Avicenna Medical & Dental College

AVICENNA
MEDICAL COLLEGE

STUDY GUIDE

2023-2024



Program: MBBS
Year: Final Professional Year
Subject: Pediatrics
Batch No: M-19
Session: 2023-2024

Department of Medical Education

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Introduction to Study Guide

Welcome to the Avicenna Medical & Dental College Study Guide!

This guide serves as your essential resource for navigating the complexities of your medical education at Avicenna Medical & 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 Medical 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:**
    - 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:**
    - 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:**
    - Obtain a comprehensive overview of your courses, including detailed subject outlines, objectives, and departmental structures, to streamline your academic planning.
4. **Curriculum Framework:**
    - Explore the curriculum framework, academic calendar, and schedules for clinical and community rotations, adhering to the structured guidelines of UHS & PMDC.
5. **Assessment Preparation:**
    - 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:**
    - 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:**
    - Utilize the learning methodologies, infrastructure resources, and Learning Management System to maximize your educational experience and academic success.

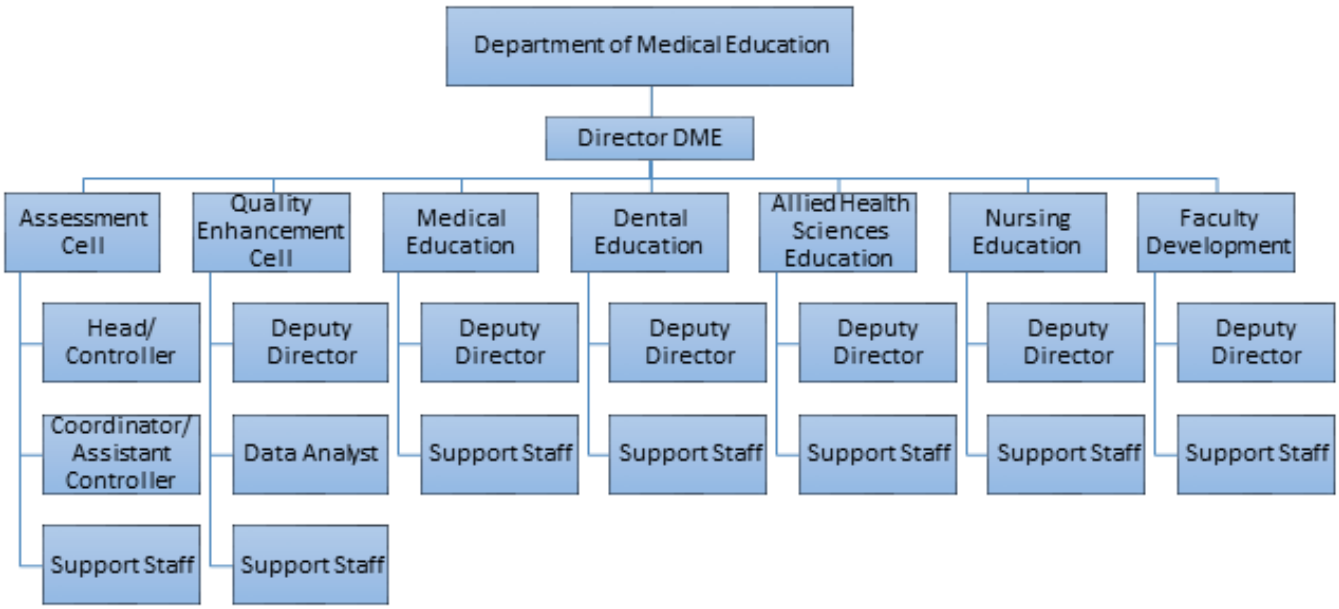
This guide, meticulously developed in collaboration with your subject departments, is designed to support your academic journey and help you achieve excellence in accordance with the highest standards set by PMDC and HEC.

DEPARTMENT OF MEDICAL EDUCATION

The Department of Medical Education (DME) serves as a cornerstone in delivering effective and high-quality education to both undergraduate and postgraduate medical and dental students. The DME is integral to the implementation and adoption of the latest curriculum provided by UHS and is responsible for organizing and managing related academic activities.

The DME will oversee the spirals of PERLs and C-FRC and monitor students' portfolio development and logbook completion. Additionally, the department is developing a mentoring platform and plans to initiate faculty development training which will focus on mentorship, reflective writing, and portfolio development skills. DME has a duty to collaborate with other disciplines to ensure that AVMDC students are not only competent in their respective fields but also well-trained in affective domains such as professionalism, ethics, research, and leadership.

A key responsibility of the DME is to plan and implement an effective training competency acquisition framework in collaboration with the academic council.



General Responsibilities of DME include:

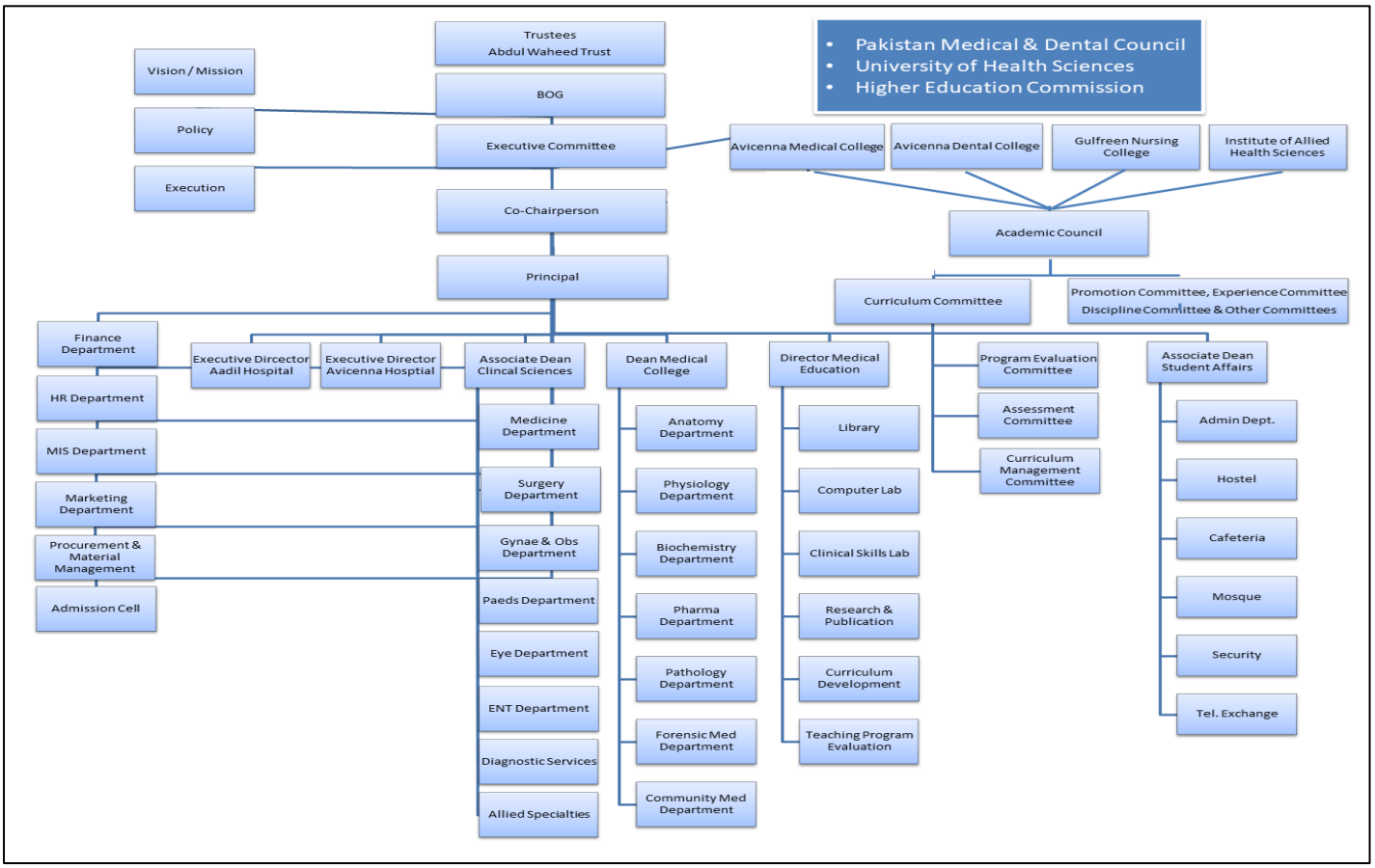
- Contribute and design, train the trainer activities which fulfill the need for undergraduate and postgraduate training.
- Shape and develop medical education research activities of the college.
- Facilitating & organizing workshops, seminars, symposia & conferences.
- Conducting CME activities to leverage culture of awareness, journal club.
- Networking by representing the college, when needed, in national /international meetings or conferences.
- Student counseling.
- Supervising students' academic progress.
- Academic Committees Development and Support.
- Staff Support and Development.
- Curriculum development and reform.
- Collaborate with curriculum committee and faculty members to develop quality instructional material such as modules, lecture, or study guides.
- Standard Operating Procedures for DME development.
- Skill lab management.

- Assessment analysis which includes blue printing, pre-exam review, item analysis and standard setting and provides feedback to concerned faculty and students on the learning outcome achievement.
- Develop and conduct periodical review of process of the program, learning and teaching activities, and assessment process.
- Identify opportunities for use of IT in teaching and learning, assessment and faculty development activities.
- Exam Cell management.
- Quality Assurance Cell management.
- Record keeping of departmental data.
- Leadership and management.
- Participation in overall planning and management of teaching in liaison with the departments.

Faculty	**Department**
Assistant Director / Assistant Professor Medical Education	Dr. Saman Fatima
Coordinator Medical Education	Dr. Javaid Shabkhaiz Rab
Deputy Director / Demonstrator Dental Education	Dr. Salar Arsalan
Deputy Director / Demonstrator Allied Health Sciences	Dr. Talha
Deputy Director / Demonstrator Nursing Education	Dr. Muneeba

Avicenna Medical & Dental College Overview

Institutional Organogram



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.

