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Islamia College Peshawar (ICP), Pakistan: An Icon in Academia and Research for the Region

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Abstract: *This study portrayed Islamia College Peshawar (ICP) as an icon in academia and research since 2008, when it was upgraded from a college to a university. The study is based on quantitative cum qualitative research. The faculty of Islamia College Peshawar was taken as the population for whom a self-structured questionnaire was used to collect the data. SPSS software was used to give the results in the form of median and Chi-square tests because of the non-parametric data. The outcomes demonstrated that Islamia College Peshawar's performance has improved over time. ICP, which is also a university, has positioned itself at 34 of the nation's 73 universities, according to the HEC rating for 2015. Through a provincial assembly resolution, the college was granted university status in the year 2008. In the past twelve years of its upgrading, the institution has produced more than 1000 M.Phil. scholars and about 80 Ph.D. candidates. The findings further demonstrated that Islamia College Peshawar not only supports the local research culture but also upholds Pashtun history and its prior notoriety. Moreover, results revealed that Islamia College Peshawar faculty is satisfied with its upgradation status from college to university; they conduct different workshops/ seminars in their respective field of research and integrate their instruction with modern ICT in the classrooms. Results have been discussed, and limitations are given for future researchers.*

Key Words: Admission, Pashtun History, Academia and Research Performance, Islamia College Peshawar

Introduction

Education is the process by which nations raise their own awareness. In order to fully inform people, edification serves as a social institution rather than merely as a means of public instruction (Iqbal, [1996](#)). Education if it is open to critical thinking then it helps to develop creativity in the students (Andleeb et al., [2022](#); Arooj et al., [2021](#); Kamran et al., [2017](#); Kamran et al., [2021a](#); Kamran et al., [2021b](#); Kamran et al., [2022](#)).

Higher Education in Pakistan

In the modern world, investing in higher education is seen as being of utmost importance. Pakistanis are not less talented than the residents of other countries; rather, it's due to the country's protracted colonial domination and willful replication of other countries' institutions. In Pakistan's history, higher education had a humble beginning (Abid, [2022](#)).

When Pakistan was founded in 1947, the University of the Punjab was the only university in the country. In 1950, Karachi University was established. In the years that followed, a number of colleges continued their expansions. The Lahore University of Management Sciences (LUMS), founded in 1984, was the first private university. A significant growth in the number of public universities (Riaz et al., [2017](#)) had taken place then as well.

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The National Education, Management Information System (NEMIS) says that there are 185 universities operating in both the public and private sectors across the nation. Out of them, 110 institutions (or 59%) work for the public sector, while 75 institutions (or 41%) work for the private sector. There are 1.463 million postgraduate students enrolled in these universities, according to estimates. 1.192 million of them—or 81 percent of the total—attend universities in the public sector, while 0.270 million of them—or 19 percent of the total—complete their education at private institutions. Despite the fact that the public sector has more universities, fewer students attend these institutions than do those in the private sector. In universities overall, there are 0.795 million male students (54%) compared to 0.667 million female students (46%) (National EMIS, [2018](#)).

Tertiary Education in the Khyber Pakhtunkhwa

A total of 74,521 sq. km. make up the Khyber Pakhtunkhwa province. It is one of the most vitally situated provinces in terms of strategic importance, and it is crucial to Pakistan's economy. With a population increase of 2.8% annually, it is home to 26.62 million people. A network of colleges and institutions spread out across Khyber Pakhtunkhwa provides higher education in the region. There are 41 universities in the Khyber Pakhtunkhwa province that offer higher education to students from different areas.

Historical Background of Islamia College Peshawar (A Literature Review)

Islamia College Peshawar, is one of the top institutions in Peshawar. This esteemed institution was started by Sir Sahibzada Abdul Qayum Khan. The local population firmly believed that the province's young should receive an education free from social and economic prejudice (Ali, [2023](#)). A college that will promote knowledge and provide young people in this important region of the subcontinent a sense of purpose was what the moment's founder planned to develop. Establishing an Islamic institution dedicated to pursuing youth education was the fundamental goal of this Institute (Ali, [2023](#)).

Haji Sahib of Turangzai put the foundation for the Islamia Collegiate School and the momentous college mosque on March 21, 1911, to make the dream true of Sahibzada Abdul Qayum Khan. Back then, a great opening ceremony had also been planned, and prominent Ulema, Khans, famous people, and top officials had gathered for the celebration. George Rose Keppel laid the college's foundation, and several authorities assisted in building the building's structure and construction (Seemi & Jan [2014](#)).

The regular classes at Islamia Collegiate School were set up in March 1913, and on October 6, 1913, the college class finally started after a six-month break. At the beginning of the college, there were only 10 total teaching staff members; only 26 students were enrolled, only two student residences, named Harding and Butler, and only one accountant and one clerk were on duty. The first vice-principal, Mr. Inayat Ullah, and the first dean of the theology department, Maulana Qutab Shah, are among the well-known members of the head staff (Seemi & Jan, [2014](#)).

