

**MUHAMMAD DENTAL COLLEGE
QUALITY ENHANCEMENT CELL
IBN-E-UNIVERSITY MIRPURKHAS
MIRPURKHAS**



**REPORT OF PROGRAM REVIEW FOR EFFECTIVENESS AND
ENHANCEMENT (PREE) AND
EXECUTIVE SUMMARY
ACADEMIC YEAR 2024**

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REPORT OF PROGRAM REVIEW FOR EFFECTIVENESS AND ENHANCEMENT (PREE)

ACADEMIC YEAR 2024

EXECUTIVE SUMMARY

Overview of the Program

The Bachelor of Dental Surgery (BDS) program is a comprehensive four years of undergraduate studies. The curriculum is designed to equip students with the knowledge, skills, and professional attitudes essential for modern dental practice and has modular system. The program integrates biomedical dental sciences, clinical training, and community-oriented care to ensure graduates are competent in prevention, diagnosis, and treatment of oral diseases.

Ibne Sina University, Mirpurkhas (ISUM) follows a vertically integrated modular system. This is amply supported by 5 pillars that contribute to the high standards of this first ever university of Mirpurkhas division. These pillars include:

1. **“Survive”**, a three-pronged system of weekly tests, assignments and post-test discussions.
2. **“RLSE”** or “Running Lives by Sharing Experiences”, a weekly mentoring program.
3. **“MCS”** or daily “Mobile Clinics by Students”.
4. **“LBAS”**, or “Learner Based Annual Symposia”.
5. **“GSAT”** Annual “Gastroenterology session with Students as Teachers”.

Some people like to fondly remember these pillars by “Syed Razi Muhammad’s Learning Group” (SRMLG).

At ISU, we continue to learn and benefit from the research and innovation of others (no need to reinvent the wheel or rediscover the laws of motion), we must remember our own situations, culture and values and not neglect our strengths and weaknesses while developing our systems. This is exactly what we have done in developing our vision, mission and goals. The above pillars are the powerful tools to achieve them. In a day and society, where copy & paste practices, plagiarism and recently letting the artificial intelligence replace the original and critical thinking, ISUM can take some pride in SRMLG.

Purpose of the Review

This Program Review for Effectiveness and Enhancement (PREE) was conducted to evaluate the BDS program’s overall performance in achieving its educational goals, maintaining academic quality, and ensuring alignment with national accreditation standards. The review focuses on curriculum effectiveness, faculty performance, student outcomes, resource adequacy, and continuous improvement strategies.

Key Findings

- **Curriculum Strengths:** The curriculum is well-structured and aligned with both local and international competency frameworks. It balances foundational knowledge with practical clinical exposure, and recent updates have improved integration across disciplines.
- **Faculty Excellence:** The program benefits from a qualified and experienced faculty body. Regular professional development activities support teaching innovation and research engagement.
- **Student Achievement:** Student performance indicators, including graduation rates, licensure exam pass rates, and employer feedback, reflect a high level of competence among graduates.
- **Clinical Training:** Clinical facilities are sufficient and provide diverse patient exposure. However, improvements in simulation labs and digital dentistry resources are recommended.
- **Quality Assurance:** Internal quality assurance mechanisms are active, and feedback from stakeholders is regularly collected and used to inform program enhancements.

Areas for Improvement

- There is a need to expand interdisciplinary learning opportunities and multidisciplinary research innovations.
- Upgrading technological infrastructure and expanding e-learning resources will enhance teaching and learning experiences.
- Strengthening innovative research opportunities for both students and faculty is essential for academic growth.

Conclusion and Recommendations

The BDS program demonstrates strong alignment with academic standards and professional expectations. Continued efforts in faculty development, infrastructure enhancement, and curriculum innovation will further elevate the program's quality. The report recommends developing a structured action plan to address identified gaps, with a focus on sustainability, innovation, and community relevance.

RECOMMENDATIONS FOR CORRECTIVE ACTIONS					
Standards	Findings	Corrective Action	Implementation Date	Responsible Body	Resource Need
1	The vision and Mission of the MBBS program	Revised –may-2024	May-2024		
2	Meeting of Curriculum committee	Regular Curriculum Committee meetings are conducted on monthly basis or as needed, the findings of program evaluation is	September-2019	Dean MDC & Vice Chancellor ISU	Attendance must be compulsory for all chairman in regular meetings

		discussed and then implemented via timetable and resources. Such as small group teachings, implementation of log books, frequent workshops and presentations for and by students			
3	Equipment for Demonstration room of preclinical students	Wireless mic & multimedia is needed	April-2024	IT department	Quotation (approval from Vice Chancellor)
4	Subject-specific facilities	Labs , OPD & Tutorial rooms require AC	August-2024	Dean MDC & Vice Chancellor ISU	Quotation (approval from Vice Chancellor)
5	Student Councillor	Appointment done	May-2024	HR	Approved by Chancellor
6	Committees	Revised/updated	September-2019	Academic Council meeting	Nil
7	Institutional Support				
8	List of succesful candaitees	Updated list should be displayed on website of ISU	within 01 week	Director admission in colobaration with IT	Nil

STANDARD I: VISION AND MISSION STATEMENT OF MDC

MISSION STATEMENT OF MOHAMMAD DENTAL COLLEGE

Nurturing students' potential by providing them highest quality education in the field of Dentistry thereby producing individuals with strong values, compassion and professionalism, emphasizing community engagement particularly with marginalized segment of rural population, encouraging students to become empathetic and socially responsible professionals by training them in the best evidence based practice, capable of contributing to advancements through research and innovation.

MISSION STATEMENT OF IBN-E-SINA UNIVERSITY MIRPURKHAS (ISUM)

Nurturing students' potential by providing them highest quality education thereby producing individuals with strong values, compassion, inclusiveness, leadership and professionalism, emphasizing community engagement particularly with marginalized segments of rural population, encouraging students to become empathetic and socially responsible professionals by training them in the best evidence- based practice, capable of contributing to advancements through research and innovation.

VISION OF IBN-E-SINA UNIVERSITY MIRPURKHAS

To be an internationally recognized institution, famous for its ethical work, emphasizing the importance of integrity, honesty and moral principles, highlighting the University's commitment to serving the community and producing unbiased and empathetic educated people who are inclusive and have leadership skills, encouraging them to engage in research, critical thinking, innovation and evidence- based best practices.

GOALS

In pursuing its Mission, the University has following goals:

1. Prepare the younger generation to become future leaders and managers for a prosperous Pakistan especially in this underprivileged area of Sindh, through development of their physical, mental, moral and professional strengths.
2. Ensure academic excellence through high quality education in disciplined and peaceful learning environment.
3. To offer the benefits of successfully meeting the intellectual challenge and to nurture their skills.
4. To inculcate qualities, they need for their professional careers ahead and to enable them to achieve their full potential as individuals.
5. Constantly monitor and upgrade facilities and update the curricula to keep pace with the emerging trends and technologies.
6. Coordinate, include and provide facilities for exchange of knowledge and applied research in the newly emerging fields in collaboration with national and international Universities and research institutions.

BDS PROGRAM OUTCOME

By the end of the Four years of BDS program at MUHAMMAD DENTAL COLLEGE (aims to produce dental graduates who are able to:

- Demonstrate appropriate basics knowledge of medical and dental sciences.
- Evaluate the use of laboratory tests and imaging studies and interpret the results to arrive at clinical decision making by critical thinking.
- Recognize patient with special care and perform dental emergencies having good communication skills.
- Engage in research activity aimed at improvement of quality of health care including behavior modification of individual and community for quality life
- Elicit professional skills while providing patient centered care by relevant and comprehensive physical and dental examination.
- Commit to lifelong learning to keep up to date with developments in dental practice and trends in disease at population level by strong leadership and management skills.
- To exhibit ethical patient centered care based on integrity, humility, social accountability and high ethical values of this sacred profession

STANDARD II CURRICULUM DESIGN AND ORGANIZATION

1. Preamble:

Integration has been accepted as an important educational strategy in medical education. PMDC & ISUM believes in continuous curriculum revision through regular reviews and feedback from stakeholders. This curriculum has been updated with Correlation as a minimum level of integration in BDS. This curriculum is outcome based patient centered, community relevant, promotes health and prevents disease. It has been revised by the faculty of basic and clinical Dental sciences in collaboration with Academic Directorate and MDC department of Medical Education.

2. Curriculum Perspective

MDC, BDS curriculum is evolved taking into consideration constructivist and behaviorist with some element of cognitivist approach. It allows students to construct their own knowledge based on what they already know and to use that knowledge in purposeful activities requiring decision making, problem solving, and judgments.

3. Level of Integration:

Muhammad Dental College (MDC) is following Correlation i.e. level 7 of Harden's level of Integration in first three years in 2024. The emphasis remains on disciplines or subjects with subject-based courses taking up most of the curriculum time. Within this framework, an integrated teaching session or course is introduced in addition to the subject-based teaching. This session brings together areas of interest common to each of the subjects. Though the teaching is discipline based, topics are correlated and taught with clinical context for better understanding and application of concepts. However clinical teaching increases gradually with advancing years. BDS Year IV is for clerkships.

5. Curricular Organization and Structure

- a. In MDC, BDS curriculum in the first two years shall be delivered in a System Based Modular Format with clinical relevance. However, in year III, students shall get clinical exposure through rotations in the wards and OPDs and in Year IV through clerkships
- b. There are three modules in year I, each will have modules, duration of which depends upon the number and complexity of the objectives to be achieved in that module
- c. The curriculum will be delivered by modular teams of multidisciplinary basic science faculty and relevant clinical dental sciences faculty.
- d. The planning and delivery will be coordinated by year coordinators who will guide module coordinators of their respective years for efficient implementation
- e. Modular Coordinator will be responsible for teaching and assessment during each module. S/he will be appointed by Principal in coordination with Department of Medical Education.
- f. Clinical Coordinator will be responsible for placement, teaching and assessment during clinical rotations.
- g. MDC will provide study guides of each year to the students.
- h. To attain the integration in BDS program, teaching shall be done in three spirals Basis of Medicine **(Spiral I -Years I & II)**: The syllabus will be integrated horizontally around systems of the body in which

Anatomy, Physiology and Biochemistry will be taught with clinical relevance. Additional chunks of content will be added in a module that exactly does not fit in the central theme of the module.

- i. Longitudinal themes, General Education (**Behavioral Sciences, Islamiyat, English, Pakistan Studies, Art & Humanities, Communication Skills, Clinical Care, Professionalism, Research Methodology, Leadership, Management, dental & Dental Ethics, patient Safety, EBM & Infection Control, ICT (Computer Skills, Self Study** are an integral part of year I. However, assessment of these subjects will be the responsibility of institute itself.
- j. Islamiyat and Pakistan Studies will be assessed by the University in first professional examination.
- k. Apart from attending daily scheduled sessions, students should engage in self-directed learning to achieve the desired objectives.
- l. Professional Exams will be module wise. There will be three papers, one paper for each module.

6. Competencies:

The focus of this curriculum is on the roles of a general physician as identified by PMDC. These are skillful, knowledgeable, community health promoter, critical thinker, professional and role model, researcher and leader. Competencies focused in year I and II are: -

- a. Medical Knowledge
- b. Procedural skills
- c. Problem solving
- d. Communication skills
- e. Professionalism
- f. Research

7. Resources:

To be provided by the institute

- a. Faculty
- b. Facilities
- c. Administration for Course
- d. Administrative structure
- e. Communication with students

8. Internal Assessment:

Formative assessment (low stake) is at faculty discretion like mid module test and other class tests. There will be three end of modules and one pre-annual examination in year I, which will be taken by LUMHS and contributes towards the weighting of internal assessment i.e. 20% in first professional BDS Examination.

9. Annual Professional Examination:

The University will take the final professional Examination at the end of the academic year. Annual Theory & Practical Examination will be of 200 marks for every subject year wise.

10. Evaluation of the Course:

To be filled in by the institute.

- a. The major goals of the evaluation are to monitor quality of and improve curriculum

- b. Student portfolio shall be maintained in the departments in which students will give their feedback either by name or anonymously. Feedback may be taken at the end of module, online and informal student feedback during the running module.
- c. Faculty suggestions if any, for improvement of curriculum and teaching may be incorporated in the next session

11. Implementation of curriculum

- a. The university will give academic calendar, year wise distribution of modules, learning outcomes, table of specifications and assessment policy.
- b. Implementation of curriculum including time table, distribution of content across the whole years and



MUHAMMAD DENTAL COLLEGE
ACADEMIC CALENDAR AND SEQUENCE OF CONTENT
OF MODULAR CURRICULUM
1ST YEAR BDS-2024-BATCH-V

Module – I		Theory 25 th June OPSE 26 th June Module - I - Exam Eid & Summer Holidays 10 th -April- 13 th -April- 1 st - June-6 th -July	Module -II		Theory: 14 th oct OSPE: 15 th oct Module - II Exam Eid-ul-Adha Holidays 17 th -19 th June Muharram Holidays 16 th -17 th July	Module - III		Theory: 16 th -Nov OPSE: 17 th - Nov Module – III Exam
17 Weeks			10 th weeks			8 weeks		
21 th February -17 th -July			17 th July – 20 th Sept			23 th Sept-15 th Nov		
Module-1 Foundation-I	Module-1 Foundation-II		Module-2 Craniofacial			Module-3 Orofacial Complex		
Module-IV Pre-Clinical Dental Sciences-I 35 Weeks (on rotations basis group wise)			Module-IV Pre-Clinical Dental Sciences-I 35 Weeks (on rotations basis group wise)			Module-IV Pre-Clinical Dental Sciences-I 35 Weeks (on rotations basis group wise)		
8 weeks 27 th -February	8 weeks 25 th - april		8 weeks 30 th - april	8 weeks 01 st - july		8 weeks 02 nd - uly	8 weeks 03 rd -sept	
Module-1 Exam			Module-2 Exam			Module-3 Exam		
(25 th -July)	(26 th - July)		Eid-ul-Adha Holidays 17 th -19 th June			Exam (16 th Nov)	Exam (17 th -Nov)	
Module-IV Pre-Clinical Dental Sciences-I 35 Weeks (on rotations basis group wise)								
			8 weeks 4 th sep			8 weeks 5 th Nov		
Preparatory Holidays		20 th Nov-05 th -December-						
LUMHS Prof Examinations		11 th -December-30 th -December-2024						

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rotations plan is upon the discretion of the medical college/institute.

- c. Early clinical exposure may be achieved by allocating hours to skill labs, Clinical dental sciences rotations in OPD/Wards, Medicine & Surgery ward visits in each module or patient may be brought before the students as per the decision of institute.



