SDG
03
GOOD HEALTH AND WELL-BEING

EVIDENCE DOCUMENT | INDICATOR 3.3.2

Health outreach programmes

METRIC 3.3 Collaborations and health services

REFERENCE YEAR	COVERAGE	DATE PREPARED
2025	Local communities and disadvantaged people	30 October 2026

ISSUING OFFICE	EVIDENCE ID
Directorate of Quality Assurance, Head Office	E-03-3.3.2

THE SIR 2027 REQUIREMENT

Deliver outreach programmes and projects in the local community (which can include student volunteering programmes) to improve or promote health and well-being including hygiene, nutrition, family planning, sports, exercise, aging well, and other health and well-being related topics. This can also include outreach programmes to displaced or refugee communities local to the institution.

01 Statement of Evidence

Bahria University's direct answer to the requirement

Bahria University delivers health and well-being outreach through its academic departments, health-sciences colleges, Institute of Professional Psychology, Bahria Psychology Society and Community Support Program. Faculty members and supervised student volunteers provide community psychological support, school and public mental-health education, thalassemia prevention, blood-donation support, hygiene education, physical activity and engagement with older people and children requiring additional support. During 2025, students delivered psychosocial activities for refugee children and community members at Serve and Care Foundation. Lahore Campus added hospital service orientation, Ramadan food assistance and community cleaning. The wider academic-year 2024–2025 programme included an emotional-literacy and wellness festival for approximately 700 children aged 3–6, adolescent emotional-regulation work, inclusive recreation and older-person support. The records below identify delivery settings, beneficiaries and health content, with photographs and documentary extracts beside the associated activities. Individual calendar dates are retained, and academic-year-only records are labelled separately.

02 Evidence and Activity Record

Dated facts and records that substantiate the statement

Bahria University undertakes community health outreach through faculty-led services and supervised student participation. The records below describe delivery outside the university, the groups served and the health or well-being content. Dates refer to activities unless expressly identified as publication dates.

TABLE 1 Community mental health outreach during 2025

No.	Date	Programme and delivered service	University unit	Community beneficiaries	Focus
1	30 Apr 2025	Stress-management workshop explaining causes of stress and practical coping techniques.	IPP Karachi	71 Fazaia Degree College students	School health
2	6 Oct 2025	Free one-to-one counselling and psychological assessments at Khalida Iqbal Free Education School.	Professional Psychology H-11	School students and teachers	Mental health
3	7 Oct 2025	Public mental-health camp with on-the-spot counselling and discussion at 6th Road Metro Station.	Bahria Psychology Society H-11	Members of the public	Mental health
4	10 Oct 2025	Mental Health Camp for Athlete Leaders with Special Olympics Pakistan; therapeutic and expressive activities.	IPP postgraduate students	Special Olympics athlete leaders	Disability inclusion
5	Oct 2025	Creative and therapeutic mental-wellbeing activities at Parents Voice Association UJALA Center.	IPP BS 7A interns	UJALA PVA community	Well-being
6	14 Nov 2025	Personality assessment for Grade 7 pupils and expressive arts for mothers at Kiran Foundation DCTO Campus.	IPP faculty and trainees	Government-school children and mothers	School and family
7	11 Dec 2025	Supervised psychological assessment camp for children at Ghulaman-e-Abbas School.	IPP MPhil students	School children	Assessment

The school and metro-station camps brought university psychological expertise to community settings. The school, disability and family activities combined supervised service with accessible opportunities to discuss emotional concerns and practise coping skills.

1 Preventive health and inclusive community well being

The outreach portfolio also addressed preventive health, hygiene, ageing and social participation. Student volunteers worked with community care providers and health partners to deliver the activities recorded below.

TABLE 2 Further health and well-being outreach during 2025

No.	Date	Programme and delivered service	University unit	Community beneficiaries	Focus
8	26 Feb 2025	Darul Sukun visit: sensory games, creative activities, companionship, refreshments and donated supplies; Rs 68,000 raised.	Business School Karachi	Children with special needs and elderly residents	Inclusive well-being
9	24 Apr 2025	JDC Old Age Home visit with faculty-accompanied student interaction and companionship.	Business School Karachi	Senior residents in care	Ageing well
10	14 Aug 2025	Games and activities supporting cognitive and motor skills at the Grand Independence Festival for Persons with Disabilities.	IPP Karachi	Persons with disabilities	Disability inclusion
11	2 Sep 2025	Thalassemia awareness and student-delivered screening/testing with KITCC technical support.	College of Allied Health Sciences Karachi	Participants at KITCC Hall	Prevention
12	15 Oct; 19 Dec 2025	Gratitude and life-story sharing at JDC; games, recreation and social interaction at Gosha Khatoon-e-Jannat.	IPP / community support	Elderly residents including women	Ageing well
13	2025	Global Hand Washing Day hygiene awareness at Basic Education. Calendar date is not specified in the compiled record.	CSP E-8 Islamabad	Basic Education community	Hygiene
14	27 Nov 2025	Blood-donation drive with AMTF supporting patient care through student, faculty and staff participation.	CSP Karachi	Patients supported through AMTF	Blood donation

The CSP–AMTF blood-donation drive took place on 27 November 2025. Photographs published on 4 December illustrate the same initiative.

2 School and public mental health outreach

The Department of Professional Psychology at H-11 implemented its Mental Health Campaign from 6 to 15 October 2025. MS Clinical Psychology students offered free support at Khalida Iqbal Free Education School on 6 October and at 6th Road Metro Station on 7 October. The first setting enabled individual engagement with pupils and teachers; the second brought counselling and mental-health discussion to a public location. The campaign continued with campus services and awareness activities. The two external camps provide direct evidence of community delivery.

Public evidence: Mental Health Campaign 2025

On 30 April 2025, IPP BS Psychology students delivered a stress-management workshop for 71 Fazaia Degree College students under the supervision of Ms. Sidra Farooq Butt. The session explained stress, its causes and practical coping strategies through interactive activities. On 11 December, MPhil third-semester students conducted a psychological assessment camp for children at Ghulaman-e-Abbas School under Prof. Dr. Zainab Hussain Bhutto. These activities brought supervised university expertise directly into school settings.



Figure 1: Fazaia Degree College stress-management workshop, 30 April 2025. The accompanying record reports 71 school students.



Figure 2: Psychological assessment camp for children at Ghulaman-e-Abbas School, 11 December 2025.

3 Community sport and physical activity

In August 2025, H-11 Campus supported community access to sports facilities and women's mini-football trials and training in preparation for international competition. These activities provided an organised opportunity for physical activity beyond routine university teaching.

Public evidence: Women's football activity at H-11

4 Community health delivery records

The following extracts reproduce the University's community-service records. The campaign record describes the free counselling and assessment delivered at the school and public metro-station settings in October 2025. The hygiene entry records CSP health-awareness work at Basic Education; it does not give an activity date or attendance total.

Community Mental Health Camps (October 6–8, 2025)

MS Clinical Psychology students conducted community mental health camps at multiple venues to offer free psychological support and assessments.

October 6 | Khalida Iqbal Free Education School

Students offered one-on-one counselling and mental health assessments to students and teachers, creating a safe and supportive space.



October 7 | 6th Road Metro Station

The second camp engaged the public at the Metro Station, where many benefited from on-the-spot counselling and mental health discussions.

October 8 | Bahria University (H-11 Campus)

The final camp provided on-campus psychological assistance to students, faculty, and staff, emphasizing emotional well-being in academia.

Figure 3: Original campaign account and photographs showing individual psychological engagement at Khalida Iqbal Free Educati on School and describing public counselling at 6th Road Metro Station.

14	**Global Hand Washing Day Hygiene Awareness**	E-8 Islamabad / CSP	CSP raised awareness about hygiene at Basic Education; linked with health, sanitation and preventive wellbeing.	Official BU Facebook/Instagram evidence confirms CSP hygiene awareness activity on Global Hand Washing Day.

Figure 4: Original community-service entry for Global Hand Washing Day hygiene awareness through CSP E-8 Islamabad.

4.1 School family and neighbourhood well being

On 14 November 2025, an IPP team comprising faculty members, clinical supervision, PhD scholars and postgraduate students visited Kiran Foundation's DCTO government-school campus. Grade 7 pupils participated in personality assessments designed to understand their emotional experiences, self-perception and strengths. Mothers took part in expressive-arts activities using everyday materials, colours and textures. The combined approach extended psychological engagement to children and their caregivers.

On 27 October 2025, Bahria Business School faculty and students visited HOL Foundation. Faculty delivered mental-health lectures, while university students counselled school pupils. A University event account published on 28 December describes School of Business engagement with HOL Foundation Pakistan at Government Boys Secondary School, Lyari, promoting mental-health understanding, emotional resilience and healthier coping. These records demonstrate cross-faculty involvement in community well-being; they are presented as related programme evidence without assuming an additional separate visit from the publication date.



Figure 5: School-based activity at Kiran Foundation DCTO Campus, accompanying the 14 November assessment and family well-being record.



Figure 6: Group engagement with school children in the Lyari outreach record published on 28 December 2025. This is the post date.

4.2 Disability inclusive psychological and recreational outreach

On 10 October, IPP collaborated with Special Olympics Pakistan to organise a mental-health camp for Athlete Leaders. Postgraduate students delivered creative and therapeutic activities to support emotional expression, self-awareness and inclusion. This complemented IPP's participation in the Grand Independence Festival for Persons with Disabilities on 14 August, where games and activities were organised to encourage cognitive and motor-skill development. BS internship students also delivered creative and therapeutic activities at UJALA PVA in October. Together, these examples show services adapted to community contexts and participants' differing needs.



Figure 7: Individual engagement at the Special Olympics Pakistan Mental Health Camp for Athlete Leaders, 10 October 2025.



Figure 8: Creative and therapeutic activities at UJALA PVA in October 2025.



Figure 9: IPP's activity station at the Grand Independence Festival for Persons with Disabilities, 14 August 2025.



Figure 10: IPP participants at the same festival. The record describes games for cognitive and motor-skill development and healthy coping.

5 Health partnerships supporting outreach during 2025

Bahria University connects specialist healthcare institutions with student service, preventive-health education and practical training. The following partnerships support the outreach portfolio through screening, blood donation, community-welfare cooperation and emergency-response preparation. Existing AMTF and KITCC activities are described here by partner role and are not counted twice.