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

Prof. Dr. Gulfreen Waheed
Principal Medical College
MBBS, FCPS, MHPE, PHD Scholar, (HPE)



As a Co-Founder and Co-Chairperson, I have been involved in planning, construction and accreditation of Avicenna Medical College by the Pakistan Medical and Dental Council (PM&DC) and its affiliation with the esteemed University of Health Sciences (UHS). It is a pleasure to see Avicenna Medical College develop, progress and achieve maximum academic excellence in a short period since its inception in 2009. The institution has lived up to its mission of training and producing medical graduates of international standards. Three batches have passed out as Doctors, who currently are serving in the country and abroad while several have opted for post-graduation and are on road to progress. We have achieved several milestones since 2009 including the recognition of our College for FCPS training by College of Physicians and Surgeons of Pakistan (CPSP), establishment of College of Nursing and Avicenna Dental College.

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



About Avicenna Medical College

Avicenna Medical & Dental College is a purpose-built, fully equipped institution with experienced and excellence-driven faculty to train high-quality dental professionals in Pakistan.

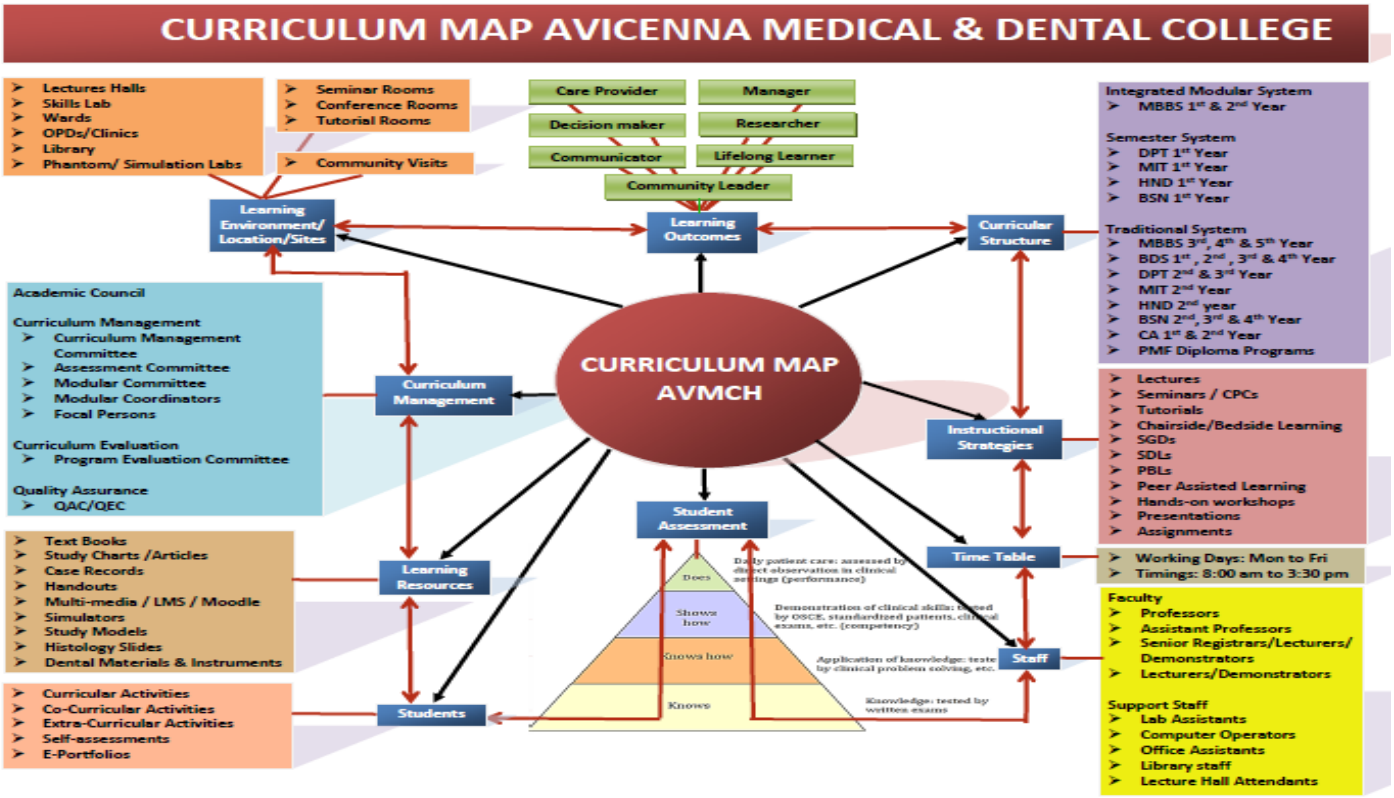
Avicenna Medical & Dental College runs under the umbrella of Abdul Waheed Trust. Abdul Wahid Trust is a non-profit social welfare organization and registered under the Societies Act with the Registrar of Societies. The Trust is legalized through a Trust Deed that bears necessary rectifications. The Trust 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 2009, Avicenna Medical & Dental College was recognized by the Pakistan Medical & Dental Council. With the advent of advanced tools and technology in every field of health science, medicine today has shot up to the greater end of the gamut with superior choice and promises in medical therapy in the very vicinity of the common man. AVMDC promises to be one such neighborhood.



Curricular Map

This pictorial, vertical and horizontal presentation of the course content and extent shows the sequence in which various systems are to be covered. Curricular map to cover all the subjects and modules and the time allocated to study of the systems for the undergraduate programs offered at four colleges at campus are as follows:



Department & Subject Overview

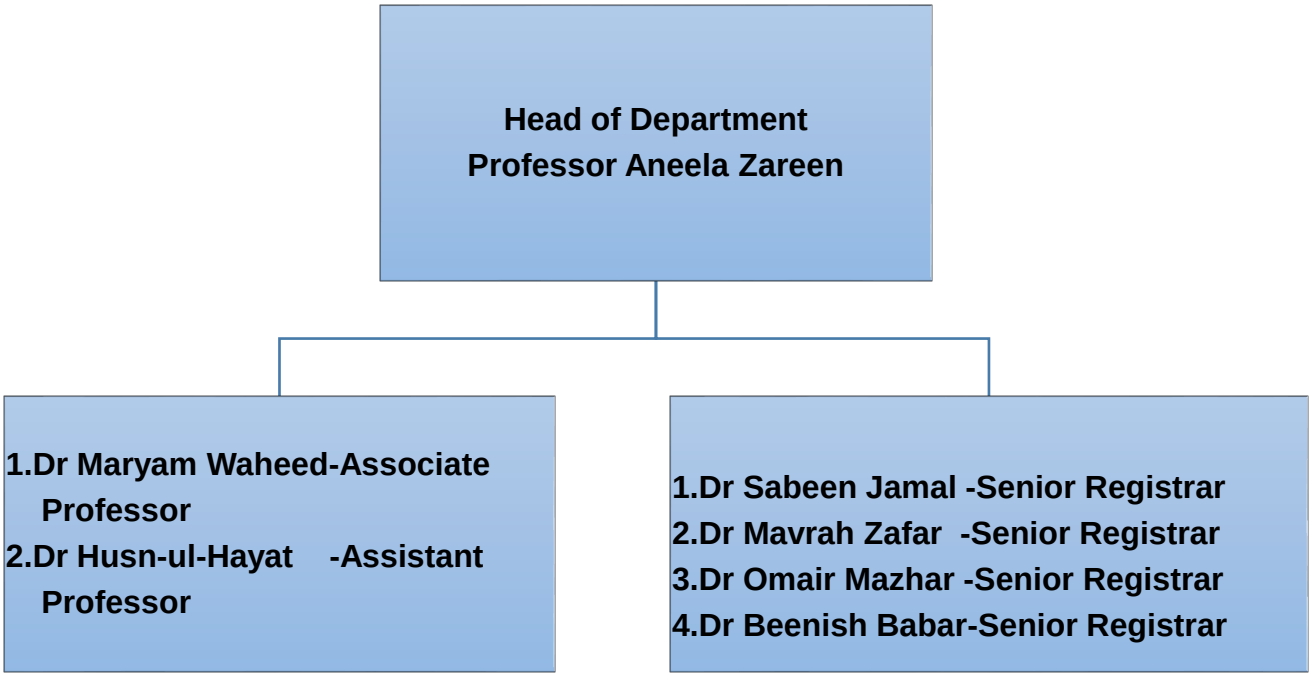
Head of Pediatric Department
Professor Aneela Zareen

Supervisor& Examiner College of physicians & Surgeons Pakistan



As the Head of Department and Professor of Pediatrics, I emphasize our dual commitment to clinical excellence and educational leadership. Our role as trainers for postgraduate students is crucial in shaping the next generation of pediatricians. We must ensure that our training is rigorous, evidence-based, and patient-centered, equipping our students with the skills they need to thrive in any clinical setting. It's essential that we foster an environment of inquiry, where questioning and innovation are encouraged. By staying at the forefront of pediatric care and medical education, we not only enhance our practice but also contribute to the broader field. I urge each of you to embrace your role as both a learner and a mentor, ensuring that our legacy of excellence continues through the professionals we train.

Departmental Organogram (as per PMDC guidelines)



Faculty Members

Name	Designation	Qualification
Professor Aneela Zareen	Head of Department	MBBS,FCPS,MCPS,PGPN,NIDA,IPPCR
Dr Maryam Waheed	Associate Professor	MBBS,FCPS,DCH
Dr Husn-ul-Hayaat	Assistant Professor	MBBS,MD,MCPS
Dr Sabeen Jamal	Senior Registrar	MBBS,MCPS,PGPN
Dr Omair Mazhar	Senior Registrar	MBBS,FCPS
Dr Beenish Babar	Senior Registrar	MBBS,FCPS
Dr Mavrah Zafar	Senior Registrar	MBBS,FCPS

Goal of the Department

The Department of Paediatrics at Avicenna Hospital is committed to

1.Providing comprehensive pediatric care treating a wide range of childhood illnesses, injuries, and developmental issues

2.Training future pediatricians offering residency programs and fellowships to educate medical students and residents in pediatric medicine.

3.Facilitating medical education by providing clinical rotations and mentorship opportunities for students and residents investigating new treatments, therapies, and diagnostic tools for pediatric diseases.

4.Improving patient care by translating research findings into clinical practice.

5.Promoting child health through engaging in community outreach programs to educate families about child health and prevention.

6.Providing preventive care: Offering well-child check-ups and immunizations.

7.Collaborating with community-based organizations to address the health needs of children in the region.

*

Course Objectives

1. **Patient Care and Treatment**

* Providing comprehensive healthcare: Offering a wide range of medical services, including diagnosis, treatment, and prevention of childhood diseases.

* Managing complex cases: Handling complicated pediatric illnesses and conditions that require specialized care.

