credits		19
Total Credits		37

Semester III

Course	Credits Hrs.	Category
Teaching of English	3 (3-0)	Major: Pedagogy Course 1
Curriculum Development	3 (3-0)	Major: Professional Course 6
Critical Thinking and Reflective Practices	3 (3-0)	Major: Professional Course 7

Educational Assessment and Evaluation	3 (3-0)	Major: Professional Course 8
Fehm-ul-Quran - II	1 (0-1)	General Education
Introduction to Art and Design	2 (2-0)	General Education (Arts and Humanities)
Islamic Studies (Ethics for non-Muslim students)	2 (2-0)	General Education
Entrepreneurship	2 (2-0)	General Education
Semester Credits		19
Total Credits		56

Semester IV

Course	Credits Hrs.	Category
Pakistan Studies	2 (2-0)	General Education
Ideology & Constitution of Pakistan	2 (2-0)	General Education
Civics & Community Engagement	2 (1-1)	General Education
School Observation	2 (0-2)	Major Practical
School Management	3 (3-0)	Major: Professional Course 9
Educational Policies and Plans of Pakistan	3 (3-0)	Major: Professional Course 10
Teaching of Urdu	3 (3-0)	Major: Pedagogy Course 2
Semester Credits		17
Total Credits		73

- The student may exit with an Associate Degree in Education (ADE) after completion of 4 Semesters which corresponds to 73 completed credits.

Semester V

Course	Credits Hrs.	Category
Contemporary Literacies	3 (3-0)	Major: Professional Course 11
Specialization Course I	3 (3-0)	Major: Elective
Specialization Course II	3 (3-0)	Major: Elective
Teaching Profession	3 (3-0)	Major: Professional Course 12
Introduction to Human Behavior	3 (3-0)	General Education (Social Sciences)
Semester Credits		15
Total Credits		88

Semester VI

Course	Credits Hrs.	Category
Guidance and Counseling in School Settings	3 (3-0)	Interdisciplinary Courses
Community Service	1	General Education
Teaching of Mathematics	3 (3-0)	Major: Pedagogy Course
Teaching of Science	3 (3-0)	Major: Pedagogy Course
Specialization Course III	3 (3-0)	Major: Elective
Media and Information Literacy	3 (3-0)	Interdisciplinary Courses
Semester Credits		16
Total Credits		104

Semester VII

Course	Credits Hrs.	Category
Practice Teaching - I	3 (0-3)	Major: Practical Course
Teaching of Social Studies and Islamiat	3 (3-0)	Major: Pedagogy Course
Specialization Course IV	3 (3-0)	Major: Elective
Specialization Course V	3 (3-0)	Major: Elective
Internship	3	Internship
Semester Credits		15
Total Credits		119

Semester VIII

Course	Credits Hrs.	Category
Practice Teaching - II	3 (0-3)	Major: Practical Course
Child and Adolescent Development	3 (3-0)	Interdisciplinary Courses
Teaching of Art, Crafts and Calligraphy	3 (3-0)	Major: Pedagogy Course
Specialization Course VI	3 (3-0)	Major: Elective
Capstone Project	3	Capstone Project
Semester Credits		15
Total Credits		134

Specialization Courses*

Specialization 1: Curriculum Studies

1. Curriculum Planning, Design and Implementation
2. Curriculum Evaluation and Assessment
3. Models of Curriculum
4. Curriculum Change & Innovation
5. Comparative Curriculum Studies
6. Instructional Materials Development

Specialization 2: Teacher Professional Development

1. Teacher Education Theories and Models
2. Teacher Education in Pakistan: Historical Perspective
3. Teacher Education in Global Perspective
4. Teacher Education: Problems and Prospects
5. Professional Development for Teachers
6. Transforming Teacher Learning with Technology

Specialization 3: Educational Technology

1. Instructional Design and Technology
2. Emerging Technologies in Education
3. Learning Analytics and Educational Data
4. Mobile and Online Learning Development
5. Learning Management Systems (LMS) and E-Learning Tools

6. Gamification and Interactive Learning

Specialization 4: Education for Sustainable Development

1. Global Citizenship Education and Sustainability
2. Change Management for Sustainable Development
3. Global Challenges and Sustainable Futures
4. Teaching and Assessing Sustainability Competencies
5. Critical Perspectives on Education for Sustainable Development
6. Sustainable Development in Education

Specialization 5: Early Childhood Care and Education

1. Child Care and Development
2. Early Childhood Education: History, Theory & Practice
3. Early language and Literacy Development
4. Models of Early Childhood Care and Education
5. Assessment of Learning in Early Years
6. Technology in Early Childhood Education

Specialization 6: STEM Education

1. Instructional Scaffolding in STEM Education
2. Integrating STEM Education Methods
3. Introduction to STEM Education
4. STEM Curriculum Design and Instructional Materials
5. Learning in STEM

6. Technology in STEM Education

Specialization 7: Special Education Needs (SEN)

1. Understanding Special Educational Needs I
2. Understanding Special Educational Needs II
3. Teaching Children with Special Educational Needs
4. Assistive Technologies and Communication Strategies for SEN Learners
5. Neuroscience and SEN
6. Assessment and Examination of Students with Special Educational Needs

*Specializations will be offered based on minimum student enrollment requirements. Students will be able to choose from the specializations that meet the required enrollment threshold in a given cohort.

PROGRAM: MPhil LINGUISTICS & TESOL

Program Overview

MPhil in Linguistics and TESOL equips participants with the linguistic and pedagogic knowledge needed for teaching and learning a language, particularly a second language. The program aims to provide the participants with the tools and resources needed to develop the knowledge of various areas of linguistics as well as English language teaching. It provides them with a thorough understanding of the basic concepts in linguistics. It also develops their language knowledge, how it works, and how it contributes to real-life issues. Finally, the program helps the participants develop an insight into current issues and key trends in second language learning and teaching in a range of contexts.

Duration: Two (2) years, 4 semesters

Credits: 32

Career Paths

The field of linguistics is extremely versatile and can be used across many disciplines, from language therapy to crime investigations. There is a very high demand for teachers with TESOL qualification, not only in non-native but also in native English-speaking countries, which has opened the doors to several

opportunities for graduates of the program. Studying Linguistics and TESOL can lead directly into teaching English as a Foreign or Second Language in any part of the world and at various levels, i.e., primary, secondary, and tertiary. The graduates can also shift from teaching careers into policy making, language curriculum and syllabus designing, materials designing, language testing and evaluation, textbook writing, editing in print and electronic media, standardized test training and examination (e.g., IELTS and TOEFL). The degree also offers entrepreneurship opportunities to its graduates in areas related to English language teaching.

Objectives

To provide the students with:

1. Knowledge of linguistics, its history, and its branches
2. Understanding of various fields of linguistics such as phonology and phonetics, semantics, syntax, and morphology
3. Insight into linguistic issues and solutions related to the use of language and society
4. Theoretical basis for their teaching practices and to empower them with the most up-to-date and contemporary knowledge of English language teaching and assessment practices.

5. Required knowledge and skills for conducting and writing research in the area of linguistics and TESOL

Eligibility Criteria

- 16 years of education with at least 2.5 CGPA in the last degree
OR 50% marks in the annual system.
- At least 50% marks in NTS GAT or UGAT (BNU)
- At least 50% marks in the admission interview.

Degree Requirement

For the award of MPhil Linguistics & TESOL, students must meet the following criteria

- Complete coursework of 26 credit hours
- Complete thesis of 6 credit hours
- Attain graduating CGPA of 2.5 or above



PROGRAM STRUCTURE

YEAR 1 / Fall Semester

Course Code	Course Name	Status	Credits
LIN-701	Introduction to Linguistics	Core	3
LIN – 702	Phonetics and Phonology	Core	3
LIN-703	Second Language Acquisition	Core	3
TE – 704	English for Specific Purposes	Electives	3
LIN-709	Semantics and Pragmatics		
Total Number of Credit Hours			12

Spring Semester

Course Code	Course Name	Status	Credits
TE-707	Language Assessment and Evaluation	Core	3
ELM 720	Research Methodology	Core	3
LIN – 706	Sociolinguistics	Core	3
SE – 713	Writing for Research and Publication	Electives	3
LIN - 708	Morphology and Syntax		
Total Number of Credit Hours			12

YEAR 2 / Fall Semester

Course Code	Course Name	Credits
SE-717	Dissertation	6
GEN	Fehm-ul-Quran	1
Total Number of Credit Hours		7

Spring Semesters

Course Code	Course Name	Credits
SE-717	Dissertation (Continue)	Core
GEN	Fehm-ul-Quran	Core
Total Number of Credit Hours		1
Total Credit Hours for Degree Completion		32

MPHIL EDUCATIONAL LEADERSHIP AND MANAGEMENT (ELM)

Program Overview

Educational Leadership and Management is a dynamic field that serves as a bridge fostering connections among academia, educational professionals, industry, and society at large, allowing for a wide-reaching impact. It is specifically designed for individuals seeking to start or advance their careers in leadership and management positions within education-related settings. What sets our MPhil program apart is its strong focus on fostering advanced research skills. Aspiring researchers and professionals aiming to make significant contributions to the educational landscape will find this program especially attractive.

By successfully completing the MPhil program, students open doors to various exciting possibilities, including the potential to pursue a PhD degree, further enriching their academic journey and professional growth.

Duration: Two (2) years, 4 semesters

Credits: 32

Career Paths

- Educational Leaders & Administrators

- Researchers & Policy Planners
- Educational Consultants
- Curriculum Innovators
- Trainers & Learning Facilitators
- Educational Quality Evaluators
- STEM Specialists
- School Counsellors

Objectives

1. To acquaint students with knowledge about the key concepts of social science research, leadership theories, educational change, educational governance and policies, international educational practices, management of educational resources, and organizational working.
2. To empower the students as educational leaders who can apply theoretical knowledge to analyze and solve educational and managerial problems and plan for organizational development.
3. To help the students develop research skills and an unbiased outlook as researchers.
4. To inculcate professional and ethical values among the students so that they act as ethical leaders and teachers.

Eligibility Criteria Regular Track

- 16 years of education with at least 2.5

CGPA in the last degree
OR 50% marks in the annual system.

- At least 50% marks in NTS GAT or UGAT (BNU)
- At least 50% marks in the admission interview.

Eligibility Criteria Weekend Track

All of the above requirements and a minimum of 3 years of work experience.

Degree Requirement

MPhil Educational Leadership and Management students must meet the following criteria:

- Complete coursework of 26 credit hours
- Complete research of 6 credit hours
- Have a graduating CGPA of 2.5 or above

PROGRAM STRUCTURE

YEAR 1 / Semester I

Course Code	Course Name	Status	Credits
ELM-721	Ideologies and Philosophies Shaping Education	Core	3
ELM-722	Strategic Educational Governance and Leadership	Core	3
ELM-723	Scholarly Research Design and Analysis - I	Core	3
ELM-724	AI and Ed-Tech Leadership	Core	3
GEN-701	Fehm-ul-Quran - I	Mandatory	1
Total Number of Required Credit Hours			13

Semester II

Course Code	Course Name	Status	Credits
ELM-757	Scholarly Research Design and Analysis - II	Core	3
ELM-758	Effective Professional Development: Tools and Approaches	Core	3
ELM-725	Education for Sustainable Futures	Elective	3
Or ELM-727	Psycho-Educational Assessment and Intervention		
ELM-759	Equity in Education: Inclusive Pedagogies	Elective	3
Or ELM-728	STEM Curriculum Design and Implementation		
GEN-750	Fehm-ul-Quran - II	Mandatory	1
Total Number of Required Credit Hours			13

YEAR 2 / Semester III

Course Code	Course Name		Credits
SE-717 ELM-726	Thesis Or Practicum – I	Core	3

Semesters IV

Course Code	Course Name		Credits
SE-717	Thesis (continued from Fall Semester)	Core	3
ELM-760	Or Practicum – II		
	Total Number of Required Credit Hours in Year 2		6
	Total Credit Hours for the Degree Completion		32



SE-Trainings EDx

SE-EDx is a pioneering training initiative under the auspices of the School of Education, dedicated to the dissemination of impactful training programs that address the dynamic needs of educators and leaders. By leveraging the vast expertise available within the market, SE-EDx aims to facilitate knowledge transfer and professional development on a broad scale. It envisions the establishment of enduring professional collaborations on Public-private partnership models throughout Pakistan, which will continue to shape the future of education. This platform has been designed to deliver both comprehensive and specialized professional development opportunities

in a variety of modes, e.g., direct teaching, online teaching, and blended teaching, catering to diverse audiences at national and international levels. SE-EDx follows the three important characteristics of the professional development community, in that learning is personalized, socialized, and contextualized. By harnessing the intellectual capital and academic expertise, SE-EDx aspires to facilitate a robust exchange of knowledge and best practices, thereby advancing the professional capacities of educational stakeholders.

The Success Lab, under SE-EDx, hosts professional trainings, skill-based workshops and short courses in all disciplines in the summer every year.

English Language Unit

The English Language Unit (ELU) at the School of Education offers centralized services in the form of a wide range of English language courses, such as Functional English, Communication Skills, Expository Writing, and Technical and Business Writing to undergraduate students at BNU. These courses aim to equip the students with the language and study skills needed to cope with the demands of a graduate study program in English. The emphasis is on improving participants' confidence and competence in using English in academic contexts. As a support unit, ELU also offers tailor-made courses on request from different departments at the university.



PERMANENT FACULTY

Dr. Amra Raza (Profesor)

Dean, School of Education, BNU

PhD, University of the Punjab, Lahore.
MPhil English, University of the Punjab, Lahore.
M.A. English Literature, University of Karachi.
M.A. Linguistics, University of Karachi.

Shabana Ahmed (Senior Assistant Professor)

Program Head, MPhil Linguistics and TESOL

Head, English Language Unit (ELU)

MA ELT St. John University, York, UK.
MA English Literature, University of Karachi.
RSA (COTE) Royal Society of Arts Certificate Course for Overseas Teachers of English
Cambridge University, UK

Dr. Muhammad Shahbaz Khan (Assistant Professor)

Program Head, MPhil Educational Leadership and Management.

PhD Education, University of Leicester, UK.
M.A. Educational Leadership and Management, Beaconhouse National University.

Dr. Shazia Humayun (Assistant Professor)

Program Head Trainings, SE EDx

PhD Educational Leadership and

Research, Louisiana State University (USA)

MPhil Educational Leadership and Management, BNU.

MSc Microbiology, University of Karachi.

PGCert University of Exeter

CIPSIE University of Bradford, UK.

Diploma in Educational Leadership (DEdL), University of Cambridge

Diploma in teaching with ICT (DTWICT), University of Cambridge.

Dr. Sunnya Khan (Assistant Professor)

Program Head, B.Ed. (4 Years)

Postdoctoral Fellowship (Northern Oral Language and Writing through Play Project), University of Toronto (OISE), Canada.

PhD in Education (Curriculum and Pedagogy), University of Toronto (OISE), Canada.

Master of Education (Educational Leadership and Policy), University of Toronto (OISE), Canada.

BA (Honors) English and Book & Media Studies, University of Toronto (OISE), Canada.

Ms. Naureen Zaman (Senior Assistant Professor)

PhD Scholar, Lahore College for Women University.

MPhil Teaching English as a Second Language, Beaconhouse National University, Lahore.

MA Teaching English as a Second Language, Beaconhouse National University, Lahore.

Ms. Arumah Zara David (Lecturer)

MPhil Linguistics and TESOL, Beaconhouse National University.

ADJUNCT FACULTY

Dr. Qaisera Ashraf Sheikh (Associate Professor)

PhD University of Education, MSc Applied Linguistics, Edinburgh University, UK
MA English Literature, University of the Punjab, Lahore.

ADMINISTRATION

Saima Zaigham

Academic & Administrative Coordinator (SE)

MS Public Relations and Advertising, Beaconhouse National University.
MBA Marketing, American International College.

Syeda Bintay Zainab

Academic Coordinator, Educational Leadership and Management (Weekend Track)

MPhil in Educational Leadership and Management, Beaconhouse National University.

Yusra Waqar

Coordinator English Language Unit (ELU)

MPhil in Public Administration, University of the Punjab

SE INTERNATIONAL ADVISORY COUNCIL

1. **Dr. Hywel Coleman**, Honorary Senior Research Fellow, School of Education, University of Leeds, UK
2. **Dr. Alison Ross Craven Fox**, Professor of Philosophy, Monash University, Australia
3. **Dr. Rama Kant Agnihotri**, Professor Emeritus and Former Head, Department of Linguistics, University of Delhi, India
4. **Dr. Anvita Abbi**, Adjunct Professor, Simon Fraser University, Canada; Padma Shri Awardee (2013)
5. **Dr. Shahid Siddiqui**, Former Vice Chancellor, Allama Iqbal Open University; Dean, Faculty of Social Sciences, Media Studies, Art & Design, Lahore School of Economics
6. **Dr. Faisal Bari**, Associate Professor, Mushtaq Ahmad Gurmani School of Humanities and Social Sciences, with a joint appointment at the Syed Ahsan Ali and Syed Maratib Ali School of Education, Lahore University of Management Sciences



Dr. Hywel Coleman

Dr. Hywel Coleman is an Honorary Senior Research Fellow in the School of Education at the University of Leeds, UK. An Indonesian citizen based in West Java,

his research focuses on sociolinguistics, language policy and planning, and language and development. His current work includes studies on the use of local languages in the home (using census data) and literacy (drawing on OECD PISA data). He also researches and collects traditional Indonesian textiles.

<https://leeds.academia.edu/HywelColeman>
<https://www.researchgate.net/profile/Hywel-Coleman>



Prof Dr. Alison Ross Craven Fox

Executive Director, Humanities and Creative Arts, Australian Research Council.

Professor Alison Ross joined the ARC as Executive Director, Humanities and Creative Arts in February 2023. Prior to this, she held senior research leadership roles, including Deputy Dean (Research) in the Faculty of Arts at Monash University. She is Professor of Philosophy at Monash and has been an ARC Future Fellow, and has also served as Academic Director (Research) in the Office of the Deputy Vice-Chancellor (Research) at the university.

Her research focuses on aesthetics, particularly the relationship between aesthetic experience and our understanding of the world, with publications spanning modern philosophy, literature, and film.

[https://www.arc.gov.au/about-arc/our-](https://www.arc.gov.au/about-arc/our-organisation/who-are-we/professor-alison-ross)

[organisation/who-are-we/professor-alison-ross](https://www.arc.gov.au/about-arc/our-organisation/who-are-we/professor-alison-ross)



Prof Dr. Rama Kant Agnihotri

Rama Kant Agnihotri is a former Professor and Head, Department of Linguistics at the University of Delhi. He has published extensively with Routledge, Oxford University Press, Multilingual Matters, Orient Black Swan, and Ratna Sagar, among others. He was the Chairperson of the National Council of Educational Research and Training, National Focus Group on the teaching of Indian Languages. He is currently Professor Emeritus at Vidya Bhawan Society, Udaipur.

<https://du-in.academia.edu/RamaKantAgnihotri/CurriculumVitae>
<https://www.linkedin.com/in/rama-kant-agnihotri-722b4914/?originalSubdomain=in>



Prof Dr. Anvita Abbi

Dr. Anvita Abbi is a linguist and social scientist internationally acclaimed for her contributions to documenting indigenous languages. She is widely known for her work on the Great Andamanese languages,

which has significantly contributed to understanding the peopling of Asia and Oceania. She has been at the forefront of documenting and interpreting knowledge systems preserved in unwritten oral traditions and has contributed to raising awareness of biodiversity through the languages of South Asia.