Date	Partner and BU unit	Reach	Health contribution and public evidence
25 February 2025	Indus Hospital and Health Network with Health Sciences Campus Karachi	Local institutional partnership	Signed strategic academic alliance for joint healthcare and community-welfare initiatives. The agreement enables joint academic and community-health cooperation. Website: https://www.bahria.edu.pk/content/Downloads/af60b614-851d-4b9a-be6d-52dfdfce4e32.pdf
August; 27 November 2025	Afzaal Memorial Thalassemia Foundation with BUHSCK and Karachi Campus CSP	Local delivery with preventive-health relevance across Pakistan	Thalassemia social-worker preparation under an MoU, involving MBBS, BDS and BS Nursing students, faculty and staff; subsequent blood donation supported patient care. The social-worker programme was publicised on 23 August; blood-drive photographs were published on 4 December. Website: https://www.bahria.edu.pk/page/PageTemplate4?pageContentId=5192&websiteId=11
2 September; 11 November 2025	Kashif Iqbal Thalassemia Care Centre with BUCAHS and IPP	Local delivery	Preventive-health education, screening and testing with partner technical support, followed by a character-strengths and resilience session for centre participants. Website: https://www.bahria.edu.pk/page/PageTemplate4?pageContentId=5484&websiteId=11
6 October 2025	Pakistan Life Savers Programme and Aga Khan University Hospital with BUCAHS	Community emergency preparedness	One-day CPR and bleeding-control workshop covering safety and communication, cardiac arrest and bleeding control. Practical and theoretical assessment supported certification. Website: https://www.bahria.edu.pk/page/PageTemplate4?pageContentId=5533&websiteId=11

5.1 National and international pathways for health and humanitarian service

Date	Partner and BU unit	Reach	Contribution and delivery status
22 December 2025	Islamabad Diagnostic Centre with BU Head Office	National institutional partnership	Academic MoU supports clinical exposure, internships, research and community outreach. A separate agreement provides subsidised diagnostic access for students, employees and immediate families; wider community beneficiary numbers are not specified. Website: https://www.bahria.edu.pk/page/PageTemplate4?pageContentId=8537&WebsiteID=16
6–11 October 2025	Philippines health-sciences visit involving DALTA, Saint Louis University and UP Manila	International cooperation and health education	DALTA MoU signed and Lifestyle Medicine lecture delivered to BS Nursing students. SLU and UP Manila engagements developed proposed cooperation and clinical-training links. The partnership combines delivered health teaching with professional capacity development. Website: https://www.upm.edu.ph/cpt_news/up-manila-bahria-university-explore-academic-and-research-collaboration/
10 October 2025	Pakistan Red Crescent Society Sindh with BU Earth and Environmental Sciences	National humanitarian organisation and local university engagement	Joint Green Tech for a Climate-Resilient Pakistan event under the CACRA Project, addressing climate vulnerability and disaster management. The event strengthened the University's engagement with a national humanitarian organisation in disaster resilience. Website: https://prcsindh.org.pk/green-tech-climate-resilience-prcs-bahria-university-event/
Partnership undated; relief contribution reported 7 April 2024	Alkhidmat Foundation Pakistan with BU CSP and student volunteers	National partner with international humanitarian delivery	MoU supports structured volunteer and community-service initiatives. BU student donations supported Palestinian relief through Alkhidmat. The historical contribution and its health-related humanitarian context are presented separately from the 2025 local activity record. Website: https://www.bahria.edu.pk/page/PageTemplate4?pageContentId=8539&WebsiteID=16

5.2 Indus Hospital alliance and thalassemia outreach preparation

On 25 February 2025, BUHSCK and Indus Hospital and Health Network signed a strategic academic alliance at IHHN. The agreement provides a framework for academic collaboration and joint healthcare and community-welfare initiatives. It connects health-profession education with an external healthcare network for further collaborative service development.



Figure 11: Original BUHSCK newsletter account of the IHHN agreement, including signing photographs and the healthcare and com munity-welfare purpose.
Official BU publication: https://www.bahria.edu.pk/content/Downloads/af60b614-851d-4b9a-be6d-52dfdfce4e32.pdf

Through its AMTF partnership, BUHSCK delivered thalassemia social-worker preparation for medical, dental and nursing students, alongside faculty and staff. Led by the University's thalassemia project team, the programme addressed community awareness, early screening and family counselling. Its purpose was to prepare future health professionals to contribute to prevention and public education. The subsequent CSP blood-donation drive extended this partnership into practical patient support.



Figure 12: Dean Health Sciences addressing the AMTF thalassemia social-worker programme at BUHSCK.



Figure 13: University and partner representatives at the thalassemia social-worker programme.

Official BU programme: https://www.bahria.edu.pk/page/PageTemplate4?pageContentId=5192&websiteId=11

5.3 Lifesaving skills for community emergency preparedness

On 6 October 2025, BUCAHS delivered a one-day CPR and bleeding-control workshop with PLSP, Centre of Excellence for Trauma and Emergencies, Aga Khan University Hospital. Three modules addressed personal safety and communication with rescue services, recognition and management of cardiac arrest, and control of bleeding. Participants practised adult, child and infant CPR using mannequins and simulated materials and completed practical and theoretical assessments for certification. University leadership encouraged participants to extend this knowledge to their families and communities.



Figure 14: Participants practise CPR on training mannequins during the 6 October 2025 PLSP–AKUH workshop.



Figure 15: Participants attending the BUCAHS lifesaving-skills workshop, with practical learning linked to community emergency preparedness.

Official BU workshop: https://www.bahria.edu.pk/page/PageTemplate4?pageContentId=5533&websiteId=11

5.4 Women's reproductive maternal and neonatal health advocacy

At the SOGP National Conference in Karachi on 18–20 April 2025, the Dean Health Sciences contributed an invited talk on climate-related implications for reproductive, maternal and neonatal health. This professional engagement extended University expertise into national health dialogue and complemented its women's-health education and clinical partnerships.



Figure 16: Original BUHSCK newsletter account and photographs of women's-health advocacy at the SOGP National Conference, April 2025.

5.5 International health education and humanitarian collaboration

During the 6–11 October 2025 Philippines visit, Bahria University strengthened health-sciences cooperation through a signed MoU with the University of Perpetual Help System DALTA. On 10 October, the Dean Health Sciences delivered a Lifestyle Medicine lecture to BS Nursing students covering dietary management, physical activity and healthy habits for disease prevention. The visit also examined clinical and simulation-based nursing education, supporting the development of professional skills relevant to future community service.



Figure 17: DALTA MoU engagement, 10 October 2025, supporting nursing education and health-sciences cooperation.



Figure 18: Lifestyle Medicine lecture delivered to DALTA BS Nursing students, addressing diet, physical activity and preventive health.

At UP Manila on 9 October, BU and host representatives discussed health-sciences cooperation and agreed to prepare an MoU. The BU delegation examined nursing simulation facilities and proposed faculty development and community-engagement opportunities. These engagements provide international cooperation and professional-development context for the University's health-service mission.

Host university confirmation: https://www.upm.edu.ph/cpt_news/up-manila-bahria-university-explore-academic-and-research-collaboration/

On 10 October 2025, Pakistan Red Crescent Society Sindh and BU's Earth and Environmental Sciences Department jointly delivered a climate-resilience event under the CACRA Project. The programme examined climate vulnerability, disaster management and community resilience. It demonstrates active engagement with a national humanitarian organisation, with its disaster-resilience purpose distinguished from direct clinical service.

Partner confirmation: https://prcsindh.org.pk/green-tech-climate-resilience-prcs-bahria-university-event/

6 Preventive health screening hygiene and patient support

At KITCC Hall on 2 September 2025, BUCAHS delivered a thalassemia research and awareness seminar with KITCC. The programme covered prevention, early diagnosis and treatment awareness. BUCAHS students conducted screening and testing with technical support from the partner organisation. Speakers also discussed genetic counselling, giving the initiative a defined preventive-health purpose.

Public evidence: Thalassemia awareness and screening

At KITCC, IPP students delivered a Character Strengths and Resilience Session on 11 November. Participants identified personal strengths and reflected on strengths they wished to develop; symbolic bracelets and activities for younger children supported the exercise. This extended the University's engagement with thalassemia services into psychosocial well-being.

Public evidence: Character Strengths and Resilience Session

On 27 November 2025, CSP Karachi organised a blood-donation drive with AMTF, mobilising students, faculty and staff to support patient care. Photographs published on 4 December show the registration, screening and donation arrangements. CSP E-8 Islamabad also delivered Global Hand Washing Day hygiene awareness at Basic Education. The latter activity is documented within the 2025 community-service portfolio; its exact date and attendance are not specified.



Figure 19: Photograph accompanying the BUCAHS thalassemia awareness and screening record. The institutional account dates the programme to 2 September 2025.



Figure 20: Blood-donation registration and screening arrangements at the CSP–AMTF drive; published 4 December 2025.

7 Ageing well social connection and food support

Bahria Business School Karachi's 26 February Darul Sukun visit combined sensory and recreational activities for children with special needs, creative expression and companionship for elderly residents. Students donated Rs 68,000 as well as ration, fruit, clothing and other supplies. On 24 April, faculty-accompanied students visited JDC Old Age Home to spend time with senior residents. These activities linked material assistance with social connection and emotional support.

Later in the year, IPP students conducted gratitude discussions and life-story sharing with JDC residents on 15 October. A community session at Gosha Khatoon-e-Jannat Old Age Home on 19 December provided games, shared breakfast and celebratory activities for elderly women. The documented purpose was social interaction, recreation and emotional well-being.

Public evidence: Intergenerational Gratitude Session
Public evidence: Engagement and Well-being Session at Old Age Home

On 14 March 2025, BUHSCK students and CSP volunteers served the local community through an iftar drive at Pathar Park, Defence Phase I. On 18 March, 15 BUHSCK students visited JDC Old Age Home-II and shared iftar and dinner with elderly residents. These activities combined food assistance, companionship and voluntary service, supporting the practical and psychosocial well-being of community members.



Figure 21: Students distribute food during the JDC Old Age Home activity documented on 24 April 2025.



Figure 22: A further view of food service during the same JDC visit, illustrating practical student involvement.

7.1 Documented care home engagement

The original activity accounts below identify the participating University unit, dates, community settings and services delivered. The Darul Sukun account records the student-raised Rs 68,000 contribution and material assistance, alongside sensory activities, creative engagement and companionship. The JDC account records the faculty-accompanied visit and its emphasis on empathy and time with senior residents.

Activity 1:

Visit to JDC Old age home by students of Bahria Business School (BBA 4G & BBA 5B) alongwith the Teachers Ms Maria Baig and Ms Nosheen Fatima.More faculty members accompanied us.

Description of event with date venue time:

Visited JDC (old age home) on **24th April, 2025** from 11:30 am to 4:00 PM. The theme of this activity was to spend time with the senior residents of JDC and to understand how to practice empathy.

Figure 23: Original account of the Bahria Business School Karachi visit to JDC Old Age Home on 24 April 2025.

Activity 2:

Visit to Darul Sukun (For Special Children and Elderly Residents) on **26th February 2025**.

Description of event with date venue time:

The visit aimed to engage the students of BBA 1 A and 4H with the residents of Darul Sukun, a facility catering to special children and elderly residents. The goal was to encourage social responsibility, enhance student awareness of the needs of special individuals, and foster a sense of empathy and community involvement. It is worth mentioning that students of BBA 4 H collected donation wholeheartedly on their own and donated **68000 Rs to Darul Sakun Management on behalf of Bahria Business School. Apart from donating the amount students also donated ration, fruits, clothes, toys, giveaways generously. Indeed the Generation Z has empathy ingrained in their personalities.** The visit took place at Darul Sukun, with participation from BBA students under the guidance of Ms. Nosheen Fatima and Ms. Maria Baig. The students took part in various activities designed to interact with and support the children and elderly residents.

