



ANNUAL REPORT

2024

IBN-E-SINA UNIVERSITY
MIRPURKHAS

Annual Reports

Contents

S. No	Departments	Page Number
Muhammad Medical College & Hospital		
1	Executive Summary of ISUM	3
2	Department of Anatomy	96
3	Department of Biochemistry	100
4	Department of Physiology	107
5	Department of Forensic Medicine	112
6	Department of Pharmacology & Therapeutics	117
7	Department of Pathology	122
8	Department of Community Medicine	128
9	Department of Surgery	134
10	Department of Medicine	140
11	Department of Gynecology & Obstetrics	145
12	Department of Paediatrics.	150
13	Department of Otorhinolaryngology	154
14	Department of Radiology	158
Muhammad Dental College		
14	The Community Dentistry Department	163
15	The Dental Materials Department	168
16	The Operative Dentistry Department	173
17	The Oral and Maxillofacial Surgery Department	178
18	The Oral Biology Department	183
19	The Oral Medicine Department	188
20	The Oral Pathology Department	192
21	The Orthodontics Department	199
22	The Periodontology Department	201
23	The Prosthodontics Department	205
24	The Pediatric Dentistry Department	209
Academic & Administrative Programs		
25	CPC Presented by Final Year Students	214
26	Facilities available in ISU, Mirpurkhas	217
27	ISU Infrastructure Enhancements	221
28	Research Participation of Ibn-e-Sina University	225
29	The Induction of Senior and Ph.Ds. Faculty Members	227
30	Thursday Clinical Meetings: an overview	231
31	Survive: An Internal Assessment of the Students	235

32	Mobile Clinics by the Students	237
33	Learner Based Annual Symposium	241
34	PSG Gasterentrology	264
35	Report on CPC/Muhammad Dental College	273
36	Department of Information Technology	280
37	Nafees Library	293
38	Accreditataion Department	304
39	Muhammad Institute of Science & Technology (MIST)	308
40	Muhammad Medical and Dental Education Department	313
41	Department of Hostels (Boys)	331
42	ISUM Co-Curricular Activities	
A 1	Mehfil e Meelad	336
A 2	Youm e Hussain	348
A 3	MESSIAH (Magzine) Silver Jubilee	358
A 4	Mehfil e Mushaira and Book Luanching	363
A 5	Day-One Ceremony for 2025 MBBS and 5 th DPT.	375
A 6	Day-One White Coat Ceremony of the 5 th BDS	380
A 7	First Year Welcome Party	384
A 8	Basant	387
A 9	Independence Day	391
A 10	Final Year MBBS Farewell with Qawali Night	399
	Sports	
B 1	Cricket	408
B 2	Table Tennis	413
B 3	Basket Ball	416
	Study Tours	
C 1	3 rd Year MBBS Study Tour	420
C 2	Final Year MBBS Study Tour	423
D	Pakistan Association of Private Medical & Dental Institution	426
E	College of Physicains and Surgeons Pakistan	431
F	Examination of Royal College of Surgeons Edinbrough	433
G	Glimpses of Conovacation	436
H	LUMHS, Jamshoro Inspect the Affiliated Colleges of ISUM	438
I	ISUM Come-out to Support GAZA	440
J	Children of our Children are also Dear to US	441

EXECUTIVE SUMMARY

PROF. SYED RAZI MUHAMMAD (MBBS (Dow), FRCS, FRCSED, Dip Urol (UCL), MMed Ed -Dundee)

CHANCELLOR, IBNE SINA UNIVERSITY, MIRPURKHAS (ISUM)

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

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

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

After doing my fellowships and training in Surgery, I have spent the last 3 decades reading, studying and attending seminars, workshops and courses in medical education. This involves completing my courses of certificate, diploma and masters in medical education from the university of Dundee. Currently, I am engaged in doing PhD in Medical Education from University of Cyberjaya, Malaysia.

While we continue to learn and benefit from the research and innovation of others (no need to reinvent the wheel or rediscover the laws of motion), we must remember our own situations, culture and values and not neglect our strengths and weaknesses while developing our systems. This is exactly what we have done in developing our vision, mission and goals. If you go through them, you will appreciate that the above pillars are the powerful tools to achieve them. In a day and society, where copy & paste practices, plagiarism and recently letting the artificial intelligence replace the original and critical thinking, ISUM can take some pride in SRMLG. I am proud of my team to understand, participate and take forward this unique system which has raised the standard of learning, improved the results (Muhammad Medical College received the first prize in Sindh this year in innovation- by the Pakistan Association of private Medical & Dental Institutions or PAMI) and empowered the learners of ISUM.





FIRST PILLAR, SURVIVE

Survive is a time-tested tool that has been going on since March 2020. In different times, it has used the components of F2F, Hybrid and Online methods. It started at the time of Covid and has continued since then in various forms. Each year is divided into 40 weeks and hence it has seen 215 weeks at the time of writing.

Like any new thing, this idea of turning to massive online learning through “Survive” was also looked at with suspicion. There was resistance from some of the faculty members and students. They thought that online learning was probably some inferior sort of learning.

آئین نوسے ڈرنا، طرز کہن پہ اڑنا

منزل یہی کٹھن ہے، قوموں کی زندگی میں

I had to assert that the reality was quite the opposite. I presented the following studies to prove my point.

1. Brandon-Hall Study- This study showed that online learning saves 40-60% of learner’s time than learning the same material in a F2F setting. The quality of learning is also improved by online learning.
2. The *Research Institute of America*- Online learning enhances the rate of **retention by 25% to 60%** while retention rates of F2F learning is only 8% to 10%. It may be due to the fact that an online learner can refer back to the learning material again and again.
3. IBM has recently discovered that online learners learned almost **five times more content during the same time as F2F learners**.
4. Britain’s Open University’s study has discovered online courses consume 90% less energy and releases 85% less CO2 emissions per student than F2F learning. (Knowledge Direct Web)

At the beginning, with Covid setting in, we had no time to formally train our faculty or students. However, our WhatsApp groups and Facebook pages came handy and we (Me and Mr. Zubair) started writing posts and interacted with the faculty and students on daily basis (actually hourly basis), answering their queries, writing guidelines and recording short videos to illustrate our points and train our students and faculty.

In the initial days, I had to check assignments and make MCQs of many subjects. Slowly and gradually students started joining in. This was a very busy time. I trained two of my junior doctors (Dr. Saba and Dr. Hyder) and they proved a wonderful support. Still, I had to submit assignments of

individual students (who emailed or Whatsappped them to me), guided them how to reduce the size of assignments and adopted techniques to avoid plagiarism. The dates of submission had to be extended many times. Few frustrated students got aggressive and had to be controlled with a carrot and stick approach. Some students wanted to avoid assignments as it consumed lots of time. However, I made it clear that:

- Assignments will continue in the current mode and will have to be submitted by everyone.
- We will discuss the problems and difficulties, but we will remain positive and boost each other's morale like a true family does. Students can share their frustration and depression by personally messaging me or a teacher. But on the general forum, only positive and morale boosting posts should be shared.
- The schedule of assignments and tests on the portal will be strictly followed in spirit and order. No teacher, senior or junior will change anything (in fact only the Principal and the head of IT department have comprehensive administrative rights to edit anything on the portal). If some change is necessary, the teacher will discuss with the

principal and that too much before the assignment is due, and then the Principal will make the necessary amendment.

- Only standard textbooks will be followed. Students should not follow the substandard books which largely discourage the concepts and promote rote learning. This goes much beyond destroying the understanding of a subject. It adversely affects one's mindset, thinking, character and personality too.
- Plagiarism will not be accepted. Copy and paste culture will be discouraged. Hence students must make assignments in their own handwriting and then make a pdf of the entire assignment and submit it in one piece. The size of the file may have to be reduced by using the proper software.
- Students & faculty have been strongly advised to get a good internet connection. They have been encouraged to discuss within the family and peers to improve their IT skills. No professional, including doctors, can progress in today's world without good IT skills.

Unfortunately, our educational system does not promote higher levels of cognition and affective domains. It merely promotes passive learning and rote memorization. As a result, most of the teachers and students rely on passive lectures and on substandard books which merely stress on remembering and recalling the facts until the examinations are over. Imagine how useless is the information that the student memorises with endless effort, that:

1. is easily accessible on google
2. students are going to forget it soon anyway.
3. is of no use in data interpretation and problem solving.

Our system is riddled with the old and outdated ideas. This can produce the followers and not the leaders. This results in producing the graduates who remember the long lists and facts but cannot think, inquire, create or lead. Examination system also favours people who are good in rote

memorization. This has flooded the shops with substandard books from the poorly qualified people who have not mastered the subject but worked to find tricks to rote memorize the facts, so these facts can be spilled on the examination papers. Teachers enjoy the role of the sage who cannot be questioned and is the epitome of the entire system.

The world of education has gone through a paradigm shift with Benjamin Bloom (1956) publishing his work 64 years ago suggesting three domains of learning, i.e.: The cognitive domain (6 sub domain), the affective domain (5 sub domain) and the psychomotor domain (7 sub domain).

1. The cognitive domain (knowledge-based)

1. Knowledge (Remember)
2. Comprehension (Understand)
3. Application (Apply)
4. Analysis (Analyse)
5. Synthesis (Create)
6. Evaluation (Evaluate)

2. The affective domain (emotion-based)

1. Receiving
2. Responding
3. Valuing
4. Organizing
5. Characterizing (Internalising)

Page | 4 Muhammad Medical & Dental College, Mirpurkhas

3. The psychomotor domain (action-based)

1. Perception
2. Set
3. Guided response
4. Mechanism
5. Complex overt response
6. Adaptation

7. Origination



Our educational system still favours only knowledge and sometimes comprehension subdomains. Higher levels of cognition and affective domains are largely ignored and resisted.

Internationally, the passive learning is seen as a waste of time, and the centre of learning has shifted from the teacher (facilitator) to the student (active learner). Alison King (1993) has given it a name in her work “From Sage on the Stage to Guide on the Side”. She writes:

“In most college classrooms, the professor lectures and the students listen and take notes. The professor is the central figure, the “sage on the stage,” the one who has the knowledge and transmits that knowledge to the students, who simply memorise the information and later reproduce it on an exam—often without even thinking about it—assuming that the student’s brain is like an empty container into which the professor pours knowledge. Students are passive learners rather than the active ones. Such a view is outdated and will not be effective in the twenty-first century, when individuals will need to think for themselves, pose and solve complex problems, and generally produce knowledge rather than reproduce it.”

She further writes:

“Active learning simply means getting involved with the information presented—really thinking about it (analysing, synthesizing, evaluating) rather than just passively receiving it and memorizing it. Active learning usually results in the generation of something new, such as a cause-effect relationship between two ideas, an inference, or an elaboration, and it always leads to deeper understanding.”

Daniel H Pink (2005) has endorsed King’s point by saying that the world has now moved from the “Information Age” or the “Industrial Age”, and we now live in “The Conceptual Age”. Erica McWilliam’s (2009) has produced her famous work “The 21st Century Teacher: From Sage- to Guide- to Meddler.” While she accepts that learning should be active and learner (student) based, she remains very critical of the idea of a teacher withdrawing from learning process to allow the students to be more active. She writes:

“Many of the teachers who see themselves as Guide are as unlikely to be “fascinating” as they are to be “challenging”. In reality, we have seen the high ground of “guiding” too easily collapse into passive child- minding and worksheet distribution. When this occurs, Guide-on-the-Side becomes a high moral-ethical excuse for the teacher to “step out” of the main game of teaching, and to sit at the margins of the physical, mental and emotional activity that is so vital to learning”.

She suggests a third meta-category “geared up for creative capacity building—that of Meddler-in-the-Middle. This meta-category is descriptive of active interventionist pedagogy in which teachers are mutually involved with students in assembling and/or dis-assembling knowledge and cultural products. Meddling is a re-positioning of teacher and student as co- directors and co-editors of their social world. As a learning partnership, meddling has powerful implications for what “content” is considered worthy of engagement, how the value of the learning product is to be assessed, and who the rightful assessor is to be”.

Unfortunately, many teachers are still stuck on old and discarded “Sage on the Stage role”. The forced lockdown will force them to unlearn and become first “Guide on the Side” allowing the student to take the active role and later become a “Meddler-in-the middle” where he co-creates with the student. This is why I have stressed that the interactive discussion on the challenging concepts are far more important than the traditional lectures. Frequent critical discussions are far more important than long traditional lectures that the students and teachers are so used to. Jess Gifkins (2020), a Research Fellow at the Asia-Pacific Centre for the Responsibility to Protect, compares active discussion on important conceptual issues with lectures (passive learning):

" Active learning promotes recall and deeper understanding of material, as students are engaging with the content rather than simply listening to it. The education literature commonly quotes studies showing that when students are passively listening their concentration limit is between 10 and 20 minutes, a small fraction of a lecture. Passively listening is not as good at promoting higher-level skills like ‘apply’, ‘analyse’ and ‘evaluate’."

One thing that this pandemic has made very clear is that everyone shows his/her true colours in crisis. Whereas those who truly love their institution have come out with courage and hard work, and have joined hand to support the institution. Some have shown their negative colour and tried to make small groups and promote despair, discontent and chaos. Some others have seen it as a long holiday where they can turn their back to their institution and their students/teachers. I see this as an opportunity to find people’s true colours and carefully choose and strengthen the team with sincere and honest people. Alhamdulillah some of the staff and students have come forward who have further strengthened our team and countered the trouble makers. There are many other problems that we have faced. The accounts department comes warning that the balance of expenses and income is getting out of hand, with the salary expenses pending and the income being halted (since the fees is unlikely to come until the college reopens). One of the colleagues says that many colleges are deferring the salary of the staff, who are not working during lockdown. But I have taken the option of taking loans from the banks, and Alhamdo lillah, every employee’s salary is being paid on time.

In this world of marketing and propaganda, we have seen people who run a few online lectures and claim to have promoted online learning. Most of the students of MMDC can see through them. However, few immature students, especially those who get carried away easily with negative comments, fall to the trap and make suggestions which if accepted, would promote passive learning. “Survive” is a phenomenon which is hard to match in any developing country. Started without any trained staff, establishing the entire system of daily assignments with the support material and textbooks, within 48 hours of the beginning of lockdown has been a real achievement. The continuous active discussion on the topic with the dedicated faculty and fellow students, the checking of each and every assignment with grading and comments (a total of half a million assignments during first two phases and will reach one million by the end of July), the weekly tests to challenge and grade the 550 students and a unique post-test self-assessment by each student, ensuring that whatever deficiency has resulted in wrong answer, gets corrected and the student never repeats the same mistake. With as many recorded lectures on WhatsApp and online lectures on zoom as possible, “Survive” will be remembered by the generations to come.

References:

1. Wwww2.le.ac.uk. 2020. *Active Learning — University Of Leicester*. [online] Available at: <<https://www2.le.ac.uk/offices/lli/developing-learning-and-teaching/enhance/strategies/active-learning>> et al 1991).

Students will be included in the Board of Studies that will plan and monitor the progress of the Hybrid course.

[Accessed 12 June 2020].

2. BERNARD, R. M., BOROKHOVSKI, E., SCHMID, R. F., TAMIM, R. M. AND ABRAMI, P. C. A meta-analysis of blended learning and technology use in higher education: from the general to the applied
3. Blended Learning vs Traditional Classroom Settings, 2015. *International Journal of Nursing*, 2015. Blended Learning vs Traditional Classroom Settings. 2(1).
4. Bloom, B., 1956. *Taxonomy Of Educational Objectives*. London: Longmans.
5. e-Learning Infographics. 2020. *Facts And Stats That Reveal The Power Of Elearning - E-Learning Infographics*. [online] Available at: <<https://elearninginfographics.com/facts-stats-reveal-power-of-elearning/>> [Accessed 11 June 2020].
6. King, A., 1993. From Sage on the Stage to Guide on the Side. *College Teaching*, 41(1), pp.30-35.
7. Mangan, J., 2020. *IBM Extends Its Digital Education Resources To All For Free - Good Tech IBM*. [online] Good Tech IBM. Available at: <<https://www.ibm.com/blogs/corporate-social-responsibility/2020/03/pandemic-impacts-millions-of-students-globally-can-digital-learning-help/>> [Accessed 11 June 2020].
8. McWilliam, E., 2009. Teaching for creativity: from sage to guide to meddler. *Asia Pacific Journal of Education*, 29(3), pp.281-293.
9. Northey, G., Bucic, T., Chylinski, M. and Govind, R., 2015. Increasing Student Engagement Using Asynchronous
10. Flvs.net. 2020. *Online Education Research And White Papers - FLVS*. [online] Available at: <<http://www.flvs.net/about/research/main>> [Accessed 11 June 2020].
11. Pink, D., 2006. *A Whole New Mind*. [Concordville, Pa.]: Soundview Executive Book Summaries.
12. Southard, D., 2015. Introduction. *Journal of Business & Finance Librarianship*, 20(3), pp.237-237.



2ND PILLAR, MENTORING



Like weekly “Survive”, which includes weekly online tests, assignments and PTD, some marks will be reserved for regular mentoring activities.

Meeting time will be reserved for one hour per week (Wednesday 1-2pm between mentees & mentors, Thursday 1-2pm between mentors and chief mentors).

Mentoring will consist of

1. Mentee
2. Mentor (5-10 mentee). Will submit a weekly report. If he fails to fill the B & C forms or report about the short coming of a mentee, he will be held responsible.
3. Class Coordinator (For a whole class). Will closely liaise with the mentors of his/her class and report to the Chief Mentor on a regular basis. If a mentor is not performing his mentoring duties or not filling the form, and the Class Coordinator fails to report to the Chief Mentor, he will be held responsible.
4. Chief Mentor
5. Program Supervisor. Prof. Syed Razi Muhammad, assisted by Dr. Kiran Fatima and Mr. Mehmood-ul-Hassan will liaise with the mentors, class coordinators and the chief mentors and prepare reports.

Mentor will have weekly meeting with 5-10 students every week at the mentoring hour (Wednesday 1-2pm). In a class of 100 about 12 and in a class of 50 about 8 mentors. Hence number of mentors will be about:

48 in class 1-4 of MBBS

12 in final year MBBS.

30-32 in BDS

15 in DPT.

Senior students may be involved on recommendation of senior teachers if the Chief Mentor considers it appropriate. Paper form will be brought by the mentees and online form will be filled by the mentors.

The Chief mentors will check and review the online forms regularly. They will have a meeting with the mentors every month and see their performance with the mentees. If a mentor is found lacking in performing his duty like holding the meetings regularly or filling the form, or if he cannot bring any positive change in mentee, the chief mentor can replace him and report to the Chancellor.

A mentor will be observed for

1. Filling the form on paper and online regularly
2. Improvement in his mentees' performance.
3. Mentor of the month and Mentor of the year award will be given at the end of each month and year in each college.

ROLES AND RESPONSIBILITY OF MENTOR:

1. Attend every session and get the mentoring online form filled.
2. Report to the Chief mentor and parents if the mentee shows non serious attitude or remains absent.
3. Listen actively and show empathy
4. Use different questioning techniques
5. Give constructive feedback that can be acted upon
6. Have the ability to suspend your judgment and prejudices
7. Help to define the mentee's objectives
8. Motivate the mentee to take up the challenges for learning and development
9. Be willing, when appropriate, to share your own work experiences, skills and networks
10. Have the ability to discern when boundaries are being approached/crossed e.g. personal issues, departmental politics, conflict of interest etc.
11. Make time for the meetings and any preparation beforehand
12. Commit to the full period of the program
13. Use the opportunity to develop yourself positively
14. Maintain confidentiality about every student's weakness.
15. Extend encouragement for development of self-confidence and self-esteem
16. Provide reliable and constructive advice and feedback for mentee
17. Celebrate landmark and attainments with mentee
18. Act as a treasure of information about careers
19. Acts as an expertized teacher and become role model to mentee
20. Provides recognition, inspiration, and moral support to his/her students
21. Facilitates to float wisdom, suggestion and counsel

Other roles of mentor:

All mentors are requested to kindly

1. check and communicate with their mentees.
2. choose and identify the venue of Wednesday's meeting in the above form and let their mentees and chief mentor know it. This venue does not have to be in their own department but may I suggest that for 1st to 4th year MBBS, the venue should be MMC, for BDS, it should be MDC, for final year MBBS, it should be within the hospital and for DPT and BBA, it should be in their buildings..
3. Please choose venue carefully and in future, stick to it to avoid confusion.
4. You can check the attendance and survive marks in form B & C already filled by the examination department and Mr. Mehmood. I have directed them to complete and make this available by the end of Monday every week.
5. Please liaise with the class coordinators and chief mentors who are there to facilitate you.
6. May those who had problem last week, meet their Chief Mentors today to discuss.
7. Please make yourself available at the venue by 1 pm every Wednesday and ask the students to be present too. Please don't run classes or any other activity that can hinder a mentee from reaching his/her venue of mentoring at right time.
8. Please fill form C online (this should result in filling of form B automatically) on the same day (Wednesday). This will give the chief mentee an opportunity to read them before his/her meeting with the mentors on Thursday 1pm, when he/she has to fill form D.
9. Answers of first three questions (out of six) of form D will not be confidential and will be shared. Class coordinators will post them in parents' WhatsApp forum every week and will discuss with the Chief Mentors to call the parents of the students particularly week in attendance and tests.
10. Answers of last three questions in form D will be confidential and will not be shared.



What a mentor DOES	What a mentor DOES NOT do
Regularly holds meetings, fills forms and report to Chief Mentor and involve parents where appropriate.	Misses meetings, fails to fill forms or report to Chief Mentor and involve parents where needed.
Listen: function as a sounding board for problems and ideas	Protect from experience: do not assume the role of spoon feeder for the mentees
Criticize constructively: point out areas that need improvement, always focusing on the mentee's behavior, never his/her character.	Take over: do not do what the mentees should be doing themselves
Support and facilitate: provide networking experience; share knowledge of the system; offer assistance where needed	Force: do not attempt to force a mentee in one direction
Teach by example: serve as a model for adhering to the highest values in every area of life	Use undue influence: do not use a sense of obligation to influence the mentee's professional decisions
Encourage and motivate: help mentees to consistently move beyond their comfort zone	Lose critical oversight: do not allow friendship to shade over into favoritism
Promote independence: give their mentees every opportunity to learn by experience	Condemn: do not convey to the mentees that honest mistakes are career-altering disasters

Take pride in the success of their mentees	Indulges in anger issues or getting into conflicts.
recognize that students may rise to greater levels than those who trained them	

What makes a good mentee?

ROLE AND RESPONSIBILITY OF MENTEE:

1. Attend every session and get the mentoring forms B & C filled.
2. Listen intently to the suggestions and guidelines of the mentor, could note down too, but consider that time is of much value.
3. Speak clearly to the point, without confusion.
4. Have clear cut objectives before meeting with the mentor. Only then the mentoring could be effective.
5. Discuss and elaborate while chalking out strategies and plans. Stick to the ones arrived at.
6. Be transparent in both your talk and mind. Your mentor needs to know you better to guide you better.
7. Mentor has taken up the task to help and make you better in all aspects. Be not defensive. It becomes a barrier.
8. Showcase progress and be courteous of the effort that mentor is investing on you.
9. Positive or neutral comments on your mentor is expected to serve better the relation.
10. You cannot agree on everything with your mentor and hence express your opinions. This is beneficial for the both.
11. Seek knowledge and motivation to become better. Mentor has more to share and hence, ask for it. It is difficult to value if given free.
12. Schedule contact hours and weigh the benefits of active participation.
13. List and communicate strengths, learning needs, development potential, values and goals, both long and short term.
14. Inference on feedback of mentor on the mentee is essential for further course of action. Hence get coached better as well making most of the opportunity.

What a mentee DOES	What mentee DOES NOT do
Regularly attend the classes, takes the weekly “Survive” and other tests, completes assignments, attends meetings, ensures documentation and liaise with the mentor, Chief Mentor and class coordinator	Avoids taking the classes weekly “Survive” and other tests, completing assignments, attending meetings, ignores documentation and does not liaise with the mentor, Chief Mentor or class coordinator
Take the initiative: recognize the need for mentoring and seek it out	Avoid difficulties: do not expect mentors to solve all your problems for you
Avoid perfectionism: accept that you will make mistakes, and learn from them	Sidestep work: do not expect mentors to do work that you should be doing yourselves
Work hard: are prepared to give your best	Stay in your comfort zone: do not shy away from new learning experiences
Support your peers: exchange personal and professional support with fellow trainees	Take advantage: do not use friendship with a mentor as a tool to avoid work or escape consequences of your own activities
Welcome experience: are enthusiastic about pursuing the widest range of professional experience	Bottle it up: do not avoid talking about problems, anxieties, or grief because it makes you seem less than perfect
Seek counseling: solicit advice or counseling if you experience problems with depression or burnout	Let your ego get in the way: recognize that everyone (faculty, residents, other trainees, nurses, and patients) has something to teach you
	Develop an anger issue or get stuck in conflicts

Each class will be divided into 4 groups (A & B- girls and C & D- Boys). Each containing about 25 students for MBBS and 12-13 for BDS and DPT.

Each group will be further subdivided into sub-groups of 1, 2 & 3 with 8-10 students for MBBS (mentees) and one mentor each, and 1&2 for BDS and DPT with 6-7 students in each.

Every mentor will have a weekly meeting (Wednesday 1-2pm) with each mentee and fill the form B & C below online. This form will be accessible to the Chief Mentors, VCs and Principals who will ensure that it is weekly filled.

Chief mentor will hold a weekly meeting with the mentors and class coordinators, and will fill their performance form D.

Any absentees will be reported to the parents on WhatsApp group and to Chief Mentors.

If a student remains absent 2 times or fails 3 times consequently, his parents will be called to a meeting, and the situation discussed and reported in logbook.



FORM A-ALLOCATION OF MENTORS & MENTEES WITH MEETING PLACE & VENUE

A. Muhammad Medical College

The programme will be supervised by the Chancellor, VC, Dean and Principal and the Chief Mentor, class coordinator or an individual mentor can approach them for help.

Chief Mentor: First to 4th year: Prof. Dr. Zafar Tanveer Will fill Form D and put it in record, and send a copy on WhatsApp group to Chancellor. Each Mentor will fill forms B & C.

Final Year: Prof. Dr. Aijaz Memon. Will fill Form D and put it in record, and send a copy on WhatsApp group to Chancellor. Each Mentor will fill forms B & C.

Course Coordinator: Dr. Kiran Fatima

Course Manager: Mr. Mehmood (In collaboration with the class coordinators, will fill upper half of form B & C and report to the Chancellor about the conduct of meetings.).

Meeting Venue & time:

Mentors with mentee: Wednesday 1-2pm separate venues as mentioned in the table below.

Chief Mentor with Mentors: Thursday 1-2pm. Venue 1st to 4th year: Old final year class room in MMC. Final Year: Chancellor's secretariat.

CLASS COORDINATORS of BDS:

1st year BDS Dr Taqdees

2nd year BDS Dr Nosheen

3rd year BDS Dr Doha

4th year BDS Dr Saif Sheikh

Class COORDINATORS OF MBBS

1. 1st Year MBBS.
Dr. SAQIB (Anatomy)

Mob: 0334 2938360

2. COORDINATOR

2nd Year MBBS

Dr. SHAHAB (Anatomy)

Mob: 0331 3396908

(Dr. Saqib and Dr. Shahab will coordinate and jointly look after the 1st & 2nd Year MBBS)

3. COORDINATOR

3rd Year MBBS

Prof. RAMESH KUMAR

(Pharmacology)

Mob: 0334 2821350

& Dr. Abid Leghari

4. COORDINATOR

4th Year MBBS

Dr. AYESHA Mjeed

(Pathology)

Mob: 0331 3464245

5. 5th year MBBS

Prof. Syed Razi Muhammad & Prof. Aijaz Memon

Class Coordinators will ensure that the attendance and results of boys are posted in boys' group and parents of boys' group, similarly attendance and results of girls are posted in girls' group and parents of girls' group.

Please ensure that parents of poor performers are called for meeting with the senior faculty member.

I think class coordinators should also be in mentors' groups of their class (A1,2,3, B1,2,3, C1,2,3 and D1,2,3).

This will help them to liaise with the class activities.

Coordinators should help in completing the parents' groups, adding the contacts of parents and ensuring that only the admins should be able to post in the groups.

They must also share the attendance and results of weekly survive and any other tests in students' and parents' groups.

They also need to coordinate with the HoDs, Chief Mentors and Principals

FIRST Professional

Class coordinator: Dr. Saqib Baloch

Mentor	Meeting venue	Mentee1 (G.L)	Mentee2	Mentee3	Mentee4	Mentee5	Mentee6	Mentee7	Mentee8	Mentee9	Mentee10	Mentee11
Dr Nazma	First yrLec Hall	Aamna (01)	Ajwa Wazir (02)	AjwaJaved (03)	Aleena Rehman (04)	Alisha Javed (05)	Alsihba Raees (06)	Aliza Barkat Ali (07)	Amisha (08)	Anita (09)	Asma (10)	
Dr Zartasha	First yrLec Hall	Ayat (11)	Ayesha Habibullah (12)	Ayesha Yaqoob (13)	Bhawna Bai (14)	Bisma Waseem (15)	Bisma Fatima (16)	Bushra Maryam (17)	Dua (18)	DuaIqtadar (19)	Emaan (20)	

Dr Maria	First yrLec Hall	Faiza Bibi (21)	Farwa (22)	Faryal (23)	Isha Fatima (24)	Kanwal (25)	Kshish Ramesh (26)	Kshish Din Muhamm ad (27)	Kasmala (28)	Laiba (29)	Laiba Malik (30)	
Dr Manahil	First yrLec Hall	Mafaza Khan (31)	Mahnoor (32)	Manaim Zainab (33)	Masooma Fatima (34)	Mehreen (35)	Mehwish (36)	Muskan Rani (37)	Nandni (38)	Rabia (39)	Razia (40)	
Dr Sania	First yrLec Hall	Ribah Ahmed (41)	Rida Khalid (42)	Rida Fatima Sufyan (43)	Rida Fatima Ashraf (44)	Rubai (45)	Samiya (46)	Savera Khan (47)	Sehar Un Nisa (48)	Shaista (49)	Shazia (50)	Alisha (88)
Dr Huma	Anatomy Dept	Shumaila (51)	Soha Naz Shuhaiber (52)	Surhan Aziz (53)	Tamanna Khurshaid (54)	Tasawal Fatima (55)	Umaina (56)	Ume Rubbab (57)	Zaibun Nisa (58)	Zainab (59)	Zehra (60)	Zonia (61)
Dr Asadullah Palli	Anatomy Dept	Aadil Roshan (62)	Abdul Ahad (63)	Abdullah M.Arshad (64)	Abdullah Farooq (65)	Abdur Rehman (66)	Ahad (67)	Ali Naaz (68)	Aoun Raza (69)	Araiz (70)	Asif Ahmed (71)	
Prof Dr Habib Chohan		Asmatullah (72)	Daniyal (73)	Farhan (74)	Faseehur Rehman (75)	Gul Muhammad (76)	Hassan Ali (77)	Mahtab Rai (78)	Maqbool Ahmed (79)	Muhammad Jaffar (80)	Mubashir (81)	
Dr ShoukatAhwan	Anatomy Dept	Mubeen Irshad (82)	Mudasir Bilawal (83)	Muhammad Fahad (84)	Muhammad Hussain (85)	Muhammad Huzaifa (86)	Muhammad Imran (87)	Muhammad Samnder (89)	Muhammad Talha (90)	M. Zaheer u Din Babar (91)	Naeemullah (92)	
Dr Saqib Baloch	Anatomy Dept	Pir Shahzeb Akbar (93)	Saad (94)	Saad Hussain (95)	Shakeel Ahmed (96)	Syed Zain ulAbiden Shah (97)	Talha Bin Abdullah (98)	Waqas Ahmed (99)	Zohak Khan (100)			

Second Professional

Class coordinator: Dr. Shahab Baloch

Group	Mentor	Meeting venue (Mentor should fill)	Mentee1 (G.L)	Mentee2	Mentee3	Mentee4	Mentee5	Mentee6	Mentee7	Mentee8	Mentee9
A1	Dr. Madiha		Maryam Ariz (2)	Abeera (1)	Misbah Agha (33)	Aiman (03)	Aisha (04)	Aisha Farooqu (05)	Ajwa (06)	Aleesha (07)	
A2	Dr. Urooj Shah		Fahmida (14)	Ayman Asghar (09)	Dua Zamir (10)	Esha (11)	Eman (12)	Esha Asghar (13)	MuqadasShaqoor(35)	Fatima (15)	
A3	Dr. Naila Noor		Muqadas (34)	Geeta (17)	Hafsa Noor (18)	Hamida Saleh (19)	HoorainTalpur (20)	Iqra (21)	Kainat (22)	Kalpana Devi (23)	UjalaZareef (56)
B1	Dr. Suha		Naila (36)	Lata (25)	Maira (26)	Maira (27)	Maira Khan (28)	Malaika (29)	Marukh (30)	Maryam Batool (31)	Marzia Shah (32)
B2	Dr. Hira		Noor Fatima (37)	Noor ul Huda (38)	Perah Shah (40)	Parisa Sajjad (39)	Raheen Manzoor (42)	Preet (41)	Rameel Kumari (43)	Ramsha (44)	Rekha Kumari (45)
B3	Dr. Musarrat		Samar Mehdi (50)	Rizwana Bibi (46)	Saira (48)	Rubaisha (47)	Saira (49)	Samra Muktiar (51)	Samreen (52)	Sania (53)	Shanza Fatima (54)
C1	Dr. Saba		Wajeeha (58)	Sumaiqa (55)	Warisha Khokhar (59)	Zainab (60)	Zehra Abdul Sattar (61)	Arooj Fatima (08)	Fatima Jamali (16)	Kanwal Abid (24)	

C2	Prof. Dr. Naveed Ali Siddiqui		Nikel Raj (57)	Abdul Kareem (62)	Abdul Khaliq (63)	Musharaf Ali (65)	Abdul Rehman (64)	Ali Murtaza (66)	Awais Ahmed (67)	Danish Ali (68)	
C3	Dr. Shahab		Mansoor Ahmed (73)	Mubashir Ali (75)	Moiz Hassan (74)	Mudasar (76)	M. Abdullah (77)	M. Abubakar (78)	M. Afaq (79)	M. Ameen (80)	Junaid Ahmed (71)
D1	Dr. Nadeem Iqbal		Sadhoo Mal (89)	M. Haris Iqbal (82)	M. Hassan (83)	M. Rafay (85)	M. Owais Atiq (84)	M. Shahzad (86)	M. Zahid Alid (87)	Pawan Kumar (88)	
D2	Dr. Partab Puri		Saim Hasnain (91)	Sajid Ali (92)	Taha Shabeer (95)	Sameer Ahmed (93)	Shaharyar Hussain (94)	Tameer Ahmed (96)	Ubais Rasheed (97)	Hasnain Ali (70)	
D3	Dr. Riaz Kazi		Zahoor Ullah Shah (100)	Zain Shahzad (101)	Zahid Abbas (99)	M. Hamdan (81)	Gian Chand (69)	Sahal Ahmed (90)	Yousif (98)	Mahesh Kumar (72)	

Third Professional

Class coordinator: PROF DR RAMESH

Gro up	Mentor	Meeti ng venue (Ment or should fill)	Mentee1 (G.L)	Mentee2	Mentee3	Mentee4	Mentee5	Mentee6	Mentee7	Mentee8	Mentee9	Ment ee 10

A1	Dr. JAWERIA FAROOQUE		Aelie	Aliza	Anila	Areebariaz	Azeemame mon	Bismasikan der	Dua	Fatima siddiq	Firdos	
A2	Dr. Aneela (demonstrator)		Firdous	Iqra	Iqrazafar	kainat	Kehkashan	Komal	Laraibriaz	Lareb rind baloch	malaika	
A3	DR Rukma		Maliha	Maneshakumari	Muneeza	Muskankas haf	Nudabahussain	Nazran	Neha	Nimrajafar	Noor ulsaba	
B1	DR PIRYA HEER		Quratulain	Rabeelahameed	Rabia bibi	Reema	Rubab	Saeedadaim	Sahiban	Sairaafzal	Sana tahir	
B2	Prof. Dr. Farzana Chang		Sania ali	Sawera	Shumaila	Syeda Noor Ul Ain Bukhari	ToobaSaif	Zainab Khan	Zainab Siddiqui	Zoha Shabbir		
B3	PROF DR RAMESH		Abdul Wahab	Abdul Rasheed	Abdullah Javed	Aftab Ahmed	Ali Abbas	Ali Abbass	Ali Raza	Ameer Abdullah	Bilal Ahmed	
C1	DR BHAVANI SHANKAR		Farhan	Ghulam mujtaba	Girdhar Singh	Hamza Nawaz	Hamza Tarique	Hasnain Ahmed	HazqeelReyan	Ibrar Ahmed	Imran Gul	
C2	DR ABID LAGHARI		Imran Khan Talpur	Ishfaque Hussain	Jinsar Ali	Kamran Ali	Laksh Lucky	Mairaj Hussain	Malik Ali Hussain	Manesh Kumar	Mohammad Bachal	
C3	DR HAIDER PEHELWANI		Muhammad Hasnain	Mouladad	Muhammad Ali	Muhammad Awaisawan	Muhammad Hamza Khalid	Muhammad Maaz	Muhammad Nouman	Muhammad Sabeeh	Muhammad Shan	
D1	DR Nadeem		Muhammad	Muhammad Talha	Mujahid Hussain	Mureed Haider	Nasrullah	Rab Nawab	Rukhsar Ahmed	Sain Bakhsh	Saqib Khoso	

	Akram		Tayyeb									
D2	Dr. Ameer Khan		Shehriyar Ali Sheikh	Shoaib Khan	Suneel Kumar	Syed Ammar Shah	Syed Muhammad Askari	Syed Qasam Ali Shah	Tharo Khan	Touseeq ue Haider	Umair Ali	Yasir Zeb

FOURTH PROFESSIONAL MBBS

CLASS COORDINATOR: DR.DR AYESHA MAJEED

Gro up	Mentor	Meeti ng venue (Ment or shoul d fill)	Mentee 1 G.L	Mentee 2	Mentee 3	Mentee 4	Mentee 5	Mentee 6	Mentee 7	Mentee 8	Mentee 9	Mentee 10
A1	Dr. Palwasha		Agha Aliza	Aifa Riaz	AimenFakhu r	Alayna Rasheed	Alisha	Amna	Amna Talpur	Batool	Iman Khan	Uroosa Israr
A2	DR SUMBU L		Fatima	Fiza	Hifza Ali	Iqra	IqraKakepo to	IsbahFaya z	Ishrat	IznaMus kan	Veena	KaifulW ara
A3	Dr. Farai Sana		Fiza Khan	Kaneez Fatima	Kanwal	Kasish Kumari	Khizra Fatima	Kiran Kumari	Kohenoo r	Laiba	LaibaJum ejo	ZaibulNi sa
B1	DR AYESH A MAJEE D		Lata bai	Mahira	Mahnoor	Manahil Mahmood	Mariyam Fatima	Maryam Masood	Mehak	Muqadda s	Nimarta	Zukhruf Asif

B2	Dr. Mehwish (PG Gynae)		Nimra Habib Memon	Nimra Adeel	Prarthna	Qurrat- ul- Ain	RimshaSato ol	Rubab Hussain	Safiya	Ruksana	Sadia	Maliha Shoaib 26/21
B3	Dr. Aneela Faisal		Sahib Zadi	Samar Sajjad	Sanjeeda	SatabiDua	Shugufta	Shaheera Yousuf	Shazeen a Angel	Sidra	Sobia	
C1	Dr. Rrmsha		Summai ya Jatoi	Taniya	Tawassul Fatima	Amber Zikriya	UmmeKais oom	UmmeAi man	Ali Hasnain	Urooj	Uroosa	
C2	Dr. Allah BachioR ajar		Hassan Rafiq	Abdul Rasool	Abdul Wahab	Afaque Younus	Ahmed	Mohit Roshan	Muham mad Saiman	Ali Haider	Ali Nawaz	
D1	Dr. Aftab		Ali Raz	Amjad Ali	Asad Khan	Ghaffar Ali	Ghulam Mustafa	Meer Hassan Ali Khan	M. Usman	Muham mad Abdullah	Muhamm ad Ahmed Jamal	
D2	DR Saleem Raza Memon		Muham mad Fawad Khan	Muham mad Faraz	Muhammad Sadiq	Muhamma d SaqlainJa waid	Mshaheer Yasir	Mumar Aijaz	M. Zahir	Mujeeb Nayaz		
D3	Dr. Farooque		Qadeer Ahmed	Rashid Hussain	SherazMenm ood	Syed Hussain Nawaz	Tanveer Ahmed	Zakria Bilal				

Fifth Professional

Class coordinator: Prof. Syed Razi Muhammad& Prof. Aijaz Memon (Chief Mentor for final year).