She taught at Jawaharlal Nehru University (JNU) and is currently Adjunct Professor in the Department of Linguistics at Simon Fraser University, Vancouver. She also serves on the Expert Committee of the UNESCO World Atlas of Languages and was awarded the Padma Shri in 2013.

<https://www.hydlitfest.org/blog/speaker/anvita-abbi/>

<https://vrpp.unigoa.ac.in/prof-dr-anvita-abbi/>

<https://www.facebook.com/anvita.abbi/>



Dr. Shahid Siddiqui

Former Vice Chancellor Allama Iqbal Open University

Dean, Faculty of Social Sciences, Media Studies, Art & Design

Lahore School Of Economics

Cell# 03234815494

E-mail: shahidsiddiqui@gmail.com

Dr. Shahid Siddiqui is a renowned educationist, linguist, researcher, and academic administrator. He holds a PhD in Applied Linguistics from the University

of Toronto, Canada, an M.Ed. (TESOL) from the University of Manchester, UK, and has undertaken postdoctoral research at the University of Oxford. He has held academic and leadership positions at institutions including AKU, LUMS, GIKI, and NUML. He served as Vice Chancellor of Allama Iqbal Open University from 2014 to 2018 and is currently Dean, Faculty of Social Sciences, Media Studies, Art & Design at Lahore School of Economics. He is a prolific author, with publications spanning education, language, and sociopolitical issues in South Asia. His publications include Rethinking Education in Pakistan: Perceptions, Practices, and Possibilities; Education, Inequalities, and Freedom: A Sociopolitical Critique; Language, Gender, and Power: The Politics of Representation and Hegemony in South Asia; and several works in Urdu and regional languages, including Dream Don't Die and Zair-e-Aasmaan.

[https://en.wikipedia.org/wiki/Shahid_Siddiqui_\(professor\)](https://en.wikipedia.org/wiki/Shahid_Siddiqui_(professor))



Dr. Faisal Bari

Associate Professor

Mushtaq Ahmad Gurmani School of Humanities and Social Sciences, with a joint appointment at the Syed Ahsan Ali and Syed Maratib Ali School of Education, Lahore University of Management Sciences

bari@lums.edu.pk

Dr. Faisal Bari is an Associate Professor at Lahore University of Management Sciences, with a joint appointment in Economics Education. His research spans disability inclusion, gender representation in textbooks, the use of education technology for teacher professional development, teacher politics, the political economy of teacher recruitment and retention, and the role of the private sector in education reform. He has been associated with national education policy bodies, including the Higher Education Commission, and has previously served as a Board Member of the Punjab Examination Commission, where he contributed to reforms in Punjab's examination system, including the adoption of school-based formative assessments. His work in education research and policy includes leading performance evaluation work for DFID's PESP II programme, collaborating with researchers from the University of Cambridge on inclusive education, and contributing to revisions of non-salary budgets for public schools in Punjab. His earlier work on social protection programmes contributed to the development of the Benazir Income Support Programme (BISP). He writes a bi-weekly column for the English daily DAWN.

Dr. Bari holds a PhD in Economics from McGill University, a Master's degree in Philosophy from the University of the Punjab, and undergraduate degrees from the University of Oxford and Government College, Lahore.

https://lums.edu.pk/lums_employee/380

SCHOOL OF MANAGEMENT SCIENCES





| SMS

SCHOOL OF MANAGEMENT SCIENCES



we believe business schools must evolve accordingly. Our philosophy is rooted in innovation, interdisciplinarity, and real-world impact—we do not just prepare students for the job market; we empower them to lead, disrupt, and create. By integrating emerging fields such as Artificial Intelligence, Analytics, and Sustainability with core business disciplines, we equip our students with future-ready skills that set them apart in an increasingly complex global economy.

Our approach is experiential, entrepreneurial, and deeply connected to industry and society. We see business education not as a rigid discipline, but as a platform for problem-solving, innovation, and meaningful change. Whether through industry collaborations, research-driven learning, or practical immersion in contemporary business challenges, we ensure that our students are not just participants in the economy but drivers of its transformation. At BNU, we are not just building careers—we are cultivating visionaries who will redefine the future of business and society.

“To be the school of first choice in the country for its transformational learning, research & innovation, and global societal impact.”

Inspiring Excellence, a Message from the Director

At the School of Management Sciences, Beaconhouse National University, we are

redefining business education by moving beyond traditional models. In an era of rapid change, where industries are being transformed by technology, sustainability imperatives, and new ways of thinking,

Dr. Zain-ul-Abideen

Director, School of Management Sciences

School of Management Sciences (SMS)

The School of Management Sciences offers a robust academic platform encompassing business, economics, and hospitality management. Through rigorous coursework and practical experiences, students gain a deep understanding of industry dynamics, strategic management principles, and effective leadership strategies. Our comprehensive programs equip graduates with the knowledge, skills, and expertise needed to thrive in today's competitive business landscape.

Mission

To be the school of first choice in the country for its transformational learning, research & innovation, and global societal impact, fostered through its dynamic environment that encourages creativity, diversity and inclusivity to develop responsible leaders who transform business and society, through excellence in teaching, experiential learning, partnerships, cutting edge research and an emphasis on sustainability, entrepreneurship and technology.

Approach

The School emphasizes on providing students with a modern blend of a technologically advanced education intertwined with concepts of business

and commerce to ensure teaching excellence. Experiential learning through case studies, simulations, and industry projects enhances practical skills, industry-academia collaborations provide internships and mentorship, while cutting-edge research focuses on modern concepts of business, economics and hospitality. The school has a special focus on sustainability in business practices and entrepreneurship, preparing students for leadership in a dynamic global economy.

Career Path for BIA

Graduates of this degree program are highly sought after by data-driven organizations such as banks, multinational corporations, and manufacturing industries, where they can leverage their expertise in business intelligence and analytics to drive data-driven decision-making. With their strong foundation in business intelligence and analytics, graduates from this program are well-equipped to excel in various data-centric roles across industries, making them valuable assets for organizations looking to harness the power of data for strategic advantage.

1. Business Intelligence Analyst: Analyzing and interpreting data to provide insights and make strategic business decisions.
2. Data Analyst: Collecting, organizing, and analyzing data to identify patterns, trends, and opportunities for

improvement.

3. Business Analytics Consultant: Assisting organizations in leveraging data and analytics to optimize their operations and drive growth.
4. Data Architect: Designing and implementing data infrastructure and systems to support business intelligence and analytics initiatives.
5. Market Research Analyst: Conducting market research and analyzing consumer data to inform marketing strategies and decision-making.
6. Financial Analyst: Using data analysis and forecasting techniques to assess financial performance and guide investment decisions.
7. Operations Analyst: Improving operational efficiency by analyzing and optimizing business processes through data-driven insights.
8. Business Development Manager: Identifying new business opportunities and creating strategies based on data analysis and market trends.
9. Risk Analyst: Assessing and mitigating business risks by analyzing and modeling data related to potential threats and vulnerabilities.

Career Path for BBA

This program is suitable for the candidates who wish to pursue their careers in the financial and non-financial corporate entities. The likely employers of our graduates may include:

1. Marketing Companies (Multinational

FMCGs)

2. Advertising Companies
3. Distribution Companies
4. Financial Sector (Banks, Rating Agencies, Insurance Companies, Development Financial Institutions, Foreign Exchange Companies, Leasing Companies, Mudarba Companies)
5. Non-financial Corporate Sector (Local and Multinational Companies)
6. Regulatory Bodies (Securities and Exchange Commission of Pakistan and State Bank of Pakistan)
7. Non-Government Organizations (NGOs)
8. Academic Institutions and Research Organizations
9. Human Resource Management Firms

Career Prospects for BS Hospitality Management

BS in Hospitality Management offers diverse career paths in hotel management, event planning, food and beverage, and tourism. Graduates can also pursue roles in restaurant management, catering, cruise lines, and international hospitality. The program equips them with skills like customer service and leadership for executive positions in the industry. It provides promising opportunities in a dynamic and growing field.

Career Prospects BS Economics

The bachelor's program in Economics

is an excellent step towards a successful career. Our former students enjoy careers in a variety of analytical, technical and finance-related roles as well as setting up their own businesses including:

1. Banking and Financial Sector
2. Commerce and Industry
3. Research Organizations
4. Regulatory Bodies
5. Planning and Development Institutions
6. Non-Government Organizations (NGOs)
7. Academic Institutions

Corporate Advisory Council Members

- 1- Faisal Aftab
- 2- Shamshad Akhtar
- 3- Aamir Ibrahim
- 4- Asim Ibrahim
- 5- Ghias Khan
- 6- Saad Munawar Khan
- 7- Amir Zahoor Khan
- 8- Ehsan Malik
- 9- Kamal Monnoo
- 10- Maheen Rahman



ROADMAP - BBA (Hons.) for F2026 and Spring 2027

Semester/ Year	Course Code	Course Title	Category	Pre-Requi- sites	Credit Hours
Semester I (Year 1)	GEN-104	Functional English	General Course	-	3
	GEN-112	Islamic Studies	General Course	-	2
	GEN-222	Business Mathematics	General Course	-	3
	GEN-223	IT in Business: Theory & Prac- tice	General Course	-	3
	GEN-120	Introduction to Liberal Arts	General Course	-	3
	BBA-111	Introduction to Business	DS-BNU's Core	-	3
		Semester Total			17
Semester II (Year 1)	GEN-130	Business Statistics	General Course	-	3
	GEN-180	Expository Writing	General Course	GEN-104	3
	GEN-132	Pakistan Studies	General Course	-	2
	GEN-111	Ideology and Constitution of Pakistan	General Course	-	2
	GEN-127	Feham-ul-Quraan I	General Course	-	1
	BBA-113	Principles of Management	Core Course	-	3
	BBA-109	Introduction to Accounting	Core Course	-	3
		Semester Total			17
Semester III (Year 2)	GEN-204	Civics and Citizenship	General Course	-	3
	TBA (IDC)	Principles of Economics	IDC 1	-	3
	BBA-203	Principles of Marketing	Core Course	-	3
	BBA-217	Business Finance	Core Course	BBA-109	3
	BBA (TBD)	Business Communication	DS-BNU's Core	GEN-180	3
	BBA-215	Digital and Islamic Banking	DS-BNU's Core	BBA-109	3
		Semester Total			18

Semester IV (Year 2)	GEN-304	Entrepreneurship and Business Development	General Course	BBA-111	3
	GEN-221	Feham-ul-Quraan II	General Course	-	1
	GEN-125	Community Engagement	General Course	-	1
		A course from BNU's Environmental Science Cluster	General Course	-	3
	BBA-310	Digital Business Management	DS-BNU's Core	GEN-223	3
	BBA-208	Human Resource Management	Core Course	BBA-113	3
	BBA-110	Financial Statement Analysis and Reporting	DS-BNU's Core	BBA-109	3
		Semester Total			17
Semester V (Year 3)	BBA-339	Financial Management & Islamic Finance	Core Course	BBA-217, BBA-109	3
	BBA-322	Artificial Intelligence for Business	Core Course	GEN-223	3
	BBA-304	Corporate Law and Governance	DS-BNU's Core	BBA-111	3
	BBA-214	Organization Behavior	Core Course		3
	BBA (TBD)	Cost and Management Accounting	Core Course	BBA-109	3
	GEN-xxx	One Course from Psychology/ DLA	General Course	-	3
		Semester Total			18
Semester VI (Year 3)		IDC*	IDC2	-	3
	BBA-303	Operations Management	DS-BNU's Core	BBA-111	3
	BBA-316	Business Research Methods	Core Course	GEN-130	3
	BBA-318	Digital Marketing	Core Course	BBA-203	3
		**Specialization Course	S1		3
		**Specialization Course	S2		3
		Semester Total			18
Summer	BBA-450	Mandatory Internship	IE (IE4)		3

Semester VII (Year 4)		IDC*	IDC3	-	3
		**Specialization Course	S3		3
		**Specialization Course	S4		3
	BBA-404	Business and Professional Ethics	DS-BNU's Core	BBA-111	3
	BBA-425	Business Analytics	DS-BNU's Core	GEN-130	3
		Semester Total			15
Semester VIII (Year 4)	BBA-402	Business Tax & Commercial Laws	DS-BNU's Core	BBA-109	3
		**Specialization Course	S5		3
		**Specialization Course	S6		3
	BBA-413	Final Year Project	CP (IE2)	BBA-316	3
		IDC*	IDC4	-	3
		Semester Total			15
		Total			138





****List of Specialization Courses**

Students will complete the 6 courses for the specialization of their choice. However, a specialization and a course is offered subject to a minimum of 15 enrollments.

Course Code	Course Title	Course Category	Course Pre-Requisites
Specialization in Finance			
BBA-401	Financial Modelling	S1	BBA-109
BBA-438	Strategic Corporate Finance	S2	BBA-109, BBA-217
BBA-439	Fintech & Digital Finance	S3	BBA-109, BBA-217
BBA-447	Investment & Portfolio Analysis	S4	BBA-109, BBA-217
BBA-446	Financial Instruments, Markets and Institutions	S5	BBA-109, BBA-217
BBA-412	Risk Management	S6	BBA-109, BBA-217
Specialization in Marketing			
BBA-419	Marketing Management	S1	BBA-203
BBA-420	Advertising & Promotion	S2	BBA-203
BBA-421	Branding Strategy and Management	S3	BBA-203
BBA-423	Global Marketing	S4	BBA-203
BBA-437	New Product Development	S5	BBA-203
BBA-317	Consumer Behavior	S6	BBA-203
Specialization in Business Analytics			
BIA-212	Fundamentals of Programming	S1	-
BIA-300	Business Intelligence	S2	GEN4
BIA-325	Data Mining and Visualisation	S3	-
BIA-210	Statistical Computing for Analytics	S4	BIA-101
BIA-430	Project Management	S5	-
BIA-312	Machine Learning for Business Analytics	S6	BIA-210

Course Code	Course Title	Course Category	Course Pre-Requisites
Specialization in Entrepreneurship			
BBA-440	Venture Basics 1: An Entrepreneur's Play-book	S1	BBA-111
BBA-441	Venture Basics 2: Ideation & Design Thinking	S2	BBA-111
BBA-442	Startup Garage 1: Business Model Canvas	S3	BBA-111
BBA-443	Startup Garage 2: Prototyping	S4	BBA-111
BBA-444	Launchpad 1: Startup Launch	S5	BBA-111
BBA-445	Launchpad 2: Fundraising & Risk Mitigation	S6	BBA-111
Specialization in Supply Chain Management			
BBA-426	Fundamentals of Supply Chain Management	S1	BBA-111
BBA-427	Procurement Management	S2	BBA-111
BBA-429	Transportation Techniques & Management	S3	BBA-111
BBA-428	Storage & Warehouse Management	S4	BBA-111
BBA-430	Distribution Network Designing	S5	BBA-111
BBA-432	Supply Chain Analytics	S6	BBA-111

Key:

IDC*=Interdisciplinary-course

GEN=General-Education

CP=Capstone-Project

S=Specialization-Course

IE=Industry Exposure

Roadmap of BS Business Intelligence and Analytics for F2026 and Spring 2027

Semester/ Year	Course Code	Course Title	Category	Pre- Requisite/s	Credit Hours
Semester I (Year 1)	BBA-111	Introduction to Business	BIA Core 1	-	3
	GEN-104	Functional English	General Course	-	3
	GEN-112	Islamic Studies	General Course	-	2
	GEN-222	Business Mathematics	General Course	-	3
	GEN-223	IT in Business: Theory & Practice	General Course	-	3
	GEN-120	Introduction to Liberal Arts	General Course	-	3
		Credit Hours			17
Semester II (Year 1)	GEN-130	Business Statistics	General Course	-	3
	GEN-180	Expository Writing	General Course	GEN-104	3
	GEN-132	Pakistan Studies	General Course	-	2
	GEN-111	Ideology and Constitution of Pakistan	General Course	-	2
	GEN-127	Fehm-ul-Quran I	General Course	-	1
	BBA-113	Principles of Management	Business Core	-	3
	BBA-109	Introduction to Accounting	Business Core	-	3
		Credit Hours			17
Semester III (Year 2)	BBA-203	Principles of Marketing	Business Core	-	3
	BBA-217	Business Finance	Business Core	BBA-109	3
	BBA (TBD)	Business Communication	Elective 1	GEN-180	3
	BIA-212	Fundamentals of Programming	BIA Core 2		3
	GEN-204	Civics and Citizenship	General Course	-	3
	GEN-125	Community Engagement	General Course	-	1
	GEN-221	Fehm-ul-Quran II	General Course	-	1
		Credit Hours			17

Semester/ Year	Course Code	Course Title	Category	Pre- Requisite/s	Credit Hours
Semester IV (Year 2)	BBA-110	Financial Statement Analysis and Reporting	Business Core	BBA-109	3
	BIA-209	Database Systems	Elective 2	GEN-223	3
	BIA-210	Statistical Computing for Analytics	BIA Core 3	BIA-212	3
	BIA-215	Data Structures and Algorithm	BIA Core 4	BIA-212	3
	GEN-304	Entrepreneurship & Business Development	General Course	BBA-111	3
	GEN-xxx	A course from BNU's Environmental Science cluster	General Course	-	3
		Credit Hours			18
Semester V (Year 3)	BBA-404	Business and Professional Ethics	Elective 3	BBA-111	3
	BBA (TBD)	Cost and Management Accounting	Business Core	BBA-203	3
	BIA-312	Machine Learning for Business Analytics	BIA Core 5	BIA-212, BIA-210	3
	BIA-314	Business Intelligence	BIA Core 6	GEN-223	3
	BBA-321	Management Information System	Elective 4	GEN-223	3
	BBA-214	Organization Behavior	Business Core	BBA-113	3
		Credit Hours			18
Semester VI (Year 3)	BBA-316	Business Research Methods	Business Core	GEN-130	3
	BBA-322	Artificial Intelligence for Business	Business Core	GEN-223	3
	BIA-313	Data Mining and Visualization	BIA Core 7	BIA-314	3
	BBA-318	Digital Marketing	Business Core	BBA-109	3
		IDC*	IDC1	-	3
		Credit Hours			15
Summer		Mandatory Internship	IE		3

Semester/ Year	Course Code	Course Title	Category	Pre- Requisite/s	Credit Hours
Semester VII (Year 4)	BIA-412	Project Management	Elective 5	-	3
	BIA-411	Business Forecasting	BIA Core 8	BIA-312	3
	BBA-425	Business Analytics	Elective 6	GEN-130	3
	GEN-XXX	Principles of Economics	IDC2		3
		IDC*	IDC3		3
		Credit Hours			15
Semester VIII (Year 4)	BIA-413	Final Year Project	CP (IE2)	BBA-316	3
	BIA-408	Deep Learning for Business Analytics	BIA Core 9	BIA-312	3
	BBA-208	Human Resource Management	Business Core	BBA-113	3
		IDC*	IDC4		3
		One course from Psychology/DLA	General Course		3
		Credit Hours			15
		Total			135

Key:

BIA=Business Intelligence and Analytics

IDC*=Interdisciplinary Course

GEN=General Education

IE=Industry Exposure

CP= Capstone Project



BS ECONOMICS

Semester	Course Codes	Proposed Courses	Course Category	Credit Hours
Semester I (Year 1)	ECO-103	Principles of Microeconomics	M1	3
	GEN-104	Foundation English	GEN1	3
	ECO-112	Mathematics 1	M2	3
	BBA-206	IT in Business	GEN2	3
	GEN-120	Introduction to Liberal Arts	GEN3	3
	GEN-112	Islamic Studies	GEN4	2
	GEN-127	Feham-ul-Quran I	GEN10	1
		Credit Hours		18
Semester II	ECO-201	Mathematics 2	M3	3
	ECO-104	Principles of Macroeconomics	M4	3
	GEN-108	Expository Writing	GEN5	3
	ECO-202	Statistics 1	GEN6	3
	GEN-111	Ideology & Constitution of Pakistan	GEN7	2
	GEN-132	Pakistan Studies	GEN11	2
	GEN-221	Feham-ul-Quran II	GEN12	1
		Credit Hours		17
Semester III (Year 2)	ECO-115	Intermediate Macroeconomics	M6	3
	ECO-203	Statistics 2	M7	3
	GEN-204	Civics and Citizenship	GEN8	3
	BBA-111	Intro to Business	GEN9	3
	BBA-109	Introduction to Accounting	M5	3
		IDC1	IDC1	3
		Credit Hours		18
Semester IV	ECO-200	Development Economics	M8	3
	ECO-107	Intermediate Microeconomics	M9	3
	ECO-211	Mathematical Economics	M10	3
	GEN-125	Community Engagement	GEN14	1
		IDC2	IDC2	3
		Course from Environment Cluster	GEN16	3
		Credit Hours		16

Semester	Course Codes	Proposed Courses	Course Category	Credit Hours
Summer	ECO-399	Internship		3
Semester V (Year 3)	ECO-223	Advanced Microeconomics	M11	3
	ECO-214	Econometrics-I	M12	3
	ECO-251	Institutional Economics	M13	3
	BBA-311	Quantitative Techniques in Business	GEN15	3
	ECO-221	Introduction to R	M14	3
		Credit Hours		15
Semester VI	ECO-260	International Trade	M15	3
	ECO-314	Econometrics-II	M16	3
	ECO-351	Advanced Macroeconomics	M17	3
	ECO-305	Current Issues in Pakistan's Economy	M18	3
		IDC3	IDC3	3
		IDC4	IDC4	3
		Credit Hours		18
Semester VII (Year 4)	ECO-311	Environmental Economics	M19	3
	ECO-222	Intro to Python	M20	3
	ECO-351	Research Methodology	M21	3
		IDC5	IDC5	3
		IDC6	IDC6	3
		Credit Hours		15
Semester VIII	ECO-323	Public Finance	M22	3
	ECO-227	Data Visualization	M23	3
	ECO-405	Thesis		3
	ECO-315	Monetary Economics	M24	3
	ECO-208	History of Economic Thought	M25	3
		Credit Hours		15
		Total		135



BS ECONOMICS AND FINANCE

Semester	Course Codes	Proposed Courses	Course Category	Credit Hours
Semester I (Year 1)	ECO-103	Principles of Microeconomics	M1	3
	GEN-104	Foundation English	GEN1	3
	ECO-112	Mathematics 1	M2	3
	BBA-206	IT in Business	GEN2	3
	GEN-120	Introduction to Liberal Arts	GEN3	3
	GEN-112	Islamic Studies	GEN4	2
	GEN-127	Feham-ul-Quraan I	GEN9	1
		Credit Hours		18
Semester II	ECO-201	Mathematics 2	M3	3
	ECO-104	Principles of Macroeconomics	M4	3
	GEN-108	Expository Writing	GEN5	3
	ECO-202	Statistics 1	GEN6	3
	GEN-111	Ideology & Constitution of Pakistan	GEN7	2
	GEN-132	Pakistan Studies	GEN10	2
	GEN-221	Feham-ul-Quran II	GEN11	1
		Credit Hours		17
Semester III (Year 2)	ECO-115	Intermediate Macroeconomics	M6	3
	ECO-203	Statistics 2	M7	3
	GEN-204	Civics and Citizenship	GEN8	3
	BBA-107	Digital and Islamic Banking	IDC1/M8	3
	BBA-217	Business Finance	IDC2/M9	3
	BBA-109	Introduction to Accounting	M5	3
		Credit Hours		18
Semester IV	ECO-200	Development Economics	M10	3
	ECO-107	Intermediate Microeconomics	M11	3
	ECO-211	Mathematical Economics	M12	3
	BBA-310	Financial Management & Islamic Finance	IDC3/M13	3
		Course from Environment cluster	GEN14	3
	GEN-125	Community Engagement	GEN13	1
		Credit Hours		16

Semester	Course Codes	Proposed Courses	Course Category	Credit Hours
Summer	ECO-399	Internship		3
Semester V (Year 3)	ECO-223	Advanced Microeconomics	M15	3
	ECO-214	Econometrics-I	M16	3
	ECO-251	Institutional Economics	M17	3
	BBA-110	Financial Statement Analysis & Reporting	M14	3
	BBA-213	Cost and Managerial Accounting	IDC4/M18	3
	BBA-311	Quantitative Techniques in Business	GEN15	3
		Credit Hours		18
Semester VI	ECO-260	International Trade	M19	3
	ECO-314	Econometrics-II	M20	3
	ECO-351	Advanced Macroeconomics	M21	3
	ECO-305	Current Issues in Pakistan's Economy	M22	3
	BBA- 401	Financial Modelling	M23	3
	BBA-202	Financial Instruments, Markets and Institutions	IDC5/M24	3
		Credit Hours		18
Semester VII (Year 4)	ECO-311	Environmental Economics	M25	3
	ECO-222	Intro to Python	M26	3
	ECO-351	Research Methodology	M27	3
	BBA 412	Risk Management	M28	3
	BBA-305	Investment Portfolio & Analysis	M29	3
	BBA-439	Fintech & Digital Finance	IDC6/M30	3
		Credit Hours		18

Semester	Course Codes	Proposed Courses	Course Category	Credit Hours
Semester VIII	ECO-323	Public Finance	M31	3
	ECO-227	Data Visualization	M32	3
	ECO-405	Thesis		3
	ECO-315	Monetary Economics	M33	3
	ECO-208	History of Economic Thought	M34	3
	BBA-438	Strategic Corporate Finance	M35	3
		Credit Hours		18
		Total		144



BS Economics With Minor in Data Analytics

Semester	Course Codes	Proposed Courses	Course Category	Credit Hours
Semester I (Year 1)	ECO-103	Principles of Microeconomics	M1	3
	GEN-104	Foundation English	GEN1	3
	ECO-112	Mathematics 1	M2	3
	BBA-206	IT in Business	GEN2	3
	GEN-120	Introduction to Liberal Arts	GEN3	3
	GEN-112	Islamic Studies	GEN4	2
	GEN-127	Feham-ul-Quran I	GEN10	1
		Credit Hours		18
Semester II	ECO-201	Mathematics 2	M3	3
	ECO-104	Principles of Macroeconomics	M4	3
	GEN-108	Expository Writing	GEN5	3
	ECO-202	Statistics 1	GEN6	3
	GEN-111	Ideology & Constitution of Pakistan	GEN7	2
	GEN-132	Pakistan Studies	GEN11	2
	GEN-221	Feham-ul-Quran II	GEN12	1
		Credit Hours		17
Semester III (Year 2)	ECO-115	Intermediate Macroeconomics	M6	3
	ECO-203	Statistics 2	M7	3
	GEN-204	Civics and Citizenship	GEN8	3
	BBA-111	Intro to Business	GEN9	3
	BBA-109	Introduction to Accounting	M5	3
	ECO-230	Introduction to Data Science	Min 1	3
		Credit Hours		18

Semester	Course Codes	Proposed Courses	Course Category	Credit Hours
Semester IV	ECO-200	Development Economics	M8	3
	ECO-107	Intermediate Microeconomics	M9	3
	ECO-211	Mathematical Economics	M10	3
	ECO-231	Fundamentals of Machine Learning	Min 2	3
		Course from Environment Cluster	GEN16	3
	GEN-125	Community Engagement	GEN14	1
		Credit Hours		16
Summer	ECO-399	Internship		3
Semester V (Year 3)	ECO-223	Advanced Microeconomics	M11	3
	ECO-214	Econometrics-I	M12	3
	ECO-251	Institutional Economics	M13	3
	BBA-311	Quantitative Techniques in Business	GEN15	3
	ECO-221	Introduction to R	M14	3
		Credit Hours		15
Semester VI	ECO-260	International Trade	M15	3
	ECO-314	Econometrics-II	M16	3
	ECO-351	Advanced Macroeconomics	M17	3
	ECO-232	Introduction to Big Data Analytics	Min 3	3
	ECO-305	Current Issues in Pakistan's Economy	M18	3
		IDC1	IDC2	3
		Credit Hours		18

Semester	Course Codes	Proposed Courses	Course Category	Credit Hours
Semester VII (Year 4)	ECO-311	Environmental Economics	M19	3
	ECO-222	Intro to Python	M20	3
	ECO-351	Research Methodology	M21	3
		Applied Economics with Data Science	Min4	3
		IDC2	IDC1	3
		IDC3	IDC3	3
		Credit Hours		18
Semester VIII	ECO-323	Public Finance	M22	3
	ECO-227	Data Visualization	M23	3
	ECO-405	Thesis		3
	ECO-315	Monetary Economics	M24	3
	ECO-208	History of Economic Thought	M25	3
		Credit Hours		15
		Total		138



PROGRAM SUMMARY OF HOSPITALITY

	BS Degree	Associate Degree	Post-Associate BS Degree
Duration	4 Years	2 Years	2 Years
No. of Semesters	8	4	4
Credit Hours	136	70	64
Entry Requirements	Intermediate or Equivalent with 45% Marks	Intermediate or Equivalent with 45% Marks	Associate Degree in Hospitality

PROGRAM STRUCTURE OF HOSPITALITY

Categories	No. of Courses	Credit Hours	HEC Req. Credit Hours
Compulsory Courses (As per Undergraduate Policy 2023, must be completed in first 2 years)	15	36	30
Other Department /School General Courses (Inter-Disciplinary)	4	12	21 - 24
Discipline Specific Foundation Courses (CTH Level 4 & Level 5)	14	34	30 – 33
Major Courses including research project / Internship (CTH Level 6 + Advance Courses)	12 + Internship	39	36 – 42
Electives Within the Majors (Hospitality Business Management)	4	12	12
TOTAL	49	133	124 – 136



PROPOSED ROADMAP THE BS HOSPITALITY PROGRAM

	Course Codes	Course Title	GEN	Course Pre-Requisites	Credit Hours
Year I Semester I	GEN-104	Foundation English	C4	-	3
	GEN-112	Islamic Studies	C8	-	2
	GEN-105	Business Mathematics	C6	-	3
	BSH-101	Global Tourism & Hospitality	F1	-	2
	BSH-102	Rooms Division Operations	F2	-	2+1
	BSH-103	Food & Beverage Operation	F6	-	2+1
	BSH-104	Customer Service Management in Hospitality and Tourism	F4	-	2
		Credit Hours			18
Year I Semester II	GEN-118	Business Communication	C5	C4	3
	GEN-111	Ideology and Constitution of Pakistan	C9	-	2
	GEN	Pakistan Studies			2
	TBA	Intro to Liberal Arts	C1	-	3
	BSH-201	Finance in Tourism & Hospitality	F5	-	2
	BSH-106	Rooms Division Supervision	F3	-	2+1
	BSH-107	Food & Beverage Supervision	F7	-	2+1
		Credit Hours			18
Year II Semester III	GEN-206	Food and Nutrition (Natural Sciences)	C2	-	3
	GEN-207	Business Economics	C3	-	3
	GEN-108	Business Statistics	C7	-	3
	BSH-105	Human Resource Management in the Tourism & Hospitality Industry	F8	-	2
	BSH-202	Food & Beverage Management	F13	F6, F7	2+1
	BSH-203	Understanding Funding & Finance in Tourism & Hospitality	F9	F5	2
	GEN-208	Community Service	C12	-	1
	GEN- 127	Feham-ul-Quran I			1
		Credit Hours			18

	Course Codes	Course Title	GEN	Course Pre-Requisites	Credit Hours
Year II Semester IV	GEN-209	Entrepreneurship & Business Development	C11	F1	3
	GEN-119	Information Technology: Theory & Practice	C10	-	3
	GEN-221	Feham-ul-Quran II		-	1
	BSH-204	Customer Relationship Management in the Tourism & Hospitality Industry	F11	F4, F10	2+1
	BSH-205	Strategic Marketing in the Tourism & Hospitality Industry	F10	F4	2
	BSH-206	Contemporary Issues in the Tourism & Hospitality Industry	F12	F1	2
	BSH-207	Facilities Management in the Tourism & Hospitality Industry	F14	F2, F3	2
		Credit Hours			16
Summer		Mandatory Internship			3
Year III Semester V	GEN-210	Food & Culture	IDCI	-	3
	BBA-316	Business Research Methods	M5	C7	3
	BBA-321	Management Information System: Theory & Practice*	IDC6	C10	3
	BSH-301	The Strategic Impact of the Business Environment	M1	F10, F12	3
	BSH-302	Managing Events for Hospitality & Tourism	M2	F6, F7, F13	3
	GEN-211	Civics	C12	-	3
		Credit Hours			18
Year III Semester VI		IDC*	IDC2	-	3
	BBA-322	Artificial Intelligence for Business *	IDC5	C10	3
	BBA-318	Digital Marketing	M6	F10	3
	BSH-304	Business Strategy for Hospitality & Tourism	M3	F1	3
	BSH-305	Quality Management for Hospitality & Tourism	M4	-	3
		Credit Hours			15

	Course Codes	Course Title	GEN	Course Pre-Requisites	Credit Hours
Year IV Semester VII		IDC*	E1	-	3
		**Elective Course	E2	-	3
		**Elective Course	IBC4	-	3
	BBA-404	Business and Professional Ethics*	IBC4	-	3
	BSH-401	Food Supply Chain Management	M7	-	3
		Credit Hours			15
Year IV Semester VIII		IDC*	IDC4	-	3
		**Elective Course	E3	-	3
		**Elective Course	E4	-	3
	BSH-402	Sustainable Tourism Planning	M8	-	3
	BSH-410	Final Year Project	M9	C7, C11, M5	3
		Credit Hours			15
		Sub-Total			133
		Total			136





FACULTY & STAFF

Permanent Faculty

Dr. Zain ul Abideen, Director, Faculty of Management Sciences

Ph.D. Communication (New Media Technologies & Digital Communication)

Florida State University, Tallahassee, Florida USA

Dr. Hafiz A. Pasha, Professor Emeritus

PhD in Economics – Stanford University, USA

Dr. Akmal Hussain, Distinguished Professor

PhD in Economics – University of Sussex, UK

Dr. Umar Farooq, Associate Professor & Associate Director Strategic Initiatives

PhD in Finance, Jiangsu University, China

Dr. Imran Sharif, Associate Director Academics

PhD in Management, Malaysia

Dr. Ghulam Ghous, Associate Professor & Associate Director of Research

PhD Econometrics, Pakistan Institute of Development Economics, Islamabad, Pakistan

Dr. Mohaira Ahmad, Associate

Professor, Program Head of BIA

PhD Computer Applied Technology, China

Dr. Muhammad Naeem Khan , Assistant Professor, Program Head of BBA

PhD Marketing, IQRA University Islamabad, Pakistan

Dr. Ali Abbas, Associate Professor

PhD in Management Sciences, Turība University Latvia

Mr. Ijaz Hussain, Sr. Assistant Professor

ACMA, Institute of Cost and Management Accountants of Pakistan, Karachi
M.A. in Economics – Government College University, Lahore

Dr. Muhammad Zafran, Assistant Professor

PhD in Economics and Business, Turība University Latvia, EU

Dr. Ahsan Ahmad, Assistant Professor

PhD University of Malaya, Kuala Lumpur, Malaysia.

Dr. Shah Ali Murtaza, Assistant Professor, Head of HR & Management Cluster

PhD in Management and Organization Sciences, University of Debrecen, Hungary

Dr. Fareed ud Din Qureshi, Assistant Professor

PhD in Organizational Behavior, LUMS, Pakistan

Ms. Sana Iqbal, Sr. Lecturer

MS in Management Sciences, COMSATS Institute of Information Technology

Ms, Qurat-ul-Ain, Senior Lecturer

Mphil/MBA HRM & Marketing

Ms. Fatima Khalid, Lecturer

MS in Management for Business Excellence, University of Warwick, UK

Ms. Hafsa Tanveer, Lecturer

MPhil in Economics, Lahore School of Economics

Ms. Nayab Tariq, Lecturer, Program Head of Hospitality Management

MBA, Diploma in Baking & Professional Chef

Ms. Rabia Malik, Lecturer

MS-Management, University of Management & Technology, Lahore

Adjunct Faculty

Dr. Ishtiaq Ahmad Bajwa

PhD in Financial Markets, AMSE, Aix Marseille University France, France

Dr. Izza Aftab

PhD in Economics – The New School, New York, USA

Ghulam Mustafa

Master of Business & Administration
Information Technology University,
Lahore, Punjab
Manager IT-Advisory - KPMG
(Lighthouse KSA)

Zahid Rasool

ACMA, APFA, CPFA (UK), LLM
Manager Taxation, Huzaima, Ikram &
Ijaz

Syed Muhammad Ijaz

Fellow Chartered Accountant
Institute of Chartered Accountants of
Pakistan
Corporate & Tax Lawyer & Consultant
Tax and Legal Consultant- Allied Bank
Limited

Academic Coordinators

1. Danyal Asghar, Coordinator
2. Maham Saleem, Coordinator
3. Amna Masood, Coordinator







| IP

INSTITUTE OF PSYCHOLOGY



Director's Note

Dear Prospective Students,
Welcome to the Institute of Psychology (IP) at Beaconhouse National University. The Institute of Psychology is an excellent choice to seek education and prepare for a bright career.

The Institute of Psychology was established in 2004 to provide opportunities in the private sector for higher studies in Psychology. It offers a broad range of courses that not only impart contemporary knowledge of the subject, but also train students in

general skills of research, critical thinking, statistical analysis, written and oral communication. It enables the students in developing mental health acumen.

We strive to ensure that the students receive a well-rounded and informed perspective on the subject of psychology with rigorous core courses at their epicenter. IP follows an evolutionary approach and constantly revises its courses to ensure that they remain challenging and relevant. Our faculty brings pertinent clinical and research experience to the classrooms to develop students' appreciation for different scenarios. All IP programs are conducted in collaboration with psychiatric units at teaching hospitals, educational institutes and business organizations. The emphasis is on the professional training that facilitates students in the applied areas of psychology. It encourages innovative thinking and develops students' professional networking skills by holding regular workshops, seminars and panel discussions conducted by specialists in the field.

At IP, students are actively encouraged to engage in meaningful activities beyond the classroom that enhances their learning and professional development. Students take on projects that bring psychological concepts to life—for example, Neuroverse, a hands-on project in the Biological Basis

of Behavior, students create neurological models. In other courses, they develop awareness materials, such as pamphlets and handbooks, that dispel mental health myths and offer practical solutions for better mental health. Additionally, student-led initiatives, like the Wellbeing Society, regularly organize seminars on issues that empower individual and community well-being. These activities help students expand their knowledge, apply psychological concepts in real-life contexts, and contribute meaningfully to the society.