Figure 24: Original account of the Darul Sukun visit on 26 February 2025, including the Rs 68,000 student contribution and assistance to children with special needs and elderly residents.

8 Psychosocial outreach to refugee communities during 2025

During 2025, Bahria University students delivered outreach activities at Serve and Care Foundation for refugee children and community members. The programme addressed emotional expression, self-awareness, social connection and resilience in the context of displacement. Guided group play encouraged cooperation, turn-taking, empathy and a sense of belonging among children. Older participants undertook a supported self-reflection activity to identify and reframe negative self-perceptions.

This was an implemented community programme within IPP's mandatory Community Support Program, connecting psychology learning with the needs of a displaced population. The activity record explicitly identifies 2025 and refugee beneficiaries. It does not specify a day, month, nationality or participant count, so those details are left unstated.

Serve and Care Foundation

In 2025, students conducted outreach activities at Serve and Care Foundation aimed at promoting emotional expression, self-awareness, and social connection among refugee children and community members. The activities included a play-based sharing session for children, where guided group play was used to encourage cooperation, turn-taking, empathy, and a sense of belonging, as well as a self-reflection activity for older participants, during which individuals were gently guided to identify and reframe negative self-perceptions into more positive and constructive thoughts. These interventions were designed to create a safe and supportive environment, fostering emotional well-being, self-acceptance, and resilience among participants facing displacement-related challenges.

Figure 25: Original activity narrative expressly identifying 2025, refugee children, community members and the delivered psychosocial interventions.



Figure 26: Serve and Care Foundation identification photograph accompanying the community programme.

9 Older person well being in academic year 2024 2025

IPP student volunteers supported older residents at Jacob Javed Old Age Home through activities focused on emotional well-being and social connection. Residents shared positive memories and discussed coping approaches such as speaking with trusted people, light physical movement and expressing emotions. Poetry and singing provided opportunities for enjoyable interaction and social support. The programme is documented within academic year 2024–2025; its individual activity date is not stated.



Figure 27: Students at Jacob Javed Welfare Trust International Nursing Home and Old Age Home, as identified by the visible in stitutional banner.

Jacob Javed Old Age Home

Students visited an old age home and engaged residents in activities promoting emotional well-being and social connection, including sharing positive memories to enhance mood and counter symptoms of low interest or pleasure. They also introduced coping strategies such as talking to trusted individuals, light physical movement, and expressing emotions. The session concluded with a poetry and singing activity, fostering joy, social support, and improved mental well-being among the elderly.

Figure 28: Original description of the older-person emotional well-being activities in the academic-year 2024–2025 CSP record.

The wider service programme also included a Sahara Village visit with the Health Sciences Alzheimer's Awareness project team, engaging residents through emotional well-being and mindfulness activities. A geriatric mental-health camp at Al Azhar Garden on 26 October 2024 combined enjoyable group activities, health awareness and social connection. The latter is retained with its 2024 date as part of the academic-year cycle ending in 2025.

9.1 Emotional regulation and inclusive physical activity

During academic year 2024–2025, IPP students delivered an emotional-regulation workshop for adolescents aged 14–16 at Idara Al-Khair Welfare Society. Emotion journaling, art, mindful planting and group reflection helped participants recognise and express feelings, practise coping strategies and strengthen peer connections. Participants received a small booklet of emotional-regulation strategies and took their plants home as reminders of the session.

At Dar-ul-Sukoon Orphanage, student volunteers organised ring toss, castle-ball and volleyball stations. The activities combined physical movement and coordination with teamwork, confidence and positive social interaction. This is a complementary academic-year programme account; it is not counted as an additional dated visit beyond the existing Darul Sukun records.

Dar-ul-Sukoon Orphanage

Psychology students volunteered their time at Dar-u-Sukoon Orphanage, where they actively engaged children in a range of thoughtfully planned activities aimed at fostering positive emotions and enhancing both physical and psychological wellbeing. Through interactive stations such as the ring toss, castle ball activity, and volleyball station, the students created an encouraging and inclusive environment that promoted joy, teamwork, and emotional expression. These activities were designed not only to support physical movement and coordination but also to strengthen self-confidence, social interaction, and overall mental wellness among the children.



Figure 29: Original Dar-ul-Sukoon activity account with photographs of student-led recreation and inclusive participation.

Idara Al-Khair Welfare Society

The students conducted a interactive workshop titled “Emotional Regulation through Art – Cultivating Positive Emotions for Growth and Resilience in Adolescents”, designed for adolescents aged 14–16. Grounded in Barbara Fredrickson’s Broaden and Build Theory, the workshop aimed to foster emotional regulation through creative, reflective, and mindful practices. The session began with an introduction and icebreaker to establish a safe and engaging environment, followed by emotion journaling and art expression activities that encouraged emotional awareness and self-expression. Students then participated in a planting activity symbolizing emotional growth and resilience, integrating mindfulness and sensory engagement to strengthen the connection between nature and emotional well-being. Group reflection and collaborative discussions further promoted empathy, social bonding, and shared learning. The workshop concluded with a reflective recap, distribution of a mini booklet containing emotional regulation strategies, and students taking home their plants as meaningful reminders of their personal growth journey.

Figure 30: Original adolescent emotional-regulation workshop account describing the activities and take-home resources.

9.2 Early childhood emotional literacy and wellness

In collaboration with ICAN Icon for Child and Adult Nurturing and Aga Khan School, IPP students organised an Emotional Literacy and Wellness Festival engaging approximately 700 children aged 3–6. The team prepared the programme over two days and delivered storytelling, creative art, group collaboration and emotion-focused warm-up activities. Superhero masks, helping hands, wishing stars, mood clouds and affirmation butterflies were used to help children recognise feelings, express emotions and practise positive social interaction.

The programme extended university-led psychological well-being education to young children in a community learning setting. Approximately 700 is the reported reach for this festival and is not added to other programme totals as a count of unique beneficiaries. The accompanying Children's Day poster identifies 20 November 2024 at Aga Khan School Garden East, placing the illustrated programme within academic year 2024–2025.

ICAN- Icon for Child and Adult Nurturing and Aga Khan School

Students in collaboration with ICAN and AKS, organized an Emotional Literacy and Wellness Festival aimed at introducing young children to emotional intelligence, self-awareness, and positive social interactions. Designed to enhance subjective well-being in a joyful and safe environment, the festival engaged approximately 700 children aged 3–6 through developmentally appropriate, interactive activities. Carefully prepared over two days by the team, the event featured storytelling, creative art tasks, group-based collaborations, and emotion-focused warm-up activities that encouraged children to recognize, express, and understand their feelings. Activities such as superhero mask-making, helping hands, wishing stars, mood clouds, and affirmation butterflies promoted confidence, empathy, teamwork, optimism, and emotional expression. Overall, the festival successfully fostered emotional literacy, strengthened peer connections, and supported the holistic well-being of children through playful, meaningful, and age-appropriate experiences.

Figure 31: Original ICAN and Aga Khan School programme narrative, including the approximate reach of 700 children and the 3–6 age range.



Figure 32: Children's activity photographs and accompanying ICAN and Aga Khan School poster dated 20 November 2024, retained within academic year 2024–2025.

9.3 Emotional well being for underprivileged schoolchildren

IPP volunteers delivered structured activities with Al Furqan Welfare for underprivileged students during academic year 2024–2025. A Gratitude Circle encouraged positive reflection and emotional awareness, while an Achievement Wall supported recognition of personal accomplishments and confidence. Recreational games promoted movement, teamwork and social bonding. Laughter exercises provided shared opportunities for stress release, and storytelling supported reflection and values-based learning.

The programme demonstrates delivery of psychological well-being and positive social-interaction activities outside the university. The annual account describes the activities but gives no individual date or beneficiary count.



Figure 33: Activity collage accompanying the Al Furqan account, showing children's participation in laughter, storytelling an d gratitude exercises.

10 Lahore community programmes during 2025

Bahria University Lahore Campus delivered the following community-support activities during 2025. They show university-organised engagement with healthcare and welfare settings, practical food assistance and local environmental cleanliness. Food-distribution activities support access to food and family well-being; they do not establish specialist nutrition counselling.

Date	Programme and partner	Delivered activity and health relevance
20 February 2025	Shaukat Khanum Hospital visit	Students learned about facilities for deserving patients and the hospital's volunteer-registration process. This was completed service orientation and exposure, with future volunteering distinguished from delivered patient treatment.
4 March 2025	Rizq Foundation Ramadan drive	BULC students participated in a Ramadan food-support initiative, contributing voluntary service and practical assistance.
18 March 2025	Allah Walay Trust ration distribution	Student participation in Ramadan ration distribution provided material food assistance through a community welfare organisation.
17 April 2025	Allah Wale Trust MoU	Signed institutional framework opening further community-service opportunities. The agreement complements the separately dated ration-distribution activity.
6 May 2025	Community trash-cleaning activity	CSP students undertook local clean-up work supporting environmental cleanliness and awareness.



Figure 34: Bahria University Lahore Campus student group at Shaukat Khanum Memorial Cancer Hospital and Research Centre, accompanying the 20 February 2025 visit account.

10.1 Ramadan food assistance and community service

The Lahore Ramadan programmes provided students with structured opportunities to serve community members through food-support initiatives. The photographs below are reproduced from the activity accounts and illustrate student participation and distribution arrangements.



Figure 35: Photograph accompanying the Rizq Foundation Ramadan drive account dated 4 March 2025.



Figure 36: Ration-distribution arrangements accompanying the Allah Walay Trust activity dated 18 March 2025.



Figure 37: Student volunteers collecting litter in the Lahore CSP cleaning-activity record, which includes 6 May 2025 and 15 October 2024.

10.2 Preventive health education at BUCM during 2025

The Community Medicine and Public Health Department at BUCM Islamabad supported preventive-health education through a Lifestyle Medicine awareness session on 20 January 2025. Dr. Shagufta Feroz, founder of the Pakistan Association of Lifestyle Medicine, addressed basic and clinical-sciences faculty on nutrition, physical activity, stress management, sleep and substance use, followed by discussion on integration into clinical practice.

On 31 May 2025, ten students participated with senior faculty in an anti-tobacco campaign using posters and an awareness competition. A student-led hand-hygiene initiative also demonstrated the seven steps of handwashing, visited faculty and administrative offices, and distributed brochures. The hygiene account is contained in the January–June 2025 return without an individual activity date. These internal preventive-health activities support institutional capacity and healthy practice alongside the community programmes.



Figure 38: Interactive participation during the BUCM Lifestyle Medicine awareness session of 20 January 2025.



Figure 39: Student anti-tobacco awareness posters accompanying the 31 May 2025 campaign account.



Figure 40: Practical handwashing demonstration in the BUCM hand-hygiene initiative reported in the January–June 2025 activity return.

11 Specialist learning supporting community psychological services

The following activities during 2025 strengthened the professional knowledge available to support university health and psychological services. They are retained as supporting capacity-building evidence, with their participating audience distinguished from community service recipients.