Group	Mentor	Meeting venue (Mentor should fill)	Mentee1 (G.L)	Mentee2	Mentee3	Mentee4	Mentee5	Mentee6	Mentee7	Mentee8	Mentee9	Mentee10
A1	Dr. Anum Asif ??		Areeba Riaz (GL)	Anmol Fatima 6/21	Atiya Bilal	Ayesha Arshad	Bibi Kalsoom	Kinza Aziz	Laibalbrahem	LaraibAkram	Maryam Iqbal	
A2	Dr. Faiza Syed		Maliha Jabeen (GL)	Amna Shahzad	Anmol	Areeba Riyaz	Areeba Sajid	Fizza	UmmeFarwa 45/21	Muqqadas 32/21	Shawal 41/21	
A3	Dr. Madhubala		Fakhara Siddique (GL)	Aiman Khalid	Aiza Malik	Ayesha Anees	Eisha Zafar	Fatima Abbasi	Hafsa Maryam	Hafsa Nadeem	Mah Noor Ameer	Mahrukh
B1	Dr. Muneeba Asif		29/21 Mahnoor Ahmed	44/21 Tehreem Fatima	35/21 Sadia Zawar	38/21 Saima Shahzadi	50/21 Wasfa Zehra	22/18 khuwajaToobashti.	47/21 Uswa Maryam			
B2	Dr. Shabnam Rani		30/21 Mehsoon Abdul Rasheed	33/21 Neelam Parvaiz	36/21 Saima bibi	39/21 Samina Shahzadi	42/21 ShurooqSiddiqi	. 48/21 Vaneeza Imtiaz	51/21 Yogita Kumari			
B3	Dr. Asma Jabeen		49/21 Wajeeha Jaffer	34/21 Nisha Malik	37/21 Saima KhudaBux		43/21 Syeda Adina Bukhari	46/21 Ushba Jannat	74/21 Aqsa Batool	31/21 Muqaddas Aijaz	Bibi Kulsoom	

C1	Dr YawarDurrani		01/21 Ahsan Ali	52/21 Ahmad Latif	53/21 Ali Raza	54/21 Arqam Hussain	55/21 Arslan Ahmed	56/21 Behzad Hassan	57/21 Danish Arif	58/21 Danish Sajjad	59/21 Fareed Shah	
C2	Dr Mahesh		60/21 Gulzar Ahmad	61/21 Hamza Farooq	62/21 Hamza Nawab	63/21 Hurair Ramzan	64/21 Ismail Zulfiqar	65/21 Izhar Ali	66/21 Jawad Hussain	67/21 Khizar Abbas		
C3	Dr FaizanQaiser		68/21 Luqman Khan	69/21 Mohammad Aman	70/21 Muhammad	72/21 Muhammad Ahsan Abrar	73/21 Muhammad Ali Amin	74/21 Muhammad Anshal Ejaz	75/21 Muhammad Bilal	76/21 Muhammad Hammad		
D1	Prof Jawaid Rajput		77/21 Muhammad Hamza Tariq.	78/21 Muhammad Hashim Alam.	79/21 Muhammad Hasnain Raza Naqvi.	80/21 MuhammadHassan.	81/21 Muhammad Hassan Afzal.	82/21 MuhammadHusnain.	83/21 Muhammad Ismail.	84/21 Muhammad Jawad yasin.		
D2	Prof Aslam Ghor		85/21 Muhammad Mohib Zain.	86/21 Muhammad Mujeeb Sajjad.	87/21 Muhammad Musab safdar.	88/21 Muhammad Shazam.	89/21 Muhammad Talha Khurram.	90/21 Muhammad Talha zahid.	91/21 Muhammad Usman.	92/21 Muhammad Usman.		
D3	Dr Nadeem Memon		93/21 Nazar Iqbal	94/21 Rehan Ahmed.	95/21 Shahbaz Amjad.	96/21 Husnain Yasin.	97/21 Shair Ali	98/21 Umar Hassan.	99/21 Zafrullah.	100/21 Zohaib Ramzan.	18/18 Israr Ahmed	

1. Muhammad Dental College

The programme will be supervised by the Chancellor, VC, Dean and Principal and the Chief Mentor, class coordinator or an individual mentor can approach them for help.

Chief Mentor: Prof. Dr. Farzana Majeed. Will fill Form D and put it in record, and send a copy on WhatsApp group to Chancellor. Each Mentor will fill forms B & C.

Course Coordinator: Dr. Kiran Fatima

Course Manager: Mr. Mehmood (Will report to the Chancellor about the conduct of meetings).

Meeting Venue & time:

Mentors with mentee: Wednesday 1-2pm, separate venues as mentioned in the table below.

Chief Mentors with Mentors: Thursday 1-2pm. Venue: Conference Room MDC

First Professional

Class coordinator: Dr. Taqdees

Group	Mentor	Meeting venue (Mentor should fill)	Mentee1 (G.L)	Mentee2	Mentee3	Mentee4	Mentee5	Mentee6	Mentee7
A1	Dr. Narmeen								
A2	Dr. Taqdees								
B1	Dr. Tooba								
B2	Dr. Sadia Memon								

C1	Dr. Rehmatullah								
C2	Dr. Aqib								
D1	Dr Ali Abbasi								
D2	Dr Rehan								

Second Professional

Class coordinator: Dr. Nosheen

Group	Mentor	Meeting venue (Mentor should fill)	Mentee1 (G.L)	Mentee2	Mentee3	Mentee4	Mentee5	Mentee6	Mentee7	Mentee8
A1	Dr. Seerat		Aiza Ali	Aleeza Iqbal	Alishba Aman	Alishba Jahangir	Alia Sikandar	Amrita Kataria	Dua Zehra	Syeda Maheen
A2	Dr. Sidra		Dure Shahwar	Esha Faraz	Farah Hamza	Farah Shaheen	Hema Kumari	Jaweriya	Kahi Kashan	
B1	Dr. Sahar		Laiba Asim	Laiba Malik	Manahil Zafar	Maryam Rida Fatima	Nahal Chandio	Afshan	Sania Habib	
B2	Dr. Nosheen		Sawaira Mumtaz	Syeda Khudija Bukhari		Ume Habiba	Uzma Batool	Vaneeza Fatima	Zuha Khan	

C1	Dr. Shahzaman		Abdul Mahad	Abdul Qayoom	Abdullah	Muhammad Abubakar Zahid	Ahmed Mujtaba	Ali Kashan	Haris Ahmad Khan	
C2	Dr. Faiz		Hassaan Ahmed	Hassan Javaid Awan	Jahanzaib	Muhammad Ali Abdullah	Muhammad Hassan	Muhammad Mujtaba	Muhammad Mustafa	
D1	Dr. Rana		Muhammad Sarfraz	Samiullah	Shahzaib Khan	Sudas	Usman Farooqi	Yazdan Haider	Allah Dita	
D2	Dr. Vishal		Shahnawaz Ali	Iqbal						

Third Professional

Class coordinator: Dr. Doha Rajar

Group	Mentor	Meeting venue (Mentor should fill)	Mentee1 (G.L)	Mentee2	Mentee3	Mentee4	Mentee5	Mentee6	Mentee7
A1	Dr. Doha		Aisha Mustafa	Ajwa Hareem	Alia	Aliba Shah	Aliza Malik	Amna Qayum	Aniza Mari

A2	Dr. Maya		AnshaMissri	Areeba	Bushra Bukhari	Ifra	Laiba	Laiba Kiran	LaibaPerwaiz
B1	Dr. Beenish		Mahnoor Khan	Maira Ihsan	Maryam Yousif Rustamani	Memooona	Muskan Zahra	Nimra	Pirah Gul
B2	Dr. Champa		Rafia Batool	Raafia Khan	Rida-E-Zainab	Rukhshar Ali	Sadia Kiran	Sidra Ayoub	Tayyaba
C1	Dr. Sajid Ali		Qalandar Bux	Ali Ahmed	Ameer Bux	Babar Ali	Bilal Rashid	Mubeen Ahmed	Muhammad Kashif Syed
C2	Dr. Tariq		Noor Ahmed	Sabeet Khan	Sajid Ali	Shahzad Akbar	Syed Hussnain Raza Zaidi	Syed Muhammad Noorullah	
D1	Dr. Paras		Tayyaba Jallal	Tooba Mehmood	Ume Rubab	Umm E Hamna	Umm-E-Farwa	Urooj Fatima	Yusra And Zara Karim

Fourth Professional

Class coordinator: Dr. Saif

Group	Mentor	Meeting venue (Mentor should fill)	Mentee1 (G.L)	Mentee2	Mentee3	Mentee4	Mentee5	Mentee6	Mentee7
A1	Dr. Asma Kousar		Aisha Rashid	Alia	Anushiya	Aqsa Asad	Areeba	Arisha Adnan	Pooja Kumari
A2	Dr. Shagufta		Bibi Ayesha Fareed	Faiza Batool	Fatima Tuz Zahra	Gul Noor	Hira Hassan	Hira	Iqra Khan Zainab Lashari &
B1	Dr. Faryal		Kainat Bibi	Laiba Aijaz	Laila Khatoon	Mah Hoor	Mahnoor Turk	Mahrukh Turk	Maria
B2	Dr. NajmulSehar		Misbah Musadique	Neha	Noor Un Nissa	Pooja Kumari	QuratUl Ain	Rabia	Zaib Un Nisa And Esha Bano
C1	Dr. Nimra Kaka		Rimsha Israr	Sabhiyan	Sadia Eman	Syed Bisma Shah	Syeda Aman Zehra	Yumna	Zainab
C2	Dr. Ali Zia		Muhammad	Arslan Khan	Waleed Naeem	Inam	Muhammad	Behishat	Muhammad

			Abdullah		Saddiqui		Bilal	Sajjad	Hassan Raza
D1	Dr. Saif		Muhammad Mohsin	Sadaqat AliesSaqlain	Sameer	Sameer Nisar	Shahrukh Bashir	Uzair Ahmed	Ameer Humza
D2	Dr. Shuja								

Muhammad Institute of Physiotherapy & Rehabilitation Sciences

The programme will be supervised by the Chancellor, VC, Dean, and the Chief Mentor, class coordinator or an individual mentor can approach them for help.

Chief Mentor: Dr. Ramzana

Course Coordinator: Miss Paras

Course Manager: Mr. Haseeb (Responsible to get all the weekly data completed and put online).

Meeting Venue & time: Mentor and Mantee meeting: Wednesday 1-2 PM. Venues are described below.

Chief Mentor and Mentor: Friday 11 -12 PM Meeting Venue: Conference Room

Chief Mentor: Dr. Ramzana

Course Coordinator: Dr. Vivika

Course Manager: Mr. Haseeb (Responsible to get all the weekly data completed and put online).

Meeting Venue & time: Mentor and Mantee meeting: Wednesday 1-2 PM

Chief Mentor and Mentor: Friday 11 -12 PM

Third Year DPT

Group	Mentor	Meeting venue and time	Mentee1	Mentee2	Mentee3	Mentee4	Mentee5	Mentee6	Mentee7
A1	Dr. Zeeshan	Wed 1-2 PM	Arslan	Asmir	Mubshar	Rahul	Jawiad	Waleed	Ayan
A2			Arshman	Usman					
B1	Amna Final year DPT	Wed 1-2 PM	Aisha saeed	Aliza	Alishba	Fiza shakir	Anglica	Urooba	Fiza rind
B2			Ashwa	Eisha Ali	Larib	Mahnoor	Isha Ismail		
C1	Haleema Final year DPT	Wed 1-2 PM	Mahnoor	Maryam	Maryam kanwal	Mehwish	Naila	Shamza	Wajeeha
C2			Yashfeen	Zahida	Ayesha				

Chief Mentor: Dr. Ramzana

Course Coordinator: Dr. Asad Kaka

Course Manager: Mr. Haseeb (Responsible to get all the weekly data completed and put online).

Meeting Venue & time: Mentor and Mantee meeting: Wednesday 1-2 PM

Chief Mentor and Mentor: Friday 11 -12 PM

Second Year DPT

Gro up	Mentor	Meeting venue and time	Mentee1	Mentee2	Mentee3	Mentee4	Mentee5	Mentee6	Mentee7
A1	Dr. Asad	Wed 1-2 pm	M.Ismail	M.Muzam al	M.Talha	Taimoor	Wajid Ali	hamza	Arslan
A2			Bilwal	Nomil	Sheraz	Zain			
B1	Uneeba Final year DPT	Wed 1-2 pm	Areeba	Alishba	Dur-e- Batool	Faiza	Kinza Gafar	Maha khan	Mahnoor
B2			Maryam Zahid	Sobia	Faryal	Arishba	Maryam saleem	Muskan	Aleena
C1	Dr. Vivika	Wed 1-2 pm	Maheen	Marayam	Nimrah	Saira	Sehrish	Umaina	Umaina Abdullah
C2			Laiba	Maryam Habib	Sana Fatima	Umiama asad	Zunerah	Dua shabir	Urooj
			Muqqdas						

Chief Mentor: Dr. Ramzana

Course Coordinator: Miss Urooba Fatima

Course Manager: Mr. Haseeb (Responsible to get all the weekly data completed and put online).

Meeting Venue & time: Mentor and Mantee meeting: Wednesday 1-2 PM

Chief Mentor and Mentor: Friday 11 -12 PM

Fourth Year DPT

Group	Mentor	Meeting venue and time	Mentee1	Mentee2	Mentee3	Mentee4	Mentee5	Mentee6	Mentee7
A1	Dr. Urooba	Wed 1-2 PM	Aina	Aina khan	Alishba	ammara	Aqsa	Ayesha	Hafsa
A2			Maham	Naseem	Omesha	Ruqia	Silki	Alina	Hamna

Chief Mentor: Dr. Ramzana
 Course Coordinator: Dr. Ramzana
 Course Manager: Mr. Haseeb (Responsible to get all the weekly data completed and put online).
 Meeting Venue & time: Mentor and Mantee meeting: Wednesday 1-2 PM
 Chief Mentor and Mentor: Friday 11 -12 PM

Final Year DPT

Group	Mentor	Meeting venue and time	Mentee1	Mentee2	Mentee3	Mentee4	Mentee5	Mentee6	Mentee7
A1	Dr. Asad	Wed 1-2 PM	Bheem	Ishfaqe	Mashood	Musawar			
A2									
B1	Dr. Shumaila	Wed 1-2 PM	Haleema	Amna	Simra	Wajeeha	Huda	Fatima	Hamna
B2			Jeevanta	Shameen	Uneeba	Tooba	Laiba khokhar	Laiba Fatima	Reena
C1	Dr. Zoha	Wed 1-2 PM	Meera	Karina	Fiza	Joti	Preh	Asma	Areshba

FORM B- EACH MENTEE’S REPORT OF MENTORS FOR EACH MODULE

(It will be automatically filled once form C is filled on weekly basis)

Name of Mentee:

Class:

Clinical Group:

Roll number:

Mentor:

Class Coordinator:

	Week 1	Week 2	Week 3	Week 4	Week 5
Date and time					
1. Attendance this week (this will be prepared electronically by Mr. Zubair & Mr. Mehmood on Monday morning from the biometric attendance and shared in the WhatsApp group of mentors to review).					
2. “Survive” test result this week (access has been given to the mentors to Moodle to verify or even fill it if data from Mr. Mehmood has not arrived).					
3. Assignments score this week (access has been given to the mentors to Moodle to verify or even fill it if data from Mr. Mehmood has not arrived).					
4. Any other results of test(s) held this week (like Stage, Modular test).					
5. Any problem that mentee is facing (Mentee’s Observation/Reflection/Concern)					

6. Mentor's Observation/Feedback/ Concern					
7. Any need to be referred to Chief Mentor					
8. Any need to involve the parents (WhatsApp groups of parents have been made and mentors, class coordinators, Chief Mentee and Program Supervisor have access to this group. 1-4 will be shared in this group).					
9. Notes (explanation of above)					

	Week 6	Week 7	Week 8	Week 9	Week 10
Date and time					
1. Attendance this week (this will be prepared electronically by Mr. Zubair & Mr. Mehmood on Monday morning from the biometric attendance and shared in the WhatsApp group of mentors to review).					
2. "Survive" test result this week (access has been given to the mentors to Moodle to verify or even fill it if data from Mr. Mehmood has not arrived).					
3. Assignments score this week (access has been given to the mentors to Moodle to verify or even fill it if data from Mr. Mehmood has not arrived).					

4. Any other results of test(s) held this week (like Stage, Modular test).					
5. Any problem that mentee is facing (Mentee's Observation/Reflection/Concern)					
6. Mentor's Observation/Feedback/Concern					
7. Any need to be referred to Chief Mentor					
8. Any need to involve the parents (WhatsApp groups of parents have been made and mentors, class coordinators, Chief Mentee and Program Supervisor have access to this group. 1-4 will be shared in this group).					
9. Notes (explanation of above)					

FORM C- WEEKLY REPORT OF MENTORS FOR ALL MENTEES OF THE GROUP FOR EACH WEEK

(Form B will be automatically filled once form C is filled on weekly basis)

Initial 5 points (up to “Any other results”) will be shared with parents by the class coordinator.

MUHAMMAD MEDICAL COLLEGE

GROUP -----

Mentor:

Clinical Group:

Class Coordinator:

Week 1

Class:

	Mentee 1: Name and Roll No.	Mentee 2: Name and Roll No.	Mentee 3: Name and Roll No.	Mentee 4: Name and Roll No.	Mentee 5: Name and Roll No.
Date, time and location					
1. Attendance this week (this will be prepared electronically by Mr. Zubair & Mr. Mehmood on Monday morning from the biometric attendance and shared in the WhatsApp group of mentors to review).					
2. “Survive” test result this week (access has been					

given to the mentors to Moodle to verify or even fill it if data from Mr. Mehmood has not arrived).					
3. Assignments score this week (access has been given to the mentors to Moodle to verify or even fill it if data from Mr. Mehmood has not arrived).					
4. Any other results of test(s) held this week (like Stage, Modular test).					
5. Any problem that mentee is facing (Mentee's Observation/Reflection/Concern)					
6. Mentor's Observation/Feedback/Concern					
7. Any need to be referred to Chief Mentor					
8. Any need to involve the parents (WhatsApp groups of parents have been made and mentors, class coordinators, Chief Mentee and Program Supervisor have access to this group. 1-4 will be shared in this group).					

9. Notes (explanation of above)					
---------------------------------	--	--	--	--	--

	Mentee 6: Name and Roll No.	Mentee 7: Name and Roll No.	Mentee 8: Name and Roll No.	Mentee 9: Name and Roll No.	Mentee 10: Name and Roll No.
1. Attendance this week (this will be prepared electronically by Mr. Zubair & Mr. Mehmood on Monday morning from the biometric attendance and shared in the WhatsApp group of mentors to review).					
2. “Survive” test result this week (access has been given to the mentors to Moodle to verify or even fill it if data from Mr. Mehmood has not arrived).					
3. Assignments score this week (access has been given to the mentors to Moodle to verify or even fill it if data from Mr. Mehmood has not arrived).					
4. Any other results of test(s) held this week (like Stage, Modular test).					
5. Any problem that mentee is facing (Mentee’s Observation/Reflection/					

Concern)					
6. Mentor's Observation/Feedback/ Concern					
7. Any need to be referred to Chief Mentor					
8. Any need to involve the parents (WhatsApp groups of parents have been made and mentors, class coordinators, Chief Mentee and Program Supervisor have access to this group. 1-4 will be shared in this group).					
9. Notes (explanation of above)					
10. Attendance this week (this will be prepared electronically by Mr. Zubair & Mr. Mehmood on Monday morning from the biometric attendance and shared in the WhatsApp group of mentors to review).					



FORM D- MENTORS' REPORT BY THE CHIEF MENTOR FOR EACH WEEK

MBBS

Class: **First** Professional MBBS

	mentor 1-Name:	mentor 2-Name:	mentor 3-Name:	mentor 4-Name:	mentor 5-Name:
1. Performance (in overall mentoring)Satisfactory/Unsatisfactory					
2. Performance (in filling the forms)Satisfactory/Unsatisfactory					
3. Chief Mentor's Observation/Feedback/ Concern					
4. Any need to be referred to the ChancellorYes/No					
5. Recommendations:					
6. Notes (explanation of any unsatisfactory performance)					

Class: **First** Professional MBBS

	mentor 6-Name:	mentor 7-Name:	mentor 8-Name:	mentor 9-Name:	mentor 10-Name:
7. Performance (in overall mentoring) Satisfactory/Unsatisfactory					
8. Performance (in filling the forms)					

Satisfactory/Unsatisfactory					
9. Chief Mentor's Observation/Feedback/ Concern					
10. Any need to be referred to the Chancellor Yes/No					
11. Recommendations:					
12. Notes (explanation of any unsatisfactory performance)					

REPORTS

- Monthly, end of module and annual reports of SURVIVE and MENTORING will be prepared and submitted on following lines by Mr. Mehmood and Class Coordinators.

Monthly report of survive

MBBS/BDS/DPT										
	1 st year		2 nd year		3 rd year		4 TH year		5 th year	
	Appeared	Over 50%	Appeared	Over 50%	Appeared	Over 50%	Appeared	Over 50%	Appeared	Over 50%
Week 1										
Week 2										
Week 3										
Week 4										
Week 5										

FORM E-1(Monthly Report) FOR STUDENTS

MBBS/BDS/DPT																
	1 st year					2 nd year		3 rd year			4 th year			5 th year		
	Appeared	Over 90%	List of absent students (Roll no./Name)	Appeared	Over 50%	List of absent students (Roll no./Name)	Appeared	Over 50%	List of absent students (Roll no./Name)	Appeared	Over 50%	List of absent students (Roll no./Name)	Appeared	Over 50%	List of absent students (Roll no./Name)	
Week 1																
Week 2																

Week 3																	
Week 4																	

MBBS/BDS/DPT	-y
---------------------	-----------

Week	Mentor 1 (name)	Mentor 2 (name)		Mentor 3 (name)		Mentor 4 (name)		Mentor 5(name)		Mentor 6(name)	Mentor 7(name)	Mentor 8(name)		Mentor 9(name)		
	Attended	Filled Form	Attended	Filled Form	Attended	Filled Form	Attended	Filled Form	Attended	Attended	Filled Form	Attended	Filled Form	Attended	Filled Form	Filled Form
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																

13															
----	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

	Mentor 10 (name)		Mentor 11 (name)		Mentor 12 (name)	
	Attended	Filled Form	Attended	Filled Form	Attended	Filled Form
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						

Monthly report of mentoring

MBBS										
	1 st year		2 nd year		3 rd year		4 TH year		5 th year	
	Appeared	Over 90% attendance	Appeared	Over 90% attendance	Appeared	Over 90% attendance	Appeared	Over 90% attendance	Appeared	Over 90% attendance
Week 1										
Week 2										
Week 3										
Week 4										
Week 5										

BDS								
	1 st year		2 nd year		3 rd year		4 TH year	
	Appeared	Over 90% attendance	Appeared	Over 90% attendance	Appeared	Over 90% attendance	Appeared	Over 90% attendance
Week 1								
Week 2								
Week 3								
Week 4								

Week 5								
--------	--	--	--	--	--	--	--	--

DPT										
	1 st year		2 nd year		3 rd year		4 TH year		5 th year	
	Appeared	Over 90% attendance	Appeared	Over 90% attendance	Appeared	Over 90% attendance	Appeared	Over 90% attendance	Appeared	Over 90% attendance
Week 1										
Week 2										
Week 3										
Week 4										
Week 5										

FORM E-2 FOR MENTORS

1 st year MBBS/BDS/DPT

W ee k	Mentor 1 (name)		Mentor 2 (name)		Mentor 3 (name)		Mentor 4 (name)		Mentor 5(name)		Mentor 6(name)		Mentor 7(name)		Mentor 8(name)		Mentor 9(name)		Mentor 10 (name)		Mentor 11 (name)		Mentor 12 (name)	
	Atte nde d	Fil le d Fo r m	Atte nde d	Fil le d Fo r m	Atte nde d	Fil le d Fo r m	Atte nde d	Fil le d Fo r m	Atte nde d	Fil le d Fo r m	Atte nde d	Fil le d Fo r m	Atte nde d	Fil le d Fo r m	Atte nde d	Fil le d Fo r m	Atte nde d	Fil le d Fo r m	Atte nde d	Fil le d Fo r m	Atte nde d	Fil le d Fo r m	Atte nde d	Fil le d Fo r m
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																								
32																								
33																								
34																								
35																								
36																								
36																								
37																								
38																								
39																								
40																								

Class Coordinator's signature:

Chief Mentor's Signature:

2 nd year MBBS/BDS/DPT

W ee	Mentor	Mentor	Mentor	Mentor	Mentor	Mentor	Mentor	Ment or	Mentor	Mentor 10	Mentor 11	Mentor 12
---------	--------	--------	--------	--------	--------	--------	--------	------------	--------	-----------	-----------	-----------

k	1 (name)		2 (name)		3 (name)		4 (name)		5(name)		6(name)		7(name)		8(na me)	9(name)		(name)		(name)		(name)		
	Att end ed	Fi lle d F or m	Att end ed	Fi lle d F or m	Att end ed	Fi lle d F or m	Att end ed	Fi lle d F or m	Att end ed	Att end ed	Fi lle d F or m	Att end ed	Fi lle d F or m	Att end ed	Fi lle d F or m	Fill ed For m	Atte nded	Fill ed For m	Atte nded	Fill ed For m	Atte nded	Fille d For m	Atte nde d	Fil led Fo rm
1																								
2																								
3																								
4																								
5																								
6																								
7																								
8																								
9																								
10																								
11																								
12																								
13																								
14																								
15																								

1 6																							
1 7																							
1 8																							
1 9																							
2 0																							
2 1																							
2 2																							
2 3																							
2 4																							
2 5																							
2 6																							
2 7																							
2																							

8																							
2																							
9																							
3																							
0																							
3																							
1																							
3																							
2																							
3																							
3																							
4																							
3																							
5																							
3																							
6																							
3																							
6																							
3																							
7																							
3																							
8																							
3																							
9																							

3rd year MBBS/BDS/DPT

Week	Mentor 1 (name)		Mentor 2 (name)		Mentor 3 (name)		Mentor 4 (name)		Mentor 5 (name)		Mentor 6 (name)		Mentor 7 (name)		Mentor 8 (name)		Mentor 9 (name)		Mentor 10 (name)		Mentor 11 (name)		Mentor 12 (name)	
	Attended	Filed Form	Attended	Filed Form	Attended	Filed Form	Attended	Filed Form	Attended	Attended	Filed Form	Attended	Filed Form	Attended	Filed Form	Filed Form	Attended	Filed Form	Attended	Filed Form	Attended	Filed Form	Attended	Filed Form
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																							
32																							
33																							
34																							
35																							
36																							
36																							
37																							
38																							
39																							
40																							

Class Coordinator's signature:

Mentor's Signature:

Chief

Week	Mentor 1 (name)		Mentor 2 (name)		Mentor 3 (name)		Mentor 4 (name)		Mentor 5(name)		Mentor 6(name)		Mentor 7(name)		Mentor 8(name)		Mentor 9(name)	
	Attended	Filled Form	Attended	Filled Form	Attended	Filled Form	Attended	Filled Form	Attended	Attended	Filled Form	Attended	Filled Form	Attended	Filled Form	Filled Form	Attended	Filled Form
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																		
32																		
33																		
34																		
35																		
36																		
36																		
37																		
38																		
39																		

4 th year MBBS/BDS/DPT	
-----------------------------------	--

Chief Mentor's Signature:

	5th year MBBS/DP
--	------------------

[illegible]

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																							
32																							
33																							
34																							
35																							
36																							
36																							
37																							
38																							
39																							
40																							

Class Coordinator's signature:

Chief Mentor's Signature:

Continue making similar form for BDS & DPT

FORM F-1 FOR MENTEES

1st year MBBS

	Roll No 1			Roll No 2			Roll No 3			Roll No 4			Roll No 5			Roll No 6			Roll No 7			Roll No 8		
	Name:			Name:			Name:			Name:			Name:			Name:			Name:			Name:		
	Atte nda nce	W ee kly Te st	Ot he r te st(s)	Atte nda nce	W ee kly Te st	Ot he r te st(s)	Atte nda nce	W ee kly Te st	Ot he r te st(s)	Atte nda nce	W ee kly Te st	Ot he r te st(s)	Atte nda nce	W ee kly Te st	Ot he r te st(s)	Atte nda nce	W ee kly Te st	Ot he r te st(s)	Atte nda nce	W ee kly Te st	Ot he r te st(s)	Atte nda nce	W ee kly Te st	Ot he r te st(s)
W ee k																								
1																								
2																								
3																								
4																								

5																							
6																							
7																							
8																							
9																							
10																							
11																							
12																							
13																							
14																							
15																							
16																							
17																							
18																							
1																							

9																							
20																							
21																							
22																							
23																							
24																							
25																							
26																							
27																							
28																							
29																							
30																							
31																							

3 2																							
3 3																							
3 4																							
3 5																							
3 6																							
3 6																							
3 7																							
3 8																							
3 9																							
4 0																							

Mentor’s Signature
Mentor’s Signature:

Class Coordinator’s signature:

Chief

Continue it for remaining class and other classes.

FORM F-2 FOR MENTEES

	Which students remained absent or did not take		Which mentors remained absent or did not fill the form	Which class coordinator did not post the results in 4 groups?
Week				
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				
32				
33				
34				
35				
36				
36				
37				
38				
39				
40				

THIRD PILLAR, MOBILE CLINICS BY THE STUDENTS (MCS)



As on 22ND February 2018, President APPNA_US, Dr. Zafar Iqbal, alongwith his Team visited Muhammad Medical College (MMC) and IbneSina University, Mirpurkhas (ISUM) and provided 02 Mobile Clinics that resulted in creation of 02 Health Units.

In 1st Health Unit 78 Mori village 680 patients have seen & in 2nd health Unit Wahgreji Village where 617 patients have seen on Inauguration Day that were being covered by Health Staff (Doctors, Nursing Staff & Helping Staff).

Later on, at 8TH March 2018 another 3rd Health Unit was created in Village Khirao where 1039 patients have seen on Inauguration Camp.

On 9TH March 2018 4th Health Unit in Village Sultanabad was created where 1282 patients have seen on Inauguration camp and on very next day all the Operational Activities were started. These 02 Mobile Clinics alongwith all the concerned Staff & Medicines kept working in all 04 Health Units on a well planned cycle(Monday – Thursday) that included Free Camps (Check Ups) & Medicines and not only this but if any of the patient found in need, he/she used to be referred to MMCH for free Care & Cure.

Later on, In November 2018 APPNA_US provided one another mobile clinic that resulted in creation of 5th Health Unit on 15 November 2018 in Village Rakhel Lund where 450 patients have seen on Inauguration day and very next all 5 Health Units being covered by 3 Mobile Clinics.

Unit wise schedule of mobile clinics. Now, apart from the students of MBBS, students of BDS and DPT have also joined the mobile clinics by the students (MCS). Following is the report of each year of MCS.





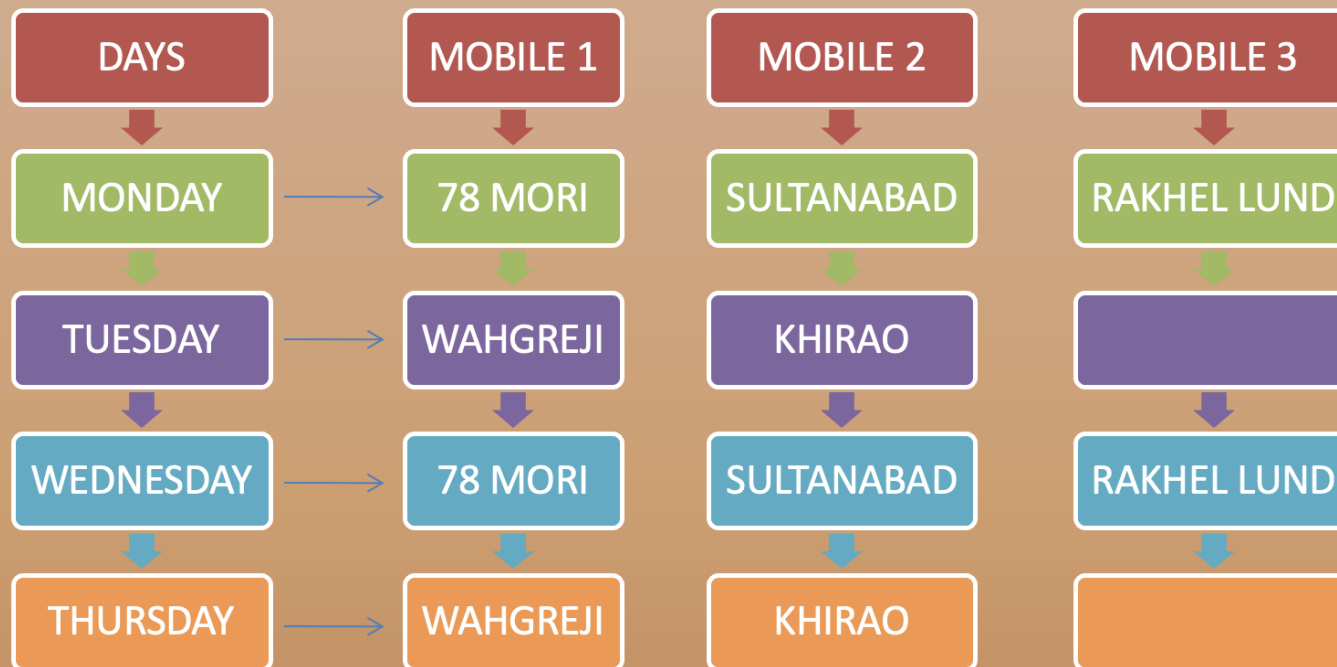
MMCH MOBILE HEALTH CLINICS SUMMARY YEARS

2018 TO 2024 Expenses

YEARS	MEDICINE	PETROL	SALARIES	FURNITURE	STAATIONARY & OFFICE ITEM	SURGICAL ITEMS	MEDICAL & OTHER EQUIPMENTS	Total Expenses per year
2018	1126014	289200	1764000	42300	34070	50251	15960	3321795
2019	776000	157800	1135000	0	16136	22200	0	2107136
2020	COVID-19	COVID-19	COVID-19	COVID-19	COVID-19	COVID-19	COVID-19	COVID-19
2021	8076862	325094	2160000	193500	34600	94025	64200	10948281
2022	6524986	708657	2592000	193500	34600	74085	61500	10189328
2023	3842136	1153639	2592000	28500	26750	97945	85000	7825970
2024	3842136	1268633	2592000	28500	26200	88795	73300	7919564

Total	24,188,134	3,903,023	12,835,000	486,300	172,356	427,301	299,960	42,312,074
--------------	-------------------	------------------	-------------------	----------------	----------------	----------------	----------------	-------------------

4 MOBILE CLINICS ROUTINE IN 5 UNITS





FOURTH PILLAR, “LBAS”, OR “LEARNER BASED ANNUAL SYMPOSIA”.

Fourth pillar of the teaching foundation of ISUM is “LBAS”, or “Learner Based Annual Symposia”. This usually happens in September and has been held since 1999.

In 2024, we held our 26th Annual symposium. This is a predominantly students centred symposium where every student of 4th & 5th years of MBBS and DPT, and 4th year of BDS must make a team of 4-5 students and work on a project to prepare an abstract. This abstract has to be presented from stage, questions answered, displayed and presented as poster and again questions answered. Each time by a different student. Best presenter in each category receives an award.

Students of other classes are also encouraged to participate. Each team has a supervisor, who is a teacher.

Following were features of this year’s symposium:





PRESYMPOSIUM WORKSHOPS

Title	Facilitator	Day
Communication Skills	Prof Farzana Majeed	One
Primary Surgical Skills	Dr Ali Raza Zia	
Micro Abrasion	Dr Jazib Memon	
Expanding Dental Education	Dr Sarang Suresh	
Medical Writing	Prof SM Tahir	Two
ECG	Dr Fasih ud Din Hussain	Three
Maternal Resuscitation	Dr Qamar un Nisa	
Professionalism in Healthcare	Prof Dr Zafar H Tanveer	Fourth
Mentoring	Dr Kiran Fatima	
BLS	Dr Hyder Ali Pehlwan	
Kinesiology Tapping	Dr Ramzana Chang	



Some of the papers presented were:

2. MEDICAL TEACHER'S NONVERBAL BEHAVIOR AND ITS IMPACT ON STUDENTS AND EDUCATIONAL ENVIRONMENT BY PROF. FARZANA MAJEED ET AL
3. SELF-ASSESSMENT OF ACTIVE LEARNING AND CRITICAL THINKING DURING PROBLEM- BASED LEARNING: AN EXPLORATORY STUDY Dr Kiran Fatima CHIKUNGUNYA VIRUS By Dr Nadeem Memon
4. LIVING LIVER DONOR LIVER TRANSPLANTATION By Dr. Dr. Hafiz Bilal Ahmed
5. ROLE OF INTERVENTIONAL RADIOLOGY IN GASTRO AND HEPATOLOGY By Neuro IR Dr Muhammad Yousuf Memon
6. END-STAGE LIVER DISEASE AND LIVER TRANSPLANTATION Dr. Nasir Luck
7. SOFOSBUVIR/VELPATASVIR WITH/WITHOUT RIBAVIRIN 12 &24 WEEK THERAPY IN RETREATMENT OF HCV PATIENTS RELAPSED FROM MULTIPLE NS5A-INHIBITOR REGIMENS: A STUDY OF CIRRHOTIC AND NON-CIRRHOTIC COHORTS IN PAKISTAN by Dr. Sadik Memon et al.
8. PATIENTS SAFETY PROTOCOLS IN SURGICAL PROCEDURES AMONG THE STUDENTS AND DOCTORS OF ISU Aqsa Samejo, Mehak Aleem, Maryam Aijaz, Maryam Wajid, Tehmina Batool
9. PERCEPTION OF WORKPLACE HARASSMENT AND ITS PREVENTION AMONG MEDICAL AND DENTAL STUDENTS OF IBN-E-SINA UNIVERSITY AND OTHER MEDICAL INSTITUTES Ayesha Cheema ,Rameen Seher, Mahnoor Memon, Muqadas Mehak, Aarti Kumari, Aqsa Asif, Asra Awan
10. EXPLORING PRIORITIES BETWEEN CAREER AND MARRIAGE AMONG MEDICAL STUDENTS AT IBN-E-SINA UNIVERSITY STUDENTS, MPK Huda hurmain, Farzeen chohan, Areesha ikram, Suman chohan, Palwasha khan, Umm-E-Hania
11. AWARENESS OF ARTIFICIAL INTELLIGENCE AMONG MEDICAL STUDENTS AND DOCTORS OF MMC MIRPURKHAS Habiba, Mahnoor Khan, Fatima, Geeta Kumari, Nikita Kumari, Aiman Fatima, Sania Batool, Rimsha Riaz
12. ASSESSMENT OF CHILDHOOD TRAUMA AND ITS EFFECTS AMONG MEDICAL STUDENTS OF MUHAMMAD MEDICAL COLLEGE, MIRPURKHAS Ghufraan Ashar, Haroon Ejaz Khan, Rana Muhammad Waleed, Asad Kamal, Zia –Ur-Rahman, Hasham Jabbar
13. EXPLORING PRIORITIES BETWEEN CAREER AND MARRIAGE AMONG MEDICAL
14. STUDENTS OF IBN-E-SINA UNIVERSITY, MPK Huda Hurmain, Farzeen Chohan, Areesha Ikram, Suman Chohan, Palwasha Khan, Umm-E-Hania
15. COMPARING EMOTIONAL INTELLIGENCE ACROSS ACADEMIC DISCIPLINES: A STUDY AMONG UNDERGRADUATE STUDENTS AT IBN E SINA UNIVERSITY Muhammad Junaid Yousuf, Syad Zaki, Rawal Hussain, Ahmed Anas, Muhammad Matin, Rais Shoaib, Usman Khan

Anatomy Department

Muhammad Medical College

Ibn-e-Sina University, Mirpurkhas

A profile:

The Anatomy Department at Muhammad Medical College (MMC), part of Ibn-e-Sina University (ISU), plays a foundational role in medical education by equipping students with a thorough understanding of human anatomy. As one of the essential preclinical departments, the Anatomy Department is dedicated to imparting knowledge and developing essential skills that medical students will need throughout their careers. The department combines traditional teaching methods with modern educational tools to foster a comprehensive and hands-on learning environment.

The Anatomy Department at MMC-ISU stands out for its dedication to high standards in teaching, faculty qualifications, and adherence to PMDC recommendations. With a robust team of experienced professors, assistant professors, demonstrators, and lecturers, the department provides students with an optimal blend of theoretical and practical learning. Looking forward, the department aims to expand its facilities, invest in simulation technology, and enhance faculty development programs, further enriching the educational experience for future medical professionals. This commitment positions the Anatomy Department as a pivotal part of MMC-ISU's mission to produce knowledgeable and skilled healthcare practitioners.

The Anatomy Department's curriculum focuses on a multi-dimensional approach to learning anatomy, integrating theoretical instruction with practical applications. This includes cadaver dissection, virtual models, histology, and radiological anatomy, which allow students to gain a holistic understanding of human structure. The program is designed to enable students to understand the complexities of the human body in both health and disease, preparing them for clinical decision-making in various medical specializations. The department's goal is to cultivate an appreciation for anatomical knowledge and its application in medical practice, building a solid foundation for each student's future in healthcare.

Faculty Members

The strength of the Anatomy Department at MMC-ISU lies in its highly qualified and dedicated faculty members. The team includes two professors, five assistant professors, a lecturer, and multiple demonstrators, all of whom are well-versed in anatomy and approved by the Pakistan Medical and Dental Council (PMDC). The faculty members bring a wealth of experience and specialized knowledge, ensuring students receive a well-rounded education in the field. Their roles are outlined below:

- **Professors:**

1. *Dr. Abdul Latif Panwher (Chairperson):* With a deep understanding of both clinical and academic anatomy, Dr. Panwher is known for his engaging teaching style and commitment to student learning.

- **Assistant Professors:**

1. *Dr. Asadullah Palli:* Dr. Palli focuses on gross anatomy and integrates cadaveric dissection with theoretical knowledge, enhancing students' practical skills.
2. *Dr. Muhammad Raheem Bhurguri:* Specializing in histology and embryology, Dr. Bhurguri provides students with insights into cellular and developmental anatomy.
3. *Dr. Ayesha Asad:* Known for her interactive teaching approach, Dr. Asad helps students grasp complex anatomical concepts through clinical correlations.
4. *Dr. Saqib Baloch:* Dr. Baloch is recognized for his expertise in neuroanatomy, guiding students through the challenging aspects of the human nervous system.
5. *Dr. Shahab Hanif:* Dr. Hanif contributes to the department's focus on practical learning by incorporating radiological imaging techniques, giving students a modern perspective on anatomy.

- **Demonstrators:**

1. *Dr. Shaukat Ali Awan, Dr. Zulfiqar Mari, Dr. Huma Shabbir, Dr. Muhammad Furqan, Dr. Nuzhat, and Dr. Musarat Manzoor* are integral to the department's hands-on learning experience. They provide direct guidance to students during dissection labs, assisting with practical exercises and reinforcing theoretical knowledge.

- **Lecturer:**

1. *Dr. Suha Marukh, and Dr. Hira* as a lecturer's role includes delivering lectures and conducting tutorials, supporting students in mastering core anatomical concepts and preparing for assessments.

PMDC Guidelines and Compliance

The Anatomy Department at MMC-ISU adheres strictly to the guidelines set by the Pakistan Medical and Dental Council (PMDC). PMDC outlines essential standards for faculty qualifications, infrastructure, teaching methodologies, and student-to-faculty ratios to ensure quality medical education. MMC-ISU's Anatomy Department meets these standards by maintaining an adequate number of skilled faculty members who are committed to upholding academic excellence.

Key PMDC recommendations fulfilled by the department include:

Academic Activities

The Anatomy Department at MMC-ISU fosters active learning through structured academic activities that go beyond conventional lectures. The department integrates interactive sessions such as cadaveric dissections, small-group discussions, and clinical case studies to reinforce students' understanding of human anatomy. The academic calendar also includes regular quizzes, lab exercises, and hands-on dissection sessions, which deepen students' grasp of anatomical structures and their functions.

Seminars, Research & Publications

The department regularly organizes seminars and workshops to promote continued medical education, inviting guest speakers and specialists to share insights on advanced topics. Faculty members are active contributors to research and publish their work in national and international journals, enhancing the department's academic standing. Research efforts primarily focus on areas of clinical and applied anatomy, integrating new discoveries with practical applications. Faculty members also encourage students to engage in research activities, often involving them in collaborative projects that foster early exposure to scientific research.

