



STUDY GUIDE

Program:	Bachelors of Dental Surgery (BDS)
Year:	1 st Professional Year
Batch No:	D-25
Block:	3
Session:	2025-2026



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About Avicenna Dental College

Avicenna Dental College is a purpose-built, fully equipped Dental institution with experienced and excellence-driven faculty to train high-quality dental professionals in Pakistan. Avicenna Dental College runs under the umbrella of Abdul Waheed Trust. Abdul Waheed Trust is a non-profit social welfare organization and registered under the Societies Act with the Registrar of Societies. The Trust is legalized through a Trust Deed that bears necessary rectifications. The Trust Deed is further supported by its Memorandum and Article of Association that authorizes the establishment and operation of the Medical College, the Dental College, the Nursing College, the Allied Health Sciences College, and other activities in the healthcare sector. In 2018, Avicenna Dental College was recognized by the Pakistan Medical & Dental Council. With the advent of advanced tools and technology in every field of health science, dentistry today has shot up to the greater end of the gamut with superior choice and promises in dental therapy in the very vicinity of the common man. ADC promises to be one such neighborhood.

Infrastructure Resources:

1. **Lecture Hall:** Each year has a dedicated lecture hall, totaling five lecture halls for the five professional years. These halls are equipped with modern audiovisual aids to support effective teaching and learning.
2. **Tutorial Room:** The college's tutorial rooms, each with a capacity of 30, are specifically designed to support small group discussions and interactive sessions. These rooms facilitate personalized instruction, enabling more engaged and effective learning through direct interaction between students and instructors.
3. **Lab:** The college is equipped with state-of-the-art laboratories for practical and clinical work. Each lab is designed to support various disciplines, to facilitate hands-on learning.
4. **Library on campus:** A huge library occupies a full floor and has 260 seats including study carrels and group-discussion tables. Latest reference books of Basic and Clinical Sciences along with national & international journals are available in the library.
5. **Digital Library:** The digital library offers access to a vast collection of e-books, online journals, research databases, and other digital resources. It supports remote access and provides tools for academic research and learning.
6. **Learning Management System (LMS):** The LMS is a comprehensive online platform that supports course management, content delivery, student assessment, and communication. It provides tools for tracking progress, managing assignments, and facilitates ongoing academic activities.
7. **Phantom Labs:** Specialized Phantom Labs are available for advanced simulation and practice in dental procedures. These labs provide high-fidelity models and simulators that help students refine their clinical skills in a controlled environment.
8. **Mess & Cafeteria:** The College has its own on-campus Mess which caters to 600 students. All food items including dairy, meat, and vegetables are sourced organically and bought in at the time of cooking, in order to ensure that students get freshly cooked meals at all times. Students form the Mess committee which decides the mess menu in consultation with other students. The Mess offers fresh food to all residents three times a day. However, day scholars are also welcome to use the Mess facility at a reasonable cost. Two 50-inch LCD screens provide students an opportunity to get entertained during their meal times.
9. **Gymnasium & Sports:** We recognize sports as a pivotal key to shape and maintain students' personality and good health. The College has indoor and outdoor sports facilities to help enhance the cognition and capacity to learn. There is a proper sports section for various games like basketball, football, volleyball, and cricket. The gym itself is fully equipped with modern machinery both for students and faculty.
10. **IT Lab:** The IT Lab is equipped with modern computers and software available for students who need access for academic purposes.
11. **Auditorium:** The college has a spacious auditorium equipped with advanced audio-visual facilities. It is used for large-scale lectures, guest presentations, and academic conferences, providing a venue for students to engage with experts and participate in important educational events.
12. **Examination Halls:** The college provides dedicated examination halls that are designed to accommodate a large number of students comfortably. These halls are equipped with necessary facilities to ensure a smooth and secure examination process, including proper seating arrangements, monitoring systems, and accessibility features.

Vision & Mission



Avicenna Medical & Dental College



Vision

The vision of **Avicenna Medical & Dental College** is to become a college that thrives to achieve improvement in healthcare of masses through creative delivery of educational programs, innovative research, commitment to public service and community engagement in a environment that supports diversity, inclusion, creative thinking, social accountability, life-long learning and respect for all.

Mission

The mission of **Avicenna Medical and Dental College** is to educate and produce competent, research oriented healthcare professionals with professional commitment and passion for life-long learning from a group of motivated students through quality education, research and service delivery for the improvement of health status of the general population.

7-Star Doctor Competencies (PMDC)

According to national regulatory authority PMDC, a Pakistani medical/dental graduate who has attained the status of a 'seven-star doctor' is expected to demonstrate a variety of attributes within each competency. These qualities/ generic competencies are considered essential and must be exhibited by the individual professionally and personally.

1. Skillful / Care Provider.
2. Knowledgeable / Decision Maker.
3. Community Health Promoter / Community Leader.
4. Critical Thinker / Communicator
5. Professional / Lifelong learner.
6. Scholar / Researcher
7. Leader/ Role Model / Manager

Message from the Chairman

The Avicenna Medical & Dental College is a project of Abdul Waheed Trust which is a Non-profitable, Non-governmental, Non -political & Social organization, working for the welfare of Humanity and based on Community empowerment. Avicenna Medical College has its own 530 bedded Avicenna teaching Hospital (Not for Profit hospital) within the College Campus & 120 bedded Aadil Hospital, at 15 minutes' distance. Separate comfortable hostels for boys & girls are provided on the campus.

Our students benefit from the state of the art College Library with facilities of Internet & online Journals that remain open 15 hours a day, for our students & faculty members. I am particularly pleased with the hard work by the Faculty and Students in the achievement of historic 100% results for all the classes. It is a rare achievement and speaks of dedication of the Faculty and Staff. Our motto is Goodness prevails and we aim at producing Doctors' who are knowledgeable, competent in clinical skills and ethical values.