MUHAMMAD DENTAL COLLEGE
DEPARTMENT OF DENTAL EDUCATION
ACADEMIC CALENDAR AND SEQUENCE OF CONTENT
OF MODULAR CURRICULUM
SECOND YEAR BDS-2024-BATCH-IV

MODULES	Module-I Disease Infection & Therapeutic-I & II, ICT & PERLs	Summer Vacations (1-30th-June-2024)	Module-II Neoplasia Hemodynamics and Genetics, ICT & PERLs	Eid-ul-Fitar holidays (10 th -13 th April)& EOME (25 th April)	Module-III Orofacial Complex-II, ICT & PERLs	PRE PROF	Total Weeks
Dates	18 Weeks		8- Weeks		10-Weeks	2 weeks	38 Weeks
Duration	15 th January-24 th May 2024 Assessment week Saturday-OFF		27 th May-24 th Aug 2024 Assessment week Saturday-OFF		26 ^h Aug- 31 st October2024 Assessment week Saturday-OFF	1 st to 11 Nov	
EXAM OF MODULE	29 th -May-2024		12 th Sep		4 th Nov	11 th Nov	
PRE –CLINICAL ROTATIONS						Final Prof LUMHS Exams	
PRE-CLINICAL		GROUPS NAMES DURATION WITH DATES OF POSTINGS				25 TH -November-2024 till 10-Decemeber-2024	
Junior Operative II+ Paedodontic II 15 th -Jan-23th-April-2024	A	Summer Vacations (1-30June24)	C	Eid ul Fitar holidays (10 th - 13 th April) & EOME (25 th April)	B		
Junior Prosthodontics II + Dental Material II 24 th -April-5 th -Aug-2024	B		A		C		
Clinical Care & Behavioral Sciences II 5 th -August-31 st -October-2024	C		B		A		

*EOM: End of module
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MUHAMMAD DENTAL COLLEGE
ACADEMIC CALENDAR AND SEQUENCE OF CONTENT OF MODULAR CURRICULUM
THIRD YEAR BDS-2023-BATCH-III

Foundation Module Oral Diagnosis and Treatment Plan Oral Radiology + Dental informatics Attended by All the class From 12 Feb to 28 Feb 2024								
ACADEMIC/CURRICULAR ACTIVITIES	CLINICAL ROTATION							
	4 th March-26 th April 2024 Assessment Wk Saturday-OFF	30 th April-5 th Aug 2024 Assessment Wk Saturday-OFF	6 th Aug-23 rd Sep 2024 Assessment Wk Saturday-OFF	24 th Sep-21 st Oct 2024 Asses Wk Sat-OFF	22 nd Oct -18 th Nov 2024 Assessment Wk Saturday-OFF			
Module-I Oral disease, Exodontia, Pain Management & Anxiety Control (OMFS+ Oral Medicine & Diagnosis)	A	B	C	D	E			7 Weeks
Module-II Periodontics (Gingiva & Periodontal Disease)	B	C	D	E	A			7 Weeks
Module-III Cariology and Dental Restorations Operative dentistry + Research	C	D	E	A	B			7 Weeks
Module-IV Occlusion and Removable Prosthodontics + Behavioral Sciences	D	E	A	B	C			7 Weeks
Module-V Community Dentistry	E	A	B	C	D			7 Weeks
General Medicine & General Surgery	4 th March to 18 th Nov Friday and Saturday							35 Weeks
PERLs 3 (Professionalism, Ethics, Research & Leadership), Behavioral Sciences, Medical Education & ICT.	4 th March to 18 november							35 Weeks
Final Prof CBE/ Viva Exam	16-12-2024 Till 08.01.2025							3Weeks

*EOM: End of module
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MUHAMMAD DENTAL COLLEGE
ACADEMIC CALENDAR AND SEQUENCE OF CONTENT
OF THE FINAL YEAR BDS-BATCH-II

All subjects' lectures & clinical Rotations for the whole year i.e. 35 weeks	From 19 Feb to 17 Nov 2024					
ACADEMIC/CURRICULAR ACTIVITIES	CLINICAL ROTATION					
	19 th Feb to 07 th April 2024 Posting 1	8 th April to 26 th May 2024 Posting 2	27 th May to 11 th Aug 2024 Posting 3	12 th Aug to 29 th Sep 2024 Posting 4	30 th Sep to 17 th Nov 2024 Posting 5	
	Subject-I Lectures - 35 Weeks Oral & Maxillofacial Surgery	A	E	D	C	B
	Subject-II Lectures - 35 Weeks Prosthodontics	B	A	E	D	C
	Subject-III Lectures - 35 Weeks Operative Dentistry	C	B	A	E	D
	Subject-IV Lectures - 35 Weeks Orthodontics	D	C	B	A	E
Subject-V/VI Lectures - 35 Weeks Paedodontics/General Education	E 7 Weeks	D 7 Weeks	C 7 Weeks	B 7 Weeks	A 7 Weeks	Total: 35 Weeks
Every Tuesday & Thursday of the Oral Surgery Group						
Oral Surgery OT & Ward Pre-Prof	18 th Decemeber till 19 th -January-2025					4 Weeks
Annual Exam Tentative:	20 th -January-2024 till 18 th -Febuary					

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Muhammad Dental College-January-2024

Contact Hours Distribution of First Year BDS		
Teaching & Learning weeks: 36 weeks		
Subjects	Contact Hours	Self-Directed Learning
Anatomy	275	25
Physiology	275	25
Biochemistry	155	25
Oral Biology & Tooth Morphology	275	25
Research Methodology & EBM	40	-
Islamic Studies & Pakistan Studies	50	
*Behavioral Science (Curriculum separately attached)	20	-
TOTAL HOURS	1190	100
GENERIC COMPETENCIES		
Computer Skills	05	
Communication Skills	05	
Leadership	05	
Teamwork	05	
Ethics	05	
Professionalism	05	
Co-curricular activities/ Sports/SDL	70	
TOTAL HOURS	100	
GRAND TOTAL	1390	Hours

Contact Hours Distribution of Second Year BDS		
Teaching & Learning weeks: 36 weeks		
Subjects	Contact Hours	Self-Directed Learning
Dental Material Science	275	25
Pharmacology	200	20
Pathology	200	20
Oral Pathology	160	20
Pre-Clinical Operative	70	20
Pre-Clinical Prosthodontics	70	20
Research Methodology & EBM	50	-
TOTAL HOURS	1025	125
GENERIC COMPETENCIES		
Computer Skills	05	
Communication Skills	05	
Leadership	05	
Teamwork	05	
Ethics	05	
Professionalism	05	
Co-curricular activities/ Sports	80	
TOTAL HOURS	110	
GRAND TOTAL	1260	Hours

Contact Hours Distribution of Third Year BDS		
Teaching & Learning weeks: 36 weeks		
Subjects	Contact Hours	Self-Directed Learning
General Surgery	150	20
General Medicine	160	20
Oral Medicine & Diagnosis & Oral Radiology	100+50	25
Periodontology	170	10
Dental Public Health & Preventive Dentistry	180	20
Clinical Prosthodontics	70	10
Clinical Operative Dentistry	70	10
Oral & Maxillofacial & Anesthesia	70	10
TOTAL HOURS	1020	125
GENERIC COMPETENCIES		
Computer Skills	05	
Communication Skills	10	
Leadership	10	
Teamwork	05	
Ethics	05	
Professionalism	05	
Co-curricular activities/ Sports	15	
TOTAL HOURS	55	
GRAND TOTAL	1200	Hours

Contact Hours Distribution of Final Year BDS		
Teaching & Learning weeks: 35 weeks		
Subjects	Contact Hours	Self-Directed Learning
Oral & Maxillofacial & Anesthesia	225	25
Orthodontics	225	25
Operative Dentistry	225	25
Prosthodontics	225	25
Paediatric Dentistry	80	20
Research Methodology & EBM	50	20
TOTAL HOURS	1130	140
GENERIC COMPETENCIES		
Computer Skills	10	
Communication Skills	10	
Leadership	10	
Teamwork	10	
Ethics	10	
Professionalism	10	
Co-curricular activities/ Sports	20	
TOTAL HOURS	80	
GRAND TOTAL	1350	Hours

LEARNING STRATEGIES

Interactive Lectures:

The traditional lecture system is used to introduce a subject and discuss the broad concepts in that specific field of study. Interactive lectures to smaller groups remain an effective and essential way of teaching. More recent methods of learning and teaching, such as case-based learning and small group-based problem-solving sessions are also employed.

“SMALL GROUP TEACHING STRATEGIES”

At Muhammad Dental College, following small group teaching strategies is used focusing on interactive teaching.

Small Group Based Learning:

Small group and tutorial sessions are regularly held to enable students to discuss the details of a lecture topic. Students are expected to prepare presentations on applied topics and discuss their implications with their fellow students. The lecturer acts as a facilitator. By participating in these group discussions, students can interact and learn from one another.

Hands on Training in Skills Lab/Phantom Lab:

Students in final year students will deal daily with patients in OPD, moreover students of BDS program are exposing to pre-clinical dental subjects from very first year of BDS to gain, enhance and polish their clinical knowledge and skills. Lectures and tutorials will regularly be held for providing clinical orientation on the subjects.

Clinical/Practical Learning:

Theoretical and practical knowledge is augmented with community services and integration of clinics. Clinical case presentations provide students with essential hands-on experience. Pre-Clinical teaching and exposure to students is provided from very first year of BDS program.

Community-Based Learning:

MDC is committed to provide the environment and training that would enable professionals to successfully contribute to the improvement of the health sector, particularly in less privileged communities under the Community-Oriented Medical Education Program. Community Based Learning is provided to students with the collaboration of Community dentistry and Community Medicine Department.

The university involves its students in research-developing work in these designated communities. Students are encouraged to participate in the preventive and curative care and management of patients and their families in Primary Health Care field settings from very first year of BDS program.

Problem Based Learning (PBL):

Various learning strategies are implemented in all four years of dental education, focusing on small group teaching. In pre-clinical or junior years, the learners are exposed to teaching strategies like problem based learning (PBL), large group discussions, small group discussions, demonstrations, Skills lab, interactive tutorials, seminars, poster competitions and simulations, while clinical students are exposed to case based learning (CBL), clinical rotations, small group discussions, didactic lectures, Skills lab, interactive sessions and seminars.

The typical features of PBL and CBL are aimed at student centered learning. PBL has formed the core of many educational programs throughout the world in recent decades, promoting an orientation towards active learning in small collaborative groups. Many models of PBL has evolved to fit into different curriculum structures, meet diverse learning needs and accord with available resources. A tutor facilitates the group learning process. The PBL problem introduces a real patient or as hypothetical case. In this students identify the key elements of the case, develop and test hypothesis based on the pathophysiological mechanisms, decide on the diagnosis and discuss principles of management. The development of PBL cases is a challenging process, as each case must reflect a defined set of learning objectives, have face validity, suit the student's stage of maturity and fit with restraints of time and resources. A typical PBL tutorial consists of a group of students (usually 8 to 10) and a tutor, who facilitates the session with minimum interference. The PBL tutorials comprised of three

sessions of two hours and the time is allocated in the timetable.

Case-based learning (CBL):

Case-based learning (CBL) is an adaptation of the PBL process and is used more generally in clinical medical education to provide knowledge in context and to offer opportunities for the development of clinical reasoning and judgment. Written case studies, prepared by the tutors present the background data and students are required to work together to identify the clinical problems, prepare differential diagnoses and suggest potential investigations and treatment. Students set their own learning objectives and identify the learning resources required to confirm or refute their diagnostic possibilities. The CBL format is flexible and may involve the incorporation of role play or the acquisition of data by gaining further clinical experience to solve the clinical problems. CBLs are overseen by facilitators who guide the students in case they are not on the right track as unlike PBLs, the CBL session has to be completed in one day.

Clinical Supervision:

Students are supervised during the Clinical rotation during their postings and will be given feedback in Log Books.







IBN-E-SINA UNIVERSITY, Mirpurkhas - 2024

Online SURVIVE Test Schedule for 2024

S. No	Days	Time	Year/Class
1	Monday	01:00pm to 02:00pm	Third Year BDS
2		02:30pm to 03:30pm	Final Year MBBS
3	Tuesday	10:00am to 11:00am	Third Year DPT
4		01:00am to 02:00PM	Fourth Year MBBS
5		02:30pm to 03:30pm	Final Year BDS
6	Wednesday	02:30pm to 03:30pm	Third Year MBBS
		01:00pm to 02:00pm	Fourth Year DPT
7	Thursday	10:30am to 11:30am	Second Year BDS
9		12:00am to 01:00am	Second Year DPT
10		02:30pm to 03:30pm	Second Year MBBS
11	Friday	11:30am to 12:30pm	First Year DPT
12		12:30pm to 01:30pm	First Year BDS
13		02:30pm to 03:30pm	First Year MBBS

IT DEPARTMENT
ISU, Mirpurkhas



CURRICULUM MAP OF FOUR YEARS OF BDS PROGRAM
DEPARTMENT OF DENTAL EDUCATION
MUHAMMAD DENTAL COLLEGE
MIRPURKHAS



S.N	COMPETENCY	PROGRAM OUTCOME	BDS-I	BDS-II	BDS-III	BDS-IV	LEARNING OBJECTIVES	TEACHING STRATEGIES	ASSESSMENT TOOL
1	SKILLFUL	Demonstrate appropriate basic knowledge of Medical and Dental Sciences	CP	CP	CT	CT	Diagnose all basic dental problems and Provide Evidence Based Treatment .	OPD	Clinical Rotation Test, OSCE
		Recognizing patients requiring special care.			CP	CT	Recognise medically compromised patients, and those requiring advanced Treatment for further referral .	OPD, IL, SGD, CBL	BCQ,SEA,Clinical Rotation Test,SURVIVE, OSCE
		Perform dental Emergencies having good Communication skill	CP	CP	CT	CT	Communicate Effectively with patients and coworkers	PBL,CBL OPD	Clinical Rotation Test, OSCE
2	KNOWLEDGEABLE	Absorb with the anatomical and Physiological functions of Human body and Oral cavity	CT		CT	CT	Identify Physiological and anatomical variables in a patient	IL	BCQ,SEQ,OSCE
		Informed about Infection Control Guidelines	CP	CP	CT	CT	Well versed and can apply Cross Infection Protocol and Sterilization Guidelines	OPD, IL	BCQ,SEQ,OSCE, Clinical Rotation
		Know about most common diseases applied material sciences and drug prescription & safety	CP	CT	CT	CP	Recognize variations and pathologies of the Oral Cavity and able to select material for different dental procedures	IL	BCQ,SEQ,OSCE

3	COMMUNITY HEALTH PROMOTION	Engage in Research to improve the Quality of Life by Behavior Modification of Individual and Community	CP	CP	CT	CT	Advocate Oral health promotion and disease prevention model at Community Level	Community Trips, SGL, IL	BCQ,SEQ, Research Writing
4	CRITICAL THINKER	Evaluate the use of laboratory Tests and Imaging studies and Consequences of treatment provided	CP	CP	CT	CT	Identify and analyse relevant information along with finding alternatives solutions to problems	OPD, Tutorials	Clinical Rotation Test, OSCE
		Interpret the results to arrive at Clinical decision making by Critical Thinking	CP	CP	CP	CP		PBL, CBL	
5	PROFESSIONAL ROLE MODEL	To exhibit Ethical Patient Centered care based on Integrity, Humility, Social Accountability and High Ethical Values of this Sacred Profession	CP	CP	CT	CT	Emulates Professionally appropriate behavior in OPD in terms of patient dealing and Attire	OPD	Clinical Rotation Test
			CT	CT	CT	CT	Empathetic towards Patient Needs in terms of giving appointments and being at the required time		
		Engage in Research Activity aimed at Improvement of Quality of Healthcare	CP	CP	CT	CT	Identify and utilize relevant Research in Patient Care	Execute the Research	Paper Publication

6	RESEARCHER	Including behavior modification of Individual and Community for Quality of Life.	CP	CP	CT	CT	Identify to some extent appropriate methodology to address the Research Question	Community trips, Camps	OSPE, OSVE, Clinical Rotation test, BCQs
7	LEADER	Practice Trends in disease at population level by Strong Leadership and Management Skills	CP	CP	CT	CT	Manage Self	OPD Rotation	Clinical log Books
			CP	CP	CT	CT	Take responsibility of actions		
			CP	CP	CT	CT	Works effectively in groups		
		<div>CT Covers Thoroughly</div> <div>CP Covers Partially</div> <div>IL Interactive Lectures</div>			CBL		Case Based Learning Problem Based Learning Small Group Discussion/Learning		

Department of Dental Education
Muhammad Dental College
Mirpurkhas-January-2024



**MUHAMMAD DENTAL COLLEGE
DENTAL CURRICULUM COMMITTEE
TERM OF REFERENCES
2019**

Office of Accountability	Principal Muhammad Dental College (MDC)
Office of Administrative Responsibility	BDS Program
Approver	Academic Council
Scope	Compliance with the National Accreditation Framework For Medical and dental Schools in Pakistan-2019

Date of Formation: September-2019

Mandate of CC: The Curriculum Committee receives its mandate from Academic Council. The Chairman is at least Professor elected by curriculum committee. It has an executive function, making and enacting policies relevant to the design and delivery of the BDS program. It ensures that the program is aligned with the institute's vision and mission statements and that it complies with relevant accreditation standards of PMDC, LUMHS and HEC. It has responsibility for the design, management, integration, implementation, evaluation, and continuous improvement of the dental curriculum.