Community Health Services

The Anatomy Department participates in various community health initiatives, providing students with opportunities to apply their anatomical knowledge in real-world settings. Outreach programs are conducted periodically, aimed at educating the local community on topics such as preventive healthcare and basic anatomy, particularly in relation to common injuries and ailments. These initiatives not only benefit the community but also give students hands-on experience in health education, instilling in them a sense of responsibility towards public health.

Infrastructure (Classrooms & Laboratory Equipment)

The department is equipped with state-of-the-art facilities that include spacious classrooms, a dedicated dissection hall, histology labs, and ample storage for cadaver specimens. Classrooms are designed to facilitate both traditional and interactive learning, equipped with multimedia projectors and audio-visual aids to support diverse teaching methods. The dissection hall provides students with practical experience in cadaveric studies, which is crucial for understanding complex anatomical structures.

The histology labs are furnished with advanced microscopes and histological slides, allowing students to study cellular and tissue structures in detail. Additionally, there are model rooms with anatomical models and skeletons, supporting both visual and hands-on learning approaches.

Learning Resources

MMC-ISU offers a well-resourced library with access to a vast collection of anatomical textbooks, journals, and e-resources. Students also have access to digital resources and online databases, including PubMed and Medline, which are crucial for research and academic advancement. The department maintains a digital learning platform, providing supplementary learning materials, recorded lectures, and interactive quizzes that students can access outside of classroom hours.

Future Plans

The Anatomy Department at MMC-ISU is committed to continuous improvement and future-oriented growth. Key goals include expanding its research capabilities, introducing digital anatomy tools, and fostering collaborative research opportunities with other universities. Plans are in place to integrate advanced technologies, such as 3D virtual dissection software and augmented reality models, to give students a more interactive learning experience.

In the coming years, the department aims to expand its community health services by conducting regular anatomy workshops and health camps for local communities, emphasizing the importance of preventive healthcare. Faculty development programs are also a priority, with ongoing training and workshops to ensure that faculty members remain updated with the latest advancements in anatomical sciences and medical education.

The Anatomy Department at MMC-ISU stands out for its commitment to academic excellence, compliance with PMDC standards, and continuous improvement in both teaching and infrastructure. Through its highly qualified faculty, robust academic programs, and innovative learning resources, the department provides a comprehensive and engaging educational experience for its students. Looking forward, the department is well-positioned to advance its educational mission, strengthen its community impact, and enhance its research initiatives, establishing itself as a leader in anatomy education within the region.

Annual Report of the Biochemistry Department

Muhammad Medical College,

Ibn-e-Sina University Mirpurkhas

The Biochemistry Department at Muhammad Medical College (MMC), Ibn-e-Sina University (ISU), serves as an essential pillar in the education and training of future medical professionals. This department focuses on imparting fundamental and advanced knowledge in biochemistry, laying the groundwork for understanding the biochemical basis of health and disease. The following report highlights the accomplishments, academic activities, research initiatives, community contributions, infrastructure advancements, and future goals of the department for the academic year 2023-2024, following the standards and guidelines set by the Pakistan Medical and Dental Council (PMDC).

The Biochemistry Department at MMC-ISU has had a productive academic year in 2023-2024, aligning with PMDC requirements and fulfilling its mission of education, research, and community service. The dedicated faculty, advanced infrastructure, and commitment to continuous improvement position the department as a vital contributor to the university's academic and research landscape.

Looking forward, the department is poised to expand its impact, foster innovative research, and continue training competent, well-rounded professionals who will make significant contributions to healthcare and medical research.

Faculty Members

Under the leadership of **Prof: Dr. Shamsul Arfeen Khan**, Professor and Vice Chancellor of ISUM, the Biochemistry Department comprises a team of highly qualified faculty members dedicated to advancing students' understanding of biochemistry:

- **Professors:**
 - Dr. Abdul Shakoor Memon (Chairperson)

- Dr. Shah Muhammad Mahesar (Dean, Faculty of Allied Health Sciences)
- Prof: Dr. Naveed Ali (Director ORIC).
- **Assistant Professor:**
 - Dr. Arsalan Nizamani
- **Demonstrators:**
 - Dr. Syed Saqib Tauqeer
 - Dr. Tufail Ahmed Memon
 - Dr. Sumbul
 - Dr. Arshad Nihal
 - Dr. Ghulam Muhammad Jinjhi
- **Lecturer:**
 - Dr. Aneela
 - Dr. Areesha

The faculty's expertise spans various subfields of biochemistry, ensuring a well-rounded education for students. With a commitment to student engagement and research, the department's faculty members are instrumental in fostering an environment of academic rigor and scientific inquiry.

Academic Activities

The Biochemistry Department follows a structured curriculum that covers essential biochemistry topics while incorporating hands-on laboratory experience. Academic activities include:

1. **Lectures and Tutorials:** Faculty members conduct regular lectures to cover core biochemistry concepts such as enzyme kinetics, metabolic pathways, molecular biology, and clinical biochemistry. Tutorials and group discussions reinforce these concepts and encourage interactive learning.
2. **Laboratory Practicals:** Practical classes provide students with the skills needed to apply theoretical knowledge. Students conduct experiments that cover techniques in enzyme activity measurement, protein assays, glucose testing, and lipid analysis. These sessions develop critical thinking and technical skills, preparing students for clinical applications.

3. **Case-Based Learning (CBL):** The department incorporates CBL sessions, where students analyze biochemical cases, fostering diagnostic skills and application of biochemical knowledge to clinical scenarios.
4. **Problem-Based Learning (PBL):** PBL sessions are designed to build problem-solving skills and encourage self-directed learning. Students work in groups to resolve biochemical problems related to real-life medical cases, which enhances their understanding and clinical reasoning.

Seminars, Research, and Publications

The Biochemistry Department actively participates in research and academic presentations, encouraging both faculty and students to contribute to the scientific community. Key activities for the year include:

1. **Seminars:** Regular seminars on emerging topics in biochemistry are conducted by faculty and guest speakers, covering areas such as metabolic diseases, genetic disorders, and recent advancements in molecular biology. Notable seminar topics this year included "Biochemical Markers in Cardiovascular Diseases" and "Role of Antioxidants in Chronic Illnesses."
2. **Research Projects:** Faculty members and students are involved in research that addresses health issues relevant to the local community, such as studies on diabetes biomarkers, lipid metabolism disorders, and enzyme deficiencies. These projects not only contribute to scientific knowledge but also provide valuable learning experiences for students.
3. **Publications:** Faculty members published articles in national and international journals, contributing to advancements in biochemistry and medical education. The focus of research publications this year included studies on oxidative stress markers in metabolic syndrome, biochemistry of infectious diseases, and evaluation of new biochemical diagnostic methods.

Community Health Services

In alignment with the university's mission of community engagement, the Biochemistry Department offers health services to the surrounding community:

1. **Health Screening Camps:** Faculty and students organized community health screening camps to conduct biochemical tests for blood glucose, cholesterol, and liver function. These camps aimed at early detection of metabolic disorders and helped raise health awareness among the local population.
2. **Educational Outreach:** The department collaborated with local schools to conduct workshops on nutrition and lifestyle, educating students and parents on the importance of biochemistry in maintaining health and preventing disease.

Through these initiatives, the department contributes to the community's well-being and enhances public understanding of biochemistry's role in healthcare.

Infrastructure (Classrooms and Laboratory Equipment)

The department has invested significantly in infrastructure to create an optimal learning environment for students:

1. **Classrooms:** All classrooms are equipped with multimedia systems to facilitate interactive learning. Professors utilize digital presentations and audiovisual materials to enhance students' understanding of complex biochemical concepts.
2. **Laboratories:** The Biochemistry Laboratory is well-equipped with modern instruments, including:
 - Spectrophotometers for measuring enzyme activity and chemical reactions.
 - Centrifuges for blood component separation.
 - pH meters and pipettes for precise measurements.
 - Analyzers for glucose, lipid, and protein assays.

These facilities enable students to perform a wide range of experiments, allowing them to gain hands-on experience with biochemical techniques that are essential for clinical practice.

Learning Resources

The department provides students with access to various learning resources to support their academic journey:

1. **Library:** The departmental library contains a comprehensive collection of textbooks, reference materials, and research journals on biochemistry. Updated resources ensure that students have access to the latest knowledge in their field.
2. **Digital Resources:** MMC-ISU's digital library provides access to e-books, online journals, and databases, allowing students to stay current with global research in biochemistry. This resource is especially valuable for students working on research projects.
3. **Online Learning Management System (LMS):** The LMS contains lecture notes, study guides, video tutorials, and practice quizzes. This system promotes self-directed learning and helps students prepare for exams effectively.

Future Plans

The Biochemistry Department is committed to continuous improvement and aims to expand its academic and research programs in the coming years. Future plans include:

1. **Advanced Research Initiatives:** The department plans to establish research collaborations with national and international institutions to explore innovative areas such as molecular diagnostics, bioinformatics, and personalized medicine. Expanding research efforts will allow students and faculty to contribute to cutting-edge developments in biochemistry.
2. **Modernization of Laboratory Facilities:** The department aims to acquire advanced laboratory equipment, including high-performance liquid chromatography (HPLC) and electrophoresis units. These tools will allow students to conduct more complex experiments, enhancing their technical skills and understanding of molecular biochemistry.
3. **Integration of Virtual Labs:** To enhance learning, the department plans to incorporate virtual lab simulations, which will enable students to perform biochemistry experiments

in a virtual environment. This initiative will help overcome resource constraints and provide students with additional practice opportunities.

4. **Increased Community Engagement:** Expanding community health camps and launching new outreach programs will allow the department to serve a larger segment of the local population. Plans include organizing biochemistry workshops for high school students, introducing them to the field and inspiring future healthcare professionals.
5. **Faculty Development Programs:** The department intends to arrange workshops and training sessions for faculty members to stay updated on the latest teaching methodologies and research advancements, ensuring that the department maintains high standards in education.

Annual Report of the Physiology Department Muhammad Medical College, Ibn-e-Sina University Mirpurkhas

The Physiology Department at Muhammad Medical College (MMC), Ibn-e-Sina University (ISU), plays a vital role in the academic journey of medical students, offering comprehensive teaching, research, and community engagement initiatives. Following the standards set by the Pakistan Medical and Dental Council (PMDC), the department is committed to fostering a profound understanding of physiology, enabling students to build a strong foundation essential for clinical and research careers. This report outlines the department's accomplishments in faculty development, academic activities, research, infrastructure, and community outreach for the academic year 2023-2024.

The Physiology Department at MMC-ISU has made significant strides in 2023-2024, adhering to PMDC guidelines while advancing the university's mission of excellence in medical education. Through dedicated faculty, state-of-the-art facilities, robust academic programs, and community engagement, the department is preparing students to excel in both clinical practice and research.

As it moves forward, the Physiology Department remains committed to enhancing its educational framework, expanding research opportunities, and contributing to public health. These efforts reflect its dedication to fostering knowledgeable, skilled, and compassionate healthcare professionals who will serve the medical community and society at large.

Faculty Members

The Physiology Department boasts a diverse and highly qualified team dedicated to the educational and research pursuits of the department. Each member brings expertise and commitment to the field, fostering an environment of academic rigor and support.

- **Professors:**
 - Dr. Habib-ur-Rehman Chohan (Chairperson).
 - Dr. Zafar H Tanveer (Principal MMC-ISUM)

- Dr. Abdullah Abbasi
- Dr. Syed Farhan Uddin
- **Associate Professors:**
 - Dr. Shafaq Ansari
- **Assistant Professors:**
 - Dr. Muhammad Amin Memon
 - Dr. Naila Noor
- **Demonstrators:**
 - Dr. Nadeem Iqbal
 - Dr. Muhammad Imran Ishtiaq
 - Dr. Parshotam
 - Dr. Hafsah Iqbal Pathan
 - Dr. Nida Saifullah
 - Dr. Danish Puri
 - Dr. Rabel

This experienced faculty team is instrumental in delivering a rigorous physiology curriculum, guiding research projects, and providing mentorship to students, meeting PMDC requirements for academic staff qualifications and experience.

Academic Activities

The Physiology Department offers a robust academic program incorporating lectures, laboratory practicals, tutorials, and problem-based learning (PBL) sessions. Weekly assessments ensure continuous learning, while tutorials reinforce students' understanding of complex physiological processes.

Lectures are supplemented with interactive sessions that allow students to ask questions and engage actively with the material. The curriculum covers core areas such as neurophysiology, cardiovascular physiology, and endocrine physiology. Practical sessions in the physiology laboratory enable students to apply their knowledge in a controlled environment, observing physiological principles firsthand.

This year, new instructional methodologies were introduced, including flipped classrooms and case-based learning sessions. These approaches encourage students to analyze and solve real-world clinical problems, fostering critical thinking and independent learning skills that are crucial in medical practice.

Seminars, Research, and Publications

Research is a cornerstone of the Physiology Department's mission. Faculty members have engaged in impactful research projects, with a focus on topics like cardiovascular physiology, respiratory function, and metabolic regulation. The department's research output has increased significantly this year, with several studies presented at both national and international conferences.

An annual research seminar hosted by the department provided students and faculty with a platform to present their findings and discuss advancements in physiology. Faculty and student research findings have been published in reputable peer-reviewed journals, contributing to the academic community and enhancing the department's reputation.

Through these seminars, students learn the importance of evidence-based practice and scientific inquiry, developing skills essential for future medical researchers and practitioners.

Community Health Services

In alignment with the university's mission, the Physiology Department actively participates in community health initiatives, emphasizing the practical application of physiology in public health. Faculty and students conduct workshops and educational sessions in local communities, focusing on health topics such as cardiovascular health, diabetes prevention, and nutrition.

These programs aim to raise awareness of common health issues and encourage preventive practices. Students gain invaluable field experience, which helps them understand the significance of physiology in health promotion and disease prevention.

Additionally, the department's partnership with local healthcare centers allows students to engage in community health screenings, directly applying their theoretical knowledge in a clinical setting and enhancing their patient interaction skills.

Infrastructure (Classrooms & Laboratory Equipment)

The department is equipped with modern infrastructure that aligns with PMDC requirements. Spacious classrooms, each equipped with multimedia systems and projectors, provide a conducive learning environment. These classrooms are designed to facilitate both lecture-based and interactive teaching formats.

The physiology laboratory is well-stocked with essential equipment, including ECG machines, spirometers, and digital microscopes, enabling students to perform a variety of physiological experiments. This year, the department invested in advanced simulation software that allows students to observe physiological responses in a virtual setting, an innovative tool for understanding complex body systems.

In addition to traditional laboratory equipment, the department has incorporated audiovisual aids and anatomical models, which enhance students' comprehension and retention of physiological concepts. These resources are crucial in providing hands-on learning experiences, enabling students to make the connection between theory and practice.

Learning Resources

To support students' academic development, the Physiology Department offers a wide array of learning resources. The departmental library houses textbooks, reference materials, and academic journals related to physiology, providing students with access to a wealth of information.

An online learning management system (LMS) enables students to access lecture recordings, supplementary materials, quizzes, and interactive resources. This platform encourages self-directed learning, allowing students to review and reinforce concepts at their own pace.

Through partnerships with the main university library, students also have access to digital databases and scientific journals, ensuring that they remain informed of the latest research and developments in physiology and related fields.

Future Plans

Looking forward, the Physiology Department aims to further enhance its academic offerings, research output, and community impact. Planned initiatives for the upcoming academic year include:

1. **Expanded Research Initiatives:** The department plans to increase research collaboration with national and international institutions, focusing on emerging fields such as neurophysiology, metabolic physiology, and regenerative medicine. Engaging more students in research projects will help nurture the next generation of medical scientists.
2. **Integration of Technology in Education:** In an effort to modernize the learning experience, the department is exploring the use of virtual reality (VR) technology and digital dissection simulations. These tools will provide students with immersive experiences of physiological processes, complementing traditional teaching methods.
3. **Enhanced Community Outreach Programs:** The department plans to extend its health awareness programs to rural and underserved communities, emphasizing preventive healthcare practices. These initiatives will give students hands-on experience in public health, preparing them for future roles in healthcare delivery.
4. **Continuous Faculty Development:** Recognizing the importance of ongoing education, the department encourages faculty members to participate in training workshops, conferences, and professional development programs, ensuring that teaching methods remain current and effective.
5. **Strengthening Learning Support:** Plans are underway to expand the collection of learning resources, including interactive tools, e-books, and multimedia content. This initiative aims to cater to diverse learning styles and support students throughout their studies.

Department of Forensic Medicine & Toxicology

Muhammad Medical College,

Ibn-e-Sina University Mirpurkhas

The Department of Forensic Medicine & Toxicology at Muhammad Medical College, Ibn-e-Sina University (MMC-ISU), plays an essential role in educating future doctors about the medico-legal aspects of medicine. Forensic medicine bridges the gap between law and medicine, providing students with knowledge on how to apply medical sciences to legal investigations and justice. This report outlines the department's accomplishments for the 2023-2024 academic year, including faculty achievements, academic activities, research, infrastructure improvements, community services, and future plans in alignment with the Pakistan Medical and Dental Council (PMDC) standards.

The Department of Forensic Medicine & Toxicology at MMC-ISU made significant strides in 2023-2024, enhancing academic programs, expanding research, and strengthening community services. Through the dedication of its faculty, the department continues to educate and inspire future forensic experts. Looking forward, the department is poised to make further advancements in forensic medicine, supporting both the university's mission and the broader healthcare and justice community.

Faculty Members

Led by **Dr. Ghulam Mustafa Yousfani**, Head of Department (HoD) and Professor, the faculty consists of experienced professionals in forensic medicine who bring a wealth of knowledge and expertise to their teaching and mentoring roles. The faculty team includes:

- **Professors:**
 - Dr. Ghulam Mustafa Yousfani (Chairperson).
 - Prof: Dr. Riaz Qadeer
- **Associate Professors:**
 - Dr. Mir Muhammad Sahito
 - Dr. Syeda Momina Muhammad

- **Demonstrators:**
 - Dr. Saleem Shah
 - Dr. Huma Kamran Kidwai
 - Dr. Wamiq Anjum
- **Forensic Lab Technologist:**
 - Mr. Ali Arsalan Baladi

Each faculty member contributes to teaching, research, and student mentoring, enhancing the academic experience of students and promoting the practical application of forensic medicine.

Academic Activities

The Department of Forensic Medicine & Toxicology offers a comprehensive curriculum covering fundamental aspects of forensic medicine, toxicology, legal medicine, and ethics. Key academic activities in 2023-2024 included:

1. **Lectures and Case Studies:** Faculty members conducted lectures on a range of topics, including forensic pathology, toxicology, trauma analysis, and medical jurisprudence. Case-based discussions enriched students' understanding of real-life medico-legal situations, promoting analytical thinking and practical knowledge.
2. **Practical Training in Forensic Techniques:** Practical sessions involved demonstrations of autopsy techniques, examination of forensic specimens, and toxicology testing procedures. Students learned how to handle and analyze evidence, gaining hands-on experience essential for their future medical careers.
3. **Simulation-Based Learning:** To enhance critical thinking and forensic investigation skills, the department incorporated simulation-based activities, where students practiced role-playing as forensic examiners in various scenarios, such as crime scene investigations and medico-legal autopsies.
4. **Interdisciplinary Learning:** The department collaborated with other departments, such as Pathology and Biochemistry, for integrated sessions on forensic toxicology and the biochemical aspects of poisoning. This interdisciplinary approach enabled students to understand the intersection of forensic medicine with other medical sciences.

Seminars, Research, and Publications

The department's commitment to advancing forensic science is evident through its active participation in seminars, research projects, and scholarly publications.

1. **Seminars and Workshops:** Several seminars were conducted on topics like "Recent Advances in Forensic Toxicology" and "The Role of DNA Analysis in Modern Forensics." Additionally, faculty members held workshops on evidence collection and preservation techniques, which were attended by both students and local law enforcement officials to foster community knowledge in forensic science.
2. **Research Initiatives:** Faculty and students engaged in research that addresses local health and legal issues, including studies on patterns of violent injuries, prevalence of toxic substance poisoning, and the role of forensic evidence in criminal investigations. These projects not only provide valuable insights but also support evidence-based practices in forensic medicine.
3. **Publications:** Faculty members contributed articles to reputable journals, focusing on topics such as autopsy techniques in medicolegal cases, forensic toxicology of poisons, and the importance of forensic evidence in justice systems. These publications contribute to the scientific community and enhance the department's reputation in forensic research.

Community Health Services

The department extends its services to the community, contributing to public health and legal support:

1. **Medicolegal Consultations:** Faculty members provide consultations in medico-legal cases, collaborating with local hospitals, law enforcement agencies, and legal institutions. This involvement in legal matters strengthens the community's trust in forensic expertise at MMC-ISU.
2. **Awareness Programs:** The department organized outreach programs aimed at educating the community about the dangers of poisoning, substance abuse, and the importance of

forensic evidence in the legal process. Seminars were held at local schools and community centers, educating the public on toxicology and preventative health measures.

3. **Forensic Health Camps:** In collaboration with local law enforcement, the department organized health camps to offer forensic medical services, including toxicology testing and injury documentation. These services were provided to support the community and increase public awareness of forensic medicine's role in legal investigations.

Infrastructure (Classrooms and Laboratory Equipment): The department has a state-of-the-art infrastructure that supports both theoretical and practical learning:

1. **Classrooms:** The classrooms are equipped with modern multimedia systems, facilitating interactive lectures and presentations. The department has also set up a simulation room where students can practice forensic techniques under realistic conditions.
2. **Forensic Laboratory:** The forensic laboratory, managed by **Mr. Ali Arsalan Baladi**, is equipped with cutting-edge tools, including:
 - Microscopes for histological analysis.
 - Spectrophotometers and analyzers for toxicology tests.
 - DNA analysis kits for genetic testing.
 - Tools for fingerprint analysis and documentation.

These facilities enable students to gain practical experience in forensic examinations, preparing them for the medico-legal responsibilities they may encounter in their careers.

Learning Resources

The department provides a variety of learning resources to enhance student education:

1. **Library Resources:** The departmental library has an extensive collection of textbooks, reference materials, and journals in forensic medicine, toxicology, and legal medicine. This comprehensive collection ensures students have access to the latest scientific and medico-legal knowledge.

2. **Digital Resources:** Students and faculty members have access to MMC-ISU's digital library, which offers journals, research articles, and case studies. These resources support academic activities, research projects, and self-directed learning.
3. **E-Learning Platforms:** The university's Learning Management System (LMS) hosts lecture notes, videos, case studies, and quizzes. This platform allows students to review course material and practice their forensic knowledge outside of the classroom.

Future Plans

The Department of Forensic Medicine & Toxicology is committed to continuous growth and innovation. Future plans include:

1. **Advanced Research:** The department aims to expand its research collaborations with local and international forensic institutions, focusing on areas such as digital forensics, forensic toxicology, and crime scene investigation. This expansion will enable faculty and students to engage in groundbreaking forensic research.
2. **Expansion of Laboratory Facilities:** Plans are underway to acquire additional equipment, such as mass spectrometers and advanced imaging systems. This investment will allow for more complex analyses and support the department's expanding research initiatives.
3. **Community and Law Enforcement Collaboration:** To strengthen its role in the community, the department will increase its collaborations with local police departments and legal bodies, providing training sessions and workshops on forensic evidence handling and investigation procedures.
4. **Forensic Simulation Center:** A proposed simulation center will allow students to practice in controlled, realistic environments, preparing them for real-world medico-legal cases. The center will simulate crime scenes, autopsy rooms, and courtroom settings, offering a comprehensive learning experience.
5. **Faculty Development:** To keep pace with advancements in forensic science, the department plans to organize workshops and conferences for faculty members, ensuring they remain at the forefront of forensic medicine and toxicology education.

Pharmacology & Therapeutics Department

Muhammad Medical College,

Ibn-e-Sina University Mirpurkhas

The Department of Pharmacology & Therapeutics at Muhammad Medical College, Ibn-e-Sina University (MMC-ISU), plays a pivotal role in educating future healthcare professionals about the principles of drug action, therapeutic interventions, and the safe use of medications. This annual report outlines the department's activities, achievements, and future directions for the academic year 2023-2024, in accordance with Pakistan Medical and Dental Council (PMDC) standards.

The Pharmacology & Therapeutics Department at MMC-ISU has made significant strides in advancing pharmacological education, research, and community service during the 2023-2024 academic year. With a dedicated faculty, comprehensive infrastructure, and a commitment to excellence, the department is poised to continue its mission of preparing competent healthcare professionals equipped to make impactful contributions to the field of pharmacology and therapeutics.

Faculty Members

The Pharmacology & Therapeutics Department is led by a dedicated team of faculty members, each contributing their expertise and passion for teaching and research:

- **Professors:**
 - Dr. Nighat Kafil (*Chairperson*)
 - Dr. Jan Muhammad Shaikh
 - Dr. Ramesh Tanwani (Dean, Faculty of Basic Medical Sciences-ISUM).
- **Assistant Professor:**
 - Dr. Javeria Farooque
- **Lecturer:**
 - Dr. Asma Batool Abbas
- **Demonstrators:**

- Dr. Muhammad Saeed
- Dr. Sanam
- Dr. Manisha

The faculty is committed to providing high-quality education, engaging students in research, and fostering a passion for pharmacology and therapeutics.

Academic Activities

Throughout the academic year, the department has been active in organizing various educational activities aimed at enhancing students' understanding of pharmacology and its clinical applications:

1. **Curriculum Delivery:** The department delivered comprehensive courses covering drug classifications, pharmacokinetics, pharmacodynamics, and therapeutic applications. The courses were designed to integrate theoretical knowledge with practical skills, ensuring students are well-prepared for clinical practice.
2. **Practical Sessions:** Practical laboratory sessions were conducted to familiarize students with laboratory techniques and drug evaluation methods. These sessions provided hands-on experience with pharmacological experiments, including bioassays and drug interactions.
3. **Case-Based Learning:** The department implemented case-based learning approaches, enabling students to apply pharmacological concepts to real-world clinical scenarios. This methodology enhanced critical thinking and problem-solving skills.

Seminars and Workshops

The department organized several seminars and workshops to provide students and faculty with opportunities to engage with current trends and research in pharmacology:

1. **Guest Lectures:** Renowned experts in pharmacology were invited to present guest lectures on contemporary topics such as "Advancements in Drug Development" and

"Pharmacogenomics in Clinical Practice." These sessions enriched students' understanding of the evolving landscape of pharmacology.

2. **Workshops:** Interactive workshops on topics such as "Medication Safety" and "Adverse Drug Reactions" were conducted, providing students with practical skills in drug administration, monitoring, and patient counseling.
3. **Student Seminars:** Students were encouraged to present their research findings and case studies during departmental seminars. This initiative promoted active learning and fostered communication skills among students.

Research and Publications

The department is committed to advancing knowledge in pharmacology through research initiatives:

1. **Ongoing Research Projects:** Faculty members engaged in various research projects focused on drug efficacy, safety, and therapeutic outcomes. Topics included studies on herbal medicines, drug interactions, and the impact of pharmacological treatments on disease management.
2. **Publications:** Faculty and students contributed to national and international journals, publishing articles on pharmacological research, therapeutic practices, and reviews on emerging drugs. These publications reflect the department's commitment to contributing to the scientific community.
3. **Collaborative Research:** The department collaborated with other institutions and departments for interdisciplinary research projects, enhancing the scope and impact of pharmacological studies.

Community Health Services

The department actively participates in community health services to promote safe medication practices and health awareness:

1. **Health Camps:** The department organized health camps to provide free medication reviews and health education to underserved communities. Faculty and students collaborated to offer consultations on medication adherence and lifestyle modifications.
2. **Awareness Programs:** Community outreach programs focused on educating the public about the dangers of self-medication and the importance of consulting healthcare professionals before starting any medication.
3. **Pharmacovigilance Initiatives:** The department initiated pharmacovigilance activities, encouraging community members to report adverse drug reactions and medication errors, fostering a culture of safety in medication use.

Infrastructure (Classrooms, Museum, and Laboratory Equipment)

The department is well-equipped to facilitate effective learning and research:

1. **Classrooms:** The department has modern, well-ventilated classrooms equipped with audiovisual aids to support interactive teaching methodologies.
2. **Laboratory Facilities:** The pharmacology laboratory is equipped with state-of-the-art equipment, including spectrophotometers, high-performance liquid chromatography (HPLC) systems, and bioassay setups, enabling comprehensive pharmacological experiments.
3. **Museum:** The pharmacology museum showcases a collection of medicinal plants, drugs, and educational resources, providing students with a visual understanding of pharmacological concepts and drug development processes.

Learning Resources

The department provides various learning resources to support student education:

1. **Library Access:** Students have access to an extensive library with textbooks, journals, and reference materials focused on pharmacology and therapeutics.

2. **Digital Learning Platforms:** The integration of digital learning platforms allows students to access online lectures, research papers, and pharmacological databases, facilitating continuous learning.
3. **Simulation Tools:** The use of simulation software for pharmacokinetic modeling and therapeutic decision-making enhances students' learning experiences and prepares them for clinical practice.

Future Plans

Looking ahead, the Department of Pharmacology & Therapeutics aims to implement several initiatives to further enhance its educational and research endeavors:

1. **Expanded Research Collaborations:** The department plans to establish collaborations with pharmaceutical industries and research organizations to foster applied research and innovation in drug development.
2. **Curriculum Enhancement:** Continuous curriculum review will be conducted to integrate emerging trends in pharmacology, such as personalized medicine and biopharmaceuticals, ensuring students receive cutting-edge education.
3. **Interdisciplinary Learning:** The department aims to foster interdisciplinary learning by collaborating with other departments to provide joint workshops and seminars that address complex health issues.
4. **Community Engagement:** The department intends to strengthen community engagement through more extensive outreach programs, focusing on drug education, adherence to medication regimens, and the importance of pharmacovigilance.

Annual Report of the Pathology Department

Muhammad Medical College,

Ibn-e-Sina University Mirpurkhas

The Pathology Department at Muhammad Medical College (MMC), Ibn-e-Sina University (ISU), is dedicated to providing a comprehensive understanding of human pathology. Covering key areas such as Anatomic Pathology, Histopathology, Cytopathology, Forensic Pathology, Hematology, Microbiology, and Clinical Chemistry, the department ensures that students receive rigorous academic training and hands-on experience essential for their medical careers. This report outlines the department's achievements, faculty involvement, academic activities, research contributions, infrastructure advancements, and community service initiatives for the academic year 2023-2024, adhering to the Pakistan Medical and Dental Council (PMDC) standards.

The Pathology Department at MMC-ISU has made significant progress in 2023-2024, meeting PMDC requirements while advancing academic and research goals. Through dedicated faculty, state-of-the-art laboratories, and active community engagement, the department is preparing students to excel in both clinical and research domains of pathology.

As it looks to the future, the department is committed to providing a dynamic learning environment, enhancing its research output, and expanding its role in public health. These efforts aim to foster skilled and compassionate pathologists who will contribute meaningfully to healthcare and medical research.

Faculty Members

Led by **Dr. Farzana Chang**, Chairperson. and Professor, the Pathology Department at MMC-ISU comprises a diverse and experienced faculty, each bringing expertise and commitment to various pathology subfields. The faculty includes:

- **Professors:**

- Dr. Amtul Hussain Jafri
- Dr. M. Farooque Baig
- Dr. Darya Khan
- Dr. Riaz Ahmed Qazi
- **Associate Professor:**
 - Dr. Bhawani Shankar
- **Assistant Professors:**
 - Dr. Syed Hadi Imam
 - Dr. Aneela Faisal Memon
 - Dr. Ayesha Majeed Memon
- **Senior Lecturers:**
 - Dr. Faria Sana
 - Dr. Sumair Akbar Ali
- **Lecturers:**
 - Dr. Sana Lund Baloch
 - Dr. Ubaid Rabbani
 - Dr. Aisha Khan
- **Demonstrators:**
 - Dr. Nadeem Ahmed Khokhar
 - Dr. Haider Ali
 - Dr. Humair Javaid
 - Dr. Tehreen Fatima

The team's commitment to academic excellence, research, and student mentorship fosters a productive learning environment in line with PMDC requirements.

Academic Activities

The Pathology Department integrates theory and practical training to cover the major branches of pathology, ensuring that students understand the mechanisms, diagnosis, and treatment of diseases. The curriculum includes:

1. **Anatomic and Histopathology:** Classes focus on the structure and function of organs, histological techniques, and microscopy, giving students practical experience in identifying pathological changes in tissue samples.
2. **Cytopathology and Forensic Pathology:** Students study cytological samples and forensic methods, allowing them to understand cellular changes in diseases and participate in medico-legal investigations, including case studies on forensic analysis.
3. **Hematology and Clinical Chemistry:** Hands-on training in hematological techniques, blood analysis, and chemical diagnostics is provided, ensuring that students acquire skills in interpreting laboratory results for various conditions.
4. **Microbiology:** Students are trained to understand microbial pathogens, laboratory techniques for isolation, and antimicrobial susceptibility testing.

This academic year, the department adopted new teaching techniques, including digital microscopy and case-based learning. Problem-based learning (PBL) sessions encourage critical thinking, and interactive tutorials help consolidate theoretical knowledge.

Seminars, Research, and Publications

The department actively participates in research, seminars, and publications, contributing to advancements in pathology and medical education. Faculty and students are encouraged to engage in research projects focusing on pathology's role in disease mechanisms and diagnostics, with an emphasis on localized health issues. Areas of research this year included:

- **Histopathology Studies:** Research projects analyzed tissue samples from local patients, identifying trends in regional diseases such as tuberculosis and liver fibrosis.
- **Microbial Resistance:** Studies on antibiotic resistance patterns among common pathogens were conducted in collaboration with local hospitals.
- **Forensic Case Studies:** Faculty published case studies on forensic pathology in national and international journals, sharing insights into medico-legal applications of pathology.

The department organized seminars on topics such as cancer biomarkers, recent advances in forensic pathology, and infectious diseases. These seminars provided a platform for knowledge

exchange among faculty, students, and guest speakers, encouraging an environment of continuous learning.

Community Health Services

The Pathology Department contributes to community health through various outreach initiatives. Faculty and students participate in local health camps, providing diagnostic services and pathology consultations to underserved communities. Blood analysis, microbial testing, and disease screening are regularly conducted, contributing to early detection and prevention efforts.

The department collaborates with local healthcare facilities, assisting in diagnostic processes and training healthcare workers in basic pathology techniques. By extending pathology services to the community, the department helps raise awareness of preventive health measures and facilitates access to diagnostic services.

Infrastructure (Classrooms and Laboratory Equipment)

The Pathology Department has invested significantly in infrastructure to support academic and practical training requirements. This includes:

1. **Classrooms:** Each classroom is equipped with multimedia facilities, enabling interactive lectures and presentations. Digital resources complement traditional teaching methods, providing students with access to updated information on pathology topics.
2. **Laboratories:**
 - **Histopathology Lab:** Equipped with high-resolution microscopes, tissue processors, and staining machines, this lab allows students to observe tissue sections and gain experience in preparing and analyzing histological samples.
 - **Microbiology Lab:** This lab includes autoclaves, incubators, and facilities for culture growth and sensitivity testing, enabling students to conduct microbial studies.

- **Hematology and Clinical Chemistry Lab:** Facilities here include blood analyzers, centrifuges, and biochemistry analyzers, which students use for blood and chemical testing.
- **Forensic Pathology Lab:** Equipped with medico-legal resources, this lab allows students to gain insights into forensic investigations and participate in simulated case studies.

The department has added new microscopes and digital imaging systems to enhance learning and provide access to cutting-edge technology for students and faculty.

Learning Resources

Learning resources include access to textbooks, reference materials, online databases, and scientific journals. The departmental library is well-stocked with essential books on pathology, including the latest editions and research journals.

A digital learning management system (LMS) provides students with access to lecture notes, multimedia resources, case studies, and online quizzes. This LMS encourages self-directed learning, enabling students to reinforce concepts outside the classroom.

To stay updated with advancements in pathology, students and faculty have access to the university's e-library, which includes international research publications and online pathology resources.

Future Plans

The Pathology Department is committed to enhancing its academic, research, and community service initiatives. The strategic plans for the upcoming academic year include:

1. **Advanced Research Collaborations:** Plans are underway to collaborate with national and international pathology research centers to focus on new fields such as molecular diagnostics, genetic pathology, and bioinformatics. Faculty will encourage students to

engage in multidisciplinary research projects that have practical applications in healthcare.

2. **Forensic and Cytopathology Expansion:** The department intends to strengthen the forensic and cytopathology units, incorporating advanced diagnostic tools and techniques that align with evolving healthcare standards.
3. **Implementation of Virtual Pathology Labs:** Virtual labs will allow students to conduct virtual autopsies and analyze pathology cases through simulated environments, providing an innovative way to learn without the limitations of physical resources.
4. **Enhanced Community Outreach:** The department aims to conduct more community health camps, particularly in remote areas, to offer diagnostic support and raise awareness about common diseases, prevention, and early intervention strategies.
5. **Continuous Faculty Development:** Faculty members will attend workshops and conferences to keep abreast of the latest advancements in pathology education and research, thereby maintaining high teaching standards.

Department of Community Medicine Muhammad Medical College, Ibn-e-Sina University Mirpurkhas

The Department of Community Medicine at Muhammad Medical College, Ibn-e-Sina University (MMC-ISU), is dedicated to educating students on the essential role of public health in healthcare systems and to fostering an understanding of preventive medicine in society. This report highlights the achievements of the department for the 2023-2024 academic year, detailing faculty activities, academic programs, community health initiatives, infrastructure development, learning resources, and future goals, in line with the standards set by the Pakistan Medical and Dental Council (PMDC).

The Department of Community Medicine at MMC-ISU has made remarkable progress in 2023-2024, contributing to student education, research, and community health. Through dedicated faculty, robust infrastructure, and a focus on practical learning, the department prepares future healthcare professionals to address public health challenges effectively. The department is well-positioned for continued growth, with ambitious plans to further its impact on both education and community health in the coming years.

Faculty Members

The department comprises a team of skilled and dedicated faculty members who work collaboratively to support students in their academic journey and community health training. The faculty members include:

- **Professors:**
 - Dr. Muhammad Asif (Chairperson)
 - Dr. Allah Bachayoo Rajar
- **Assistant Professors:**
 - Dr. Amjid Azam
 - Dr. Partab Puri
- **Senior Demonstrator:**

- Dr. Zainul Hassan
- **Demonstrators:**
 - Dr. Wishan Das
 - Dr. Khadim Lakhair
 - Dr. Aftab Memon
 - Dr. Palweesha

Each member contributes their expertise to curriculum development, lectures, research, and community health programs, ensuring a comprehensive educational experience for the students.

Academic Activities

The Department of Community Medicine offers a curriculum focused on key concepts of public health, epidemiology, biostatistics, environmental health, and preventive medicine. Throughout the 2023-2024 academic year, the department organized a variety of academic activities, including:

1. **Interactive Lectures:** Faculty members delivered lectures covering a wide range of community health topics, such as infectious disease control, maternal and child health, occupational health, and public health policy. The lectures incorporated case studies and real-world examples to provide students with a solid theoretical foundation and practical knowledge.
2. **Field Visits and Community Surveys:** Students participated in community-based learning through organized visits to local healthcare facilities, rural health centers, and public health organizations. These field visits provided them with firsthand experience in assessing community health needs and conducting surveys to gather health data.
3. **Workshops on Data Analysis:** The department held workshops focusing on epidemiological data analysis and research methodologies. Students learned to apply statistical software to analyze data, interpret results, and draw conclusions relevant to public health studies.
4. **Health Awareness Campaigns:** Under faculty supervision, students organized and participated in health awareness campaigns on topics such as hygiene, vaccination,

nutrition, and maternal health. These campaigns were conducted in local communities, schools, and health centers, helping students develop communication skills and a sense of responsibility toward community well-being.

Seminars, Research, and Publications

The department encourages both faculty and students to engage in research that contributes to the understanding and improvement of public health.

1. **Seminars and Conferences:** Several seminars were held on pressing public health issues, such as emerging infectious diseases, climate change and health, and chronic disease prevention. These events provided a platform for students and faculty to interact with public health experts, broaden their knowledge, and discuss current challenges and advancements in the field.
2. **Research Projects:** Faculty and students undertook collaborative research projects focused on areas such as maternal and child health, nutritional status in rural populations, and healthcare accessibility. The findings from these studies were shared with local health authorities, aiming to improve healthcare policies and interventions.
3. **Publications:** Faculty members published research articles in reputed journals, covering topics like epidemiology of communicable diseases, health system management, and environmental health. These publications demonstrate the department's commitment to contributing to the broader public health literature and fostering a culture of evidence-based practices.

Community Health Services

The Department of Community Medicine actively engages in community service, addressing local health needs and supporting public health initiatives.

1. **Free Health Camps:** Faculty and students organized free health camps in underserved areas, offering basic healthcare services such as blood pressure monitoring, glucose

testing, vaccinations, and health counseling. These camps provided invaluable services to the community and allowed students to apply their skills in real-world settings.

2. **School Health Programs:** In collaboration with local schools, the department initiated health programs focusing on hygiene education, nutritional counseling, and oral health awareness for students. These programs aim to instill healthy habits in children from a young age.
3. **Vaccination Drives:** In response to local healthcare needs, the department participated in vaccination drives, collaborating with public health agencies to promote immunization against common preventable diseases. These drives helped improve vaccination rates in the region, particularly among children and elderly populations.

Infrastructure (Classrooms, Museum, and Laboratory Equipment)

To support effective teaching and hands-on training, the Department of Community Medicine has invested in state-of-the-art infrastructure:

1. **Classrooms:** The classrooms are equipped with modern audiovisual aids, including projectors, interactive screens, and sound systems. This setup allows for interactive presentations and video lectures, enhancing students' learning experiences.
2. **Public Health Museum:** The department maintains a public health museum showcasing models, exhibits, and charts related to epidemiology, community health, and disease prevention. The museum is an excellent educational resource, providing students with visual aids and tangible examples of public health principles.
3. **Laboratory Equipment:** The department has a well-equipped laboratory, featuring:
 - Microscopes and lab kits for conducting tests and sample analysis.
 - Computers with statistical software for data analysis in epidemiological studies.
 - Models and educational materials on topics such as environmental health and disease vectors.

These facilities allow students to perform practical exercises, engage in data analysis, and conduct small-scale studies, contributing to a deeper understanding of community health.

Learning Resources

The department provides a range of learning resources to support student education and research:

1. **Library Resources:** The departmental library includes textbooks, journals, and reference materials on community health, epidemiology, and public health policy. Students have access to both hardcopy and electronic resources, enabling them to conduct in-depth research.
2. **E-Learning Platforms:** The university's Learning Management System (LMS) hosts a variety of materials, including lecture notes, research articles, video lectures, and assignments. This platform allows students to access course content anytime, fostering self-directed learning and knowledge reinforcement.
3. **Digital Resources:** Faculty members provide access to online resources and databases that include public health journals, case studies, and research tools, ensuring students stay updated with the latest developments in community medicine.