Avicenna Medical College & Hospital was founded to provide quality health care services to the deserving patients belonging to the rural areas near Avicenna Hospital as well as to provide quality medical education of international standard to our students. The Hospital provides all medical services and Lab diagnostics to the local population at minimal cost. So far by the grace of Allah Almighty the number of patients being treated and operated upon at our Hospital is increasing every day as there is no other public or charity hospital in the circumference of 20km. We have already established two Satellite Clinics in the periphery which are providing outdoor care while admission cases are brought to the Hospital in Hospital transport.

Following the success of our reputable Medical College and Hospital, we were able to successfully establish Avicenna Dental College which is recognized by the Pakistan medical & Dental Council & University of Health Sciences. To date, we have enrolled five batches in our dental college and we aim to achieve the same level of success for our dental students as our medical students.

Chairman
Abdul Waheed Sheikh
Avicenna Medical & Dental College



Message from the Principal

It is a matter of immense honor and privilege as the first Principal of Avicenna Dental College to welcome you to one of the finest dental institutes in the private sector of Pakistan. Avicenna Dental College is a private dental college, which aims to provide the finest dental education to dental undergraduate students in accordance with the latest trends in Dental Education, and to develop them to practice dentistry in the 21st century.

While educating dental students to become licensed, empathetic and competent professionals, Avicenna Dental College endeavors to educate students in a supportive environment in which they provide dental care for a diverse populace. In the times to come, we wish to transform our graduates into unfeigned teachers, researchers and consultants by starting post-graduation programs as well.

Avicenna Dental College aims to achieve an enterprising curriculum integrating the basic sciences with clinical experience while utilizing modern technological modalities. In addition to the production of outstanding oral health professionals, we at Avicenna Dental College recognize our responsibility as a private dental institution to the citizens of the country in making the provision of oral health care available to those who are deprived of ready access.

I feel proud to lead this dental establishment such an inspiring time and hope all of you at Avicenna Dental College will share this pride and play your respective roles in materializing the dream of making this institution the premier dental educator in Pakistan



Principal,
Prof. Dr. Sohail Abbas Khan
Avicenna Dental College

Message from the Vice-Principal

It is a matter of great privilege to be associated with Avicenna Dental College. Our institution boasts of renowned, well-qualified and devoted faculty members in each and every specialty of dentistry. We are looking forward to diligently equipping our undergraduates with comprehensive artistic and ethical oral health care.

Our goal is to inspire a lifelong passion for learning and innovation in our students, ensuring they are well-prepared to meet the evolving challenges of the dental profession. I look forward to collaborating with our students on this transformative journey, guiding them toward achieving excellence in oral health care



Vice Principal,
Prof. Dr. Usman Muneer
Avicenna Dental College

List of Abbreviations

Abbreviation	Full Form
A	Anatomy
AI	Artificial Intelligence
ALP	Alkaline Phosphatase
ALT	Alanine Aminotransferase
AMEE	Association for Medical Education in Europe
AMIA	American Medical Informatics Association
AST	Aspartate Aminotransferase
ATP	Adenosine Triphosphate
AUC	Area Under Curve
B	Biochemistry
BDS	Bachelor of Dental Surgery
BhS	Behavioral Sciences
Car	Cariology
CBC	Complete Blood Count
CD	Community & Preventive Dentistry
CF	Craniofacial
CFII	Craniofacial II
CFRC	Clinical Foundation Rotation Clerkship
CNS	Central Nervous System
CVS	Cardiovascular System
DDE	Department of Dental Education
DEJ	Dentin Enamel Junction
DM	Dental Materials
DME	Department of Medical Education
DNA	Deoxyribonucleic Acid
DR	Dental Radiology
ED50	Median Effective Dose
eGFR	Estimated Glomerular Filtration Rate
EFA	Essential Fatty Acids

Enr	Endocrinology
ESR	Erythrocyte Sedimentation Rate
FDI	Fédération Dentaire Internationale
GAGs	Glycosaminoglycans
GDC	General Dental Council
GFR	Glomerular Filtration Rate
GIT	Gastrointestinal Tract
HAV	Hepatitis A Virus
Hb	Hemoglobin
HbA1c	Glycated Hemoglobin
HBV	Hepatitis B Virus
HCV	Hepatitis C Virus
HDV	Hepatitis D Virus
HEV	Hepatitis E Virus
HERS	Hertwig's Epithelial Root Sheath
HPE	Health Professions Education
HR	Hepatorenal
ICDAS	International Caries Detection and Assessment System
ID50	Median Infectious Dose
INR	International Normalized Ratio
K	Potassium
LD50	Median Lethal Dose
MCH	Mean Corpuscular Hemoglobin
MCHC	Mean Corpuscular Hemoglobin Concentration
MCV	Mean Corpuscular Volume
Na	Sodium
NMJ	Neuromuscular Junction
NS	Neurosciences
OB	Oral Biology
OD	Operative Dentistry
OM	Oral Medicine
OP	Oral Pathology

P	Physiology
Pa	General Pathology & Microbiology
PCR	Polymerase Chain Reaction
PD	Prosthodontics
Ph	Pharmacology & Therapeutics
PRISME	Professionalism, Research, Informatics, Social Responsibility & Accountability, Management & Entrepreneurship, Ethics & Evidence-Based Dentistry
RBC	Red Blood Cell
RCTs	Randomized Controlled Trials
TD50	Median Toxic Dose
TMJ	Temporomandibular Joint
TORCH	Toxoplasmosis, Other, Rubella, Cytomegalovirus, Herpes Simplex
UHS	University of Health Sciences
WHO	World Health Organization