Date	Programme	Delivered learning and audience
14 January 2025	Karachi Down Syndrome Program session	Disability inclusion and awareness for postgraduate psychology students.
20 February 2025	The Art of Being You	Self-care, resilience and trauma-informed strategies shared by Ms. Ammarah Batool, Associate Clinical Psychologist at the London Borough of Hackney, with over 80 postgraduate students across Karachi and Islamabad.
21 March 2025	Sand Play Therapy	Experiential therapeutic insights from Ms. Vardah Bharuchi, a certified practitioner serving at Aga Khan University.
21 April 2025	Herbal medicine and psychological care	Mind–body and cultural dimensions of healing discussed by Hakim Amjad Ismail of Hamdard University.
27 April 2025	Sports psychology international alumni talk	Moin Akhtar shared the relationship between mental strength and athletic performance in an online session.
19 May 2025	Voices of Care HIV counselling	Mental-health and emotional challenges of living with HIV, with contributions from the Women Health and Welfare Organization and Liaquat National Hospital.
World Drug Day 2025	Addiction prevention and recovery seminar	Joint IPP and Sindh Mental Health Authority activity drawing on psychologists, psychiatrists, medical professionals, educators and policy participants. This corroborates the existing addiction programme record.

11.1 Specialist mental health learning evidence

Exploring Sand Play Therapy: A Session with IPP Alumna

Ms. Vardah Bharuchi (MS Clinical Psychology, Fall 2015), a Certified Sand Play Therapist (AST–UK) currently serving at Aga Khan University shared experiential insights into the therapeutic power of Sand Play Therapy, fostering a reflective and impactful environment for learning. This session as held on 21st March 2025.

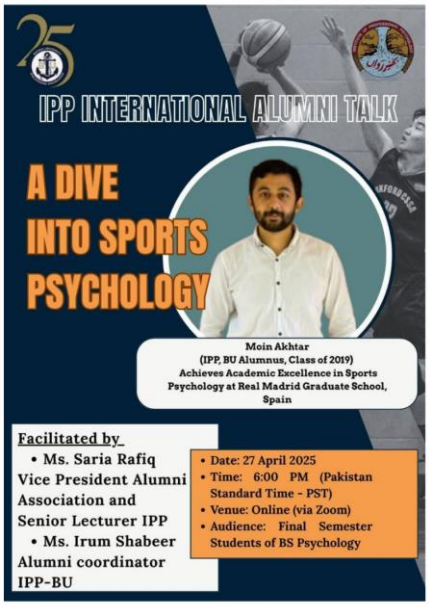


Voices of Care - Guest speaker session on HIV counseling.

Ms. Qurat ul Ain Jibran, distinguished IPP alumna (MSc, PMD, MPhil) and Founder of the Women Health and Welfare Organization, conducted an insightful session on 19th May 2025 on the topic of emotional and mental health challenges faced by individuals living with HIV. She was joined by Dr. Mursala Tahir from Liaquat National Hospital (LNH), who shared key perspectives from community medicine, enriching the discussion with field-based insights.



Figure 41: Original accounts of the 21 March sand-play session and 19 May HIV-counselling learning activity, retaining the 2025 dates and professional affiliations.



International Alumni Talk

Where Mental Strength Meets Athletic Performance: A Dive into Sports Psychology! Moin Akhtar (BS Psychology, Class of 2019), an IPP-BU alumnus and graduate of Real Madrid Graduate School, Spain, delivered an engaging online talk on sports psychology on 27th April 2025. The interactive session was facilitated by Ms. Saria Rafiq (VP, Alumni Association) and Ms. Irum Shabeer (Alumni Coordinator

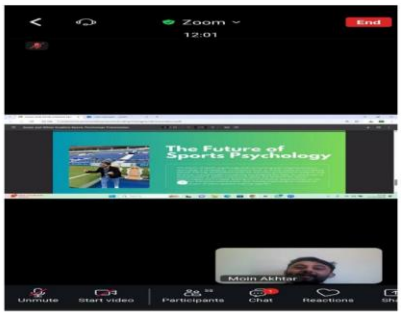


Figure 42: Original sports-psychology international alumni account dated 27 April 2025.

12 Physical activity across the university community

Bahria University provided further opportunities for exercise and active participation during 2025. These sports records supplement the community sports provision and inclusive recreation described elsewhere. Campus and inter-university participation are presented with their actual setting, rather than being treated as general-public outreach attendance.

Date or period	Campus and programme	Participation and activity
17 February 2025	Health Sciences Karachi Sports Gala	Reported 500 students participating in 24 games.
17 April 2025	Health Sciences Karachi AKU Sports Olympiad	Three BUHSCK teams participated in an event involving 34 universities; the female badminton team won.
12 May 2025	Health Sciences Karachi recreational gala	Reported 400 students in interclass recreation.
28 April–2 May 2025	Lahore Campus Spring Sports Week	Cricket, futsal, badminton, table tennis, strength activities and tug of war, using campus and external sports venues.
2025 two-day programme	BUCM Islamabad first Sports Gala	Races, badminton, cricket and football; student and faculty participation. Reported awards included 42 medals and approximately 100 certificates, which are awards rather than attendance.
January–May 2025	Karachi Campus sports programme	Denning Sports Fest basketball, badminton and table tennis; AKU Olympiad basketball and futsal; cricket trials and interdepartmental cricket. The trials list 40 students and the May cricket tournament lists 144 students.
Academic year 2024–2025	Islamabad E-8 sports programme	Hosted an inter-university tournament covering basketball, badminton, table tennis, futsal and volleyball; girls' volleyball participation at GIKI Sports Gala 2025.

The 500 and 400 participation figures refer to different campus events and are not summed as unique participants. The reported activities demonstrate organised physical activity; measured changes in health outcomes are not supplied.

12.1 Photographic record of exercise and sport

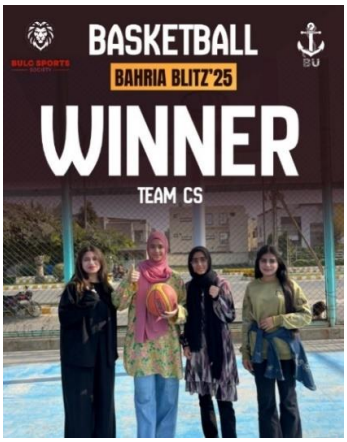


Figure 43: Lahore Campus sports-week photograph supplied with the account covering Fall 2024 and Spring 2025. The image is retained as academic-year visual context.



Figure 44: BUCM Islamabad Sports Gala photograph supplied with the 2025 two-day event account.

Summary of Sports Event 2024-25

S.NO	NAME OF EVENT	DATE	STATUS
01	Sports Gala BUHSCK	17-02-25	--

Figure 45: Original Health Sciences Karachi Sports Gala record identifying 17 February 2025.

12.2 Community sport and coaching at Islamabad during 2025

Bahria University Islamabad Campus hosted basketball matches with Islamabad Bulls Club on 3 January and Islamabad Reporter Club on 15 January 2025, followed by volleyball with Bulls Club on 28 February. These activities provided organised physical participation with external community clubs. An All Islamabad University Sports Week Gala on 11–16 February offered basketball, volleyball, futsal, table tennis and badminton.

The programme also included a basketball coaching course delivered by a US coach for seven players on 15–28 April, volleyball engagements with FAST on 18 April and Islamic International University's female team on 30 April, a sports gala involving H-11 on 7 May, and badminton with NUML Islamabad on 14 May. The individual event dates and coaching participation are retained in the signed institutional return below.

S NO	DATE	NAME OF EVENT	GAME	VENUE	STATUS
1.	06 Nov 2024	Men HEC Zone D Championship	Table Tennis	NUST	2nd Position
2.	13 Nov 2024	Men HEC Zone D Championship	Table Tennis	MUST AJK	4TH Position
3.	15 Nov 24	Men HEC Zone D Championship	Volleyball	BUIC	2ND Position
4.	20 Nov 24	Women HEC All Pakistan Championship	Table Tennis	PSB Islamabad	Participation
5.	20 Nov 24	Women HEC All Pakistan Championship	Badminton	NUML Islamabad	Participation
6.	03 Jan 25	Friendly Match BUIC V/S IBD Bulls Club	Basketball	BUIC GYM	WIN BUIC
7.	15 Jan 25	Friendly Match BUIC V/S IBD Reporter Club	Basketball	BUIC GYM	WIN BUIC
8.	11-16 Feb 25	All Islamabad University Sports Week Gala 2025	Basketball, Volleyball, Futsal, Table Tennis and Badminton	BUIC	Winner
9.	28 Feb 25	Friendly Match BUIC V/S IBD Bulls Club	Volleyball	BUIC	WIN BUIC
10.	18 April 25	Friendly Match BUIC V/S FAST(Male/Female)	Volleyball	FAST	WIN BUIC
11.	15-28 April 25	All Islamabad University Basketball HEC Coaching Course by US COACH		BUIC	07 Players
12.	30 April 25	Friendly Match BUIC V/S Islamic University (Female)	Volleyball	BUIC	WIN BUIC
13.	07 May 25	Sports Week Gala 2025 BUIH-11	Basketball, Volleyball, Futsal, Table Tennis and Badminton	BUIC	BUIH-11
14.	14 May 25	Friendly Match BUIC V/S NUML IBD	Badminton	BUIC	WIN BUIC

Figure 46: Original sports return listing the 2025 external-club matches, inter-university gala, basketball coaching and subsequent university matches.

13 Additional outreach within academic year 2024 2025

The academic-year cycle also contains the following earlier or individually undated activities. Their dates and reporting basis are retained to demonstrate continuity of outreach and professional support.

Date or period	Setting	Health and well-being activity
7 October 2024	Lahore Campus with Sundus Foundation	Completed student blood-donation drive.
8, 9 and 11 October within the annual cycle	Martin Dow Pharmaceuticals Karachi	Three-site employee mental well-being camp with postgraduate trainees under clinical supervision; emotional well-being, art therapy, self-esteem and personality activities, complemented by a psychodrama on workplace burnout. The narrative omits the year.
10 October 2024	Allama Iqbal Government Degree Boys College Karachi	IPP staff delivered a seminar on workplace mental and emotional stress, mindfulness and individual behavioural guidance.
23 October 2024	FAST National University	Supervised graduate interns delivered a session and one-to-one counselling on university challenges, stress, emotional well-being, confidence and communication.
26 October 2024	Al Azhar Garden	Geriatric mental-health camp with awareness, group engagement and opportunities for social interaction.
Academic year 2024–2025 date unspecified	Sir Syed University of Engineering and Technology	Postgraduate interns delivered a camp for faculty and students on mindfulness, self-esteem, personality and time management.
Academic year 2024–2025 date unspecified	Sahara Village	Emotional well-being and mindfulness visit with the Health Sciences Alzheimer's Awareness project team.

13.1 Continuity of therapeutic learning and volunteer preparation

Further activities within academic year 2024–2025 supported the psychological knowledge and volunteer preparation underpinning outreach. These records complement the dated 2025 programmes.