Future Plans

Looking ahead, the Department of Community Medicine aims to further enhance its educational offerings, community engagement, and research capabilities. Key future initiatives include:

1. **Enhanced Field Training Programs:** The department plans to increase collaboration with local health centers and NGOs, offering students more opportunities for field training in diverse community settings.
2. **Expansion of Research Initiatives:** Efforts are underway to secure grants for research on public health issues relevant to the local population, including studies on rural health, infectious diseases, and maternal health. Such research will contribute to the region's public health data and support targeted health interventions.
3. **Development of a Health Promotion Center:** The department envisions establishing a Health Promotion Center that will serve as a hub for health awareness programs, research, and community services. This center will also offer training to healthcare

professionals and community workers, broadening the department's impact on regional health.

4. **Faculty Development and Training:** The department is committed to continuous professional development for faculty members. Plans are in place to arrange training workshops on modern teaching methodologies and research techniques, ensuring faculty remain current with advances in community medicine.

The Surgery Department, Muhammad Medical College Hospital, Ibn-e-Sina University Mirpurkhas

Annual Report:

Introduction

The Surgery Department at Muhammad Medical College Hospital, Ibn-e-Sina University (MMCH-ISU), has demonstrated outstanding performance in the academic year 2023-2024. With a total of **19,054 outpatients (OPD)** and **2,471 inpatients (IPD)**, the department has significantly contributed to the healthcare needs of the community. The surgical team successfully performed **1,853 major surgeries** and **618 minor surgeries**, underscoring its commitment to providing high-quality surgical care. This report outlines the department's achievements, faculty contributions, academic activities, community services, infrastructure, learning resources, and future plans.

The Surgery Department at MMCH-ISU has achieved remarkable milestones in 2023-2024, demonstrating excellence in patient care, education, and community service. Under the leadership of Professor Dr. Aijaz Ahmed Memon as Chairman department of Surgery and supported by a dedicated team of faculty members, the department is committed to fostering a culture of learning and innovation. As it looks to the future, the Surgery Department is well-positioned to continue its contributions to surgical education and the health of the community it serves.

Faculty Members

The Surgery Department is staffed by a dedicated and experienced faculty that plays a pivotal role in the education and training of medical students and residents. The faculty includes:

General Surgery

- **Dr. Aijaz Ahmed Memon**, Professor and Chairman Department also holding the post of Pro-Vice Chancellor and Dean of Faculty of Clinical Sciences ISU-MPK.

- **Dr. Muhammad Jawaid Rajput**, Professor (Director Clinical Matters MMCH, & Biomedical Dept: Co-Director ORIC)
- **Dr. Noor Muhammad Khaskheli**, Professor
- **Dr. Syed Muhammad Tahir**, Professor (Director IQAE, Editor JMMC)
- **Dr. Abdul Manan Khan**, Professor
- **Dr. Altaf Hussain**, Assistant Professor
- **Dr. Faiza Syed**, Assistant Professor
- **Dr. Sohail Yousuf**, Assistant Professor.
- **Dr. Ghasia Khan**, Senior Registrar
- **Dr. Seema Shabir**, Senior Registrar
- **Dr. Anum Asif**, Senior Registrar
- **Dr. Saba Fatima**, Registrar (Director Accreditation ISUM)
- **Dr. Shoaib Hussain**, Registrar

Orthopedic Surgery

- **Dr. Pir Abdul Latif Qureshi**, Professor
- **Dr. Waseem Ahmed**, Assistant Professor
- **Dr. Majid Khan**, Senior Registrar
- **Dr. Sikandar Ali**, Senior Registrar
- **Dr. Suresh**, Senior Registrar
- **Dr. Yamna Arif**, Registrar

Urology

- **Dr. Samiullah**, Assistant Professor
- **Dr. Ghulam Akbar Arian**, Registrar

Neurosurgery

- **Dr. Muzafar Ali**, Senior Registrar
- **Dr. Sohail Ahmed**, Senior Registrar

Plastic Surgery

- **Dr. Mahesh Kumar Mugria**, Professor
- **Prof: Dr. Kashif Ali**, Associate Professor & Incharge Accident & Emergency Dept:
- **Dr. Bilal Fazal**, Assistant Professor
- **Dr. Nayab Samar**, Senior Registrar

The faculty's diverse expertise ensures a well-rounded education for students while maintaining high standards of surgical care.

Academic Activities: The Surgery Department emphasizes innovative teaching methodologies, including Problem-Based Learning (PBL), Case-Based Learning (CBL), and Self-Directed Learning (SDL):

- **Problem-Based Learning (PBL):** PBL sessions engage students in clinical problem-solving, fostering critical thinking and teamwork skills essential for surgical practice.
- **Case-Based Learning (CBL):** CBL is utilized to analyze real surgical cases, enhancing students' diagnostic and management skills through active discussion and analysis.
- **Self-Directed Learning (SDL):** SDL promotes independent study, encouraging students to explore various surgical topics and current practices, which nurtures a culture of lifelong learning.

This academic year, the department conducted **600 hours of teaching**, ensuring comprehensive training for students and residents.

Workshops and Seminars: The department actively promotes continuous education through workshops and seminars:

- **Workshops Attended by Faculty and PGs:** Faculty members participated in one workshop, while postgraduate students attended four workshops focused on advanced surgical techniques and patient management.
- **Seminars:** Regular departmental seminars were conducted, covering topics such as minimally invasive surgery, advancements in urological procedures, and post-operative care protocols. These seminars serve as a platform for faculty and residents to share knowledge and discuss contemporary issues in surgery.

Research and Publications: Research is a cornerstone of the department's mission to improve surgical practices. Currently, the department is involved in **six ongoing research projects** focusing on various aspects of surgical care. Additionally, faculty members presented **eight conference papers** at national and international forums, sharing their findings and contributing to the global body of surgical knowledge.

Key areas of research include:

- Outcomes of minimally invasive surgical techniques.
- The impact of surgical training programs on patient outcomes.
- Innovations in postoperative care and recovery.

The commitment to research not only enhances the department's academic profile but also ensures that students are exposed to cutting-edge practices in surgery.

Community Health Services: The Surgery Department recognizes the importance of community engagement in promoting health and awareness. This year, the department conducted outreach programs, including:

- **Visits to Five Villages:** Faculty and residents engaged with communities to provide basic health assessments, promote health education, and raise awareness about common surgical conditions.
- **Breast Cancer Awareness Programs:** Two specialized programs were organized to educate the community about breast cancer detection, prevention, and treatment options, emphasizing the importance of early diagnosis and timely intervention.

These initiatives reflect the department's commitment to serving the community and improving public health.

Infrastructure: The Surgery Department has made significant investments in its infrastructure to enhance learning and patient care:

- **Classrooms:** The department features modern classrooms equipped with audiovisual aids to facilitate interactive learning experiences.
- **Laboratory Equipment:** State-of-the-art surgical instruments and simulation equipment are available for hands-on training, ensuring that students gain practical skills relevant to their future practice.

Learning Resources: The Surgery Department provides a comprehensive array of learning resources:

- **Medical Library:** The library offers an extensive collection of surgical textbooks, journals, and digital resources, supporting students' academic and clinical learning.
- **Online Learning Platforms:** Students have access to various online resources, including databases and e-learning modules, ensuring they stay updated with the latest developments in surgical practices.
- **Simulation Labs:** The use of simulation technology allows students to practice surgical techniques in a risk-free environment, enhancing their confidence and proficiency.

Future Plans: The Surgery Department has outlined several future initiatives to further enhance its educational and clinical services:

1. **Expansion of Research Initiatives:** The department aims to increase its research output by fostering collaborations with other institutions and encouraging more students to engage in research projects.
2. **Community Outreach Programs:** Plans are in place to enhance community engagement through regular health camps and educational workshops, focusing on preventive healthcare and surgical awareness.

3. **Curriculum Development:** Continuous curriculum updates will be implemented to incorporate the latest advancements in surgical techniques and patient care practices, ensuring students receive a contemporary education.
4. **Faculty Development:** Ongoing training and professional development opportunities for faculty members will be prioritized to ensure they remain leaders in their fields.
5. **Infrastructure Improvements:** The department plans to invest in additional laboratory equipment and upgrade classroom facilities to provide an optimal learning environment for students.

The Medicine & Allied Medicine Department, Muhammad Medical College Hospital, Ibn-e-Sina University Mirpurkhas.

Annual Report:

Introduction: The Medicine & Allied Medicine Department at Muhammad Medical College Hospital, Ibn-e-Sina University (MMCH-ISU), has shown remarkable progress and commitment in its academic and clinical endeavors for the academic year 2023-2024. With a diverse team of faculty members, a comprehensive curriculum, and an impressive patient turnover, the department has excelled in providing quality education and healthcare services.

In total, the department handled **36,175 outpatient department (OPD) patients**, including specialties across General Medicine, Pulmonology, Psychiatry, Gastroenterology, Dermatology, Cardiology, and Allied Medicine. This annual report highlights the faculty contributions, academic activities, research, community services, resources, and future plans that reflect the department's continued dedication to excellence.

The Medicine & Allied Medicine Department at MMCH-ISU has achieved outstanding milestones in the academic year 2023-2024, making significant contributions to medical education, patient care, and community health. Under the leadership of Professor Dr. Abdul Qadir Khan, the department continues to uphold high standards in medical training and service delivery. With ambitious plans for future growth, the department is committed to sustaining its contributions to the field of Medicine & Allied Medicine and the community it serves.

Faculty Members: The faculty of the Medicine & Allied Medicine Department comprises highly skilled and experienced professionals who play a critical role in medical education, patient care, and mentorship. The faculty breakdown by specialty is as follows:

General Medicine

- Dr. Abdul Qadir Khan (Chairperson), Professor
- Dr. Iqbal Ahmed Memon, Professor

- Dr. Muhammad Qasim, Professor
- Dr. Muhammad Ali, Professor
- Dr. Aslam Aziz Ghouri, Professor
- Dr. Muhammad Khalid Shaikh, Professor (Director IDE)
- Dr. Qamar Abbas, Professor
- Dr. Nadeem Memon, Professor
- Dr. Gordhan Soothar, Assistant Professor
- Dr. Shabnam Rani, Assistant Professor
- Dr. Muneer Ahmed Channa, Assistant Professor
- Dr. Mahesh, Senior Registrar
- Dr. Naeem Laghari, Assistant Professor (Oncology)
- Dr. Faizan Qaiser, Senior Registrar
- Dr. Syed Raza Muhammad, Registrar
- Dr. Masooma Zehra, Registrar
- Dr. Aamir Iqbal, Registrar
- Dr. Jahanzaib, Registrar
- Dr. Anand Kumar, Registrar
- Dr. Muneeba Asif, Registrar

Family Medicine

- Dr. Asia Batool, Assistant Professor

Psychiatry

- Dr. Saleemuddin Rashid, Assistant Professor
- Dr. Bharat Kumar, Assistant Professor

Dermatology

- Dr. Sabira Senior Registrar (Chairperson).
- Dr. Ponam Talpur, Registrar
- Dr. Iram Imam, Registrar

Cardiology

- Dr. Fasih Hashmi, Professor (Director MICC)
- Dr. Muhammad Akram Sultan, Registrar
- Dr. Jahan Zaib Khoso, Registrar
- Dr. Didar Hussain Gaju, Registrar

Pulmonology

- Dr. Rashid Ahmed Khan, Professor

- Dr. Yawar Durani Senior Registrar
- Dr. Ball Chand, Assistant Professor

Gastroenterology

- Dr. Syed Zafar Abbas, Professor
- Dr. Chaman Das, Assistant Professor
- Dr. Hanif Khan, Registrar

This team not only delivers high-quality medical care but also fosters a learning environment that empowers students and postgraduate trainees to become competent medical professionals.

Academic Activities: The Medicine & Allied Medicine Department integrates a range of innovative teaching methodologies to cultivate a deep understanding of medicine among students:

- **Problem-Based Learning (PBL):** PBL sessions are designed to help students approach complex clinical scenarios, enhancing critical thinking and diagnostic skills.
- **Case-Based Learning (CBL):** CBL sessions use real-life cases to encourage students to engage in clinical reasoning and evidence-based decision-making.
- **Self-Directed Learning (SDL):** SDL encourages students to take charge of their learning by exploring medical topics independently, fostering a culture of lifelong learning.

With a total of **600 teaching hours**, these methods ensure that students acquire a well-rounded education, equipping them with both theoretical knowledge and practical skills.

Seminars and Workshops: The Medicine & Allied Medicine Department organizes and participates in seminars and workshops that promote professional development for faculty and trainees:

- **Faculty Development Workshops:** Faculty members participated in workshops focused on advanced surgical techniques, patient safety, and innovative teaching methods.
- **Workshops for Postgraduate Students:** The department arranged workshops in areas such as patient-centered care, surgical techniques, and inter-professional collaboration.
- **Medical Seminars:** Regular seminars covering a range of topics, including advancements in pulmonology, psychiatry, and dermatology, were conducted. These sessions provided an invaluable opportunity for knowledge exchange and skill enhancement.

These academic events keep the faculty and students updated on the latest advancements in the medical field and help refine their clinical skills.

Research and Publications: Research is an integral component of the department's mission to advance medical science and improve patient care. The faculty and postgraduate students actively engage in research projects and publications, with ongoing projects addressing a range of critical issues, including surgical interventions, diagnostics, and patient outcomes. The department has also contributed numerous **conference papers** to national and international conferences, sharing insights on healthcare innovations and practices.

Patient Services and Community Health:

The department handled a total of **36,175 OPD cases**, covering the following specialties:

- **General Medicine:** 19,424 patients
- **Pulmonology:** 2,183 patients
- **Psychiatry:** 6,097 patients
- **Allied Medicine:** 2,093 patients
- **Gastroenterology:** 2,127 patients
- **Dermatology:** 2,059 patients
- **Cardiology:** 2,192 patients

In addition to hospital-based care, the department is committed to community health outreach. Various community awareness programs were conducted, covering preventive healthcare topics and early detection of chronic conditions. The department aims to extend its outreach further to enhance the overall health status of underserved communities.

Learning Resources

To support the educational process, the department offers a variety of learning resources:

- **Medical Library:** The department has access to a well-stocked library that includes an extensive range of medical texts, journals, and online resources, enabling students and faculty to stay current with medical research.
- **Simulation Labs:** Equipped with advanced technology, the simulation labs allow students to practice procedural skills and clinical scenarios in a safe environment, bridging the gap between theoretical learning and real-world application.
- **Online Learning Platforms:** The use of online databases and e-learning tools ensures that students and faculty can access the latest medical literature and resources, enhancing the educational experience.

These resources facilitate a comprehensive and updated learning environment for students and staff alike.

Future Plans: The department has outlined several future plans aimed at enhancing its educational and clinical services:

1. **Expanding Research Initiatives:** The department intends to increase its research output by fostering collaborations with other institutions and encouraging more students to participate in research projects.
2. **Community Outreach Programs:** Plans are underway to conduct more health camps and awareness campaigns, focusing on preventive healthcare and early diagnosis.
3. **Curriculum Development:** The department aims to incorporate emerging topics in medical science and advanced technology into its curriculum, ensuring students are prepared for the future demands of healthcare.
4. **Faculty Development:** Continuous professional development opportunities will be provided to faculty members to ensure they remain at the forefront of their respective fields.
5. **Infrastructure Improvements:** Investments in laboratory and classroom facilities are planned to provide an optimal environment for education and hands-on training.

The Gynecology & Obstetrics Department, Muhammad Medical College Hospital, Ibn-e-Sina University Mirpurkhas

Introduction

The Gynecology and Obstetrics Department at Muhammad Medical College Hospital, Ibn-e-Sina University (MMCH-ISU) has dedicated itself to enhancing women's health through comprehensive clinical services, education, and research. In the 2023-2024 academic year, the department has successfully achieved significant milestones in patient care, academic activities, and community engagement, guided by the leadership of Dr. Qamar Un Nisa, Head of Department (HoD).

The Gynecology and Obstetrics Department at MMCH-ISU has demonstrated unwavering dedication to education, research, and community health during the 2023-2024 academic year. Under the leadership of Dr. Qamar Un Nisa, the department continues to enhance the health and well-being of women, ensuring that both patients and students receive the highest quality of care and education. As we look to the future, our commitment to excellence will guide us in achieving even greater milestones in the years to come.

Faculty Members

The department comprises a distinguished team of faculty members, each contributing to the department's mission of providing high-quality education and clinical care:

- Dr. Qamar Un Nisa, Professor and Chairperson.
- Dr. Hemlata Pooran Kumar, Professor
- Dr. Yasmeen, Professor
- Dr. Asma Jabeen, Associate Professor
- Dr. Farkhunda Khursheed, Associate Professor
- Dr. Madhu Bala, Associate Professor
- Dr. Anita Rathore, Assistant Professor
- Dr. Firdous Khatoon, Senior Registrar

- Dr. Shafia Khan, Senior Registrar
- Dr. Bushra, Senior Registrar
- Dr. Shahzia Shaikh, Senior Registrar
- Dr. Afsheen Shoukat, Registrar
- Dr. Huda Afzal, Registrar

This talented group plays a critical role in both clinical and educational settings, ensuring that students receive a well-rounded experience that prepares them for future challenges in the field of gynecology and obstetrics.

Academic Activities

The department provided a comprehensive educational program totaling **480 hours of teaching and clinical training** for the year. This extensive curriculum includes lectures, hands-on training, and clinical rotations, ensuring students gain the necessary skills and knowledge.

The faculty organized several academic activities that enhanced both student learning and faculty development:

1. **Audits:** A six-month audit of the gynecology department assessed operational efficiency and patient outcomes, promoting continuous improvement in clinical practices.
2. **Seminars:** Important topics covered included:
 - Recent advances in national clinical guidelines for intrapartum care.
 - Recent advancements in fetal medicine.
 - Mental health issues in postpartum women.
3. **Workshops:** Practical workshops were conducted to enhance skills, including:
 - Management of Postpartum Hemorrhage (PPH).
 - Breech delivery techniques.
 - Shoulder dystocia management.
 - Safe hysterectomy practices.
 - Maternal resuscitation.

4. **Annual Symposium:** This event served as a platform for sharing knowledge, discussing recent advancements, and fostering collaboration among healthcare professionals.

These academic endeavors have significantly contributed to enriching the learning environment for students and staff alike.

Research and Publications

The faculty members have actively engaged in research initiatives, focusing on various aspects of women's health, maternal care, and gynecological conditions. The department has encouraged publication in reputable peer-reviewed journals, thereby contributing to the academic community and promoting evidence-based practices. The research efforts reflect our commitment to addressing critical health issues and advancing the field of gynecology and obstetrics.

Community Health Services

The Gynecology and Obstetrics Department has prioritized community health services, offering vital outreach programs aimed at improving women's health in the surrounding community. The department recorded a total of **14,934 outpatient department (OPD) patients** this year, providing essential gynecological services, consultations, and screenings.

Additionally, the department facilitated **1,460 deliveries**, including **543 normal deliveries** and **917 cesarean sections (C-sections)**. These figures underscore our commitment to providing safe and quality maternal care.

Community engagement initiatives included health awareness campaigns, free health camps, and educational workshops, focusing on reproductive health, prenatal care, and family planning. These efforts have strengthened our ties with the community and promoted healthier lifestyles among women.

Infrastructure

The department is equipped with modern infrastructure that supports both education and clinical practice. Classrooms are designed to facilitate interactive learning, featuring audio-visual aids and collaborative spaces.

Laboratory facilities are equipped with state-of-the-art medical equipment, enabling students to gain practical experience in a simulated environment. These resources have been developed to meet the standards set forth by the Pakistan Medical and Dental Council (PMDC), ensuring that our facilities provide a conducive learning atmosphere.

Learning Resources

To support academic excellence, the department offers access to a wide array of learning resources, including textbooks, medical journals, and online databases. The curriculum is continually updated to reflect the latest advancements in gynecology and obstetrics, ensuring students are well-informed and prepared for their clinical roles.

Moreover, the use of simulation technology enhances practical training, providing students with opportunities to develop their clinical skills in a safe and controlled environment. Faculty members are encouraged to integrate innovative teaching methods to foster student engagement and learning.

Future Plans

The Gynecology and Obstetrics Department is poised for continued growth and improvement. Our future plans include:

1. **Enhancing Research Initiatives:** We aim to increase faculty and student participation in research projects that address critical issues in women's health.
2. **Expanding Community Services:** We plan to develop more outreach programs and health camps to educate and provide services to underserved populations.
3. **Upgrading Facilities:** Future developments will focus on enhancing existing infrastructure and incorporating advanced technologies to improve clinical training and patient care.

4. **Collaborative Efforts:** We aim to establish partnerships with other institutions for collaborative research, knowledge sharing, and clinical training opportunities.
5. **Continuous Professional Development:** Regular workshops and training sessions will be organized to keep faculty and students abreast of the latest advancements in the field.

The Paediatric Department, Muhammad Medical College Hospital, Ibn-e-Sina University Mirpurkhas

Annual Report:

Introduction: The Paediatric Department at Muhammad Medical College Hospital, Ibn-e-Sina University (MMCH-ISU), has made remarkable strides in the academic year 2023-2024, serving **5,349 outpatient department (OPD) patients** while focusing on high-quality education and comprehensive community health services. Under the leadership of Professor Dr. Muhammad Hassan A. Memon, the department has successfully integrated patient care, innovative teaching methods, and research initiatives, thereby establishing itself as a center of excellence in paediatric healthcare.

The Paediatric Department at MMCH-ISU has demonstrated exceptional performance in 2023-2024, achieving excellence in patient care, education, and community service. Under the leadership of Professor Dr. Muhammad Hassan A. Memon and supported by a dedicated faculty, the department continues to foster a culture of learning, innovation, and service. As it looks to the future, the Paediatric Department is well-positioned to further enhance its contributions to the field of paediatric medicine and the health of the community it serves.

Faculty Members: The success of the Paediatric Department is driven by its committed faculty members, each contributing a wealth of knowledge and experience. The current faculty includes:

- **Dr. Muhammad Hassan A. Memon**, Professor and Head of Department (HoD)
- **Dr. Muhammad Iqbal Pathan**, Professor
- **Dr. Naheed Haroon**, Associate Professor
- **Dr. Shaikh Muhammad Akram**, Assistant Professor
- **Dr. Suresh Kumar**, Senior Registrar
- **Dr. Abdul Wahid**, Senior Registrar
- **Dr. Oam Parkash**, Senior Registrar
- **Dr. Hafsa**, Registrar
- **Dr. Shakeela**, Registrar
- **Dr. Huzayfah Iqbal**, Registrar
- **Dr. Faisal Nadeem**, Registrar

These faculty members are dedicated to mentoring medical students and residents, ensuring they receive the highest quality of education and training in paediatric medicine.

Academic Activities: The department has adopted a multi-faceted approach to education through various teaching methodologies, including Problem-Based Learning (PBL), Case-Based Learning (CBL), and Self-Directed Learning (SDL).

- **Problem-Based Learning (PBL):** PBL sessions enable students to engage actively in their learning by addressing clinical cases in small groups. This approach fosters critical thinking, collaboration, and the application of theoretical knowledge to practical situations.
- **Case-Based Learning (CBL):** CBL focuses on real-life clinical scenarios, allowing students to discuss and analyze patient cases. This method enhances diagnostic skills, treatment planning, and clinical reasoning, essential components in paediatric care.
- **Self-Directed Learning (SDL):** SDL encourages students to take initiative in their educational journey. Faculty members provide guidance and resources, allowing students to explore topics of interest in paediatrics independently, which cultivates lifelong learning habits.

These innovative teaching strategies ensure that students develop a strong foundation in paediatric medicine, preparing them for the complexities of patient care.

Seminars and Workshops: Throughout the year, the Paediatric Department has organized numerous seminars and workshops to promote ongoing education and professional development:

1. **Annual Paediatric Symposium:** This flagship event brought together experts to discuss the latest advancements in paediatric care, including updates on vaccination protocols, management of common childhood illnesses, and innovations in paediatric surgery.
2. **Workshops on Clinical Skills:** Hands-on workshops were conducted on essential clinical skills, such as neonatal resuscitation, developmental assessment, and communication skills with children and their families. These practical sessions enabled students to gain confidence in their abilities.
3. **Specialized Seminars:** Topics such as childhood obesity, mental health issues in children, and chronic conditions like asthma were explored in specialized seminars, equipping students with knowledge on pressing health challenges in paediatrics.
4. **Community Engagement Programs:** The department organized seminars aimed at raising awareness about child health issues within the community, educating parents on nutrition, vaccination, and preventive healthcare measures.

These seminars and workshops not only enhance the educational experience for students but also strengthen the department's ties with the community.

Research and Publications: Research plays a pivotal role in the advancement of the Paediatric Department's mission. Faculty members and students are encouraged to engage in research activities that contribute to the field of paediatrics. This year, several significant research projects were undertaken, focusing on:

- **Childhood Nutritional Deficiencies:** Investigating the prevalence and impact of nutritional deficiencies in children within the local community.
- **Mental Health in Adolescents:** Studying the prevalence of anxiety and depression among adolescents and identifying effective intervention strategies.

The department has successfully published its findings in peer-reviewed journals, contributing valuable insights to paediatric medicine and promoting evidence-based practice. Students are actively involved in research projects, fostering a culture of inquiry and critical analysis.

Community Health Services: The Paediatric Department remains committed to enhancing community health through various outreach programs and services. Key initiatives include:

- **Child Health Camps:** The department organized free health camps that provided comprehensive screenings and consultations for children, focusing on early detection and management of health issues.
- **Educational Workshops for Parents:** Workshops were conducted to educate parents about the importance of regular health check-ups, vaccination schedules, and nutritional guidelines for children.
- **School Health Programs:** The department collaborated with local schools to conduct health assessments and provide education on hygiene, nutrition, and physical activity, aiming to promote healthier lifestyles among students.

These community health services reflect the department's dedication to improving child health outcomes and raising awareness about paediatric health issues.

Infrastructure: The Paediatric Department has invested significantly in infrastructure to provide an optimal learning environment and quality patient care:

- **Classrooms:** The department is equipped with modern classrooms designed for interactive learning, featuring audiovisual aids and comfortable seating arrangements that facilitate group discussions and practical demonstrations.
- **Laboratory Equipment:** The department's laboratory is outfitted with advanced diagnostic tools, including blood analyzers, imaging equipment, and developmental assessment tools. This ensures that students gain hands-on experience with essential diagnostic procedures.

Learning Resources: A comprehensive range of learning resources is available to support students' academic development:

- **Medical Library:** The department provides access to a well-stocked medical library, which includes textbooks, journals, and digital resources focused on paediatrics and related fields.

- **Online Learning Platforms:** Students have access to online databases and e-learning resources, enabling them to stay informed about the latest research and clinical guidelines in paediatric medicine.
- **Simulation Tools:** The use of simulation tools for practicing clinical skills enhances the learning experience, allowing students to develop competencies in a safe and controlled environment.

Future Plans: Looking ahead, the Paediatric Department has set ambitious goals to enhance its educational and clinical services:

1. **Expanded Research Initiatives:** The department aims to increase its research output by focusing on collaborative projects with other institutions and promoting student involvement in research activities.
2. **Enhanced Community Outreach:** Future plans include organizing more free health camps and educational programs to improve community access to paediatric care and raise awareness of common health issues affecting children.
3. **Curriculum Development:** The department plans to continuously update its curriculum to incorporate the latest advancements in paediatric medicine, ensuring that students receive a modern and relevant education.
4. **Faculty Development Programs:** Ongoing professional development for faculty will be prioritized, including opportunities to attend national and international conferences, ensuring they remain at the forefront of paediatric healthcare.
5. **Infrastructure Upgrades:** The department seeks to enhance its facilities and equipment, ensuring that students have access to the latest technology for both learning and patient care.

The ENT Department, Muhammad Medical College Hospital, Ibn-e-Sina University Mirpurkhas

Annual Report:

Introduction

The ENT (Ear, Nose, and Throat) Department at Muhammad Medical College Hospital, Ibn-e-Sina University (MMCH-ISU) is dedicated to advancing patient care, education, and research in otolaryngology. Under the leadership of Professor Dr. Noor Alam Ansari, the department has achieved remarkable success in both academic and clinical domains. With a focus on training skilled professionals and serving the community, the department is committed to providing comprehensive ENT care and advancing medical knowledge in the field.

The ENT Department at MMCH-ISU has made substantial progress in patient care, community service, and academic achievement during the 2023-2024 academic year. Through the dedication of its faculty and commitment to excellence, the department continues to provide high-quality education and contribute to the field of otolaryngology. As the department looks to the future, it is poised for continued growth and innovation, addressing the evolving needs of its students, patients, and the broader community.

Faculty Members

The department boasts a highly qualified and dedicated team of faculty members, each contributing to the academic and clinical achievements of the department:

- **Dr. Noor Alam Ansari**, Professor and Chairman of Department.
- **Dr. Muhammad Wasiullah Khan**, Assistant Professor
- **Dr. Allah Bux Mushtaq**, Assistant Professor
- **Dr. Saleem Raza Memon**, Senior Registrar
- **Dr. Farhan Ashraf**, Registrar
- **Dr. Abdul Qadir Shah**, Registrar

This team provides exceptional guidance and training to students, fostering a rigorous academic environment while ensuring high-quality patient care. Faculty members bring specialized knowledge in various areas of ENT, which greatly enriches the department's clinical and educational activities.

Academic Activities: The ENT Department is deeply committed to academic excellence, offering a well-structured curriculum that combines theoretical knowledge with practical skills. The department conducts **480 hours of teaching and clinical training** annually, covering a broad spectrum of ENT topics.

- **Lectures and Interactive Sessions:** Faculty members conduct regular lectures, covering fundamental ENT topics and complex case studies. These sessions are designed to enhance students' knowledge and encourage critical thinking and diagnostic skills.

- **Clinical Training:** The department offers comprehensive clinical training, where students are involved in patient examinations, diagnostic procedures, and surgical observations. This hands-on approach ensures that students gain practical experience under the supervision of experienced faculty.
- **Workshops:** Regular workshops are organized to provide students with hands-on training in specific ENT procedures, such as endoscopy, audiometry, and nasal surgeries. These workshops reinforce students' practical skills and prepare them for independent practice.

Seminars and Events: Throughout the academic year, the department organized multiple seminars and events, enabling students to gain insight into current trends, research, and best practices in otolaryngology. Key events included:

1. **Annual ENT Symposium:** Faculty members and guest speakers discussed advances in otolaryngology, focusing on topics such as chronic sinusitis, head and neck cancer management, and advancements in hearing restoration.
2. **Seminar on ENT Emergencies:** This seminar covered the identification and management of ENT emergencies, including airway obstruction, epistaxis, and foreign body removal, providing students with crucial skills for urgent care situations.
3. **Hearing Loss and Audiology Workshop:** Organized in collaboration with the Audiology Department, this workshop offered practical training in audiometric testing, diagnosis, and rehabilitation options for patients with hearing loss.
4. **Community Health Day:** The department actively participated in this event to provide free hearing assessments and ear health check-ups to community members, raising awareness about common ENT issues and preventive measures.

Research and Publications: The ENT Department remains actively engaged in research, contributing valuable insights to the field. Faculty members conducted studies on topics such as chronic rhinosinusitis, hearing impairment, and pediatric otitis media, with findings published in reputable medical journals. The department encourages student involvement in research projects, offering guidance in study design, data collection, and manuscript preparation. These research initiatives not only advance scientific understanding but also instill a strong foundation in evidence-based practice for students.

Community Health Services: Community outreach is a core component of the department's mission. During 2023-2024, the ENT Department treated a total of **3,681 outpatients (OPD)**, providing essential ear, nose, and throat care to patients from surrounding communities. Major initiatives included:

- **Free ENT Screening Camps:** In collaboration with local organizations, the department organized multiple free screening camps, where patients received comprehensive ENT assessments, treatments, and referrals. These camps aimed to detect and treat common ENT conditions early, improving the overall health of the community.
- **School Hearing Screenings:** The department conducted screenings in local schools to identify hearing issues in children, facilitating early intervention and preventing long-term complications.

- **Public Awareness Campaigns:** Faculty members participated in public awareness programs that focused on preventing ENT-related issues, such as ear infections and hearing loss. Educational materials were distributed, emphasizing the importance of early intervention and regular check-ups.

Infrastructure: The ENT Department has invested significantly in infrastructure and technology, ensuring students and faculty have access to state-of-the-art facilities and equipment. These resources are essential for effective teaching and comprehensive patient care.

- **Classrooms:** The department's classrooms are equipped with multimedia capabilities, enabling faculty to deliver interactive lectures and presentations. The classrooms are also used for clinical case discussions, enhancing students' diagnostic skills and clinical reasoning.
- **Laboratory Equipment:** The department's laboratory is furnished with advanced ENT diagnostic and surgical equipment, including endoscopy systems, audiometry tools, and otoscopes. This equipment is essential for both teaching and patient care, providing students with hands-on experience and preparing them for real-world clinical scenarios.

Learning Resources: The department provides a wide range of learning resources, enabling students to broaden their knowledge and stay updated with advancements in otolaryngology.

- **Medical Library:** The department has access to a well-stocked medical library, which includes textbooks, reference materials, and access to digital resources on otolaryngology and related fields.
- **Online Learning Platforms:** Students are encouraged to use online resources, such as e-journals and medical databases, for academic research and to supplement their learning with the latest research findings.
- **Simulation Models:** To enhance practical training, the department uses simulation models for procedural practice, such as airway management and nasal surgeries. This allows students to develop their skills in a safe and controlled environment before transitioning to patient care.

Future Plans: As the ENT Department continues to grow, it is focused on expanding its services, research initiatives, and educational offerings. The department has outlined several strategic plans for the upcoming years:

1. **Expanding Clinical Research:** The department aims to increase its research output, focusing on prevalent regional ENT issues such as chronic sinusitis and hearing loss. Plans are in place to secure funding for larger, multi-center studies.
2. **Increasing Community Outreach:** The department plans to expand its community outreach by conducting more screening camps in underserved areas, aiming to improve access to quality ENT care.
3. **Enhancing Infrastructure:** To further enhance clinical training, the department plans to acquire additional diagnostic equipment and upgrade existing facilities. This will ensure that students have access to the latest technology, preparing them for modern clinical practice.

4. **Faculty Development:** To stay updated with advancements in the field, faculty members are encouraged to attend workshops, conferences, and seminars. This not only enhances their knowledge but also allows them to integrate new methods and techniques into the curriculum.
5. **Collaboration and Partnerships:** The department is exploring potential collaborations with other institutions for research and knowledge exchange. These partnerships would provide students and faculty with broader learning and research opportunities.

Institute of Radiologic Sciences, Muhammad Medical College and Hospital, Ibn-e-Sina University Mirpurkhas.

Annual Report 2023-2024:

The Institute of Radiologic Sciences is proud to present its 2024 Annual Report, detailing key achievements, ongoing initiatives, academic advancements, and plans aligned with the Pakistan Medical and Dental Council (PMDC) requirements. Our department, under the guidance of experienced faculty and a dedicated clinical team, continues to provide high-quality diagnostic imaging services and academic training, fostering the growth of radiologic sciences in both clinical and academic domains.

The Department of Radiologic Sciences remains dedicated to its mission of delivering top-tier education, innovative research, and quality patient care. We look forward to another year of growth and progress, upholding our commitment to excellence in radiologic sciences and fulfilling PMDC requirements. Through our dedicated faculty, state-of-the-art facilities, and focus on experiential learning, we are shaping the next generation of radiologic professionals poised to make significant contributions to the field.

Clinical Services Overview

Our radiologic department delivered a substantial volume of diagnostic services this year, reflecting our commitment to patient care. In 2024, the department performed a total of:

- **X-rays:** 2,949
- **Ultrasounds:** 2,802
- **CT Scans:** 393

These services were administered by our highly trained radiologic technologists and overseen by our expert faculty members to ensure accurate, safe, and efficient diagnostic procedures.

Faculty Members and Roles: The department's success is driven by the dedication and expertise of our faculty. The faculty team includes:

- **Dr. Aneela Sheeba** – Professor and Director: Dr. Sheeba brings a wealth of knowledge and leadership, ensuring the department aligns with PMDC standards and advances in radiologic sciences. She oversees academic and clinical operations and is deeply involved in curriculum development, research initiatives, and faculty training.
- **Dr. Saleem Raza** – Senior Registrar and Co-Director: Dr. Raza is responsible for coordinating administrative activities and collaborating with faculty members on curriculum development. He supervises postgraduate and undergraduate students, mentoring them in clinical skills and academic research.
- **Dr. Sarfraz Ahmed** – Registrar: Dr. Ahmed handles administrative responsibilities related to patient diagnostics, ensuring adherence to departmental protocols and supervising daily operations in the radiology labs.
- **Dr. Muhammad Aquil Chowhan** – Registrar: Dr. Chowhan manages workflow efficiency in clinical services, oversees equipment maintenance, and aids in the training of technologists and students in radiologic practices.

Academic Activities: Our department is committed to fostering an academic environment that emphasizes hands-on learning and critical thinking. This year, we expanded our focus on **Problem-Based Learning (PBL)**, **Case-Based Learning (CBL)**, and **Self-Directed Learning (SDL)** methods, which are integral to developing competent radiologic professionals.

1. **Problem-Based Learning (PBL):** Students participated in weekly PBL sessions where they analyzed real clinical cases, encouraging collaborative learning and problem-solving. Faculty members provided guidance, helping students understand complex diagnostic scenarios and the critical thinking required in radiology.
2. **Case-Based Learning (CBL):** Utilizing actual case studies, CBL sessions allowed students to analyze patient histories, imaging findings, and diagnostic approaches. These sessions facilitated practical learning and prepared students to manage cases independently.

3. **Self-Directed Learning (SDL):** Students were encouraged to pursue SDL activities where they researched current radiologic practices, new imaging techniques, and recent technological advancements. This method nurtured independent learning skills and prepared students for future research.

Seminars and Workshops: Throughout the year, the department hosted several seminars and workshops to enhance students' and faculty members' knowledge in specialized radiologic practices. Highlights include:

- **Annual Radiology Advances Seminar:** A two-day event featuring guest lectures from radiology experts across Pakistan and international speakers. Topics covered included advancements in CT and MRI imaging, the role of AI in diagnostics, and patient safety protocols.
- **Workshop on Radiation Safety:** Conducted in collaboration with the hospital's safety team, this workshop trained students and staff on radiation safety procedures and equipment handling, essential for ensuring a safe environment for patients and healthcare providers.
- **Ultrasound Techniques Workshop:** This hands-on workshop provided intensive training in ultrasound imaging, with an emphasis on accurate imaging techniques and interpretation skills. Led by Dr. Muhammad Aquil Chowhan, the workshop targeted advanced students and new practitioners in the field.

Research and Publications: Research is a cornerstone of our department's mission to contribute to the body of knowledge in radiologic sciences. Our faculty members and students actively engaged in research, producing several notable publications in 2024:

- **Faculty Publications:** Dr. Aneela Sheeba led a collaborative study on the role of advanced imaging techniques in early cancer detection, published in a leading medical journal.
- **Student Research:** Under faculty guidance, students completed projects on topics such as "The Role of MRI in Neurological Diagnostics" and "Comparative Analysis of

Ultrasound and CT in Abdominal Trauma Cases.” These research projects encouraged students to explore clinical questions and contribute to evidence-based practices in radiology.

Learning Resources

The Institute of Radiologic Sciences offers a range of learning resources to support students’ educational journey, including:

- **Digital Imaging Laboratory:** A state-of-the-art facility equipped with the latest imaging software, allowing students to interpret and analyze radiologic images under the guidance of faculty.
- **Radiology Library:** Our dedicated library houses textbooks, journals, and online resources, providing students access to current radiology research and publications.
- **Clinical Simulation Lab:** This year, we expanded our simulation lab to include advanced imaging equipment, where students can practice procedures and build confidence in a controlled, supervised setting.

Future Plans

Looking ahead, our department has several goals to continue enhancing our academic and clinical offerings:

1. **Integration of Advanced Imaging Technologies:** We plan to introduce digital radiography and magnetic resonance imaging (MRI) in the coming year. This addition will enable students to gain hands-on experience with cutting-edge diagnostic tools.
2. **Increased Research Collaboration:** We aim to foster research collaborations with local and international institutions, allowing our students and faculty to contribute to larger research projects and gain exposure to diverse methodologies.
3. **Postgraduate Program Development:** To meet the growing demand for specialized radiologic training, we plan to establish a postgraduate diploma in Advanced Diagnostic

Imaging. This program will provide an in-depth curriculum focusing on advanced imaging techniques, catering to professionals seeking specialization.

4. **Continued Faculty Development:** We are committed to the professional development of our faculty through training sessions, workshops, and conferences, ensuring that they remain at the forefront of radiologic education.
5. **Community Outreach Program:** In alignment with PMDC's emphasis on community engagement, our department will initiate outreach programs to provide radiology services in underserved areas. This program will serve as a platform for our students to gain practical experience while addressing community healthcare needs.

The Community Dentistry Department, Muhammad Dental College Ibn-e-Sina University Mirpurkhas

Annual Report

Introduction: The Community Dentistry Department at Muhammad Dental College, Ibn-e-Sina University (MDC-ISU), is dedicated to promoting oral health and preventive dentistry within the college and the wider community. Throughout the 2023-2024 academic year, the department has pursued its mission to foster community-based dental education, conduct impactful research, and provide essential community health services. This report outlines the department's activities and achievements, highlighting the contributions of its faculty, academic programs, research initiatives, community health services, infrastructure, learning resources, and future goals, aligning with the standards set by the Pakistan Medical and Dental Council (PMDC).

The Community Dentistry Department at Muhammad Dental College-ISU has made significant strides in fulfilling its mission to educate students and serve the community. Through comprehensive education, impactful research, and dedicated community service, the department remains committed to advancing public health in dentistry and fostering the next generation of dental professionals.

Faculty Members: The Community Dentistry Department is comprised of highly qualified and motivated faculty members who guide the department's educational and outreach initiatives:

- **Dr. Faryal Manzoor**, Associate Professor, oversees the department's academic and clinical activities, and **Dr. Muhammad Ali**, Assistant Professor playing a pivotal role in curriculum development, research, and community outreach programs.
- **Dr. Rehmatullah Kandhro** and **Dr. Seema Soomro**, Senior Lecturers, are responsible for classroom instruction, guiding students in community dentistry practices, and supervising research projects.
- **Dr. Doha Rashid Rajar**, and **Dr. Sandeep**, Lecturers, support the academic and outreach programs, conducting lectures, practical sessions, and community health projects.

This team brings a wealth of expertise and dedication to ensuring that students gain a thorough understanding of community dentistry principles, empowering them to serve diverse populations with compassion and professionalism.