Reporting:

- The BDS Curriculum Committee reports on a regular basis, via the Chair of the Committee, its decisions and recommendations to the Academic Council. It provides written annual report to the principal MDC.
- It participates in the accreditation interim review process in monitoring compliance with accreditation standards and in preparing for survey visits.

Decisions Taking: The decisions will be taken by consensus, failing which it will be referred to the Dean. Decisions will be taken in the meetings of CC, following which it would be moved to DBOS, then FBOS and after approval will be submitted to ACM for final approval.

Frequency of meetings: As required or at least quarterly

Mode of Communication:

- Meetings
- Emails
- Workshops

Committee Designations:

- Head of the CC: Please Refer the Organogram
- Members:
- Representation of Medical Education
- Representation of Basic Dental Sciences (Anatomy, Physiology, Biochemistry, Pathology, Pharmacology, General Medicine, General Surgery, Dental Material, Oral Biology & Tooth Morphology).
- Representation of Dental Clinical Sciences (Oral Maxillofacial Surgery, Prosthodontics, Orthodontics, Periodontology, Oral Medicine, Oral Radiology, Oral Pathology, Operative Dentistry, Paediatric dentistry,).
- Representation of Community & Preventive Dentistry

- Representation of Behavioural Sciences
- Representatives of Students, Alumni and House Officers

Invited Members:

Medical Educationist both nationally and internationally will be invited from time to time to offer their expert advice.

While the BDS CC has the primary authority for all of the above, it is able to delegate responsibility of certain elements of the accreditation standards to sub-committees.

Its standing subcommittees are:

- ✦ Student Awards/Promotions Committee
- ✦ Student Assessment Committee
- ✦ Program Evaluation and Curricular Outcomes Committee
- ✦ Student Elective Committee (House Job, Rotation to others Institute)

Number of Members: ____

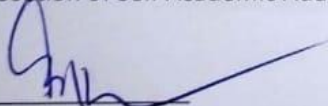
Criteria for Selection of Members: HOD / Subject specialist

Review of Terms of Reference and Membership: Annually or when required.

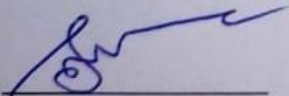
Major Responsibilities: The major responsibilities of CDC Committee are:

1. To revise and development of study guides of the BDS extended Program, mode of Information Transfer at all levels and incorporate the changes according to the PMDC/HEC/LUMHS guidelines.
2. To oversee the Revision and Development of Learning objectives of the BDS extended Program, mode of Information Transfer at all levels.
3. The selection and sequencing of educational content; the program length, the curriculum structure, outcome and desired assessment tools.
4. To oversee the delivery of the curriculum in hospital area (Ibn-e-Sina Hospital and Dental OPD), MITs, formulate the academic schedule, induction and designated the trained faculty. (Clinical Supervision).
5. To ensure that planning, implementation and evaluation of the curriculum is in order to ensure that educational outcomes are achieved. (53).
6. To ensure that planning, implementation and evaluation of the innovations in the curriculum. (54).
7. To participate in the student Award/promotion policies, set the standard setting procedure of achievement/assessment and select the appropriate tools for assessment based on the learning objectives such as; (knowledge, attribute and skills).
8. To participate in the students' academic progress and make the final decisions for the promotion and graduation. (Student Achievement).
9. To formulate the document describing the Content, extent and sequencing of courses and other components of the Curriculum Map-(Standard-5).
10. To participate in program evaluation by ensuring the Student Feedback on Learning activities and Learning climate.
11. To ensure that the mission statement should reflect the vision statement of the Institute which demonstrate the clear Institutional Commitment to Social accountability. (Standard-1).
12. To ensure the Student learning Outcomes which are in congruence with the mission of the Institute and are contextually appropriate for health care delivery in Pakistan. (Standard-2).
13. To ensure that the Outcomes of the Program differentiates the Institution from Other Similar Institute. (Standard-2).

14. To ensure that the curriculum is aligned with the University Vision, Institutional Mission and Local and National needs for contextual relevance. (Standard-4).
15. To ensure that the develop curriculum is implemented and meets the Standards of PMDC. (Standard-4).
16. To participate and implement the Curriculum which is Outcome Based, Patient Centered. (Standard-4).
17. To ensure that the educational Content and Its delivery are aligned with the Competencies and or/outcomes agreed upon by the Institution. (Standard-5).
18. To ensure that adequate supervision of learning experiences is provided throughout required laboratory work, skills lab, chair side teaching, clinical rotations and field visits. (Standard-6).
19. To ensure the appropriate selection and sequencing of educational content; the program length, the curriculum structure, outcome and desired assessment tools. (Standard-7).
20. To monitor the quality of learning and assessment activities across clinical sites to ensure that there is a comparability of experiences (Comparability of Education and Assessment). (Standard-7).
21. To ensure student representation and appropriate participation in educational committees. (Standard-8).
22. To ensure processes and schedules for review and update of all academic activities through an established mechanism of Program Evaluation. (Standard-10).
23. To review the results of program evaluation on a regular basis and student assessments to ensure that the gaps are adequately addressed in the curriculum in consultation with the Curriculum Committee. (Standard-10).
24. To revise the Evaluation Findings and incorporate the Changes in the educational Content by addressing the unintended gaps and eliminating the unnecessary redundancies) and to revise the teaching and assessment methods. (Standard-10).
25. To consider the new development is science and healthcare delivery to review the learning objectives and curriculum content.(Standard-10).
26. To consider new developments in medical education (Theory and Practices; review proposals for innovations and approves pilot projects and modification to the Curriculum. (Standard-10).
27. To certifies the adequacy of educational resources (such as study space, digital learning materials, access to the internet and those that are unique to clinical teaching contexts (e.g. on-call rooms, remedies in situations of exposures to occupational hazards and immunization protocols.(Standard-11).
28. To provide opportunities for multi-disciplinary and applied research. (Standard-12).
29. Revise the horizontal and vertical integration of curriculum in all four years of Dental undergraduate program as per the accreditation requirement.
30. To incorporate the Professionalism/Ethics, Research, Leadership, Patient Safety and Communication Skills.
31. Execution of Self Academic Audit-Annually along with the members of Quality Assurance Committee.

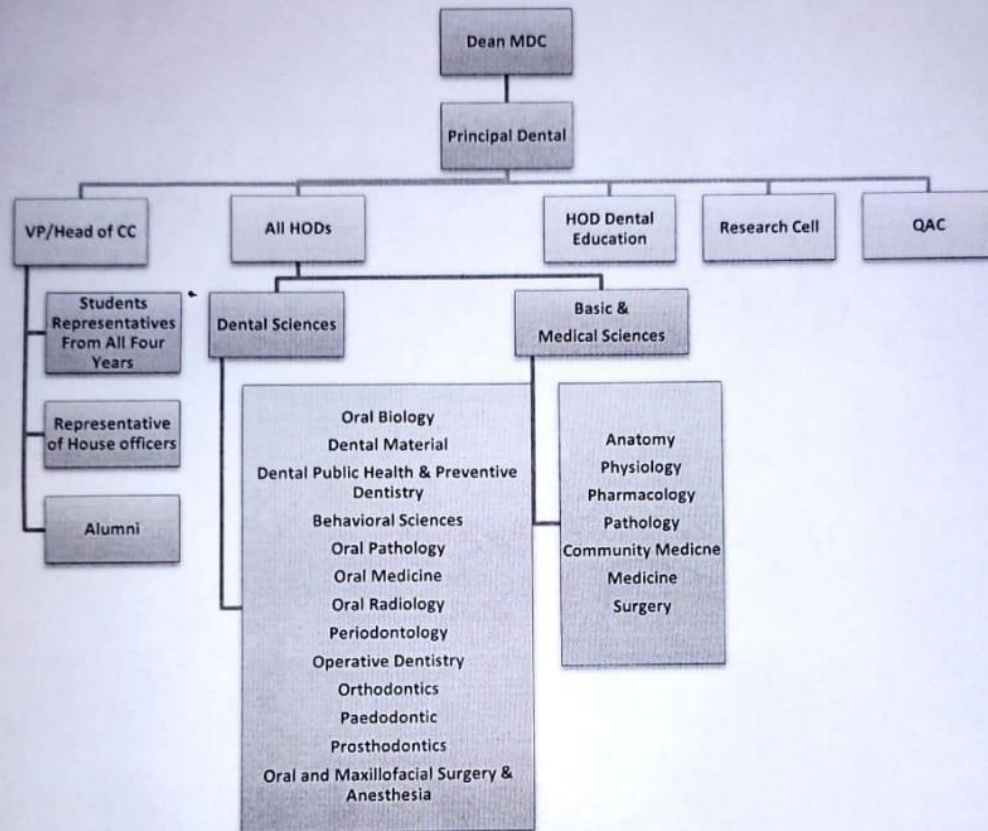


Prof Dr Qadeer-Ul-Hassan
Muhammad Dental College
Ibne-Sina University
Mirpurkhas



Prof Dr Syed Razi Muhammad
Chancellor
Ibne-Sina University
Mirpurkhas

ORGANOGRAM OF DENTAL CURRICULUM COMMITTEE (CC)





CURRICULUM COMMITTEE-CC
MUHAMMAD DENTAL COLLEGE
MEMORANDUM

To: HODs of all basic Sciences and Clinical Dental Sciences, Behavioral Sciences, Medical/Dental Education & Student representatives,

Info: Registrar ISU

Vice Chancellor

Director QAC

College Chief Administrator

Initiated by: Dean Dental College

Ext: 228

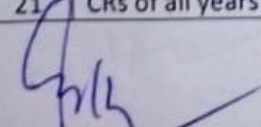
Memo No: CC-1/2024

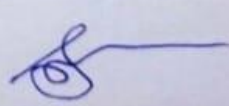
Dated: 09-01-2024

Notification of Dental Curriculum Committee:

This is hereby notified that following representatives are the members of dental Curriculum committee, wef 09-Jan-2024

S.No	Name	Designation
1	Prof Dr Syed Razi Muhammad	Chancellor & Medical Educationist
2	Prof Dr Qadeer-ul-Hassan	Principal/Dean MDC/Member-CC
3	Dr Muhammad Aqeel Aslam	HOD CC/HOD Oral Medicine & Diagnosis
4	Prof Dr Asadullah Khan Tareen	HOD Operative Dentistry/Member CC
5	Prof Zaibunisa Qadeer	HOD Periodontics/Member CC
6	Prof Atif Jawad	HOD Prosthodontics/Member CC
7	Dr Mehmood Shah	HOD Orthodontics/Member CC
8	Dr Hafiz Mehmood Azam	HOD Dental Materials/Member CC
9	Dr Madiha Khalid	HOD Oral Biology/Member CC
10	Dr Amir Akber Sheikh	HOD Community Dentistry/Member CC
11	Dr Faiz Muhammad	HOD Oral Pathology/Member CC
12	Prof Abdul Qadir Khan	HOD General Medicine Member CC
13	Dr Jamshed Bashir	HOD General Surgery/Member CC
14	Prof Muhammad Imran	HOD Anatomy/Member CC
15	Prof Jagdesh	HOD Biochemistry/Member CC
16	Dr Muhammad Ameen Memon	HOD Physiology/Member CC
17	Dr Aliya Zaman	HOD Pathology/Member CC
18	Dr Shujaullah	HOD Pharmacology/Member CC
19	Dr Rashid Saleem	Behavioral Science/Member CC
20	Dr Fatima Haq	Oral Radiology/Member CC
21	CRs of all years via HOD-CC	Member-CC


Prof Dr Qadeer-ul-Hassan
Muhammad Dental College
Ibne-Sina University
Mirpurkhas


Prof Dr Syed Razi Muhammad
Chancellor
Ibne-Sina University
Mirpurkhas

CC:

To all addresses



CURRICULUM COMMITTEE-CC
MUHAMMAD DENTAL COLLEGE
MEMORANDUM

To: HODs of all basic Sciences and Clinical Dental Sciences, Behavioral Sciences, Medical/Dental Education & Student representatives,

Info: Registrar ISU
Vice Chancellor
Director QAC
College Chief Administrator

Initiated by: Dean Dental College

Ext: 228

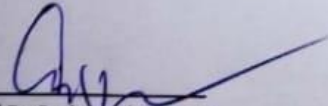
Memo No: CC-4/2024

Dated: 09-07-2024

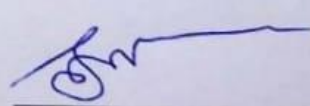
Notification of Dental Curriculum Committee:

This is hereby notified that following representatives are the members of dental Curriculum committee, wef 09-July-2024.