What makes us distinctive is the academically rigorous, yet supportive culture that prevails in the Institute. IP offers an environment that is genuinely warm and friendly, and places a very high value on the services provided to the students. A key feature of our program is to provide each student with a faculty mentor who serves as a counselor and provides guidance to the students in solving any problem that they might encounter on campus throughout their stay at IP.

I look forward to welcoming you to an exciting and enriching academic journey at Beaconhouse National University.

Dr. Ruhi Khalid

Professor & Director
Institute of Psychology (IP)

INTRODUCTION OF IP

The Institute of Psychology grew out of the Department of Applied Psychology established at BNU in 2004, and was one of the first higher education facilities in the subject in the private sector. The institute has successfully offered the following academic programs: BS Applied Psychology, MS Clinical and Counseling Psychology, and PhD. Over and above the core courses in the discipline of psychology, the institute offers innovative courses that promote independent critical thinking and instill analytical skills among the students, such as Debates, Current Trends and Issues in Psychology, Seminars on Indigenous and Cross-Cultural Developments in Psychology, and specialized workshops conducted by experts in the field.

Over the years, these programs have motivated the students to actively carry out research on indigenous issues under the keen guidance of expert supervisors. The research output of the institute is impressive and publications of the faculty and the students appear regularly in national and international research journals of universal academic repute. We are proud of the fact that several of our students have been awarded prestigious scholarships and have been able to enroll in the Ivy League universities. Furthermore, the employment rate of our graduates is extremely encouraging. Our graduates are serving as highly competent professionals, successfully placed in hospitals and private

clinics as clinical psychologists; in schools as school counselors; in the armed forces as military psychologists; and in academia as research associates and educators. Several among them are also serving in special education institutions while some of them are curriculum planners for different school systems. The institute boasts fully equipped Experimental, Social, and Psychometric laboratories, offering students ample opportunities to refine their practical skills.

Our programs are designed to meet the following objectives:

- To provide first-rate instruction and practical training in various areas of psychology, such as Child and Developmental Psychology and Psychopathology, Clinical Psychology, Health Psychology, Guidance and Counseling Psychology, Business and Organizational Psychology, Social Psychology, Cognitive Psychology, Experimental Psychology, Psychometrics and Assessment, Educational Psychology, School Psychology, Cognitive and Behavioral Neuroscience, and Advertising and Consumer Psychology.
- To develop evidence-based and indigenous psychological assessment tools for research and assessment purposes.
- To gain indigenous knowledge about the prevalence and management of various psychological and social problems in Pakistan.
- To equip students with problem-solving skills and coping mechanisms that would not only help them in personal wellbeing but would also enable them to facilitate others to cope with the demands of everyday life.
- To help students maximize their inherent strengths as unique individuals and as purveyors of mental health in Pakistan.
- To conduct basic and applied research on socially relevant topics, aiming to address psychosocial issues in the community. The institute promotes interdisciplinary research to solve clinical, social, educational, health, forensic, and organizational problems.

Mission

To impart updated knowledge and practical training in diverse areas of the discipline of psychology with the goal of preparing responsible global citizens. IP aims to produce self-aware, skillful professionals who are able to assess, understand, and assist in improving the well-being and mental health of individuals and the community.

Approach

IP takes an evolutionary approach to curriculum design and instruction, continuously refining its methodologies to align with international advancements in the field. With its exceptional facilities, including an experimental lab,

a psychometric lab, and a social lab, the Institute provides extensive practical training in a wide range of psychometric measures and therapeutic interventions. Simultaneously, it promotes hands-on field experience through collaborations with practicing professionals, special education institutes, mental health clinics, and hospitals, ensuring that students

fulfill the Institute’s mandatory research and internship/placement requirements across all academic programs. IP students excel in these areas and are consistently admitted to prestigious international academic programs, employed as researchers, counsellors, and clinical psychologists.

Degree Programs

Degree	Duration	Credits	End of Program Requirements
BS Applied Psychology	4 years	140	Research Project
MS Clinical & Counseling Psychology	2 years	45	Thesis
Post Graduate Certificate Courses	3 weeks		



BS IN APPLIED PSYCHOLOGY

Specializations

- Clinical Psychology
- Educational Psychology
- Organizational and Industrial Psychology

Introduction

The degree is a four-year program consisting of eight semesters, aimed at providing a thorough grounding in the theories, methods, and debates in psychology. It also seeks to develop the ability to analyze and evaluate psychological concepts and theories, and to assess different kinds of evidence using both quantitative and qualitative research methodologies.

Unique Features

1. The BS program provides first-rate instruction and practical training through individual mentors in various areas of psychology.
2. The curriculum is aligned with that of Ivy League universities, providing students with the opportunity to competitively pursue prestigious international scholarships, such as the Fulbright Program.
3. It focuses on conducting basic and applied research on topics relevant to our society with a view to study the existing psychosocial issues in the community. The institute plans to promote interdisciplinary research

for the solution of clinical, social, educational, health, forensic and organizational problems.

4. It promotes development of evidence-based and indigenous psychological assessment tools for research and assessment purposes.
5. The program focuses on gaining indigenous knowledge about the prevalence and management of various psychological and social problems in Pakistan through innovative courses like Current Debates in Psychology, Seminars on Indigenous Psychosocial Issues and specialized workshops by experts in the field.
6. It equips students with problem-solving skills and coping mechanisms that would not only help them in personal adjustment but will also enable them to facilitate others to adjust to the demands of everyday life.
7. It helps students maximize their potential as individuals, as Pakistanis, and as good human beings.

Program(s) Entry Requirements

To be eligible for admission to the undergraduate program, a candidate must have an intermediate certificate [FA/F.Sc.] from a recognized institute of higher education in Pakistan with a minimum placement in the 2nd division [50% marks], or three A-Levels with an average grade of C from either a foreign or local recognized educational system. In addition, a written test followed by an interview will be conducted as part of the admission process.

Admission Test Pattern

- All the admissions are based on previous academic performance, the admission test, and performance in face-to-face interviews.
- The admission test for BS in Applied Psychology is based on general knowledge as well as the candidate's subjective motivation for studying the subject.



PROGRAM ROADMAP

BS in Applied Psychology

The four-year program is divided into eight semesters, as outlined below:

Year 1 Semester I

Course Code	Course Title	Credits
PSY 101	Introduction to Perspectives in Psychology	3
GEN 134	<i>Psychosocial Influences on Behavior*</i>	3
PSY 115	Cognition: Sensation, Perception and Emotion	3
PSY 135	Exercises in Psychological Investigation	3
GEN 133	<i>Communication Skills I*</i>	3
GEN 120	Introduction to Liberal Arts	3
	Total	18

Semester II

Course Code	Course Title	Credits
GEN 180	<i>Biological Basis of Behavior*</i>	3
GEN 181	<i>Statistics in Psychology*</i>	3
PSY 125	Cognition: Learning, Memory and Intelligence	3
GEN 132	<i>Islamic Studies*</i>	2
GEN 111	<i>Pakistan Studies*</i>	2
GEN 101	Ideology and Constitution of Pakistan	2
GEN	<i>Introduction to Digital Literacy & Artificial Intelligence</i>	3
	Total	18

Year 2 Semester III

Course Code	Course Title	Credits
PSY 411	Gender Psychology	3
PSY 227	Introduction to Psychopathology	3
PSY 263	Development Psychology	3
GEN 226	<i>Applied Statistics*</i>	3
GEN 250	<i>Communication Skills II*</i>	3
	<i>One Interdisciplinary/Allied Course**</i>	3
	Total	18

Semester IV

Course Code	Course Title	Credits
PSY 220	Psychometrics	3
PSY 235	Social Cognition	3
PSY 460	Environmental Psychology	3
PSY 252	Sports Psychology	3
	<i>One Interdisciplinary/Allied Course**</i>	3
GEN 127	Fehm-ul-Quran I	1
	Total	16

Year 3 Semester V

Course Code	Course Title	Credits
PSY 356	Forensic Psychology	3
PSY 315	Therapeutic Interventions in Clinical Psychology	3
PSY 345	Personality	3
	<i>Elective – I ***</i>	3
	<i>Elective – II ***</i>	3
	<i>Interdisciplinary Course ** (Data Analysis)</i>	3
	Total	18

Semester VI

Course Code	Course Title	Credits
PSY 320	Counseling Psychology	3
PSY 335	Behavioral and Cognitive Neuroscience	3
	<i>Elective – III ***</i>	3
	<i>Elective – IV ***</i>	3
GEN 407	<i>Entrepreneurship*</i>	2
GEN 221	Fehm-ul-Quran II	1
	<i>Interdisciplinary Course** (Academic Writing & Research Methods)</i>	3
	Total	18

Summer Semester

Course Code	Course Title	Credits
PSY 340	Summer Project Internship and Case Reports	3
	Total	3

Year 4 Semester VII

Course Code	Course Title	Credits
PSY 408	Debates on Current Trends and Issues in Psychology	3
PSY 413	Ethics in Psychology	3
	<i>Elective – V ***</i>	3
	<i>Elective – VI ***</i>	3
GEN 225	<i>Civics & Community Engagement*</i>	3
	Total	15

Semester VIII

Course Code	Course Title	Credits
PSY 418	Research Project	3
PSY 414	Positive Psychology	3
PSY 465	Organizational Behavior	3
PSY 404	Seminars on Indigenous and Cross-Cultural Developments in Psychology	3
	<i>Elective – VII ***</i>	3
	<i>Community Service</i>	1
	Total	16
	Total Credit Hours	140

* General Education Courses as per HEC's new Undergraduate policy 2023.

**Interdisciplinary/Allied Courses as per HEC's new Undergraduate policy 2023.

***Elective/Specialization offered in:

- Clinical Psychology
- Industrial and Organizational Psychology
- Educational Psychology

*** Electives will be offered as per the availability of qualified experts and number of the students opting for an elective.

****It is mandatory for students to attend two lectures & two workshops per semester in order to earn the 1 credit hour assigned to complete their degree requirements.

The Institute of Psychology celebrates Mental Health Week annually in order to inculcate the spirit of altruism in students and active participation by the students in community work is highly encouraged and is a mandatory requirement for degree completion.

List of Interdisciplinary/Allied Courses for IP Students

- Energy, Environment, and Form I
- Visualizing Environmental Science
- Environmental Economics
- Environmental Journalism
- Food and Nutrition
- Natural/ Environment Science: Everyday Science
- Political Ecology
- Community Media (Department of Journalism)
- Volunteer Development
- Civics and Citizenship
- Sustainable Development
- Development Economics
- Contextuality
- Art & Society
- Global Citizenship in the Anthropocene
- Learning for a Sustainable Society
- Leadership Practices for Social Impact



** Students are not restricted to the above specified courses, they may enroll in any course offered by other departments or schools.*

List of Interdisciplinary/Allied Courses offered for students of other Schools at BNU

Course Code	Course Title	Credit Hrs.
PSY 101	Introduction to Perspectives in Psychology	3
GEN 180	Biological Basis of Behavior	3
GEN 134	Psychosocial Influences on Behavior	3
PSY 115	Cognition: Sensation, Perception and Emotion	3
PSY 125	Cognition: Learning, Memory and Intelligence	3
PSY 263	Developmental Psychology	3
PSY 235	Social Cognition	3
PSY 345	Personality	3
PSY 405	Human Resource Management	3
PSY 460	Environmental Psychology	3
PSY 465	Organizational Behavior	3

**These courses will be offered according to the availability of the teacher.*

MS CLINICAL AND COUNSELING PSYCHOLOGY

Specializations:

- Rehabilitation for Substance Abuse
- Neurodevelopmental Disorders
- School Psychology
- Family and Marital Counseling
- Adolescent Mental Health

Introduction

The Institute of Psychology offers MS Clinical and Counseling Psychology after M.A/M.Sc. (2-year program) or BS (4-year program) in Applied Psychology. The MS Program provides intensive professional training to facilitate students in the applied areas of the subject. This degree aims to provide a thorough grounding in the theories, methods, and debates in psychology with a particular focus on psychopathologies, diagnosis, assessment, and intervention. It further aims to develop the ability to analyze and evaluate psychological issues with an emphasis on indigenous problems through the application of quantitative and qualitative research methodologies. The curriculum roadmap has been systematically designed and is in line with contemporary trends in the field of psychology. The curriculum inculcates culturally relevant issues along with the application of Western theories in a manner tailored to the needs of the Pakistani population.

Unique Features

- The practical training of MS students is intensive as it involves clinical placements in diverse clinical setups. The degree program has been enriched by adding another course in the area of specialization. This is to give more practical clinical exposure to the students to enhance their clinical skills. Moreover, the placement supervisors aid in the refinement of the student's clinical skills.
- MoUs have been signed with leading psychiatrists serving in hospitals, treatment centers, and addiction units in Lahore to give the best training

opportunities to the students.

- The clinical assessment skills of the students are refined through practical work which is part of a comprehensive clinical assessment course. Students conduct in-depth assessments of people with different psychological issues and make assessment reports. Furthermore, these reports are evaluated by the external supervisors prior to the commencement of clinical placements in the hospitals. This is to ensure that students are equipped with skills to work as effective professionals.
- Students develop case formulation skills through the theoretical application of their knowledge



during case conferences. Each week, students participate in clinical case conferences under the supervision of the placement supervisor, with the objective of fostering effective communication and problem-solving skills among trainees.

- The students are also encouraged and expected to conduct workshops on diverse clinical issues for both the general public and the clinical population with the aim of enhancing therapeutic skills and dissemination of knowledge. In addition, they design psychoeducational materials for both community and clinical populations to enhance awareness of common mental health problems. Moreover, self-help materials on mental health problems are also gathered by the students.
- Role plays and group activities are integral parts of teaching and training as they enhance problem-solving and critical-thinking skills among students. Furthermore, students are introduced to professional ethics and code of conduct from the outset of the degree program.
- The students are encouraged and given opportunities to publish their research work with the help of their research supervisor which enhances their research skills as well.

Program Entry Requirements

To be eligible for admission to MS Clinical and Counseling Psychology, a candidate must have a good academic record with

M.A/M.Sc (2-year program) or BS (4-year program) in Psychology from a well-established and HEC-recognized university. Moreover, the candidate will have to qualify the NTS (GAT) test prior to admission to MS Clinical and Counseling Psychology. Criteria for admission to the MS Program is kept in strict accordance with the guidelines set by the Higher Education Commission. Applicants who meet the academic criteria will take an entrance test by the Institute. On clearance of the test, they will be interviewed for final admission.

Admission Test Pattern

- All the admissions are based on previous academic performance, the admission test, and performance in face-to-face interviews.
- The admission test for MS in Clinical and Counseling Psychology is based on knowledge of Clinical Psychology and subjective motivation and suitability of the candidate for the course.



PROGRAM ROADMAP

Year 1 - Semester I

Course Codes	Courses	Credit Hours
PSY 756	Child Psychopathology	3
PSY 709	Clinical Skills: Assessment and Diagnosis for Children	3
PSY 722	Counseling and Interventions for Children and Adolescents	3
PSY 701	Professional and Ethical Issues	3
	Total	12

Semester II

Course Codes	Courses	Credit Hours
PSY 759	Adult Psychopathology	3
PSY 712	Clinical Skills: Assessment and Diagnosis for Adults	3
PSY 723	Counseling and Interventions for Adults	3
PSY 708	Clinical Training-I: Child Placement	3 (2-1)
	Total	12

Year 2 - Semester III

Course Codes	Courses	Credit Hours
PSY 752	Contemporary Research Methodologies and Formulating Research Proposal	3
PSY 716	Clinical Training-II: Adult placement	3 (2-1)
PSY 725	Current Trends in Theoretical Perspectives of Assessment and Therapy	2
	Elective*	3
GEN 701	Fehm-ul-Quran I	1
	Total	12

Semester IV

Course Codes	Courses	Credit Hours
PSY 760	Research Thesis	3
PSY 721	Clinical Training III in Community Mental Health with Specialization	3 (2-1)
PSY 724	Dissemination of Research Work	2
GEN 750	Fehm-ul-Quran II	1
	Total	9
	Total Credit Hours	45

* Elective/Clinical Training in Community Mental Health with Specialization in:

- School Psychology
- Neurodevelopmental Disorders
- Family and Marital Counseling
- Rehabilitation for Substance Abuse
- Adolescent Mental Health

** Electives will be offered as per the availability of qualified experts and number of the students opting for an elective.*

Note: Students must maintain a minimum CGPA of 2.5 in each semester, those who fail to achieve the minimum required CGPA will not be promoted to the second year. Moreover, only those students will be

allowed to continue with the MS program who exhibit appropriate skills for clinical interventions

Note: 3(2-1) means a total of three credit hours, of which two are for the supervised placement in the mental health care settings and one credit hour is for the case conferences.



POSTGRADUATE CERTIFICATE COURSES

1. School Psychology

Course Description: Schools today serve increasingly diverse and dynamic student populations. Every child brings unique strengths and challenges to the learning process. School counselors are a vital part of the effort to unlock each child's potential for success. The School Psychology Certificate Course is an interactive course that involves hands-on training for prospective school counselors. This course is designed to educate and equip trainees with skills that help to understand the child's counseling needs, so that the trainees are facilitated in maximizing their potential. Keeping in view the curriculum and structure of the course, it is divided into three major modules, followed by practical training aimed at diversifying the exposure of trainees.

* A background in psychology is a prerequisite for this certificate course. Each trainee must have a minimum qualification of a Bachelor's degree with a major in Psychology.

2. Effective Parenting

Course Description: In today's rapidly changing world, raising emotionally and physically healthy children can be both rewarding and challenging. This short course empowers parents and caregivers with the knowledge and tools to meet

these demands through the principles of informed and intentional parenting. Participants will gain an overview of key developmental stages, enhancing their understanding of age-appropriate needs and behaviors. The course also provides practical, evidence-based behavioral techniques for managing challenging behavior and fostering positive parent-child relationships. By the end, participants will be better equipped to support their child's growth with confidence and care.

3. Management of Depression

Course Description: This short course provides a comprehensive introduction to understanding depression, its manifestations, and its broader impact on individuals, families, and society. Participants will explore key concepts related to the emotional, cognitive, and interpersonal dimensions of depression. The course emphasizes the development of brief supportive interventions, incorporating active reflective listening and foundational techniques from cognitive behavioral therapy (CBT). Additionally, it addresses common relationship challenges faced by individuals with depression and offers an overview of treatment options, including pharmacological interventions such as antidepressant therapy.

4. Stress Management

Course Description: This short course offers an in-depth exploration of the theory and management of stress,

grounded in a multimodal cognitive-behavioral framework informed by current research and best practices. Participants will examine both individual and organizational manifestations of stress and develop practical skills for intervention. Key topics include cognitive distortions, stress mapping, stability zones, relaxation techniques, biofeedback, lifestyle and environmental management, Type A behavior patterns, locus of control, time management, and coping strategies for both personal and professional contexts. Emphasis is placed on translating theory into practice across diverse settings such as counseling, health education, coaching, psychotherapy, and organizational training.

5. Building Self-Esteem

Course Description: Self-esteem and assertiveness form the foundation of self-confidence and personal success—and both begin with self-awareness. This course is designed to help participants explore and apply practical assertiveness techniques that can significantly enhance their self-perception and boost self-esteem. Through a focus on self-acceptance and the cultivation of a positive self-image, participants will build greater emotional resilience and confidence. Core topics include understanding and mapping anxiety, strategies for building self-esteem, strengthening self-confidence, and exploring the power of thought patterns. The course begins with an introductory overview and progresses through reflective and skill-building exercises for personal growth.