Academic Activities: The department's curriculum emphasizes preventive dentistry, health promotion, and community-oriented patient care, all aimed at preparing students to serve as oral health advocates:

- **Lectures and Practical Sessions:** Faculty members deliver lectures covering epidemiology, dental public health, preventive methods, and behavioral science. Practical sessions focus on fieldwork, where students gain firsthand experience working with communities.
- **Field Visits and Surveys:** Students participate in field visits to underserved areas, rural communities, and schools, allowing them to conduct oral health surveys, assess common dental issues, and implement preventive strategies. These field activities provide students with invaluable insight into the realities of community health challenges.
- **Student Research Projects:** Students are encouraged to take part in research projects focused on oral health epidemiology, risk factors for dental diseases, and preventive strategies. These projects are supervised by faculty and often culminate in presentations at conferences, fostering analytical skills and community engagement.

Providing a hands-on approach, the academic activities within the department ensure that students are equipped with both theoretical knowledge and practical experience, preparing them to make meaningful contributions in the field of community dentistry.

Seminars and Workshops: Throughout the year, the Community Dentistry Department organized various seminars and workshops to enhance student learning and promote collaboration with healthcare professionals:

- **Annual Community Dentistry Seminar:** This seminar focused on "Preventive Dentistry and Public Health Challenges in Rural Communities." Guest speakers from leading dental institutions shared insights into preventive strategies and discussed effective health education practices.

- **Oral Health Promotion Workshop:** Faculty conducted a workshop that trained students in designing and delivering oral health education programs for different age groups. Emphasis was placed on communication techniques, allowing students to effectively engage with diverse audiences.
- **Collaborative Programs:** The department partnered with public health organizations to deliver seminars on topics such as water fluoridation, the role of diet in oral health, and the impact of socio-economic factors on dental health. These collaborations helped students gain a broader perspective on public health issues beyond the clinical environment.

These seminars and workshops not only enhance students' knowledge but also equip them with skills necessary for promoting oral health within communities, in alignment with the PMDC's emphasis on community-based learning.

Research and Publications: Research is a central focus of the department, with faculty and students actively participating in studies that address pressing public health issues in dentistry:

- **Oral Health Disparities in Rural Communities:** Faculty and students conducted research on the prevalence of dental caries and periodontal disease in rural populations, examining factors such as limited access to dental care and dietary habits. This study highlighted the need for targeted preventive measures in underserved communities.
- **Assessment of Oral Health Education Programs:** Another research project evaluated the effectiveness of oral health education interventions in local schools. Findings from this study were presented at national conferences and published in a reputable dental journal.
- **Publications:** Faculty members have published several articles in peer-reviewed journals on topics such as tobacco cessation programs, fluoride application, and community-based dental health interventions. These publications contribute to the academic body of knowledge and demonstrate the department's commitment to advancing public health in dentistry.

The department's research initiatives aim to identify solutions for common oral health challenges and underscore its commitment to evidence-based practices.

Community Health Services: The Community Dentistry Department prioritizes outreach programs to improve oral health awareness and access to care for underserved populations:

- **Mobile Dental Camps:** In collaboration with other departments, the team conducted mobile dental camps in rural areas, offering free screenings, dental hygiene instruction, and basic treatments. These camps serve as a practical learning platform for students while benefiting the community.
- **School-Based Oral Health Programs:** Faculty and students visited local schools to conduct oral health sessions, distribute dental kits, and provide preventive fluoride treatments. By targeting young populations, these programs aim to instill lifelong healthy habits.
- **Awareness Campaigns:** The department launched campaigns during National Oral Health Week, including workshops on tobacco cessation and the importance of dental hygiene. These campaigns, attended by hundreds of community members, raised awareness and encouraged preventive care.

These initiatives demonstrate the department's commitment to serving the community and bridging the gap between healthcare professionals and the public.

Infrastructure: The department maintains well-equipped facilities that support the practical and theoretical learning needs of students:

- **Classrooms:** Classrooms are equipped with modern teaching aids, such as projectors and audio-visual equipment, facilitating interactive lectures and presentations.
- **Laboratory Facilities:** The department has a dedicated laboratory where students learn to conduct community health assessments, understand epidemiological principles, and gain practical skills necessary for fieldwork.
- **Mobile Dental Units:** To support outreach programs, the department utilizes mobile dental units equipped with portable dental chairs, diagnostic tools, and sterilization equipment. These units enable students and faculty to deliver care in remote areas.

With this infrastructure, the department ensures students have access to essential tools and resources, fostering an effective learning environment.

Learning Resources: To complement classroom instruction, the department provides a range of learning resources:

- **Digital Library Access:** Students have access to online journals, e-books, and research databases, allowing them to stay current on developments in community dentistry and public health.
- **Resource Materials:** Manuals and guides on community health assessment, epidemiology, and preventive techniques are provided, serving as references during practical fieldwork and research activities.
- **Mentorship Programs:** Faculty members offer one-on-one mentorship, assisting students in research, academic inquiries, and career guidance, ensuring a supportive learning atmosphere.

These resources are integral to the students' academic experience, allowing them to excel in their studies and contribute effectively to community health.

Future Plans

Looking ahead, the department has set ambitious goals to continue enhancing its academic and community services:

- **Expanding Outreach Programs:** The department plans to increase the frequency of mobile dental camps, extending services to additional underserved communities.
- **Strengthening Research Collaborations:** Future research will involve collaborations with public health organizations to explore broader aspects of dental public health and preventive strategies.
- **Infrastructure Upgrades:** Plans are underway to improve classroom and lab facilities, ensuring students benefit from advanced resources and technology.
- **Developing Online Learning Modules:** To make learning more accessible, the department intends to create online modules on community dentistry topics, allowing students to engage with the material remotely.

The Dental Materials Department, Muhammad Dental College Ibn-e-Sina University Mirpurkhas

Annual Report:

Introduction: The Dental Materials Department at Muhammad Dental College, Ibn-e-Sina University (MDC-ISU), has witnessed a productive and transformative year during the academic session 2023-2024. Focused on equipping students with foundational knowledge in material science and its application to dentistry, the department has continued to advance its educational programs, research initiatives, and community outreach. This report outlines the department's achievements, detailing the contributions of faculty members, academic activities, seminars, research and publications, community health services, infrastructure, learning resources, and future plans, in compliance with the Pakistan Medical and Dental Council (PMDC) standards.

The Dental Materials Department at Muhammad Dental College-ISU has made significant progress over the 2023-2024 academic year. Through dedicated faculty, innovative academic programs, and a strong commitment to research and community service, the department continues to set high standards in dental education and patient care. The future promises further advancements as the department strives to fulfill its mission of excellence in dental material sciences.

Faculty Members: The department is led by a team of highly qualified and dedicated faculty members who bring their expertise and passion for dental material sciences into the classroom and clinic. The faculty members include:

- **Dr. Hafiz Mahmood Azam**, Professor, is a senior academic with extensive experience in dental materials science. He oversees the department's strategic direction, curriculum development, and research projects.
- **Dr. Nourain Saeed**, Senior Registrar, is actively involved in teaching and clinical mentorship. She plays a vital role in guiding students in the practical applications of dental materials in various clinical settings.

- **Dr. Paras Talpur, Dr. Anum Saleem, Dr. Sahar Ali, and Dr. Muhammad Hassan Khoso**, Lecturers, contribute to both classroom instruction and hands-on training. Their commitment to excellence enhances the department's academic environment, and they play a pivotal role in supervising laboratory sessions and student projects.

This team works collaboratively to ensure students gain a comprehensive understanding of dental materials and their applications in modern dentistry.

Academic Activities: The Dental Materials Department offers a rigorous curriculum that blends theoretical concepts with practical application, equipping students with the knowledge and skills needed to excel in dentistry. Key academic activities include:

- **Course Modules:** The department offers a structured course on dental materials covering topics such as polymeric, metallic, and ceramic materials, as well as biomaterials used in restorative dentistry. Emphasis is placed on the properties, applications, and biocompatibility of these materials.
- **Laboratory Training:** Practical sessions are conducted regularly, where students gain hands-on experience working with various dental materials. These laboratory exercises include manipulation and testing of materials, which are essential for understanding their properties and clinical suitability.
- **Case-Based Learning:** Students engage in case studies that illustrate the practical applications of dental materials in clinical dentistry, fostering critical thinking and problem-solving skills.

These activities ensure that students graduate with a solid understanding of dental material science and its relevance to clinical practice.

Seminars and Workshops: The department hosted several seminars and workshops throughout the year to encourage ongoing learning and professional development. Noteworthy events include:

- **Dental Materials Seminar:** A comprehensive seminar was organized to introduce students to recent advancements in material science and their implications for clinical practice. Experts in the field shared insights into the latest research, including innovative materials used in restorative and cosmetic dentistry.

- **Hands-On Workshop on Composite Resins:** This workshop provided students with hands-on experience in manipulating composite materials, focusing on restorative techniques and esthetics. Faculty members demonstrated techniques for achieving optimal results, and students practiced these techniques under supervision.
- **Interdisciplinary Workshop on Biomaterials:** This collaborative workshop brought together students and faculty from various departments, offering a multidisciplinary perspective on biomaterials, including applications in orthodontics, prosthodontics, and periodontology.

These seminars and workshops enhance the educational experience by exposing students to real-world applications and the latest advancements in dental materials.

Research and Publications: Research is a cornerstone of the Dental Materials Department, with faculty and students actively engaged in studies that contribute to scientific knowledge and clinical advancements. Key research initiatives during the year included:

- **Studies on Biocompatibility:** Research focused on assessing the biocompatibility of various dental materials, exploring how materials interact with biological tissues and their safety in restorative applications.
- **Material Durability and Performance:** Investigations into the durability and wear resistance of restorative materials such as composites, amalgams, and ceramics, aimed at improving patient outcomes and extending the lifespan of dental restorations.
- **Sustainable Materials:** A unique project exploring eco-friendly alternatives in dental materials, emphasizing biodegradable and sustainable options that meet clinical requirements.

Several research papers were published in national and international dental journals, furthering the department's reputation as a hub for research and innovation in dental materials science.

Community Health Services: The department's commitment to community health extends beyond academic and clinical instruction. Through various outreach initiatives, the Dental Materials Department contributes to improving oral health awareness and access to care in the community:

- **Oral Health Awareness Programs:** Faculty and students conducted awareness sessions in local schools and community centers, educating the public on the importance of dental hygiene and the role of dental materials in modern treatments.
- **Free Dental Camps:** In collaboration with other departments, the Dental Materials Department participated in free dental camps, providing screenings and consultations. During these camps, patients received valuable advice on dental restorations and the importance of choosing quality materials for durable dental care.

These initiatives demonstrate the department's commitment to social responsibility and contribute to the overall well-being of the local community.

Infrastructure

The department has invested in high-quality infrastructure and equipment to support both academic and clinical training. Key facilities include:

- **Laboratories:** Equipped with state-of-the-art instruments for material testing and manipulation, the laboratories provide an ideal setting for students to learn the technical aspects of dental materials science. The equipment includes testing machines for evaluating the mechanical properties of materials, such as tensile and compressive strength.
- **Classrooms:** Modern classrooms with audiovisual aids enhance the learning experience, facilitating interactive lectures and discussions. These classrooms provide an environment conducive to knowledge exchange and collaborative learning.

These facilities are integral to the department's mission of providing a comprehensive and practical education in dental materials.

Learning Resources: The Dental Materials Department provides students and faculty with a wealth of learning resources to support their academic and research pursuits:

- **Digital Library Access:** A comprehensive collection of journals, textbooks, and research articles on dental materials is available, enabling students to stay updated on the latest developments in the field.
- **Laboratory Manuals and Protocols:** Comprehensive guides and protocols are provided to students for laboratory procedures, ensuring standardized training and safe handling of materials.

- **Study Groups and Mentoring:** Faculty members facilitate study groups and provide mentoring for students, offering additional support for difficult concepts and research guidance.

These resources are essential for fostering a thorough understanding of dental materials and promoting a culture of continuous learning.

Future Plans

The Dental Materials Department is committed to growth and development, with several future initiatives aimed at enhancing education and research:

- **Expanded Research Opportunities:** The department aims to foster interdisciplinary research collaborations, focusing on new material technologies and innovations that can improve patient outcomes.
- **Infrastructure Upgrades:** Plans are in place to upgrade laboratory equipment and facilities, ensuring that students have access to the latest technologies in material science.
- **Community Engagement:** The department plans to strengthen its community outreach programs, increasing the frequency of free dental camps and oral health education sessions.

The Operative Dentistry Department, Muhammad Dental College Ibn-e-Sina University Mirpurkhas

Introduction: The Operative Dentistry Department at Muhammad Dental College, Ibn-e-Sina University (MDC-ISU), has made significant strides during the academic year 2023-2024. With a total of 593 outpatient department (OPD) patients treated, the department has focused on delivering high-quality clinical care, enhancing educational experiences, and engaging in community health services. This report outlines the department's achievements, including the roles of faculty members, academic activities, seminars, research and publications, community health initiatives, infrastructure, learning resources, and future plans, as per the requirements of the Pakistan Medical and Dental Council (PMDC).

The Operative Dentistry Department at Muhammad Dental College-ISU has made significant contributions to education, patient care, and community health during the 2023-2024 academic year. With a dedicated faculty, innovative academic initiatives, and a commitment to excellence, we look forward to achieving even greater milestones in the future.

Faculty Members: The success of the Operative Dentistry Department is attributed to its dedicated faculty members who contribute to clinical practice and academic excellence. The faculty consists of:

- **Dr. Asadullah Khan Tareen**, Professor and Chairman of the department, who oversees the clinical operations, educational programs, and research initiatives. His extensive experience and leadership are instrumental in shaping the department's direction.
- **Dr. Shuja Aslam**, Assistant Professor, plays a pivotal role in teaching and mentoring students, providing guidance on clinical techniques and theoretical concepts in operative dentistry.
- **Dr. Mohsin Ali Dahraj**, Senior Registrar, is actively involved in patient care and serves as a mentor for students during their clinical rotations.

- Registrars, including **Dr. Saima, Dr. Asma Kausar, Dr. Priyanka,** and **Dr. Moon Irum,** support the department's clinical and academic activities, ensuring effective patient management and facilitating student learning.

This team of faculty members fosters a collaborative environment that enhances the educational experience and promotes a culture of continuous learning.

Academic Activities: The Operative Dentistry Department is committed to providing a comprehensive education that combines theoretical knowledge with practical skills. This year, the department conducted various academic activities, including:

- **Lectures and Clinical Training:** Regular lectures covered essential topics such as cavity preparation, dental materials, and restorative techniques. Clinical training sessions allowed students to practice these skills under faculty supervision, reinforcing their learning.
- **Case Discussions:** Students participated in case discussions, where they presented complex cases and engaged in critical thinking regarding diagnosis and treatment planning. This practice enhances their problem-solving skills and prepares them for real-world scenarios.

These academic activities are designed to ensure that students receive a well-rounded education and are prepared to excel in operative dentistry.

Seminars and Workshops: To further enhance the educational experience, the department organized several seminars and workshops throughout the academic year, which included:

- **Annual Operative Dentistry Conference:** This event featured renowned speakers who presented on contemporary topics, including advances in restorative techniques and the use of innovative dental materials. The conference provided an excellent platform for knowledge exchange among students, faculty, and dental professionals.
- **Hands-On Workshops:** Practical workshops focused on specific techniques, such as composite restorations, endodontics, and dental sealants. These sessions provided

students with invaluable hands-on experience, allowing them to refine their clinical skills in a supportive environment.

These seminars and workshops contribute significantly to the professional development of students and faculty, fostering a culture of lifelong learning.

Research and Publications: Research is a vital aspect of the Operative Dentistry Department's mission. Faculty members and students engage in various research initiatives aimed at advancing knowledge in the field of operative dentistry. Key areas of focus include:

- **Dental Materials Research:** Studies investigating the properties and clinical performance of new dental materials are ongoing, contributing to evidence-based practice in operative dentistry.
- **Patient Outcomes:** Research projects exploring patient satisfaction and treatment outcomes provide insights into improving clinical practices and patient care.

The department has successfully published several articles in reputable dental journals, showcasing its research contributions and enhancing its reputation within the dental community.

Community Health Services: The Operative Dentistry Department is dedicated to improving community health through various outreach initiatives designed to address the dental needs of the population. Key community health services provided include:

- **Free Dental Camps:** The department organized free dental screening camps in collaboration with local communities, offering basic dental assessments and treatment to underserved populations. These camps aimed to raise awareness about oral health and encourage early intervention.
- **Oral Health Education Programs:** Faculty members conducted educational workshops in schools and community centers, focusing on preventive oral health care, proper brushing techniques, and the importance of regular dental visits. These initiatives empower community members to take charge of their oral health.

Through these community health services, the department has demonstrated its commitment to serving the public and promoting oral health awareness.

Infrastructure: The Operative Dentistry Department boasts modern infrastructure that supports both educational and clinical activities. Key features include:

- **Classrooms:** Equipped with advanced audiovisual technology, our classrooms foster an engaging learning environment, facilitating interactive lectures and discussions.
- **Clinical Facilities:** The department is equipped with modern dental chairs, diagnostic tools, and restorative equipment, enabling students to gain practical experience while providing quality patient care.
- **Laboratory Equipment:** The department houses state-of-the-art laboratory facilities for materials testing and restorative procedures, ensuring students are well-prepared for clinical practice.

These facilities enhance the learning experience and ensure that students are exposed to the latest advancements in operative dentistry.

Learning Resources

To support academic excellence, the department provides a wide range of learning resources, including:

- **Digital Libraries:** Access to a comprehensive collection of online journals, textbooks, and databases enables students and faculty to stay updated on the latest research and advancements in operative dentistry.
- **Clinical Guidelines and Protocols:** Comprehensive clinical manuals and treatment protocols are available, assisting students in understanding evidence-based practices and improving patient care.

These resources are essential for promoting a culture of continuous learning and ensuring that students are well-equipped for their future careers.

Future Plans

As the Operative Dentistry Department looks to the future, we are committed to enhancing our educational and clinical initiatives. Our plans include:

- **Expansion of Research Efforts:** We aim to increase our research output by encouraging faculty and students to engage in collaborative projects and seek funding for innovative studies that address critical issues in operative dentistry.
- **Interdisciplinary Collaboration:** We plan to strengthen collaborations with other dental and medical departments to enhance the comprehensive approach to patient care.
- **Infrastructure Development:** Continued investment in upgrading clinical and laboratory facilities will ensure that our students receive cutting-edge training and experience the latest advancements in operative dentistry.

The Oral and Maxillofacial Surgery Department, Muhammad Dental College Ibn-e-Sina University Mirpurkhas

Annual Report:

Introduction:

The Oral and Maxillofacial Surgery (OMS) Department at Muhammad Dental College, Ibn-e-Sina University (MDC-ISU), has made significant strides in providing exceptional surgical care, advancing academic knowledge, and fostering community health during the 2023-2024 academic year. With a total of 1,150 outpatient department (OPD) patients served, the department has demonstrated its commitment to patient care, education, and research, aligning with the Pakistan Medical and Dental Council (PMDC) requirements.

The Oral and Maxillofacial Surgery Department at MDC-ISU has made significant contributions to patient care, education, and research during the 2023-2024 academic year. With a dedicated faculty, innovative academic activities, community health initiatives, and a commitment to excellence, we look forward to achieving even greater milestones in the future.

Faculty Members:

The department is staffed by a dedicated team of professionals who bring a wealth of experience and expertise in the field of oral and maxillofacial surgery. Under the leadership of **Prof: Dr. Qadeer-ul-Hassan**, Professor and Chairman of the Department, the faculty has effectively mentored students while ensuring high standards of clinical practice and research. The faculty members include:

- **Dr. Maya Madhuri, Dr. Ali Raza Zia, Dr. Ameer Hamza, Dr. Farzana Lakho** (all Senior Registrars), and **Dr. Anil Kumar** (Registrars), who play critical roles in patient management, surgical education, and research initiatives.

- **Dr. Faryal Rashid**, our Lecturer, focuses on the academic aspects of the department, contributing to the curriculum and student learning experiences.

Academic Activities:

The OMS department has prioritized a robust academic curriculum, emphasizing both theoretical knowledge and practical skills. The faculty conducted a series of lectures, workshops, and clinical demonstrations throughout the academic year. These activities fostered an interactive learning environment, enhancing students' understanding of complex surgical procedures and patient management strategies.

In addition to regular coursework, the department organized guest lectures featuring esteemed professionals from various disciplines, providing students with insights into contemporary practices and innovations in oral and maxillofacial surgery.

Seminars and Workshops:

To keep abreast of the latest advancements in oral and maxillofacial surgery, the department hosted several seminars and workshops. Notable events included:

- **Advanced Surgical Techniques Workshop:** This workshop provided hands-on training in contemporary surgical techniques, attended by faculty members and postgraduate students.
- **Annual Symposium on Oral and Maxillofacial Surgery:** Featuring expert speakers and interactive sessions, the symposium focused on recent developments in surgical protocols and patient care, fostering discussions on case studies and clinical challenges.

These initiatives not only enriched the educational experience of our students but also promoted collaboration among healthcare professionals.

Research and Publications

Research is a cornerstone of our department's mission. This year, faculty members were actively engaged in various research projects aimed at addressing clinical challenges in oral and

maxillofacial surgery. The department produced several publications in reputable journals, contributing to the body of knowledge in the field. Key research areas included:

- **Outcomes of Surgical Interventions in Jaw Disorders:** This study analyzed the effectiveness of different surgical approaches, leading to improved patient care protocols.
- **Assessment of Postoperative Complications in Maxillofacial Surgery:** Faculty members investigated the incidence and management of postoperative complications, enhancing our understanding of patient outcomes.

The commitment to research has positioned the department as a leader in clinical innovation and education, driving advancements in surgical practices.

Community Health Services

The OMS department is deeply committed to community health, offering various services to improve oral and maxillofacial health in the region. This year, the department organized outreach programs aimed at raising awareness about oral health and the importance of timely surgical intervention.

Key initiatives included:

- **Free Dental Camps:** These camps provided essential services, including consultations, screenings, and basic surgical procedures, benefiting underserved populations in our community.
- **Health Education Workshops:** Faculty members conducted workshops in local schools and community centers, educating participants about oral hygiene practices, nutrition, and the prevention of oral diseases.

These efforts highlight our dedication to serving the community and improving public health outcomes.

Infrastructure

The OMS department is equipped with modern infrastructure to support academic and clinical activities. Our facilities include:

- **Classrooms:** Equipped with audiovisual aids, our classrooms facilitate interactive learning and engagement among students.
- **Laboratory Equipment:** The department houses state-of-the-art surgical simulators and equipment for practical training, ensuring students acquire essential skills in a safe environment.

Additionally, ongoing investments in upgrading our facilities and resources reflect our commitment to providing high-quality education and patient care.

Learning Resources

The department maintains an extensive collection of learning resources to support students and faculty in their academic endeavors. Resources include:

- **Digital Libraries:** Access to a wide range of online journals, textbooks, and databases ensures that students and faculty stay updated on the latest research and clinical practices.
- **Clinical Guidelines and Protocols:** Comprehensive manuals and guidelines are available to assist students in understanding surgical protocols and patient management strategies.

These resources enhance the learning experience and promote a culture of continuous education within the department.

Future Plans

Looking ahead, the Oral and Maxillofacial Surgery Department is committed to further advancing its academic and clinical initiatives. Our future plans include:

- **Expansion of Research Initiatives:** We aim to increase our research output by encouraging faculty and students to engage in collaborative projects and seek external funding for innovative studies.

- **Interdisciplinary Collaboration:** We plan to enhance collaboration with other departments to foster a more integrated approach to patient care and education.
- **Upgrading Facilities:** Continued investment in infrastructure, including the addition of advanced surgical equipment and simulation labs, will ensure that our students receive cutting-edge training.

The Oral Biology Department, Muhammad Dental College Ibn-e-Sina University Mirpurkhas

Annual Report:

Introduction: The Oral Biology Department at Muhammad Dental College, Ibn-e-Sina University (MDC-ISU), has consistently aimed to provide top-tier education and research in the field of dental sciences. Over the academic year 2023-2024, the department has advanced its mission to equip students with in-depth knowledge and understanding of oral biology and its practical applications in clinical dentistry. This report highlights the achievements and initiatives of the Oral Biology Department, focusing on faculty contributions, academic activities, seminars, research, community services, infrastructure, learning resources, and future plans in alignment with Pakistan Medical and Dental Council (PMDC) requirements.

The Oral Biology Department at Muhammad Dental College-ISU has made significant strides in advancing its academic and research programs during 2023-2024. The department remains committed to excellence in education, community service, and scientific research, with a focus on preparing students for successful careers in dental sciences.

Faculty Members: The Oral Biology Department is composed of a team of knowledgeable and dedicated faculty members who strive to provide an optimal learning environment. The team includes:

- **Dr. Madiha Khalid**, Assistant Professor, who leads the department. She oversees curriculum development and coordinates the research activities within the department.
- **Dr. Saif-ur-Rahman, Dr. Ali Raza Abbasi, and Dr. Sadia Memon**, Senior Lecturers, who are actively involved in classroom teaching, research supervision, and laboratory management, ensuring that students grasp both theoretical concepts and practical skills.
- **Dr. Raj Kumar**, Registrar, supports the faculty by assisting in lab sessions, supervising practical demonstrations, and guiding students in applying their learning in clinical settings.

Together, the team is committed to fostering a well-rounded education for students, combining academic rigor with practical insights into oral biology.

Academic Activities: The department offers a structured curriculum designed to introduce students to fundamental concepts in oral biology and its relevance to clinical dentistry. Major academic activities for the year included:

- **Lectures and Tutorials:** Faculty members delivered comprehensive lectures covering topics such as oral anatomy, dental histology, embryology, and pathology. To enhance student understanding, lectures were supplemented by tutorials focused on case-based learning and group discussions.
- **Laboratory Practicals:** Hands-on training in the lab is integral to the program. Students were trained to perform microscopic analysis, identify dental structures, and understand tissue samples relevant to oral biology. Practical lab sessions help students apply theoretical knowledge in a real-world context, which is essential for their future clinical roles.
- **Assessments and Skill Evaluations:** The department conducted regular formative assessments, including quizzes, practical exams, and presentations. These assessments ensure that students acquire the necessary knowledge and skills in each aspect of oral biology and are prepared for both academic advancement and clinical applications.

This structured approach ensures that students graduate with a well-rounded education, capable of applying their oral biology knowledge in clinical practice.

Seminars and Workshops: The Oral Biology Department conducted a series of seminars and workshops to broaden the educational experience and deepen student engagement with the subject matter:

- **Annual Oral Biology Seminar:** This seminar brought in experts from various dental specialties to discuss the latest advancements in oral biology, including new diagnostic technologies and emerging treatment methodologies.
- **Histopathology Workshop:** A hands-on workshop was organized, focusing on histopathological analysis in oral biology. Faculty members guided students through microscopic techniques, tissue staining, and sample interpretation. This workshop provided students with critical skills in understanding and diagnosing oral pathologies.

- **Guest Lectures on Oral Microbiology:** The department invited specialists in oral microbiology to give guest lectures on the role of microorganisms in oral health and disease. This provided students with insights into microbial influences on oral diseases and the importance of sterilization and infection control in clinical settings.

These activities expose students to the latest research and clinical practices in oral biology, fostering an environment of continuous learning and professional growth.

Research and Publications: The Oral Biology Department emphasizes research as a cornerstone of dental education, encouraging faculty and students to engage in studies that contribute to scientific knowledge. Key research initiatives for the year included:

- **Salivary Biomarkers in Disease Detection:** Faculty and students collaborated on a project examining salivary biomarkers as non-invasive indicators for oral and systemic diseases. This research has potential applications in early disease detection and monitoring.
- **Studies on Oral Microbiome:** Another focus area involved analyzing the oral microbiome and its role in periodontal and systemic health. Findings from this research have been presented at conferences, contributing to the growing body of knowledge on oral health.
- **Publications:** Several faculty members published articles in reputable dental journals, addressing topics such as tissue regeneration, dental pulp studies, and advances in dental biomaterials. These publications underscore the department's commitment to contributing to academic and clinical advancements in oral biology.

The department's research achievements not only enhance its academic reputation but also provide students with opportunities to participate in impactful studies.

Community Health Services: As part of its commitment to community health, the Oral Biology Department participated in various outreach initiatives, focusing on promoting oral health and hygiene among the local population:

- **Oral Health Awareness Campaigns:** Faculty and students conducted oral health education sessions in local schools, educating children on the importance of dental hygiene, proper brushing techniques, and the risks associated with poor oral health.

- **Screening Camps:** The department organized screening camps in collaboration with other departments to offer free dental check-ups. During these camps, individuals were informed about oral diseases, including dental caries and periodontal disease, and were provided with advice on preventive measures.

These community health initiatives highlight the department's role in contributing to public health and its dedication to raising awareness of oral health issues.

Infrastructure: To facilitate effective learning and research, the Oral Biology Department provides well-equipped classrooms and laboratory facilities:

- **Classrooms:** The department's classrooms are designed with modern teaching aids, including multimedia projectors and audio-visual systems. This infrastructure supports interactive learning sessions, fostering an environment conducive to academic excellence.
- **Laboratory Equipment:** The department's laboratory is equipped with state-of-the-art microscopes, dental models, and staining equipment, essential for conducting practical exercises in histology, pathology, and other aspects of oral biology. These facilities enable students to gain hands-on experience in understanding the microscopic structures and functions of oral tissues.

This well-maintained infrastructure allows students to gain a comprehensive, practical education in oral biology.

Learning Resources: The department provides a wide array of learning resources to support the academic needs of students and faculty:

- **Digital Library Access:** Students have access to a rich collection of digital resources, including e-journals, online textbooks, and research databases. These resources ensure that students remain updated on the latest developments in oral biology.
- **Study Materials and Manuals:** Laboratory manuals and study guides are available to students for all practical sessions, providing detailed instructions on procedures, safety guidelines, and expected outcomes. This aids in ensuring standardized and high-quality training.

- **Mentorship Programs:** Faculty members offer mentorship to students, helping them understand complex topics, advising on research projects, and supporting their academic growth.

These resources are integral to maintaining a high standard of education and ensuring students are well-prepared for their careers.

Future Plans: Looking ahead, the Oral Biology Department has outlined several initiatives to continue its development and improve the quality of education and research:

- **Expansion of Research Collaborations:** The department plans to initiate collaborations with other dental schools and research institutions, focusing on joint projects in tissue engineering and regenerative biology.
- **Infrastructure Enhancement:** Plans are in place to upgrade laboratory equipment and classroom technology, ensuring students have access to the latest advancements in educational and diagnostic tools.
- **Increased Community Engagement:** The department aims to increase its outreach programs by organizing more frequent health camps and awareness campaigns in underserved areas.

The Oral Medicine Department, Muhammad Dental College Ibn-e-Sina University Mirpurkhas

Annual Report:

Introduction: The Oral Medicine Department at Muhammad Dental College, Ibn-e-Sina University (MDC-ISU), remains committed to excellence in dental education, clinical services, and community health outreach. With a focus on patient-centered care and academic rigor, the department addresses a wide spectrum of oral health issues, providing diagnostic and therapeutic services for complex oral conditions. This report provides an overview of the department's achievements and activities in 2023-2024, including faculty roles, academic activities, research, and future goals, in line with the standards set by the Pakistan Medical and Dental Council (PMDC).

The Oral Medicine Department at Muhammad Dental College-ISU remains dedicated to providing high-quality education, clinical training, and community health services. Through its academic activities, research initiatives, and community outreach programs, the department plays a pivotal role in preparing students for professional success and improving public health. Looking forward, the department is committed to advancing its mission by continuously enhancing its programs, expanding research efforts, and fostering community well-being.

Faculty Members: The department is led by a team of dedicated professionals who play an essential role in education, clinical training, and research:

- **Dr. Muhammad Aqeel Aslam, Associate Professor:** As the department's lead, Dr. Aslam provides guidance in both academic and clinical domains. His expertise is instrumental in developing the curriculum and coordinating research initiatives.
- **Dr. Sajid Ali, Assistant Professor:** Dr. Ali supports curriculum design, clinical teaching, and research projects, fostering a strong academic environment.
- **Dr. Suman Saeed, Dr. Narmeen Irfan, and Dr. Asma Anwar, Lecturers:** The lecturers are responsible for delivering lectures, facilitating student learning, and supervising clinical sessions. They actively participate in research activities and contribute to community health programs.

The faculty's commitment to professional development and student success ensures that the department remains at the forefront of oral medicine education.

Academic Activities: The Oral Medicine Department utilizes a diverse approach to teaching, integrating Problem-Based Learning (PBL), Case-Based Learning (CBL), and Self-Directed Learning (SDL) to develop students' critical thinking and clinical skills:

- **Problem-Based Learning (PBL):** Weekly PBL sessions engage students in tackling real-world oral health issues. These sessions promote critical analysis, teamwork, and application of knowledge to practical scenarios.
- **Case-Based Learning (CBL):** Through CBL, students explore and discuss clinical cases that highlight various oral pathologies and treatment protocols. This approach enhances diagnostic abilities and understanding of patient management.
- **Self-Directed Learning (SDL):** SDL activities encourage students to take ownership of their education, allowing them to explore relevant topics, research recent advancements, and develop independent study habits.

This blend of instructional methods not only enhances student learning but also ensures they are well-prepared for clinical practice.

Seminars and Workshops: The department organized several seminars and workshops throughout the academic year, aimed at enhancing both student and faculty knowledge:

- **Oral Lesions Seminar:** This seminar focused on diagnosing and managing oral lesions, providing insights into oral cancer detection, treatment planning, and patient counseling.
- **Hands-On Workshops on Diagnostic Techniques:** These workshops covered techniques such as biopsy procedures, oral cytology, and advanced imaging methods, equipping students with essential diagnostic skills.
- **Interdisciplinary Seminars:** Collaborative seminars were conducted with other departments to discuss the links between oral health and systemic diseases, emphasizing the importance of a holistic approach to patient care.

These seminars and workshops fostered a comprehensive understanding of oral medicine and strengthened interdisciplinary collaboration.

Research and Publications: Research is a core component of the department's mission, with faculty and students actively contributing to the field of oral medicine:

- **Faculty Research Projects:** Faculty members engaged in research focusing on emerging issues such as the role of systemic health in oral diseases, advancements in oral cancer diagnostics, and the impact of lifestyle factors on oral health. These projects aim to advance the understanding and treatment of complex oral conditions.
- **Student Research Participation:** Under faculty mentorship, students participated in research projects that fostered skills in data collection, statistical analysis, and evidence-based practice. Students also gained valuable experience presenting research findings at conferences.
- **Publications:** Research outcomes were published in reputable national and international journals, contributing to the academic standing of the department and establishing MDC-ISU as a leader in oral medicine research.

The department's research efforts promote an evidence-based approach to patient care and contribute to the broader dental community's knowledge base.

Community Health Services: Community outreach is an integral part of the Oral Medicine Department's commitment to public health:

- **Free Dental Camps:** The department organized dental camps in underserved areas, offering free oral health check-ups, treatments, and educational materials. These camps addressed common oral health issues and helped raise awareness about preventive care.
- **School Health Programs:** Faculty and students visited local schools to educate children about oral hygiene, the importance of regular dental check-ups, and diet's impact on oral health. These programs aim to establish healthy habits early in life.
- **Patient Education:** In the OPD, with a total of 1,180 patients served this year, the department implemented an initiative to educate patients on lifestyle changes that promote oral health, especially for those at risk of or diagnosed with oral diseases.

These community health services extend the department's impact beyond campus and demonstrate a commitment to social responsibility.

Infrastructure: The department boasts state-of-the-art infrastructure, which supports a high standard of teaching, learning, and patient care:

- **Classrooms:** The classrooms are equipped with modern audio-visual technology, including projectors, digital boards, and audio systems, facilitating interactive lectures and seminars.
- **Clinical Laboratory:** The clinical lab houses the latest diagnostic and treatment equipment, including advanced imaging tools, which enable students to practice essential skills in a controlled environment.
- **Learning Technology:** Digital resources such as online research databases and educational software provide students with up-to-date information on diagnostic techniques and oral health management.

This infrastructure ensures that students receive a well-rounded education, blending theoretical knowledge with practical skills.

Learning Resources: To support academic learning and research, the department offers a wide range of learning resources:

- **Digital Library Access:** Students have access to an extensive collection of e-books, journals, and research databases, enabling them to stay informed about the latest developments in oral medicine.
- **Case Study Archives:** A digital archive of case studies is available, allowing students to review past cases, analyze treatment approaches, and learn from real-world clinical scenarios.

- **Supplementary Materials:** Additional learning resources, including tutorial videos, diagnostic protocols, and reference materials, are provided to support self-directed learning and revision.

These resources ensure that students have the tools necessary to excel in their studies and develop a deep understanding of oral medicine.

Future Plans: The Oral Medicine Department has ambitious plans for the upcoming academic year, focusing on continuous improvement in education, research, and community service:

- **Enhanced Faculty Development:** The department intends to provide additional training for faculty members in advanced diagnostic techniques, teaching methodologies, and research skills, ensuring they remain at the forefront of their field.
- **Specialized Clinical Training:** Plans are underway to introduce specialized training modules on oral cancer diagnosis and management, autoimmune oral conditions, and chronic oral diseases, enhancing students' clinical expertise.
- **Expanded Research Collaboration:** The department aims to establish research partnerships with other universities and research institutions to broaden the scope and impact of its research initiatives.
- **Increased Community Outreach:** The department plans to increase the frequency of dental camps and school health programs, extending its impact on community health and raising public awareness about oral hygiene and preventive care.

These future initiatives will enable the department to achieve new levels of excellence in education, research, and community service.

The Oral Pathology Department, Muhammad Dental College Ibn-e-Sina University Mirpurkhas

Annual Report:

Introduction

The Oral Pathology Department at Muhammad Dental College, Ibn-e-Sina University (MDC-ISU), is dedicated to excellence in education, research, and patient care, focusing on the study and diagnosis of diseases affecting the oral cavity and related structures. The department combines comprehensive theoretical instruction with hands-on diagnostic training, fostering a strong academic and clinical foundation in oral pathology for undergraduate dental students. This report summarizes the department's activities, achievements, and future goals for the academic year 2023-2024, in alignment with the Pakistan Medical and Dental Council (PMDC) requirements.

The Oral Pathology Department at Muhammad Dental College-ISU is dedicated to providing high-quality education, clinical training, and research opportunities in the field of oral pathology. Through its comprehensive academic programs, community outreach, and commitment to innovation, the department equips students with the knowledge and skills needed for successful careers in dentistry. The department remains focused on continuous improvement and looks forward to contributing to the advancement of oral health education and public health in the years to come.

Faculty Members: The department's faculty members are dedicated professionals who bring a wealth of knowledge and expertise in oral pathology:

- **Dr. Noor Ahmed Khoso**, Professor, Chairman of Department and Principal MDC, provides guidance in both academic and clinical domains. His expertise is instrumental in developing the curriculum and coordinating research initiatives.
- **Dr. Shahzaman, Assistant Professor:** Oversees curriculum development and research activities, ensuring high standards of academic and clinical training.
- **Dr. Faiz Muhammad, Assistant Professor:** Dr. Faiz supports instructional activities, mentoring students in pathology and clinical diagnostics, while contributing significantly to research in oral disease.
- **Dr. Seerat-ul-Urooj, Sr. Lecturer:** She plays a vital role in academic instruction, clinical case discussions, and fostering student engagement in seminars and workshops.
- **Dr. Beenish, Lecturers:** These faculty members are actively involved in teaching, lab management, and clinical supervision, guiding students through practical training and case studies.

- **Dr. Sidra Kanwal, Registrar:** Dr. Kanwal assists in the department's administrative and clinical activities, supporting faculty and students in academic and operational tasks.

This team is dedicated to delivering a comprehensive education in oral pathology while advancing research and diagnostic capabilities within the department.

Academic Activities: The Oral Pathology Department employs a diverse range of academic strategies to provide students with a solid foundation in pathology and diagnostic sciences:

- **Lectures and Interactive Sessions:** Faculty members deliver lectures on core topics in oral pathology, supplemented by interactive discussions that encourage critical thinking and engagement.
- **Laboratory Practicals:** Hands-on laboratory sessions allow students to examine pathological specimens and practice essential diagnostic techniques, bridging theoretical knowledge with practical application.
- **Clinical Case Discussions:** Weekly case discussions are conducted to help students correlate pathological findings with clinical symptoms, enhancing diagnostic proficiency.

These academic activities are designed to instill a strong understanding of oral pathology and its clinical relevance, preparing students for their professional roles.

Seminars and Workshops: The department organized multiple seminars and workshops throughout the year to enrich students' learning experience and provide exposure to advanced topics in oral pathology:

- **Oral Cancer Awareness Seminar:** This seminar highlighted the causes, symptoms, and diagnostic approaches for oral cancer, emphasizing the role of early detection and preventive strategies.
- **Diagnostic Techniques Workshop:** A hands-on workshop focused on biopsy techniques, cytopathology, and other diagnostic methods, equipping students with essential skills for clinical practice.
- **Forensic Odontology Workshop:** The department collaborated with the Forensic Science unit to present a workshop on forensic odontology, giving students insight into the application of pathology in forensic cases.

These seminars and workshops are critical in broadening students' knowledge and introducing them to specialized areas of oral pathology.

Research and Publications: Research is a cornerstone of the Oral Pathology Department's mission, with both faculty and students engaged in advancing knowledge in the field:

- **Faculty Research Initiatives:** Faculty members conducted research on emerging topics such as the genetic markers of oral cancers, the relationship between systemic health and oral pathology, and advances in diagnostic imaging. These studies contribute to the scientific understanding of oral diseases and enhance diagnostic accuracy.
- **Student Research Projects:** Under faculty mentorship, students participated in research projects, gaining skills in data collection, statistical analysis, and scientific writing.

Research findings were presented at national and international conferences, fostering a research culture within the department.

- **Publications:** Research conducted by faculty and students resulted in publications in respected national and international journals, adding to the department's academic reputation and contributing valuable insights to the field of oral pathology.

The department's research activities promote an evidence-based approach to clinical practice and contribute to the global knowledge base in oral health.

Community Health Services: The Oral Pathology Department is committed to community health outreach, with programs aimed at raising awareness about oral diseases and promoting preventive care:

- **Oral Health Awareness Camps:** The department conducted free health camps in local communities, offering oral health screenings and educational sessions on oral hygiene, diet, and lifestyle changes. These camps addressed common health concerns and helped detect early signs of oral diseases.
- **School Health Programs:** Faculty and students visited schools to educate children on maintaining good oral hygiene and understanding the importance of regular dental check-ups, emphasizing preventive care from a young age.
- **Patient Education in OPD:** In the outpatient department (OPD), the department implemented an initiative to educate patients about risk factors for oral diseases, with particular focus on prevention and early intervention.

These community health services reflect the department's dedication to public health and its proactive approach to promoting oral health awareness.