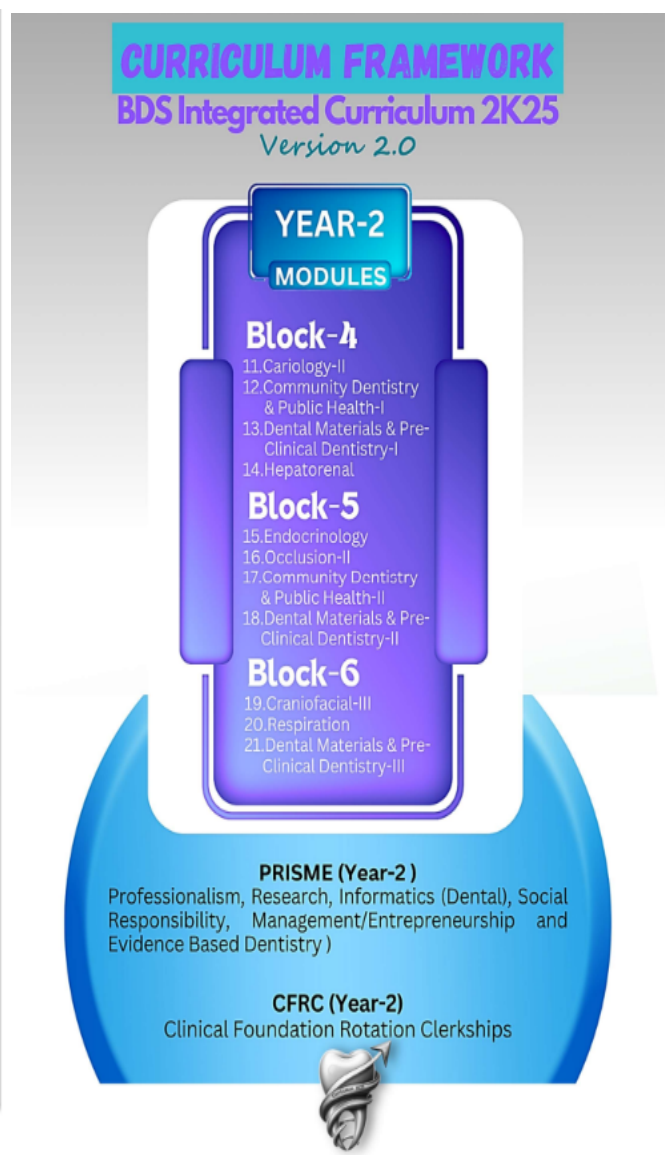
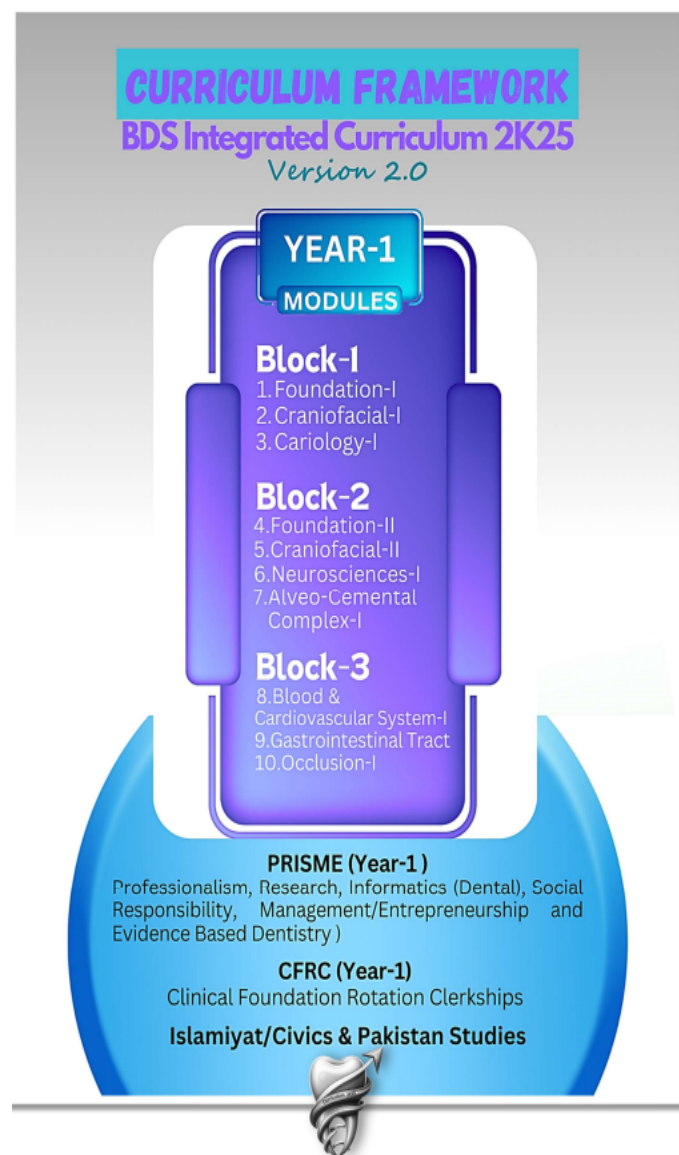
Curriculum Framework

The curriculum framework for the Bachelor of Dental Surgery (BDS) program at Avicenna Dental College for batch D24 (2024-2025) onwards is organized in accordance with the Integrated Modular-Based System.

It is based on the curriculum, syllabus, and statutes prescribed by the University of Health Sciences (UHS), the affiliating university, and is implemented in strict adherence to the hour allocation and guidelines established by the Pakistan Medical and Dental Council (PMDC).

At Avicenna Dental College, the academic year is divided into blocks which are further subdivided into modules. Summative Module & Block Examinations are conducted at the conclusion of each Module & Block respectively to evaluate student learning outcomes.