* Ensuring child-friendly environments: Creating safe, welcoming, and age-appropriate spaces for children.

2. **Education and Training**

* Training pediatricians: Providing residency programs to train medical graduates in the field of pediatrics.

* Mentoring medical students: Offering clinical rotations and mentorship to undergraduate medical students.

* Continuing education: Organizing workshops, conferences, and seminars for healthcare professionals to stay updated on the latest pediatric advancements.

3. **Research and Innovation**

* Conducting pediatric research: Initiating and supporting research projects to improve pediatric care and understanding of childhood diseases.

* Collaborating with other institutions: Partnering with research institutions and organizations to advance pediatric research.

* Disseminating research findings: Publishing research results in peer-reviewed journals and presenting at conferences.

4. **Community Outreach and Advocacy**

* Promoting child health: Educating the community about child health, disease prevention, and healthy lifestyle choices.

* Advocating for children's rights: Supporting policies and initiatives that protect and promote the health and well-being of children.

* Providing community-based services: Offering preventive healthcare services and health education programs to underserved populations.

5. **Developing Expertise and Subspecialties**

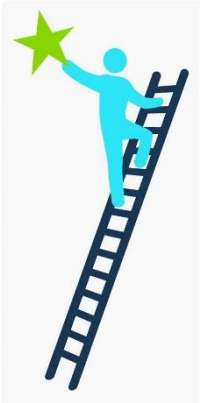
* Establishing subspecialties: Creating specialized units within the department to address specific pediatric conditions (e.g., cardiology, oncology, neurology).

* Building expertise: Fostering a culture of excellence and continuous learning among pediatric healthcare professionals.

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The institution follows the regulations for examinations of the UHS in letter and spirit. The students require **85% attendance** in all academic sessions and **50% marks** in internal assessments and send-up examinations to be eligible for the UHS Professional Examinations.

Attendance Requirement & Internal Assessment Criteria



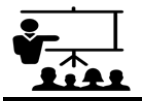
Learning Resources & Pedagogy

Book Recommendations



Sr.	Book Name	Author	Edition
1.	Basis of Pediatrics	Professor Pervaiz Akbar	10th Edition
2.	Bedside Techniques-methods of clinical examination	Muhammed Inayatullah Shabbir Nasir	5th Edition
3.	Nelson Textbook of Pediatrics	Robert M.Kleigmann	21st Edition
4.	Illustrated Text book of Pediatrics	Khalid N Haq,Talal Waqar	1st Edn

Traditional & Innovative Teaching Methodologies



Sr.	Pedagogical Methodologies	Description
1.	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.
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. Practicals 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	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)



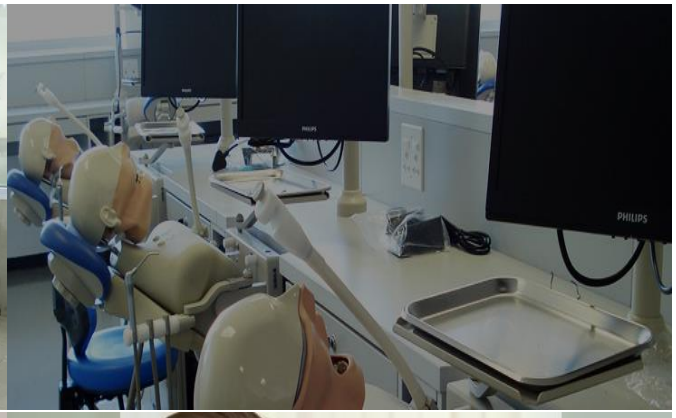
Flipped Classroom

Infrastructure Resources

Sr.	Infrastructure Resources	Description
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 full floor 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.
6.	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.
7.	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.
8.	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.
9.	IT Lab	The IT Lab is equipped with modern computers and software available for students who need access for academic purposes.
10.	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.
11.	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.




PHILIPS









Digital Library & Learning Management System (LMS)

1. The COVID-19 pandemic highlighted the necessity of interactive online teaching for better retention of topics by students. Strategies like online learning management system (LMS), online discussions, online quizzes, assignment design, and flipped learning enhance student engagement in online education when needed.

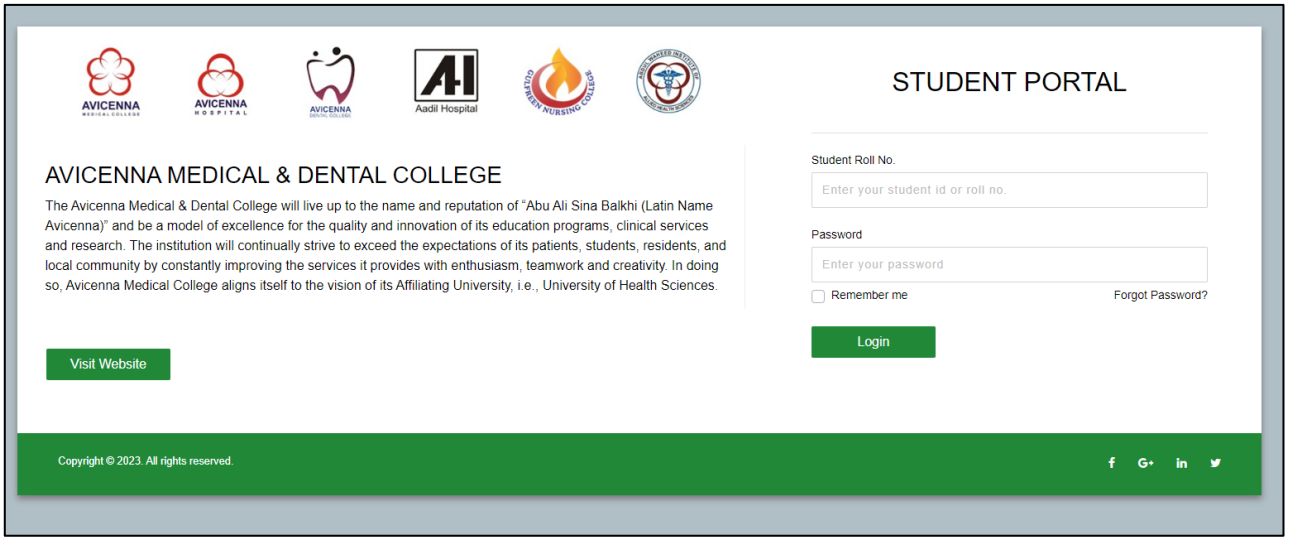
2. Avicenna Medical & Dental College lays emphasis on the provision of learning material and online video lectures, video tutorials in the e-library and learning resource center, which has a dedicated website of Avicenna Medical College to enable the students to develop concepts and clarify their doubts, if they have not been able to do so in the teaching sessions during college hours. The digital library can be approached on http://digital.avicennamch.com/.



3. The institution has also endeavored to link itself with the digital libraries and e-library of the University of Health Science (UHS) and Higher Education Commission (HEC) to enable the students to benefit from the valuable resource material, lectures and knowledge bank at these sites. The links are available with the HEC http://www.digitallibrary.edu.pk/ and learning management system of UHS http://lms.uhs.edu.pk .

4. The Learning Management System (LMS) at Avicenna Medical & Dental College is a comprehensive platform managed by the Department of Student Affairs. It is designed to facilitate effective communication and information exchange between students, parents, faculty, and administrative staff. The LMS portals are specifically tailored to meet the needs of the following stakeholders:

   a. **Students**: For academic resources and scheduling.
   b. **Parents:** For monitoring academic progress and other relevant information.
   c. **Faculty:** For managing course content and academic activities.
   d. **Department of Student Affairs:** For overseeing administrative functions.
   e. **Department of Medical/Dental Education:** For overseeing academic functions.



5. Students can access a comprehensive range of academic resources and information through the student portal. By logging in with their roll number and password, students can:

   - Look at their attendance and results.
   - Review academic activities and weekly timetables/schedules.
   - Access rotation planners and test schedules.
   - Check for any notification, assignment or resource material from their teachers.

6. The information to the parent is duplicated by the issuance of the password and login to the Students Learning Management System which is dedicated to the Academic Program of the students. The parents can view the following by logging in to the mobile app of Avicenna Student Management System:

   a) Syllabus
   b) Table of specifications
   c) Annual Planner
   d) Synopsis
   e) Block Time Table
   f) Weekly training program
   g) Allocation of Marks
   h) Assessment calendar
   i) Results of tests / exams*
   j) Students' attendance record
   k) Fees & fines

Assessment Guidelines

Assessment in medical & dental education is a critical component designed to ensure that medical & dental students acquire the necessary knowledge, skills, and competencies required for effective medical & dental practice.

Assessment drives learning! – George E. Millar

You will encounter a variety of assessment methods, each serving a specific purpose.

- Written examinations, including multiple-choice and essay questions, will test your grasp of theoretical concepts and subject matter.
- Practical assessments will require you to demonstrate your clinical skills and ability to apply knowledge in real-world scenarios.
- Clinical exams will evaluate your communication skills and reasoning abilities through case discussions and problem-solving exercises.
- Clinical skills and work-place based assessments will observe your hands-on proficiency and patient management capabilities.

At Avicenna Medical & Dental College, internal assessments are systematically conducted throughout each academic year of the MBBS program, as per the guidelines established by the University of Health Sciences (UHS). These assessments, overseen by the Assessment Cell, adhere to either the Annual Subject-Based System or the Integrated/Modular System, depending on the curriculum structure.

Notably, beginning with the 2024-25 academic year, the weightage of internal assessments will be increased from 10% to 20%. The UHS administers professional examinations independently, organizing them at designated neutral sites and appointing external examiners to ensure objectivity and fairness.

Internal Assessment Weightage	20%	100 %
External Assessment Weightage	80%	



Internal Assessment

How is Internal Assessment Calculated for your department?

Internal Assessment		Assessment Methods (MCQ/SEQ/OSCE/Viva/ Practical)	Percentage Weightage (write N/A where not applicable)
Session Exams	Early Session Exam	MCQs SEQs	70%
	Mid-term Session Exam	MCQsSEQs	
	Late Session/Send up Exam	MCQs SEQs Clinical exam	
Grand Tests		MCQs SEQs	30%
Batch Clinical Assessment	Early Ward Test	Clinical exam	20%
	Mid Ward Test	Clinical exam	30%
	Grand Ward Test	MCQs SEQs Clinical exam	50%
Final Clinical Assessment		Clinical exam	100%
Attendance & Behaviour			100%

External Assessment

What to expect in External Exam?