Infrastructure: The Oral Pathology Department is equipped with modern facilities that support high-quality education and diagnostic training:

- **Classrooms:** The department's classrooms are equipped with multimedia projectors, digital whiteboards, and audio systems, providing an interactive and comfortable learning environment for lectures and seminars.
- **Pathology Laboratory:** The laboratory is furnished with advanced microscopes, imaging equipment, and diagnostic tools, allowing students to engage in hands-on learning with real specimens and slides.
- **Histopathology Equipment:** Specialized equipment for preparing and analyzing histological samples enables students to practice diagnostic procedures and develop critical technical skills.

This infrastructure ensures that students receive comprehensive, hands-on training in oral pathology.

Learning Resources: To support continuous learning and research, the department offers a variety of learning resources:

- **Digital Library Access:** Students and faculty have access to an extensive collection of digital resources, including e-books, journals, and databases that cover a wide range of topics in pathology and diagnostic sciences.
- **Histopathology Archive:** The department maintains a digital archive of histopathology slides and case studies, enabling students to review past cases and gain insights into diverse pathologies.
- **Supplementary Learning Materials:** Additional resources, such as tutorial videos, diagnostic protocols, and reference guides, are provided to reinforce classroom learning and support self-directed study.

These resources enhance the learning experience and ensure students have access to the latest information in oral pathology.

Future Plans: Looking ahead, the Oral Pathology Department has outlined several goals to enhance its programs and expand its impact:

- **Advanced Training Modules:** Plans are in place to introduce specialized training on topics such as oral cancer genomics, molecular pathology, and digital diagnostic tools, keeping students abreast of advancements in pathology.
- **Expanded Research Initiatives:** The department aims to collaborate with other institutions on research projects, particularly in areas of oral cancer, systemic disease correlations, and technological advances in diagnostics.
- **Increased Community Engagement:** The department intends to organize additional community outreach programs, including school visits and health camps, to broaden its impact on public health.
- **Faculty Development:** Faculty members will undergo additional training in advanced diagnostic techniques and research methodologies to further strengthen the department's academic and clinical expertise.

These future initiatives reflect the department's commitment to innovation and excellence in oral pathology education and community service.

The Orthodontics Department, Muhammad Dental College Ibn-e-Sina University Mirpurkhas

Introduction

The Orthodontics Department at Muhammad Dental College, Ibn-e-Sina University (MDC-ISU), has made significant strides during the 2023-2024 academic year, focusing on providing excellent clinical care, advancing educational initiatives, and enhancing community health services. This report highlights the department's activities, including the engagement of faculty members, academic programs, research efforts, community outreach, infrastructure development, learning resources, and future plans, as per the Pakistan Medical and Dental Council (PMDC) requirements. With a total of 27 outpatient department (OPD) patients served this year, the department has demonstrated its commitment to the field of orthodontics.

The Orthodontics Department at Muhammad Dental College-ISU has made significant contributions to education, patient care, and community health during the 2023-2024 academic year. With a dedicated faculty, innovative academic initiatives, and a commitment to excellence, we look forward to achieving even greater milestones in the future.

Faculty Members: The Orthodontics Department is privileged to have a highly skilled team of faculty members who play a crucial role in delivering quality education and clinical care. The team includes:

- **Dr. Mehmood Shah**, Assistant Professor, who serves as the head of the department, overseeing clinical operations, academic programs, and research initiatives.
- **Dr. Asha Devi** and **Dr. Abdul Rehman Khan**, Senior Registrars, are integral to clinical training and mentoring students, sharing their extensive knowledge and expertise in orthodontics.

- **Dr. Rana Muhammad Ashfaq, Dr. Vishal Dherwani, and Dr. Nimra Kaka,** Registrars, provide valuable support in clinical procedures, patient management, and educational activities.

This dedicated faculty team fosters an environment conducive to learning, ensuring students acquire the skills necessary for successful careers in orthodontics.

Academic Activities: The Orthodontics Department emphasizes academic excellence through a well-structured curriculum that combines theoretical knowledge with practical experience. Throughout the academic year, the department conducted various academic activities, including:

- **Lectures and Clinical Sessions:** Regular lectures cover essential topics such as craniofacial development, orthodontic diagnosis, and treatment planning. Clinical sessions provide hands-on training, allowing students to apply their knowledge in real-world settings under the supervision of experienced faculty.
- **Case Presentations:** Students are encouraged to present complex cases during departmental meetings, promoting critical thinking and enhancing their presentation skills.

These academic activities are designed to prepare students for the challenges of orthodontic practice and to ensure they are equipped with the necessary competencies.

Seminars and Workshops: To enhance the educational experience, the Orthodontics Department organized several seminars and workshops throughout the year. Notable events included:

- **Annual Orthodontics Symposium:** This symposium featured expert speakers who presented on contemporary orthodontic topics, including advancements in technology and innovative treatment methods. The event provided an excellent platform for interaction and discussion among students and faculty.
- **Hands-On Workshops:** Practical workshops focused on specific techniques, such as the application of fixed appliances and aligner therapy, allowing students to gain valuable hands-on experience in a controlled environment.

These seminars and workshops facilitate continuous learning and foster collaboration among faculty and students, enhancing the educational experience in orthodontics.

Research and Publications: Research is a fundamental component of the Orthodontics Department's mission. Faculty members are actively engaged in research initiatives aimed at addressing critical issues in orthodontics and contributing to the advancement of the field. Key areas of research focus include:

- **Treatment Outcomes and Patient Satisfaction:** Research studies examining the effectiveness of various orthodontic treatments and patient-reported outcomes provide insights into optimizing clinical practices.
- **Innovations in Orthodontic Technology:** Investigations into the use of digital orthodontics and 3D printing in treatment planning and appliance fabrication are ongoing, reflecting the department's commitment to staying at the forefront of technological advancements.

The department has successfully published several articles in reputable dental journals, showcasing its research contributions and enhancing its reputation within the orthodontic community.

Community Health Services: The Orthodontics Department is dedicated to improving community health through outreach initiatives tailored to the needs of patients with orthodontic concerns. Key community health services include:

- **Free Orthodontic Screening Camps:** The department organized screening camps in collaboration with local schools and community centers, providing free orthodontic evaluations and consultations. These camps aimed to raise awareness about orthodontic issues and promote early intervention.
- **Public Health Education:** Faculty members conducted educational workshops for parents and children, focusing on the importance of oral health and orthodontic care. These programs empower families to recognize the need for orthodontic treatment and the role of early diagnosis.

Through these community health initiatives, the department has demonstrated its commitment to serving the public and improving oral health in the community.

Infrastructure: The Orthodontics Department is equipped with modern infrastructure that supports both educational and clinical activities. Facilities include:

- **Classrooms:** Our classrooms are equipped with advanced audiovisual aids, fostering an interactive and engaging learning environment for students.
- **Clinical Facilities:** The department features fully equipped dental chairs, orthodontic appliances, and diagnostic tools, ensuring that students have access to the necessary resources for clinical practice.
- **Laboratory Equipment:** The department houses modern laboratory equipment for appliance fabrication and materials testing, allowing students to gain hands-on experience with orthodontic materials and techniques.

These facilities enhance the learning experience and ensure that students are well-prepared for their clinical roles.

Learning Resources

The department provides an extensive array of learning resources to support both students and faculty. Key resources include:

- **Digital Libraries:** Access to a wide range of online journals, textbooks, and databases enables students and faculty to stay updated on the latest research and clinical practices in orthodontics.
- **Clinical Guidelines:** Comprehensive clinical manuals and treatment protocols are available, assisting students in understanding evidence-based practices and improving patient care.

These resources are vital for promoting academic excellence and encouraging a culture of continuous learning within the department.

Future Plans

As we look ahead, the Orthodontics Department is committed to advancing its educational and clinical initiatives. Our future plans include:

- **Expansion of Research Initiatives:** We aim to enhance our research output by encouraging faculty and students to engage in collaborative projects and seek external funding for innovative studies that address pressing orthodontic issues.
- **Interdisciplinary Collaboration:** We plan to strengthen collaborations with other dental and medical departments to enhance the holistic approach to patient care in orthodontics.
- **Upgrading Facilities:** Continued investment in infrastructure, including the addition of advanced orthodontic equipment and simulation labs, will ensure that our students receive cutting-edge training.

The Periodontology Department, Muhammad Dental College Ibn-e-Sina University Mirpurkhas

Annual Report

Introduction

The Periodontology Department at Muhammad Dental College, Ibn-e-Sina University (MDC-ISU), plays a vital role in advancing dental education, clinical training, and research in periodontal health. The department's focus extends beyond clinical care to include academic activities, faculty development, and community service, all of which align with the standards set by the Pakistan Medical and Dental Council (PMDC). This report provides an overview of the department's accomplishments for the 2023-2024 academic year, detailing faculty roles, academic initiatives, seminars, research, and future directions.

The Periodontology Department at Muhammad Dental College-ISU remains committed to academic excellence, clinical skill development, and community service. Through its rigorous academic activities, faculty and student engagement in research, and dedication to public health initiatives, the department not only meets but exceeds the PMDC standards. Looking forward, the department is set to build on its accomplishments, striving for innovation and growth to continually improve periodontal education and patient care.

Faculty Members

The Periodontology Department is led by a team of experienced and dedicated professionals who contribute significantly to teaching, patient care, and research:

- **Dr. Zaibunisa Qadeer, Professor:** As a senior professor, Dr. Qadeer provides leadership and oversees academic activities, clinical training, and research projects.
- **Dr. Yousuf Moosa, Professor:** Dr. Moosa brings a wealth of clinical expertise and contributes extensively to faculty mentoring, academic activities, and patient care.
- **Registrars: Dr. Waqas Abbasi, Dr. Neelum Akram, Dr. M. Aqib Rana, and Dr. Naveen Abdullah** support the department in conducting clinical sessions, providing patient care, and assisting in student training.

Together, the faculty members work cohesively to provide high-quality education and foster a learning environment that encourages critical thinking, professional development, and community engagement.

Academic Activities

The department is dedicated to providing a comprehensive and practical understanding of periodontal health, disease prevention, and treatment strategies through its academic programs:

- **Curriculum and Coursework:** A competency-based curriculum was implemented to provide students with a structured approach to periodontology. Lectures, seminars, and case-based discussions enable students to understand the pathophysiology of periodontal diseases, treatment protocols, and the latest advancements in periodontal therapies.
- **Hands-On Training:** Practical training sessions were conducted in the clinical lab, where students honed their skills in non-surgical and surgical periodontal procedures. This hands-on experience prepares students to deliver effective, evidence-based care.
- **Case Presentations and Peer Learning:** The department encourages students to engage in case presentations and peer-to-peer learning. This collaborative approach fosters critical analysis, enhances diagnostic skills, and promotes teamwork in clinical settings.

These activities ensure that students acquire both theoretical knowledge and clinical expertise, preparing them for the demands of professional dental practice.

Seminars and Workshops

The Periodontology Department hosted several seminars and workshops throughout the year to enhance knowledge and skills:

- **Periodontal Disease Management Seminar:** A seminar was organized to discuss the latest advancements in managing periodontal diseases. Faculty members presented recent research findings, and students were given opportunities to interact with guest speakers.
- **Hands-On Workshops:** Multiple workshops were conducted on topics such as scaling and root planing, periodontal flap surgeries, and regenerative techniques. These sessions provided students with practical skills and insights into advanced periodontal procedures.
- **Interdepartmental Seminars:** In collaboration with other departments, interdepartmental seminars focused on topics like oral-systemic health connections, emphasizing the role of periodontal health in overall systemic health.

These seminars and workshops have not only enriched students' knowledge but have also fostered an interdisciplinary approach to dental health.

Research and Publications

Research remains a key focus within the department, with faculty and students contributing to the academic field through various projects and publications:

- **Faculty Research Projects:** Faculty members undertook research on topics such as the correlation between systemic diseases and periodontal health, the effectiveness of various periodontal treatment modalities, and patient compliance in periodontal maintenance.
- **Student Research Participation:** Students were encouraged to participate in research projects, providing them with a foundation in scientific inquiry and critical analysis. Under the guidance of faculty, they developed skills in data collection, analysis, and research methodology.
- **Publications and Conferences:** Research findings were published in peer-reviewed journals and presented at national and international conferences, raising the department's academic profile and contributing to the body of knowledge in periodontology.

These research activities ensure that the department stays at the forefront of periodontal science, continually improving patient care protocols and enhancing educational quality.

Community Health Services

The department actively participates in community outreach programs to raise awareness about periodontal health and preventive care:

- **Free Dental Camps:** In collaboration with local organizations, the department organized free dental camps offering oral health check-ups, basic periodontal treatments, and health education.
- **School Visits and Awareness Programs:** Faculty and students visited local schools to educate children about the importance of oral hygiene, diet, and the prevention of periodontal diseases. These efforts aim to instill good oral health habits at a young age.
- **Patient Education Initiatives:** During OPD sessions, patients were educated on the impact of lifestyle choices, such as smoking and diet, on periodontal health. This initiative emphasizes preventive care and encourages patients to take proactive steps in maintaining oral health.

These community health services align with the department's commitment to promoting public health and enhancing community well-being.

Infrastructure

The Periodontology Department benefits from state-of-the-art infrastructure that supports effective teaching and learning:

- **Classrooms:** The classrooms are equipped with audio-visual aids, including projectors and digital boards, enabling interactive learning sessions and lectures.
- **Clinical Laboratory:** The clinical lab is well-equipped with periodontal instruments and dental chairs, allowing students to practice and refine their skills in a controlled environment.
- **Digital Learning Resources:** The department provides access to online journals, research databases, and e-books, allowing students and faculty to stay updated on the latest trends in periodontal research and clinical practices.

This infrastructure ensures that students have access to the resources necessary for an in-depth understanding of periodontology and practical application.

Learning Resources

To support academic learning, the department provides a variety of educational resources:

- **Digital Library Access:** The department provides students with access to a digital library, where they can access up-to-date research articles, textbooks, and case studies on periodontal health.
- **Clinical Case Database:** A clinical case database allows students to review real-world cases, study treatment plans, and analyze outcomes, enhancing their problem-solving skills.

- **Supplementary Learning Material:** Additional resources, such as tutorial videos, clinical protocols, and interactive modules, are available to students for self-paced learning and revision.

These resources play a crucial role in helping students build a strong knowledge base and develop clinical competencies.

Future Plans

The Periodontology Department has set several goals for the upcoming academic year, aiming to further improve its educational offerings and clinical services:

- **Enhanced Faculty Development Programs:** The department plans to organize more faculty workshops on advanced periodontal procedures, teaching methodologies, and assessment techniques, ensuring that faculty remain current in their expertise.
- **Introduction of Specialized Clinical Training:** To enhance students' practical experience, the department plans to introduce specialized training sessions in areas like implantology and advanced periodontal surgeries.
- **Strengthening Research Collaborations:** The department aims to establish research collaborations with other universities and research institutions, both locally and internationally. This will expand the research opportunities available to students and faculty, promoting innovation in periodontal care.
- **Expansion of Community Outreach Programs:** Plans are underway to expand community dental camps and school-based programs, reaching more individuals and emphasizing preventive care and periodontal health education.

Through these future initiatives, the department aims to strengthen its position as a leader in periodontal education and community health services.

The Prosthodontics Department, Muhammad Dental College Ibn-e-Sina University Mirpurkhas

Annual Report:

Introduction

The Prosthodontics Department at Muhammad Dental College, Ibn-e-Sina University (MDC-ISU), has experienced a productive year during the academic session 2023-2024. With a total of 215 patients treated in the outpatient department (OPD), the department has focused on enhancing clinical practice, expanding educational opportunities, and engaging in community service initiatives. This report highlights the department's accomplishments, detailing the roles of faculty members, academic activities, seminars, research and publications, community health services, infrastructure, learning resources, and future plans, in accordance with the requirements of the Pakistan Medical and Dental Council (PMDC).

The Prosthodontics Department at Muhammad Dental College-ISU has made significant contributions to education, patient care, and community health during the 2023-2024 academic year. With a dedicated faculty, innovative academic initiatives, and a commitment to excellence, we look forward to achieving even greater milestones in the future.

Faculty Members: The faculty of the Prosthodontics Department comprises dedicated professionals committed to providing high-quality education and patient care. The team includes:

- **Dr. Atif Jawad**, Professor and Head of the Department, leads the clinical and academic initiatives. His extensive experience and expertise in prosthodontics guide the department's strategic direction and development.
- **Dr. Uzma Bashir**, Assistant Professor, plays a crucial role in teaching and mentoring students. She is actively involved in clinical training, ensuring that students acquire essential skills in prosthetic dentistry.
- **Dr. Shagufta**, and **Dr. Champa Kumari**, Registrars, provide vital support in patient care and educational activities. They mentor students during their clinical rotations and contribute to the smooth functioning of the department.

- **Dr. Amber Maria, and Dr. Rehan Rashid**, Lecturer, enriches the learning environment by delivering lectures on various topics related to prosthodontics and participating in hands-on training sessions.

This cohesive team works collaboratively to enhance the quality of education and patient care within the department.

Academic Activities

The Prosthodontics Department is committed to delivering a comprehensive and integrated education. Academic activities conducted during the year include:

- **Structured Curriculum:** The department implemented a well-defined curriculum that combines theoretical knowledge with practical skills. Courses cover essential topics such as fixed and removable prosthodontics, implant dentistry, and esthetic dentistry.
- **Clinical Training:** Students actively participate in clinical sessions where they gain hands-on experience in various prosthodontic procedures. Faculty members supervise and mentor students, providing guidance on best practices and techniques.

These academic activities ensure that students are well-prepared for clinical practice and have a solid foundation in prosthodontics.

Seminars and Workshops: To foster professional development and enhance educational opportunities, the department organized several seminars and workshops throughout the year, including:

- **Prosthodontics Symposium:** This annual event featured guest speakers from renowned institutions who presented on cutting-edge topics, including advancements in dental materials and innovative techniques in prosthodontics. The symposium provided an excellent platform for knowledge exchange and networking among students, faculty, and professionals.
- **Hands-On Workshops:** Practical workshops focused on specific skills, such as denture fabrication, crown preparation, and implant placement. These workshops allowed students to refine their technical skills in a supportive environment, preparing them for real-world clinical scenarios.

These initiatives play a crucial role in enhancing the educational experience and ensuring that students remain abreast of the latest developments in the field.

Research and Publications: Research is an integral part of the Prosthodontics Department's mission to advance knowledge and improve clinical practices. Faculty members and students engage in various research projects aimed at enhancing patient care and understanding key issues in prosthodontics. Notable research areas include:

- **Dental Materials Studies:** Investigating the properties and clinical effectiveness of new materials used in prosthodontics to ensure optimal patient outcomes.
- **Clinical Outcomes Research:** Evaluating the effectiveness of various prosthodontic treatments and their impact on patient satisfaction and quality of life.

The department has successfully published several research articles in reputable dental journals, contributing to the body of knowledge in prosthodontics and enhancing the academic reputation of MDC-ISU.

Community Health Services: The Prosthodontics Department is dedicated to promoting oral health within the community through various outreach initiatives. Key community health services provided include:

- **Free Dental Camps:** The department organized free dental camps in collaboration with local communities, offering screening, consultations, and prosthodontic treatments to underserved populations. These camps aimed to raise awareness about the importance of oral health and the role of prosthodontics in restoring function and aesthetics.
- **Oral Health Education:** Faculty members conducted educational programs in schools and community centers, focusing on preventive care and the importance of seeking timely dental treatment. These programs empower community members to take charge of their oral health.

Through these community health initiatives, the Prosthodontics Department has made a meaningful impact on the lives of individuals in the community.

Infrastructure: The Prosthodontics Department is equipped with modern facilities that support both educational and clinical activities. Key infrastructure components include:

- **Classrooms:** Well-equipped classrooms with advanced audiovisual technology provide an interactive learning environment that enhances student engagement and facilitates effective teaching.

- **Clinical Facilities:** The department features state-of-the-art dental chairs, diagnostic tools, and prosthodontic equipment, enabling students to gain practical experience while delivering high-quality patient care.
- **Laboratory Equipment:** Comprehensive laboratory facilities allow for the fabrication of various prosthetic appliances, ensuring that students are well-prepared for their clinical practice.

These infrastructure investments are essential for promoting a high standard of education and patient care.

Learning Resources: To support academic excellence, the Prosthodontics Department provides a wide array of learning resources, including:

- **Digital Libraries:** Access to a comprehensive collection of online journals, textbooks, and databases enables students and faculty to stay updated on the latest research and advancements in prosthodontics.
- **Clinical Guidelines and Protocols:** Comprehensive manuals and treatment protocols are available, assisting students in understanding evidence-based practices and improving patient care.

These resources are critical in promoting continuous learning and ensuring that students are well-equipped for their future careers.

Future Plans: As the Prosthodontics Department looks to the future, we are committed to enhancing our educational and clinical initiatives. Our plans include:

- **Expansion of Research Initiatives:** We aim to encourage faculty and students to engage in collaborative research projects that address pressing issues in prosthodontics and improve patient outcomes.
- **Interdisciplinary Collaboration:** We plan to strengthen collaborations with other dental and medical departments to enhance the comprehensive approach to patient care and expand learning opportunities for students.
- **Infrastructure Development:** Continued investment in upgrading clinical and laboratory facilities will ensure that our students receive cutting-edge training and experience the latest advancements in prosthodontics.

The Pediatric Dentistry Department, Muhammad Dental College Ibn-e-Sina University Mirpurkhas

Introduction

The Pediatric Dentistry Department at Muhammad Dental College, Ibn-e-Sina University (MDC-ISU), has made remarkable progress during the 2023-2024 academic year, emphasizing high-quality clinical care, comprehensive education, and community outreach. Serving a total of 627 outpatient department (OPD) patients, our department is dedicated to promoting oral health among children and advancing the field of pediatric dentistry through innovative practices and research.

The Pediatric Dentistry Department at Muhammad Dental College-ISU has made significant contributions to education, patient care, and community health during the 2023-2024 academic year. With a dedicated faculty, innovative academic initiatives, and a commitment to excellence, we look forward to achieving even greater milestones in the future.

Faculty Members: The Pediatric Dentistry Department is proud to have a highly qualified and dedicated team of faculty members committed to providing exceptional education and patient care. The team consists of:

- **Dr. Asad Tahir**, Senior Registrar, who leads clinical activities and supervises residents and students in their training.
- **Dr. Tariq Aziz**, both Registrars, contribute significantly to patient care and student education, bringing their expertise to various clinical procedures and academic activities.
- **Dr. Nirma Rathore** and **Dr. Najumul Saher**, Lecturers, focus on the educational development of students, delivering lectures and conducting seminars on key topics in pediatric dentistry.

Together, the faculty creates a collaborative environment that fosters learning and clinical excellence, ensuring that students are well-prepared for their future roles as pediatric dentists.

Academic Activities: The Pediatric Dentistry Department places a strong emphasis on academic excellence, providing students with a comprehensive curriculum that combines theoretical knowledge with practical skills. Throughout the academic year, faculty members conducted various academic activities, including:

- **Lectures and Workshops:** Regularly scheduled lectures cover critical areas such as pediatric dental anatomy, preventive dentistry, and behavior management techniques. Workshops provide hands-on experience in clinical procedures, helping students develop essential skills.
- **Clinical Rotations:** Students engage in clinical rotations, where they gain direct experience working with pediatric patients under the guidance of faculty members, enhancing their ability to manage diverse dental issues in children.

These academic activities contribute significantly to the holistic development of students, preparing them for future challenges in pediatric dentistry.

Seminars and Workshops: To further enhance the educational experience, the department organized a series of seminars and workshops throughout the year. Notable events included:

- **Annual Pediatric Dentistry Conference:** This event brought together experts from various fields of dentistry, providing students and faculty with insights into the latest advancements in pediatric dental care. The conference featured presentations on innovative treatment modalities and case studies that encouraged interactive discussions.
- **Hands-On Workshops:** Workshops focused on specific techniques, such as dental restoration in children and managing dental anxiety, allowing students to practice skills in a supportive environment.

These seminars and workshops foster a culture of continuous learning and encourage collaboration among students and faculty.

Research and Publications: Research is a vital component of the Pediatric Dentistry Department's mission. Faculty members are actively engaged in research projects that aim to address critical issues in pediatric oral health. Key areas of research focus include:

- **Oral Health Status of Children in Local Communities:** Faculty conducted studies assessing the oral health needs of children in the surrounding areas, providing valuable data to inform community health strategies.
- **Behavior Management Techniques in Pediatric Dentistry:** Research in this area explores various strategies for managing pediatric patients effectively, contributing to improved clinical outcomes.

The department has published several articles in reputable dental journals, enhancing its reputation as a center of excellence in pediatric dentistry and contributing to the broader body of knowledge in the field.

Community Health Services: The Pediatric Dentistry Department is dedicated to improving community health through outreach initiatives and services tailored to the needs of children. Key community health services include:

- **Free Dental Check-Up Camps:** The department organized dental camps in local schools and community centers, offering free dental check-ups, fluoride treatments, and education on oral hygiene practices. These camps have significantly impacted children's oral health in the region.
- **Health Education Programs:** Faculty members conducted workshops and seminars for parents and caregivers on the importance of preventive dental care, nutrition, and early intervention in dental issues. These programs aim to empower families with knowledge to support their children's oral health.

Through these community health initiatives, the department has demonstrated its commitment to serving the public and improving overall community health.

Infrastructure: The Pediatric Dentistry Department is equipped with modern infrastructure to support its educational and clinical activities. Facilities include:

- **Classrooms:** Our classrooms are equipped with advanced audiovisual aids, promoting an interactive learning environment for students.

- **Clinical Facilities:** The department features fully equipped dental chairs and specialized equipment designed for pediatric care, ensuring that students have access to the necessary tools for clinical practice.
- **Laboratory Equipment:** The department houses modern laboratory equipment for practical training, allowing students to gain hands-on experience with dental materials and techniques.

These facilities enhance the learning experience and ensure that students are well-prepared for clinical practice.

Learning Resources: The department provides an extensive array of learning resources to support both students and faculty. Key resources include:

- **Digital Libraries:** Access to a wide range of online journals, textbooks, and databases enables students and faculty to stay updated on the latest research and clinical practices in pediatric dentistry.
- **Clinical Guidelines:** Comprehensive clinical manuals and treatment protocols are available, assisting students in understanding evidence-based practices and improving patient care.

These resources are vital for promoting academic excellence and encouraging a culture of continuous learning within the department.

Future Plans:

As we look ahead, the Pediatric Dentistry Department is committed to furthering its academic and clinical initiatives. Our future plans include:

- **Expansion of Research Initiatives:** We aim to enhance our research output by encouraging faculty and students to engage in collaborative projects and seek external funding for innovative studies that address pressing pediatric dental issues.

- **Interdisciplinary Collaboration:** We plan to strengthen collaborations with other departments and healthcare providers to enhance the holistic approach to pediatric patient care.
- **Upgrading Facilities:** Continued investment in infrastructure, including the addition of advanced pediatric dental equipment and simulation labs, will ensure that our students receive cutting-edge training.

CPC Presented by Final Year Students

Muhammad Medical College, Ibn-e-Sina University, Mirpurkhas.

Importance and Educational Value of CPC Presented by Final Year Students: A Focus on Case Diagnoses and Departmental Involvement

Clinicopathological Conferences (CPC) are an integral part of medical education, providing a forum where final-year students present case analyses to develop diagnostic, analytical, and critical thinking skills. At Muhammad Medical College (MMC), these CPC sessions are held every Wednesday at 11 am, covering a wide range of complex clinical cases across various departments. The sessions not only prepare students for real-world clinical practice but also foster an environment of collaborative learning, as students and faculty engage in discussions to refine diagnostic skills and treatment strategies. The CPC sessions presented by final-year students at MMC are a valuable component of medical training. Through the exploration of diverse cases and department-led discussions, students develop a well-rounded skill set that includes diagnostic acumen, collaborative problem-solving, and practical knowledge. These CPCs not only enhance individual competencies but also contribute to the overall standard of medical education and patient care at MMC.

1. Case Diagnoses: Realistic Exposure to Complex Conditions

Each CPC session focuses on a specific diagnosis, chosen to represent common, complex, or rare conditions, providing students with the opportunity to delve into various facets of clinical diagnosis and management. For example:

- **Preterm Baby with Low Birth Weight and Hypothermia (Pediatrics):** This case introduces students to neonatal challenges and the critical aspects of managing premature infants. It emphasizes the importance of thermoregulation, feeding practices, and supportive care in preventing complications.
- **Decompensated Cirrhosis of Liver (Medicine):** A chronic and progressive condition, this case provides insight into managing end-stage liver disease, including the pathophysiology, diagnostic markers, and therapeutic options, especially in low-resource settings.
- **Caecal Mass; Carcinoma of Caecum vs. Non-Hodgkin Lymphoma (Surgery):** By contrasting differential diagnoses of a mass in the caecum, students learn to consider multiple possibilities, appreciate the role of imaging and biopsy in confirming diagnoses, and discuss the best surgical and non-surgical treatment options.

These cases offer realistic clinical exposure, helping students to understand not only the symptoms but also the complexities of confirming a diagnosis and formulating an effective treatment plan.

2. Departmental Involvement: A Holistic Approach to Medical Training

The CPC sessions span departments such as Pediatrics, Medicine, Obstetrics and Gynecology, and Surgery. This interdisciplinary approach ensures that students gain a well-rounded medical education, with each department offering unique insights into patient care and disease management:

- **Pediatrics:** Cases such as “Congenital Pneumonia/Early Onset Sepsis” and “Chronic Diarrhea with Pulmonary Lesion” highlight pediatric-specific issues and management strategies. Pediatric cases often require careful consideration of growth, development, and the unique physiological responses of children to illness and treatment.
- **Medicine:** With cases like “Abdominal Tuberculosis” and “Diabetic Ketoacidosis,” the Medicine department exposes students to a range of internal medicine challenges. This helps in understanding systemic diseases that impact multiple organs, requiring a multidisciplinary approach.
- **Obstetrics and Gynecology (Obs/Gyne):** Gynecological cases, such as “Secondary Postpartum Hemorrhage (PPH) due to Retained Products of Conception” and “Hydatidiform Molar Pregnancy,” provide insights into maternal health, focusing on reproductive, obstetric, and hormonal issues. These sessions familiarize students with obstetric emergencies, fertility issues, and women’s health complexities.
- **Surgery:** Surgical cases, such as “Massive Hydronephrosis due to PUJ Obstruction” and “Duodenal Ulcer Perforation,” enable students to discuss preoperative, intraoperative, and postoperative care, as well as the indications for surgical intervention versus conservative management.

By presenting cases from diverse departments, CPC sessions prepare students to approach patient care holistically, recognizing that effective treatment often requires knowledge across specialties.

3. Developing Diagnostic Acumen through CPC

The process of diagnosing cases is a key focus in CPCs, encouraging students to think critically, assess differentials, and synthesize clinical findings with investigative results. For instance:

- In the **case of Vitamin B12 Deficiency and Megaloblastic Anemia**, students explore hematological and neurological implications, identifying symptoms such as fatigue, pallor, and possible nerve damage. They learn about the causes of Vitamin B12 deficiency, diagnostic tests, and the importance of nutritional counseling.
- The **case of Torsion Ovarian Cyst** exposes students to acute abdominal pain management and the critical steps in diagnosing ovarian torsion, where delayed intervention can lead to severe complications. It reinforces the importance of timely surgical intervention in certain emergencies.

- For **Bronchogenic Carcinoma**, students examine diagnostic modalities such as imaging, biopsy, and staging, followed by discussions on chemotherapy, radiation, and palliative care options for advanced-stage lung cancer patients.

By dissecting these cases, students learn to apply theoretical knowledge to clinical practice, sharpening their diagnostic skills and enhancing their ability to make evidence-based decisions.

4. Building Communication, Collaboration, and Critical Thinking Skills

CPCs are not just about clinical knowledge; they are a platform for students to practice and refine essential communication skills. Presenting cases requires students to clearly articulate their understanding of the patient's symptoms, diagnosis, and treatment, preparing them for the collaborative nature of medical practice.

Additionally, CPCs foster collaboration among students and faculty, who collectively discuss and analyze cases, exploring potential pitfalls and alternative approaches. This interactive environment promotes critical thinking, encouraging students to question assumptions, weigh evidence, and consider various clinical pathways. Through faculty feedback, students gain insight into practical nuances and complexities that are often beyond textbook knowledge.

5. Importance of CPCs in Preparing for Real-World Clinical Practice

CPCs play a crucial role in bridging the gap between academic learning and real-world clinical practice. By exposing students to a range of cases, these sessions prepare them to manage diverse clinical situations confidently. They emphasize the integration of medical knowledge, critical thinking, and diagnostic skills, which are vital for successful patient outcomes.

The weekly CPC sessions at MMC also underscore the institution's commitment to high standards in medical education. By mandating final-year students to present, MMC ensures that graduates are well-prepared for the complexities of clinical practice, fostering a new generation of competent, thoughtful, and collaborative healthcare providers.

Facilities available in ISU, Mirpurkhas.

S. No	Facility	No.
1	18 Subject wise online libraries	18
2	Badminton Court	2
3	Café – Mart	4
4	Cricket/Football Ground (International Size)	1
5	Dining Area	18
6	Generator (635, 335, 100, 60, 30 KVs)	4
7	Gym (Separate for girls and boys)	2
8	HEC Digital Library	1
9	Incinerator (100 kg/hrs)	1
10	Indoor Table Tennis	2
11	Institutional Repository	1
12	Jogging Track (Separate for girls and boys)	2
13	Masjid	1 (400 persons)
14	Mess (Separate for girls and boys)	2
15	Solar System (On grid)	785 KVs
16	Springer database offers 4 multidisciplinary modules. Researchers have access to 306,359 books and 3,787 journals , making it a vast repository for academic materials across numerous fields.	Access of Books & Journals
17	Study Rooms (Hostel)	18
18	Taylor & Francis database offers 31 multidisciplinary modules , providing access to 3,014 journals .	Access of Books & Journals
19	Transport Staff	4 buses + 7 vans
20	Transport Students	3 buses
21	Wi-Fi	All over campus

22	Wiley's database includes 17 multidisciplinary modules , offering access to 22,000 books and 1,600 journals .	Access of Books & Journals
----	--	----------------------------

Overview/Introduction:

The Ibn-e-Sina University (ISU), Mirpurkhas, offers a variety of facilities and resources that support both the academic and personal growth of its students and faculty. With a focus on providing a comprehensive educational environment, ISU has established a range of services and amenities designed to meet the diverse needs of the campus community. The range of facilities available at ISU, Mirpurkhas, demonstrates the university's commitment to fostering an environment that supports academic achievement, personal growth, and well-being. From extensive digital libraries to sustainable energy practices, from sports and recreational areas to reliable transport and dining facilities, ISU has created a well-rounded campus that caters to the holistic needs of its community members. This commitment to a supportive and resource-rich environment makes ISU an ideal institution for higher education and research in Mirpurkhas.

1. Academic and Research Resources

ISU provides substantial academic support through **18 subject-specific online libraries** and access to the **HEC Digital Library**, which collectively offer a wealth of research materials. Additionally, ISU has partnered with respected academic publishers like **Springer, Taylor & Francis, and Wiley**. Through Springer, ISU members have access to **306,359 books and 3,787 journals** across four multidisciplinary modules, allowing students and researchers to explore resources spanning various academic fields. The **Taylor & Francis database** includes 31 multidisciplinary modules, which add another **3,014 journals** to ISU's collection. **Wiley's database** further complements this collection, offering **22,000 books and 1,600 journals** across 17 multidisciplinary

modules. These resources create a comprehensive academic library that supports a wide range of studies and research needs.

Moreover, ISU has an **institutional repository** that houses the university's publications, enabling students, faculty, and researchers to access the university's own contributions to academia. The availability of these academic databases and repositories enriches the research capabilities of the university, providing a solid foundation for academic excellence.

2. Recreational and Sports Facilities

The university recognizes the importance of physical health and recreation in a balanced educational experience. ISU features a **cricket/football ground** of international size, along with facilities for indoor sports such as a **badminton court** and **indoor table tennis areas**. These facilities allow students to participate in organized sports activities and maintain physical fitness. Additionally, the university has a **gym for both girls and boys**, which is equipped with modern fitness equipment, promoting a healthy lifestyle for all students. A **jogging track**—segregated for male and female students—offers a safe space for jogging and walking, adding further value to the physical well-being of the campus community.

3. Dining and Social Areas

ISU provides various dining and social spaces to meet the daily needs of students and staff. The **Café-Mart** offers snacks and refreshments, while **dining areas** across campus ensure there is ample seating space for meals. **Separate mess facilities for boys and girls** provide a comfortable and secure dining experience, ensuring students have access to nutritious meals. These facilities create spaces where students can socialize and unwind outside of academic hours.

4. Infrastructure and Sustainability

ISU has made notable investments in sustainable infrastructure, including an **on-grid solar system**, which reflects the university's commitment to reducing its environmental footprint. This solar power setup helps reduce energy costs and promotes green energy usage. Additionally, ISU maintains reliable power backup with **generators of varying capacities (635, 335, 100, 60, and 30 KVs)**, ensuring an uninterrupted power supply for all campus operations. For waste management, an **incinerator with a capacity of 100 kg per hour** is available, supporting safe and efficient disposal of waste and contributing to a cleaner campus environment.

5. Transport and Connectivity

To facilitate commuting for students and staff, ISU provides **transport services**, including buses and vans. These services ensure safe and convenient transportation to and from campus, making the university accessible for those residing off-campus. Furthermore, the entire campus is equipped with **Wi-Fi connectivity**, providing students and faculty with seamless access to online resources, learning management systems, and digital communication tools, which is essential for modern academic and administrative functions.

6. Religious and Community Facilities

The university values cultural and religious inclusivity, reflected in its on-campus **Masjid**, where students, faculty, and staff can engage in daily prayers and spiritual activities. This facility encourages a sense of community and respects the cultural needs of its diverse campus population.

Infrastructure Enhancements at Ibn-e-Sina University (ISU) Mirpurkhas.

Annual Report:

Introduction:

Ibn-e-Sina University (ISU) has embarked on a series of strategic infrastructure projects to improve its academic and residential facilities, aligning with its mission to foster an environment of growth, innovation, and sustainability. This report outlines the significant developments ISU has undertaken this year in construction, building improvements, and energy network installations. These projects reflect ISU's commitment to enhancing the experience for students, faculty, and staff, as well as supporting sustainability and modern technology integration.

The infrastructure advancements at ISU this year demonstrate the university's commitment to growth and modernization. Through new construction projects, building enhancements, and energy upgrades, ISU has created a campus that supports academic excellence, sustainability, and community well-being. These developments ensure that ISU is well-equipped to fulfill its mission of providing a high-quality educational experience, meeting both current needs and future aspirations.

1. New Constructions and Building Expansions

DPT Building: Ground and First Floor

This year, ISU has made significant progress on the new building for the Doctor of Physical Therapy (DPT) program. The construction of both the ground and first floors provides essential classroom space, labs, and dedicated facilities for DPT students. The new DPT building is designed to support modern healthcare education, featuring open, flexible learning environments equipped with the latest technology. By creating a space specifically for the DPT program, ISU aims to enhance learning and facilitate specialized training for students pursuing careers in physical therapy.

Girls Hostel Expansion: Wings 8 and 9

To accommodate the growing number of female students, ISU has undertaken the construction of two new wings (Wings 8 and 9) in the Girls Hostel. These additional wings are expected to provide safe, comfortable, and modern living spaces. Designed with students' needs in mind, these wings offer shared and private living arrangements, study rooms, recreational spaces, and improved security measures. This expansion will alleviate accommodation shortages and ensure that ISU continues to be an attractive choice for students from diverse backgrounds.

New MIST Building: First Floor

The Muhammad Institute of Science and Technology (MIST) building received a major expansion with the addition of its first floor, providing increased capacity for science and technology programs. This expansion offers new lab spaces, seminar rooms, and collaborative areas. With this added space, MIST can accommodate more students and host larger seminars, workshops, and collaborative projects, supporting ISU's strategic goal of becoming a leading institution for scientific education and innovation.

Faculty Flats

To retain and attract high-quality faculty, ISU has invested in the construction of new faculty flats. These flats provide convenient and comfortable on-campus housing for faculty members, reducing commuting time and promoting a sense of community among academic staff. The flats are equipped with essential facilities, allowing faculty members to reside in close proximity to the university. This initiative supports faculty members' well-being and aligns with ISU's aim of offering a supportive environment for its educators.

2. Building Improvements and Infrastructure Upgrades

ISU has also undertaken essential improvements to its existing buildings to ensure the safety, functionality, and comfort of its facilities.

Roof Topping, Heat Proofing, and Waterproofing

To address the environmental challenges posed by high temperatures and seasonal monsoons, ISU has applied roof topping, heat proofing, and waterproofing to selected buildings. This upgrade provides thermal insulation, reducing the internal temperature and creating a more comfortable environment for students and staff. Additionally, waterproofing enhances the durability of structures and protects them from potential water damage, which can be particularly detrimental during heavy rainfall. These improvements reflect ISU's proactive approach to building maintenance and environmental adaptation.

Floor Paving Improvements

The university has undertaken extensive floor paving improvements in the college and hospital areas, enhancing the overall aesthetic appeal and functionality of these spaces. This includes the installation of new pavers in high-traffic areas, such as pathways and courtyards, ensuring safety and accessibility for students, staff, and visitors. This project not only improves the appearance of campus spaces but also addresses wear and tear issues that could affect the usability and safety of pathways.

3. Energy Network Installations: Solar System and Power Upgrades

In line with ISU's commitment to sustainability, the university has implemented substantial energy infrastructure upgrades that align with modern energy needs and environmental considerations.

Solar System: Phases 1 and 2

ISU has successfully implemented the first two phases of its solar energy initiative, installing an on-grid solar energy system that provides a renewable power source for the university. These two phases are designed to power various academic and residential buildings, reducing reliance on conventional energy sources and lowering the institution's carbon footprint. By adopting solar energy, ISU not only promotes sustainability but also reduces operational energy costs in the long term, which can be reinvested in academic and student programs. The solar system installation is an example of ISU's commitment to environmental responsibility and innovation.

Power Improvement: Installation of Two 400 kVA Transformers

To support ISU's growing energy needs due to campus expansion, the university has installed two new 400 kVA transformers. These transformers provide a stable and efficient power supply to newly constructed and existing buildings, preventing energy shortages and ensuring uninterrupted power for critical facilities, including labs, classrooms, and hostels. This upgrade supports ISU's vision of providing a world-class educational environment where teaching, research, and learning can take place without disruption.