This framework guarantees a progressive and comprehensive learning experience for dental students, facilitating the sequential acquisition of theoretical knowledge and practical skills in an integrated and effective manner. Notably, this framework also facilitates a gradual transition into the clinical years, where students apply their acquired knowledge and skills in hands-on patient care.



Introduction to the Study Guide

Welcome to the Avicenna Dental College Study Guide!

This guide serves as your essential resource for navigating the complexities of your dental education at Avicenna Dental College. It integrates comprehensive details on institutional framework, curriculum, assessment methods, policies, and resources, all meticulously aligned with UHS, PMDC and HEC guidelines.

Each subject-specific study guide is crafted through a collaborative effort between the Department of Dental Education and the respective subject departments, ensuring a harmonized and in-depth learning experience tailored to your academic and professional growth.

Objectives of the Study Guide:

1. Institutional Understanding:

- o Gain insight into the college's organizational structure, vision, mission, and graduation competencies as defined by PMDC, setting the foundation for your educational journey.

2. Effective Utilization:

- o Master the use of this guide to enhance your learning, understanding the collaborative role of the Department of Medical Education and your subject departments, in line with PMDC standards.

3. Subject Insight:

- o Obtain a comprehensive overview of your courses, including detailed subject outlines, objectives, and departmental structures, to streamline your academic planning.

4. Curriculum Framework:

- o Explore the curriculum framework, academic calendar, and schedules for clinical and community rotations, adhering to the structured guidelines of UHS & PMDC.

5. Assessment Preparation:

- o Familiarize yourself with the various assessment tools and methods, including internal exam and external exam criteria, and review sample papers to effectively prepare for professional exams.

6. Policies and Compliance:

- o Understand the institutional code of conduct, attendance and assessment policies, and other regulations to ensure adherence to college standards and accrediting body requirements.

7. Learning Resources:

- o Utilize the learning methodologies, infrastructure resources, and Learning Management System to maximize your educational experience and academic success.

This guide, meticulously developed in collaboration with your subject departments, is designed to support your academic journey and help you achieve excellence in accordance with the highest standards set by PMDC and HEC.

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Introduction to Module

The First Professional BDS academic year consists of a minimum of 1,200 teaching hours. The curriculum is structured into three blocks, each further divided into modules with defined learning outcomes for each subject.

Weekly Academic Commitment: Students are required to participate in 35 hours per week of teaching, learning, and assessments. Beyond these scheduled academic hours, they are expected to invest additional time in self-study and independent learning.

YEAR-1

Bloc ks	Block 1	Wee ks	Block 2	Wee ks	Block 3	Wee ks
Modules	Foundation I	5 weeks	Foundation II	3 weeks	Blood and CVS I	4 weeks
	Craniofacial I	4 weeks	Craniofacial II	3 weeks	GIT	4 weeks
	Cariology I	2 weeks	Neurosciences I	4 weeks	Occlusion I	2 weeks
			Alveolocemental Complex	2 weeks		
	PRISME/CFRC/Isla miyat / Civics and Pakistan studies	1 week	PRISME/CFRC/Isla miyat / Civics and Pakistan studies	1 week	PRISME/CFRC/Isla miyat / Civics and Pakistan studies	1 week
	Total (Includes Block assessment)	12 weeks	Total (Includes Block assessment)	13 weeks	Total (Includes Block assessment)	11 weeks
	PRISME (Professionalism, Research, Informatics (Dental), Social Responsibility and Accountability, Management/Entrepreneurship and Evidence Based Dentistry)					
	Clinical Foundation Rotation Clerkship -I (CFRC-I)					

MODULE COMMITTEES

Link:

https://docs.google.com/document/d/1IVK8OcjXyQovy_yBkPdStOEFZQ6c06ERKrqy7hu6cQQ/edit?usp=sharing

ACADEMIC CALENDAR

Link:

https://docs.google.com/spreadsheets/d/1VEUKFY9oCOxzaiPqWI9HLZdF9W1uN7sv/edit?usp=drive_link&oid=108051225502977504720&rtpof=true&sd=true

TIMETABLE

Block timetable Module 8 / 9 / 10

Link:

https://docs.google.com/spreadsheets/d/1WIAqIhSQmEJ6eFyJjETqRBXOGn2JNQoaPAgGOY37iQI/edit?usp=drive_link

https://docs.google.com/spreadsheets/d/1eUKLQNiU4Ydh8lo3VuMyc4EP1Okfjly_BISdk4v4_gc/edit?usp=drive_link

https://docs.google.com/spreadsheets/d/1AAd3_Gm79xTNZLRanS9TfesFpBZwS46E0FQaDoeAb0I/edit?usp=drive_link

ALLOCATION OF HOURS

Link:

https://docs.google.com/spreadsheets/d/1fB31ifEo3bd0exIVrL1Y3BffDU29AcjBh_MBhGa2jY0/edit?usp=drive_link

THE MODULAR OUTCOMES

Link:

https://drive.google.com/file/d/1ZmWpqEGgcYHcGjS0unb6g5JP2qnACCF4/view?usp=drive_link

SYNOPSIS

Link:

https://docs.google.com/spreadsheets/d/1uLgUOTBrojQtHzqM89QtHE043qEPtk4W/edit?usp=drive_link&oid=108051225502977504720&rtpof=true&sd=true