External Assessment	Assessment Methods	Marks	Percentage Weightage
Theory • Total marks • Time	40 MCQs 10 SEQs	40 50	45 %
Practical • Total marks • Time	Short case I Short case II Short case III Short case IV Long case OSPE	8 8 8 8 18 40	45 %
Internal Assessment		20	10 %?
Total marks		200 Marks	100%

Avicen+A1:M18na Medical College

Examination Marks Scheme 2023-2024

Final Year MBBS

Form No	MBBS-5 Form-1		MBBS-5 Form-2		MBBS-5 Form-3		MBBS-5 Form-4	
Mode of Exam	Theory							
Test Type	Grand Test / Grand Ward Test		Revision Test		Session Exam		Send Up	
Weightage	30%		0%		70%		100%	
Medicine - I & Allied	MCQs 50, SEQs 50	100	MCQs 25, SEQs 25	50	MCQs 40, SEQs 40	80	MCQs 40, SEQs 40	80
Medicine - II & Allied	MCQs 50, SEQs 50	100	MCQs 25, SEQs 25	50	MCQs 35, SEQs 35	70	MCQs 40, SEQs 40	80
Surgery - A & Allied	MCQs 50, SEQs 50	100	MCQs 25, SEQs 25	50	MCQs 45, SEQs 45	90	MCQs 45, SEQs 45	90
Surgery - B & Allied	MCQs 50, SEQs 50	100	MCQs 25, SEQs 25	50	MCQs 55, SEQs 55	110	MCQs 55, SEQs 55	110
Obstetrics	MCQs 50, SEQs 50	100	MCQs 25, SEQs 25	50	MCQs 35, SEQs 30	65	MCQs 35, SEQs 30	65
Gynaecology	MCQs 50, SEQs 50	100	MCQs 25, SEQs 25	50	MCQs 30, SEQs 25	55	MCQs 30, SEQs 25	55
Paediatrics	MCQs 50, SEQs 50	100	MCQs 25, SEQs 25	50	MCQs 35, SEQs 45	80	MCQs 35, SEQs 45	80

Form No	MBBS-5 Form-5		MBBS-5 Form-6		MBBS-5 Form-7		MBBS-5 Form-8		MBBS-5 Form-9		MBBS-5 Form-10	
Mode of Exam	Clinical											
Test Type	*1 Batch Clinical Assessment (BCA)								*2 Final Clinical Assessment (FCA) (Late Session)			
	Early Ward Test		Mid Ward Test		Grand Ward Test							
Weightage	20%		30%		50%				100%			
					SC, LC		OSPE		SC, LC, IA		OSPE	
Medicine - I & Allied	Viva 20, OSPE 30	50	Viva 60, OSPE 40	100	SC-I 30, SC-II 30, SC-III 30 SC-IV 30 LC 85	205	OSPE 70	70	SC-I 25, SC-II 25, SC-III 25, SC-IV 25, LC 80	180	OSPE 70	70
Medicine - II & Allied	Viva 20, OSPE 30	50	Viva 60, OSPE 40	100	SC-I 30, SC-II 30, SC-III 30 SC-IV 30 LC 85	205	OSPE 70	70				
Surgery - A & Allied	Viva 20, OSPE 30	50	Viva 60, OSPE 40	100	SC-I 25, SC-II 25, SC-III 25, SC-IV 25, LC 70	170	OSPE 55	55	SC-I 20, SC-II 20, SC-III 20, SC-IV 20, LC 65	145	OSPE 55	55
Surgery - B & Allied	Viva 20, OSPE 30	50	Viva 60, OSPE 40	100	SC-I 25, SC-II 25, SC-III 25, SC-IV 25, LC 70	170	OSPE 55	55				
Obstetrics	Viva 20, OSPE 30	50	Viva 40, OSPE 60	100	LC-OBS 30, LC-GYN 30	60	OSPE 75	75	LC-OBS 22, LC-GYN 23	45	OSPE 75	75
Gynaecology												
Paediatrics	Viva 20, OSPE 30	50	Viva 60, OSPE 40	100	SC-I 08, SC-II 08, SC-III 08, SC-IV 08, LC 18	50	OSPE 40	40	SC-I 06, SC-II 06, SC-III 06, SC-IV 06, LC 16	40	OSPE 40	40

Sample Paper

MCQ

AUTHOR: Prof. Aneela Zareen

DATE: Date MCQ was constructed on
DISCIPLINE/SUBJECT: Paediatric
TOPIC: Acute Bronchiolitis
LEVEL OF STUDENT: MBBS Final year
AREA: (diagnosis)

Item Writing Template

Stem:
A 2 month old baby was suffering from flu like symptoms for the last 5 days. Since today morning, he has moderate fever and respiratory distress. Upon clinical examination, there are subcostal and intercostal recessions and audible wheeze. There is no family history suggestive of bronchial asthma. His chest x-ray shows bilateral hyperinflation
Lead in: The most likely diagnosis in this child is:
.

Option:

a) Acute bronchiolitis *
b) Bronchial asthma
c) Bronchopneumonia
d) Croup

Mark the key with an Asterix*

COGNITIVE LEVEL: Application

DIFFICULTY LEVEL: /Moderate

IMPORTANCE: Must Know

REFERENCE: Nelson Textbook of Pediatrics 21st Edn

SEQ/SAQ

AUTHOR: Prof. Aneela Zareen
DATE: Date MCQ was constructed on
DISCIPLINE/SUBJECT: Paediatric
TOPIC: Tetralogy Of Fallot
LEVEL OF STUDENT: MBBS Final year
AREA: management of Hypercyanotic spell

Scenario
A 9month old child presented with excessive crying, respiratory distress and bluish discoloration of fingers and lips for last one hour. He is weakly built, weighs 6kg. On examination he is clubbed and deeply cyanosed. There is left parasternal bulge and heave, no murmur is audible. His x-ray chest shows oligemic lungs with boot shaped heart.

Questions	Marks
(a)What is most likely diagnosis?	1
b)What further investigations would you carry out?	1.5
c)What is your treatment plan?	2.5

Key	Marks
(a). TOF with hyper cyanotic spell (tet spell)	1
(b). CBC, ABG's for acidosis,Echocardiography, ECG	1.5
(c). Admit the child.Quiet, calm environment .Knee chest position , Oxygen,Morphine 0.1 mg/kg iv (sedation,resp dep.);Soda bicarbonate iv 1-2 ml/kg for asidosis Increase SVR : Propranolol 0.1 mg/kg iv;; Phenylephrine 1-5mic.g/kg /min iv infusion'causes peripheral vaso constriction May need general anesthesia if severe and/or prolonged spell Emergency surgery Interim prophylactic treatment with propranolol	2.5

COGNITIVE LEVEL: Application
DIFFICULTY LEVEL: Moderate
IMPORTANCE: Must Know
REFERENCE: Nelson Textbook of Pediatrics

OSCE COVER SHEET

Station Title: Auscultation of Chest **Type of Station**: Observed

Discipline / Specialty: Pediatric **Marks**: 5

Class Level 5th Year MBBS **Time:** 5 minutes

Estimated difficulty: Moderate **Exam:** Batch clinical Assessment

Taxonomy level: Understanding & Application (Applying Knowledge in Practical Situations)

List of resources required: 2 chairs, 1 table / desk

Instructions for the Candidate: Your task is to read the provided scenario below thoroughly and then provide answers to the questions listed for the examiner.

Scenario : **You are asked to auscultate the chest of an 8 years old boy who came with 3 days history of fever, cough and difficulty in breathing. He is vaccinated with no History of TB contact. Examination reveals bronchial breathing on right upper lobe.**

a) What is the most likely diagnosis?
b) What other signs would you expect to confirm your diagnosis?
c) How can you clinically differentiate between bronchial and vesicular breathingeg: demonstrate figure of 8 suture

Key:

a) Bronchial Asthma (1)
b) Chest movements,percussion note,Air Entry, added sounds, (2)
c) Vesicular breathing (2)
Inspiration longer than expiration
no pause in between
rustling in character
Bronchial breathing
Inspiration and expiration equal',
Pause in between
Blowing in character

CURRICULUM DETAILS

Curricular Framework including Allocation of Hours (PMDC)

Basic & Clinical Medical Sciences / Preclinical & Para Clinical Years			
1st & 2nd Professional Year	**3rd Professional Year**	**4th Professional Year**	**5th Professional Year**
Anatomy 500 Hours	**General & Special Pathology** 500 Hours	**Eye** 150 Hours	**General Surgery** 600 Hours
Physiology 450 Hours	**Pharmacology** 300 Hours	**ENT** 150 Hours	**General Medicine** 600 Hours
Biochemistry 250 Hours	**Forensic Medicine & Toxicology** 100 Hours	**General & Special Pathology** 500 Hours	**Paediatrics** 300 Hours
General Education 450 Hours • Quran Kareem – 50 Hours • Pakistan Studies / Ideology & Pakistan Constitution – 25 Hours • Islamiyat / Ethics – 25 Hours • Professionalism – 25 Hours • Communication Skills -25 Hours • English Expository Writing – 25 Hours • Arts & Humanities (One Course) -25 Hours • Co-curricular activities – 200 Hours	**Psychiatry & Beh. Sciences** 150 Hours	**Community Medicine & Public Health** 200 Hours	**OBS &Gynae** 300 Hours
	Pre-clinical Operative Dentistry 80 Hours	**Research Methodology & Evidence Based Medicine** 100 Hours	**Surgical specialties** 225 Hours • Neurosurgery • Vascular surgery • Adult Cardiac surgery • Paediatrics surgery • Thoracic surgery • Plastic surgery
			Medical specialties 225 Hours • Neurology • Rheumatology • Geriatrics • Endocrinology • Paediatrics Cardiology • Infectious Diseases • Oncology

Academic Planner

Avicenna Medical & Dental College
Calendar 2023- 2024
5th Year MBBS

January 2024

	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19`	20
	21	22	23	24	25	26	27
	28	29	30	31			

February 2024

	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	3
	4	i5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29		

March 2024

	Su	Mo	Tu	We	Th	Fr	Sa
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	ii 23
	24	25	26	27	28	29	30
	31						