6. Anger Management

Course Description: This short course in Anger Management equips participants with practical, evidence-based techniques to interrupt and transform patterns of chronic anger. Emphasizing actionable strategies over long-term psychotherapeutic approaches, the course provides immediate tools for recognizing triggers, managing responses, and initiating meaningful behavioral change. Participants will assess their personal relationship with anger, develop a toolkit for emotional regulation, and create a structured recovery plan to reduce reactive behaviors and promote healthier interpersonal interactions—starting from the very first session.

7. Time Management

Course Description: This short course is designed for individuals seeking to

enhance productivity and develop effective time-management skills. In a world of constant demands, tight deadlines, and competing priorities, managing time well is essential for achieving personal and professional goals. Participants will explore practical strategies to prioritize tasks, manage interruptions, and regain control over their schedules. The course offers tools for balancing work and personal responsibilities, identifying unproductive habits, and implementing a customized time-management action plan. By the end of the course, participants will be equipped to improve focus, reduce overwhelm, and enhance overall quality of life through intentional time use.

8. Emotional Intelligence for Team Building and Effective Management

Course Description: Emotional Intelligence (EI) is the ability to

recognize, understand, and manage one's own emotions as well as those of others. Extensive research highlights its critical role in personal well-being, effective communication, and professional success—making it as essential as IQ in today's workplace. This course is designed to equip professionals with the skills to enhance self-awareness, empathy, and interpersonal effectiveness. Participants will learn how to navigate social and emotional dynamics, build stronger relationships, and respond to challenges with greater emotional insight and resilience.

* The certificate courses will span three weeks and are subject to sufficient enrollment and instructor availability.



FACULTY LIST

Dr. Ruhi Khalid

Professor & Director Institute of Psychology

Post Doctorate in Psychology (Uni-versity of Pittsburgh, USA)

PhD. Glasgow University, Scotland

Dr. Farhat Jamil

Professor

Ph.D. Applied Psychology (PU)

Dr. Maheen Abid

Assistant Professor

Ph.D. Clinical Psychology (UMT)

Ms. Rawa Haider

Assistant Professor

M.Sc. In Organizational Psychology and Business (Aston University, UK)

Ms. Bismah Tayyab

Lecturer

MS Clinical & Counseling Psychol-ogy, BNU

Ms. Iqra Naz

Lecturer

MS Clinical & Counseling Psychol-ogy, BNU

Ms. Sheza Naeem

Lecturer

MA School Counseling (New York University, USA)

Ms. Mahrukh Humayon

Lecturer

MS Clinical & Counseling Psychol-ogy, BNU

Ms. Raahimah Noman Said

Lecturer

MSc Developmental Psychology and Psychopathology, Kings College London

Ms. Maham Habib

Research Assistant

MS Clinical & Counseling Psychol-ogy, BNU

Ms. Mariam Saeed

Academic Coordinator

MS Clinical & Counseling Psycholo-gy, BNU

Career Paths

The Institute of Psychology is committed to delivering high-quality academic and professional training in the field of psychology, combining a rigorous foundation in theory with practical, hands-on experience. Our programs are designed to equip students with the knowledge, skills, and real-world exposure required to meet the growing psychological needs of modern society.

We take pride in our strong and sustained collaborations with hospitals, educational institutions, the corporate sector, and various professional organizations. These partnerships allow our students to engage directly with the realities of the modern working world, develop professional networks, and enhance their readiness for diverse career paths. A key strength of our programs lies in their close alignment with the job market—reinforced through placements, internships, and applied

research—which significantly increases our graduates' employability.

Our faculty members actively engage in research and consultancy, integrating the latest developments in the field and addressing contemporary social, emotional, and organizational challenges. This commitment ensures that our curriculum remains dynamic, relevant, and solution-oriented.

Career Prospects

Graduates of the Institute of Psychology are well-prepared to pursue careers in a wide range of settings, including:

- Hospitals and private clinics
- Educational institutions (as teachers, counselors, SEN specialists)
- Armed forces (medical and educational corps)
- Counseling and guidance centers
- Selection and recruitment boards
- Research organizations
- Civil services
- Business enterprises
- Advertising and marketing agencies
- Social welfare departments
- Rehabilitation centers
- Correctional and reformatory institutions
- NGOs
- Institutions serving individuals with special needs



ADVISORY BOARD

Dr. Saad Bashir Malik

MBBS, DPM, MRC, FRCS, FCPS
Professor of Psychiatry, Shalamar Medical
and Dental College

Dr. Imran Ijaz Haider

FRCPsych & MRCPsych (Royal College
of Psychiatrist, UK
DPM., Royal College of Surgeons and
Physicians, Ireland
MBBS., King Edward Medical University,
Lahore, Pakistan

Dr. Aneeq Ahmed

Professor, Henderson State University,
USA
Adjunct Psychology Instructor, Argosy
University, USA
Ph.D. Psychology, University of
Wisconsin-Madison, USA

Dr. Karen Ciclitira

Director of Clinical and Training Services,
Harley Street Psychology Practice, UK
PhD., C.Psychol., AFBPsS., PGCertHE.

Dr. Erica Burman

Professor of Education, University of
Manchester
Ph.D. Psychology, University of
Manchester.

Dr. Christopher Alan Lewsi

Professor, School of Psychology and
Therapeutic Studies, Leeds Trinity
University.
PhD, University of Ulster

Dr. Rose Capdevila

Associate Dean, The Open University,
Miltonkeynes, UK.
Ph.D. Psychology

Dr. Irene Hanson Frieze

Professor, Department of Psychology,
University of Pittsburgh, Pennsylvania.

Dr. Lindsay O'Dell

Director, Post Graduate Studies, The
Open University

Dr. Sarah Shahed

Professor of Psychology, Department of
Psychology, FCCU, Lahore
PhD in Applied Psychology, University of
the Punjab

Ishba Rehman

Lecturer, University of Manchester, UK
Highly Specialist Counselling
Psychologist, Pennine Care NHS
Foundation Trust, UK
Chartered Member, British Psychological
Society (BPS)
Registered Member, Health & Care
Professions Council (HCPC), UK

Nauveen R. Dubash

Psychotherapist/Couple & Family
Therapist, Montreal Therapy Center,
Canada
Master in Couple and Family Therapy,
McGill University

Dr. Sidra Afzal

Lecturer, University of Sunderland, UK
Ph.D. Clinical Psychology

Anita A. Azeem

Assistant Professor, Carson Newman Uni
versity, USA
Ph. D. Psychology, University of Otago,
New Zealand



REGISTRAR'S MESSAGE



Dear Prospective Students and Esteemed Readers,

Welcome to Beaconhouse National University (BNU), a place where curiosity is nurtured, creativity is celebrated, and learning extends beyond the boundaries of the classroom.

Choosing a university is one of the most significant decisions in a young person's life. At BNU, we are committed to providing an educational experience that empowers students to think critically, act ethically, and contribute meaningfully to society. Through our diverse academic

offerings, interdisciplinary approach, and vibrant campus culture, we strive to develop graduates who are not only accomplished professionals but also thoughtful and responsible citizens.

As Registrar, I have the privilege of witnessing the transformative journeys of our students, from their first day on campus to their academic progression, and ultimately to their graduation and entry into the professional world. The Registrar Office remains committed to ensuring that this journey is supported by transparent processes, responsive services, and a student-centred approach.

Within this prospectus, you find detailed information about our academic programs, admissions procedures, scholarships, student life, and the many opportunities available to enrich your university experience. I encourage you to explore these pages carefully and discover how BNU can help you achieve your academic and personal aspirations.

We look forward to welcoming you to a community of learners, creators, innovators, and leaders. May your time at BNU be marked by discovery, growth, lifelong friendships, and the pursuit of excellence.

I wish you every success as you take this important step toward your future.

Farzana Shahid

Registrar

Beaconhouse National University

ACADEMIC AND RULES REGULATIONS

(Brief of policies is produced here. Please refer to the student handbook and BNU Disciplinary Rules for details, available on the website and CMS portal).

MAJORS / MINORS / ELECTIVES

The minimum requirement for the award of a degree at the undergraduate level is 130 credits, of which at least 72 credits must be earned in Major/Core courses (degree specific) and 39 credits of general education as prescribed by the HEC's (Undergraduate Policy Fall 2023).

BNU offers students an opportunity to broaden and complement their programs of study by completing the requirements of a Minor. A Minor may be a University's interdisciplinary program or one offered by a single school.

All students at the Schools/Department/ Institute of Beaconhouse National University are required to complete the following Mandatory Courses:

SUBJECT	CREDIT POINTS
Functional English	03.0 credits
Expository Writing	03.0 credits

Islamic Studies	02.0 credits
Pak Studies	02.0 credits
Ideology of Pakistan	02.0 credits
ICT (Computer Applications of Information & Communication Technologies)	03.0 credits (2+1)
Total number of credits: -	15.0 credits

TRANSFERRING STUDENTS

• New Admission

- A student can apply for a transfer after the 1st semester or 2nd semester of their degree program. The student must submit the transfer application at least 96 hours before the start of the semester. Fee difference, if any, will be paid at the time of transfer or adjusted against fee payment for the next semester whichever may be the case.
- A student wishing to transfer from a recognized university or college to BNU will be considered subject to the following BNU regulations:
- Applications / NOC from the previous university for transfer to BNU must be submitted to the Admission's Office to be reviewed by the Dean of the School concerned who, in consultation with the University Equivalence Committee, will determine the position of the applicant.

- Credits earned at the transferring institution will be accepted, provided the courses and course content meet BNU's program requirements.
- Official records will be evaluated, and notification will be forwarded from the Registrar's Office concerning the student's position in the program at BNU, including the number of credits awarded.
- At least 60% of the credits required for a degree must be earned at BNU.
- Courses with less than 'C' grade will not be transferred.
- A minimum of **2.5 for graduate programs** and **2.0 for undergraduate programs** is required by the schools/institute.
- Courses with less than 'C' grade will not be transferred in.
- Transfer Credits from other institutions shall not be counted towards the GPA and CGPA. However, transfer credits may be considered towards the fulfilment of the requirement for a degree after an evaluation by the university Equivalence Committee.

• Existing Students

- Existing students of BNU who wish to switch to the degree program of another School of BNU can apply for 'Transfer of Credits' within a year from the date of their admission. After one year they cannot apply for 'Transfer of Credits' and will have to seek fresh admission.
- Internal transfer requests (i.e. transfer requests within the same school) shall be evaluated and finalized by

the school's faculty in the light of BNU's Student Transfer Policy under intimation to the Offices of Registrar and Examination.

- A minimum CGPA of 2.5 for graduate programs and 2.0 for undergraduate programs.
- Courses with less than 'C' grade will not be transferred.
- All requests of 'Transfer of Credits' should reach Registrar's Office two weeks before the commencement of classes after which the transfer requests shall not be entertained.

SEMESTER CREDITS

One semester credit means that a particular course must have at least 1.5 hour of class contact per week for a period of 16 weeks. Therefore, a course of three credit hours means approximately 48 hours during a semester.

During one semester a student may take up to 6 courses or 18 credits. The time allocated for final examinations is excluded from this computation of class credit hours.

CGPA

A student's CGPA (Cumulative Grade Point Average) is computed by multiplying the number of credit hours of each course by the points assigned to that grade, then dividing the sum of all courses by the total number of credit hours in which the student was enrolled. All grades are determined and awarded by the respective course instructors.

EXAMINATION AND ASSESSMENT

The examination schedule is clearly defined in the BNU Calendar at the commencement of every academic year.

A final examination is a requirement in all courses except those in which examinations are not used to evaluate a student's achievement, as in the case of MDSVAD, RSHA, and TFT. Other courses that may not have final examinations are computer laboratory courses, workshops and seminars, independent studies, presentations, and internships, etc.

The method of examination in a course is determined by the course instructor, approved by the respective Dean/HoD/ Director of School/Department/Institute.

The minimum passing grade required in the thesis is 'C+' grade (for BS degree/s) and a 'B-' grade (for MS/M. Phil. degree/s). The final standing of each student in each course, is assessed based on the final examination result.

GRADING SYSTEM

There are two predominant and a preferred grading system applied worldwide for grading courses at all levels of tertiary education.

- Relative Grading System (Recommended for adoption where the class size is above 20 students)
- Absolute Grading System (Recommended for adoption where the class size is below 20 students)

The programs and courses are evaluated either on a point or percentage system (absolute grading method) or a curve (relative grading method), depending on the need for the grades to serve as a competitive filter. Because grades are mostly used for some sort of competitive evaluation, even absolute grading systems are normalized so that they fall generally within the standard of grading practices. Most grading practices incorporate aspects of both absolute and relative grading methods.

The letter grade and its numerical equivalents are as follows:

Grade	GPA	Percentage Range
A	4.00	85.00 –100.00
A-	3.67	81.50 –84.99
B+	3.33	78.00 –81.49
B	3.00	74.50 –77.99
B-	2.67	71.00 –74.49
C+	2.33	67.00 –70.99
C	2.00	64.00 –67.49
C-	1.67	60.50 –63.99

Grade	Grade Points	Percentage obtained in a Semester System
D+	1.33	57.00 –60.49
D	1.00	50.00 –56.99
F	0.00	00.00 –49.99
I	0.00	Incomplete
W	0.00	Withdraw
W*	0.00	Short Attendance
P	0.00	Pass

The grade point average (GPA) shall be calculated at the conclusion of each semester for all courses completed at BNU. Transfer Credits from another HEI shall not be counted towards the GPA. However, transfer credits may be considered towards the completion of the required number of credit hours determined by the BNU Equivalence Committee.

TRANSCRIPT POLICY

Semester-wise transcripts are available in students' login at the end of each semester after the compilation of the results for that semester, showing course-wise grades, SGPA (Semester Grade Point Average), and CGPA (Cumulative Grade Point Average).

A student can request an official transcript (Provisional/Final) through the e-portal. Verbal or telephonic requests shall not be entertained. Official transcripts of the student's complete academic record are issued on the security-featured paper with an official seal (embossed) of BNU.

Transcripts or any other certifying statement shall not be issued to students who have any outstanding dues or

liabilities towards BNU. The request for University Exist will be processed upon obtaining clearance from all concerned departments (through an online process in the CMS).

STUDENT COUNSELLING

Each School provides advisory services to help students with their interest/aptitude in preparation for professional careers. All freshmen are assigned a Faculty Advisor who assists them in the early period of the University experience.

CLASS ATTENDANCE

Students will be expected to have 75% attendance in each theory course in which they are registered. Studio/Lab sessions require 100% attendance. Those who miss

a class session will be expected to make up for the missed work on their own. Students missing more classes than the stipulated number of leaves will receive a failing grade(W*) . The acceptance of such work is at the discretion of the Course Supervisor. Absence from Studio at MDSVAD and RHSA cannot be made up outside the campus or supervised.

It is expected that a student's absence from classes may be resolved with the faculty member concerned. If a student is absent from class or a mid-semester exam due to sickness or some other unavoidable cause, the student must inform the Course Supervisor immediately upon return to classes. Suitable documentation such as a doctor's certificate may be required if such confirmation is necessary.

ADD / DROP WITHDRAW OF COURSES

- A period of two weeks is allowed from the commencement of classes for add/drop of courses. A student adding a course is responsible for ascertaining the requirements of the course and for completing them. Students are strongly advised to consult with their Course Supervisor before adding or dropping a course.
- Any course dropped within one weeks after the commencement of classes is deleted from the record. The student will receive grade "W" (withdrawn) on their transcript if they apply to

drop a course after two weeks from the commencement of the semester. However, if a student drops the course after ninth week, an “F” grade will appear on their transcript.

- Students shall not be allowed to withdraw from the same course more than twice during the prescribed duration of their respective degree program. This shall also apply to course(s) in which there is withdraw on the basis of short attendance.

REPEATING A COURSE

There are two categories of students who will be required to repeat the courses: -

- Student shall repeat all mandatory/ major courses in which he/she obtains ‘F’ or ‘W’ grade.
- In case of an elective course, students may repeat the same elective or take a new elective to fulfil the degree requirement subject to the approval of his/her academic advisor.
- Students earning grade ‘C-’ or less, irrespective of a major, mandatory or elective course, will have the option to repeat the course.
- Students may repeat up to 21 credit hours during their course of study for a program.

ACADEMIC DISCIPLINE

At Beaconhouse National University (BNU), we uphold the highest standards of academic integrity. All students and staff are expected to maintain honesty and ethical behavior in all academic pursuits.

Academic dishonesty discovered at a later time, the use of fraudulent documents, and the subsequent revelation of unmet requirements can lead to the revocation of credits earned toward a degree program.

(Please refer to BNU Disciplinary rules and student handbook for details at CMS share point)

SEMESTER FREEZE POLICY

1. A student who wishes to take a semester break must apply for Semester Freeze, approved by the Dean/Head of the Department, to the Registrar’s office two weeks before the commencement of classes. In special cases, an application may be accepted after the semester has begun, but not later than two weeks after the commencement of classes.
2. Fee paid for a semester will only be carried forward if the student submits the Semester Freeze application within the prescribed period of time.
3. A student who absents himself/herself from an entire semester without intimation, may not be allowed to

resume his/her study without formal permission of the respective Dean/ Head of the Department. Fee paid for that semester will be non-refundable and non-transferable in such cases and students must seek re-admission and pay the admission fee.

4. During their degree program, a student may request a semester freeze for:
 - a. one semester; or
 - b. two consecutive semesters; only ONCE within the stipulated degree duration.

Approval from the respective Dean/ Head of the Department is required for either option.

5. For resuming study after semester freeze the student must apply an application for rejoining to the Registrar’s office prior to the commencement of classes to activate his/her status at the University.
6. Upon resuming studies, student will continue from the same stage where s/he left (froze).

Policy on Student Dormancy Due to Prolonged Absence Without Intimation

Students absent for an extended period without prior notification will be assigned “dormant” status until the time

the Higher Education Commission permits them to complete their degree requirements. The policy applies to the students marked 'active' in the university system and enrolled in a semester and have not requested freezing their semester formally.

1. Definitions

Semester Freeze: A temporary suspension of a student's academic enrolment for one semester, granted for valid reasons and approved by the appropriate academic authority. A student may request a semester freeze, which must be documented. The freeze allows the student to temporarily suspend their studies without academic penalty. The student's status will be marked as 'freeze' for the semester, after which it will be marked 'active' again.

- **Prolonged Absence Without Intimation:** A situation where a student does not attend classes or engage in academic activities for an extended period (typically one semester) without formally notifying the institution.

- **Dormant Status:** A classification for students who have been absent for a semester without intimation. Students placed in the dormant category will retain their student status but will not be eligible for academic services, financial aid, or participation in university activities until they reactivate their enrolment.

The duration of dormancy will depend on the student's discipline of study in

accordance with HEC regulations, which dictate the maximum time allowed for students to complete their degree.

Prolonged Absence Without Intimation

- If a student does not attend classes or engage in academic activities for an entire semester without notifying the institution, they will be classified as dormant.
- The institution will make reasonable efforts to contact the student to ascertain the reasons for their absence before finalizing the dormant status.
- The student will be marked 'struck off' the moment enough time elapses such that the student cannot complete their degree within the time permitted by HEC, should the student return to the program.