Operational Definitions

Sr.	Pedagogical Methodologies	Description
1.	Interactive Lectures	Traditional method where an instructor presents information to a large group of students (large group teaching). This approach focuses on delivering theoretical knowledge and foundational concepts. It is very effective for introducing new topics. However, nowadays interactive components are being incorporated to aid two-way interaction between the presenter and the participants. The methods include brainstorming, buzz group, simulation, role plays and clinical cases.
2.	Tutorial	Tutorials involve small group discussion (SGD) where students receive focused instruction and guidance on specific topics.
3	Demonstrations	Demonstrations are practical displays of techniques or procedures, often used to illustrate complex concepts or practices, particularly useful in dental education for showing clinical skills.
4	Practicals	Hands-on sessions where students apply theoretical knowledge to real-world tasks. This might include lab work, clinical procedures, or simulations. Practical are crucial for developing technical skills and understanding the application of concepts in practice.
5.	Student Presentations	Students prepare and deliver presentations on assigned topics. This method enhances communication skills, encourages students to explore topic in-depth. It also provides opportunities for peer feedback and discussion.
6.	Assignment	Tasks given to students to complete outside of class. Assignments can include research papers, case studies, or practical reports. They are designed to reinforce learning, assess understanding, and develop critical thinking and problem-solving skills.
7.	Self-directed Learning	Students take initiative and responsibility for their own learning process. Students are encouraged to seek resources, set goals, and evaluate their progress. This is a learner-centered approach where students take the initiative to plan, execute, and assess their own learning activities. This method promotes independence, critical thinking, and lifelong learning skills.
8.	Flipped Classroom	In this model, students first engage with learning materials at home (e.g., through videos, readings) and then use class time for interactive activities, discussions, or problem-solving exercises. This approach aims to maximize in-class engagement and application of knowledge.
9.	Peer-Assisted Learning (PAL)	A collaborative learning approach where students help each other understand course material. PAL involves structured peer tutoring, study groups, or collaborative tasks. It enhances comprehension through teaching, reinforces learning, and builds teamwork skills.
10.	Team-based Learning (TBL)	A structured form of small group learning where students work in teams on application-based tasks and problems. Teams are responsible for achieving learning objectives through collaborative efforts, promoting accountability, and deeper understanding of the material.

11.	Problem-based Learning (PBL)	Students work on complex, real-world problems without predefined solutions. They research, discuss, and apply knowledge to develop solutions. PBL fosters critical thinking, problem-solving skills, and the ability to integrate knowledge from various disciplines.
12.	Academic Portfolios & Reflective Writing	A collection of student's work that showcases learning achievements, reflections, and progress over time. Portfolios include assignments, projects, and self-assessments. They provide a comprehensive view of student development, highlight strengths and areas for improvement, and support reflective learning (experiential learning)
13	Clinical Teaching	Teaching and learning that occurs with actual patient as the focus. It occurs in the dental OPDS / Clinics, skilled / simulation labs, and for OMFS, General Surgery & General Medicine in the wards and operation theatre.
14.	Seminar	A seminar is an academic or professional setting where individuals discuss, present, and explore specific topics, often with expert guidance
15	Self-Directed Learning	Self-directed learning (SDL) is a learning approach in which individuals take responsibility for planning, managing, and evaluating their own learning. Instead of relying entirely on a teacher, learners identify what they need to learn, set goals, choose learning resources and strategies, monitor their progress, and assess the outcomes.

Assessment Policy & Criteria

Regulations:

1. Professional examination shall be open to any student who: -
 - a. has been enrolled/registered and completed one academic year preceding the concerned professional examination in a constituent/affiliated college of the University.
 - b. has his/her name submitted to the Controller of Examinations, for the purpose of examination, by the Principal of the college in which he / she is enrolled & is eligible as per all prerequisites of the examination.
 - c. has his/her marks of internal assessment in all the Blocks/Clinical Clerkships sent to the Controller of Examinations through office of the Principal of the concerned college, at the end of each Block/Clinical Clerkships, as well as at the conclusion of the academic session along with the admission form for the professional examination.
 - d. Has been certified by the principal of his/her college:
 - (i) of good character;
 - (ii) of having attended not less than cumulative 75%* of the full course of lectures delivered, practical and clinical rotations conducted in the particular academic session, while maintaining 75 % attendance in each Block/Clinical Clerkship,
 - (iii) of having appeared at the Block/Clinical Clerkship Examinations conducted by the college of enrolment with at least 50 % marks* in each Block/Clinical Clerkship examination, as well as in aggregate score of all Blocks/Clinical Clerkships examinations for the concerned year;
2. **Written/Theory paper in all Professional Examinations in Modular Integrated MBBS or BDS Curricula shall consist of MCQs alone**, with effect from Annual 2026 Examinations. (Ref: No. UHS/REG25/2379, dated 17.11.2025)
3. **The minimum number of marks required to pass the professional examination for each Block/Clinical Clerkship shall be fifty percent (50%) in Written and fifty percent (50%) in the 'Oral/Practical/Clinical' examinations and fifty percent (50%) in aggregate, independently and concomitantly, at one and the same time.**
4. A candidate failing in one or more Blocks/Clinical Clerkships in the annual examination shall be provisionally allowed to join the next professional class till the commencement of supplementary examinations. The candidate, however, shall have to pass the failed Block/s or Clinical Clerkship in this supplementary examination failing which he / she shall be detained in the professional year. Under no circumstances, a candidate shall be promoted to the next professional class till he/she has previously passed all the Blocks/Clinical Clerkships in the preceding professional examination.

If a student appears in the Supplementary Examination for the first time as he/she did not appear in the annual examination for any reason and failed in any Block/Clinical Clerkship in the Supplementary Examination, he/she will be detained in the same class and will not be promoted to the next class.

*Notification No.UHS/REG-25/2351 Dated 13-11-2025
5. **Only one annual and one supplementary of each Professional Examination shall be allowed in a particular academic session.** However, in exceptional situations, i.e., national calamities, war or loss of solved answer books in case of accident, special examination may be arranged after having observed due process of law. This will require permission of relevant authorities, i.e., Syndicate and Board of Governors.
6. Any student who fails to clear the First or Second Professional MBBS / First Professional BDS Examination, in four consecutive attempts, each, inclusive of both availed as well as un-availed attempts, after becoming eligible for the examination, and has been expelled on that account shall not be eligible for continuation of studies and shall not be eligible for admission as a fresh candidate in either MBBS or BDS.