April 2024

	Su	Mo	Tu	We	Th	Fr	Sa
1		1	2	3	4	5	6
Eid-ul-Fitr	7	iii 8	iii 9	iii 10	iii 11	iii 12	iii 13
2	14	15	16	17	18	19`EWT	20
3	21	22 S1	23	24	25	26	27
4	28	29 M2	30				

May 2024

	Su	Mo	Tu	We	Th	Fr	Sa
4				iv 1	2	3 MWT	4
5	5	6 Obs	7	8	9	10	11
6	12	13 GWT1	14	15	16	17	18
7	19	20 P	21	22	23	24 EWT	25
8	26	27 M2	v 28	29	30	31	

June 2024

	Su	Mo	Tu	We	Th	Fr	Sa
8							1
9	2	3 S2	4	5	6	7 MWT	8
10	9	10 Gy	11	12GWT2	13	14	15
Eid-ul-Adha+Su.V	16	vi 17	vi 18	vi 19	20	21	22
Su.V	23	24	25	26	27	28	29
Su.V	30						

July 2024

	Su	Mo	Tu	We	Th	Fr	Sa
Su.V		1	2	3	4	5	6
Su.V	7	8	9	10	11	12	13
Su.V	14	15	vii 16	vii 17	18	19`	20
11 ESE	21	22 S1	23	24 OBS	25	26 Gynae	27
12 ESE	28	29 Med1	30	31 Med2			

August 2024

	Su	Mo	Tu	We	Th	Fr	Sa
12 ESE					1	2 Sur1	3
13 ESE	4	5 Sur2	6	7p	8	9	10
14	11	12	13	viii 14	15	16 EWT	17
15	18	19 Obs	20	21	22	23M1	24
16	25	26 S2	27	28	29	30 MWT	31

September 2024

	Su	Mo	Tu	We	Th	Fr	Sa
17	1	2 M2	3	4	5	6	7
18	8	9	10 GWT3	11	12	13	14
19	ix 15	16 Gy	17	18	19	20	21
20	22	23 P	24	25	26	27MWT	28
21	29	30 S1					

October 2024

	Su	Mo	Tu	We	Th	Fr	Sa
21			1	2	3GWT4	4	5
22	6	7 M1	8	9	10	11	12
23 MSE	13	14	15	16 Med1	17	18 Med2	19
24 MSE	20	21 OBS	22	23 Gynae	24	25 Sur1	26
25 MSE	27	28 Sur2	29	30 Paeds	31 MWT		

November 2024

	Su	Mo	Tu	We	Th	Fr	Sa
25						1	2
26	3	4	5	6	7GWT5	8	9
27	10	11 M2	12	13	14	15	16
28	17	18 S1	19	20	21	22 Obs	23
29	24	25 P	26	27	28	29 MWT	30

December 2024

	Su	Mo	Tu	We	Th	Fr	Sa
30	1	2 S2	3	4	5GWT6	6	7
31	8	9 Gy	10	11 M1	12	13 P	14
32 LSE/SendUp	15	16 P	17	18Obs	19	20Gy	21
33 LSE/SendUp	22	23S1	24	x 25	26S2	27	28 M1
34 FCA	29	30 M2	31				

January 2025

	Su	Mo	Tu	We	Th	Fr	Sa
34 FCA				1	2	3	4
35 FCA	5	6	7	8	9	10	11
36	12	13	14	15	16	17	18
37	19	20	21	22	23	24	25
	26	27	28	29	30	31	

February 2025

	Su	Mo	Tu	We	Th	Fr	Sa
							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	

March 2025

	Su	Mo	Tu	We	Th	Fr	Sa
							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					

SESSION START: 1st April,2024

Gazetted Holidays

- **i- Kashmir Holiday -** 5th Feb,2024
- **ii- Pakistan Day -**23rd March,2024
- **iii - Eid- Ul- Fitr-**7th April-14th April,2024
- **iv- Labor Holiday-** 1st May,2024
- **v- Youm-e-Takbeer Holiday-**28th May,2024
- **vi- Eid- Ul- Adha-** 17h June-19th June,2024
- **vii- Ashura-** 16 &17 July,2024
- **viii- Independence Day-** 14th Aug,2024
- **ix- Rabi Ul Awal-**15th Sep,2024
- **x- Quaid-e-Azam Day/Christmas-** 25th Dec,2024

Vacations

- **Spring Vacations-** 7th April,2024- 14th April,2024
- **Summer Vacations-**15th June-21st July,2024
- **Winter Vacations-**22nd Dec-29th Dec,2024

Events

- **White Coat Ceremony-**17 April,2024
- **Sports Day-** 6 March,2024
- **Funfair-** 20th April,2024
- **Trips and Tours-**

Session Exam

- **Early Session-**24th July,2024- 7th Aug,2024
- **Mid Session-** 16th Oct,2024- 30th Oct,2024
- **Late Session/Send Up-** 16th Dec,2024- 30th Dec,2024

AVICENNA
MEDICAL COLLEGE

ALLOCAION OF CURRICULUM HOURS

MBBS - FINAL YEAR / 2023-2024

Subject Title	Clinical Rotation	Lecture	SDL	Evening clinical Rotation	CST	Assessment	Total Hours (36 Weeks)	Interactive Sessions (3 Weeks)	AVMC (Total Hours Achivement)	(PMDC Hours)
Surgery	144	180	12	120	60	24	540	28	568	850
Medicine	144	180	12	120	60	24	540	28	568	850
Paeds	72	108	6	60	30	12	288	15.5	303.5	300
OBS/Gynae	72	144	6	60	30	12	324	18.5	342.5	300
TOTAL	**432**	**612**	**36**	**360**	**180**	**72**	**1692**	**90**	**1782**	**2300**

Table of Specification

Sr. No.	Topic	LEARNING OBJECTIVES	KNOWLEDGE			SKILL	ATITTUDE	Total Hours	Mode of information transfer					SDL topics	TOTAL HOURS	TOTAL HOURS	Clinical Rotation Topics Referance	Reference
			Cognitive Domain			Psychomotor Domain	Effective Domain		MIT						Self Directed Learning			
			C1	C2	C3	P	A		Lecture (hours)	Lecture topic	topic	M.Clinical Rotation	topic		SDL topics	hours		
1	Epidemiology and Introduction	Students should be able to: 1. Identify the Common problems of children in Pakistan and statistics of Pakistani children with comprehensive knowledge of Child rights, Child neglect, Child Abuse, Child labour and their lawful application			3%	2%	1%	6%	1	Common problems and Statistics of Children in Pakistan;			1 1	1 1	History, paediatrics history	1	1.current situation in child rights, child abuse and labour in pakistan and laws ,international child convension	perveez akber
		2. Illustrate the causes, and management plan of Acute Diarrheal diseases.							1	Acute Diarrhoea			1 1	1 1	GPE and Vitals/ dawns syndrome	1	2 poster presentation on .measures for healthy and sick infants (Breast feeding, avoidance of bottle.	
		3. Demonstrate their ability to obtain a relevant clinical history from a parent or an older child and conduct a general physical paediatric examination											1 1	1 1	HISTORY ARI	1	3. Posters presentation on one of following a)Discuss the importance of breast feeding b)Describe composition of breast milk and comparison with cows milk .	
		4. Know different size IV cannnulas 5. Observe passage of IV catheter and venous and arterial sampling									1	I/V Cannulation, Venous and arterial Sampling		1		1	4. assignment on complimentry feeding and how would you councel mother regarding foods required by a growing child	

		2. Describe the nutritional disorders (PEM), and plan management of a malnourished child						**1**	**3. Nutritional disorders: PEM 1**	**1**	**2. growth charts and anthropometery**	**1** **1**	**1** **1**	**PCM CLASSICICATION** **PCM MANAGEMET**			
								1	**4. managemen t of PEM**								
		3. Identify and differentiate different Micronutrients deficiencies: **a. Rickets** **b. Vitamin A deficiency** **c. Vitamin C deficiency** **d. Vitamin K deficiency** **e. Vitamin B deficiency**						**1**	**5. Micronutrie nts deficiency: rickets, vitamin A , vitamin C, vitamin K, B deficiency**				**1**				
		TOTAL						**2**		**1**		**6**			**1**	**5.immunization schedule and its effectiveness in our population**	
Pulmonology																	
2	**Nutrition, IMNCI, Growth and Development**	**Student will be able to**	**1%**	**2%**	**2%**	**2%**	**2%**	**9%**	**1**	**1. infant feeding, Breastfeedi ng, Advantages & Contraindic ations**	**1**	**1.counseling breast feeding and weaning**	**1** **1**	**1** **1**	**CLASSIFICA TION of dehydration** **Management of dehydration**	**1**		
		1. Advise appropriate nutritional measures for healthy and sick children (Breast feeding, avoidance of bottle, properweaning)						**1**	**2. Complemen tary feeding Weaning**			**1** **1**	**1**	**Case discussion of GROWTH MICRONUT RIENT**	**1**	**6. prevelance of typhiod fever in community. Types of vaccination and define preventice stretegies**	

		4. Identify and differentiate Micronutrients deficiencies: a. Iodine deficiency b. Zinc Deficiency c. Iron deficiency						1	6. Micronutrients deficiency: iodine deficiency, Zinc Deficiency ,iron, copper deficiency				1				
		5. Identify and describe the age, appropriate growth, and developmental milestones						1	7. Growth growth charts and development,Developmental Milestones Normal/Abnormal Red Flags of development				1			10. collect data urine sample collection methods 0f 15 patient, and dip stick analysis done	
		6. Describe in detail the Expanded program of immunization (EPI), newer vaccines and their effects and side effects.						1	8. Expanded program of immunization (EPI), newer vaccines.Types of Vaccines				1			11. make a pictorial hand book showing different mile stone till the age of 5 years	

		7. Counsel the parents on health promotive and disease preventive strategies for the child e.g. immunization procedures; hand washing.							**1**	**9. IMNCI, Acute respiratory infections (ARI)**				**1**			**12. assignment on making a chart showing different steps of neonatal resuscitation of new born**	
		8. Illustrate the causes and management plan of Acute Diarrheal diseases.							**1**	**10. IMNCI (integrated management of childhood illness). Diarrhoea**				**1**			**13. hand washing techiniques poster present. And effectiveness in disease preveention**	
		9. Illustrate the WHO IMNCI programme Acute respiratory infections (ARI).							**1**	**11. other charts of IMNC**							**14. Clean water and disinfection techenique**	
		10. Recognize the danger signs of disease in children and be able to appropriately refer children with severe disease to appropriate specialists/hospitals.												**1**			**15. Myths and reality regarding COVID vaccination**	
		11. Illustrate the WHO IMCI (integrated management of childhood illness): Diarrhoea												**1**			**16.Draw BLS algorpyhem in detalis.**	
		TOTAL							**11**		**2**			**1**	**6**		**17. interview among your family**	