The Islamia College Peshawar has been successfully attaining all of its goals from its founding in 1913. This college made a significant contribution to the creation of this magnificent country (Aalam, [2020](#)). The true champions and followers of the nation's ideology were the college students there. They created the framework for prejudice and secular nationalism. The college students ran a pro-Pakistan campaign and argued for Pakistan during the 1947 vote. They knocked on every door in the province and spread an unmistakable message about the nation's actual identity. The amazing thing about Islamia college students is that they are living Quaid's real dream. The dedication of this institute is demonstrated by Quaid's repeated visits and giving of one-third of his estate. These are Islamia College's greatest strengths, and each and every Islamian at this institution can be justly proud of them (Islamia College Peshawar, [2015](#)).

Upgradation to University Status

Nevertheless, since its founding, Islamia College has provided higher education to the local populace. Other colleges and universities, such as the UET Peshawar and the Agriculture University Peshawar, were born from the mother institution. It was the sole institution in the area providing residents of N.W.F.P. (the current province of Khyber Pakhtunkhwa) with the greatest higher education options. It was a prestigious institution with accomplishments in practically every area of life. Islamia College was originally known as

Islamia College Peshawar, but on October 13, 2008, it was raised to the status of a chartered university through an ordinance enacted by the then provincial legislature, and it is named as Islamia College University Peshawar. However, in 2009, legislation changed the name of the university to Islamia College Peshawar. As the university's first Vice Chancellor, Prof. Dr. Ajmal Khan was chosen because of his remarkable administrative expertise and talent. As a result, following the terrible incident involving the kidnapping of its first Vice Chancellor, Prof. Dr. Haider Shah Jadon was chosen to serve as Vice-Chancellor. He did so for more than a year. After the University Act of 2012 was enacted, Prof. Dr. Noor Jehan, a professor at the University of Peshawar, was chosen to serve as acting Vice-Chancellor. Prof. Dr. Ihsan Ali, a famous academician and Vice-Chancellor of Abdul Wali Khan University Mardan, was given the additional responsibility of serving as vice chancellor of Islamia College Peshawar in February 2013 (Islamia College, 2013).

The newly established university first encountered certain administrative issues, but despite these extraordinary challenges, the young institution worked hard to overcome some of the related effects. The institution successfully offers education from BS to Ph.D. level in more than 20 subjects with its five faculties and around 26 departments. Most of the faculty staff have Ph.Ds. in their respective fields. In addition to the 2007 establishment of Islamia College for Girls, the institution enrolls a sizable proportion of female students at the university level (Islamia College, 2013).

Higher Education in the Institution

Islamia College Peshawar was founded in 1913, according to information provided by Dr. Tauqer Aalam in an interview. The Islamia College offered both higher-level and lower-level education over this entire time (1913–2020). Islamia College Peshawar's entire academic era from 1913 to 2008 can be divided into three segments: 1950 to 1970 and 1970 to 2008. In the period between 1913 and 1920, the college offered higher secondary education, which was the best form of instruction at the time. Additionally, under the auspices of the University of Punjab, the college offered the greatest education accessible at the time from 1920 to 1950, including B.A., B.Sc., and master's degrees in a variety of subjects. All master courses were transferred to the newly created University of Peshawar in 1950, marking the beginning of the second phase of college education. Since 1970, Islamia College has been restricted to undergraduate or up to bachelor level courses. In several fields, the college restarted master education after 1970, and this continued (Aalam, 2020).

Profile of the Research and Academia in the Institution

Age of the Institution

In 2008, the institution received university status. The historic Islamia College in Peshawar was requested to be upgraded to the rank of a university in a resolution that was tabled and approved by the provincial parliament on October 13, 2008. In its fourteen (14) years of excellence, the university has produced thousands of graduates and scholars by offering an academic and research environment at the undergraduate and graduate levels (Islamiacollege, 2013).

Total Number of Departments

Six faculties and about 26 departments make up the university (Islamia College, 2020). With the exception of a few recently founded departments that have significant infrastructural problems, all the departments have highly qualified personnel and other facilities.

Enrollment Year by Year

Statistics of Enrolled Students from 2008 to 2013

The university has twenty-four departments that provide programs at the undergraduate, master's, doctoral, and postdoctoral levels. University coursework is organized according to a semester structure. Islamia College Peshawar has provided the following tables with year-by-year statistics on newly enrolled students at the Bachelor's, Master's, M.Phil., and Ph.D. levels of study.