Block/Clinical Clerkship Attendance	Remedial Classes
<75%, ≥ 50% (50-74%)	i. Principal of the college may conduct remedial classes and submit result to the Examination Department, UHS, independently.

	ii. Principal of the college may conduct remedial classes for detained students, who have short attendance in the first Block/Clinical Clerkship of a professional year after detention. The college may submit record of the remedial classes to the Examination Department, UHS, independently.
<50%	i. Principal of the college may submit attendance record of such students to Department of Medical Education, UHS, seeking permission for conduct of remedial Classes. The conduct of remedial classes in such cases shall be arranged only after permission from the Competent Authority in the university. ii. The colleges shall also have to provide the university with the reasons submitted by the candidates for short attendance along with documentary evidence for the same duly verified by the Principal. iii. The following shall be considered as valid reasons for short attendance of the students for consideration of permission for remedial classes: Illness/accident/surgery of the student or sickness/death of an immediate relative/being afflicted by a natural/man-made calamity or disaster or detained students (missed the first Block/Clinical Clerkship of the year), students clearing their preceding professional examination in supplementary, or late admitted students who have been permitted for joining by UHS
Marks in Block/ Clinical Clerkship Examination	Re-sit Examination
<50% Marks/ Absence from Block /Clinical Clerkship Examination	i. Principal of the college may submit record of such students to Department of Medical Education, UHS, seeking permission for conduct of re-sit examination. ii. The conduct of re-sit examination in all cases shall be arranged only after permission from the Competent Authority in the university. iii. The colleges shall also have to provide the university with the reasons submitted by the candidates for absence from the Block/Clinical Clerkship examination, along with documentary evidence for the same duly verified by the principal. iv. The following shall be considered as valid reasons for absence of a student from Block/Clinical Clerkship examination, and for consideration of permission for re-sit examination: Illness/accident/surgery of the student or sickness/death of an immediate relative/being afflicted by a natural/man-made calamity or disaster or detained students (missed the first Block/Clinical Clerkship of the year), students clearing their preceding professional examination in supplementary, or late admitted students who have been permitted for joining by UHS

7. The application for admission of each candidate to the professional examination shall be submitted to the Controller of Examination, through the Principal of the College, on the prescribed format, as per notified schedule, accompanied by the prescribed fee.
8. The candidates shall pay their fee through the principal of their respective Colleges, who shall forward the Examination Forms along with the duly paid challan of the examination fee generated from the Online Examination Form.
9. **The continuous internal assessment through the Block/Clinical Clerkship, conducted by the college of enrollment, shall carry 20% weightage in the total allocated marks for the concerned Block/Clinical Clerkship in the Professional Examination conducted by the university.** The score will be equally distributed to the Written and "Oral/Practical/Clinical" Examinations.

10. The marks of internal assessment through Blocks/Clinical Clerkships examination and attendance record shall be submitted to Controller of Examinations, along with question papers and keys for the Block/Clinical Clerkship examination, within two weeks of completion of each Blocks/Clinical Clerkships examination.

Further, parent-teacher meetings shall be arranged by the colleges after every Block/Clinical Clerkship examination to share feedback on the progress of students with their parents. Minutes of parent teacher meetings, academic timetables/schedule of Blocks/Clinical Clerkships and academic year study guides shall be submitted to the Department of Medical Education UHS, as well.

11. It is emphasized that fresh internal assessment or a revision of assessment for supplementary examination shall not be permissible. However, a revised internal assessment for the detained students can be submitted. The internal assessment award in a particular year will not be decreased subsequently detrimental to the detainee candidate. A proper record of the continuous internal assessment shall be maintained by the concerned department/s in the colleges.
12. The colleges may arrange remedial classes and one re-sit for each Block/Clinical Clerkship examination after fulfillment of prescribed requirements given below. The remedial classes and re-sit examination can be conducted during summer vacation/weekends, before or during preparatory leave for the concerned professional examination, subject to the following conditions:
13. The following policy shall be applicable for transition of students From Traditional Subject Based Scheme to the Modular Integrated Curriculum Scheme:
 - i. The students who fail in all subjects of the professional examination, either by taking the examination or due to non-appearance, and are detained in the respective professional year, shall follow the Modular Integrated Curriculum Scheme for their teaching and assessment.
 - ii. The students who fail in one or more subjects but not all the subjects of a professional examination, either by taking the examination or due to non-appearance, and are detained in the respective professional year, shall attend classes with students following the Modular Integrated Curriculum Scheme, but they will be examined in the failed subject/s according to their parent scheme, i.e., the Traditional Subject-Based Curriculum Scheme.

BDS 1st Year, BLOCK-03

Sr. No.	Written Exam		Oral/Practical exam				Total
	Subjects	No. of MCQs	Subjects	OSPE (9 marks)	OSCE/CFRC (9 marks)	OSVE (6 marks)	
1	Anatomy	18	Anatomy	01	-	01	15
2	Oral Biology	23	Oral Biology	02	-	02	27
3	Biochemistry	17	Biochemistry	-	-	01	06
4	General Pathology & Microbiology	16	General Pathology & Microbiology	02	-	01	24
5	Physiology	24	Physiology	01	01	01	24
6	Oral Pathology	07	Oral Pathology	-	-	01	06
7	Pharmacology	15	Pharmacology	-	-	01	06
8	-	-	PRISME	-	01	-	09
Total		120	Total	6 OSPE= 54 marks	2 OSCE/CFRC = 18 marks	8 OSVE= 48 marks	120