Implications of Dormant Status

- Students in dormant status will not have access to academic services, financial aid, or participation in university activities.
- Dormant students will retain their student status but will be considered inactive in terms of academic progress.
- Their RFID cards will be blocked.



Reactivation of Enrolment

- Students wishing to reactivate their enrolment after being classified as dormant must request so in writing to the Registrar's office.
- The request will be reviewed, and students may be required to meet specific conditions or requirements before re-enrolment is granted.

BNU Scholarship Award and Retention Criteria

As a leading university committed to its non-profit ethos, BNU is dedicated to ensuring that qualified students have access to education regardless of their financial circumstances.

Eligibility

- **Workload Requirements:** Students must adhere to the prescribed workload set by their department for each semester. (1) If a student opts to take an increased workload beyond the prescribed credit hours or above 18 CH (Undergraduate) and 12 CH (Graduate) per semester, they will be liable to pay for the extra credit hours unless notified otherwise. (2) Conversely, if a student chooses to take a lesser workload than prescribed, it may compromise their eligibility for any scholarship. This will not apply if the reduced workload has been mandated by the school due to academic reasons (see

'Probation Policy' for relevant details)
(3) If a course is repeated in any semester, the student will be required to pay the per credit hour fee for that course.

- **Summer:** No scholarship awards apply for summer semester courses unless notified otherwise for specific programs/courses.
- **Duration of Eligibility:** Scholarships are available only for the designated duration of a student's course of study. Students extending their studies beyond the stipulated timeframe will not be eligible for scholarships during those additional semesters.
- **Outstanding Dues from Previous Sessions:** In cases where fee bills from previous academic sessions, falling under closed financial years, are reissued (issued first time) in the current financial year (e.g., for the purpose of degree issuance or clearance of outstanding dues), no scholarship or financial aid shall be applied, regardless of the student's prior eligibility or award status during that period.
- **Students on Exchange Programs:** Students proceeding with authorized exchange programs will be evaluated for merit-based scholarship (MBS) upon their return based on the CGPA they had before the semester they proceeded on the exchange. Moreover, if a student is required to pay BNU fees during the exchange semester, the merit and need-based

scholarships he/she may be on will continue to apply. Any fees or other expenses the student is required to pay to the host university will not be covered by the BNU scholarship under any circumstances. The VC and Dean's scholarships are applicable to undergraduate students only. Externally supported scholarships are also typically only for undergraduate students unless otherwise specified in case of any particular scholarship. Students from the School of Education are not eligible for MBS given their differentiated fee structure.

Note: This policy is contingent upon the availability of funds and may be subject to change at any time.

Scholarships

BNU offers following types of scholarships (External scholarships such as UMISSA are not included in this list):

VC Scholarship

The VC Scholarship is awarded to students who achieve exceptional academic performance, specifically those who have obtained 3 A* grades in A-levels or a minimum of 90% in their Intermediate or equivalent qualifications. Applicants must also submit a personal statement. To retain the scholarship, students must maintain a cumulative GPA (CGPA) of 3.2 or above throughout their studies. This scholarship provides 100%.



coverage of tuition fees for four years and off-campus hostel waiver (if the student wishes to stay on-campus and is deemed eligible according to BNU's allocation criteria, he/she will have to pay the difference between the off- and on-campus hostel fees) and is awarded to one student in each freshman class. No messing or any other related costs will be covered under this scholarship.

Deans Scholarship

The Dean's Scholarship is designed for students who demonstrate both academic excellence and financial need. Eligibility at the time of admission is based on a weighted assessment: 35% for Matric/O-level results, 35% for Intermediate/A-level results, and 30% for the BNU Admissions Test/Interview and portfolio. To qualify, applicants must achieve an aggregate score exceeding 80%. This scholarship also offers 100% coverage of tuition fees. To retain:

- Maintain your CGPA at a level that entitles you to receive 50% merit-based scholarship (MBS) in your department at BNU. Please refer to BNU MBS policy (below) for more details.
- Continued demonstration of need according to BNU Need-based Scholarship criteria.

Need-Based Scholarship

The Need-Based Scholarship (NBS) is aimed at students from low-income families. This scholarship provides financial assistance ranging typically

(but not always) from 25% to 50% of tuition fees, contingent upon verification of financial hardship. To remain eligible, students must maintain a minimum CGPA of 2.65 (classes admitted from Fall 2024 onward) and 2.50 (classes admitted prior to Fall 2024) or any criteria mandated by an external donor (in case of external scholarships).

- Applications/documents for NBS must be submitted during the admissions process (new students) and for annual appraisal/renewal (for the existing students) to the Registrar Office. A university Scholarship Committee shall review all applications with due diligence and reserves the right to endorse or decline the recommendations for the award. It is not liable to provide reasons to students. NBS is renewable annually, contingent on maintaining CGPA and other eligibility criteria.
- Students experiencing financial hardship may apply for NBS at the beginning of any academic year.

Merit-Based Scholarship

At the Time of Admission

The MBS rewards students based on their academic achievements. Applicants who score 90% or above in their FA/FSc examinations or achieve 3 A's in A-levels at the time of admission are eligible for a 75% (of tuition fee) scholarship. Those with 80% or above in FA/FSc or 2 A's in A-levels can qualify for a 50% scholarship.

For graduate programs, applicants with a CGPA of 3.9 or above will be eligible for a 75% merit scholarship, while those with a CGPA of 3.8 or above will be eligible for a 50% merit scholarship.

Any student seeking readmission at BNU at the same degree level (undergraduate-to-undergraduate or graduate-to-graduate) will not be eligible for MBS in the first year of readmission (first semester for spring entrants, after which they will be evaluated annually with the Fall cohort for the rest of their degree program).

For Fall 2024 Intake Onwards

The following MBS criteria will be applied to students admitted in Fall 2024 and will be applicable after their first year (after first semester for Spring entrants) has been completed.

- MBS awards are for one year (spring entrants will be evaluated after their first semester in their freshman year).
- Three slabs of MBS: 75%, 50%, and 25%.
- Top 18% of students by CGPA in each class within their degree program will receive MBS, competing only within their cohort.
- Distribution of MBS:
 - Top 15% (of the 18%): 75% MBS
 - Next 25% (of the 18%): 50% MBS
 - Next 60% (of the 18%): 25% MBS
- Minimum CGPA of 3.0 is required for eligibility.
- Only top 7% students from each degree program will be included in the Dean's Honor List each semester.

For Students Admitted before Fall 2024

1. MBS awards are for one semester. They are revised based on results of each semester.

3.5-3.64 CGPA: 25% MBS

3.65-3.79 CGP: 35% MBS

3.8-3.89 CGPA: 50% MBS

3.9-4.0 CGPA: 75% MBS

Transgender Inclusion Scholarship

The Transgender Inclusion Scholarship is specifically for applicants who possess a valid CNIC with the X category. This scholarship offers a 50% tuition fee reduction throughout their four years. Additionally, out-of-station (not residing or domiciled in Lahore) students will receive a hostel stipend equivalent to the BNU hostel fee.

Sports Scholarship

The Sports Scholarship is available to students who have achieved notable success in sports, especially those who have won medals at national or provincial levels. To qualify, students must maintain a minimum CGPA of 2.5 and actively participate in BNU's training and tournaments. They must also be active members of the B.Fit and adhere to the mandatory gym training schedules. The Sports Scholarship holder is required to participate in internal and external competitions as a representative of BNU Sports Team as requested by the university.

BNU Institutional Support

BNU offers institutional support in the form of discounts for students coming from partner non-profit and public sector schools with whom BNU has formal MOUs. To be eligible for this support, students must have achieved a minimum of 75% in both their Secondary and Higher Secondary School examinations. This scholarship provides a 25% tuition fee waiver.

Externally Funded NBS

BNU seeks external donor support for NBS.

Students may need to meet additional eligibility criteria set by external donors, which may be more stringent/different from BNU's internal criteria. At any time, the criteria of the external scholarship will supersede BNU criteria unless otherwise specified.

- Donors may specify funding for disciplines or schools.
- Externally funded scholarships requiring matching amounts from BNU will be treated as need-cum-merit based opportunities unless otherwise specified.

Maximum Scholarship

- While some of the scholarships can be combined to determine the cumulative award of a student, typically no student can avail scholarship beyond 100 percent of the tuition fee.
- Where external donors are willing to provide additional support, it will be decided on a case-to-case basis and

students will be specifically and duly notified.

- Hostels and other non-tuition fees are not included in BNU scholarships unless otherwise specified on a case-to-case basis.

Other Non-Scholarship Facilitation by BNU

In addition to scholarships, BNU has implemented several initiatives to support students in alignment with its non-profit ethos.

Ease of Fee Payment

Since Fall 2023, all students are permitted to pay their fees in three instalments per semester.

Student Fund Loan

Students can access loans from the BNU Student Fund, covering up to one semester's worth of fees, to be repaid as outlined in the Student Fund Loan policy. BNU reserves the right to withhold degrees and academic certificates until the loan is repaid.

External Student Loan Financing

BNU has established a partnership with an external service provider to facilitate student loans. While students will apply directly to the service provider, who will make the final determination, the partnership agreement allows students to secure loans through the provider's established process. BNU is required to withhold degrees and academic certificates if a student breaches the loan repayment agreement with the service provider.



Hardship Committee

A Hardship Committee has been formed to address exceptional cases arising from unforeseen circumstances where students do not qualify for other forms of support and are in urgent need.

Students Responsibility Towards BNU

Work Study

BNU aims to instill a sense of responsibility and community service among its students. All current and new students receiving a 75% scholarship or more may be required to contribute 8 hours per month (two hours per week) to BNU. This time may be utilized for various roles, including mentoring struggling students, assisting faculty with research support in co-curricular activities, or fulfilling administrative duties. The university will establish a process to manage student contributions under this framework.

This 'work study' scheme is a global standard that benefits students by providing valuable experience and fostering a professional work ethic while supporting fellow students and broader university functions.

Knowing Policies and Procedures

It is essential for students to be aware of the policies, criteria, and procedures. Please visit SharePoint Portal on CMS for policies. Failure to meet any requirements may result in ineligibility for scholarships.

Collectively, BNU's scholarship

philosophy represents a comprehensive effort to ensure that every student has the opportunity to receive a quality education. Together, we will continue to strive to make BNU as affordable as possible for the youth of our country and for international students wishing to study at our prestigious institution.

PROBATION

- i. Achieving a CGPA less than 2.00 (undergraduate degree program) and 2.5 (Graduate degree program) will result in academic probation.
- ii. Two (2) consecutive probations in the first academic year or three (3) probations in the subsequent years, the student's name shall be automatically dropped from the BNU rolls.
- iii. All students shall be required to maintain 'good academic standing' throughout their journey at BNU and are expected to work harder than usual norms.

DEAN'S HONOR LIST

Students with an exceptional academic record during a semester shall be placed on the Dean's Honor List. The eligibility criteria are given below

For Old Students:

- i. A minimum in a semester for undergraduate and Master's/M.Phil. degrees.
A minimum SGPA of 3.50 workload of 15 credit hours for undergraduate

students and 9 credit hours for Master's/M.Phil. students.

For New Students (from Fall 2024 batch):

- ii. The eligibility criteria shall be the same for undergraduate and Master's degrees: top 7% by SGPA (3.00 and above) in each School.
Students must complete the full semester workload as prescribed by the School/Institute for postgraduate, graduate, and undergraduate programs to be eligible for the Dean's Honor List.
- iii. Students who receive an incomplete grade ("I" or "W") during the semester shall not be eligible for the Dean's Honor List.

AWARD OF GOLD MEDAL

The Gold Medal will be awarded to the student with the highest CGPA in each degree program provided that the number of graduating students of the same batch (i.e., Fall & Spring) in each degree program is not less than 10, in the case of the undergraduate degree program and, 5 in case of the MS/M.Phil. degree programs.

In case of less than 5 students in MS/M. Phil. program(s), all MS/M.Phil. programs of the same school/department/institute may be considered as ONE batch for the award of Gold Medal on the recommendation of the respective Dean/Director/HoD.

With this provision the eligibility for the award of Gold Medal will be determined by the following criteria: -

- i. If the average CGPA of cohort for a degree is 3.25 or above, then the minimum required CGPA would be 3.80. If the average CGPA of a cohort for a degree is less than 3.25 then the minimum required CGPA would be 3.65.
- ii. The Academic record of the students should neither have an 'F' or 'W' grade nor should he/she have repeated any course.
- iii. There should be no disciplinary case or warning against him/her in their record.
- iv. If two students attain the same highest cumulative grade point average, then each of them will receive a Gold Medal.
- v. No external transfer student will receive a Gold Medal.
- vi. No medal will be awarded if the student freezes any semester.

Any matter not covered under this policy shall be forwarded to the Gold Medal Committee constituted.

GENERAL CONDUCT

In accordance with Article 20 (2) d of the Beaconhouse National University, Lahore Act 2005, the Academic Council of BNU has established these Rules to address student conduct and discipline. These Rules aim to ensure fair and orderly

procedures for maintaining appropriate student behavior and conduct during their enrollment at the University. Any amendments to these Rules will come into effect as specified in the amendments.

BNU is obligated to comply with all laws of the Islamic Republic of Pakistan, and any infractions may be subject to legal proceedings in accordance with the established legal remedies.

These rules outline the specific policies, procedures and prohibitions governing student conduct within the university. They apply to the University premises, University-sponsored events, or any occasions on- or off-campus where students may be representing or identifying themselves as members of the BNU community. They may also extend to other situations off-campus if they adversely affect the university's reputation, educational mission, or community. Violations can lead to disciplinary action.

Students are responsible for understanding and adhering to these regulations whenever and wherever they can reasonably be considered applicable.

(Please refer to the 'BNU Disciplinary Rules' for details.)

Zero Semester for Final Year Students

As our students prepare to enter the final and most pivotal year of their academic journey, BNU is excited to introduce a

special Zero Week exclusively for final-year students. This initiative reflects BNU's commitment to developing not only educated graduates but also responsible global citizens and well-rounded professionals.

Zero Week will take place one week before the Fall 2025 semester begins and will feature a series of focused training sessions and workshops designed to equip students with essential career-readiness skills. These sessions will cover:

Professional CV and Cover Letter Writing
Effective Interview Preparation and Techniques
Confidence-Building and Communication Skills
Career Guidance and Industry Expectations
And much more...

This dedicated support aims to facilitate a smooth transition from university to the workplace. Whether they are 9th semester B. Arch students from RHSA or 7th semester students enrolled in other BS programs across our Schools, Departments, or Institute, this opportunity is tailored specifically for them.

Zero Week serves as a launchpad for their success as future professionals in their chosen fields.

FACILITIES

BNU Hostels

BNU strives to provide a safe, supportive and all-inclusive residential environment which complements and enriches the educational experience of students. BNU's policies and regulations ensure the safety and security of our residents and residential units.

Accommodation is allocated separately for males and females in the respective designated hostel blocks/floors. Only registered students at the university are eligible to apply for accommodation in the student hostel.

Room allocation is carried out by the students through the CMS self-service portal. However, the Hostel Administration reserves the right to change any room assignments, at its discretion, without assigning any reason or providing prior notice. Allocation is made with priority given to: (i) differently abled students according to their needs/preference; and (ii) students whose hometown/residence is outside Lahore (iii) The request for specific roommates or floors is considered, but cannot be guaranteed, and will not deviate from the priority criteria stated above.

Hostels are governed by the guidelines which have been compiled to help students prepare themselves as hostel residents and answer most questions regarding residence, check-in procedures and housing policies, information about

planning and packing for university, and safety and security procedures

(Details available on BNU Students SharePoint)

Student Affairs Office

At the heart of BNU's vibrant campus life is the Student Affairs Office, a dynamic hub dedicated to student engagement, well-being, and holistic development. Student Affairs Office bridges the gap between students and the university's non-academic services, ensuring every voice is heard and every concern is addressed, from student advocacy, university experiences and cafeteria services to hostel life.

Beyond support, the office serves as a student's launchpad for exploring passions, leading initiatives, and building a legacy through student-led societies & clubs and overseeing major university events including BNU Bestival, BNU Model United Nations (BUMUN), BNU BELYMPIAN, BNU PhotoFest etc.

BNU plays a vital role in fostering leadership, creativity, and community engagement. From the Entrepreneurial Society, which promotes innovation and business skills, to BEADS (BNU Entertainment and Dramatics Society), known for its theatrical excellence, and the Animal Club, which advocates animal welfare, each society contributes meaningfully to campus life. These student-led groups not only organize a wide range of activities, festivals, and

campaigns within the university, but also represent BNU at various national platforms, consistently earning **awards and recognition**. Through their participation, students gain invaluable experiences that complement their academic journey and help them grow as confident, socially responsible individuals.

At Beaconhouse National University, student participation in sports and extracurricular activities is highly encouraged, with the university hosting a wide range of sports and co-curricular events throughout the academic year.

The **Sports Club** plays a pivotal role in promoting physical fitness and sportsmanship among students. The club organizes various competitions and matches, fostering inter-departmental and inter-university collaboration in sports. These events provide students with opportunities to engage in healthy competition, develop team spirit, and enhance their overall well-being.

BNU is equipped with state-of-the-art sports facilities to support a variety of athletic pursuits, including:

Football, Cricket, Basketball, Volleyball, Badminton, Table Tennis, Throwball, Arm wrestling, Indoor sport

Our sports teams proudly represent BNU in **HEC tournaments**, showcasing talent and sportsmanship at the national level.

B.Fit – BNU Fitness Center

B.Fit is the official fitness center/gym of BNU, developed to support the health and wellness of the university community. Designed to meet modern fitness standards, the facility is equipped with high-performance cardio and strength-training equipment and provides a professional environment that encourages regular physical activity and personal well-being.

B.Fit is available to students, faculty, and staff through a membership-based system with subsidized rates to ensure accessibility. Additional discounts are available for students who are part of official university sports teams and for those receiving scholarships.

Entry is controlled through an RFID-based system to ensure safety, privacy, and restricted access to registered members. Certified professional trainers are present throughout the day to provide expert guidance and personalized training programs tailored to individual fitness goals.

BNU Essentials

BNU Essentials is a centrally located facility designed to provide students with easy access to a wide range of academic and personal necessities. Conveniently positioned within the campus, it supports daily student life by offering essential items in one accessible location.

The hub offers academic supplies such as notebooks, stationery, and digital

accessories, including USB drives and chargers. It also caters to residential needs with dorm essentials, toiletries, hygiene products, and basic first-aid items. Seasonal products are available to help students adapt to changing weather conditions.

BNU Library and Information Services

BNU has a multidisciplinary library serving the university's faculty, students, researchers, and staff. The library has an extensive collection of printed and electronic books, journals, magazines, catalogs, and other materials, including Company Reports. The books and other reading materials are cataloged according to the specific nature of the collections. The library uses the Dewey Decimal Classification scheme to retrieve its knowledge resources. It starts from 000 and goes to 999 in decimal order.

Library Print Resources Print and E-Books Collections

The BNU library is available for students, teachers, and researchers. Its collection of printed books comprises 22650 items, including the Salma Mahmud Memorial Collections, Dr. Gulzar Haider, Farzana Aqib, Sartaj Aziz, and Dr. Tariq Rahman collections. Moreover, the BNU Library has over 70,000 eBook collections in the digital library software Calibre.