S.No	Name	Designation
1	Prof Dr Syed Razi Muhammad	Chancellor & Medical Educationist
2	Prof Dr Qadeer-ul-Hassan	Principal/Dean MDC/Member-CC
3	Dr Muhammad Aqeel Aslam	HOD CC/HOD Oral Medicine & Diagnosis
4	Prof Dr Asadullah Khan Tareen	HOD Operative Dentistry/Member CC
5	Prof Zaibunisa Qadeer	HOD Periodontics/Member CC
6	Prof Atif Jawad	HOD Prosthodontics/Member CC
7	Dr Mehmood Shah	HOD Orthodontics/Member CC
8	Dr Hafiz Mehmood Azam	HOD Dental Materials/Member CC
9	Dr Madiha Khalid	HOD Oral Biology/Member CC
10	Dr Amir Akber Sheikh	HOD Community Dentistry/Member CC
11	Dr Faiz Muhammad	HOD Oral Pathology/Member CC
12	Prof Abdul Qadir Khan	HOD General Medicine Member CC
13	Dr Jamshed Bashir	HOD General Surgery/Member CC
14	Dr Kiran Fatima	Dental Education/Member CC
15	Prof Muhammad Imran	HOD Anatomy/Member CC
16	Prof Jagdesh	HOD Biochemistry/Member CC
17	Dr Muhammad Ameen Memon	HOD Physiology/Member CC
18	Dr Aliya Zaman	HOD Pathology/Member CC
19	Dr Shujaullah	HOD Pharmacology/Member CC
20	Dr Rashid Saleem	Behavioral Science/Member CC
21	Dr Fatima Haq	Oral Radiology/Member CC
22	CRs of all years via HOD-CC	Member-CC


Prof Dr Qadeer-ul-Hassan
Muhammad Dental College
Ibne-Sina University
Mirpurkhas
CC:

To all addresses


Prof Dr Syed Razi Muhammad
Chancellor
Ibne-Sina University
Mirpurkhas

STANDARD 3 SUBJECT SPECIALIST FACILITIES

Subject-specific facilities must be adequately available and accessible to faculty members and students to support teaching and research activities. The pictorial evidence of some the facilities for faculties and staff are as under;

Simulation/Skills Lab



WORKSHOP ON ADULT LEARNING PRINCIPLES ON 04-12-2024



WORKSHOP ON ITEM WRITING ON 26-NOVEMBER-2024





DEPARTMENT OF DENTAL EDUCATION
MUHAMMAD DENTAL COLLEGE
IBN-E-SINA UNIVERSITY



MIRPURKHAS

S.N	WORKSHOPS/SESSIONS	Facilitators Name	DATE
1.	Mother and Child health session	Prof Dr Akram Sheikh	25-07-2024
2	Significance of Quality in Undergraduate programs	Prof Dr Syed Imran Mehmood	25-07-2024
3	Prosthodontics Workshop "Posterior Crown Preparation"	Prof Dr Atif Jawad	13-08-2024
4	Prosthodontics Students Presentation	Prof Atif Jawad	6-09-2024
5	Micro-Abrasion & Teeth bleaching- (Pre-symposium Workshop)	Dr Jazib Memon	1-10-2024
6	Inter-Professional Communication & Team-Work- (Pre-symposium Workshop)	Prof Dr Farzana Majeed	1-10-2024
7	Primary Surgical Skill- (Pre-symposium Workshop)	Dr Ali Raza Zia	1-10-2024
8	Expanding Dental Education (Pre-symposium Workshop)	Dr Sarang Suresh	1-10-2024
9	Fire Mock Drill/ Fire Alarm Drill	Mr Irshad	2-10-2024
10	ECG-(Pre-symposium Workshop)	Dr Faseeh Hashmi	2-10-2024
11	Maternal Resuscitation (Pre-symposium Workshop)	Prof Dr Qamar Habib Memon	2-10-2024
12	Medical Writing- (Pre-symposium Workshop)	Prof Dr S.M Tahir	3-10-2024
13	Kinesiology Taping- (Pre-symposium Workshop)	Dr Ramzana Chang	4-10-2024
14	Developing on Mentoring Program- (Pre-symposium Workshop)	Dr Kiran Fatima	4-10-2024
15	Professionalism- (Pre-symposium Workshop)	Prof Dr Zafar H Tanveer	4-10-2024
16	Seminar on Gastrointestinal & Liver disease-(Symposium Workshop)	Prof Dr Abdul Qadir Khan	11-10-2024

17. 26 Medical Symposium Report
17. Item Writing / One Best MCQs Dr Kiran Fatima 26-Nov-24
18. Adult Learning Principle Dr Kiran Fatima 04/12/24
18. 1st BDS Convocation Report 24-Nov-11th-2024

STANDARD 4 STUDENTS ADVISING AND COUNSELLING

The dental students at MDC are supported to complete the programme in a timely manner and have ample opportunity to interact with their instructors and receive timely advice about programme requirements and career alternatives. Some of the pictorial evidences are as under;



STANDARD 5 TEACHING FACULTY /STAFF

Teaching faculty/staff must be current and active in their discipline and have the necessary technical depth and breadth to support the programme. There must be enough department members to provide continuity and stability, to cover the curriculum adequately and effectively, and to allow for scholarly activities.

FACULTY LISTS I							
DEPARTMENT OF ORAL & MAXILOFACIAL SURGERY							
S.No	Name	Qualification	Designation	PM&DC No.	Expiry PM&DC Registration	Faculty Registration	Faculty Registrati Validity
1.	Dr. Qadeer-ul- Hassan	BDS, MCPS	Professor	1170-D	31-12-2027	27102/1170-D/D	25-12-2024
2.	Dr. Maya Madhuri	BDS, FCPS	Senior Registrar	13583-D	11-01-2028	697579/13583-D/D	01-08-2027
3.	Dr. Ali Raza Zia	BDS,FCPS	Senior Registrar	12744-D	31-12-2027	691491/12744-D/D	14-05-2026
4.	Dr. Ameer Hamza	BDS, FCPS	Senior Registrar	20450-D	12-04-2028	698586//20450-D/D	05-08-2026
5.	Dr. Farzana Lakho	BDS, FCPS	Senior Registrar	13230-D	21-02-2028	707038/13230-D/D	20-10-2026
6.	Dr. Bhawesh	MSc, BDS	Registrar	17304-D	03-01-2029	705937/17304-D/D	09-10-2026
7.	Dr. Anil Kumar	BDS	Registrar	15212-D	31-12-2023	354321/15213-D/D	11-11-2025
8.	Dr. Faryal Rashid	BDS	Lecturer	750422-02-D	28-08-2025	537582/750422-02-D/D	02-10-2028
DEPARTMENT OF PAEDIATRIC DENTISTRY/PAEDONDONTICS							
S.No	Name	Qualification	Designation	PM&DC No.	Expiry PM&DC Registration	Faculty Registration	
1	Dr. Asad Tahir	BDS, FCPS Operative Dentistry	Senior Registrar	14929-D	31-12-2028	Applied	
2	Dr. Sadia Channa	BDS	Registrar	19665-D	31-12-2028	31201/19665-D/D	
3	Dr. Nirma Rathore	BDS	Lecturer	773171-2-D	02-10-2025	572280/773171-02-D/D	
4	Dr. Najumul Saher	BDS	Lecturer	15326-D	31-12-2028	704001/15326-D/D	
5	Dr. Tariq Aziz	BDS	Registrar	5634-D	31-12-2027	31932/5634-D/D	
DEPARTMENT OF ORTHODONTIC							
S. No	Name	Qualification	Designation	PM&DC No.	Expiry PM&DC Registration	Faculty Registration	
1.		BDS, MCPS	Assistant	1171-D	31-01-2029	2141/1171-D/D	

	Dr. Mehmood Shah		Professor			
2.	Dr. Asha Devi	BDS, FCPS	Senior Registrar	9355-D	15-03-2028	633497/9355-D/D
3.	Dr. Abdul Rehman Khan	BDS, FCPS	Senior Registrar	12426-D	31-10-2028	625728/12624-D/D
4.	Dr. Rana Muhammad Ashfaque	BDS	Registrar	20694-D	30-01-2029	31598/20694-D/D
5.	Dr. Vishal Dherwani	BDS, (FCPS Trained)	Registrar	14956-D	31-12-2028	66318/15956-D/D
6.	Dr. Nimra Kaka	BDS	Registrar	22919-D	31-12-2027	707676/22919-D/D

DEPARTMENT OF OPERATIVE DENTISTRY

S.No	Name	Qualification	Designation	PM&DC No.	Expiry PM&DC Registration	Faculty Registration
1.	Dr. Asadullah Khan Tareen	BDS, MSc(Conservative Dentistry)	Professor	814-D	29-01-2029	15513/814-D/D
2.	Dr. Shuja Aslam	BDS, FCPS Operative Dentistry & Endodontic	Assistant Professor	13240-D	31-12-2024	225811/13240-D/D
3.	Dr. Mohsin Ali Dahraj	BDS, FCPS Operative Dentistry	Senior Registrar	10772-D	08-04-2029	697672/10772-D/D
4.	Dr. Saima	BDS, (FCPS Trained)	Registrar	12084-D	13-06-2028	211810/12084-D/D
5.	Dr. Asma Kausar	BDS, (FCPS Trained)	Registrar	14181-D	30-12-2029	354323/14181-D/D
6.	Dr. Priyanka	BDS	Registrar	745135-02-D	04-11-2024	535562/745135-02-D/D
7.	Dr. Moon Irum	BDS, (FCPS Trained)	Registrar	14658-D	30-12-2029	706637/14658-D/D

DEPARTMENT OF PROSTHODONTIC

S.No	Name	Qualification	Designation	PM&DC No.	PM&DC Registration Validity	Faculty Registration
1.	Dr. Atif Jawad	BDS, FCPS Orthodontics	Professor	3958-D	15-09-2026	2111/3958-D/D
2.	Dr. Uzma Bashir	BDS, MSc Prosthodontics	Assistant Professor	2218-D	31-12-2028	12258/2218-D/D

3.	Dr. Shagufta	BDS, MSC Prosthodontics	Registrar	15380-D	31-12-2028	486330/15380-D/D
4.	Dr. Champa Kumari	BDS	Registrar	14946-D	31-12-2028	354325/14946-D/D
5.	Dr. Amber Maria	BDS	Lecturer	22880-D	31-12-2027	359705/22880-D/D
6.	Dr. Khan Oan Muhammad	BDS	Registrar	22011-D	11-01-2028	354338/22011-D/D

DEPARTMENT OF SCIENCE OF DENTAL MATERIAL

S.No	Name	Qualification	Designation	PM&DC No.	PM&DC Registration Validity	Faculty Registration
1.	Dr. Hafiz Mahmood Azam	BDS, M.Phil	Associate Professor	4489-D	31-12-2027	20133/4489-D/D
2.	Dr. Nourain Saeed	BDS, M.Sc	Senior Registrar	12548-D	01-10-2029	14579/12548-D/D
3.	Dr. Paras Talpur	BDS, MSC Prosthodontics	Registrar	13585-D	31-12-2027	606186/13585-D/D
4.	Dr. Anum Saleem	BDS	Lecturer	14948-D	31-12-2023	21980/14948-D/D
5.	Dr. Sahar Ali	BDS	Lecturer	747229-02-D	26-11-2024	354244/747229-02-D/D
6.	Dr Talha	BDS	Lecturer	745746-02-D	08-2-2025	558914/745746-02-D/D

DEPARTMENT OF ORAL BIOLOGY

S. No	Name	Qualification	Designation	PM&DC No.	PM&DC Registration Validity	Faculty Registration	Faculty Registration Validity
1.	Dr. Madiha Khalid	BDS, M. Phil	Assistant Professor	10233-D	10-03-2029	510497/10233-D/D	20-12-2029
2.	Dr. Saif-ur-Rahman	BDS, (M.Sc OMFS)	Senior Lecturer	25475-D	31-12-2028	354355/25475-D/D	02-05-2029
3.	Dr. Ali Raza Abbasi	BDS, (M.Sc OMFS)	Senior Lecturer	15443-D	31-12-2028	354320/15443-D/D	30-09-2029
4.	Dr. Sadia Memon	BDS, MSc Orthodontics	Senior Lecturer	20357-D	31-01-2029	32171/20357-D/D	18-09-2029
5.	Dr. Raj Kumar	BDS	Registrar	2714-D	31-12-2027	26954/2714-D/D	14-09-2027

DEPARTMENT OF PREVENTIVE & PUBLIC HEALTH / COMMUNITY DENTISTRY

S.No	Name	Qualification	Designation	PM&DC No.	PM&DC Registration Validity	Faculty Registration	Faculty Registration Validity
1.	Dr. Faryal	Msc Community	Associate	4471-D	12-01-2029		

	Manzoor	Dentistry, BDS	Professor				
2.	Dr. Rehmatullah Kandhro	Msc Community Dentistry, BDS	Sr. Lecturer	20836-D	16-06-2028	Faculty applied	
3.	Dr. Seema Soomro	Msc Community Dentistry, BDS	Sr. Lecturer				
4.	Dr. Beenish Chandio	MSc, BDS	Lecturer	20966-D	26-01-2029	352361/20966-D/D	11-11-
5.	Dr. Doha Rashid Rajar	BDS	Lecturer	22918-D	31-12-2027	212256/22918-D/D	07-03-
6.	Dr. Sandeep	BDS	Lecturer	18659-D	31-12-2027	29397/18659-D/D	31-12-
DEPARTMENT OF MEDICAL EDUCATION							
S.No	Name	Qualification	Designation	PM&DC No.	PM&DC Registration Validity	Faculty Registration	Faculty Registration Validity
1	Dr. Kiran Fatima	BDS, MCPS-HCSM, MHPE	Assistant Professor	4213-D	31-12-2027	14934/4213-D/D	07-08-
2	Dr. Nosheen Zafar	BDS,CHPE	Lecturer	755049-01-D	12-04-2026	705573/755049-01-D/D	07-10-
3	Dr. Taqdees Mariyam	BDS, CHPE	Registrar	22064-D	20-01-2028	94887/22064-D/D	Applied
DEPARTMENT OF PERIODONTOLOGY							
S.No	Name	Qualification	Designation	PM&DC No.	PM&DC Registration Validity	Faculty Registration	Faculty Registration Validity
1.	Dr. Zaibunisa Qadeer	BDS, MCPS	Professor	1764-D	25-01-2029	36673/1764-D/D	01-03-2
2.	Dr. Yousuf Moosa	BDS, MDS, Ph. D	Professor	8074-D	31-12-2028	Applied	Objective require Eligibility
3.	Dr. Arsalan Ahmed	BDS, MSc (Periodontology)	Associate Professor	12727-D	31-12-2027	21981/12727-D/D	02-09-2
4.	Dr. Waqas Abbasi	BDS	Registrar	12252-D	24-02-2024	26946/12252-D/D	30-12-2
5.	Dr. Neelum Akram	BDS	Registrar	745200-02-D	07-02-2025	354349/745200-02-D/D	31-12-2
6.	Dr. M Aqib Rana	BDS	Registrar	717436-02-D	06-02-2025	569698/717436-02-D/D	31-12-2
7.	Dr. Naveen Abdullah	BDS	Registrar	22806-D	31-12-2027	535600/22806-D/D	21-08-2
DEPARTMENT OF ORAL MEDICINE							
S.No	Name	Qualification	Designation	PM&DC	PM&DC	Faculty Registration	Faculty

				No.	Registration Validity		Registr Validity
1.	Dr. Muhammad Aqeel Aslam	BDS, MFDS RCSEd, MFDS RCPSG, FCPS, CHPE	Associate Professor	7407-D	29-01-2029	15865/7407-D/D	Require Eligibilit
2.	Dr. Sajid Ali	BDS, M.Sc., CHPE	Assistant Professor	13636-D	05-01-2028	27010/13636-D/D	22-11-2
3.	Dr. Suman Saeed	BDS, (M.Sc. Trained)	Lecturer	23982-D	31-12-2027	360797/2398-D/D	31-12-2
4.	Dr. Narmeen Irfan	BDS	Lecturer	745080-02-D	29-10-2024	354240/745080-02-M	23-07-2
5.	Dr. Asma Anwar	BDS	Lecturer	27794-D	02-10-2028	535477/27794-D/D	10-10-2

DEPARTMENT OF ORAL PATHOLOGY

S.No	Name	Qualification	Designation	PM&DC No.	PM&DC Registration Validity	Faculty Registration	Faculty Registr Validity
1.	Dr. Shahzaman	BDS, MSc (Oral Pathology)	Assistant Professor	15211-D	31-12-2028	27620/15211-D/D	20-12-2
2.	Dr. Faiz Muhammad	BDS, M.Phil., CHPE	Assistant Professor	18666-D	31-12-2027	33650/18666-D/D	10-07-2
3.	Dr. Seerat-ul-Urooj	BDS, M.Sc.	Sr. Lecturer	18447-D	03-04-2028	354245/18447-D/D	01-10-2
4.	Dr. Faiza Asad Rajput	BDS	Lecturer	12813-D	23-2-2028	26484/12813-D/D	15-10-2
5.	Dr. Shifa Baloch	BDS	Lecturer	749212-02-D	11-3-2025	554577/749212-D/D	12-12-2
6.	Dr. Syeda Fozia	BDS	Lecturer	745155-02-D	22-10-2024	554528/74155-02-D/D	30-10-2
7.	Dr. Sidra Kanwal	BDS	Registrar	23143-D	29-05-2029	354247/23143-D/D	31-07-2