Date or period	Programme	Documented contribution
Mental Health Week 2024	Karwan-e-Hayat digital detox workshop	Therapeutic interventions for excessive digital use and mindful technology habits.
13–15 November 2024	Healing from Sexual Abuse Basics to Bravery	Three-day professional short course on trauma, survivor experiences, therapeutic skills and case conceptualisation.
17 December 2024	Mental Wellbeing at Micro and Macro Levels	Seminar on the role of mental-health practitioners in individual and systemic psychological challenges.
20 December 2024	IPP Mental Health Camp	Six experiential stalls on self-awareness, workplace well-being, emotional resilience and mindfulness, delivered by students and faculty.
July and 29 July 2024	LPDC Work-Life Balance and Emotional Intelligence	Workplace well-being education within the annual reporting cycle.
September 2024	LPDC Lahore autism course	Training for seven professionals on autism spectrum disorder and appropriate support approaches.
29 August 2024	IPP Happiness at Work	Faculty development on well-being, work–life balance and positive organisational culture.
6 August 2024	Karachi firefighting training	Practical fire-safety, prevention and emergency-response education.
29 April 2025	IPP staff conflict-resolution training	Supportive communication, student handling and conflict-management skills.
Date unspecified within the annual cycle	IPP and LPDC positive work culture workshop	Interactive communication and teamwork activity supporting a constructive workplace.
Date unspecified within the annual cycle	Practical clinical work with children and adolescents	Clinical psychologist Ms. Farah Aftab led a hands-on internship class for seventh-semester psychology students.
Date unspecified within the annual cycle	Special education alumni session	Neha Kanwal discussed ADHD, communication disorders and learning disabilities with educational-psychology students, drawing on work with children.

The institutional activity record also identifies breast-cancer awareness with Shaukat Khanum Memorial Cancer Hospital; first-aid awareness with Rescue 1122; thalassemia and blood-donation awareness; visits to Edhi Old Age Home and Alkhidmat Aghosh Home; Ramadan initiatives with Helping Hand, Al-Mustafa Trust and Zakat Foundation of America; and flood-relief support of Rs 658,060 to Al-Khidmat Foundation. Individual dates are not allocated to these summary entries, and they are not added to dated event totals. The flood contribution supports affected communities; the account does not specify a refugee or immigrant beneficiary group.

13.2 Emergency response preparation in academic year 2024 2025

Bahria University Lahore Campus supported preparedness for health and safety emergencies through two further activities during the academic-year cycle ending in 2025. On 10 July 2024, officials from the Civil Defense Department delivered education on emergency preparedness, disaster response and practical responsibilities during natural or human-caused emergencies. The session strengthened the knowledge available to support safe university and community participation.



Figure 47: Photograph accompanying the Civil Defense Education session account dated 10 July 2024.

On 27 October 2024, the campus conducted First Aid Training covering CPR, wound care and common injuries. The session aimed to equip participants with knowledge and practical skills for immediate assistance in medical emergencies. It is retained with its original 2024 date as supporting health-response preparation within academic year 2024–2025. The source gives no attendance count or subsequent community treatment total.



Figure 48: Photograph accompanying the Lahore First Aid Training account dated 27 October 2024, showing participants in a gro up briefing.

14 Community Support Programme purpose and service areas

Bahria University's Community Support Program is a flagship civic-engagement initiative developed since 2013. It engages student volunteers with local communities through organised voluntary work and social-development programmes. All undergraduate students are required to complete 40 contact hours of community service as a degree requirement, making community engagement a formal component of the University's educational model.

CSP encourages service with NGOs, government agencies and international organisations; develops responsibility and commitment to the community; prepares graduates to contribute to nation building; and prioritises the socio-economic uplift of underprivileged communities. Its six service areas are environmental conservation, philanthropy and skills development for underprivileged groups, disaster relief, awareness and education, public health, and women's empowerment. Public health provides an explicit programme basis for the outreach activities presented in this evidence package.

1. **Bahria University's Community Support Program (CSP)**, A flagship program in the works since 2013 developed for civic engagements in which BU was one of the pioneers among HEIs. BU's CSP regularly engages in outreach activities with communities wherein Student Volunteers and engage with local communities through volunteer work and social development programs. The program is mandatory, students must volunteer 40 contact hours as a degree requirement for Under - Graduate (UG) Programs of BU.

Figure 49: Programme overview confirming community engagement and the mandatory 40 contact hours for undergraduate students.

Objectives

1. Encourage students to work with NGOs, government agencies, and international organizations for social welfare
2. Instil a sense of responsibility and commitment to serve the community
3. Transform graduates into socially responsible citizens for nation building
4. Contribute to the socio-economic uplift of underprivileged communities

Areas

BU CSP operates in the following areas:

1. Environmental Conservation
2. Philanthropy & Skill Development for Underprivileged Segments of Society
3. Disaster Relief
4. Awareness & Education
5. Public Health
6. Women Empowerment

Figure 50: Original programme objectives and six service areas, including Public Health.

Through service learning, CSP links academic knowledge with practical social needs, develops civic responsibility and personal character, and prepares students to address societal challenges. Its wider educational contribution includes curriculum enrichment, opportunities for research and collaboration, and support for marginalised communities. The programme's civic, environmental and partnership dimensions align with SDGs 4, 13, 16 and 17, while its public-health activities contribute directly to SDG 3.

14.1 Community Support Programme partner network

The CSP partner network connects student volunteering with healthcare, welfare, education, humanitarian relief, environmental action and public service. The following table retains all 30 entries in the institutional list. The health and community-welfare partnerships provide organisational channels for health awareness, voluntary service and support to disadvantaged communities.

No.	CSP partner	No.	CSP partner
1	Next Generation Impact (NGI)	2	Saylani Trust
3	Friends of Environment	4	Rahila Research & Reference Lab (Pvt) Ltd.
5	Helping Hand for Relief & Development	6	National Institute of Child Health
7	Shifa Foundation	8	Al Khidmat Foundation
9	Islamabad Traffic Police (ITP)	10	Khalida Iqbal Free Education School (KIFES)
11	Pakistan Alliance for Girls Education (PAGE)	12	Afzaal Thalassemia Foundation
13	Rizq Youth Republic	14	Afzaal Memorial Thalassemia Foundation
15	Khudi Ventures (Milkar.com)	16	Dar-ul-Sukoon
17	Akhuwat Foundation	18	Green Youth Movement
19	Pehli Kiran School	20	JDC Old Home
21	Sui Southern Gas Company (SSGC)	22	Pakistan Sweet Home
23	Pink Ribbon	24	Sundas Foundation
25	K&N's Foundation	26	Khairunnisa Eye Hospital
27	Pepsi Pakistan	28	Clearpath Orthodontic
29	Sindh Police	30	Noreen Zindagi Welfare Trust

The list includes two Afzaal entries under different names. Both are retained as listed; the table is not presented as a count of 30 distinct organisations. Partnership-specific activities and dates are described in the relevant health and humanitarian sections.

14.2 Original Community Support Programme partner list

The institutional partner list below identifies the University's network for organised community service. It includes specialist health institutions, humanitarian agencies, welfare organisations and community education providers, supporting the breadth of CSP's public-health and social-service remit.

List of BU CSP partners

Bahria University's Community Support Program (CSP) has established strategic partnerships with a diverse range of esteemed organizations, following are its most distinguished partners:

1	Next Generation Impact (NGI)	**2**	Saylani Trust
3	Friends of Environment	4	Rahila Research & Reference Lab (pvt) Ltd.
5	Helping Hand for Relief & Development	6	National Institute of Child Health
7	Shifa Foundation	8	Al khidmat Foundation
9	Islamabad Traffic Police (ITP)	10	Khalida Iqbal Free Education School (KIFES)
11	Pakistan Alliance for Girls Education (PAGE)	12	Afzaal Thalassemia Foundation
13	Rizq Youth Republic	14	Afzaal Memorial Thalassemia Foundation
15	Khudi Ventures (Milkar.com)	16	Dar- Ul-Sukoon
17	Akhuwat Foundation	18	Green Youth Movement
19	Pehli Kiran School	20	JDC Old Home
21	Sui Southern Gas Company (SSGC)	22	Pakistan Sweet Home
23	Pink Ribbon	24	Sundas Foundation
25	K&N's Foundation	26	Khairunnisa Eye Hospital
27	Pepsi Pakistan	28	Clearpath Orthodontic
29	Sindh Police	30	Noreen Zindagi Welfare Trust

Figure 51: Original institutional CSP partner list containing all 30 listed entries.

14.3 Community Support Policy opening pages and contents guide

Bahria University's Community Support Policy establishes an institution-wide framework for organised service to surrounding communities. The following reproductions retain the policy's original cover and illustrated opening page. The contents guide below is provided for navigation; the policy's own five-item outline is reproduced on the following page.