Serial Section

BNU library is subscribing to valuable

national and international research journals for scholars. The library also receives daily English and Urdu newspapers for users and schools.

Govt. Publications

BNU library has a wide collection of Government Publications, i.e., Punjab Development Statistics, Pakistan Government Plans, Pakistan Economic Surveys, District Gazetteers, Budgets, and Annual Reports.

Art Catalogs

BNU library has a good collection of art catalogs of national and international artists describing their paintings and exhibitions worldwide.

Library Membership

All the enrolled students of the university and the visiting and permanent faculty members who have their logins on CMS are members of the BNU library. Students can borrow books from the library by showing their university ID cards and faculty by their names as per the rules described in the borrowing policy.

Library Digital Resources

BNU library subscribes to the following research databases under the HEC Digital Library program, such as JSTOR, SPRINGLINK, TAYLOR AND FRANCIS, WILEY BLACKWELL, Institute for Operations Research and the Management Sciences (INFORMS).

No username or password is required to access these digital resources within

the campus. A VPN is needed to access them from home. The complete process of accessing it through VPN can be downloaded from the BNU library OPAC.

OPAC Link mentioned below:

<https://library.bnu.edu.pk/>

Institutional Repository (IRR)

BNU library is working on the Institutional Research Repository (IRR), where BNU researchers can see the previous research work conducted within the BNU. The library has nearly 3000 hard copies of the thesis records.

The Institutional Research Repository (IRR) link is mentioned below:

<https://share.bnu.edu.pk/sites/library/SitePages/HOME.aspx>

Group Study Cabins

To facilitate group discussions among library users, four group study cabins have been constructed within the library. Library users can reserve these cabins through CMS for group studies, discussions, and sharing ideas.

IT Resource Centre

ITRC facilitates the BNU Community in all aspects of IT, including academic and technical support and development, and implementation of enterprise applications, especially an in-house developed Campus Management System ERP, and manages 24/7 IT operations.

Health Center

BNU offers a primary healthcare facility to its students, faculty and staff through its on-campus Health Center supported by Chughtai Homecare. The Clinic provides services of regular checkups and basic medical screening to our faculty, staff and students. The Clinic is manned by an on-duty Doctor during the university's operational hours and has round-the-clock availability of trained paramedical and nursing staff.

The purpose of the BNU Health Center is to provide primary care on campus, screen for underlying risks for diabetes and hypertension, provide medical advice, monitor and manage basic health and refer to specialist care if required.

The University also has a 24/7 ambulance facility available for students and staff. All screenings and visits to the clinic are optional and free-of-cost for students.

CENTER FOR COUNSELING AND PSYCHOLOGICAL WELL-BEING

The Center for Counseling and Psychological Wellbeing was established with the intention of providing psychological support to students, staff, and faculty as they navigate through personal and professional challenges. The Center offers confidential individual counseling, group support, and campus-

wide initiatives that respond to the lived realities of those within our community.

Individuals can seek support for any personal, social, and emotional concern they might have. We recognize that reaching out for support takes courage, especially in a culture where mental health is often stigmatized. At the heart of our work is a commitment to reducing stigma, nurturing resilience, and building a compassionate campus environment where connection, care, and emotional safety are deeply valued.

CAFETERIA

BNU's cafeteria is a lively, three-storey facility that serves as one of the most vibrant social hubs on campus. Designed to cater to a diverse student body, it offers an extensive range of food options, including live fast-food counters, Chinese cuisine, and traditional desi meals, along with a variety of shakes, fresh juices, and beverages, ensuring there is something for every taste and mood throughout the day.

Over the past year, the cafeteria has undergone significant expansion, further enhancing the overall student experience. It now features increased seating capacity, a thoughtfully designed open-air sitting area, a live BBQ station, and a dedicated live tea station. The upgraded space reflects a contemporary, student-centric environment that blends comfort with a dynamic campus vibe, making it not just a place to eat but a go-to spot to unwind,

socialise, and collaborate.

In addition to the main cafeteria, multiple tuck shops are conveniently located across the campus, offering quick snacks and refreshments and remaining operational until late hours to accommodate students' schedules.

Together, these facilities create a well-rounded, accessible, and engaging dining experience at BNU.

A cafeteria quality assurance committee with representatives from faculty, management, and students ensures maintenance of the highest standards in quality and hygiene and diversity of cuisine at economical prices through surveys, surprise visits, and regular in-person meetings with the cafeteria management and staff. Periodic medical health examinations and diagnostic tests of chefs and waiters is also conducted.

Cashless Campus

To modernize campus operations, we are transitioning to a cashless campus model. This initiative will allow for more efficient transactions at campus facilities, reduce the handling of cash, and enhance the overall convenience for students and staff.

Bicycles Around Campus

To promote sustainability and encourage eco-friendly transportation, we are introducing a bicycle sharing program on campus. This initiative will provide students and staff with easy access to

bicycles for short on-campus commutes, reducing our carbon footprint and promoting a healthier lifestyle

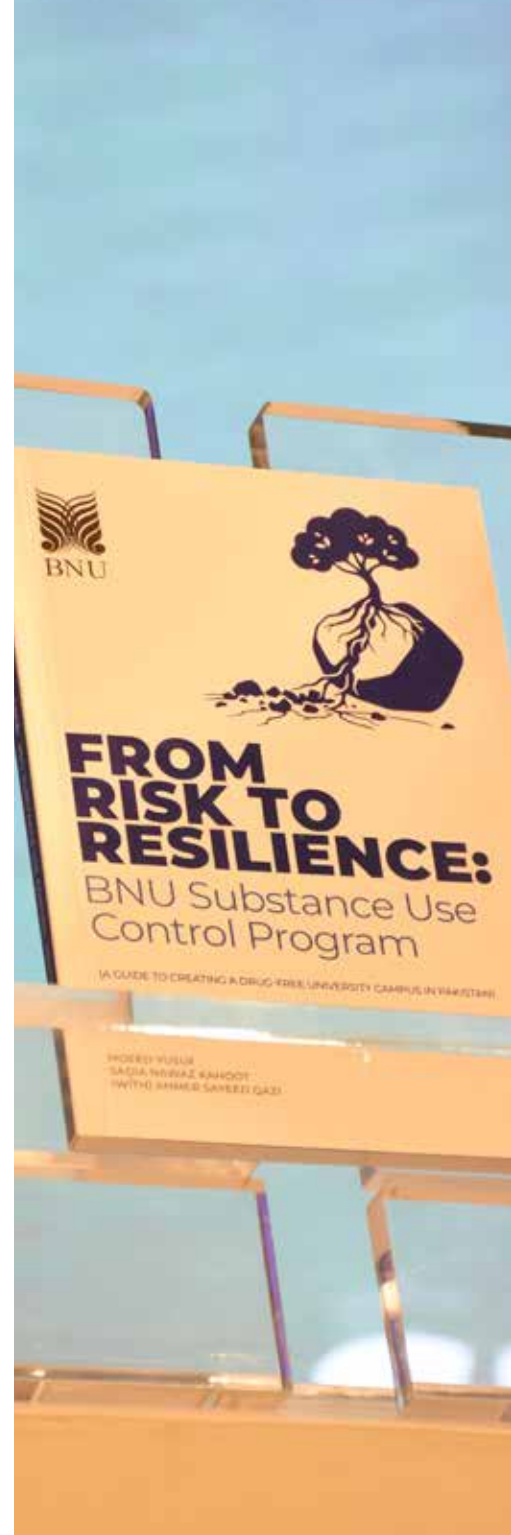
Differently Abled Accessibility

We are actively working on improving accessibility for differently abled individuals across campus, ensuring that all facilities are inclusive and welcoming. All buildings on campus are now accessible at least on the first floor and they are accessible on all floors

Office of Research, Innovation and Partnerships (ORIP)

At Beaconhouse National University, the Office of Research, Innovation and Partnerships (ORIP) sit at the intersection of scholarship, industry, and global engagement. It serves as BNU's central institutional engine for advancing research excellence, incubating innovation, and forging partnerships that generate real-world impact. ORIP does not operate in isolation. It is the connective tissue that links BNU's schools, faculty, and students to a wider world of possibilities: international universities, corporate partners, government bodies, development organization, and philanthropic institutions.

Established to translate BNU's academic strengths into tangible outcomes, ORIP leads on grant acquisition, research development, policy engagement, and interdisciplinary collaboration. Its mandate extends from securing funding to cultivating strategic alliances that



position BNU as a trusted partner for organization that take ideas seriously.

Vision: To advance Beaconhouse National University's academic and philanthropic mission by leading transformative, grant-enabled initiatives that build strategic alliances, secure critical funding, and empower institutions to address complex societal challenges. ORIP aspires to position BNU as a premier Centre for cutting-edge research and a catalyst for meaningful, scalable change.

Career Development Center

Shaping Futures Through Creativity, Technology & Leadership

At BNU, the Career Development Center (CDC) supports students from day one through graduation and beyond. We provide personalized career counseling, helping students identify strengths, explore career pathways, and make informed decisions. Through strong industry linkages, we facilitate internships, live projects, and networking

opportunities during study.

Our dedicated placement support connects graduates with leading employers, ensuring a smooth transition from education to employment.

Student Placement and Internships

The CDC actively facilitates student placements across a wide range of sectors and organizations. A dedicated placement tracker is maintained in real time, capturing student outcomes against industry partners. With over 100 student internships coordinated through ORIP's corporate partnership network, CDC is making placement a measurable institutional outcome rather than an informal process.

Industry Partnerships

The CDC has formalized partnerships with a broad spectrum of organization spanning finance, technology, media, health, education, development, and the creative industries.

Alumni Portal and Mentorship Program

The CDC has launched a dedicated Alumni Portal providing a centralized digital platform for engagement, networking, and knowledge-sharing among BNU's growing alumni community. Features include job postings, event announcements, alumni directory access, and mentorship matching. School-wise Alumni Homecoming events have been introduced to deepen institutional bonds and celebrate shared achievement.

Centre / Office	Role and Focus
Career Development Centre (CDC) and Alumni Relations	Bridges academic learning with professional life. Manages internships, job placements, employer partnerships, alumni engagement, and career counselling for students and graduates.
Academic Partnerships Office	Manages BNU's network of international university agreements, facilitates student and faculty mobility, and develops progression pathways including 2+2 and 3+1 models with partner institutions globally.
Innovatrium	BNU's innovation and entrepreneurship incubation space. Supports student and faculty-led ventures, hosts the APAC Cyberclinic (in partnership with Google.org and The Asia Foundation), and cultivates a culture of problem-solving and applied creativity.
Research Grants Office	Leads grant identification, proposal development, and compliance management. Facilitates multi-disciplinary, grant-funded research that addresses emergent national and global challenges.
BNU Centre for Policy Research (BCPR)	Produces applied research and evidence-based analysis relevant to Pakistan's public policy landscape, with a focus on governance, economics, and social development.
Centre for Climate Change and Environmental Sustainability (CCCES)	Leads BNU's sustainability agenda: from campus-level green initiatives to research, events, and partnerships on climate, environment, and sustainable development.

Career Coaching and Skills Development

The CDC runs a structured suite of workshops and skill-building sessions aligned to employer expectations, including:

- Career coaching, resume building, and interview preparation workshops.
- Tailored sessions for specific schools and job sectors.
- Personalized career counselling for students at all stages, from exploring majors to negotiating job offers.

Global Academic Partnerships and Student Mobility

ORIP's Academic Partnerships Office has built one of the most dynamic international university networks in Pakistan's private higher education sector. BNU maintains active partnerships with institutions across five continents, enabling real movement: students going abroad, international students coming to BNU, joint research, and progression pathways for graduates.

Corporate and Industry Partnerships

ORIP manages BNU's growing portfolio of corporate and industry relationships, coordinating across all eight BNU schools to ensure that students, faculty, and institutional programs are connected to the professional world in meaningful ways. These are not passive agreements. They translate into student internships, faculty placements, sponsored research, funded infrastructure, and joint events.

INNOVATION AND INCUBATION

Discover, Create, Innovate—Experience the Future at BNU

At Beaconhouse National University, we believe innovation is a way of thinking, not just a program. We nurture creativity, empower entrepreneurial mindsets, and foster cross-disciplinary collaboration to help our center students turn ideas into impactful ventures. Our innovation and incubation ecosystem provides holistic support—whether you're launching a startup, developing intellectual property, or solving complex real-world problems through technology.



Innovatrium *Business Incubation Center*

Our Regular Incubation Program, Innovatrium equips emerging startups with the tools and mentorship needed for long term success. We provide personalized support in business modelling, marketing strategy, legal compliance, intellectual property, and access to funding. Whether you are at the idea stage or preparing to scale, our incubation team works closely with you to unlock your startup's full potential.

As one of the leading consortium members of the National Incubation Center (NIC) Lahore, powered by Ignite, BNU offers its students direct access

to national-level startup resources, a robust mentor and investor network, and opportunities to collaborate with top technology and business leaders. This strategic partnership embeds our students within one of Pakistan's most influential entrepreneurial ecosystems, opening doors to funding, visibility, and strategic growth.



BNU Connect *Bridging Disciplines, Cultivating Startups*

BNU Connect is a flagship initiative that reflects our belief in the power of collaboration. This program promotes startup ideas that draw from the expertise of at least three different BNU schools, ensuring that ventures are rooted in a multidisciplinary foundation. From design and business to technology and the arts, BNU Connect encourages students to create bold, holistic solutions for an increasingly interconnected world.



BNU Venture Den *Turning Ideas Into Impact*

BNU Venture Den is our campus-

based startup marketplace—a vibrant, studentled space where aspiring entrepreneurs get their first real taste of business. From handmade crafts and fashion to digital services and tech gadgets, students are free to set up stalls and sell anything they create or believe in. It's more than just a market—it's a live lab for testing ideas, building customer relationships, and learning the fundamentals of sales, branding, and business operations in a real-world environment.

The Venture Den helps students move beyond theory and into action, giving them the confidence to take initiative, manage their own mini-enterprises, and engage directly with customers. It serves as a safe, supportive, and creative environment for trial, error, learning and success.

Whether you're a design student launching a product line, a coder promoting a new app, or simply exploring a business idea, Venture Den is your launchpad into the world of entrepreneurship.

APAC Cyberclinic at BNU

Building the Next Generation of Cyber Defenders

In collaboration with Google.org, The Asia Foundation, and the Global Consortium of Cyber Clinics, BNU proudly hosts the APAC Cybersecurity Clinic, the first clinic of its kind in Pakistan. This semester-long program trains students in cybersecurity fundamentals through hands-on projects with real clients, such as nonprofits and

small businesses. Participants receive global mentorship, practical experience, and a stipend, preparing them to become cybersecurity leaders in a digitally interconnected world.

A Hub for Intellectual Innovation

Our innovation ecosystem supports a wide range of creative and research-driven projects. From developing copyrights and patents to exploring design-led solutions and publishing original work, we help students safeguard and scale their intellectual property. At BNU, innovation spans startups, academia, and the arts.

Inspiring Talks & Founder Stories

We regularly host startup founders and innovation leaders who share their journeys and lessons with our students. These talks and masterclasses connect learners with real-world challenges and triumphs, offering insight, motivation, and a sense of what's possible when passion meets purpose.

BNU Entrepreneurship Society: By Students, For Students

The BNU Entrepreneurship Society is a student-led platform that champions entrepreneurial spirit on campus. Through hackathons, workshops, networking events, and pitch competitions, the Society cultivates a dynamic community of changemakers and problem-solvers, giving students the tools and confidence to launch their own ventures.

Join Us in Shaping Tomorrow

At BNU, innovation and entrepreneurship are not optional—they're integral to who we are. Our vibrant ecosystem brings together faculty, students, partners, and mentors to push boundaries and make ideas real. Whether you're building a start-up, protecting your creative work, or contributing to cutting-edge digital security, BNU is where your future takes shape.

Join our community of creators, innovators, and entrepreneurs.

Turn ideas into impact—only at BNU.

BNU CENTER FOR POLICY RESEARCH (BCPR)

Ideas into Action —Strategic Direction 2025-2030

About BCPR

The BNU Center for Policy Research (BCPR) is the flagship think tank of Beaconhouse National University, Lahore. Established as a hub for rigorous, forward-looking inquiry, BCPR is committed to producing research and policy recommendations shaped by the needs and perspectives of the communities it serves. By recognizing beneficiaries as key stakeholders, the Center advances evidence-based insights that strengthen human development, promote sustainable growth, and support a more informed and inclusive policy



landscape in Pakistan.

BCPR occupies a distinctive position at the intersection of academia, policy, and civic dialogue. It brings together scholars, senior practitioners, policymakers, and civil society actors to examine Pakistan's most pressing strategic, economic, and developmental challenges, generating knowledge that is not only analytically sound but practically actionable.

Vision

To provide an innovative environment for research and evidence-based policy solutions to Pakistan's most pressing challenges, positioning BCPR as a nationally recognized and internationally connected center of policy excellence.

Mission

To undertake rigorous, forward-looking research that opens dialogue on critical national issues while creating a conducive research environment for policymakers and stakeholders, generating actionable knowledge that translates ideas into concrete policy outcomes.

Strategic Direction 2025–2030

BCPR's Strategic Direction for 2025–2030 is organized around three core research pillars that reflect the breadth and depth of Pakistan's policy challenges:

Ideas into Action

BCPR translates its research agenda into tangible public impact through a suite of high-profile initiatives that bring together diverse stakeholders in meaningful dialogue:

- **National Conferences & Dialogue Forums:** Flagship events featuring senior government officials, diplomats, academics, and civil society leaders that establish BCPR as a credible platform for policy exchange and critical national debate.
- **Policy Publications:** Regular policy briefs, monthly situational report, working papers, and the BCPR Policy Beacon publication series that disseminate research findings to practitioners and policymakers across sectors.
- **Inclusive Education Initiatives:** Programs promoting innovative

pedagogical practices that reflect Pakistan's cultural diversity and prepare the next generation of policy thinkers.

- **Youth Competitions & Policy Labs:** Targeted initiatives empowering students and young professionals to develop practical, evidence-based solutions to emerging social, health, and governance challenges.
- **Executive Training & Capacity Building:** Workshops and capacity-building sessions for public sector officials and institutional stakeholders to strengthen evidence-based policymaking.

BCPR's Advisory Council comprises distinguished scholars, former diplomats, and senior policy practitioners who provide strategic guidance on the Center's research agenda and institutional development.

At the regional and international levels, BCPR collaborates with a wide range of institutions, diplomatic missions, and foundations to advance dialogue on diplomacy, economic cooperation, technology, and sustainable development. BCPR's current partners and collaborative networks include:

Foreign Policy & National Security	Economic & Governance Reform	Cross-Sectoral Issues
Strengthening research and analytical review on Pakistan's foreign policy posture, regional security dynamics, and strategic interests in a rapidly evolving geopolitical landscape.	Reinvigorating research on Pakistan's economic challenges, institutional governance, and policy frameworks that drive sustainable development and inclusive growth.	Advancing research on education, health, information technology, climate resilience, and sustainable development, areas central to human development and social equity.

Understanding China Forum (UCF)	NUS — Institute of South Asian Studies (iSAS)	Friedrich Ebert Stiftung
Royal Norwegian Embassy	International House of Japan	Woodrow Wilson International Center
The Lord Sartraz Foundation	EcoSmart Campus	Mudasser Shiekha Trust

THE CLIMATE CHANGE- ENVIRONMENT – SUSTAINABILITYINITIATIVE - CCES

BNU commits to creating a ‘Vision & Solution Based Integrated Framework’ the unprecedented challenges of climate change, by changing mindsets through active investigation, harnessing and empowering the youth, giving them a sense of ownership and pride whilst driving positive collective action.