DEPARTMENT OF ANATOMY DEPARTMENT

S.No	Name	Qualification	Designation	PM&DC No.	PM&DC Registration Validity	Faculty Registration	Faculty Registr Validity
1.	Dr. Muhammad Imran	MBBS, M. Phil	Professor	48509-S	26-01-2029	2651/48509-S/M	
2.	Dr. Tooba Usman	BDS	Lecturer	77329802-D	02-10-2025	539416/773298-02-D/D	
3.	Dr. Kailash	BDS	Lecturer	21513-D	22-08-2028	704011/21513-D/D	

DEPARTMENT OF BIOCHEMISTRY

S.No	Name	Qualification	Designation	PM&DC No.	PM&DC Registration Validity	Faculty Registration	Faculty Registr Validity
1.	Dr. Jagdesh	MBBS,M. Phil	Professor	40750-S	31-12-2027	2114/40750-S/M	

							31-12-2
2.	Dr Arsalan	MBBS	Lecturer	67879-S	01-01-2029	27003/67879-S/M	10-10-2
3.	Dr. Sara Abid	BDS	Lecturer	22924-D	30-12-2029	705696/22924-D/D	03-10-2
4.	Dr Saima Khadim	MBBS	Lecturer	79644-P	11-12-2023	27004/79644-P/M	27-11-2
DEPARTMENT OF PHYSIOLOGY							
S.No	Name	Qualification	Designation	PM&DC No.	PM&DC Registration Validity	Faculty Registration	Faculty Registrat Validity
1.	Dr. Farzana Majeed	MBBS, M-Phil Physiology	Professor	1845-AJK	17-05-2028	2013/1845-AJK/M	23-09-2
2.	Dr. Shadab	BDS,M-Phil PHYSIOLOGY	Sr. Lecturer	20586-D	03-03-2028	535583/20586-D/D	30-09-2
3.	Dr. Tooba Naz	BDS	Lecturer	773298-02-D	02-10-2025	703975/773839-02-D/D	26-09-2
DEPARTMENT OF PATHOLOGY							
S.No	Name	Qualification	Designation	PM&DC No.	Expiry PM&DC Registration	Faculty Registration	Faculty Registrat Validity
1.	Dr. Aliya Zaman	MBBS, M.Phil.	Assistant Professor	52323-S	31-12-2027	2652/52323-S/M	25-10-2
2.	Dr. Shahrukh Shaikh	MBBS	Lecturer	79741-S	14-03-2023	354666/79741-S/M	31-12-2
3.	Dr. Javaria Bhatti	BDS	Lecturer	23042-D	25-08-2029	354222/23042-D/D	Applied
4.	Dr Saba Aslam Bajwa	MBBS	Lecturer	69981-S	10-3-2024	26939/69981-S/M	15-11-2
DEPARTMENT OF PHARMACOLOGY							
S.No	Name	Qualification	Designation	PM&DC No.	PM&DC Registration Validity	Faculty Registration	Faculty Registrat Validity
1.	Dr. Muhammad Jamil Lagari	MBBS, M-Phil Pharmacology	Professor	21589-S	16-11-2027	10325/21589-S/M	26-09-2
2.	Dr. ShujaUllah	MBBS, M.Phil	Assistant Professor	45767-S	31-12-2027	19624/45767-S/M	01-01-2
3.	Dr. Pirah	BDS	Lecturer	16704-D	31-12-2024	704308/16704-D/D	29-09-2
4.	Dr. Mehak Rath	BDS	LECTURER	20907-G	31-01-2029	537497/20907-D/D	20-10-2
DEPARTMENT OF MEDICINE							

S.No	Name	Qualification	Designation	PM&DC No.	PM&DC Registration Validity	Faculty Registration	Faculty Registration Validity
1.	Dr. Abdul Qadir Khan	MBBS, FCPS	Professor	32247-S	31-12-2024	2683/32247-S/M	31-12-2024
2.	Dr. Atif Ali	MBBS	Registrar	53961-S	31-12-2028	7488/53961-S/M	10-10-2028
DEPARTMENT OF SURGERY							
S.No	Name	Qualification	Designation	PM&DC No.	PM&DC Registration Validity	Faculty Registration	Faculty Registration Validity
1	Dr. Jamshed Bashir	MBBS, M.S	Associate Professor	38246-S	31-12-2024	7480/38246-S/M	28-12-2024
2	Dr Saira Arif	MBBS	LECTURER	76103-S	16-2-2029	37788/76103-S/M	16-10-2029
DEPARTMENT OF ACCIDENT AND EMERGENCY							
S.No	Name	Qualification	Designation	PM&DC No.	PM&DC Registration Validity	Faculty Registration	Faculty Registration Validity
1	Dr. Jan Muhammad	MBBS, MCPS	Assistant Professor	6775-S	31-12-2027	359706/6775-S/M	24-12-2027
DEPARTMENT OF DENTAL RADIOLOGY							
S.No	Name	Qualification	Designation	PM&DC No.	PM&DC Registration Validity	Faculty Registration	Faculty Registration Validity
1	Dr. Fatima Haque	MBBS	Registrar	77623-S	31-12-2023	535543/77623-S/M	10-10-2023



**MUHAMMAD DENTAL COLLEGE
MIRPURKHAS
DEPARTMENTAL STAFFING PLAN**

Name of the Department:							Date: From:		To:	
A. FACULTY MEMBERS										
SN	Name	Designation	Qualification	Faculty Registration	Lecture	Practical/Lab /OPD	SGL/CB/PBL	MCQs	Involved in Other Committees	Date of Training Workshop Conducted/Attended
B. PARAMEDICAL STAFF/OFFICE ASSISTANTS										

Date:

Signature by Chairman/Incharge of the Department:

Department of Dental Education-MDC-2024

STANDARD 6 INSTITUTIONAL POLICIES AND PROCESS CONTROL

MDC policies were approved in academic council. The policies and TORs are reviewed periodically as per the accreditation standards and as per the need.

INDEX OF THE POLICIES, SOPS AND TORS MUHAMMAD DENTAL COLLEGE IBN-E-SINA-UNIVERSITY MIRPURKHAS			
S.N	Policy #	Name	Version
FACULTY AND STAFF POLICIES	MDC-1/2019	HR Policy	First
	MDC-2/2019	Health Plan for faculty & Staff.	First
	MDC-3/2019	Faculty Development Policy.	First
	MDC-4/2019	Quality-Enhancement Cell (QEC) Policy	First
	MDC-5/2019	Research Cell	First
	MDC-6/2019	Grievances Redressal Policy	First
	MDC-7/2019	Policy Against Harassment.	First
	MDC-10/2019	Infection Control Policy for MDC & MDCH.	First
	MDC-11/2019	Waste management policy of MDC & MDCH.	First
	MDC-12/2019	Needle Stick Injury Policy	First
	MDC-13/2019	Hepatitis-B & C Vaccination Policy	Second
	MDC-14/2019	Fire & Safety Plan for MDC.	First
	MDC-15/2019	<ul style="list-style-type: none"> Student Code of Conduct. Student Disciplinary Policy Policy for fair and formal process for taking any action that effects the status of the student. (pg: 20) 	Second
	MDC-16/2019	Health Plan For Students	Second
STUDENT POLICIES	MDC-17/2019	Policies to access the Medical Record of students	First
	MDC-18/2019	Transfer Policy	First
	MDC-19/2019	Student Elective Policy	First
	MDC-20/2019	Co-curricular Activities Policies.	First
	MDC-21/2019	Admission Policy	First
	MDC-22/2019	Examination Policy of LUMHS	First
	MDC-24/2019	Research Cell/Research Advisory Committee	First
	MDC-25/2019	Student Financial Support Policy/Scholarship Policy	First
	MDC-26/2019	<ul style="list-style-type: none"> Online Assessment Policy 	First
	MDC-26/2022	<ul style="list-style-type: none"> Policies and guidelines for procurement and utilization of software, Department of Information Technology-ISU-MPK 	Second
	MDC-26/2024	<ul style="list-style-type: none"> Policy on Cyber Solution Contract 	First
	MDC-27/2019	College Assessment Policy	First
	MDC-28/2019	Grievances Redressal Policy for Students	First
	MDC-29/2019	Policy against Harassment for students	First
TERMOF REFERENCES (TORs)			
TORS	1	Curriculum Committee	
	2	Disciplinary Committee	
	3	Grievances Redressal Committee	
	4	Counselling Cell	
	5	Phantom Lab/Skills lab	
	6	Research Cell	
	7	Research Ethics Committee	

STANDARD 7 INSTITUTIONAL SUPPORT AND FACILITIES

The Muhammad Medical College-ISU supports the financial resources for the programme to provide an environment in which the programme can achieve its objectives and retain its strength. The pictorial evidence of MDC facilities is as under.

- Learning Resource Centre= 11,736 books & E-journals=300 [MDC E-Library on Dentistry](#) & subscribed Journals=17
- Four Lecture Hall
- 5 multi purpose separate laboratories (DM, Prosthodontics, Orthodontics, Ceramic, Oral pathology/Oral Biology)
- Tutorials rooms for every Clinical dental subject in MDC.
- Faculty Offices
- Waiting Area
- IT Lab (Shared)
- Auditorium (Shared)
- Simulation Centre (Shared) /with Phantom Head simulation unit (Not shared)
- Skills Lab (Shared)
- Boys & Girls Common Room (Shared)
- Hostel Facilities for Boys & Girls (Shared)
- Cafeteria (Shared)

Auditorium



Tutorial Room



Conference Room



Tutorial Room



Tutorial Room



Laboratory



<p data-bbox="418 136 604 168">Faculty Offices</p> 	<p data-bbox="1153 136 1209 168">OPD</p> 
<p data-bbox="430 560 592 592">Phantom Lab</p> 	<p data-bbox="1096 560 1274 592">Tutorial Room</p> 
<p data-bbox="418 1266 604 1297">Faculty Offices</p> 	<p data-bbox="1096 1266 1274 1297">Faculty Offices</p> 

STANDARD 8 INSTITUTIONAL GENERAL REQUIREMENTS

The ISU supports the MDC faculty for the awarding of research degrees in a research environment that provides secure academic precepts, standards and international best practices for doing research and learning about research approaches, methods, procedures and protocols, and which takes account of social and industrial needs. This environment offers students quality opportunities and the support they need to achieve successful academic, personal and professional outcomes from their research degrees.



COMMUNITY OUTREACHED PROGRAM OF MUHAMMAD MEDICAL COLLEGE AND MOHAMMAD DENTAL COLLEGE, MIRPURKHAS AT NAUKOT SINDH ON 19-NOV-2024



RESEARCH GRANTS AND FUNDING TO THE FACULTY AND STAFF OF ISU FOR HIGHER EDUCATION

One of the primary initiatives to encourage faculty research at Ibn-e-Sina University is the provision of research grants and funding. The university allocates substantial financial resources to support faculty members in conducting innovative and impactful research. These grants are designed to cover various research-related expenses, including equipment, materials, travel, and publication fees. By easing the financial burden, the university ensures that faculty can focus on their research projects without worrying about funding constraints.

Prof. Dr. Syed Razi Muhammad, Chancellor of ISU, is currently pursuing a Ph.D. in Medical Education from Malaysia. Dr. Hyder Ali M.Phil in Pathology from Baqai University Karachi, Dr. Hira M.Phil Anatomy, from LUMHS Jamshoro, Dr. Ramzana Chang Ph.D., in Physiotherapy from Malaysia, Prof: Dr. Allah Bachayo Rajar Ph.D in Nutrition from Sindh University Jamshoro, and Mr. Zameer Hussain Baladi Ph.D in Science, Technology, and Innovations Policy from MUISTD Jamshoro. These faculty members doing their higher studies under the sponsorship of Ibn-e-Sina University Mirpurkhas. Ibn-e-Sina University (ISU), Mirpurkhas, has played a central role in supporting the academic and professional growth of its faculty members through various sponsorships for higher studies. This support not only enhances the knowledge base of faculty members but also enriches the academic environment and contributes to the university's reputation as a center of learning and research.

1. **Prof. Dr. Syed Razi Muhammad, Chancellor of ISU**, is currently pursuing a **Ph.D. in Medical Education from Malaysia**. With an illustrious academic background, including FRCS (Royal College of Surgeons, Edinburgh), Master of Medical Education (Dundee), Diploma in Urology (University College London), and MBBS (Dow Medical College, Karachi), and his doctoral research in medical education will further enrich ISU's academic structure and teaching methodologies. His pursuit of advanced studies aligns with the university's vision of integrating modern pedagogical approaches into medical education.
2. **Dr. Hyder Ali**, get admission to **M.Phil in Pathology from Baqai University** Karachi, stands as a testament to ISU's commitment to nurturing expertise in specialized fields of medicine. His research and academic contributions are enriched by the foundational support provided by ISU, enabling him to bring cutting-edge knowledge and practices to his teaching and research at the university.
3. **Dr. Hira**, doing an **M.Phil in Anatomy from LUMHS Jamshoro**, has benefited from ISU's sponsorship, which facilitated her deep dive into the intricacies of human anatomy. Her expertise enhances the quality of education provided to medical students at ISU, ensuring they receive comprehensive and up-to-date knowledge in anatomical sciences.
4. **Dr. Ramzana Chang**, who obtained her **Ph.D. in Physiotherapy from Malaysia** under ISU's sponsorship, exemplifies the university's commitment to advancing healthcare education. Her research and clinical insights contribute significantly to the physiotherapy department's curriculum and practices, fostering a dynamic learning environment that prepares students for contemporary healthcare challenges.
5. **Prof. Dr. Allah Bachayo Rajar**, with a **Ph.D. in Nutrition from Sindh University Jamshoro**, brings a wealth of research-driven knowledge to ISU's nutrition and dietetics programs. His studies, supported by ISU, have equipped him to address critical issues in nutrition science, influencing policies and practices that promote health and well-being within the community.

6. **Mr. Zameer Hussain Baladi**, Doing a **Ph.D. in Science, Technology, and Innovations Policy** from **MUISTD Jamshoro**, underscores ISU's commitment to fostering interdisciplinary perspectives. His expertise in policy formulation and innovation strategies enriches ISU's approach to integrating technology and innovation into academic and research endeavors.
7. **Ms. Urooj** is currently pursuing a **Master's in Audiology and Speech & Language Pathology** at **Riphah International University, Lahore**. Her specialization in speech and language disorders will significantly contribute to the academic and clinical expertise within ISU's allied health sciences programs.
8. **Dr. Kiran Fatima** has enrolled in the **Postgraduate Diploma (PGD) in Bioethics (2025)** at the **Sindh Institute of Urology and Transplantation (SIUT)** from **January to December 2025**. This program will equip her with essential knowledge in medical ethics, ensuring ethical decision-making and professional integrity in medical education and practice.
9. **Dr. Jaweria Dilawar** is advancing her academic credentials by undertaking an **M.Phil, in Pathology** at **Liaquat University of Medical & Health Sciences (LUMHS), Jamshoro**, for the **2023–2024** session. Her research and expertise will enhance the university's pathology department, strengthening both diagnostic and teaching capacities. In the field of dentistry.
10. **Dr. Doha Rajar, Dr. Sehr Ali, and Dr. Narmeen Irfan** are currently enrolled in the **MSc in Community Dentistry** at **LUMHS, Jamshoro**, from **May 2024 to May 2026**. Their specialization in public health dentistry will help ISU integrate community-based oral health initiatives and research into its dental education programs.

The support provided by ISU to these faculty members extends beyond financial assistance. It encompasses mentorship, access to research facilities, and opportunities for collaboration with international scholars, fostering a culture of academic excellence and innovation within the university. ISU's investment in its faculty's professional development not only elevates individual careers but also enhances the overall educational experience for students, who benefit directly from faculty members' enriched knowledge and expertise.