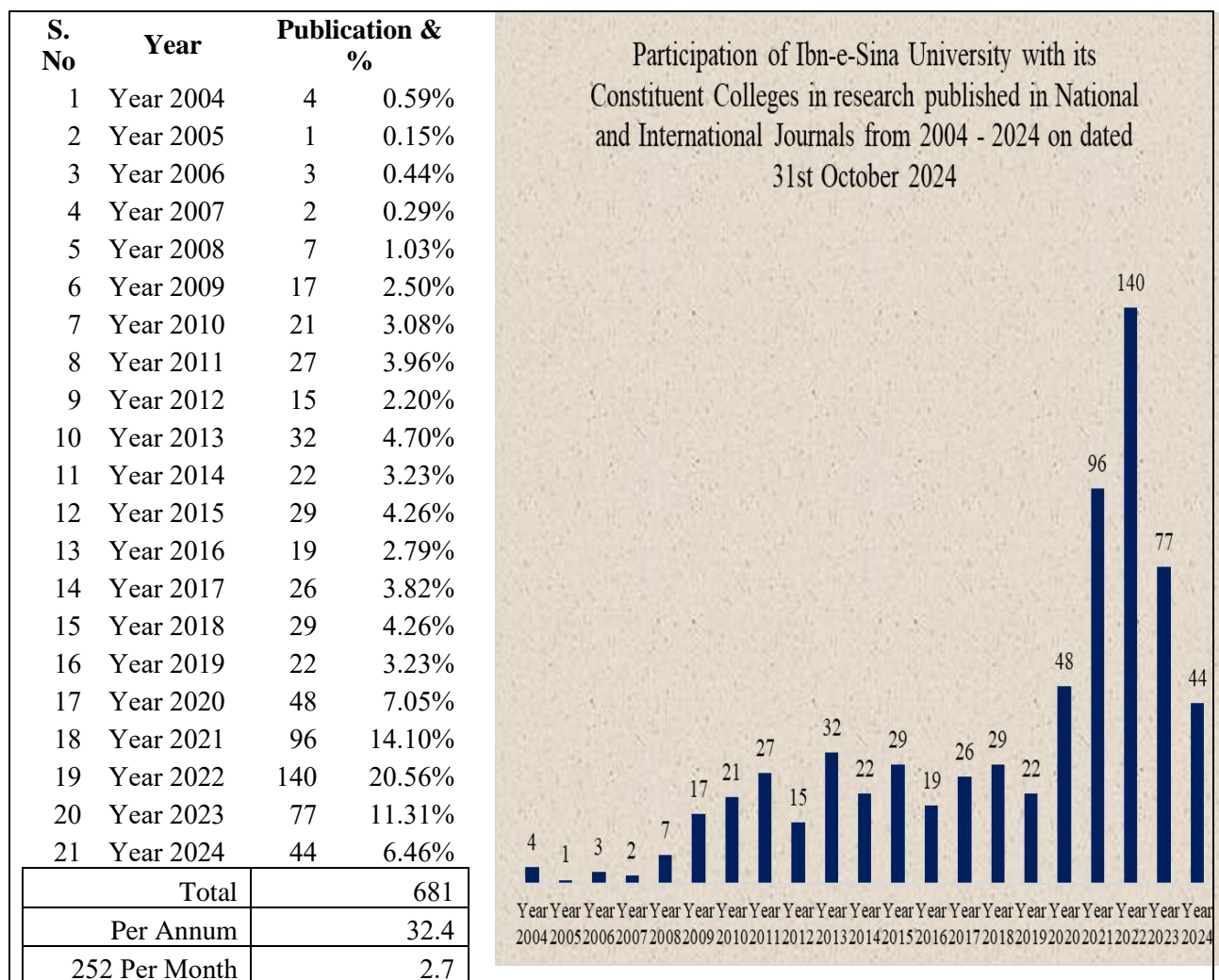
4. Impact and Future Outlook

These infrastructure projects signify a major milestone in ISU's development, addressing immediate needs while positioning the University for Future Growth. The newly constructed buildings and expansions support the rising enrollment rates, offering modern educational facilities and accommodation options that enhance the student experience. The building improvements, including roof proofing and floor paving, ensure a safer and more comfortable environment for students, faculty, and staff. Moreover, the transition to solar energy and power infrastructure upgrades are foundational steps toward a more sustainable and resilient campus.

ISU remains committed to continuous improvement and innovation in infrastructure, striving to meet the changing needs of its community. With these initiatives, ISU not only enhances its physical campus but also builds an environment that fosters learning, research, and professional development. The university's infrastructure projects reflect its values of sustainability, student-centric development, and excellence in education, ensuring that ISU remains a leading institution of higher learning well into the future.

ISU looks forward to continuing these efforts in the coming years, as we further develop our facilities to offer an exceptional environment for learning, innovation, and community engagement.

Participation of Ibn-e-Sina University with its Constituent Colleges in research published in National and International Journals from 2004 - 2024 on dated 31st October 2024.



Content analysis.

An analysis of Ibn-e-Sina University's research publication output from 2004 to 2024 reveals steady growth, peaking in recent years. The data shows a significant increase, with publications rising from a minimal output in the early years (e.g., 0.59% in 2004) to a record high in 2022, where publications accounted for 20.56% of the total. The publication rate has accelerated, with substantial year-over-year increases post-2015, culminating in the highest annual publication

count of 140 in 2022. This trend reflects enhanced research engagement and institutional focus on publication in reputable national and international journals.

The data from Ibn-e-Sina University (ISU) reveals a remarkable surge in research publications in 2022, reaching a peak of 140 publications, which represents 20.56% of the total output from 2004 to 2024. This significant increase can be positively attributed to the conditions created by the COVID-19 pandemic. With restricted fieldwork and reduced on-campus engagements, researchers had more time to focus on theoretical and manuscript-based work. This allowed ISU's academic community to prioritize reflection, in-depth literature reviews, and writing, leading to a substantial output of high-quality research manuscripts.

The pandemic situation, though challenging, created an environment conducive to concentrated scholarly activity. ISU's response to these conditions reflects a resilient and adaptive research culture that capitalized on available resources, highlighting the institution's capacity to turn obstacles into opportunities for academic growth. This productive period in 2022 demonstrates ISU's commitment to maintaining research momentum, even under unprecedented global circumstances. It also underscores the university's strategic approach to supporting researchers in maximizing their scholarly contributions during times of limited mobility, thereby strengthening ISU's position in the national and international research landscape.

The Induction of Senior and Ph.Ds. Faculty Members at Ibn-e-Sina University

Annual Report:

Introduction: In alignment with the rigorous standards set by accreditation bodies, Ibn-e-Sina University, Mirpurkhas, made significant strides in faculty development by appointing highly qualified senior and Ph.D.-level faculty members. This strategic induction addresses both immediate academic needs and long-term institutional goals, fostering an environment conducive to high-level research, teaching excellence, and clinical expertise. The new appointments span diverse disciplines within health sciences and business administration, underscoring Ibn-e-Sina University's commitment to multidisciplinary education and comprehensive healthcare training.

The induction of senior and Ph.D.-qualified faculty members at Ibn-e-Sina University is a testament to the institution's commitment to academic excellence and compliance with accreditation standards. These appointments not only enhance the quality of education but also position the university as a forward-thinking institution capable of producing skilled professionals in healthcare and business. By investing in highly qualified educators and researchers, Ibn-e-Sina University ensures a transformative educational experience for its students, setting a strong foundation for future growth and success in various professional fields.

Purpose of Faculty Induction

Accreditation bodies mandate a qualified faculty to maintain academic integrity, research standards, and clinical competence. This requirement is especially critical for health sciences and medical institutions, where practical knowledge and research acumen profoundly impact student learning outcomes and healthcare standards. By onboarding experts in Physiology, Biochemistry, Community Medicine, Pharmacology, Pathology, Periodontology, and Business Administration, the university enhances its reputation and bolsters its ability to deliver quality education.

Faculty Members Inducted

1. Administration

- **Dr. Syed Alamdaar Raza** (Registrar) - As a senior administrative leader, Dr. Raza's role is pivotal in aligning faculty goals with institutional objectives, ensuring academic and operational excellence.

2. Physiology Department

- **Dr. Zafar Tanveer** (Professor) - An experienced educator and researcher, Dr. Tanveer adds substantial value to the Physiology Department, bringing specialized knowledge and mentoring abilities.
- **Dr. Shafaq Ansari** (Assistant Professor) - Dr. Ansari complements the senior faculty with her expertise and emerging research interests, providing a balanced approach to teaching and student engagement.

3. Biochemistry Department

- **Dr. Naveed Ali Siddiqui** (Professor) - Dr. Siddiqui's advanced research and teaching background in Biochemistry strengthens the department's academic and research capabilities.
- **Dr. Shah Muhammad Mahesar** (Professor) - With expertise in biochemical processes, Dr. Mahesar contributes to the interdisciplinary approach of the university's medical curriculum.
- **Dr. Arsalan Nizamani** (Assistant Professor) - Dr. Nizamani brings a fresh perspective to biochemistry education, with research insights that benefit undergraduate and postgraduate students.
- **Dr. Abdul Shakoor Memon** (Professor) - As a seasoned biochemist, Dr. Memon enhances the department's capacity to deliver rigorous biochemical training.

4. Pharmacology Department

- **Dr. Nighat Kafil** (Professor) - Dr. Kafil's extensive knowledge in pharmacology elevates the clinical and research competencies of the institution, aligning with international standards in drug research and clinical applications.

5. Community Medicine Department

- **Dr. Allah Bachayoo Rajar** (Professor) - Dr. Rajar's expertise in community medicine strengthens public health training, with a focus on preventive medicine and community health initiatives.

- **Dr. Asif Shah** (Professor) - Dr. Shah brings valuable insights into community health dynamics, supporting the university's mission to educate healthcare providers with a societal focus.

6. Pathology Department

- **Dr. Farooq Baig** (Professor) - As a pathology expert, Dr. Baig's contribution enhances diagnostic training, an essential component in medical education for effective disease management.

7. Periodontology Department

- **Dr. Muhammad Moosa** (Professor) - Dr. Moosa's appointment adds to the specialized dental education at Ibn-e-Sina University, reinforcing periodontal studies and clinical practices.

8. Business Administration Department (BBA)

- **Dr. Anwar Mughees** (Assistant Professor) - With a strong foundation in business administration, Dr. Mughees enriches the BBA curriculum, fostering analytical and managerial skills in students.
- **Dr. Kashan Surhio** (Assistant Professor) - Dr. Surhio's academic background in business administration provides students with modern business strategies and practical insights.
- **Dr. Karan Singh** (Assistant Professor) - Dr. Singh complements the BBA faculty with a focus on contemporary business challenges, integrating case-based learning for applied business education.

Meeting Accreditation Standards: The induction of senior and Ph.D.-qualified faculty members reflects the university's adherence to accreditation standards, especially for health sciences and business education. Accreditation bodies typically require institutions to employ faculty with advanced qualifications to ensure the highest quality of education, research, and clinical practice. By fulfilling these criteria, Ibn-e-Sina University not only meets but exceeds the expectations of regulatory bodies, thus enhancing its credibility and educational standing.

Impact on Academic Excellence: The appointment of these faculty members strengthens the university's core mission to deliver research-led and practice-oriented education. Experienced

faculty members bring years of scholarly and clinical expertise, which significantly benefits students through rigorous academic training and mentorship. Additionally, having faculty with a profound research background fosters a research culture within the institution, promoting studies that can contribute to advancements in healthcare and business management.

Collaborative Research and Development: The new faculty members are expected to drive collaborative research initiatives, both within and outside the institution. By encouraging interdisciplinary research in fields such as community medicine, pathology, and pharmacology, the university aims to address pressing healthcare challenges, with a focus on regional health issues. In business administration, collaborative research with industries could yield insights that are directly applicable to the local and national economy, preparing students for impactful careers.

Enhanced Clinical Training and Community Outreach: In the health sciences, the expertise of new faculty members in fields such as community medicine, pathology, and pharmacology aligns with the university's objective to offer hands-on clinical training. This approach ensures that students are not only academically prepared but also skilled in real-world applications of medical knowledge. Faculty in community medicine, for instance, play a vital role in designing programs that extend beyond the university to improve local health outcomes, creating a positive impact on community health.

Future Directions: As Ibn-e-Sina University continues to expand its academic programs and faculty, the institution is well-positioned to establish itself as a leader in higher education, particularly in medical and health sciences. Moving forward, the university intends to support these faculty members through professional development opportunities, research funding, and infrastructure that allows for innovative teaching and research. Such initiatives will enable the university to attract even more accomplished professionals, fostering an environment where students can thrive and faculty can contribute meaningfully to their fields.

Thursday Clinical Meetings: an overview

Held at Prof: Dr. Syeda Amtul Hussain Muhammad Hall MMCH-ISU Mirpurkhas.

Interpretation and Explanation of Presentation Types, Topics, and Departments in the Thursday Clinical Meetings at MMCH

The Thursday Clinical Meetings at Muhammad Medical College Hospital (MMCH), held every week at 10 a.m. under the leadership and supervision of Chancellor Prof. Dr. Syed Razi Muhammad, stand as a cornerstone of the institution's commitment to medical education and professional development. Organized meticulously by Prof. Dr. Aijaz A. Memon, these sessions are designed to serve as a rich educational platform for faculty members, trainees, and students. The meetings blend case presentations, departmental audits, journal club sessions, and discussions on recent advancements, offering a multidimensional approach to clinical education.

One of the unique aspects of these meetings is the rotational participation of departments, ensuring a diverse range of topics and perspectives. Each session delves into complex medical cases, evidence-based practices, and innovative methodologies, fostering a deeper understanding of clinical and preventive care. The enthusiasm and expertise of the faculties of Surgery and Allied, Medicine and Allied, and Dentistry Faculty are consistently reflected in the quality and depth of the presentations and discussions.

These meetings not only enhance individual competencies but also contribute to raising the institutional standards of care. They provide an inclusive educational environment that encourages interdisciplinary collaboration and continuous learning. Whether the focus is on a case study, an audit of departmental practices, a review of cutting-edge advancements, or a journal club discussion, each session plays a pivotal role in enriching the knowledge and skills of attendees.

Under the guidance of Prof. Dr. Aijaz A. Memon, the Thursday Clinical Meetings have become a hallmark of excellence at MMCH, embodying a culture of shared learning and collective growth. This initiative ensures that the medical community remains updated, motivated, and aligned with the highest standards of clinical practice, ultimately benefiting both practitioners and patients alike.

1. Types of Presentations

- **Case Presentations:** Case presentations are fundamental to the meetings and involve a detailed analysis of unique or complex patient cases encountered in MMCH. These presentations allow clinicians to review a case's history, diagnosis, treatment, and outcome, fostering a rich learning environment. For instance, topics such as "Hypothyroidism with Fever and Cirrhosis" and "Conjoint Twin Pregnancy Delivered by C-Section" encourage clinical insight, challenging trainees to think critically about patient care and decision-making. These presentations promote diagnostic acumen and enable practitioners to share successful treatment strategies.
- **Recent Advances:** This type of presentation focuses on new developments in medical science, technology, and procedures, helping practitioners stay updated with the latest trends. For example, sessions on "Intraocular Lenses" and "Role of AI in Colorectal Cancer" provide insights into groundbreaking methods and tools that are shaping modern medicine. Such discussions encourage the adoption of advanced techniques and evidence-based practices, fostering a progressive approach in the clinical field.
- **Journal Clubs:** Journal clubs provide an opportunity for attendees to analyze and discuss contemporary research articles, encouraging critical thinking and analysis of current medical literature. Topics like "Factors Responsible for Iron Deficiency Anemia in Children Under 5 Years" and "Mental Health Issues in Postpartum Women" highlight the importance of journal-based learning, where trainees learn to interpret research findings and explore their practical applications. These sessions help participants understand recent studies, interpret data, and apply findings to their practices.
- **Audits:** Regular departmental audits serve as reflective tools to evaluate and improve clinical performance. Audits are presented every few months and cover a wide range of parameters, such as patient outcomes, adherence to protocols, and resource utilization. Presentations like the "Audit of Surgery & Allied for 6 Months" or "Audit of Inpatients & Outpatients Treated at MDC" allow departments to assess their clinical practices

critically, identify areas for improvement, and reinforce quality standards. Through these audits, departments create a culture of accountability and continuous improvement.

2. Topics Covered

The variety of topics discussed at these meetings underscores MMCH's commitment to providing comprehensive medical education. Each topic, carefully chosen, aims to address clinical challenges, share advancements, or evaluate departmental performance.

- **Clinical Cases:** Cases like "Liver and Lung Hydatid Disease," "Pneumonia with Impetigo," and "Viral Meningitis" provide a platform for discussing differential diagnoses, treatment plans, and follow-up care. Such topics encourage in-depth exploration of complex cases, equipping attendees with insights into handling similar situations.
- **Advanced Topics and Innovations:** Sessions on topics like "AI in Colorectal Cancer," "Intraocular Lenses," and "Recent Advances in Fetal Medicine" keep attendees updated on technological progress and scientific research. By introducing these advancements, the meetings help practitioners integrate innovation into patient care, allowing MMCH to remain at the forefront of medical practice.
- **Specialized Concerns:** Presentations such as "Mental Health Issues in Postpartum Women" and "Second Victim Syndrome among Surgeons from South Asia" address often-overlooked but crucial areas in patient care and healthcare provider wellness. Discussing these specialized concerns raises awareness and prepares clinicians to manage both patient and provider well-being effectively.
- **Preventive Health:** Topics related to public health issues, such as "Iron Deficiency Anemia in Children," reflect MMCH's emphasis on preventive care. By exploring causes and preventive strategies, these discussions encourage practitioners to adopt holistic approaches to healthcare, focusing not only on treatment but also on prevention.

3. Involved Departments

The meetings bring together various departments across MMCH, fostering a collaborative and interdisciplinary approach to healthcare:

- **Medicine and Surgery:** As the backbone of clinical practice, these departments frequently present both case studies and audits. For instance, the Medicine Department discusses cases like "Viral Meningitis," while the Surgery Department presents on operational improvements, such as audits covering a six-month period. Their frequent involvement underscores the significance of both departments in direct patient care.
- **Obstetrics and Gynecology (Obs/Gyne):** This department focuses on topics related to maternal and fetal health, such as "NICE Guidelines for Intrapartum Fetal Heart Rate Monitoring" and "Recent Advances in Fetal Medicine." By discussing these topics, the department emphasizes the importance of current best practices in maternal care, ensuring the safety and well-being of both mother and child.
- **Pediatrics:** Pediatrics presentations address prevalent childhood conditions, such as "Pulmonary Tuberculosis" and "Factors Responsible for Iron Deficiency Anemia in Children." By discussing these topics, the Pediatrics Department educates practitioners on early detection and management strategies, promoting healthier outcomes for pediatric patients.
- **Specialized Fields:** Departments such as Oncology, Rehabilitation, and Neurology contribute to the meetings by sharing insights into their respective fields. For example, Oncology presented a case on "Carcinoma of the Cervix," while Rehabilitation focused on "Awareness about Speech Problems." These presentations highlight the diverse expertise within MMCH and underscore the institution's commitment to addressing a wide range of patient needs.

Ibn-e-Sina University, Mirpurkhas

Survive: An Internal Assessment of the Students.

The "Survive" program's internal assessment system is a rigorous, continuous evaluation process from January to May 2024, designed to ensure students develop a strong balance of theoretical knowledge, practical skills, critical thinking, and resilience. Using weekly tests, Objective Structured Clinical Examinations (OSCEs), ward tests, and weekly assignments, the program promotes steady academic progress through multi-dimensional learning, allowing for a comprehensive assessment of students' competencies in a challenging academic setting.

Weekly tests and assignments form the backbone of continuous learning, allowing students to self-assess, identify knowledge gaps early, and establish disciplined study habits. The ungraded weekly assignments offer an additional layer of engagement, giving students opportunities to dive deeper into the curriculum, strengthen problem-solving skills, and foster independence. Together, these elements improve retention, comprehension, and reduce the stress of last-minute preparations, building a robust foundation for real-world challenges.

The program's inclusion of OSCEs is crucial for medical and dental education, as these exams evaluate students' clinical skills in patient care, diagnosis, and decision-making within a controlled, realistic environment. Each OSCE is valued at 200 marks, and by assessing practical skills, they bridge the gap between theory and hands-on experience, preparing students for clinical success. Ward tests, totaling 200 marks, provide real-hospital setting evaluations, testing students' adaptability, practical application, and responsiveness to patient needs, further easing the transition to professional practice.

The cumulative score of 1765 marks combines weekly tests, OSCEs, ward tests, and weekly assignments, providing a clear overview of academic and practical performance. This score enables students to monitor their strengths and improvement areas, promoting consistent effort and reducing the need for a high-stakes final exam. The percentage-based system quantifies progress, motivating students to maintain high standards and continuously improve.

For academic institutions, this framework ensures educational quality, allowing faculty to monitor student progress, identify those needing support, and adjust the curriculum based on performance insights. The "Survive" program's assessment approach ultimately fosters continuous learning, practical competence, and resilience, equipping students for professional success and helping institutions deliver top-tier education.

MOBILE CLINICS BY THE STUDENTS (MCS)



As on 22ND February 2018, President APPNA_US, Dr. Zafar Iqbal, alongwith his Team visited Muhammad Medical College (MMC) and IbneSina University, Mirpurkhas (ISUM) and provided 02 Mobile Clinics that resulted in creation of 02 Health Units.

In 1st Health Unit 78 Mori village 680 patients have seen & in 2nd health Unit Wahgreji Village where 617 patients have seen on Inauguration Day that were being covered by Health Staff (Doctors, Nursing Staff & Helping Staff).

Later on, at 8TH March 2018 another 3rd Health Unit was created in Village Khirao where 1039 patients have seen on Inauguration Camp.

On 9TH March 2018 4th Health Unit in Village Sultanabad was created where 1282 patients have seen on Inauguration camp and on very next day all the Operational Activities were started. These 02 Mobile Clinics alongwith all the concerned Staff & Medicines kept working in all 04 Health Units on a well planned cycle(Monday – Thursday) that included Free Camps (Check Ups) & Medicines and not only this but if any of the patient found in need, he/she used to be referred to MMCH for free Care & Cure.

Later on, In November 2018 APPNA_US provided one another mobile clinic that resulted in creation of 5th Health Unit on 15 November 2018 in Village Rakhel Lund where 450 patients have seen on Inauguration day and very next all 5 Health Units being covered by 3 Mobile Clinics.

Unit wise schedule of mobile clinics

Now, apart from the students of MBBS, students of BDS and DPT have also joined the mobile clinics by the students (MCS).

Following is the report of each year of MCS.

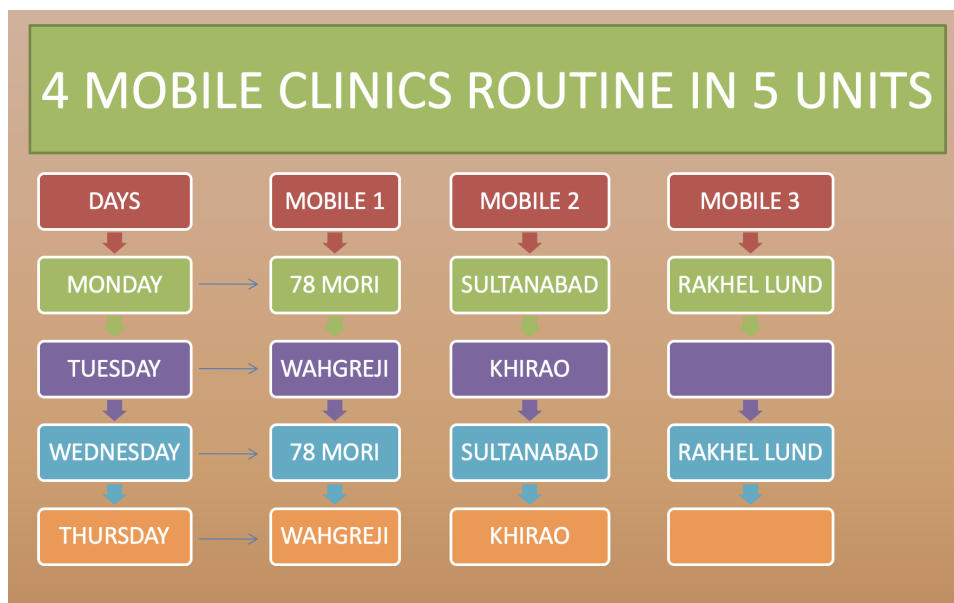




MMCH MOBILE HEALTH CLINICS SUMMARY YEARS

2018 TO 2024 Expenses

YEARS	MEDICINE	PETROL	SALARIES	FURNITURE	STAATIONARY & OFFICE ITEM	SURGICAL ITEMS	MEDICAL & OTHER EQUIPMENTS	Total Expenses per year
2018	1126014	289200	1764000	42300	34070	50251	15960	3321795
2019	776000	157800	1135000	0	16136	22200	0	2107136
2020	COVID-19	COVID-19	COVID-19	COVID-19	COVID-19	COVID-19	COVID-19	COVID-19
2021	8076862	325094	2160000	193500	34600	94025	64200	10948281
2022	6524986	708657	2592000	193500	34600	74085	61500	10189328
2023	3842136	1153639	2592000	28500	26750	97945	85000	7825970
2024	3842136	1268633	2592000	28500	26200	88795	73300	7919564
Total	24,188,134	3,903,023	12,835,000	486,300	172,356	427,301	299,960	42,312,074





LEARNER BASED ANNUAL SYMPOSIUM (LBAS) 26TH SYMPOSIUM



Report: Pre-Symposium Workshops, Symposium, and Conference

Introduction:

Rigorous reverberation on scientific symposium started from October 1 to 11, 2024 encompassing pre-symposium workshops, research papers from faculty, students and invited speakers from Karachi, Hyderabad,

Nawabshah, Sukkur, Gambat & other cities of interior Sindh. Muhammad Medical College, Mirpurkhas, Sindh, successfully organized pre-symposium workshops, a symposium, and a conference on **ROLE OF UNIVERSITIES IN PROMOTING HIGHER EDUCATION IN UNDER PRIVILEGED AREAS OF PAKISTAN.** The events aimed at providing a platform for medical professionals, researchers, and students to share knowledge, exchange ideas, and discuss cutting-edge advancements in the field.

IBN-E-SINA UNIVERSITY, MIRPURKHAS

26th Annual Medical Symposium



THEME

ROLE OF UNIVERSITIES IN PROMOTING HIGHER EDUCATION

IN UNDERPRIVILEGED AREAS OF PAKISTAN

PROGRAM

Pre Symposium Workshop

DAY 1 1st Oct 2024 TUESDAY WORKSHOPS <ul style="list-style-type: none">● Primary Surgical Skills Dr. Ali Raza Zia● Micro Abrasion Dr. Jazib Memon● Expanding Dental Education Dr. Sarang Suresh	DAY 2 2nd Oct 2024 WEDNESDAY ECG By Dr. Fasih ud Din Hussain Maternal Resuscitation Dr. Qamar-un-Nisa	DAY 3 3rd Oct 2024 THURSDAY MEDICAL WRITING Prof. Dr. S. M. Tahir	DAY 4 4th Oct 2024 FRIDAY MEDICAL EDUCATION Prof. Dr. Zafar Hussain Tanveer Dr. Kiran Dr. Ramzana
---	--	---	---

Symposium - Paper / Poster Presentation

DAY 1 7th Oct 2024 MONDAY Student of MDC DPT MCON	DAY 2 and 3 8th & 9th Oct 2024 TUESDAY, WEDNESDAY Students of 4th Year MBBS 5th Year MBBS	DAY 4 10th Oct 2024 THURSDAY Faculty/Guest Speakers Presentations	DAY 5 11th Oct 2024 FRIDAY CONFERENCE PSG Mirpurkhas Seminar on GI & Liver diseases
--	--	--	--

VENUE: Mrs. Razia Ali Muhammad Auditorium

Pre-Symposium Workshops:

Day 1: (26th September 2024)

1. Department of Paediatrics, Ibn-E- Sina University Mirpurkhas On 26th September

Facilitated By Dr. M. Akram Shaikh

Topics: *Neonatal Resuscitation*

Highlights: Hands-on training, interactive sessions, and expert feedback on neonatal life support procedures



Day 2: (1st October 2024)

Inauguration







2. Department of Physiology,

Facilitated By Prof Dr. Farzana Majeed

Co-Facilitator: Dr Kiran Fatima.

Topics: Team Building and Collaboration:

Interprofessional communication and teamwork.

Highlights: Interactive sessions and expert feedback on importance of interprofessional collaboration in healthcare/workplace settings. Identification of key elements of effective teamwork and communication



3. Department of Oral & Maxillofacial Surgery

Facilitated By Dr Ali Raza Zia

Co-Facilitator: Dr Maya

Topics: **Primary Surgical Skills.**

Highlights: Interactive sessions on Primary Surgical Skills



4. Department of Operative Dentistry

Facilitated By Dr Sarang Suresh

Topics: *The role of technology in expanding dental Education*

Highlights: Interactive sessions on dental informatics and comprehensive care.



5. Department of Oral & Maxillofacial Surgery

Facilitated By Dr Jazib Memon/Dr Shuja Aslam

Topics: Micro abrasion

Highlights: Interactive sessions on teeth bleaching, micro abrasion and professional fluoride therapy



6. Department of Medicine and Allied
Facilitated By Dr Fasih Hashmi

Topics: ECG

Highlights: Interactive sessions and hands on practice on ECG recording and interaction



7. Department of Obstetrics & Gynaecology

Facilitated By Prof Dr Qamar Un Nisa

Topics: Maternal resuscitation

Highlights: Hands on sessions on maternal resuscitation for health care professionals



8. QEC & Research Department

Facilitated By Prof Dr S M Tahir

Topics: Medical writing

Highlights: Hands on sessions medical writing for health care professionals



Day 4: (4th October 24)

9. Department of Physiotherapy

Facilitated By Dr Ramzana Chang

Topics: Kinesiology Tapping

Highlights: Interactive and hands on sessions on kinesiology
Tapping in physiotherapy.



**KINESIOLOGY
TAPPING**

Speaker:
**Dr. Ramzan
Chang** Deputy Dean &
Principal DPT ISI



Date: **4th Oct 24**
Timing: **11:00 to 1:00Pm**

10. Department of Medical Education

Facilitated By Dr Kiran Fatima Mehboob BANA

Topics: **Mentoring**

Highlights: Interactive and hands on sessions on importance of implementation of mentoring



11. Department of Medical Education

Facilitated By Prof Dr Zafar H Tanveer Principal MMC

Topics: *Professionalism in Medical Practice*
Essential Skills for Success

Highlights: Interactive and hands on sessions on aspects of professionalism and its impact on healthcare

Speaker:

**Prof Dr. Zafar
H Tanveer** Principal
MMC ISU



Symposium:

7th October 24

Free paper presentation by the students of MDC, MIPRS, MCON and Department of Physiotherapy and Rehabilitation ISU

8th October 24

Free paper presentation by the 4th and Final year students of MMC/ ISU

9th October 24

Free paper presentation by the 4th and Final year students of MMC/ ISU

10th October 24

- Keynote Speakers: Faculty of ISU-Mirpur Khas and LUHMS
- Walk followed by lectures on Awareness and Management of Breast cancer
- Session of Society of Surgeons Pakistan Mirpurkhas Chapter; Invited talk by guest speakers and free papers by the Surgeons.

Highlights: Insights into latest research, innovative approaches, and networking opportunities



Conference:

11th October 24

- Conference of PSG Mirpurkhas Chapter on Gastroenterology and Liver Diseases
- Award Distribution

Achievements:

- Enhanced knowledge and skills of participants
- Fostered collaboration and networking among medical professionals and researchers
- Showcased cutting-edge research and innovations in the field
- Provided a platform for young researchers to present their work



ORGANIZED BY
MUHAMMAD MEDICAL COLLEGE, IBN-E-SINA UNIVERSITY
IN COLLABORATION WITH
PAKISTAN SOCIETY OF GASTROENTEROLOGY (PSG) SINDH CHAPTER

11th October 2024, Friday
9:00am To 2:00pm

Patron In Chief	Prof. Dr. Syed Razi Muhammad (Chancellor ISU)
Chief Guest	Prof. Dr. SM Waseem Jafri (Agha Khan Hospital Karachi)
Under Supervision of	Prof. Dr. Sher Rehman (President PSG)
Chairman organizing committee	Prof. Dr. Dr. Abdul Qadir Khan (MMC IBN-E-Sina University Mirpurkhas)

Scientific Program Agenda

Session Chairs

- Prof. Dr. Iqbal Shah (LUMHS Jamshoro)
- Prof. Dr. Riaz Hussain Awan (LUMHS Jamshoro)
- Prof. Dr. Akram Bajwa (LUMHS Jamshoro)
- Prof. Dr. Aziz Saheto (LUMHS Jamshoro)

Speakers

- Prof. Dr. Abdul Qadir Khan
- Prof. Dr. Sadik Memon
- Prof. Dr. SM Wasim Jafri
- Prof. Dr. Yousuf Memon
- Prof. Dr. Badar Faiyaz Zuberi
- Prof. Dr. Nasir Luck
- Dr. Hafiz Bilal Ahmed

Guest of Honor

- Dr. Balchand Motiani,
- Dr. Raj Kumar Sufi
- Dr. Rehmatullah Bhatti
- Dr. Hemji
- Dr. Hanisha Hemnani

Moderators:

- Prof. Dr. Shams-ul-Arfeen Khan
- Dr. Faizan Qaiser

Register yourself Now: 0333-2976979 – 0333-3971076 – 0333-2976362 Email: drabdulqadir Khan979@gmail.com

Venue: MRS RAZIA ALI MUHAMMAD AUDITORIUM MMC



Organizing Committee: (ISU/RO/2024/GN/157)

13TH SEPTEMBER 2024 ISSUED BY REGISTRAR ISU

1	Prof Dr Zafar H Tanveer	Chairman
2	Prof Dr Qadeer Ul Hassan Sheikh	Member
3	Prof Dr Farzana Majeed	Co- Chairperson

4	Prof Dr Syed M Tahir	Member
5	Prof Dr Habib Ur Rehman	Member
6	Prof Dr Allah Bachayoo Rajar	Member
7	Prof Dr Pervaiz Ahmed Makhdoom	Member
8	Prof Dr Noor Alam Ansari	Member
9	Prof Dr Peer Abdul Latif Pirzada	Member
10	Prof Dr Abdul Qadir Khan	Member
11	Prof Dr Farzana Chang	Member
12	Prof Dr Qamar Un Nisa	Member
13	Prof Dr Jameel Laghari	Member
14	Dr Ramzana Chang	Member

Some of the papers presented were:

16. MEDICAL TEACHER'S NONVERBAL BEHAVIOR AND ITS IMPACT ON STUDENTS AND EDUCATIONAL ENVIRONMENT BY PROF. FARZANA MAJEED ET AL
17. SELF-ASSESSMENT OF ACTIVE LEARNING AND CRITICAL THINKING DURING PROBLEM- BASED LEARNING: AN EXPLORATORY STUDY Dr Kiran Fatima
CHIKUNGUNYA VIRUS By Dr Nadeem Memon
18. LIVING LIVER DONOR LIVER TRANSPLANTATION By Dr. Dr. Hafiz Bilal Ahmed
19. ROLE OF INTERVENTIONAL RADIOLOGY IN GASTRO AND HEPATOLOGY By Neuro IR Dr Muhammad Yousuf Memon
20. END-STAGE LIVER DISEASE AND LIVER TRANSPLANTATION Dr. Nasir Luck
21. SOFOSBUVIR/VELPATASVIR WITH/WITHOUT RIBAVIRIN 12 & 24 WEEK THERAPY IN RETREATMENT OF HCV PATIENTS RELAPSED FROM MULTIPLE NS5A-INHIBITOR REGIMENS: A STUDY OF CIRRHOTIC AND NON-CIRRHOTIC COHORTS IN PAKISTAN by Dr. Sadik Memon et al.
22. PATIENTS SAFETY PROTOCOLS IN SURGICAL PROCEDURES AMONG THE STUDENTS AND DOCTORS OF ISU Aqsa Samejo, Mehak Aleem, Maryam Aijaz, Maryam Wajid, Tehmina Batool
23. PERCEPTION OF WORKPLACE HARASSMENT AND ITS PREVENTION AMONG MEDICAL AND DENTAL STUDENTS OF IBN-E-SINA UNIVERSITY AND OTHER MEDICAL INSTITUTES Ayesha Cheema ,RameenSeher, Mahnoor Memon, Muqadas Mehak, Aarti Kumari, Aqsa Asif, Asra Awan

24. EXPLORING PRIORITIES BETWEEN CAREER AND MARRIAGE AMONG MEDICAL STUDENTS AT IBN-E-SINA UNIVERSITY STUDENTS, MPK Huda hurmain, Farzeen chohan, Areesha ikram, Suman chohan, Palwasha khan, Umm-E-Hania
25. AWARENESS OF ARTIFICIAL INTELLIGENCE AMONG MEDICAL STUDENTS AND DOCTORS OF MMC MIRPURKHAS Habiba, Mahnoor Khan, Fatima, Geeta Kumari, Nikita Kumari, Aiman Fatima, Sania Batool, Rimsha Riaz
26. ASSESSMENT OF CHILDHOOD TRAUMA AND ITS EFFECTS AMONG MEDICAL STUDENTS OF MUHAMMAD MEDICAL COLLEGE, MIRPURKHAS Ghufraan Ashar, Haroon Ejaz Khan, Rana Muhammad Waleed, Asad Kamal, Zia –Ur-Rahman, Hasham Jabbar
27. EXPLORING PRIORITIES BETWEEN CAREER AND MARRIAGE AMONG MEDICAL STUDENTS OF IBN-E-SINA UNIVERSITY, MPK Huda Hurmain, Farzeen Chohan, Areesha Ikram, Suman Chohan, Palwasha Khan, Umm-E-Hania
29. COMPARING EMOTIONAL INTELLIGENCE ACROSS ACADEMIC DISCIPLINES: A STUDY AMONG UNDERGRADUATE STUDENTS AT IBN E SINA UNIVERSITY Muhammad Junaid Yousuf, Syad Zaki, Rawal Hussain, Ahmed Anas, Muhammad Matin, Rais Shoaib, Usman khan

Conclusion:

The pre-symposium workshops, symposium, and conference at Muhammad Medical College ISU, Mirpurkhas, Sindh, were a resounding success. We appreciate the support of our sponsors, speakers, and participants.

Acknowledgement:

The Role of Sponsors of Gastroenterology, awareness of breast cancer and the congregation of Society of Surgeons Mirpur Khas is highly appreciated.

Recommendations:

- Conduct regular events to sustain knowledge sharing and collaboration
- Expand participation to include international speakers and delegates
- Explore digital platforms for increased outreach

**FIFTH PILLAR, “GSAT” ANNUAL “GASTROENTEROLOGY SESSION WITH STUDENTS
AS TEACHERS”.**



MMC PSG Mirpurkhas Conference 2024

On Gastrointestinal & Liver Diseases

11 October 2024 Friday

Organized by Muhammad Medical College, IBN-E-Sina University in Collaboration with Pakistan Society of Gastroenterology (PSG) Sindh Chapter.

Patron In Chief	Prof. Dr. Syed Razi Muhammad (Chancellor ISU)
Chief Guest	Prof. Dr. SM Waseem Jafri (Agha Khan Hospital Karachi)
Under supervision of	Prof. Dr. Sher Rehman (President PSG)
Chairman Organizing Committee	Prof. Dr. Abdul Qadir Khan (Muhammad Medical College IBN-E-Sina University Mirpurkhas)

Organizers	Speakers
Prof. Dr. Abdul Qadir Khan <small>Chairman organizing committee</small> Dr. Farhana Qadir <small>Member organizing Committee</small> Prof. Dr. Shams ul Arfeen <small>Vice Chancellor & Member Organizing Committee</small> Prof. Dr. Habib Ur Rehman Chohan <small>Member Organizing Committee</small> Dr. Javed Mari <small>AMS-NMCH</small> Dr. Haneef khan <small>NMCH</small> Dr. Chaman Das <small>NMCH</small> Dr. Iqbal Khatri <small>AMS Chief Hospital Mirpurkhas</small> Dr. Manthar Thebo <small>General Secretary PMA Mirpurkhas</small>	Prof. Dr. SM Waseem Jafri <small>Agha Khan Hospital Karachi</small> Prof. Dr. Sadik Memon <small>AIMS Hospital Hyderabad</small> Prof. Dr. Abdul Qadir Khan <small>MMC IBN-E-Sina University Mirpurkhas</small> Prof. Dr. Yousuf Memon <small>GIMS Gambat</small> Prof. Dr. Badar Faiyaz Zuberi <small>Dow University of Health Sciences Karachi</small> Prof. Dr. Nasir Luck <small>SIUT Karachi</small> Dr. Hafiz Bilal Ahmed <small>GIMS Gambat</small>
Guest of Honors	Dr. Balchand Motiani, Dr. Raj Kumar Soffi, Dr. Rehmatullah Hattai, Dr. Hanisha Hermiani, Dr. Hemil Dr., Nandini Kumar Lohiya,





Muhammad Medical College (MMC), a constituent college of Ibn-e-Sina University, Mirpurkhas (ISUM), has become an icon in the field of medical education and healthcare services in Pakistan. Not only it provides quality formal medical education, but as part of its innovative activities, it keeps holding several non traditional activities to stimulate and provoke scientific curiosity among its students and teachers throughout the year. It therefore came as no surprise that under the leadership of its Chancellor Professor Syed Razi Muhammad, ISU received the prestigious national Healthcare Excellence Award 2025 recently at Lahore from Federal Minister of Health early April this year.

As part of these activities, for which ISUM is now well known throughout its history on national level, and in particular throughout the existence of MMC since its inception in 1998, it held its 15th Annual Mirpurkhas Seminar in Medical Sciences on 30th April 2025. It is its mission to provide excellent medical educational activities to the medical students and doctors belonging to itself in particular but to all doctors in the city of Mirpurkhas via open invitation, completely free of cost. The seminar was attended by Final year students along with junior and senior doctors of all clinical departments. ISU strongly believes that participating in such seminars plays an essential role in the intellectual growth of future doctors, seeing high quality advanced talks coming from experts in a variety of medical specialities.