Neurology																			
4	Neurology	Student will be able to							1	1.neuocutaneous stigmata, Tuberous Sclerosis,	1	1. Subdural tap	1 1	1 1	CNS History CNS- moter system Examination			
		1. Assimilate the information of different CNS pathologies in hisory	1%	2%	3%	4%		10%										
		1. Perform comprehensive CNS Examination							1	2. Meningitis, TBM	1	2. Lumber puncture and CSF interpretation	1 1	1 1	CNS- creneal nerve Examination			
		1. know the steps, method, indications, contraindications, complications and interpretation of results of subdural tap							1	3.Encephalitis, Cerebral Malaria			1 1	1 1	CNS-cerebeller SOMIExamination			
		1. Identify the etioogy and can perform investigations and treatment (both long term and short term) of childhood meningitis, Encephalitis, and Cerebral Malaria							1	4. Epilepsy; Febrile convulsions			1 1	1 1	CNS- higher mental GCS sensory system Examination			
		1. State the indications, contraindications, steps, complications and interpretation of CSF examination							1	5. DMD, MG, Floppychild			1 1	1	flaccid paralysis D/D polio			
		1. Identify the etiology, classify, and make an approprate plan for investigations and treatment (both long term and short term) of a child with epilepsy 2. Define and classify febrile convulsions and perform management							1	6. Cerebral palsy ,mental retardation, micrpcephaly			1 1	1 1	fits with fever D/D management			

		Comprehensively approach a case of DMD, MG, Floppychild, differentiate between different etiologies and formulate a management plan.							1	7. Polio and AFP			1 1	1 1	D/D management fits without fever			
		1. Discuss the different aspects of cerebral palsy in terms of etiology, pathophysiology and management.							1	8.Coma, stroke, av malformation				1				
		1. Discuss the different aspects of AFP and poliomyelitis in terms of signs, symptoms, and management along with WHO guidelines.							1	9. headache and migraine				1				
		TOTAL							9		2		14					
Cardiology																		
5	Cardiology	Student will be able to			3%	4%	1%	8%	1	1. Congenital heart diseases -acyanotic PDA,CoA	1	1. Basic cardio-pulmonary resuscitation	1 1	1 1	CVS examination pulse exanination,JVP			
		1. Assimilate the information of different CVS disorders in history and can perform comprehensive CVS Examination							1	2.VSD and ASD	1	2.Pericardiocentesis	1 1	1 1	cardiac History cyanotic heart diseases			

		2. Perform all steps of Basic cardio-pulmonary resuscitation.						**1**	**3. Congenital heart diseases -cyanotic**			**1** **1**	**1**	**cardiac History acyanotic heart diseases**			
		3. Know the method, steps, prerequisites, indications, contraindications and complications of procedure						**1**	**4. Rheumatic fever & Heart disease**			**1** **1**	**1** **1**	**cardiac History rheumatic heart diseases**			
		4. Discuss the pathology, signs, and symptoms of acyanotic congenital heart diseases and formulate management plan (Both short and long term)						**1**	**5. Congestive cardiac failure;**				**1**				
		5. Discuss the pathology, signs and symptoms of cyanotic congenital heart diseases and formulate management plan (Both short and long term)						**1**	**6. Endocardits and cardiomyopathy**				**1**				
		6. Detail the Pathology, Symptoms and Signs, and Diagnostic criteria of Rheumatic fever and rheumatic heart disease and provide a management plan (Short and long term)						**1**	**7.Hypertension**				**1**				
		7. Comprehensively approach a child with Congestive cardiac failure and myocarditis. **8. Explain cardiomyopathy in terms of etiology,**						**1**	**8.myocarditis, SVT,**				**1**				

		9. Discuss the etiology, Diagnostic criteria, Investigations, treatment of infective endocardits and indications of prophylaxis.							**1**	**9. shock**				**1**				
		TOTAL							**9**		**2**		**8**	**1**				
		Haematology																	
6		**Student will be able to**																	
	Haematology	**1. Identify the various Haematological Disorders by detailed questioning in history and thorough examination**			**8%**	**2%**	**1%**	**11%**	**1**	**1. Anaemias (Iron deficiency, , Vit B 12, folic acid deficiency)**	**1**	**1. interpretation of CBC**	**1** **1**	**1** **1**	**Haematology: history and examintion** **a case of anemia**			
		2. Interpret clinical and laboratory data to arrive at a diagnosis.							**1**	**2. Thalassemia**	**1**	**2. Lab Data and interpretation**	**1**	**1**	**Case of bleeding disorder**			
		3. Have a detailed knowledge of pathology, classification, signs, and symptoms of all types of anemia, along with its general and specific mnagement							**1**	**3. Leukemias and Lymphoma**	**1**	**3. Bone Marrow Aspiration and Biopsy**	**1** **1**	**1**	**Case of thalesemia** **managemat**			
		4. Describe the pathogenesis, signs, symptoms, inheritance, classification and management of thalassaemic. (long and short term)							**1**	**4. Idiopathic Thrombocytopenic Purpura, acute chronic**	**1**	**4. blood transfusion and its complication**		**1**				

		5. Elaborate signs, symptoms, and classification of leukaemia's and lymphoma and formulate investigations and treatment plan						1	5. Haemophilia and Clotting Defects	1	5. microscopy of blood film		1				
		6. Diagnose idiopathic thrombocytopenic purpura and aplastic anaemia, on the basis of signs, symptoms, and complications, and formulate a management plan for a patient with these diseases						1	6. haemolytic anemia , sickle cell, sphereosite, G6PD								
		7. Know the pathology and inheritance of haemophilia and clotting defects, their signs and symptoms, investigations and treatment (short term and long term)						1	7.Aplastic Anaemia.				1				

9	Pulmonology	Student will be able to															
		1. Diagnose various respiratory disorders based on History and respiratory system examination			3%	3%	1%	7%	1	1. A child With Stridor - Upper Airway Obstruction. EpiglottitisCroup,FB,Laryngomalacia	1	1. air way mantainous and tracheostomy	1 1	1	History Respiratory system examination			
		2. Observe administration of oxygen therapy and know its indications and complications							1	2. Asthma Chronic asthma, Acute attack,Classificationof chronic and Attack Monitoring	1	2. Administration of oxygen therapy	1	1	Case of Pleural effusions Case of pneumothorax			
		3. Observe and know how to administer nebulizer therapy with bronchodilators and interpretation of clinical findings for response							1	3. Pneumonia + Complications Pleural Effusion, Abscess, Pneumothorax		3. Giving nebulizer therapy [bronchodilator	1	1	Case of pneumonia			
		4. Have a comprehensive approach to a child presenting with Stridor-Upper Airway Obstruction, along with identification of its etiology and formulate a management plan							1	4. Child With Wheeze - Bronchiolitis/FB Lungs/GERD	1	4.pleural tap (Thoracocentesis)	1	1	Case of pul TB			
		5. have a comprehensive knowledge of asthma, its clinical features, classification, investigations, and management (both long term and short term)							1	5. upper respiratory ,otitis media, pharyngitis, tonsilitis				1				
		6. Identify the etiology, clinical features, classification and complications of pneumonias, and plan management accordingly							1	6. Bronchiectasis, cystic fibrosis				1				

		TOTAL							**8**		**3**		**5**					
Gastroenterology																		
10	**Gastroenterology**	**Student will be able to**							**1**	**1. A Child with Persistent and Chronic Diarrhoea; Coeliac disease,**	**1**	**1. nasogastric intubation**	**1** **1**	**1**	**History taking GIT examination**			
		1. Have a detailed knowledge of normal body fluid composition and IV fluids, various Fluid & Electrolytes and Acid Base Balance disorders in terms of etiology, clinical features, their investigations and management		**1%**	**3%**	**4%**	**2%**	**10%**	**1**	**2. chronic diarrhea, IBD**	**1**	**2.gastric levage**	**1**	**1**	**Case of acute hepatitis**			
		2. Diagnose various gastrointestinal disorders based on thorough history and examination							**1**	**3. Chronic Hepatitis (Hep. B,C,E,D)**	**1**	**3. Liver Biopsy**	**1**	**1**	**case of CLD management**			
		3. Perform all clinical methods of gastrointestinal (Abdominal) examination and interpret the results/findings							**1**	**4.Wilson Diseases**	**1**	**5. peritoneal tap**	**1**	**1**	**case of typhiod fever**			
		4. Know all the steps of procedure, with prerequisites, indications, contraindications, and complications of Liver Biopsy							**1**	**5.Acute Hepatitis (Hep. A, E,B)**	**1**	**6. stool analysis**	**1**	**1**	**case of chronic diarrhea manegement**			
		5. Develop comprehensive knowledge of persistant and chronic diarrhoea in a child and present a management plan for it							**1**	**6. Fulminant Hepatic Failure**		**7. interpreation of labs of liver diseases**		**1**				

		3. Perform all clinical methods of gastrointestinal (Abdominal) examination and interpret the results/findings						**1**	**4.Wilson Diseases**	**1**	**5. peritoneal tap**	**1**	**1**	**case of typhiod fever**			
		4. Know all the steps of procedure, with prerequisites, indications, contraindications, and complications of Liver Biopsy						**1**	**5.Acute Hepatitis (Hep. A, E,B)**	**1**	**6. stool analysis**	**1**	**1**	**case of chronic diarrhea manegement**			
		5. Develop comprehensive knowledge of persistant and chronic diarrhoea in a child and present a management plan for it						**1**	**6. Fulminant Hepatic Failure**		**7. interpreation of labs of liver diseases**		**1**				

		10. Have a comprehensive approach to diagnosis and management of a child with Upper and Lower GIT Bleeding						**1**	**11. abdominal pain constipation**				**1**				
								1	**12.worm infestation**				**1**				
								1	**13.lower GI Bleeding**				**1**				

Total								13		5		6	1					
Genetics																		
11	Genetics	Student will be able to			1%			0.01	1	1. patterns of inheritance,	1	karyotyping	1	1	case of dawn syndrome trosomies			
		1. Identify various patterns of inheritance with examples, have detailed knowledge of Trisomies and Turner's Syndrome in terms of clinical features, genetics, and management							1	2.Trisomies & monosomies	1	patterns of inheretance and pedegree		1				
		TOTAL							2		1		1					
Social Pediatrics																		