Block Exam Total = 300 Marks

Theory Exam	120 Marks	Practical/Clinical Exam	120 Marks
Internal Assessment (10 %)	30 Marks	Internal Assessment (10 %)	30 Marks
Theory Exam + Internal Assessment	150 Marks	Practical/Clinical Examination + Internal Assessment	150 Marks

INTERNAL ASSESSMENT

It shall constitute 20% of the total assessment at the end of the academic year

Theory 10 %	Scoring Parameter	Weightage (percentage)
	Attendance	75% attendance -1 % >85% attendance -2 %
	Block Exam (SEQs, LEQs, MCQs etc)	5 %
	Continuous assessment (SEQs, LEQs, MCQs etc)	3 %
Practical 10 %	Attendance	75% attendance -1 % >85% attendance -2 %
	Block Exam	5 %
	Portfolio-clinical logbooks (CFRC, PRISME)	3 %

ASSESSMENT SCHEDULE

Link:

https://docs.google.com/document/d/1v2IMtXMDn15Ws1RqERz-w-Em6NV-F1p9mCD1pSEdGfM/edit?usp=drive_link

ASSESSMENT TOOLS

Link:

https://docs.google.com/document/d/1hTR6AyKqENBLBh-wa_HdtGA28JOQuWHzb4PrPNTqzqM/edit?usp=sharing

SAMPLE QUESTIONS

Link:

<https://docs.google.com/document/d/1UDCpSFFQLqLVGF2HcWoPz4zf03eVxE7r8G2HbmxdVOg/edit?usp=sharing>

Resource Books

Avicenna Dental College is committed to providing students with high-quality learning resources that support the achievement of the course learning outcomes.

The resources listed in this study guide are categorized into two sections:

- **Essential Learning Resources:** These are the primary textbooks and core learning materials that students are expected to use throughout the course. They form the foundation of the curriculum and should be considered the principal source of study.
- **Additional Learning Resources:** These include recommended reference textbooks, review books, peer-reviewed journal articles, clinical guidelines, and other evidence-based educational materials. These resources are intended to supplement the essential learning resources, promote deeper understanding, encourage self-directed learning, and keep students informed of current developments in the discipline.

Students are encouraged to make effective use of both essential and additional learning resources to maximize their academic performance and professional development.

Sr.	Subject	Essential Learning Resources	Additional Learning Resources
1	Anatomy	• General Anatomy by Laiq Hussain Siddiqui 7th Edition • Gray's Anatomy for Students - 5th Ed. (2023) • Wheater's Functional Histology • Langman's Medical Embryology (15th ed.) • Snell's Clinical Neuroanatomy 9th Edition	• Clinically Oriented Anatomy (K.L. Moore) - 9th Ed. (2022) • Junqueira's Basic Histology: Text and Atlas (17th ed.)T • The Developing Human (10th ed.) by Moore et al. • Snell's Clinical Anatomy by Regions 11th Edition • Medical Histology Text and Atlas by Laiq Hussan Siddique 9th Edition • Siddiqui, L. H. Medical Histology: Text and Atlas
2	Physiology	• Guyton & Hall Textbook of Medical Physiology - 15th Ed. (2024) • Ganong's Review of Medical Physiology - 27th Ed. (2023) • Essential Physiology for Dental Students (Essentials (Dentistry) 1st Edition by Kamran Ali (Editor), Elizabeth Prabhakar (Editor)	• Sherwood Physiology 9th edition
3	Biochemistry	• Harper's Illustrated Biochemistry - 32nd Ed. (2021) • Lippincott Illustrated Reviews: Biochemistry - 9th Ed. (2024)	• Lippincott Cell and Molecular Biochemistry (3rd Edition, 2023) • Mushtaq Biochemistry 9th Edition. • Textbook of Medical Biochemistry by Dr. M.N. Chatterjea. (9th Edition, 2023)
4	Oral Biology & Tooth Morphology	• Ten Cate's Oral Histology, Development, Structure, and Function - 10th Ed. (2023) • Fuller, J. L. (4th ed.). Concise Dental Anatomy & Morphology.	• Wheeler's Dental Anatomy, Physiology & Occlusion 12th Ed. (2025) • Berkovitz, B. K., Holland, G. R., & Moxham, B. J. (2017). Oral Anatomy, Histology, and Embryology (5th ed.). Elsevier Health Sciences.

			• Kumar, G. S. (2023). Orban's Oral Histology & Embryology (13th ed.). Elsevier Health Sciences. • Orban's Oral Histology and Embryology (16th Edition)
5	General Pathology & Microbiology	• Robbins & Cotran Pathologic Basis of Disease 11th Ed. (2022) • Robbins Basic Pathology 11th Ed. (2023) • Review of Medical Microbiology and Immunology by Levinson 9th edition	• Microbiology and Immunology by Jawetz • General pathology by walter and Israel churchill Livingstone
6	Community & Preventive Dentistry / Dental Public Health	• Textbook of Preventive and Community Dentistry by S.S. Hiremath	• Essentials of Preventive & Community Dentistry (Soben Peter)7th Ed. (2023) • Community Oral Health by Cynthia Pine & Rebecca Harris • Burt & Eklund's Dentistry, Dental Practice and the Community 7th Ed. (2021) • Textbook of Preventive and Community Dentistry by Joseph Jones
7	Pharmacology & Therapeutics	• Katzung's Basic & Clinical Pharmacology - 16th Ed. (2023) • Lippincott Illustrated Reviews: Pharmacology - 8th Ed. (2023) • Katzung & Trevor's Pharmacology Examination & Board Review (12th ed.)- Mini	• Essential of medical pharmacology K.D. Tripathi (9th Edition) • Goodman n Gillmans the pharmacological basis of therapeutics
8	Science of Dental Materials	• Phillips' Science of Dental Materials (Anusavice et al.) 14th Ed. (2024) • McCabe Applied Dental Materials (15th Edition) • Craig's Restorative Dental Materials - 15th Ed. (2024)	• Introduction to Dental Materials by Richard van Noort and Michele E. Barbour • Materials Science for Dentistry by B.W.Darvell
9	Oral Pathology	• Contemporary Oral and Maxillofacial Pathology by Wysocki, Sapp & Eversole • Soames' & Southam's Oral Pathology	• Neville • Cawson's Essentials of Oral Pathology and Oral Medicine
10	Oral Medicine / Diagnosis / Dental Radiology	• Tyldesley's Oral Medicine (5th Edition) • Burket's Oral Medicine - 13th Ed. (2021) • White & Pharoah's Oral Radiology - 9th Ed. (2024) • K. Horner, K. A. Eaton's Selection Criteria for Dental Radiography (3rd Edition)	• Whaites Essentials of dental radiography and radiology 7th Edition • Scully Medical Problems in Dentistry 7th Edition • Oral and Maxillofacial Medicine, The basis of diagnosis and treatment 3rd Edition • Medical Problems in dentistry by Cawson.