MUHAMMAD DENTAL COLLEGE
Summary of Current or Previous Research Projects 2021-till-31-December-2024

No	Article	Name of Journal	Publication Year	CATEGORY	ISI/Web
DR. HAFIZ MAHMOOD AZAM 4489-D (Department of Dental Material)					
1	Enhancing Oral Health Diagnosis and Treatment with Artificial Intelligence in Dentistry	International Journal of Health Sciences	18 th April 2023		https://sciendo.com/journal/index.php/article/view/34444
2	Evaluating Heme-Oxygenase-1 and Bilirubin Concentration from the Recovered and Glomerulonephritis Patients from Lady Reading Hospital (LRH) District Peshawar, Pakistan	PJMHS	01 st January 2023		https://pjmhs.com/index.php/article/view/12345
3	Association of P53 expression with Clinic pathological Grading of Oral Squamous Cell Carcinoma Patients in Hyderabad Sindh	The Professional Medical Journal	15 th February 2023		http://doi.org/10.1186/s13047-023-00345-3
4	Understanding, Oral Hygiene Practices, Behaviors and Myths To Deal With Toothpaste in Rural Areas	JUMDC	21 st February 2022		https://www.jumdc.com/index.php/article/view/12345
5	Comparative Study of Hydroxyapatite and Fluoride Containing Tooth Paste On Inhibition of Dental Caries	Annals of R.S.C.B.	01 st April 2021		https://annals.rscb.com/index.php/article/view/12345
DR NOURAIN ATIF 12548-D					
6	Comparing the diabetic to non-diabetic in terms of flare up during endodontic treatment	PJMHS	March 21		https://acrobatis.com/id/urn:aai:10.1007/978-1-4939-4b9ec4-db5-b522-45af7
7	Evaluation of postoperative pain by using calcium hydroxide based root canal sealer clinical study	Journal Of Pharmaceutical Research International	30-August-21		https://journalofpharmaceuticalresearchinternational.com/index.php/JPR/article/view/34444
8	Evaluation of antibiotic prescription by dentist for oral diseases	Journal Of Health and Rehabilitation Research	January 2024		https://doi.org/10.1186/s13047-024-00345-3
DR YOUSUF MOOSA (DEPARTMENT OF PERIODONTOLOGY)					
9	Pattern of isolated mandibular symphysis fracture and trends in management at a tertiary care	The Professional Medical Journal.	2021		https://theprofessionalmedicaljournal.com/index.php/article/view/12345

	Hospital of Karachi, Pakistan				
0	A study on toothbrush storage, contamination, and disinfection awareness among Pakistani dental students.	Rawal Medical Journal.	2023		https://www. /?mno=1
1	Role of Artificial Intelligence in Periodontology	Pakistan Journal of Medical and Health Sciences.			
2	Exploring the Role of AI in Dental Prosthodontics	NeuroQuantology	2023		https://www. ntology.com/ access/Explor ole+of+AI+in+ osthodontics ownload:
3	The Gingival phenotypes and related clinical periodontal parameters in a cohort of Pakistani young adults	Heliyon			
	DR. ARSALAN AHMED (ASSISTANT PROFESSOR) DEPARTMENT OF PERIODONTICS				
4	Comparing and correlating biochemical, hematological and histopathological profiles in tobacco addicts diagnosed with leukoplakia, erythroplakia and sub mucous fibrosis	Pakistan Journal of Health Sciences (PJHS)			https://theja ndex.php/pjh ew/17
5	Clinical evaluation of 0.8% hyaluronic acid gel adjunctive to scaling and root planning in the treatment of chronic periodontitis in Hyderabad Sindh	The Professional Medical Journal (TPMJ)			https://www. onal.com/ind mj/article/view/ 478
6	Comparative efficacy assessment of doxycycline and metronidazole gel in managing periodontitis among patients from Hyderabad, Sindh Pakistan	The Professional Medical Journal (TPMJ)			https://thepr om/index.php cle/view/67
7	Clinopathological assessment of epulis lesions from Sindh Pakistan	Journal of University Medical & Dental College (JUMDC)			https://www m/index.php/ cle/view
8	Evaluation of oral hygiene knowledge and practices among patients visiting a Public Dental	Journal of University Medical & Dental College (JUMDC)			http://www.j /index.php/ju

8	Evaluation of anxiety and hemodynamic changes in surgical removal of lower third molar under local anesthesia	The Professional Medical Journal 2024, Volume, 31 Issue, 01	2024		https://doi.org/10.48036/api.v31i01.2024.31.01.08
9	The cephalometric evaluation of the position of maxillary 1st permanent molar in class II division I malocclusion	The Professional Medical Journal 2023, Volume, 30 Issue, 10	2023		https://doi.org/10.48036/api.v30i10.2023.30.10.08
	DR SAJID ALI (ORAL MEDICINE)				
0	The Physiological Role of Parathyroid Hormone and Serum Calcium in Odontogenesis Stunting Children; Cross-sectional Analysis of Children Attending Dental OPD and Pediatrics Ward at LUMHS	Ann Pak Inst Med Sci. 2023; 19(4):472-476	2023		doi.org/10.48036/api.v19i04.2023.19.04.001
1	The Role of Salivary MicroRNAs as a Diagnostic Marker in Early Detection of Oral Squamous Cell Carcinoma	Ann Pak Inst Med Sci. 2024; 21(2):103-108	2024		doi.org/10.48036/api.v21i02.2024.21.02.086
	DR AMIR AKBAR SHEIKH (ASSOCIATE PROFESSOR COMMUNITY DENTISTRY)				
2	Comparison of Oral Health knowledge, Attitude and Practice among Dental versus Medical Students. Annals Abbasi Shaheed Hospital and Karachi Medical and Dental College.	2021. 26(1).	2021		Comparison of Oral Health Knowledge, Attitude & Practice among Dental versus Medical Students. Annals of Abbasi Shaheed Hospital and Karachi Medical and Dental College (Ashkmd)
3	Tobacco consumption and other related habits recorded in patients, on “world no tobacco day 2019”	Sir Syed Dental Hospital. Pakistan Oral and Dental Journal. 2021. July-Sep;41(3).	2021		Tobacco Consumption and Other Related Habits Recorded in Patients, On World No Tobacco Day 2019 in Sir Syed Dental Hospital Pakistan Oral & Dental Journal (Podj.Co)
4	Prevalence of Second Mesio-Buccal canal in Permanent Maxillary First	Pakistan Journal of Medical and Health Sciences. 2021. July;15(7)	2021		

	Molar.				
5	Effect of triamcinolone acetonide in trigeminal neuralgia (TN) pain.	International Journal of Health Sciences. 2023, 27th June; 7(S1), 1760–1767.	2023		Effect of triamcinolone acetonide in trigeminal neuralgia (TN) pain. International Journal of Health Sciences (sciencescholar.org)
6	Dental crowding and spacing measurements of the tooth and arch on patients visiting UMDC..	International Journal of Health Sciences. 2023, 30th June 7; (S1), 1790–1796	2023		Dental crowding and spacing measurements of the tooth and arch on patients visiting UMDC.. International Journal of Health Sciences (sciencescholar.org)
7	A study on toothbrush storage, contamination, and disinfection awareness among Pakistani dental students.	Rawal Medical Journal. Vol. 48, Issue 4, Oct-Dec 2023	2023		A study on toothbrush storage, contamination, and disinfection awareness among Pakistani dental students Rawal Medical Journal (rmj.org)
	DR DOHA RAJAR (LECTURER COMMUNITY DENTISTRY)				
8	Application of AI and Machine Learning in Predicting Dental Diseases	Pakistan journal of medical and health sciences. Vol.17, issue 5, 2023	2023		View article (google scholar)
	DR ASAD TAHIR SENIOR REGISTRAR DEPARTMENT OF PAEDODONTICS				
9	Comparison of The Effectiveness Between Preoperative Ibuprofen Verses Placebo on the Success of the Inferior Alveolar Nerve Block in Patients with Irreversible Pulpitis	PJHS	2023		https://t.me/pjhs/index
10	Determination of Eruption Timings of Mandibular and Maxillary First Permanent Molar and its Association with BMI of Children	PJMHS	2022		https://doi.org/10.31838/pjmhs2216

1	Impact of the Covid-19 Outbreak on the Dental Profession in Pakistan	PJMHS	2022		https://doi.org/10.1616/pjmhs.202201001
2	Expertise and Insights of Dentists Perceiving Sign Language	JPRI	2022		10.9734/jpri/20227B362
	DR KIRAN FATIMA (DENTAL EDUCATION)				
2	Impact of Mini-CEX and DOPS on clinical competence and satisfaction among final year medical students: a comparative interventional study	KMUJ	2024	Y	DOI: https://doi.org/10.35845/kmuji.202408008
3	Patient Satisfaction Level and Vision-Related Quality of Life: A Comparison between Trifocal and Diffractive Extended Depth of Focus (EDOF) IOLs	Journal of Liaquat University of Medical and Health Sciences	2024	Y	doi: 10.22442/jlu.20240107
4	Oxidative Stress and Antioxidant Vitamin C among cataract Patients: A Case Control Study	Rawal Medical Journal	2024	Y	27-169574/rmj.20240107
5	Prevalence of Amblyopia & Gender Difference Amongst the Children of Southern Punjab	Journal of Ophthalmology Update	2023		
6	Emotional Intelligence: A Valued Workplace Competency!	Journal of Bahria University of Medical & Health Sciences		Y	https://doi.org/10.5/JBUMDC
7	Association of Career Choice and Motivation with Academic Performance	Journal of Xi'an Shiyu University, Natural Sciences Edition	2022		https://doi.org/10.1616/pjmhs.202201001
8	Knowledge, Attitude and Practices of Dental Erosion related to Acidic Dietary Intake among Medical Undergraduates.	P J M H S	2022	Y	
9	Self-assessment of Active Learning and Critical Thinking during Problem-Based Learning: An Exploratory Study	Journal of Pakistan Medical Association	2022	W	https://doi.org/10.91/JPMAS
0	Risk factors of cervical cancer and role of primary healthcare providers regarding PAP smears counselling: Case control study; Pak	Pak J Med Sci	2022	W	https://doi.org/10.9/pjms.38

	J Med Sci. 2022; March-April-2022 38(4):195-200.				
1	Journal Club is a way forward to adopt Evidence Based Practice among dental House Officers	Pak J Med Sci	2022	W	https://doi.org/10.12671/pjms.38.1
2	"Effects of E-learning on academic performance: Quasi Experimental Study"	Rawal Medical Journal	2021	Y	
3	"Comparing Oral Health-related Quality of Life (OHIP-14) and Masticatory Efficiency with Complete Denture Treatment"	JCPSP	2021	W	DOI: 10.12671/jcpsp.2021.1/jcpsp.2021.1
4	"Attributed Factors of Dental Anxiety on MDAS Score: A Cross Sectional Study"	JLUMHS	2021	Y	
5	"Capacity Building Indicators for Faculty Development Programs"	JBUMDC	2021	Y	DOI: 10.12671/jbumdc.2021.5/GVET
6	"Oral health care awareness among nursing students of Karachi, Pakistan"	Rawal Medical Journal	2021	Y	
	DR SADIYA CHANNA REGISTRAR DEPARTMENT OF PEDIODONTICS				
7	Evaluation of post-operative sensitivity of Nano filled composite verses Bulk filled Resin composite in posterior class 2 restoration	PJHS	2023		https://doi.org/10.12671/pjhs.v4i04.6
	DR MAHMOOD SHAH HOD ORTHODONTICS				
8	Awareness of dental personnel towards occupational injury- A cross sectional study	Annals abbasi shaheed hospital and Karachi medical and dental college	2022		
9	An assessment of pattern of distribution of cleft lip and palate patients presented in tertiary care hospital in Karachi. Retrospective analysis	Annals abbasi shaheed hospital and Karachi medical and dental college	2021		
10	Deficiency of vitamin D and Anemia among Pakistani children with early childhood caries: A case control study	Pakistan journal of medical and health sciences	2022		

1	Analysis of width, height and width /height ratio of crowns of maxillary anterior teeth	Pakistan journal of medical and health sciences	2022		
	DR TARIQ AZIZ ASSISTANT PROFESSOR DEPARTMENT OF ORTHODONTICS				
2	Evaluation of Buccal Corridor effects on smile Esthetics among the patients seeking orthodontics	Journal of medical forum	2021		https://vjmhs.com/index.php/vjmhs/article/view/1000
3	Bolton tooth side discrepancy in skeletal and dental class I, II and III malocclusion patients, seeking orthodontic	Journal of medical forum	2021		https://vjmhs.com/index.php/vjmhs/article/view/1000
	DR SADIA MEMON REGISTRAR DEPARTMENT OF ORTHODONTICS				
4	Evaluation of Buccal Corridors in patients seeking Orthodontic treatment in different types of malocclusion at tertiary care hospital	Pakistan Journal of Health Sciences	2022		DOI: https://doi.org/10.30554/pjhs.v3i1.1000
	DR ASHA DEVI ASSISTANT PROFESSOR DEPARTMENT OF ORTHODONTICS				
5	E-learning among students of medical university	AJMAHS	2024	Y	https://vjmhs.com/index.php/vjmhs/article/view/1000
6	Association of symphyseal morphology of lower incisor inclination in sagittal and vertical growth pattern	PJMHS	2023	Y	https://vjmhs.com/index.php/vjmhs/article/view/1000
7	Comparison of mean upper lip length in individual with competent lips, lips apart, normal lip	PJMHS	2023	Y	https://vjmhs.com/index.php/vjmhs/article/view/1000
	DR VISHAL DHERWANI REGISTRAR DEPARTMENT OF ORTHODONTICS				
5	Cephalometric evaluation of mandibular incisor inclination through incisor mandibular plane angle (IMPA): A cross-sectional study	The Professional Medical Journal	2024		DOI: https://doi.org/10.29309/TPMJ/2024.31.01.7680

	in Pakistan				
6	The cephalometric evaluation of the position of maxillary 1 st permanent molar in class II division I malocclusion	The Professional Medical Journal	2023		DOI: https://doi.org/10.30109/TPMJ.3.30.10
7	Correlation assessment between inter- commissural width and maxillary inter-canine teeth in south-west population of Sindh Pakistan	The Professional Medical Journal	2023		DOI: https://doi.org/10.30109/TPMJ.3.04.6
	Dr. SHAHZAMAN MEMON PMDC # 15211-D DEPARTMENT OF ORAL PATHOLOGY				
8	Frequency and clinical variants of oral lichen planus among dental patients: A cross- sectional multicenter study.	Med. Forum, Vol. 32, No. 3	2021		https://www.scribd.com/document/58444444/Article-33-3-2021-Oral-Lichen-Planus-among-dental-patients-a-cross-sectional-multicenter-study
9	Comparison of Infection Frequency in Day-1 VS 5-Days post-Operative Antibiotic Regimen in Open Traeted facial Fractures”	PJMHS Vol. 15, NO. 5	2021		https://pjmhs.com/index.php/pjmhs/article/view/2021/may/5
10	Association of trace elements with oral submucous fibrosis	The professional medical journal Vol 28 No.8	2021		https://doi.org/10.30109/TPMJ/2021.28.08.5
11	Association of P53 expression with clinic pathological grading's of oral squamous cell carcinoma patients in Hyderabad Sindh	The professional medical journal Volume, 30 Issue, 05	2023		DOI: https://doi.org/10.30109/TPMJ/2023.30.05.1
12	Association of E- Cadherin expression with different histopathological grading of oral squamous cell carcinoma OSCC in Hyderabad Sindh.	The professional medical journal Vol. 30 No. 09 (2023): VOL. 30 No. 09	2023		DOI: https://doi.org/10.30109/TPMJ/2023.30.09.0
13	Comparative evaluation of the effectiveness of carbamazepine and gabapentin in the management of trigeminal neuralgia.	JPUMHS Vol 13, Issue 04	2023		http://publications.scribd.com/index.php/jpumhs/article/view/58444444