**Table 1**

Statistics of enrolled students from 2008 to 2013

Year	2008	2009	2010	2011	2012	2013
Bachelors	663	710	790	857	890	970
Master	227	256	280	310	370	425
M.Phil.	18	28	25	123	209	164
Ph.D.	0	18	0	44	11	33
Total Strength	908	1012	1095	1334	1480	1592

Table 2

Statistics of enrolled students 2014 to 2020

Year	2014	2015	2016	2017	2018	2019	2020
Bachelors	798	1064	853	831	1181	1293	1388
Master	286	217	299	283	351	288	390
M.Phil.	223	185	201	156	233	230	459
Ph.D.	40	27	40	68	63	132	84
Total Strength	1347	1493	1393	1338	1828	1943	2321

Educational Conferences/Seminars and Workshops Arranged by Various Departments

Workshop/training Programs Arranged by Different Departments

Table 3

S. No	Title of Event	Date	Organized By	National/International
1	Initial Conference on Business	Sept' 2012	Management Sciences	National
2	Applications of Multivariate Techniques	May' 2015	Dept of Statistics	National
3	Big Data Analysis and Official Statistics	Mar' 2015	Dept of Statistics	National
4	13th International Conference on Statistical Sciences	Mar' 2015	Dept of Statistics	International
5	Commercialization & Innovation in Pakistani Universities	Sep' 2016	Management Sciences	National
10	16th International Conference on Statistical Science	Mar' 2018	Dept of Statistics	International
12	CRISPR/Cas Genome Editing Technology	May' 2019	Center of Omics Science	National
14	Coffee with the Scientist	Mar' 2019	Centre of Omics Sciences	National
25	One Day workshop on Physics	Apr' 2019	Physics	National
26	The Scope of Statistics	Oct' 2018	Statistics	National
27	Applications of Statistics	Oct' 2018	Statistics	National
28	International Zoological Conference	Mar' 2019	Zoology	International
29	FATA Volunteers Day	Apr' 2019	Political Science	National
30	Anti-Drug Awareness Seminar	Dec' 2018	Chief Proctor	National
31	Students Uniform Awareness Seminar	Mar' 2019	Chief Proctor	National
32	"One Day Seminar on Communication Skills"	Jan' 2019	Dept of Education	National
33	"One Day Training Workshop	Jun' 2019	T&D, Dept of Education	National

S. No	Title of Event	Date	Organized By	National/International
	for Teachers of Islamia Collegiate School.”.			

*Some of the workshops/ seminars and conferences were deleted to avoid the redundant of the information

ORIC Performance

Since 2015, the Higher Education Commission (HEC)-mandated Office of Research Innovation and Commercialization (ORIC) has operated at Islamia College Peshawar. ORIC's primary role is to assist researchers and serve as a liaison between them and funding organizations. The Khyber Pakhtunkhwa government, the Pakistan Science Foundation, and the Higher Education Commission (HEC) all offer financing and publish requests for funding applications. Following this call, several researchers submit their grant requests, which ORIC subsequently forwards to the sponsoring organizations after receiving the vice chancellor's signature. After the researchers' proposals were funded and accepted, ORIC offered various kinds of assistance to the researchers. ORIC has been awarded more than fifteen research projects during the past five years that have received financing from various funding organizations. In addition, ORIC's duties include enlightening and inspiring researchers and students to engage in numerous competitions. Students with strong projects take part in these events and win awards. ICP students are encouraged to participate in a variety of tournaments by ORIC. ORIC also strives to entice financial support for the students from other organizations. Additionally, ORIC aims to teach students about entrepreneurship. ORIC has been tasked by HEC with inspiring students to learn and practice entrepreneurship (ORIC, 2020).

Research Objective

To portray the Islamia College Peshawar (ICP), Pakistan, as an icon in academia and research in the region.

Research Question

How does Islamia College Peshawar (ICP) contribute to the advancement of education that incorporates ICT, research, history, and academia?

Hypotheses

- i. There are no significant differences regarding the upgradation status of the college into a university among the teaching faculty.
- ii. ICP faculty did not bring significant improvements in conducting workshops and co-curricular activities.
- iii. There is no significant role of the ICP in promoting the history of the region.
- iv. There are no significant differences in the perception of the ICP faculty about ICT-integrated instruction in classrooms.

Methodology

The main goal of the study was to assess Islamia College Peshawar's performance in the areas of academics and research since it became a university in 2008. Because there were no in-depth research case studies about this institution, there was only a small amount of work available for the literature review.

Study Nature, Population, and Sampling

3.2. The study used both qualitative and quantitative methodologies and was descriptive in character. 350 permanent faculty members of Islamia College Peshawar were chosen as the study's population, making up the permanent teaching faculty at the college. 20% of the sample was taken using an easy sampling strategy to represent the population. Sixty regular teaching faculty members completed the questionnaires and returned them to the researcher after the researcher distributed printed and electronic questionnaires using Google Forms.