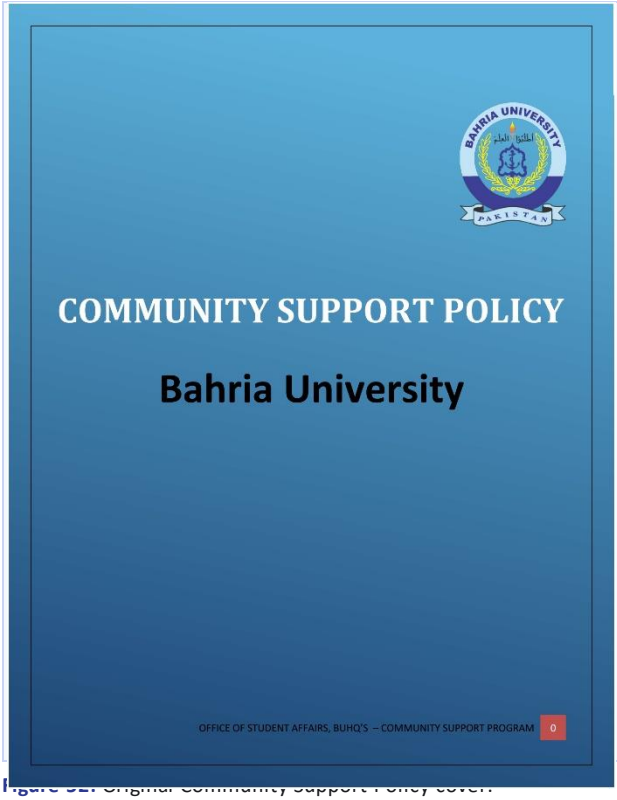


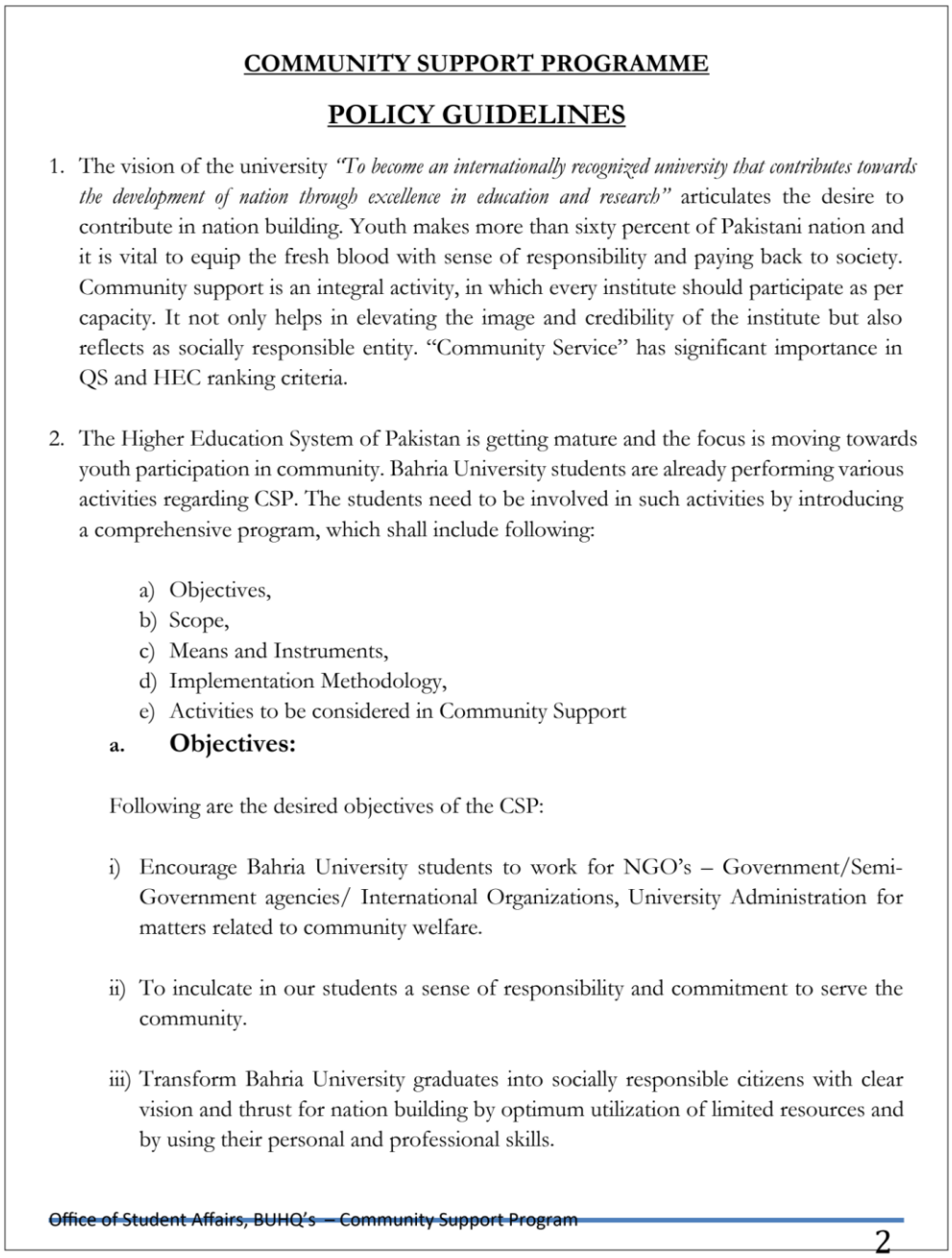


Figure 53: Original illustrated opening page, printed page 1.

Policy contents guide Original printed page labels

Policy section	Printed policy pages
Opening guidelines and objectives	2–3
Scope including health and humanitarian service	3
Means and instruments	3–4
Implementation methodology	4–5
CSP coordinator and Student Resource Centre responsibilities	5–6
Community Support Centres and international donor collaboration	6
Partner organisations and community reach	6–7
Eligible community-support activities and reporting	7–8

14.4 Original policy guidelines and section outline



COMMUNITY SUPPORT PROGRAMME

POLICY GUIDELINES

1. The vision of the university *"To become an internationally recognized university that contributes towards the development of nation through excellence in education and research"* articulates the desire to contribute in nation building. Youth makes more than sixty percent of Pakistani nation and it is vital to equip the fresh blood with sense of responsibility and paying back to society. Community support is an integral activity, in which every institute should participate as per capacity. It not only helps in elevating the image and credibility of the institute but also reflects as socially responsible entity. "Community Service" has significant importance in QS and HEC ranking criteria.

2. The Higher Education System of Pakistan is getting mature and the focus is moving towards youth participation in community. Bahria University students are already performing various activities regarding CSP. The students need to be involved in such activities by introducing a comprehensive program, which shall include following:

    a) Objectives,
    b) Scope,
    c) Means and Instruments,
    d) Implementation Methodology,
    e) Activities to be considered in Community Support

a. Objectives:

Following are the desired objectives of the CSP:

i) Encourage Bahria University students to work for NGO's – Government/Semi-Government agencies/ International Organizations, University Administration for matters related to community welfare.

ii) To inculcate in our students a sense of responsibility and commitment to serve the community.

iii) Transform Bahria University graduates into socially responsible citizens with clear vision and thrust for nation building by optimum utilization of limited resources and by using their personal and professional skills.

Office of Student Affairs, BUHQ's – Community Support Program

2

Figure 54: Original policy opening guidelines and five-item section outline, printed page 2.

14.5 Policy provisions on health and community reach

The policy expressly includes psychological health, health promotion and care, disaster relief and rehabilitation. It prioritises service near campus cities and permits expansion to other areas of Pakistan as the programme develops.

iv) To capitalize the opportunity of contributing in the socio-economic uplift of the country by focusing on the under privileged sections of the society.

b. Scope:

The focus will primarily be on education, health (including psychological issues), peace, tolerance, protection and promotion of human rights, observance of the rule of law, environment, sustainable development, media, marine sciences, and conflict resolution with emphasis on trainings and skill enhancement. The CSP is prepared considering afore mentioned areas, and include following:

i) Develop the active citizenship among Bahria University students,

ii) Assisting the primary and secondary schools in inspiring their students to opt for science, technology and social service.

iii) Promotion of following causes:

(1) Staying connected to roots (culture and religious practices),
(2) Tolerance and respect for others point of views,
(3) Disaster relief and rehabilitation,
(4) Health promotion and care (basic health and use of ICT),

Figure 55: Original policy clauses on underprivileged communities, health including psychological issues, disaster relief and health promotion, printed page 3.

b. Community:

The word community in this document refers to the organizations involved in activities mentioned in Para 2 (b) under the heading of "Scope of the CSP". Initially only those organizations will be involved who are working with-in the geographical boundaries or suburbs of cities where BU campuses are located. However in the next phase depending upon the level of maturity of the CSP and requirement, the activities may be expanded to other areas of Pakistan.

Figure 56: Original definition of community reach from campus cities and suburbs to wider areas of Pakistan, printed page 7.

14.6 Policy requirements for implementation and accountability

iv) Identify potential organizations where students can run the CSP, discuss the strategy with them and sign MoU,

Figure 57: Original requirement to identify partner organisations and sign MoUs for CSP delivery, printed page 4.

vi) The program is to be implemented on same pattern as the internship program being practiced i.e. dedicated faculty member nominated as CSP Coordinator in each department,

vii) Every student enrolled in undergraduate program, is required to serve the community for 40 hours (8 hours daily for 5 working days), which makes one week of active student participation, any time during his/her entire degree program,

Figure 58: Original requirements for departmental CSP coordinators and 40 hours of undergraduate community service, printed page 5.

i) Explore various potential CSP activities in the organizations; prepare the activity schedule in collaboration with PO SRC and announce the activity to the students.

ii) On the nature of activity, form the student groups or task individual students to carry on the activity with assigned organization.

iii) Receive input/ report from students and organization at the end of the activity.

iv) Evaluate the report and if found necessary, take the viva to evaluate the

Figure 59: Original coordinator responsibilities for organising service, receiving reports and evaluating participation, printed page 5.

The SRC at respective campuses will have following role:

i) Identify the potential partner organization and will make arrangements to sign MOU following the Bahria University CSP Policy. The DSA office will support SRC as and when required.

ii) Schedule the CSP activities in their respective campuses in collaboration with the CSP Coordinators.

iii) Prepare the "CSP activity progress report" of their respective campus with the help of all CSP Coordinators and forward it to the DSA office, on quarterly basis.

Figure 60: Original campus responsibilities for partner MoUs, activity scheduling and quarterly reporting to DSA, printed page 6.

14.7 Policy provisions for partners donors and student service

3. Community Support Centre(s):

Once the program gets mature in all the campuses, efforts will be made to set-up an independent Community Support Center (CSC) at each campus. The CSC will be a bigger entity which will take the CSP further to the next levels in following ways:

a) The centers will organize student activities in collaboration with International donor agencies for fund raising and acquire resources to successfully hold the program.

b) The CSC may also conduct various training programs for under privileged class of society.

c) It will provide a platform for various undertakings and will ensure BU participation in community development.

Figure 61: Original provisions for Community Support Centres, collaboration with international donor agencies, fundraising an d training for underprivileged communities, printed page 6.

e. Activities to be considered in Community Support Program:

The CSP will be driven by the active participation of Bahria University student body. The students will preferably conduct the activities with in their respective area of specialization; e.g. providing trainings on hard and soft skills, preparing marketing strategies, preparing financial statements, preparation of various software's or programs, writing reports etc. The activities may include, but not limited to, following:

a. Assist the partner organizations in smooth running of their campaigns or activities, meant for social development as mentioned in scope,

b. Conducting training programs or related activities, which will be beneficial to both BU students and the partner organization, meeting the scope and objective of the CSP.

Figure 62: Original provisions for student participation in partner campaigns, training and activities aligned with students' specialisations, printed page 7.

14.8 Community Support Programme policy and delivery responsibilities

Bahria University's dedicated Community Support Programme policy provides a structured basis for service to surrounding communities. It identifies health, including psychological issues, among the programme's core areas and connects undergraduate service with identified community needs, specialist university skills and partner organisations. The policy establishes the institutional responsibilities governing community-service participation, partner engagement and activity reporting.

Policy provision	Institutional commitment	Implementation demonstrated
Objectives section a	Community welfare with NGOs, government and international organisations; emphasis on underprivileged communities.	Named school, disability, care-home and health-partner activities in the 2025 record.
Scope section b	Health including psychological issues; health promotion and care; disaster relief and rehabilitation; human rights.	Counselling, assessment, screening, hygiene awareness and psychosocial engagement.
Implementation section d	Forty hours of undergraduate community service; nominated departmental CSP coordinator.	Supervised student participation is documented in the school and community activities.
CSP coordinator responsibilities	Arrange activities with partner organisations, receive reports, evaluate student performance and forward recommendations through the Head of Department.	Defines responsible university officers and a reporting route for service learning.
Student Resource Centre responsibilities	Identify partners, arrange MoUs, schedule activities and submit quarterly CSP progress reports to DSA.	Connects external partnerships with campus planning and institutional oversight.
Community and eligible activities	Initially operates within or near campus cities; students preferably contribute within their area of specialisation.	Local school, public-space and care-institution services match this geographical and professional focus.

Undergraduate students undertake 40 hours of community service through CSP. Public health forms part of the programme's service remit, and departmental coordinators and campus Student Resource Centres organise partner activities and reporting.