	DR SEERAT-UL-UROOJ BHUTTO				
4	Gingival Overgrowth In Patients Induced By Calcium Channel Blockers	Pakistan journal of health sciences vol 5 issue 6	2024		DOI: https://doi.org/10.3329/pjhs.v5i6.83333
	DR MADIHA KHALID MEMON, DEPARTMENT OF ORAL BIOLOGY,				
5	Comparison of Cervical Vertebral Maturation with Fishman's Skeletal Maturity Index Method in Assessment of Growth Status	Pakistan journal of health sciences	2022		DOI: https://doi.org/10.3329/pjhs.v3i6.73333
6	An Examination of the Impact of Blue Heat Treatment on the Forced Caused by the Vertical Motion of Endodontic Files	UROPEAN CHEMICAL BULLETIN 12(12):4018-4024	2023		DOI: 10.53555/chembulletin.12.12.2023.4018-4024
	DR.SHUJA ASLAM (ASSISTANT PROFESSOR)				
7	Clinical outcome of direct pulp capping by using mineral trioxide aggregate and calcium hydroxide in the mature permanent teeth during the carious tissue removal.	Professional Med J 2024; 31(02):300-306.	2024		https://doi.org/10.3329/tpmj/2024.31.02.300-306
8	Knowledge and Practices Regarding Oral Hygiene Among School Children: A Survey Based Study	PJMHS 2022;16(07);525-528	2022		https://doi.org/10.3329/pjmhs2022.16.07.525-528
9	Expertise and insights of dentists perceiving sign language	Pharmaceutical research international 2022;34(37B):1-7	2022		https://doi.org/10.3329/ri/2022/v34i37b.1-7
10	Determination of eruption timings of mandibular and maxillary first permanent molar and its association with BMI of children	PJMHS 2022;16(05):1418-20	2022		https://doi.org/10.3329/pjmhs2022.16.05.1418-20
11	Analysis of width, height and width/height ratio of crowns of maxillary anterior teeth	PJMHS 2022;16(06):46-9	2022		https://doi.org/10.3329/pjmhs2022.16.06.46-9
	DR.MOHSIN ALI DAHRAJ (ASSISTANT PROFESSOR)				
12	Evaluation of mean apical sealing ability of bioceramic and Ah plus (dentsply sirona) sealer in single	PJHS 2024;5(5):110-15			https://doi.org/10.3329/pjhs.v5i5.83333

	rooted teeth: An in vitro study				
3	Efficacy of inferior alveolar nerve block plus buccal infiltration versus inferior alveolar nerve block plus buccal and lingual infiltration in patients with irreversible pulpitis	Journal of Pharmaceutical negative results 2022;13(9):3988-95	2022		https://doi.org/10.5001/pnr.2022.130909
	DR MAYA MADURI-ASSISTANT PROFESSOR ORAL AND MAXILLOFACIAL SURGERY				
4	Assessment of Tooth Extraction Anxiety and Depression in Older Adults	Pakistan Journal of Medical & Health Sciences, 17(02), 850.	2023		https://doi.org/10.5001/pjmhs2023.170209

MUHAMMAD DENTAL COLLEGE
SELF ASSESSMENT REPORT
RUBRICS
KEY FOR CRITERION ITEMS

Results	Score
Poor performance in most of the areas.	1
Fair performance in most of the areas.	2
Good performance for most areas & no poor performance in any areas.	3
Good to excellent performance in all areas.	4
Excellent performance in all areas.	5

Criterion 1 – Program Mission, Objectives and Outcomes					Weight=0.05
Factors					Score
1.	Does the program have documented measurable objectives that support faculty / college and institution mission statement?	1	2	3	4 5
2.	Does the program have documented outcomes for graduating students?	1	2	3	4 5
3.	Do these outcomes support the program objectives?	1	2	3	4 5
4.	Are the graduating students capable of performing these outcomes?	1	2	3	4 5
5.	Does the department assess its overall performance periodically using quantifiable measurable?	1	2	3	4 5
6.	Is the result of the Program Assessment documented?	1	2	3	4 5
SCORE (S1) = [TV / (No. of Question * 5)] * 100 * Weight = [29/ (6 * 5)] * 100 * 0.05 = 29/30*5 = 5					TV=5
Criterion 2 – Curriculum Design and Organization					Weight=0.20
Factors					Score
1.	Is the curriculum consistent?	1	2	3	4 5
2.	Does the curriculum support the program's documented objectives?	1	2	3	4 5
3.	Are theoretical background, problem analysis and solution design stressed within the program's core material?	1	2	3	4 5
4.	Does the curriculum satisfy the core requirements laid down by the respective	1	2	3	4 5

accreditation bodies? (Refer to appendix A of the SAM)	
5. Does the curriculum satisfy the major requirements laid down by HEC and the respective councils / accreditation bodies? (Refer to appendix A of the SAM)	1 2 3 4 5
6. Does the curriculum satisfy the general education, arts and professional and other discipline requirements as laid down by the respective councils / accreditation bodies? (refer to appendix A of the SAM)	1 2 3 4 5
7. Is the information technology component integrated throughout the program?	1 2 3 4 5
8. Are oral and written skills of the students developed and applied in the Program?	1 2 3 4 5
SCORE (S2)= [TV / (No. of Question * 5)] * 100 * Weight = [39/(8 * 5)] * 100 * 0.20 = 34/40 *20 = 19.5	TV=19.5
Criterion 3 – Laboratories and Computing Facilities	
Weight=0.10	
Factors	Score
1. Are laboratories manuals / documentation /instruction etc. for experiments available and readily accessible to faculty and students?	1 2 3 4 5
2. Are there adequate number of support personnel for instruction and maintaining the laboratories?	1 2 3 4 5
3. Are the university's infrastructure and facilities adequate to support the program's objective?	1 2 3 4 5
SCORE (S3)= [TV / (No. of Question * 5)] * 100 * Weight = [12/(3 * 5)] * 100 * 0.10 = 12/15 *10 = 10	TV=10
Criterion 4 – Student Support and Advising	
Weight=0.10	
Factors	Score
1. Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	1 2 3 4 5
2. Are the courses in the major area structured to optimized interaction between the students, faculty and teaching assistants?	1 2 3 4 5
3. Does the university provide academic advising on course decisions and career choices to all students?	1 2 3 4 5
SCORE (S4)= [TV / (No. of Question * 5)] * 100 * Weight = [12/(3 * 5)] * 100 * 0.10 = 12/15 *10 = 10	TV=10
Criterion 5 – Process Control	
Weight=0.15	
Factors	Score
1. Is the process to enroll students to a program based on quantitative and qualitative criteria?	1 2 3 4 5
2. Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	1 2 3 4 5

3. Is the process to register students in the program and monitoring their progress documented?	1 2 3 4 5
4. Is the process above periodically evaluated to ensure that it is meeting its objectives?	1 2 3 4 5
5. Is the process to recruit and retain faculty in place and documented?	1 2 3 4 5
6. Are the processes for faculty evaluation and promotion consistent with the institution mission?	1 2 3 4 5
7. Are the processes in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	1 2 3 4 5
8. Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	1 2 3 4 5
9. Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?	1 2 3 4 5
10. Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	1 2 3 4 5
11. Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	1 2 3 4 5
SCORE (S5) = [TV / (No. of Question * 5)] * 100 * Weight = [43/(11 * 5)] * 100 * 0.15 = 43/55 * 15 = 14.72	TV=14.72
Criterion 6 – Faculty	
Weight=0.20	
Factors	Score
1. Are there full-time faculty members to provide adequate coverage of the program areas / courses with continuity and stability?	1 2 3 4 5
2. Are the qualifications and interests of the faculty members sufficient to teach all courses, plan, modify and update courses and curricula?	1 2 3 4 5
3. Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	1 2 3 4 5
4. Do the majority of faculty members hold a Ph. D degree in their discipline?	1 2 3 4 5
5. Do faculty members dedicate sufficient time to research to remain current in their disciplines?	1 2 3 4 5
6. Are there mechanisms in place for faculty development?	1 2 3 4 5
7. Are faculty members motivated and satisfied so as to excel in their profession?	1 2 3 4 5
SCORE (S6) = [TV / (No. of Question * 5)] * 100 * Weight = [28/(7 * 5)] * 100 * 0.20 = 28/35 * 20 = 16	TTV=16
Criterion 7 – Institutional Facilities	
Weight=0.10	
Factors	Score
1. Does the institution have the infrastructure to support new trends such as e-learning?	1 2 3 4 5
2. Does the library contain technical collection relevant to the program and it adequately staffed?	1 2 3 4 5

3. Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	1 2 3 4 5
SCORE (S7) = [TV / (No. of Question * 5)] * 100 * Weight = [14/(3 * 5)] * 100 * 0.10 = 14/15 * 10 = 9.3	
Criterion 8 – Institutional Support	
Weight=0.10	
Factors	Score
1. Is their sufficient support and finances to attract and retain high quality faculty?	1 2 3 4 5
2. Are there an adequate number of high-quality graduate students, teaching assistants and Ph.D. students?	1 2 3 4 5
SCORE (S8) = [TV / (No. of Question * 5)] * 100 * Weight = [9/(2 * 5)] * 100 * 0.10 = 9/10 * 10 = 9	

Overall Assessment Score= S1 + S2 + S3 + S4 + S5 + S6 +S7 + S8

$$= 5+ 19.5 + 10 + 10 + 14.72 + 16 + 9.3 + 9$$

$$= 81.65$$

Overall Rubric Assessment Score	
Criterion 1 – Program Mission, Objectives and Outcomes (S1)	5
Criterion 2 – Curriculum Design and Organization (S2)	19.5
Criterion 3 – Laboratories and Computing Facilities (S3)	10
Criterion 4 – Student Support and Advising (S4)	10
Criterion 5 – Process Control (S5)	14.72
Criterion 6 – Faculty (S6)	16
Criterion 7 – Institutional Facilities (S7)	9.3
Criterion 8 – Institutional Support (S8)	9
Total Assessment Score	93.52

Key Finding:

- Majority of faculty members are post graduates (FCPS, MCPS, MHPE, M-Phil, and M.Sc.).
- There is sufficient infrastructure to cater the undergraduate (clinical and pre-clinical) teaching, learning, and assessment having equipped laboratory, skills Lab.

Suggestions for improvement:

Dental faculty members would be given the opportunity for Ph-D, if acquired the admission any where

Member MDC Program Team (PT)

- Prof Dr Qadeer ul Hassan
- Dr. Kiran Fatima
- Dr Maryam Taqdees

Implementation Plan For BDS					
Criterion	AT Findings	Corrective Action	Implementati on Date	Responsible Body	Resource Need
1	First batch has just passed out hence there performance must be monitored throughout the year.	Motivation, Alumni Survey, log books	Nov 2024	QEC-MDC	Logistics
6	All faculty should have at least FCPS/MD/PhD	During recruitment preference should always be given to FCPS/MD/M S/PhD	---	HR Department	Rephrasing of advertisement



QUALITY ASSURANCE CELL
MUHAMMAD DENTAL COLLEGE
MIRPURKHAS

FACULTY COURSE REVIEW REPORT-2024

Note: 1. To be filled by each Student at the time of Course Completion

2. Program Teams (PTs) of the QAC; have to conduct this exercise & submit consolidated summary & outcomes to HOD / Director Campus.

SUMMARY & ANALYSIS OF FACULTY COURSE REVIEW REPORT

Sample Size: 08

Exercise Conducted from: 16th-October-2024

Date of Reporting: 15th-Dec-2024

Note: Summary and analysis along with documentary proofs of corrective actions taken are to be made part of curriculum committee meeting and one copy forwarded to QA Directorate for submission to LUMHS/HEC.

SUMMARY:

- ✚ The sample size was n=08
- ✚ Response Rate=26%
- ✚ There were 20% were male and 80% were female teachers.
- ✚ The evaluating subjects were oral pathology, periodontology, Community and public health dentistry and pharmacology
- ✚ The Key performances indicators (KPIs) of curriculum delivery were curriculum, assessment, and enhancement and outline any changes.

i. Strength of the course:

- a. Students were fully satisfied with the curriculum delivery and following the guidelines received from LUMHS for modular curriculum.
- b. Course is delivered by the senior faculty.
- c. Successfully introduced hands on training program for students in 2024.

Areas of Improvement:

- Weekly BCQs test, Mock Test at end of posting must be conducted.
- Lectures should be more interactive.
- Expand clinical services for pediatric patients
- Enhance training programs in pediatric dentistry.
- More hands on workshop should be conducted for students.

Signature: _____

Member of QAC-MDC
Dr Kiran Fatima

Signature: _____

Principal/Dean MDC
Prof Dr Qadeer-Ul-Hassan



QUALITY ASSURANCE CELL
MUHAMMAD DENTAL COLLEGE
MIRPURKHAS

FACULTY SATISFACTION PROFORMA-2024

Note: 1. To be filled by each Student at the time of Course Completion

2. Program Teams (PTs) of the QAC; have to conduct this exercise & submit consolidated summary & outcomes to HOD / Director Campus.

SUMMARY & ANALYSIS OF FACULTY SATISFACTION SURVEY

Sample Size: 34

Exercise Conducted from: 11th-December-2024

Date of Reporting: 15th-Dec-2024

Note: Summary and analysis along with documentary proofs of corrective actions taken are to be made part of curriculum committee meeting and one copy forwarded to QA Directorate for submission to LUMHS/HEC.

SUMMARY:

- ✚ The sample size was n=34
- ✚ Response Rate=76%
- ✚ There were 40% were male and 60% were female teachers.
- ✚ The evaluating subjects were periodontology, OMFS, Oral Medicine, Prosthodontics, Oral pathology, periodontology, Community and public health dentistry, oral biology, and pharmacology, physiology, general surgery and dental education department.
- ✚ The Key performances indicators (KPIs) of satisfaction with teaching, job security, work load, inter intradepartmental relationship, salary, best program features.