		TOTAL							2		1		1					
Social Pediatrics																		
12	Social Pediatrics	Student will be able to							1	1. Enuresis, Encoparesis								
		1. Have a knowledge of etiology, clinical features, investigations and managemnet of enuresis, encoparesis		3%	2%	3%	1%	9%	1	2. Hyperactivity Dyslexia,	1	stomach wassh						
		2. Able to define and know the management of hyperactivity Dyslexia, attention deficit disorder							1	3.attention deficit disorder								

		3. Have a comprehensive knowledge of etiology, clinical features and management of Autism						**1**	**4. Autism**									
		4. Have a detailed knowledge of clinical features , investigations and management of poisoning,and steps for prevention of home accidents.						**1**	**5.Poisoning, corrosives**									
								1	**6.prevention of home accidents. Other poisoning**									

		3. Have a comprehensive knowledge of etiology, clinical features and management of Autism						**1**	**4. Autism**									
		4. Have a detailed knowledge of clinical features , investigations and management of poisoning,and steps for prevention of home accidents.						**1**	**5.Poisoning, corrosives**									
								1	**6.prevention of home accidents. Other poisoning**									
								1	**7. JIA rheumatoid arthritis,**									
								1	**8.SLE**									
								1	**9. Immune deficiency**									
								1	**10.Galactosemia .glycogen storage disorder**									
								1	**11. MPS/Sk dysplasia**									
Total								**11**		**1**									

Pediatric Surgery																			
13	**Pediatric Surgery**	**Student will be able to Discuss the different aspects of Pediatric surgery: a. Hernia, b. Intussusceptions, c. Intestinal obstruction,**			**0.5%**				**1**	**1. Pediatric surgery: hernia, intussusceptions, intestinal obstruction, tallipes, congenital dislocation of hip, vesico ureteral reflux.**								
		d. Tallipes, e. Congenital dislocation of hip, f. Vesicoureteral Reflux And choose the appropriate actions for management							**1**	**2. hydocephalus, spina bifida,cleft palate,**								
Total									**2**										
Common Pediatric Infections																			

Common Pediatric Infections																			
14	**Common Pediatric Infections**	**Student will be able to**	**1%**	**2%**	**3%**	**3.0%**	**0%**	**9%**	**1**	**1. (D/D of Maculopapular Rash) Measles, Mumps, Rubela, infectios mononucleosis,**	**1**	**1.Montoux test.**	**1 1**		**D/DMaculopapular Rash mangement**				
		1. Identify the etiology, clinical features, management and prevention of measles, mumps, and rubela							**1**	**2. Diphtheria,**		**2.vaccination tachenique especially intra dermal BCG**	**1 1**		**.D/D of maculopapular rash mangement**				
		2. Identify the etiology, clinical features, management and prevention of diphtheria, pertussis, and tetanus							**1**	**3.D/D mucopapular rash, Chicken pox, HIb manengococcemia ,**									

		3. Identify the etiology, clinical features, management and prevention of whooping cough						1	4. Malaria,									
		4. Have a comprehensive knowledge of the etiology, clinical features, complications and management of Malaria and dengue fever						1	5. Enteric Fever,									
		5. Have a comprehensive knowledge of etiology, clnincal features, complications and management of enteric fever						1	6. Tuberculosis									
		6. Identify the etiology, clinical features, management and prevention of chicken pox						1	7. Common Skin Infections									
		7. Have a comprehensive knowledge of etiology, clinical features, types complications of tuberculosis and formulate a management plan accordingly.						1	8. COVID 19									

		8. Identify the etiology, clinical features, management and prevention of common skin infections							**1**	**9 Rabies**									
		9. Have a detailed knowledge of etiology, clinical features and management of Fever With Rash							**1**	**10.Dengue fever**									
									1	**11.Pertussis,**									
									1	**12.Tetanus,**									
									1	**13.leshminiasis**				**60**					
		Total	**3%**	**11%**	**41%**	**34.0%**	**11%**	**100%**	**108**		**30**		**72**	**60**		**6**			

Clerkships

Avicenna Medical College

Final Year MBBS M-19

Ward Test Schedule

CLINICAL ROTATION DURATION	CLINICAL ROTATION - 1 1-April-24 to 11-May-24		GRAND WARD TEST-1	CLINICAL ROTATION -2 14-May-24 to 11-June-24		GRAND WARD TEST- 2	CLINICAL ROTATION - 3 22-July-24 to 7-Sep-24		GRAND WARD TEST-3	CLINICAL ROTATION - 4 10-Sep-24 to 12-Oct-24		GRAND WARD TEST-4	CLINICAL ROTATION - 5 15-Oct-24 to 7-Dec-24		GRAND WARD TEST-5	CLINICAL ROTATION - 6 10 Dec-24 to 18-Jan-25		GRAND WARD TEST-6
TEST DATE:	Early Ward Test	Mid Ward Test		Early Ward Test	Mid Ward Test		Early Ward Test	Mid Ward Test		Early Ward Test	Mid Ward Test		Early Ward Test	Mid Ward Test		Early Ward Test	Mid Ward Test	
	19-Apr-24	3-May-24	13 May, 2024	24-May-24	7-Jun-24	12 June, 2024	16-Aug-24	30-Aug-24	9 Sep, 2024	20-Sep-24	4-Oct-24	14 Oct 2024	15-Nov-24	29-Nov-24	9 Dec, 2024	20-Dec-24	10-Jan-25	20 Jan 2025
BATCH: A	M-I	M-I	GRAND WARD TEST MEDICINE -I	M-II	M-II	GRAND WARD TEST MEDICINE-II	OBG.GYNAE	OBG.GYNAE	GRAND WARD TEST OBG.GYNAE	S-I	S-I	GRAND WARD TEST SURGERY-I	S-II	S-II	GRAND WARD TEST SURGERY-II	PAEDS	PAEDS	GRAND WARD TEST PAEDS
BATCH: B	M-II	M-II	GRAND WARD TEST MEDICINE-II	OBG.GYNAE	OBG.GYNAE	GRAND WARD TEST OBG.GYNAE	S-I	S-I	GRAND WARD TEST SURGERY-I	S-II	S-II	GRAND WARD TEST SURGERY-II	PAEDS	PAEDS	GRAND WARD TEST PAEDS	M-I	M-I	GRAND WARD TEST MEDICINE -I
BATCH: C	OBG.GYNAE	OBG.GYNAE	GRAND WARD TEST OBG.GYNAE	S-I	S-I	GRAND WARD TEST SURGERY-I	S-II	S-II	GRAND WARD TEST SURGERY-II	PAEDS	PAEDS	GRAND WARD TEST PAEDS	M-I	M-I	GRAND WARD TEST MEDICINE -I	M-II	M-II	GRAND WARD TEST MEDICINE-II
BATCH: D	S-I	S-I	GRAND WARD TEST SURGERY-I	S-II	S-II	GRAND WARD TEST SURGERY-II	PAEDS	PAEDS	GRAND WARD TEST PAEDS	M-I	M-I	GRAND WARD TEST MEDICINE -I	M-II	M-II	GRAND WARD TEST MEDICINE-II	OBG.GYNAE	OBG.GYNAE	GRAND WARD TEST OBG.GYNAE
BATCH: E	S-II	S-II	GRAND WARD TEST SURGERY-II	PAEDS	PAEDS	GRAND WARD TEST PAEDS	M-I	M-I	GRAND WARD TEST MEDICINE -I	M-II	M-II	GRAND WARD TEST MEDICINE-II	OBG.GYNAE	OBG.GYNAE	GRAND WARD TEST OBG.GYNAE	S-I	S-I	GRAND WARD TEST SURGERY-I
BATCH: F	PAEDS	PAEDS	GRAND WARD TEST PAEDS	M-I	M-I	GRAND WARD TEST MEDICINE -I	M-II	M-II	GRAND WARD TEST MEDICINE-II	OBG.GYNAE	OBG.GYNAE	GRAND WARD TEST OBG.GYNAE	S-I	S-I	GRAND WARD TEST SURGERY-I	S-II	S-II	GRAND WARD TEST SURGERY-II

Prepared by DME **Principal Prof.Dr.Gulfreen Waheed**

Assessment Schedule

Avicenna Medical College
5thYear MBBS (M-19)
1st Term Test Schedule

Week	Date	Day	Subject	Test	Topic	Reference
1st	1-Apr-24	Mon	All Subjects	Lecture	Lecture Time Divided Paeds / Gynae	
Eid- Ul- Fitr Holidays:7th April-14th April,2024						
2nd	15-Apr-24	Mon	All Subjects	Lecture	Lecture Time Divided Surgery / Medicine	
	19-Apr-24	Fri	Early Ward Test			
3rd	22-Apr-24	Mon	Surgery unit-1	Grand Test	Skin & subcutaneous tissue. (Paples 2) Liver (Benign), Acute limb ischemia, chronic limb ischemia	(Paper-2) Bailey & love 28 Ed. Ch # 45, 61,69
4th	29-Apr-24	Mon	Medicine-I	Grand Test	Pulmonolgy	Davidson 24th Edi
	3-May-24	Fri	Mid Ward Test			

5th	6-May-24	Mon	OBS	Grand Test	Hist&Exam , Ante.Care , Normal fetal growth & Develop , Fetal well being ,Prenatal Dx , Obstet Complica, Physio pf Pregnanacy	Chap 1-6 (Ten Teachers OBS 20th Edi), Ch :3 (Ten Terachers OBS 19th Edi)
6th	13-May-24	Mon	Grand Ward Test-1			
7th	20-May-24	Mon	Paeds	Grand Test	Growth, development, Nutrition, IMNCI, infectious diseases, hematological diseases	Pervaiz Akbar
	24-May-24	Fri	Early Ward Test			
8th	27-May-24	Mon	Medicine-II	Grand Test	Cardiology	Davidson 24th Edi
9th	3-Jun-24	Mon	Surgery unit-2 (Paper-1)	Grand Test	Metabolic response to injury (Paper 1)Surgical infections,Wound healing & tissue repair shock and blood transfusion, hemostasis, Tropical lifections conflict surgay Chest trauma, conflict Disaster surgery, Peri-operative Care	Bailey & love 28th Ed. Ch#1,2,3,5,6,33,34, 24, 29.
	7-Jun-24	Fri	Mid Ward Test			
10th	10-Jun-24	Mon	Gynae	Grand Test	The develop & Anat. Gyane Hist & Exam , Hormo cont, Dis of menst bleeding , Implant . & early preg ., contrcep & Abortion	Ch 1-6 , Ten Teachers Gynae 20th Edition
10th	12-Jun-24	Wed	Grand Ward Test-2			
Eid- Ul- Adha+Summer Vacations:15th June,2024 - 21st July,2024						