11	Periodontology	Newman and Carranza's Clinical Periodontology - 14th Ed. (2023)	- Lindhe's Clinical Periodontology and Implant Dentistry Niklaus P. Lang & Tord Berglundh (Editors); originally by Jan Lindhe, 7th Edition (2022) - Clinical Periodontology (Glickman's Clinical Periodontology) Irving Glickman, 7th Edition (1984) - Manson's Clinical Periodontology B. M. Eley, M. Soory & J. D. Manson, 6th Edition (2010) - Colour Atlas of Clinical and Surgical Periodontology John D. Strahan & Ian M. Waite, 2nd Edition (1990) - Fundamentals of Periodontics Thomas G. Wilson Jr. & Kenneth S. Kornman, 2nd Edition (2003) - Periodontology and Periodontics: Modern Theory and Practice Sigurd P. Ramfjord & Major M. Ash Jr, 2nd Edition (1989)
12	Operative Dentistry	- Sturdevant's Art & Science of Operative Dentistry 8th Ed. (2025) - Summitt's Fundamentals of Operative Dentistry 5th Ed. (2021) - Dental Caries: The Disease and Its Clinical Management by Fejerskov & Kidd - Smith, planning and making crown and bridges, 7th edition - Grossman Endodontic Practice, 13th edition - M.A Marzouk	- Summit's Fundamentals of Operative dentistry - Pickards guide to minimally invasive operative Dentistry
13	Prosthodontics	- Prosthodontics treatment for edentulous patient Zarb Hobkrik 13th Edition. - McCracken's Removable Partial Prosthodontics 14th Ed. (2023).	- Boucher's Prosthodontic Treatment for Edentulous Patients (12th Edition). - Stewart' clinical removable partial prosthodontics 4th Edition - Clinical Dental Prosthetics by Fenn 3rd Edition - Complete Denture Prosthodontics by Sheldon Winkler 3rd Edition
14	Orthodontics	- Proffit's Contemporary Orthodontics - 7th Ed. (2023) - An Introduction to Orthodontics - Laura Mitchell-5th Edition	- A Textbook of Orthodontics by Houston, Stephens, and Tulley - second edition - Moyers' Handbook of Orthodontics by Robert E. Moyers is-4th edition
15	Oral & Maxillofacial Surgery	- Contemporary Oral & Maxillofacial Surgery (Hupp) 7th Ed. (2024) - Malamed's Handbook of Local Anesthesia 7th Ed. (2019)	- Killey's Fractures of the Mandible - Killey's Fractures of the Middle Third of the Facial Skeleton
16	General Medicine	Davidson's Principles & Practice of Medicine - 24th Ed. (2024)	Macleods clinical examination 15th edition

			• Oxford Handbook of clinical medicine 11th edition
17	General Surgery	• Bailey & Love's Short Practice of Surgery - 28th Ed. (2022)	• Norman Browse 6th Edition
18	Paediatric Dentistry	• Welbury's Paediatric Dentistry	• McDonald & Avery's Dentistry for the Child and Adolescent - 11th Ed. (2021)
19	Behavioral Sciences	• Hand book of Behavioral sciences, by MH Rana, 3rd ed.	• Humayun A., Herbert M. (2010). Integrating behavioural sciences in healthcare. Islamabad: HEC.
20	PRISME	• Medical Ethics: A Very Short Introduction – Tony Hope • Research Methodology: Methods and Techniques – C.R. Kothari & Gaurav Garg - 4th Ed. (2019) • Management Principles for Health Professionals – Joan Gratto Liebler & Charles McConnell - 7th Ed. • Skills for Communicating with Patients – Jonathan Silverman, Suzanne Kurtz & Juliet Draper - 4th Ed.	• Introduction to Health Informatics – Enrico Coiera - 4th Ed. • Evidence-Based Dentistry – Derek Richards & Laura Mitchell - 2nd Ed. • Leadership Skills for Dental Professionals – Raman Bedi - 1st Ed. (2022)
21	Islamiyat	• Standard Islamiyat (Compulsory) for B.A, B.Sc., M.A, M.Sc., MBBS by Prof. M.Sharif	• Islahi Ilmi Islamiyat (Compulsory) for B.A. B.Sc., & equivalent. • Islamiyat by Farkhana Noor
22	Pakistan Studies	• Pakistan studies (Compulsory) for B.A. B.Sc., B.Com., Medical/Engineering by Prof. Shah Jahan Kahlun	• Pakistan History, Culture & Government by Nigel Smith • Environment of Pakistan by Huma Naz Sethi