BEST FEATURES OF THE :

- Majority of teachers were satisfied with their teaching, moreover they were satisfied to treat variety of cases in OPD with undergraduate students and house officers.
- The best features were the conduction of workshops and skills development, online books availability for students, CPC, research projects, community visits and Symposium
- Supportive working environment and frequent interaction with senior faculty members

AREAS OF IMPROVEMENT:

- Salary should be enhanced and should introduce yearly increment and bonuses.
- Improvement of feedback to students
- Foster collaborative environment with multidisciplinary team.
- Workload should be equalized among all faculty members.
- Research workshops should be organized in future.
- Job security
- Establishment of mentoring program, mental health support, counseling and team building

Signature: _____

Member of QAC-MDC
Dr Kiran Fatima

Signature: _____

Principal/Dean MDC
Prof Dr Qadeer-UI-Hassan



TEACHERS EVALUATION VIA MOODLE = 2
MUHAMMAD DENTAL COLLEGE

BDS-2024 Dated: 22ND NOVEMBER-2024

SN	EVALUATION ITEMS	SN=9	KEYS	SU=7	KEYS	SC=2	KEYS	QH=06	KEYS	FM=03	KEYS
1	The Instructor had command on the topic	1.9	Strongly Agree	1.4	Agree	2	Strongly Agree	2	Strongly Agree	1	Strongly Agree
2	The Instructor has good communication skills	2.1	Strongly Agree	1.6	Agree	4	Strongly Agree	2	Agree	1.7	Agree
3	The Instructor shows respect towards students and encourages class participation and invites questions	2.4	Strongly Agree	1.3	Agree	5	Strongly Agree	2.2	Strongly Agree	1	Agree
4	The Instructor arrives and leaves on time	1.7	Strongly Agree	1.7	Agree	5	Strongly Agree	2.5	Agree	1.7	Agree
5	The Instructor was available during the specified office hours and for after class consultations	1.9	Strongly Agree	2	Agree	3	Strongly Agree	3.5	Agree	2.3	Agree
6	The Subject matter presented in the course has increased your knowledge of the subject	1.9	Strongly Agree	1.6	Agree	1	Strongly Agree	2.3	Agree	1.7	Agree
7	The course integrates theoretical course concepts with real-world	2	Strongly Agree	2	Agree	1	Strongly Agree	2.5	Agree	1.3	Agree
8	The course material is modern and updated	1.9	Strongly Agree	1.6	Agree	1	Strongly Agree	3	Agree	1.7	Agree
9	I can understand his/her lecture	2	Strongly Agree	1.6	Strongly Agree	1	Strongly Agree	2.2	Agree	2.3	Agree
10	The lecture provokes deep thinking and conceptual understanding	1.9	Strongly Agree	1.3	Strongly Agree	1	Strongly Agree	2	Agree	1.3	Agree
	Percentage	47%		40		82		56.4		40	

SN: Dr Sumera Naseem, SU: Dr Shujahullah, SC: Dr Sadia Channa; QH: Prof Dr Qadeer-Ul-Hassan; FM: Dr Faiz Mohammad
KEYS: 1=Strongly agree, 2=Agree, 3=Uncertain, 4=Disagree, 5=Strongly Disagree

Dr Kiran Fatima

Member QAC-MDC-Reported on
15-12-2024

Prof Dr Qadeer-Ul-Hassan

Dean MDC



TEACHERS EVALUATION VIA MOODLE
MUHAMMAD DENTAL COLLEGE

BDS-2024 Dated: 22ND NOVEMBER-2024

SN	EVALUATION ITEMS	AT=7	KEYS	AA=8	KEYS	IR=8	KEYS	DR=30	KEYS	AR=18	KEYS
1	The Instructor had command on the topic	2.71	Strongly Agree	2.5	Agree	1.6	Strongly Agree	1.6	Strongly Agree	2.3	Strongly Agree
2	The Instructor has good communication skills	2.57	Strongly Agree	2.6	Agree	1.7	Strongly Agree	1.5	Agree	2.3	Agree
3	The Instructor shows respect towards students and encourages class participation and invites questions	2.28	Strongly Agree	2.5	Agree	1.4	Strongly Agree	1.6	Strongly Agree	2	Agree
4	The Instructor arrives and leaves on time	2.71	Strongly Agree	2.9	Agree	2.4	Strongly Agree	1.7	Agree	2.2	Agree
5	The Instructor was available during the specified office hours and for after class consultations	2.28	Strongly Agree	3	Agree	1.9	Strongly Agree	1.6	Agree	2.2	Agree
6	The Subject matter presented in the course has increased your knowledge of the subject	2	Strongly Agree	2.7	Agree	2.1	Strongly Agree	1.7	Agree	2.2	Agree
7	The course integrates theoretical course concepts with real-world	2.71	Strongly Agree	2.4	Agree	2.4	Strongly Agree	1.6	Agree	2	Agree
8	The course material is modern and updated	2.85	Strongly Agree	2.3	Agree	2	Strongly Agree	1.4	Agree	2.4	Agree
9	I can understand his/her lecture	2.42	Strongly Agree	2.2	Strongly Agree	1.5	Strongly Agree	1.6	Agree	2.3	Agree
10	The lecture provokes deep thinking and conceptual understanding	2.4	Strongly Agree	2	Strongly Agree	1.5	Strongly Agree	1.4	Agree	2.3	Agree
	Percentage	50%		59.6		45		39.2		52.6	

AT: Prof Asad Tareen, AA: Dr Abdullah Abbassi, IR: Dr Imran Rathore; DR: Dr Doha Rajar; AR: Dr Ali Raza

Dr Kiran Fatima

Member QAC-MDC-Reported on
15-12-2024

Prof Dr Qadeer-Ul-Hassan

Dean MDC



TECHERS EVALUATION VIA MOODLE = 3
MUHAMMAD DENTAL COLLEGE

BDS-2024 Dated: 22ND NOVEMBER-2024

SN	EVALUATION ITEMS	DR=29	KEYS	SZ=7	KEYS	SU=2	KEYS	NS=02	KEYS	HM=01	KEYS
1	The Instructor had command on the topic	1.9	Strongly Agree	1.1	Agree	1	Strongly Agree	1.5	Strongly Agree	1	Strongly Agree
2	The Instructor has good communication skills	1.7	Strongly Agree	1.3	Agree	1	Strongly Agree	1.5	Agree	1	Agree
3	The Instructor shows respect towards students and encourages class participation and invites questions	1.7	Strongly Agree	1.3	Agree	1.5	Strongly Agree	1	Strongly Agree	1	Agree
4	The Instructor arrives and leaves on time	1.9	Strongly Agree	1.8	Agree	3	Strongly Agree	1	Agree	1	Agree
5	The Instructor was available during the specified office hours and for after class consultations	2.2	Strongly Agree	2.4	Agree	2.5	Strongly Agree	1.5	Agree	1	Agree
6	The Subject matter presented in the course has increased your knowledge of the subject	1.8	Strongly Agree	1.4	Agree	1.5	Strongly Agree	2	Agree	1	Agree
7	The course integrates theoretical course concepts with real-world	1.9	Strongly Agree	1.6	Agree	1.5	Strongly Agree	2.5	Agree	1	Agree
8	The course material is modern and updated	1.9	Strongly Agree	1.1	Agree	1.5	Strongly Agree	4	Agree	1	Agree
9	I can understand his/her lecture	2	Strongly Agree	1.1	Strongly Agree	1	Strongly Agree	2	Agree	4	Agree
10	The lecture provokes deep thinking and conceptual understanding	2.2	Strongly Agree	1.3	Strongly Agree	1.5	Strongly Agree	2.5	Agree	1	Agree
	Percentage	46%		36.8		40		47		34	

DR: Dr Doha Rashid, SZ: Dr Shahzaman, SU: Dr Seeratul Urroj; NS: Dr Nourain Saeed; HM: Dr Hafiz Mahmood
KEYS: 1=Strongly agree, 2=Agree, 3=Uncertain, 4=Disagree, 5=Strongly Disagree

Dr. Kiran Katima
Member QAC-MDC-Reported on
15-12-2024

Prof Dr Qadeer-UI-Hassan

Dean MDC



TEACHERS EVALUATION VIA MOODLE
MUHAMMAD DENTAL COLLEGE

BDS-2024 Dated: 22ND NOVEMBER-2024

4

SN	EVALUATION ITEMS	NR=06	KEYS	AD=7	KEYS	SU=2	KEYS	NS=02	KEYS	HM=01	KEYS
1	The Instructor had command on the topic	1.3	Strongly Agree	2	Agree	1	Strongly Agree	1.5	Strongly Agree	1	Strongly Agree
2	The Instructor has good communication skills	2	Strongly Agree	2.1	Agree	1	Strongly Agree	1.5	Agree	1	Agree
3	The Instructor shows respect towards students and encourages class participation and invites questions	1.5	Strongly Agree	1.8	Agree	1.5	Strongly Agree	1	Strongly Agree	1	Agree
4	The Instructor arrives and leaves on time	1.8	Strongly Agree	2.3	Agree	3	Strongly Agree	1	Agree	1	Agree
5	The Instructor was available during the specified office hours and for after class consultations	1.7	Strongly Agree	2	Agree	2.5	Strongly Agree	1.5	Agree	1	Agree
6	The Subject matter presented in the course has increased your knowledge of the subject	1.7	Strongly Agree	2	Agree	1.5	Strongly Agree	2	Agree	1	Agree
7	The course integrates theoretical course concepts with real-world	1.7	Strongly Agree	2	Agree	1.5	Strongly Agree	2.5	Agree	1	Agree
8	The course material is modern and updated	2	Strongly Agree	2.3	Agree	1.5	Strongly Agree	4	Agree	1	Agree
9	I can understand his/her lecture	1.8	Strongly Agree	1.8	Strongly Agree	1	Strongly Agree	2	Agree	4	Agree
10	The lecture provokes deep thinking and conceptual understanding	1.5	Strongly Agree	2.1	Strongly Agree	1.5	Strongly Agree	2.5	Agree	1	Agree
	Percentage	42%		48.8		40		47		34	

DR: Dr Nimra Rathore, AD: Dr Asha Devi, SU: Dr Seeratul Urroj; NS: Dr Nourain Saeed; HM: Dr Hafiz Mahmood
KEYS: 1=Strongly agree, 2=Agree, 3=Uncertain, 4=Disagree, 5=Strongly Disagree

Dr Kiran Fatima

Member QAC-MDC-Reported on

15-12-2024

Prof Dr Qadeer-Ul-Hassan

Dean MDC



QUALITY ASSURANCE CELL
MUHAMMAD DENTAL COLLEGE
MIRPURKHAS

SURVEY OF GRADUATING STUDENTS OF BATCH-1-BDS-2024

- Note: 1. To be filled out by graduating students in last/semester/year before award of degree
2. Program Teams (PTs) of the QAC; have to conduct this exercise & submit consolidated summary & outcomes to HOD / Director Campus.

SUMMARY & ANALYSIS OF FIRST ALUMNI SURVEY-BDS-2024

Sample Size: 06

Exercise Conducted from: 15th-August-2024

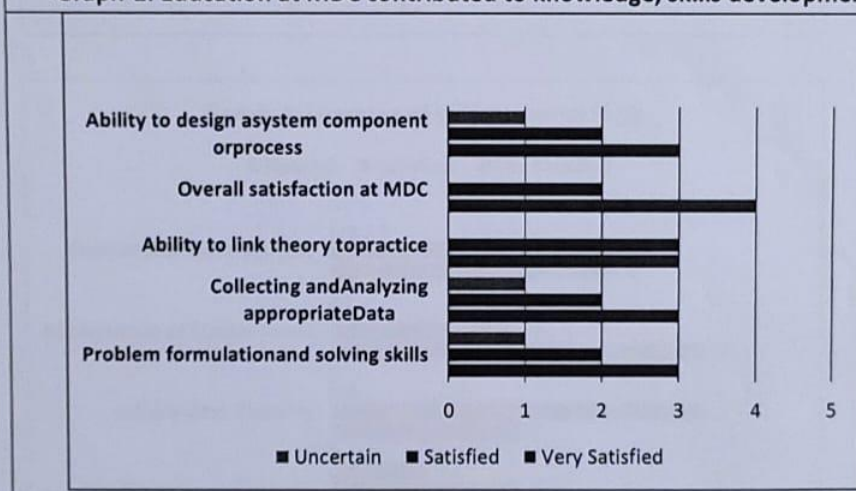
Date of Reporting: 15th-November-2024

Note: Summary and analysis along with documentary proofs of corrective actions taken are to be made part of curriculum committee meeting and one copy forwarded to QA Directorate for submission to LUMHS/MDC/HEC.

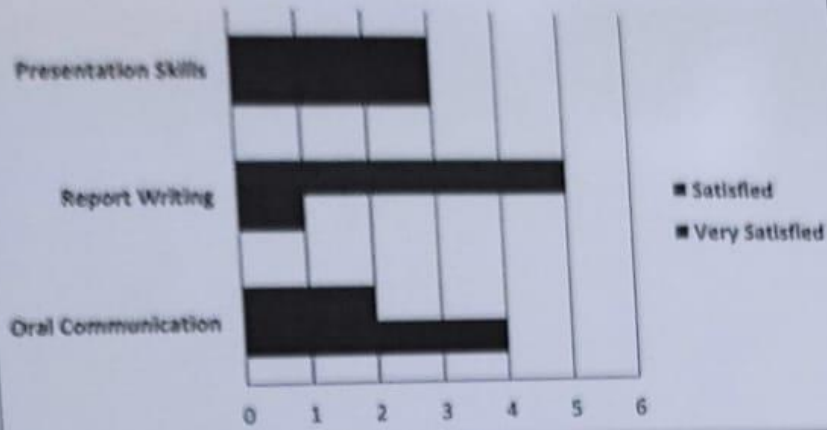
A. SUMMARY:

- ✎ The sample size was n=06
- ✎ Response Rate=12%
- ✎ There were 50% were male and 50% were female students.
- ✎ The responses was based on five points of likert scale (A=very satisfied to e=Very dissatisfied)
- ✎ The survey was based on three parameters regarding satisfaction contribution of knowledge and skills, communication skills, work skills and interpersonal skills

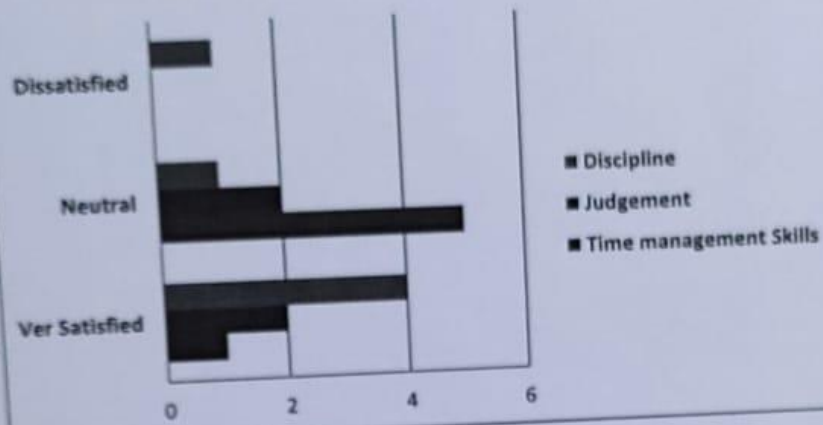
Graph-1: Education at MDC contributed to knowledge, skills development



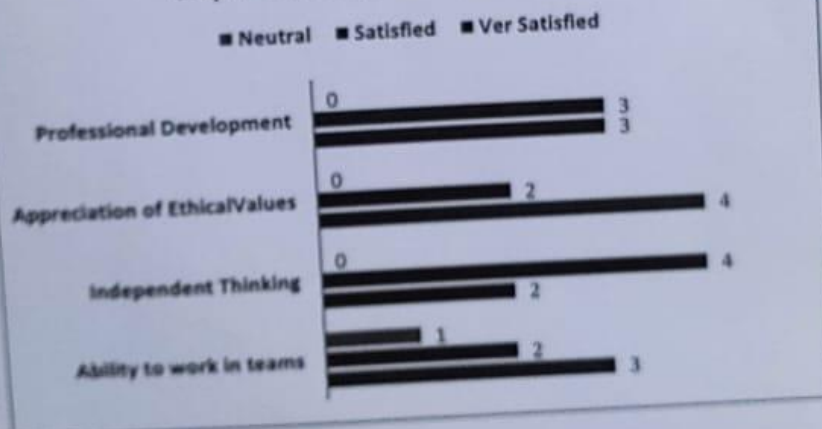
Graph-2: Enhanced Communication Skills



Graph-3: Contribute in Working Skills



Graph-4: Learning of Interpersonal Skills



Conclusion:

1. Majority of students were satisfied with their experience at MDC, report writing was improved, student have learnt the time management skills and appreciate the ethical values while learning of interpersonal skills

D. Areas need improvement:

- Response rate was insignificant, hence cannot generalize the result.
- More workshops are required for research

Signature: _____

QAC (MDC) Member
Dr Kiran Fatima

Signature: _____

Principal/Dean MDC
Prof Dr Qadeer Ul Hassan