11th	22-Jul-24	Mon	Surgery unit-1 (Paper-2)	Grand Test	Venous disorders, Lymphatic disorders, Thorax, Cardiac Surgery, Cleft lip & Palate, Plastic & reconstructive surgery, Liver-2, Cranial neurosurgery, Burns, Pharynx & larynx	Bailey & love 28 Ed. Ch# 61,62A, 60, 59,50,47,48,46,52
Early Session: 24th July,2024 - 7th Aug,2024						
11th	24-Jul-24	Wed	OBS	ESE	Hist&Exam , Ante.Care , Normal fetal growth & Develop , Fetal well being ,Prenatal Dx , Obstet	Chap 1-6 (Ten Teachers OBS 20th Edi), Ch :3 (Ten Terachers OBS 19th
11th	25-Jul-24	Thu	Day Off			
11th	26-Jul-24	Fri	Gynae	ESE	The develop & Anat. Gyane His	Ch 1-6 , Ten Teachers Gynae 20th Edition
11th	27-Jul-24	Sat	Day Off			
11th	28-Jul-24	Sun	Day Off			
11th	29-Jul-24	Mon	Medicine-I	ESE	Entire Syllabus Covered	
12th	30-Jul-24	Tue	Day Off			

12th	31-Jul-24	Wed	Medicine-II	ESE	Entire Syllabus Covered
12th	1-Aug-24	Thu	Day Off		
12th	2-Aug-24	Fri	Surgery unit-1	ESE	(Paper-2) Entire Syllabus Covered
12th	3-Aug-24	Sat	Day Off		
12th	4-Aug-24	Sun	Day Off		
12th	5-Aug-24	Mon	Surgery unit-2	ESE	(Paper-1) Entire Syllabus Covered
13th	6-Aug-24	Tue	Day Off		
13th	7-Aug-24	Wed	Paeds	ESE	Entire Syllabus Covered
End Of 1st Term					

Avicenna Medical College

5thYear MBBS (M-19)

2nd Term Test Schedule

Week	Date	Day	Subject	Test	Topic	Reference
14th	12-Aug-24	Mon	All Subjects	Lecture	Lecture Time Divided	
	16-Aug-24	Fri	Early Ward Test			
15th	19-Aug-24	Mon	OBS	Grand Test	Multiple Preg, PTL , HTN in preg , Medical Dis, Perinatal Infect.	CH : 7-11 TEN TEACHERS OBS 20TH EDITION
	23-Aug-24	Fri	Medicine-I	Grand Test	Central nervous system,Infectious diseases	Davidson 24th Edi
16th	26-Aug-24	Mon	Surgery unit-2	Grand Test	Spine trauma, Traumatic Brain injury 1,Pediatric surgery Laparoscopic surgery, Principle of Oncology. Dignostic Imaging in Surgery, Gastrointestinal endoscopy, Nutrition and fluid therapy, Pre-operative assessment in high sick patient, Pain relief, Post operative care	(Paper-1) Bailey & love 28th Ed. Ch#30, 28. 17,12,8,9,25,21,23
	30-Aug-24	Fri	Mid Ward Test			

17th	2-Sep-24	Mon	Medicine-II	Grand Test	Gastroentrology, hepatology, haematology, oncology	Davidson 24th Edi
18th	10-Sep-24	Tue	Grand Ward Test-3			
19th	16-Sep-24	Mon	Gynae	Grand Test	Subfertility, Menopause, Genitourinary, Urogynae & POP, Gynae surgery & Therapeutics	Ch 7-10 ,17, Ten Teachers Gynae 20th Edition
20th	23-Sep-24	Mon	Paeds	Grand Test	GIT, CNS, CVS, Neonatology	Pervaiz Akbar
	27-Sep-24	Fri	Mid Ward Test			
21st	30-Sep-24	Mon	Surgery unit-1	Grand Test	Aneurysms, Abdominal wall & hernias, Umbilical diseases, Peritoneum & Omentum, Mesentery and Retroperitoneal space, Esophagus. Stomach, Duodenum, Thyroid Parathyroid gland, ilium, Bariatric surgery , Metabolic Surgery	(Paper-2) Bailey & love 28th Ed. Ch#55, 56, 64, 65, 66, 67, 68, 74.
	3-Oct-24	Thu	Grand Ward Test-4			

22nd	7-Oct-24	Mon	Medicine-I	Grand Test	Nephrology	Davidson 24th Edi
23rd	14-Oct-24	Mon	All Subjects	Lecture	Lecture Time Divided	
Mid Session: 16th Oct 2024 - 30th Oct,2024						
23rd	16-Oct-24	Wed	Medicine-I	MSE	All Syllabus Covered	
23rd	17-Oct-24	Thu	Day Off			
23rd	18-Oct-24	Fri	Medicine-II	MSE	All Syllabus Covered	
23rd	19-Oct-24	Sat	Day Off			
24th	20-Oct-24	Sun	Day Off			
24th	21-Oct-24	Mon	OBS	MSE	All Syllabus Covered	T. T OBS 20TH Edition CH : 1-11
24th	22-Oct-24	Tue	Day Off			
24th	23-Oct-24	Wed	Gynae	MSE	ALL Syllabus Covered	T.T GYNAE 20TH Edition CH : 1-10, 17
24th	24-Oct-24	Thu	Day Off			
24th	25-Oct-24	Fri	Surgery unit-1	MSE	(Paper-2) Entire Syllabus Covered	
24th	26-Oct-24	Sat	Day Off			
25th	27-Oct-24	Sun	Day Off			
25th	28-Oct-24	Mon	Surgery unit-2	MSE	(Paper-1) Entire Syllabus Covered	
25th	29-Oct-24	Tue	Day Off			
25th	30-Oct-24	Wed	Paeds	MSE	Entire Syllabus Covered	
End Of 2nd Term						

Avicenna Medical College
5thYear MBBS (M-19)

3rd Term Test Schedule

Week	Date	Day	Subject	Test	Topic	Reference
26th	4-Nov-24	Mon	All Subjects	Lecture	Lecture Time Divided	
	7-Nov-24	Thu	**Grand Ward Test-5**			
27th	11-Nov-24	Mon	Medicine-II	Grand Test	Endocrinology, Rheumatology, Metabolic diseases,Dermatology	Davidson 24th Edi
28th	18-Nov-24	Mon	Surgery unit-1 +Urology	Grand Test	Gallbladder and bile ducts, Jejunum, , Large intestine, vermiform appendix, Pancreas	(Paper-2) Bailey & love 28th Ed. Ch# 71, 72, 77,76 + Urology
28th	22-Nov-24	Fri	OBS	Grand Test	Normal & abn labor, Operti. Obstet, Obs Emerg , Puerpurium, Neonatology	CH 12-16 , OBS TEN TEACHERS 20TH Edition

29th	25-Nov-24	Mon	Paeds	Grand Test	Respiratory diseases, nephrology, endocrinology, genetics, surgery,	Pervaiz Akbar
	29-Nov-24	Fri	Mid Ward Test			
30th	2-Dec-24	Mon	Surgery unit-2+ Orthopaedics	Grand Test	Day case surgery, introduction to trauma, Early management & assessment of severe trauma, Traumatic brain injury-2, Neck trauma, Torso trauma, Tissue engineering & regeneration, tissue & molecular diagnosis, Abdominal trauma, Radiology in surgery	(Paper-1) Bailey & love 28th Ed. Ch. 22,26,27, 4, 11, 7 Orthopaedics
	6-Dec-24	Thu	Grand Ward Test-5			
31st	9-Dec-24	Mon	Gynae	Grand Test	Benign & Malignant Diseases of female Genital Tract	CH 11-16 , GYNAE TEN TEACHERS 20th Edition
	10-Dec-24	Tue	Day Off			
	11-Dec-24	Wed	Medicine- 1	Grand Test	Psychiatry	Davidson 24th Edi
	12-Dec-24	Thu	Day Off			
	13-Dec-24	Fri	Paeds	Grand Test	IMNCI, psychiatry, poisoning. metabolic diseases, rheumatology, acutely ill child, acid base balanace	Pervaiz Akbar

LSE/Send Up:16th Dec,24 - 30th Dec,24

32nd	16-Dec-24	Mon	Paeds	LSE/Send Up	Entire Syllabus Covered
	17-Dec-24	Tue	Day Off		
	18-Dec-24	Wed	OBS	LSE/Send Up	Entire Syllabus Covered
	19-Dec-24	Thu	Day Off		
	20-Dec-24	Fri	Gynae	LSE/Send Up	Entire Syllabus Covered
	21-Dec-24	Sat	Day Off		
33rd	22-Dec-24	Sun	Day Off		
	23-Dec-24	Mon	Surgery unit-1	LSE/Send Up	(Paper-2) Entire Syllabus Covered
	24-Dec-24	Tue	Day Off		
	25-Dec-24	Wed	Quaid-e-Azam Day/Christmas Holiday- 25th Dec,2024		
	26-Dec-24	Thu	Surgery unit-2	LSE/Send Up	(Paper-1) Entire Syllabus Covered
	27-Dec-24	Fri	Day Off		
	28-Dec-24	Sat	Medicine-I	LSE/Send Up	Entire Syllabus Covered

34th	29-Dec-24	Sun	Day Off		
	30-Dec-24	Mon	Medicine-II	LSE/Send Up	Entire Syllabus Covered
	31-Dec-24	Tue	Final Clinical Assessment		
	1-Jan-25	Wed	Final Clinical Assessment		
	2-Jan-25	Thu	Final Clinical Assessment		
	3-Jan-25	Fri	Final Clinical Assessment		
	4-Jan-25	Sat	Final Clinical Assessment		
35th	5-Jan-25	Sun	Day Off		
	6-Jan-25	Mon	Final Clinical Assessment		
End Of 3rd Term					


AVICENNA MEDICAL COLLEGE