Official BU community-services page: https://bahria.edu.pk/page/PageTemplate4?pageContentId=5420&websiteId=14

15 Workplace health and support for healthcare professionals

In January 2025, IPP contributed to a seminar on mental-health awareness for the business and corporate sector at FPCCI, Karachi, in collaboration with the Sindh Mental Health Authority. Faculty served as speakers and moderators, discussing workplace mental health, stigma and employee well-being with external participants. This extended university-led health education into the professional community.

On 15 January 2025, IPP Senior Lecturer Ms. Zahyreen Kousar facilitated a Mandala Art session at the Department of Pediatrics and Child Health, Aga Khan University, under its Residents Wellness Program. Participants explored creative expression, mindfulness, relaxation and self-awareness as approaches to stress management. The University therefore contributed an applied well-being activity within an external healthcare setting.

On 16 April 2025, Dr. Fareeha Kanwal and Ms. Rabia Muzaffar delivered a workshop on self-care for mental-health practitioners at the University of Karachi conference on psychological sciences. The session addressed practical ways for practitioners to maintain their own well-being. This professional-community activity complements the University's direct school and public counselling programmes.

The Community Support Program provides an institutional framework for service learning, requiring undergraduate students to complete 40 contact hours of community service. Its service remit includes public health. This framework operates alongside specialist faculty supervision in psychology and allied health sciences. This structure enables university expertise and student participation to be directed towards identified community needs across several locations and beneficiary groups.



Figure 63: Faculty participation in the FPCCI workplace mental-health programme recorded in January 2025.



Figure 64: The Mandala Art session at Aga Khan University, 15 January 2025, illustrating facilitated creative engagement.

16 Public education on emotional health and prevention

On 29 April 2025, IPP Senior Lecturer and Umeed-e-Nau Clinical In-Charge Ms. Rabia Muzaffar contributed to a television discussion on midlife emotional well-being. The segment addressed reflection, resilience and personal growth, extending psychological education through a public communication channel. On 26 August, Dr. Kiran Bashir Ahmad delivered a session on sensory gardens at the Horticulture Society of Pakistan, organised by the Ladies Horticulture Club. Approximately 40 members participated in activities on mindful gardening, memory, focus and well-being.

IPP and the Sindh Mental Health Authority also delivered a World Drug Day seminar on 25 June 2025 at Karachi Campus. External psychologists, medical professionals, educators and policymakers joined discussions of substance and digital addictions, prevention, counselling and recovery. On 3 September, Prof. Dr. Zainab Hussain Bhutto contributed to a youth-engagement panel at the University of Karachi on the role of family environment in youth mental health. These records add prevention and external knowledge-sharing activities to the direct service portfolio.



Figure 65: Television discussion on midlife emotional well-being, 29 April 2025.



Figure 66: Interactive sensory-garden well-being session for approximately 40 members, 26 August 2025.

17 Reproductive health and affiliated clinical provision

Bahria University College of Medicine's Department of Obstetrics and Gynaecology provides education, clinical training and research in women's reproductive health through affiliated KRL and PNS Hafeez hospitals. The published department profile identifies antenatal and postnatal care, labour and delivery, reproductive endocrinology, family planning and management of gynaecological conditions among the clinical areas encountered under expert supervision. It also describes seminars, clinical workshops and research in maternal and fetal health. This establishes an institutional clinical and professional-education framework relevant to women's health.

Official BU website: https://www.bahria.edu.pk/page/PageTemplate4?pageContentId=4653&WebsiteID=10

Through its affiliated clinical network, Bahria University also supports health and nutrition education, sexual and reproductive-health consultation and family-planning counselling. This continuing service provision complements the University's dated community outreach activities and provides a professional setting for education and consultation on individual and family health. Annual community attendance and outreach volumes for these services are not specified.

18 LPDC health and preventive education

During 2025, LPDC delivered cervical-cancer prevention training on 18 February for eight participants at Karachi and lifestyle education for cardiac health on 27 May for 45 participants at BUHSCK. Personal-hygiene training took place at Islamabad E-8 on 19 March and 25 September. The following tables present the associated faculty, staff and student health-education programmes.

18.1 Additional IPP health education and practical preparation

2025 date	Programme	Health content and documented audience
20 February	The Art of Being You	Self-care, resilience and trauma-informed practices; over 80 postgraduate participants from Karachi and Islamabad, delivered by alumna and clinical psychologist Ammarah Batool.
21 March	Sand Play Therapy	Practical introduction to expressive therapy and emotional well-being, delivered by Vardah Bharuchi at IPP.
21 April	Herbal Medicine in Pakistan Tradition to Innovation	Discussion of holistic care and the mind–body relationship, with Hamdard University faculty input at IPP.
December	CPR course at Liaquat National Hospital	BS seventh-semester Health Psychology students completed a one-day course covering adult, child and infant CPR and choking management under faculty guidance.

These programmes strengthened participants' health knowledge and practical skills. Their educational audiences are identified separately from the community outreach beneficiaries.

18.2 Umeed e Nau community psychological services

Bahria University supports its community outreach through Umeed-e-Nau psychological services in Karachi and Islamabad. These services provide an institutional setting for assessment, counselling, preventive education and supervised professional practice. The official service descriptions below explain the framework that complements the dated community activities presented in this document. The Fall 2025 prospectus independently documents Umeed-e-Nau and IPP community work within the reference year.

18.3 Karachi psychological services and external engagement

Umeed-e-Nau operates under the Institute of Professional Psychology, Bahria University Karachi. Its official description identifies outpatient provision at National Stadium Road and the Health Sciences Campus in DHA, with weekday walk-in services. The service portfolio includes psychological assessment, counselling and psychotherapy for children, adolescents, adults, couples, families and older adults. It also describes workplace support and organisational assessments. Faculty consultants and trainee psychologists work with clients on concerns including anxiety, depression, trauma and stress. IPP maintains links with educational institutions, NGOs, healthcare providers and corporate organisations to expand psychological support and professional training. This structure connects specialist university expertise with community and organisational needs.

Official BU website: https://bahria.edu.pk/page/PageTemplate4?pageContentId=3371&websiteId=6

18.4 Islamabad community access and preventive education

The Islamabad Umeed-e-Nau Center explicitly includes the wider community within its service mission and states that services are available to people outside the University. Its published provision encompasses individual, couple and group sessions, addressing emotional, behavioural, social and developmental concerns. The page also describes consultation, outreach, preventive education, seminars and workshops that promote understanding of mental health. Confidentiality, privacy, respect and individual needs are identified as principles of care. This public statement supports the community-access dimension of the institutional service framework alongside the separately documented 2025 school and public-location camps.

Official BU website: https://www.bahria.edu.pk/page/PageTemplate4?pageContentId=8044&WebsiteID=2

18.5 Public institutional evidence from the reference year

Bahria University's Fall 2025 prospectus describes faculty and students undertaking community work through IPP, with postgraduate experiential learning supported by supervised internships in field settings. It identifies Umeed-e-Nau as the Psychological Services Centre providing individual assessment and therapeutic plans adapted to clients' needs. It also records assessment and counselling consultancy for national and multinational organisations. The prospectus also explicitly states that the University's Psychological Services Centres serve the general public alongside students, faculty and staff. This reference-year publication demonstrates public access and institutional psychological service provision in 2025.

Public evidence: Bahria University Fall 2025 Prospectus

The service pages describe the institutional framework; they do not specify annual outreach volumes or dates for individual activities. Evidence of delivery during 2025 is supplied by the dated school, public-space, disability and care-home records elsewhere in this document.

19 LPDC health and well being training during 2025

19.1 Faculty development

LPDC delivered the following health, well-being, safety and preventive-health programmes during January–December 2025. In the reach column, h denotes training hours and N denotes reported participants. Audience: faculty.

Date and venue	Programme and resource person	Reported reach	Content and public website evidence
17 Jan 2025 Islamabad H-11	Stress Management Mr. Habib Ullah	2 h N=13	Practical stress-management methods to support faculty well-being, resilience and productivity. Joint session for faculty and staff. Website: https://lpdc.bahria.edu.pk/blog-details.php?news_id=16
18 Feb 2025 Karachi	Cervical Cancer Prevention Mr. Furqan (Senior Lecturer)(BS-MS)	2 h N=08	Raises health awareness and promotes disease prevention among faculty and community members.
25 Mar 2025 Lahore	Positive Workplace Dr. Usman Rasheed BULC Faculty	3 h N=7	Encourages healthy work culture, employee well-being, and collaborative work environments
25 April 2025 Karachi	Introduction to Horticulture Therapy Dr. Kiran Bashir Ahmad Associate Professor	2 h N=14	Promotes wellbeing through interaction with plants and green spaces, supporting environmental and social health.
28 April 2025 BUHSCK	Topical delivery for Chronic wounds Dr. Kerr Mathews Robert	4 h N=15	Improves healthcare skills and patient outcomes through evidence-based clinical training.
27 May 2025 BUHSCK	Lifestyle for Cardiac Health Dr. Farzana from Tabba heart Institute	3 h N=45	Focuses on preventive healthcare and healthy living to improve quality of life.

19 LPDC health and well being training during 2025
19.2 Faculty development continued

Date and venue	Programme and resource person	Reported reach	Content and public website evidence
27 June 2025 Unconfirmed	Psychological First Aid Dr. Fareeha Kanwal Assistant Professor	2 h N pending	Builds mental-health support skills for individuals and communities, promoting resilience in crisis situations. Venue and participation require confirmation.
22 Jul 2025 Islamabad E8	Work-Life Balance Dr. Kanwal Kaisser, Director Al HUDA Academy	2 h N=12	Promotes mental health, productivity, and balanced lifestyle for professional well-being.
21 Aug 2025 Islamabad E8	Stress Management Dr. Shazia Yusuf, Principal/HOD BSPP	2 h N=9	Provides strategies to manage stress, improving mental health and resilience.
23 Oct 2025 Islamabad E8	Better Work Life Balance Dr. Shazia Yusuf, HOD Professional Psychology	2 h N=11	Stress and time management, setting boundaries and balancing personal and professional responsibilities. Interactive discussion and practical strategies. Website: https://lpdc.bahria.edu.pk/blog-details.php?news_id=32

19 LPDC health and well being training during 2025

19.3 Staff and officer development

LPDC delivered the following health, well-being, safety and preventive-health programmes during January–December 2025. In the reach column, h denotes training hours and N denotes reported participants. Audience: staff and officers.

Date and venue	Programme and resource person	Reported reach	Content and public website evidence
07 Jan 2025 Islamabad E8	Firefighting Exercise & Training program Muhammad Iqbal Firefighting Supervisor	2 h N=9	Promotes safety awareness, emergency preparedness, and protection of life at the workplace.
14 Jan 2025 Islamabad E8	Firefighting Exercise & Training program Muhammad Iqbal Firefighting Supervisor	2 h N=7	Promotes safety awareness, emergency preparedness, and protection of life at the workplace.
21 Jan 2025 Islamabad E8	Firefighting Exercise & Training program Muhammad Iqbal Firefighting Supervisor	2 h N=6	Promotes safety awareness, emergency preparedness, and protection of life at the workplace.
28 Jan 2025 Islamabad E8	Firefighting Exercise & Training program Muhammad Iqbal Firefighting Supervisor	2 h N=16	Promotes safety awareness, emergency preparedness, and protection of life at the workplace.
17 Jan 2025 Islamabad H-11	Stress Management Mr. Habib Ullah	2 h N=13	Improves mental health, employee well-being and workplace productivity. Joint session for faculty and staff.
17 Jan 2025 Lahore	Lecture on fire Fighting Followed by Exercise Security Officer	2 h N=11	Promotes safety awareness, emergency preparedness, and protection of life at the workplace.
20 Jan 2025 Karachi	Health Safety and Environment Dr. Muhammad Irfan Senior Assistant Prof. E&ES	2 h N=48	Workplace safety, environmental protection and sustainable practices. Programme and facilitator details require confirmation.