BNU commits to accelerate innovative and practical solutions for climate change mitigation and adaptation, to work effectively with our partners to help identify, build resilience and implement these solutions for a better quality of life on the planet, whilst spearheading inter-departmental collaborations, making ‘Environment & Sustainability’ the core of all departments.

We commit to creating Leadership Hubs, challenging contemporary narratives, starting new conversations for sustainable and environmental futures, pioneering creative practices, committed to moving the world to green, just, healthier and sustainable futures investing in

for climate change and institutional action by creating a space for ‘Intellectual Discourse’ leading to roadmaps for resilience and climate mitigation, that aim to transform BNU into a powerful model that generates equitable, applicable and scalable solutions for responding to community both locally and globally, aligned with the five SDG pillars of people, prosperity, planet, peace and partnerships both at the university, national and international level.

MISSION

The threats posed by the climate crisis demand collective action from our institutions, public and private sectors, and academia. We aim to strengthen efforts to meet these challenges. Implementation of the CCES Integrated Sustainability Framework will require transformational change across departments. Its success is dependent on collective contributions and participation on one platform: a BNU led Shared Collective Platform. BNU shall also create a Sustainable Leaders Network. This will embrace the public, private, corporate, industrial, civil society, academic and other sectors as active partners, through a BNU led charter.

BNU offers an elective course on Introduction to Climate Change, Environment and Sustainability. To cross the frontiers of knowledge in areas of scholarship, providing intellectual space for understanding how climate change affecting human sustainability by accelerating climate research at BNU and providing expert analysis on climate impacts and solutions. To develop and inspire knowledge-based solutions for future generations for a prosperous, peaceful and healthy planet. To outline a series of carefully designed and tangible goals to be achieved by 2030, putting our campus on the path towards reducing greenhouse gas emissions to net zero. All factors affecting the environment ‘Green Components’ like air, water, soil, emissions, industry, urbanization, sustainable agriculture, energy, renewables etc. shall be reviewed for solutions, transition maps, and guidelines.

This requires an increased commitment across all areas of the university, and the ability to model sustainable values within every part of its culture, managing resources, operations, ecosystems, education, design and construction. The 2030 Plan will centralize all climate change and sustainability efforts into one integrated university wide plan. To reach these targets, Plan 2030 offers a comprehensive set of operation strategies, which include a shift to zero emission electricity, decarbonize transportation and have zero waste/recycling and waste to energy components. Emission reduction targets will be road mapped. Plan 2030 will align with global accords like the Paris Agreement to limit the rise of global

temperatures to 1.5 degree centigrade. The core will include advancing social and climate justice by aiming to alleviate the burden on undeserved and marginalized communities that are disproportionately vulnerable to the effects of climate change.

Policies will be created that address clear sustainability standards and requirements for the design of new buildings and the maintenance of existing ones. We are strengthening efforts to raise awareness on these issues through the development of a Student Sustainability Education Program that provides experience.

The goals and strategies will be inclusive and have input from faculty, administration, management and students to ensure they are operationally sound, creating environmental stewardship with a newly created Sustainability Advisory Committee, comprising climate scholars, researchers, scientists and operation specialists. Baseline data will be collected, which will be used to set the strategic integrated framework on ground.

WWF Green Campus Certification

BNU was awarded the WWF Green Campus Silver Certification, recognizing the university's measurable progress in reducing its environmental footprint and embedding sustainability into campus operations. This certification is not a formality. It reflects real changes: plastic-free packaging in the campus cafeteria, the installation of RO water systems for clean potable water across campus, active carbon footprint measurement through

BNU's dedicated platform (carbonbnu.com), and real-time air quality monitoring through the BNU AQI dashboard.

Times Higher Education (THE) Awards Nominations

BNU was nominated for the prestigious Times Higher Education Awards on two separate occasions, demonstrating sustained recognition of institutional excellence at the global level. In the first round, BNU was shortlisted across three categories. In the second, across two. These nominations place BNU among a select group of universities worldwide being recognized for innovation, impact, and academic leadership.

Green Experience Centre (OGDCL-Funded)

In a landmark corporate partnership, BNU secured funding from OGDCL (Oil and Gas Development Company Limited) to establish the Green Experience Centre on campus. This facility is designed to serve as an immersive, experiential space where students, researchers, and the broader community can engage with sustainability concepts, technologies, and practices. It reflects ORIP's ability to translate institutional vision into funded, physical infrastructure.

STUDENT AFFAIRS OFFICE, BNU

A dynamic and bustling hub of students and a recuperation zone for them, the BNU Student Affairs Office rests at the heart of a spirited campus life. An intersection of student life and extracurricular activities,

the Student Affairs Office serves as a safe space for students and allows them opportunities for holistic development and student engagement. The office acts as more than just a hub for professional development; rather, it allows a space for concerns to be heard and voices to find support.

The Student Affairs Office provides the student body with a stable platform, a launchpad for exploring their passions and leading causes that allow them to build a legacy through overseeing student-led clubs and societies. These include some of the most innovative and revolutionary causes, such as the GDGoC, our Google Development Groups on Campus, a Google-powered forum for technological development. From the Climate Action Coalition, working towards the betterment of the planet, to the CulArts Society, promoting cultural diversity and creativity, the clubs and societies overseen by the Student Affairs Office celebrate a rich campus culture, especially through major events such as BNU Bestival, BNU Belympian, BNUMUN, BNU Drama Fest, BNU B-Tech and BNU Be-Case.

Through the Student Affairs Office, these clubs and societies gain regular exposure to a world alongside academia and experience a wide range of national and international activities. These range from managing and coordinating on-campus events and making them a success to representing BNU at various platforms, consistently earning recognition and awards. These experiences highlight

the students' skills and capabilities and complement their academic journey.

Furthermore, the Student Affairs Office also organises the 'Zero Week', a week before the classes start for the fall and spring semesters. The Zero Week enhances student experience by giving freshmen students a warm welcome to campus through introductory sessions to the departments and engagement from the beginning with student volunteers. This also includes socials and gigs in the evenings and performances from societies and games to relax the students and get them acquainted with the campus.

Extracurricular activities play a pivotal role in personality development and education for students, and the Student Affairs Office aims to ensure maximum involvement. Societies such as BEADS (BNU Entertainment and Dramatics Society) promote cultural activities, and the Sports Club engages students in physical fitness and inter-departmental and inter-university collaboration, instilling in students a sense of sportsmanship. Traits that follow involvement in societies and clubs impart upon the students a drive to be responsible, socially involved individuals.

SPORTS FACILITIES, BNU

Beaconhouse National University (BNU) offers a wide range of sports facilities, including a floodlit futsal ground, cricket, volleyball, basketball, badminton, table tennis, tennis, throwball, arm wrestling,

chess, and other indoor games, supporting both recreational and competitive engagement.

BNU actively participates in HEC intervarsity competitions and continues to achieve strong national rankings. Recently, BNU secured **4th position in swimming, 7th position in football, and 4th position in table tennis** at the national level. The University also regularly competes in intervarsity tournaments across Lahore, Karachi, Swabi, and other cities, earning multiple medals and distinctions.

BNU also offers sports-based scholarships and currently supports a significant number of student-athletes who continue to win laurels for the University across various sports.

To further enhance its sports infrastructure, BNU is developing a state-of-the-art Sports Complex featuring indoor facilities such as futsal, cricket, squash, table tennis, padel, and pickleball, ensuring year-round training and excellence.

THE CLIMATE CHANGE- ENVIRONMENT – SUSTAINABILITY INITIATIVE - CCES

BNU is **Pakistan's First WWF Green Accredited University.**

BNU commits to creating a 'Vision &

Solution Based Integrated Framework' for climate change and institutional action by creating a space for 'Intellectual Discourse' leading to roadmaps for resilience and climate mitigation, that aim to transform BNU into a powerful model that generates equitable, applicable and scalable solutions for responding to the unprecedented challenges of climate change, by changing mindsets through active investigation, harnessing and empowering the youth, giving them a sense of ownership and pride whilst driving positive collective action.

BNU commits to accelerate innovative and practical solutions for climate change mitigation and adaptation, to work effectively with our partners to help identify, build resilience and implement these solutions for a better quality of life on the planet, whilst spearheading inter-departmental collaborations, making 'Environment & Sustainability' the core of all departments.

We commit to creating **Leadership Hubs, challenging contemporary narratives, starting new conversations for sustainable and environmental futures, pioneering creative practices, committed to moving the world to green, just, healthier and sustainable futures investing in community both locally and globally, aligned with the five SDG pillars of people, prosperity, planet, peace and partnerships both at the university, national and international level.**

The threats posed by the climate crisis demand collective action from our institutions, public and private sectors, and academia. We aim to strengthen efforts to meet these challenges. Implementation of the **CCES Integrated Sustainability Framework** will require transformational change across departments. Its success is dependent on collective contributions and participation on one platform: **a BNU led Shared Collective Platform**. BNU shall also create a **Sustainable Leaders Network**. This will embrace the public, private, corporate, industrial, civil society, academic and other sectors as active partners, through a BNU led charter.

BNU offers an elective course on Introduction to Climate Change, Environment and Sustainability. To cross the frontiers of knowledge in areas of scholarship, providing intellectual space for understanding how climate change affecting human sustainability by accelerating climate research at BNU and providing expert analysis on climate impacts and solutions. To develop and inspire knowledge-based solutions for future generations for a prosperous, peaceful and healthy planet. To outline a series of carefully designed and tangible goals to be achieved by 2030, putting our campus on the path towards reducing greenhouse gas emissions to net zero. All factors affecting the environment 'Green Components' like air, water, soil, emissions, industry, urbanization, sustainable agriculture, energy, renewables etc. shall be reviewed for solutions, transition maps, and guidelines.

This requires an increased commitment across all areas of the university, and the ability to model sustainable values within every part of its culture, managing resources, operations, ecosystems, education, design and construction. The 2030 Plan will centralize all climate change and sustainability efforts into **one integrated university wide plan**. To reach these targets, Plan 2030 offers a comprehensive set of operation strategies, which include a shift to zero emission electricity, decarbonize transportation and have zero waste/recycling and waste to energy components. Emission reduction targets will be road mapped. Plan 2030 will align with global accords like the Paris Agreement to limit the rise of global temperatures to 1.5 degree centigrade. The core will include advancing social and climate justice by aiming to alleviate the burden on undeserved and marginalized communities that are disproportionately vulnerable to the effects of climate change.

Policies will be created that address clear sustainability standards and requirements for the design of new buildings and the maintenance of existing ones. We are strengthening efforts to raise awareness on these issues through the development of a **Student Sustainability Education Program** that provides experience.

The goals and strategies will be inclusive and have input from faculty, administration, management and students to ensure they are operationally sound, creating environmental stewardship with a newly created **Sustainability Advisory Committee**, comprising climate scholars,

researchers, scientists and operation specialists. Baseline data will be collected, which will be used to set the strategic integrated framework on ground.

Academy for Professional Development (APD)

The University unit is responsible for managing non-degree professional training activities at BNU, operating through three centers — CEEL, Success Lab, and CWT.

CEEL (Center for Executive Education and Leadership). APD's centers delivering premium programs for senior industry professionals and organizational leaders.

Success Lab (SL). APD's center offering accessible, practical skill-building programs through open enrollment and focused workshops, including branded offerings such as SE-EDx.

CWT (Center for Workforce Transformation). APD's center dedicated to large-scale upskilling projects, typically delivered with government bodies or donor partners.

Course. A single instructional unit on a defined topic, delivered over one or more sessions.

Program. A complete training engagement offered through APD, which may consist of a single course or multiple courses bundled together. Most APD programs are short-form trainings; duration may vary by client and center.

Short-form Training. Any non-credit-bearing structured training that does not lead to academic credit. Short-form trainings fall within APD's jurisdiction.

Long-form Certification. Any program

that awards academic credit, with or without a formal certificate issued by a School. Such Long-form certifications remain under the jurisdiction of the respective School.

Micro-degree. A transcribed, credit-bearing credential issued by a School, recognizing defined learning outcomes that typically constitute a portion of an academic course or degree. Micro-degrees remain under the jurisdiction of the respective School.

Academic Certification. Any certification linked to a School's accredited academic offerings or carrying academic credit. Such certifications remain under the jurisdiction of the respective School.

Session. A single block of instructional contact time. Standard length is 2 hours for CEEL, SL and CWT.

Program Day. A scheduled day of program delivery to participants. In the Learning Needs Assessment (LNA) fee schedule, "per program day designed" refers to a day of intended delivery, not a day of design effort.

Cohort. A defined group of participants enrolled in a single iteration of a program.

Recurring Cohort. A repeat iteration of a previously delivered program for the same or comparable client.

Open Enrollment. A program in which individual participants register on a per-seat basis.

LNA (Learning Needs Assessment). A diagnostic exercise undertaken for tailored programs to define learning objectives and design parameters.

Custom / Tailored Program. A program designed for a specific organization or client cohort, typically requiring an LNA.

NTIF (New Training Initiation Form). The mandatory intake form submitted before any commitment is made to an external client. The NTIF is set out at Annex A.

OES (Opportunity Evaluation Scorecard). The internal scoring tool used by APD to assess incoming training proposals.



Discover Your Colors, Digitize Your Closet, Define Your Style.

PROBLEM

- Consumers fall into a vicious cycle:
- Lack of personalized color guidance.
- Overwhelmed wardrobe choices.
- Increased impulse purchases.
- Decision fatigue during outfit selection.
- Unsustainable consumption patterns and textile waste.

EXISTING SOLUTIONS

- Color palette tools provide generic recommendations.
- Wardrobe management apps focus on static categorizing clothing.
- Styling guides or connected wear platforms instead of meaningful outfit suggestions.
- Personalized AI solutions are expensive and inaccessible.



SCAN ME TO
DOWNLOAD
THIS APP!

NO SINGLE PLATFORM EXISTS TO COMBINE PERSONALIZED COLOR ANALYSIS, WARDROBE DIGITIZATION, CLOTHING CATEGORIZATION, AND INTELLIGENT OUTFIT PLANNING.

FEATURES

- AI-POWERED COLOR ANALYSIS**
Discover your perfect seasonal palette with accuracy backed by advanced machine learning.
- VIRTUAL DRAPING STUDIO**
Experience professional-grade South Korean fashion right from your phone.
- PERSONALISED REPORT**
Receive a comprehensive, personalized breakdown of ideal shades and undertones.
- INSTANT CLOSET DIGITIZATION**
Effortlessly log and organize your real-life wardrobe into a digital space.
- DAG-AND-DROP STYLING**
Seamlessly mix, match, and curate outfits.

TECH STACK



MOBILE APP ARCHITECTURE



Category	Value	Score	Index
Color	0.925	0.42	0.645
Style	0.915	0.418	0.64
Fit	0.905	0.415	0.635
Material	0.895	0.412	0.63
Season	0.885	0.408	0.625



Khadraa Bani, Misha Jehangir, Noor Bibi



Credits
Designing & Printing



Cell: +92 333 4501684

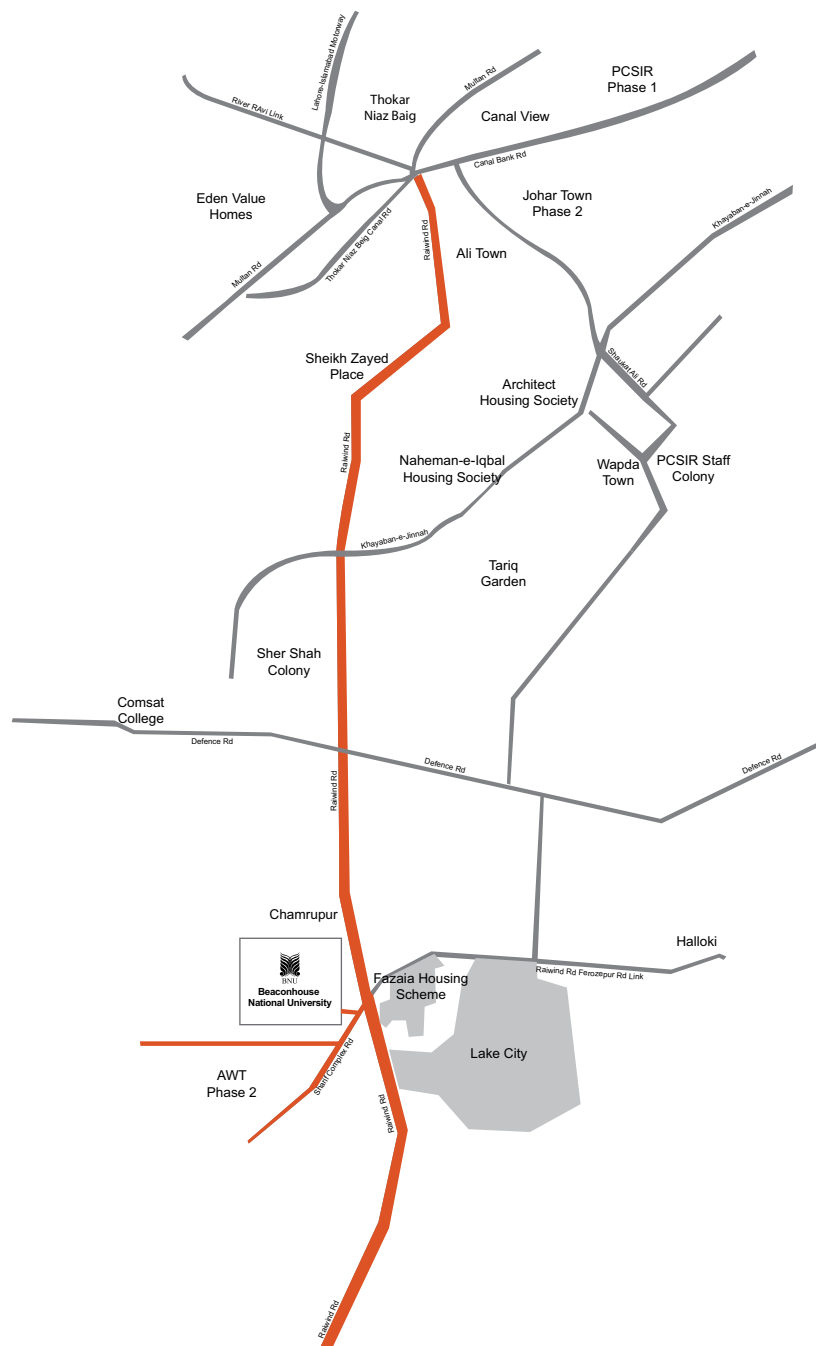
crossmedia00@gmail.com
www.crossmediasite.com

Compiled by: Ms. Farzana Shahid, Registrar

The proposed courses and programmes of study,
regulations, procedures, fees, faculty,
scheduling of classes and enrollment policies listed
in this prospectus are subject to change from time to time.

©Beaconhouse National University 2026

Tarogil Campus Location





**Beaconhouse
National
University**

For detailed information and eligibility
criteria, please contact: **BNU Admission Office**

Tarogil Campus:

13-Km Off Raiwind Road, Lahore.

Tel: 042-38100156 ext. 777, 488 & 493

Email: info@bnu.edu.pk

www.bnu.edu.pk

Scan for address