Data Collection Tools

Both primary and secondary sources were used to gather the data. We employed questionnaires to collect primary data. A 28-item questionnaire for the quantitative portion was created utilizing a five-point Likert scale with the following options: Strongly Agree-5, Agree, Undecided, Disagree, and Strongly Disagree-1. The qualitative portion was supported by secondary sources. The majority of the secondary data were gathered from the institution's appropriate departments and website. In addition, some information was gathered for the study from sources like books, newspapers, journals, articles, literature, and magazines. Additionally, official records were employed in this study. For this aim, reports and files from several Departments, Directorates, ORIC, the Registrar's office, and Administration Offices of the University were gathered. The researcher used this source as needed and only gathered the data that was pertinent to the research project that was needed.

Analysis of the Data and Results

Due to the non-parametric nature of the data, SPSS software was used for data analysis, and the results were presented as median and Chi-square tests. The following table provides the values for the median, 2, Sig., and df.

Table

Chi-square table

Construct	Median	χ^2	Sig	Df
Upgradation Status of ICP	2.00	40.77	.000	8
Workshops and Co-curricular Activities in ICP	2.00	30.12	.000	5
Role of ICP in Promoting the History	2.00	31.16	.000	7
Teaching with ICT in ICP	2.33	49.77	.000	8

For the first hypothesis, the above table elaborates on the statistical analysis of the construct upgradation status of ICP. The value of the χ^2 is 40.77, and the p-value is .000, which reveals that the teaching faculty was greatly inspired by the ICP and wanted Islamia College Peshawar to get the status of the university.

For the second hypothesis, the above table elaborates on the statistical analysis of the construct workshops and co-curricular activities in ICP. The value of the χ^2 is 30.12, and the p-value is .000, which revealed that the teaching faculty of the ICP brought significant differences in conducting workshops and co-curricular activities.

For the third hypothesis, the above table elaborates on the statistical analysis of the construct of the role of ICP in promoting history. The value of the χ^2 is 31.16, and the p-value is .000, which reveals that the ICP played a significant role in promoting the history in the region of Pashtun culture and other cultural values.

For the fourth hypothesis, the above table elaborates on the statistical analysis of the construct of teaching with ICT in the classrooms. The value of the χ^2 is 49.77, and the p-value is .000, which revealed that the ICP faculty showed significant differences while teaching with ICT in the ICP.

Discussion

ICP is a renowned institution in the province with an illustrious legacy dating back a century. The study shows that the teaching faculty of the ICP fully endorsed ICT-integrated instruction in the classrooms. This result has shown inconsistency with a study conducted in Punjab where the study showed weak agreement among the students, teachers, principals, and parents about the use of ICT and AV aids usage during instruction (Aslam et al., 2023).

Since its founding, it has been spreading knowledge throughout the area and contributing significantly to Pakistan's establishment. In 2015, it commemorated its one hundred years of greatness. ICP had consistently delivered top-notch academic results at all levels during all relevant time periods. Through a provincial assembly resolution, the college was granted university status in the year 2008. Since then, it

has been working to raise all areas of performance. ICP has increased its academic and research performance over the years since it was founded as a public sector institution. In the past twelve years of its upgrading, the institution has produced more than 1000 M.Phil. scholars and about 80 Ph.D. candidates. The study question, "How does Islamia College Peshawar play a significant role in promoting research culture in the region?" is therefore answered by the foregoing. The findings demonstrated that ICP is encouraging new generations to pursue academic and research careers in addition to fostering the region's research culture. ICP offers a wide range of amenities to its students and research fellows, including research labs, libraries with e-library services, computer labs, and internet access. Additionally, facilities for extracurricular activities have been offered, including those for sports and leisure pursuits, which are crucial to the development of academic skills. Additionally, a variety of departments and organizations periodically organize workshops, seminars, and research conferences for the advancement of academics and research for students, faculty, and other stakeholders.

Conclusion

This article brought Islamia College Peshawar into focus through this study and showed that the said institution has a great contribution to society by promoting higher education and research in the region. Further, the study concludes that the teaching staff expressed a strong desire for the college to go up to the university level. Additionally, they made it apparent that ICP faculty members run many workshops, seminars, and extracurricular events to advance the region's research culture. According to ICP teachers, the university has done more to preserve Pashtun and other tribes' cultural traditions. Additionally, it has done a lot to advance local culture. Additionally, it was made very apparent that ICP faculty members incorporate technology into their classroom instruction.

Limitations

Since the data collection instrument was unique to the ICP and not general, the study did not validate it. As a result, the validation process was not applied to the instrument. The study only focuses on one thing; hence, it is impossible to generalize the results to other prestigious universities and colleges in Pakistan. Further, the authors did not support the results of the current study with previous studies because only limited was found regarding the said institution.

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