19 LPDC health and well being training during 2025
19.4 Staff and officer development continued

Date and venue	Programme and resource person	Reported reach	Content and public website evidence
25 Feb 2025 Islamabad E8	Weekly Firefighting Exercise and Training Program Mr. Iqbal Supervisor firefighting	2 h N=5	Promotes safety awareness, emergency preparedness, and protection of life at the workplace.
4 Feb 2025 Lahore	Precautions on Receiving Bomb Threat Security Officer	2 h N=16	Enhances security awareness, crisis response, and institutional safety preparedness
26 Feb 2025 Karachi	Emotional Intelligence in the Workplace Ms. Rabia Muzaffar Sr. Lecturer	1.5 h N=25	Supports mental well-being, teamwork, conflict management, and a healthy workplace environment.
19 Mar 2025 Islamabad E8	Training on Basic Etiquette and Hygiene Dr. Sanaullah Islamic Studies Department BUIC	2 h N=15	Improves personal health practices and social interaction, contributing to overall workplace wellness and societal health standards.
27 May 2025 Lahore	First Aid Training Medical Rep	3 h N=12	Builds health preparedness and emergency response skills, directly contributing to individual and community well-being
18 June 2025 Islamabad E8	First Aid Training Ms. Ameena Senior Medical Officer	2 h N=20	Builds emergency response skills, enhancing community and individual safety.
3 June 2025 Lahore	Fire Fighting Exercise Security Officer BULC	3 h N=22	Trains participants in safety procedures and emergency preparedness.

19 LPDC health and well being training during 2025
19.4 Staff and officer development continued

Date and venue	Programme and resource person	Reported reach	Content and public website evidence
25 Jul 2025 Islamabad E8	Firefighting Exercise and Training Programme Muhammed Iqbal, Fire Officer	2 h N=10	Improves workplace safety and emergency preparedness.
25 Jul 2025 Islamabad E8	Work-Life Balance Dr. Kanwal Kaisser, Director Al HUDA Academy	2 h N=7	Promotes mental health and work-life balance.
25 Jul 2025 Islamabad E8	Firefighting Exercise and Training Programme Muhammed Iqbal, Fire Officer	2 h N=32	Continuing emergency preparedness and safety awareness.
25 Sep 2025 Islamabad E8	Training on Basic Etiquette & Personal Hygiene Dr. Ameena Asad	1 h N=4	Improves hygiene and professional etiquette for workplace well-being.
25 Sep 2025 Islamabad E8	Firefighting Exercise and Training Programme Muhammed Iqbal, Fire Fighting Officer	1 h N=10	Maintains emergency preparedness culture.

The 17 January H-11 stress-management session involved faculty and staff and represents one activity. Two 25 July E-8 fire-training entries report 10 and 32 participants. Attendance may include repeat participation; an overall count of unique individuals is not available. The programme and trainer details for the 20 January HSE entry require confirmation.

19 LPDC health and well being training during 2025

19.5 Student grooming

LPDC delivered the following health, well-being, safety and preventive-health programmes during January–December 2025. In the reach column, h denotes training hours and N denotes reported participants. Audience: students.

Date and venue	Programme and resource person	Reported reach	Content and public website evidence
Feb 11 2025 Lahore	Personal Development and Self Growth Dr. Usman Rasheed	2 h N=40	Promotes self-awareness and emotional development.
Feb 26 2025 Karachi	Lecture on Occupational Health and Safety Muhammad Irfan	2 h N=21	Workplace hazard identification, risk assessment, safety protocols, protective equipment and injury prevention through lectures and discussion. Website: https://lpdc.bahria.edu.pk/blog-details.php?news_id=29
Jun 04 2025 Islamabad E8	Addiction and Its Consequences Naeem Aslam Chughtai	h pending N=25	Physical, psychological and social effects of substance and behavioural addiction; prevention, case discussion and questions. Website: https://lpdc.bahria.edu.pk/blog-details.php?news_id=24
Sep 25 2025 Islamabad H-11	Stress Management Ms. Javeria Asim	2 h N=18	Supports mental health and emotional resilience.
Sep 16 2025 Karachi	Mastering Emotional Intelligence Dr. Munaza Bibi	3 h N=48	Improves self-awareness and interpersonal relationships.
Oct 28 2025 BUHSCI	Time Management, Stress Control and Exam Confidence Prof. Dr. Mowadat Hussain Rana	1 h N=100	Enhances productivity, stress management, and exam readiness.
Nov 19 2025 Lahore	Anger Management and Emotional Well-Being Dr. Usman Rasheed	1.5 h N=95	Anger triggers, emotional regulation, stress-management techniques and interpersonal well-being through practical exercises. Website: https://lpdc.bahria.edu.pk/blog-details.php?news_id=26
Nov 13 2025 Karachi	Anger Management & Well-Being Ms. Zahyreen Kausar	2 h N=39	Enhances stress management and emotional intelligence.
Nov 28 2025 Karachi	Stress Management Ms. Noor ul Ain	2 h N=30	Enhances stress management and emotional resilience.

The duration of the 4 June addiction-training programme requires confirmation because the recorded hours and event description differ. The table retains the reported participation of 25 students. Public event links are included where available.

20 Palestinian humanitarian relief and partnership support

Bahria University contributes to humanitarian support for Palestinian communities through student fundraising and cooperation with Alkhidmat Foundation Pakistan. The University's published MoU account establishes a framework for volunteer programmes, CSP outreach and humanitarian initiatives. Its institutional significance lies in linking university participation with an organisation able to implement relief beyond the campus. The account does not state the signing date.

Official BU partnership: https://www.bahria.edu.pk/page/PageTemplate4?pageContentId=8539&WebsiteID=16

An account published on 7 April 2024 records BU Islamabad students donating funds to Alkhidmat for Palestinian relief. Alkhidmat's President acknowledged the contribution and committed the funds to essential assistance for affected Palestinians. A BU-published outreach report also records the Gaza donation drive and the handover of donations. The extract below provides direct documentary and photographic evidence of student mobilisation for Palestinian humanitarian support. This is implemented relief support through a partner, retained with its documented historical date.

The efforts were met with tremendous support from the Bahria University community, and at the end of the drive, a meeting was held with the Al-Khidmat Foundation to hand over the donations. Dr Hafeez ur Rehman, President of the Al-Khidmat Foundation, expressed his heartfelt gratitude and committed to sending the collected donations to Gaza before Eid.

This drive not only provided material support but also sent a powerful message of solidarity with Gaza's ongoing struggle. CSP Club BUIC will continue to raise awareness and show unwavering support for Gaza, as this cause represents a fight against oppression, injustice, and suffering.



Figure 67: BU-published account of the Gaza donation handover, with the Donate for Gaza campaign banner and on-campus collection desk. The associated public report is a historical activity record.
Published donation report: https://academiamag.com/news/bahria-university-students-donate-to-alkhidmat-for-palestinian-relief/
Official BU outreach account: https://www.bahria.edu.pk/content/Downloads/19ce03eb-f491-402e-898b-e4ee763113bc.pdf

20.1 Health relevance of humanitarian partnership support

Alkhidmat's published Palestine response identifies displaced and affected Palestinian families among the communities receiving assistance. Its programme encompasses food, clean water, medicines and essential supplies, connecting humanitarian relief with health, nutrition, hygiene and family well-being. Its reporting includes updates for 2025. This establishes the health-related context of the partner's relief programme; the partner's programme totals are not presented as Bahria University outputs.

Implementing partner's Palestine response: https://alkhidmat.org/donations/appeals/emergency-appeal-palestine-save-lives-in-gaza-today

The donation record and humanitarian partnership demonstrate BU participation in relief for Palestinian communities affected by conflict and displacement. The documented BU contribution predates the 2025 reference year and is retained as humanitarian context. Separately, the local Serve and Care Foundation programme described in this package provides direct institutional evidence of psychosocial outreach to refugee children and community members during 2025.

20.2 Continuity of preventive health collaboration

The KITCC agreement signed on 16 June 2026 provides a further framework for thalassemia awareness, preventive-health education, community outreach and student volunteering. It complements the separately documented KITCC activities in September and November 2025. Its date is retained as subsequent partnership context.

Official BU website: https://bahria.edu.pk/page/PageTemplate4?pageContentId=8582&websiteId=1

21 Earlier breast cancer advocacy and educational volunteering

On 9 January 2024, Bahria University Islamabad hosted the Pink Ribbon Youth Week closing ceremony. A cheque for Rs 250,000, raised through sports and recreational activities, was presented to Pink Ribbon Campaign Pakistan Chief Executive Omer Aftab. The initiative supported breast-cancer awareness and the campaign's hospital project. This is presented as historical women's-health advocacy, separate from the dated 2025 activity record.

Bahria University volunteers also tutor pupils at Khalida Iqbal Free Education School who face transport-related delays. This educational assistance complements the University's engagement with the school community. The separate psychological camp held on 6 October 2025 provided counselling and assessment at the same school.



Figure 68: Pink Ribbon awareness and donation photographs associated with the 9 January 2024 ceremony. Historical women's-health advocacy.



Figure 69: Volunteers tutoring pupils at KIFES. Educational-volunteering context; activity date unspecified.

21.1 Supporting context on international student assistance

The Directorate of International Office records 268 students receiving full scholarships for academic year 2025, including 148 students of Afghan nationality and 91 of Somali nationality. The ten nationality categories and the scholarship designation are reproduced below. This provides reference-year evidence of educational assistance for international students and complements the University's wider commitment to inclusion.

TABLE 3 Full scholarship recipients for academic year 2025

Nationality	Students	Scholarship
Afghanistan	148	Full
Somalia	91	Full
Ethiopia	4	Full
Yemen	4	Full
Sudan	4	Full
Syria	2	Full
Rwanda	1	Full
Bangladesh	5	Full
Palestine	5	Full
Nigeria	4	Full
Total	268	Full

The DSA Annual Report 2024–2025 separately records 10 awards under the Allama Iqbal Scholarship for Afghan Nationals. Its stated reporting period is 1 July 2024 to 30 June 2025. This is retained as evidence from the University's annual reporting cycle ending in 2025; the report does not allocate these awards to individual calendar-year dates. The figure is not added to the Directorate of International Office total because the two sources use different reporting bases and may include overlapping recipients.

The scholarship record documents nationality and educational financial support for international students. It complements the humanitarian and community-health activities described in this evidence package. It is presented as educational inclusion; refugee status and health-service participation are not recorded in these scholarship figures.