Programme started with recitation of verses from the Holy Quran. A Final year student Mr Talha had the honour of doing the recitation. A relatively recent addition to the Department of Diabetes and Endocrinology, Assistant Professor **Dr Sarwat Anjum** then took charge and invited Visiting **Professor**

Dr Syed Zafar Abbas to give an introduction of the programme ahead. Professor Zafar Abbas gave a brief history of these seminars which started 15 years ago, and have been working its way through GI Medical Seminar, General Medical Seminar and have now evolved into Seminar on broader Medical Sciences, involving experts from all specialities. Dr Sarwat Anjum then invited **Professor Dr Qamar Habib**, Head of Department of Gynaecology and Obstetrics to the stage. Dr Qamar Habib gave an overview and update on “Management of New Onset Hypertension in Pregnancy”. Her talk included pathophysiology of this condition, difference between Hypertension in general and when it happens in pregnancy, and how the management guidelines are different in these two scenarios with their rationale. She answered the questions from audience after her talk. Head of Department of Medicine, **Professor Dr Abdul Qadir Khan** delivered a talk on “Current Management Guidelines on MASLD/MASH”. With the help of various studies and figures, he explained the relatively new and updated nomenclature of this condition, and the new advances including those in its treatment. He also indicated that there was an important clinical difference in the interpretation of Body Mass Index (BMI) and waist circumference measurements of Asians and Caucasians. Head of Surgical Department and Pro Vice Chancellor of ISU **Professor Dr Aijaz Memon** gave a talk on “Enhanced Recovery after Surgery” (ERAF). He discussed various pre operative, operative and post operative measures to mitigate the chances of complications and tips on promotion of rapid and improved recovery following various surgical procedures. He also discussed the difficulties faced by surgeons in Pakistan to fully implement such changes due to lack of required resources, but more importantly because of long established surgical culture. However, he was quick to point out the practical advances at MMC Hospital (MMCH) in this respect. Head of the Department of Paediatrics, **Professor Dr Hasan Memon** then gave an interesting update and comparison of present and past medical practice on the management of Meningitis with title of his presentation “Septic Meningitis in Children: Management in mid 70s and now”. He described various treatment improvements and prevention with the help of various vaccination. Students and doctors at MMCH are lucky to have not only the newly qualified consultants as their teachers, but also very experienced clinicians who have the advantage of their own time in the field of medicine to be able to see and in fact participate in the practice improvements spanned over decades.

Over the previous 2 weeks, ISUM had seen a 2 weeks Intensive Gastroenterology (GI) and General Internal Medical (GIM) Course conducted by one of its Visiting Professor from UK, **Professor Dr Syed Zafar Abbas**. He was then invited to stage and his task was to go through all the activities he had arranged in ISU over the last previous 2 weeks. He spoke about the crash course he had conducted in GI and GIM with Final year medical students. There had been 10 lectures, each one hour long, on a variety of topics in GI and Hepatology. Alongside his lectures, he had arranged final year students to take part in delivering important facts on 34 different GIM topics in the form of a short presentation in their classroom, particularly Medical Emergencies, under his supervision. Additionally, he had held 2 Clinico-Radiological meetings with junior and senior doctors of ISU from all departments, lasting hour and a half each. Final year students also took active part in them. He is also a certified instructor of UK Resuscitation Council (UKRC), and on 28th April, he conducted a Basic Life Support (BLS) Workshop. It was attended by Final year medical students, but also by students from Muhammad Dental College (MDC), Muhammad College of Physiotherapy and Rehabilitation, Nursing college and doctors from Civil Hospital Mirpurkhas, some private hospitals within Mirpurkhas and doctors from Pakistan Medical Association. On 28th April he conducted a post-course test of Final year students, comprising of 70 MCQs (35 each from GI and GIM). After the completion of the test, he held another session with students and explained the correct answers. On 29th April, under his supervision, Final years students who were all

divided in groups of 4, and took an enthusiastic part in a **Medical mini-Symposium with permanent theme (“Students as Teachers”)**. Here the students presented on 24 different topics in Medicine, Surgery and Gynae/Obs in the form of Oral and poster presentations. They were judged by a panel of senior doctors to be awarded for 3 best presentations next day after this Annual Seminar with recognition shields not only for the best presentations, but for the overall performance including presentation in classroom, post course MCQ test and mini-symposium presentations. After his talk he received a standing ovation by the students and he thanked all for their help in delivering his annual tasks, particularly to the students.

Various doctors from the other hospitals in the city of Mirpurkhas also attended this seminar. All presenters were given recognition shields and traditional *Ajrak* by senior faculty. This scientific session was followed by a break for Mentor’s sessions, lunch and prayers.

After the break, students and teachers reassembled for Prize giving ceremony. Following students excelled in their performances and were recognised:

Poster presentations: Joint 3rd prize – Acute Pancreatitis (Muhammad Isamil Zulfikar, Muhammad Aman, Muhammad Usman, Rehan Ahmed). Joint 3rd Prize - Diabetes Mellitus and its Types including the newly recognised Type 5 (Aiza Malik, Fakhara Siddique, Mah Noor Ameer, Nisha Malik). 2nd best poster - Meningitis (Anmol, Fiza, Tehreem Fatima, Vaneeza Imtiaz). First prize for poster presentation - Alcohol Liver Disease (Maliha, Shurooq Siddiqua, Yogita Kumari, Tooba Sethi Khawaja).

Oral Presentations: Joint 3rd best prize – Smoking (Aiman Khalid, Fatima Abbasi, Mahrukh, Sadia Zavar). Joint 3rd best prize – Pulmonary Tuberculosis (Ahsan Ali, Muhammad Mohib Zain, Muhammad Usman, Zohaib Ramzan). 2nd best prize – Bronchogenic Carcinoma (Mehsoon Ahbdu Rasheed, Saima Shahzadi, Samina Shahzadi). Best oral presentation prize – Upper Gastrointestinal Bleed (Maliha Jabbin, Muqqadas, Shawal, Umme Farwa)

Individual Best Overall Performance over all areas: 3rd Best Prize with 83 out of 100 marks – Laiba Ibrahim. 2nd Best Prize with 85/100 marks – Saima Khuda Bukhsh. Best Overall Performance Award with 87/100 marks – Wajeeha Jaafer.

All senior faculty was on the stage congratulating and giving the prizes away to all above. Chancellor himself, Vice Chancellor Pro Vice Chancellor, Principal and senior professors were all there in the stage to congratulate and encourage these students. Additionally, it was recognised that it was a significant achievement in its own that a final year medical student participated in this activity and had courage to come on stage and present (“teach”!) their senior teachers and their fellow students on medical topics. It is hoped that this will go some way in building confidence and will give a sense of pride to students and will help them in their future role. All those who had taken part in mini-symposium were therefore given recognition shields for their participation.

The Chancellor of ISU Professor Syed Razi Muhammad addressed the audience. He congratulated the students on winning their awards, and stressed that everyone who took part in this activity was a winner,

and not just those who were declared best by the judges of senior doctors on the quality of their performance. He also highlighted the importance of consistency and working hard to be able to perform well in exams and in life. He said that the way a doctor behaves with his patients was at least as important as their medical knowledge itself. Professor Razi Muhammad urged on the senior faculty and administration to consider doing similar Intensive courses in all subjects – both clinical and pre-clinical – in addition to regular year-long teaching activities. He also emphasised on the importance of keeping the teaching language and method appropriate for the level of audience, quoting some Islamic *ahadith* and traditions. He thanked Prof Zafar Abbas and the team who made the last 2 weeks Intensive Course in GI and GIM such a great success, and hoped that Universities all over Pakistan would conduct high quality programmes like this on regular basis to ensure a bright future for the country.

Report on CPC/Presentation Case Reports – Mohammad Dental College, ISUM

Event Title:

***Clinical Case/ Presentations and Guest Lectures Organized by:
Mohammad Dental College, Islamabad South University (ISUM)***

Participants:

Faculty members, students, and house officers of Mohammad Dental College

Dates:

April 22nd, 2025 & May 6th, 2025

Venue:

Mohammad Dental College Auditorium, ISU MPK

1. Presentation on Stress Management

Date: April 22, 2025

Presented by: Prof. Dr. Farzana Majeed

Prof. Dr. Farzana Majeed delivered a compelling presentation on “Stress Management in Medical and Dental Professionals”, highlighting the growing prevalence of psychological stress among students and healthcare workers due to high expectations, long hours, and intense academic and clinical responsibilities.

Key Highlights: *Understanding stress: Classification into acute, episodic acute, and chronic stress, and their physiological, emotional, and behavioral manifestations.*

Common stressors: *Academic workload, patient management challenges, and examination pressures.*

Coping mechanisms:

Effective time management and prioritization

Integration of mindfulness and breathing exercises into daily routines

Support systems within peer groups and institutional structures

Importance of healthy lifestyle practices

The session was interactive, with live participation from house officers and students sharing their own stress triggers and the methods they use to manage them.





2. Case Report on Oral Lichen Planus

Date: May 6, 2025

Presented by: Dr. Farzana Lakho

Dr. Farzana Lakho presented a detailed clinical case report titled “Diagnosis and Management of Oral Lichen Planus: A Clinical Insight”. The patient case focused on a 42-year-old female presenting with bilateral white lesions in the buccal mucosa.

Key Clinical Discussions: *Presentation: Reticular form of oral lichen planus with symptomatic burning, especially with spicy food.*

Diagnosis: Clinical examination, biopsy, and histopathology confirming the characteristic lichenoid pattern.

Management protocol:

Topical corticosteroids for inflammation control

Antifungal prophylaxis to prevent secondary infection

Long-term follow-up to monitor for dysplastic changes

Patient education regarding possible triggers like stress, dental restorations, and spicy foods



The Ibn-e-Sina University, Mirpurkhas,

Department of Information Technology

Introduction

The Department of Information Technology at Ibn-e-Sina University, Mirpurkhas, works with five servers, Above 200 workstations, Above 100 Routers, Switches and Racks above 50, Surveillance System 97 Cameras with Three NVR and One DVR deals by Director IT 01, System Engineer 01, Moodle's In-charge 01, and Technician 01.

The Department of Information Technology at Ibn-e-Sina University, Mirpurkhas, stands as a pillar of technological innovation and operational efficiency, underpinning the university's academic and administrative functions with robust infrastructure and expert management. Central to its operations are five high-performance servers that support a multitude of applications and services critical to the university's mission. The department oversees more than 200 workstations distributed across the campus, providing students, faculty, and staff with the necessary tools to engage in research, learning, and administrative tasks.

The network infrastructure is extensive, with over 100 routers ensuring reliable internet connectivity and seamless data transmission throughout the university. Complementing these are switches and racks, exceeding 50 in number, which facilitate the efficient management and routing of network traffic, ensuring optimal performance and scalability. To enhance campus security, the department manages a sophisticated surveillance system comprising 97 cameras, which are monitored and recorded via three Network Video Recorders (NVR) and one Digital Video Recorder (DVR). This comprehensive surveillance setup ensures the safety and security of the university community and assets.

Human resources in the Department of Information Technology include a dedicated and skilled team led by a Director of IT, who oversees all technological initiatives and strategic planning. The team includes a System Engineer responsible for

maintaining and optimizing the servers and network infrastructure, ensuring high availability and performance. Additionally, a Moodle's In-charge manages the university's learning management system, providing essential support for online education and digital learning resources. A Technician completes the team, handling day-to-day technical support and maintenance tasks, ensuring that all IT equipment and systems operate smoothly and efficiently.

Together, this infrastructure and team of professionals enable the Department of Information Technology at Ibn-e-Sina University, Mirpurkhas, to deliver reliable, secure, and innovative technological solutions that support the university's commitment to academic excellence and operational effectiveness.

Overview of the IT department's role within the organization.

Technical Support and Services:

- a) **Help Desk Services:** Provide technical support to students, faculty, and staff, including troubleshooting hardware and software issues.
- b) **Streamlining Academic Assessments:** Weekly Online Tests and Feedback at Ibn-e-Sina University, Mirpurkhas

The Department of Information Technology at Ibn-e-Sina University, Mirpurkhas, plays a crucial role in enhancing the academic experience by managing the digital infrastructure for weekly online tests, assignments, post-test discussions, and feedback. This comprehensive approach to continuous assessment ensures that students receive timely evaluations and constructive feedback, which are essential for their academic growth and success.

Every week, the IT department collaborates with faculty members to upload a variety of online tests and assignments to the university's learning management system (LMS). This platform is designed to be user-friendly and accessible, allowing students to complete their assessments from anywhere on the campus. The IT team ensures that all digital content is uploaded correctly and functions smoothly, thereby minimizing technical issues that could disrupt the assessment process.

Post-test discussions are a vital component of the learning cycle, providing students with an opportunity to understand their mistakes and clarify doubts. The IT department facilitates these discussions by setting up online forums and virtual meeting rooms where students and instructors can interact seamlessly. These platforms are equipped with features such as real-time chat, video conferencing, and file sharing, enhancing the quality of academic interactions.

Feedback is another critical aspect of the continuous assessment process. The IT department ensures that detailed feedback on tests and assignments is uploaded promptly, allowing students to gauge their performance and identify areas for improvement. The department employs secure and efficient data management practices to protect the confidentiality of student information while ensuring that feedback is easily accessible.

c) DOI Support for the Journal of Muhammad Medical College by the IT Department at Ibn-e-Sina University, Mirpurkhas

The Department of Information Technology at Ibn-e-Sina University, Mirpurkhas, extends its technical expertise to support the Journal of Muhammad Medical College (JMMC) by managing the assignment and maintenance of Digital Object Identifiers (DOIs). This collaboration is pivotal in enhancing the accessibility, visibility, and credibility of the research published in JMMC. By integrating DOIs, the IT department ensures that each article in the journal is uniquely identifiable and easily locatable in the vast digital landscape of academic research.

DOIs are a crucial element in the academic publishing ecosystem, providing a permanent and unambiguous link to digital content. The IT department at Ibn-e-Sina University meticulously handles the process of generating and assigning DOIs to each article published in JMMC. This involves the use of a DOI registration service, where the department inputs metadata for each article, including the title, authors, publication date, and other relevant information. The assignment of DOIs not only facilitates

efficient citation and referencing but also enhances the discoverability of the journal's content in databases and search engines.

In addition to generating DOIs, the IT department ensures their integration into the journal's online platform. This involves embedding DOIs into the articles' webpages, metadata, and PDF documents, making it seamless for readers and researchers to access the content directly through these persistent links. The department also provides ongoing support to ensure that the DOIs remain functional and resolve correctly over time, safeguarding against broken links and ensuring the longevity of the journal's digital presence.

Moreover, the IT department's support extends to training and assisting the journal's editorial team in understanding and utilizing DOIs effectively. This includes guidance on best practices for DOI management and updates on any developments in the DOI system. By fostering a thorough understanding of DOI implementation, the IT department empowers the editorial team to maintain high standards in digital publishing.

Through its dedicated support for DOI management, the Department of Information Technology at Ibn-e-Sina University plays a vital role in elevating the Journal of Muhammad Medical College's stature in the academic community. This initiative not only enhances the journal's operational efficiency but also significantly contributes to the dissemination and impact of medical research, aligning with the university's mission to promote scholarly excellence and innovation.

d) Enhancing Accreditation Support: Document Scanning and Hyperlinking at Ibn-e-Sina University, Mirpurkhas

The Department of Information Technology at Ibn-e-Sina University, Mirpurkhas, plays a crucial role in supporting the Department of Accreditation by undertaking the meticulous task of scanning and uploading 1300 documents for hyperlinking. This extensive project is aimed at enhancing the accreditation process by ensuring that all necessary documents are readily accessible and efficiently organized within the university's digital ecosystem.

The process begins with the IT department carefully scanning each of the 1300 documents, which encompass a wide range of accreditation-related materials such as policies, procedures, compliance reports, and other essential documentation. Utilizing high-resolution scanners, the department ensures that each document is digitized with precision, maintaining the integrity and readability of the original content. This digital conversion not only preserves the documents but also facilitates their easy retrieval and management.

Once scanned, the IT team systematically uploads the documents to the university's secure digital repository. This repository is designed to be user-friendly and accessible, allowing accreditation officers and other stakeholders to quickly locate the documents they need. The team employs advanced metadata tagging and categorization techniques, ensuring that each document is accurately indexed and can be found through simple search queries.

A critical aspect of this project is the hyperlinking of documents. The IT department meticulously embeds hyperlinks within the digital repository, creating a seamless network of interconnected documents. This functionality allows users to navigate through related documents effortlessly, significantly streamlining the accreditation review process. By clicking on hyperlinks, users can access relevant supporting documents, cross-references, and additional resources, enhancing the efficiency and comprehensiveness of their evaluations.

Furthermore, the IT department ensures that the digital repository is secure and compliant with data protection regulations. They implement robust access controls and encryption measures to safeguard sensitive information, providing peace of mind to the Department of Accreditation and other users.

Through the diligent efforts of the Department of Information Technology, Ibn-e-Sina University significantly enhances its accreditation support system. This initiative not only improves document management and accessibility but also underscores the university's commitment to maintaining high standards of quality and accountability. By leveraging technology to streamline the accreditation process, the IT department

contributes to the university's ongoing pursuit of academic excellence and institutional integrity.

e) Launch of the New Website for Ibn-e-Sina University, Mirpurkhas

The Department of Information Technology at Ibn-e-Sina University, Mirpurkhas, has successfully designed and developed a new, dynamic website for the university, accessible at www.isu.edu.pk. This cutting-edge online platform is crafted to enhance the university's digital presence, offering an intuitive and engaging user experience for prospective students, current students, faculty, and visitors. The revamped website embodies the university's commitment to technological innovation and excellence in education.

From the outset, the IT department approached the website redesign with a clear focus on usability, accessibility, and modern aesthetics. The design process involved extensive consultations with stakeholders across the university to ensure that the new website meets the diverse needs of its users. The result is a sleek, responsive design that adapts seamlessly to various devices, from desktop computers to smartphones, providing a consistent and user-friendly experience.

The website features an array of new functionalities aimed at improving user interaction and information dissemination. An intuitive navigation system allows users to effortlessly access information about academic programs, admissions, faculty profiles, research initiatives, and campus events. Enhanced multimedia integration, including high-quality images and videos, brings the vibrant campus life to the forefront, engaging visitors and showcasing the university's achievements and offerings.

One of the standout features of the new website is its robust content management system (CMS), which empowers the university's departments to easily update and manage their respective sections. This decentralization of content management ensures that information remains current and relevant, reflecting the dynamic nature of the university. The IT department has also prioritized search engine optimization (SEO) to increase the website's visibility and attract a broader audience.

In terms of security and performance, the new website is built on a robust framework that ensures fast loading times and secure transactions. The IT department has implemented advanced security protocols to protect user data and safeguard against cyber threats, providing a secure browsing experience for all visitors.

The launch of the new website at www.isu.edu.pk marks a significant milestone for Ibn-e-Sina University, Mirpurkhas. It not only enhances the university's digital footprint but also reinforces its mission to provide accessible, high-quality education. Through this innovative online platform, the Department of Information Technology has created a valuable resource that will serve as the primary gateway for information and interaction, strengthening the connection between the university and its community.

Infrastructure Management:

- A. Network Administration:** Maintain and manage the university's network infrastructure, ensuring high availability and performance.
- B. Installation of 50 Routers with 6000 Feet of Cable at Ibn-e-Sina University, Mirpurkhas**

The Department of Information Technology at Ibn-e-Sina University, Mirpurkhas, has recently achieved a significant milestone by installing 50 state-of-the-art routers across its campus. This ambitious project required meticulous planning and execution, leveraging 6000 feet of high-quality cable to ensure seamless connectivity and enhanced network performance. The initiative aims to bolster the university's technological infrastructure, providing students, faculty, and staff with robust and reliable internet access to support their academic and administrative activities.

The deployment of these routers marks a pivotal upgrade from the previous network setup, addressing issues such as limited bandwidth, frequent connectivity drops, and inadequate coverage in various parts of the campus. The project team, comprising skilled IT professionals and engineers, conducted a thorough site survey to identify optimal locations for router installation. This strategic

placement ensures maximum coverage, eliminating dead zones and enhancing signal strength in classrooms, libraries, laboratories, and administrative offices.

One of the key challenges faced during this project was managing the extensive cabling requirements. The 6000 feet of cable used in the installation had to be meticulously routed through ceilings, walls, and underground conduits to maintain the campus's aesthetic integrity while ensuring minimal disruption to daily operations. The team employed advanced cable management techniques to organize and secure the cables, preventing potential hazards and facilitating easier maintenance in the future.

The newly installed routers are equipped with the latest security protocols, safeguarding the university's network from potential cyber threats. With the increasing reliance on digital resources and online platforms for learning and research, ensuring a secure network environment is paramount. The routers support high-speed data transfer, enabling smooth access to online libraries, research databases, and virtual classrooms. This enhanced connectivity also promotes collaboration among students and faculty, allowing for real-time communication and resource sharing.

C. Data Center Operations: Oversee the operations of the university's data centers, including server management, storage, and backups.

The Department of Information Technology at Ibn-e-Sina University, Mirpurkhas, is at the forefront of technological advancement, overseeing a sophisticated data center that houses and maintains critical IT infrastructure components, including servers, firewalls, routers, and switches. This data center is pivotal in ensuring the seamless operation of the university's digital ecosystem, which supports academic, administrative, and research activities.

The servers form the backbone of the university's digital infrastructure, hosting a wide range of applications, databases, and virtual machines essential for day-to-day operations. These servers are meticulously monitored and managed to ensure optimal performance, reliability, and data integrity. Routine maintenance,

including software updates, hardware checks, and performance tuning, is conducted to prevent disruptions and ensure that the university's digital resources are always available to students and staff.

Firewalls play a crucial role in the data center, providing robust security measures to protect the university's network from unauthorized access, cyber threats, and data breaches. The IT department employs advanced firewall technologies and implements stringent security policies to safeguard sensitive information and maintain the integrity of the university's digital assets. Regular security audits and updates are performed to stay ahead of evolving threats and ensure compliance with industry standards.

Routers and switches are integral to the university's network infrastructure, facilitating efficient data transmission and communication across the campus. The routers ensure reliable internet connectivity, enabling access to online resources, while the switches manage the internal network traffic, connecting various devices and systems within the university. The IT team is dedicated to maintaining these networking devices, ensuring they operate at peak efficiency and are capable of handling the increasing demands of a growing digital environment.

The comprehensive management of the data center by the Department of Information Technology at Ibn-e-Sina University underscores its commitment to leveraging technology to enhance the academic experience. By maintaining a robust and secure IT infrastructure, the university is well-equipped to support innovative educational methodologies, foster collaborative research, and ensure efficient administrative operations. This dedication to technological excellence not only bolsters the university's reputation but also prepares its community for the demands of the digital age.

Hardware Maintenance: Manage the procurement, installation, and maintenance of IT hardware such as computers, printers, and network devices.

The Department of Information Technology at Ibn-e-Sina University, Mirpurkhas, is adept at managing and resolving an average of eight complaints daily, encompassing hardware, software, and network issues. This proactive approach ensures minimal disruption to the university's academic and administrative activities. The IT support team operates with a high level of efficiency, swiftly addressing problems reported by students, faculty, and staff to maintain a smooth and productive environment.

Hardware complaints typically involve issues with computers, printers, and other peripherals. The IT team conducts thorough diagnostics and repairs or replaces faulty components to restore functionality. For software-related issues, the team handles everything from installation and updates to troubleshooting application errors and ensuring compatibility with existing systems. They work diligently to resolve these issues promptly, enabling users to continue their work without significant delays.

Network-related complaints, which can range from connectivity problems to bandwidth issues, are addressed with urgency to ensure uninterrupted access to digital resources and online platforms. The IT department employs robust monitoring tools to quickly identify and rectify network disruptions, ensuring reliable and fast internet service across the campus.

By effectively managing these daily complaints, the Department of Information Technology at Ibn-e-Sina University demonstrates its commitment to providing a stable and efficient technological environment, crucial for the university's operational excellence and academic success.

Enhancing Technological Capabilities at Ibn-e-Sina University, Mirpurkhas

The Department of Information Technology at Ibn-e-Sina University, Mirpurkhas, has significantly bolstered the university's technological infrastructure through the strategic acquisition and installation of various software and hardware solutions. These upgrades are designed to enhance the academic and administrative experience at the university. Recognizing the importance of academic integrity and quality, the

department has integrated TurnItIn and Grammarly into the university's digital toolkit. TurnItIn serves as a powerful tool for plagiarism detection, ensuring that students' work adheres to the highest standards of originality. Grammarly, on the other hand, enhances writing quality by providing advanced grammar checking and style suggestions, thereby supporting students and faculty in producing clear, error-free documents.

In addition to software enhancements, the IT department has also upgraded the university's visual presentation capabilities with the purchase and installation of modern LCDs and LEDs. These displays are strategically placed in classrooms, lecture halls, and common areas, facilitating dynamic and engaging presentations, digital signage, and real-time information dissemination. This upgrade not only improves the learning environment but also enriches the overall campus experience by providing vibrant, high-definition displays for various academic and administrative purposes.

The department has implemented QR and bar code machines to streamline administrative operations and improve efficiency. These devices are essential for inventory management, asset tracking, and library operations, enabling quick and accurate data capture and processing. Their integration into the university's systems simplifies workflows and enhances records' accuracy, contributing to better resource management and operational efficiency.

Moreover, the IT department has ensured that the printing needs of the university community are met by installing high-quality printers across the campus. These printers support various printing demands, from everyday document printing to high-volume, high-resolution outputs required for special projects and administrative tasks. The availability of reliable printing facilities enhances productivity and supports the diverse needs of students, faculty, and staff.

Through these comprehensive upgrades, the Department of Information Technology at Ibn-e-Sina University, Mirpurkhas, demonstrates its commitment to leveraging technology to enhance academic and administrative functions. The successful implementation and utilization of these advanced tools and resources by the university community will not only improve the quality of education and operational

efficiency but also position the university as a forward-thinking institution dedicated to excellence and innovation.

Major Achievements

The Department of Information Technology, with its expertise and dedication, has Created syllabuses for the Two Years Associate Degree Programs (ADP). These syllabuses have been passed from the Board of Studies, Board of Faculties, and Academic Council of Ibn-e-Sina University Mirpurkhas, underscoring the department's commitment to academic excellence.

Development of Syllabuses for Associate Degree Programs at Ibn-e-Sina University, Mirpurkhas.

The Department of Information Technology at Ibn-e-Sina University, Mirpurkhas, has showcased its expertise and dedication by meticulously creating syllabuses for the university's Two Years Associate Degree Programs (ADP). This significant academic endeavor highlights the department's commitment to fostering educational excellence and ensuring that the programs align with contemporary academic standards and industry requirements. The newly developed syllabuses have successfully passed rigorous reviews by the Board of Studies, the Board of Faculties, and the Academic Council, receiving unanimous approval and commendation.

Crafting these syllabuses involved a comprehensive process that began with thorough research and consultation with subject matter experts, industry professionals, and academic leaders. The department's team of educators and IT specialists worked collaboratively to design course structures that are both rigorous and relevant, integrating theoretical foundations with practical applications. This ensures that graduates of the ADP programs are well-prepared to meet the demands of the modern workforce and contribute effectively to their respective fields.

The approval process, which included detailed scrutiny and validation by the Board of Studies, Board of Faculties, and the Academic Council, underscores the quality and robustness of the syllabuses. Each board provided valuable feedback and recommendations, which were meticulously incorporated to refine the syllabuses

further. This iterative process ensured that the final versions were comprehensive, cohesive, and aligned with the university's academic goals and standards.

The successful creation and approval of these syllabuses reflect the Department of Information Technology's unwavering commitment to academic excellence and innovation. By developing these ADP syllabuses, the department not only enhances the university's academic offerings but also contributes to the broader educational landscape. These programs are designed to equip students with the skills and knowledge necessary to excel in their careers, thereby reinforcing Ibn-e-Sina University's reputation as a premier institution dedicated to quality education and student success

- Create and Run Institutional Repository for Publications (https://scholar.google.com/citations?hl=en&user=E1Y7PDMAAAAJ&view_op=list_works&sortby=pubdate).

- Create and Run 15 Online Libraries.

1. E-library on Anatomy: <https://lvuanatomy.blogspot.com/>
2. E-library on Cardiology: <https://mmchecardio.blogspot.com>
3. E-library on Clinical Laboratory Sciences: <https://mmclab.blogspot.com/>
4. E-library on Gynecology & Obstetrics: <https://healthebrary.blogspot.com/>
5. E-library on Medicine: <https://srmlib.blogspot.com/>
6. E-library on Pediatrics: <https://mmchpeds.blogspot.com/>
7. E-library on Physiotherapy: <https://mipmpk.blogspot.com/>
8. E-library on Research Methodologies: <https://mmdcrm.blogspot.com/>
9. E-library on Surgery: <https://fgslibrary.blogspot.com/>
10. E-Library on Nursing: <https://mcnebrary.blogspot.com/>
11. E-Library on Forensic Medicine: <https://yousfanifm.blogspot.com/>
12. E-Library on Diabetology: <https://mmchdiab.blogspot.com/>
13. E-Library on Education: <https://fidaedu.blogspot.com/>
14. E-Library on Dentistry: <https://sajidsajidedentistry.blogspot.com/>
15. E-Library on Business Management: <https://isubm.blogspot.com/>

Nafees Library, Ibn-e-Sina University Mirpurkhas.

Annual Report:

Introduction: The Nafees Library of Ibn-e-Sina University Mirpurkhas is a cornerstone of the institution's academic and research infrastructure. Its role in providing access to a diverse range of resources, supporting teaching and learning, promoting research, contributing to institutional growth, and encouraging lifelong learning underscores its importance. As a central hub for information and resources, the library significantly contributes to the educational experience of students and the professional development of faculty members. Its role encompasses several key areas.

The Nafees Library serves as a comprehensive repository of academic resources, including books, journals, and digital materials. It provides students and faculty with access to a wide range of scholarly materials necessary for their coursework and research.

- **Collection Development:** The library's collection includes both print and digital resources, ensuring that users have access to up-to-date information across various disciplines. This includes textbooks, reference materials, academic journals, and research papers.
- **Digital Access:** Through partnerships with digital libraries and online databases, the Nafees Library offers access to e-books, electronic journals, and other digital resources. This is particularly beneficial for users who may need access to international research or materials not available in print.
- **Academic Support:** By providing access to comprehensive research materials, the library supports faculty in their teaching activities, allowing them to incorporate the latest research findings and academic resources into their curricula.
- **Study Facilities:** The library offers a conducive environment for studying, including quiet study areas, group study rooms, and computer workstations. These facilities help students to study effectively and collaborate on group projects.

- **Research Assistance:** Librarians provide research assistance and guidance to students and faculty, helping them to locate relevant information, develop research strategies, and use library resources effectively.
- **Access to Databases:** The library provides access to various academic databases and digital repositories, facilitating high-quality research. This access helps researchers stay current with developments in their fields and find relevant literature.
- **Research Workshops:** The library often organizes workshops and seminars on research methodologies, citation practices, and the use of digital tools. These sessions are designed to enhance the research skills of both students and faculty.
- **Publication Support:** By offering access to relevant research materials and tools, the library supports the publication efforts of faculty members. This includes access to journals where they can publish their research and tools for managing citations and references.
- **Enhanced Reputation:** A well-resourced library contributes to the university's reputation as a center of academic excellence. By supporting high-quality research and providing comprehensive resources, the library helps the university achieve recognition and prestige.
- **Academic Partnerships:** The library's resources and services facilitate academic partnerships and collaborations with other institutions. Access to a broad range of materials helps in building connections with other universities and research organizations.
- **Student Success:** By providing the necessary tools and resources for academic success, the library plays a crucial role in student retention and achievement. A strong library system contributes to improved student performance and satisfaction.
- **Continuous Access:** With its extensive collection of resources and digital access, the library supports ongoing learning and professional development for students and faculty even after their formal education.

- **Community Engagement:** The library may also engage with the broader community through outreach programs, workshops, and events, fostering a culture of learning beyond the university.

The HEC Digital Library.

1. The HEC Digital Library represents a transformative resource for Ibn-e-Sina University, Mirpurkhas, enhancing the academic and research environment for both students and faculty members. The library supports research excellence, educational learning, faculty development, and institutional growth by providing access to a vast array of high-quality databases and digital resources. It promotes lifelong learning and improves accessibility, contributing to a more inclusive and equitable academic community. In the contemporary academic landscape, digital resources play a pivotal role in enhancing research, teaching, and learning.
2. The Higher Education Commission (HEC) of Pakistan provides a valuable resource for universities through its HEC Digital Library, which offers access to an extensive range of databases and digital resources. For Ibn-e-Sina University, Mirpurkhas, the availability of these resources presents a significant advantage for both students and faculty members. As Ibn-e-Sina University continues to leverage the benefits of the HEC Digital Library, it will likely see continued advancements in research output, academic performance, and overall institutional reputation.
3. The HEC Digital Library offers a wide array of databases covering various disciplines, including science, technology, medicine, humanities, and social sciences. For researchers and scholars at Ibn-e-Sina University, these databases provide access to high-quality journals, articles, and research papers that are critical for advancing knowledge in their respective fields.
4. The benefits of the HEC Digital Library extend beyond formal education, promoting a culture of lifelong learning. The HEC library resources' digital nature helps improve accessibility and equity within the academic community.

- **Continuous Professional Development:** Faculty and students can use the resources for continuous professional development, staying updated with advancements in their fields even after formal education.
 - **Personal Growth:** Access to a wide range of materials supports personal intellectual growth and curiosity, encouraging users to explore topics of personal interest and relevance.
 - **Remote Access:** Users can access resources from anywhere with an internet connection, making it easier for those who may not be able to visit physical libraries regularly.
 - **Inclusive Resources:** The digital library offers resources in various formats and languages, supporting diverse learning needs and preferences.
5. Students and faculty can access peer-reviewed journals that are often behind paywalls. This access ensures they read and reference the most credible and up-to-date research available. The diverse range of databases facilitates interdisciplinary research by providing access to materials from different fields. This can lead to innovative research outcomes and collaborations across various departments. The digital library's advanced search features and indexing tools help users find relevant information quickly, saving valuable time in the research process.
- **Access to Textbooks and Academic Books:** Students can access a plethora of textbooks and academic books that are essential for their coursework. This availability enhances their understanding of course material and supports their academic performance.
 - **Supplementary Learning Materials:** Beyond textbooks, the digital library provides access to supplementary materials such as case studies, reports, and conference papers. These resources can aid in deepening students' understanding of subjects and exploring topics beyond the standard curriculum.
 - **Online Learning and E-Courses:** Some databases offer online courses and learning modules, allowing students to engage in self-paced learning and gain additional skills relevant to their academic and professional interests.

6. For faculty members at Ibn-e-Sina University, the HEC Digital Library offers numerous benefits that contribute to their professional development and teaching effectiveness.
 - **Access to Current Research:** Faculty members can stay abreast of the latest research and trends in their fields, which is crucial for maintaining the relevance and quality of their teaching.
 - **Professional Development Resources:** The library provides access to resources that support faculty development, including research methodologies, teaching strategies, and academic writing.
 - **Publication Opportunities:** Access to high-quality databases increases the likelihood of faculty members publishing their research in reputable journals, enhancing their academic profiles and contributing to the university's research output.
7. The integration of HEC Digital Library resources into the academic framework of Ibn-e-Sina University can significantly enhance the institution's reputation.
 - **Research Output and Impact:** Increased access to quality research resources can lead to higher research output and more impactful publications, which in turn can elevate the university's standing in national and international rankings.
 - **Attracting Funding and Collaborations:** A strong research profile supported by the digital library can attract funding opportunities and collaborative projects with other institutions and industry partners.
 - **Enhanced Learning Environment:** Providing students and faculty with access to comprehensive digital resources creates a robust learning environment, reflecting positively on the university's commitment to academic excellence.

3

8. Establishment of fifteen (15) multidisciplinary online libraries

At Ibn-e-Sina University, Mirpurkhas, the commitment to advancing education and research is exemplified by the establishment of fifteen multidisciplinary online libraries. These e-libraries are integral to the university's robust research support infrastructure, providing students, faculty,

and researchers with convenient access to a wealth of specialized knowledge across various fields. Each e-library focuses on a specific discipline, ranging from medical sciences to business management, ensuring comprehensive coverage of the academic spectrum.

- a) The **E-library on Anatomy** (<https://1vuanatomy.blogspot.com>) serves as a fundamental resource for medical students and professionals, offering detailed anatomical references and learning materials.
- b) *Similarly, the **E-library on Cardiology*** (<https://mmchecardio.blogspot.com>) provides access to the latest research, clinical guidelines, and educational resources essential for understanding cardiovascular diseases and treatments.
- c) For those in the field of laboratory sciences, the **E-library on Clinical Laboratory Sciences** (<https://mmclab.blogspot.com>) offers a repository of information on diagnostic techniques, laboratory management, and cutting-edge research.
- d) *The **E-library on Gynecology & Obstetrics*** (<https://healthebrary.blogspot.com>) supports healthcare providers with resources on women's health, reproductive medicine, and childbirth.
- e) The **E-library on Medicine** (<https://srmlib.blogspot.com>) is a comprehensive resource for general medicine, offering a wide array of medical textbooks, research articles, and clinical case studies.
- f) Pediatrics is well-supported by the **E-library on Pediatrics** (<https://mmchpeds.blogspot.com>), which provides specialized resources for the care and treatment of children.
- g) Physiotherapy students and practitioners can benefit from the **E-library on Physiotherapy** (<https://mipmpk.blogspot.com>), which offers materials on physical therapy techniques, rehabilitation protocols, and patient care strategies.
- h) *The **E-library on Research Methodologies*** (<https://mmdcrm.blogspot.com>) is invaluable for students and researchers across disciplines, providing guidance on research design, statistical analysis, and academic writing.

- i) Surgery is another critical area supported by the **E-library on Surgery** (<https://fgslibrary.blogspot.com>), which includes surgical textbooks, procedural videos, and research articles on the latest surgical innovations.
- j) The **E-Library on Nursing** (<https://mcnebrary.blogspot.com>) supports nursing students and professionals with resources on patient care, clinical procedures, and nursing theory.
- k) Forensic medicine is covered by the **E-Library on Forensic Medicine** (<https://yousfanifm.blogspot.com>), offering materials on forensic pathology, toxicology, and legal medicine.
- l) The **E-Library on Diabetology** (<https://mmchdiab.blogspot.com>) focuses on diabetes care, management, and research, providing vital information for endocrinologists and healthcare providers.
- m) Education professionals can utilize the **E-Library on Education** (<https://fidaedu.blogspot.com>), which provides resources on teaching methodologies, curriculum development, and educational psychology.
- n) The **E-Library on Dentistry** (<https://sajidsajidedentistry.blogspot.com>) offers comprehensive materials on dental science, oral health, and clinical dentistry.
- o) *Lastly, the E-Library on Business Management* (<https://isubm.blogspot.com>) supports students and professionals in the business field with resources on management theories, business strategies, and organizational behavior.

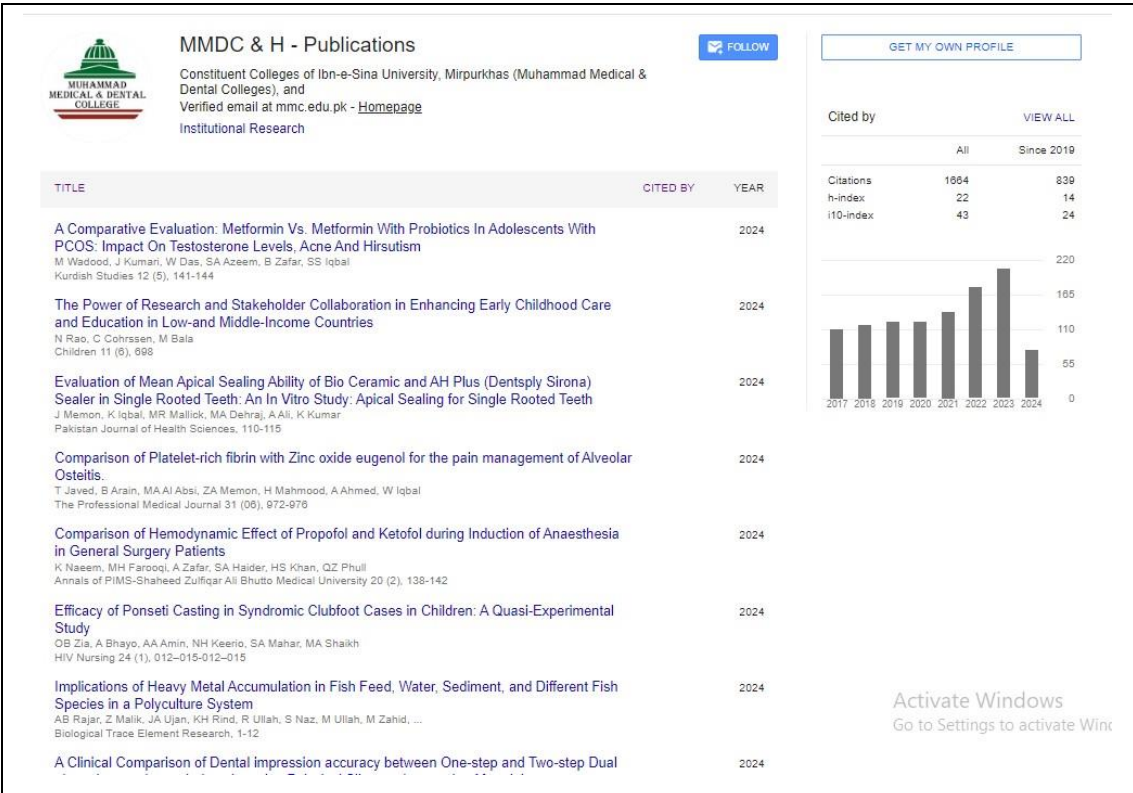
These online libraries are not merely repositories of information but are dynamic platforms that support the university's research infrastructure. By providing easy access to up-to-date resources, they facilitate a culture of continuous learning and academic excellence. The multidisciplinary nature of these e-libraries encourages interdisciplinary research and collaboration, breaking down silos between different fields of study.

Furthermore, the accessibility of these resources from any location allows for flexible learning and research opportunities, accommodating the diverse needs and schedules of students and faculty. This digital approach aligns with modern educational trends, where online resources are increasingly crucial in supporting traditional and blended learning environments.

The fifteen multidisciplinary online libraries at Ibn-e-Sina University, Mirpurkhas, are a testament to the institution's dedication to supporting comprehensive and cutting-edge education and research. By offering specialized resources across various disciplines, these e-libraries empower the academic community to pursue excellence in their respective fields, fostering a rich environment for learning, discovery, and innovation.

9. Enhancing Academic Impact: Ibn-e-Sina University's Institutional Repository on Google Scholar:

(https://scholar.google.com/citations?hl=en&user=E1Y7PDMAAAAJ&view_op=list_works&sortby=pubdate)



The institutional repository linked to Ibn-e-Sina University on Google Scholar serves as a robust platform supporting the university's academic endeavors in several critical ways. Firstly, it functions as a centralized hub for showcasing the scholarly output of the university's faculty, researchers, and students. By compiling and organizing publications, research articles, conference papers, and other scholarly works, the repository enhances the visibility and accessibility of Ibn-e-Sina University's research contributions to the global academic community.

Secondly, the repository plays a pivotal role in promoting knowledge dissemination and collaboration. Researchers and academics worldwide can access and cite the university's publications, thereby increasing the impact and citation metrics of its

scholarly output. This global exposure not only raises the profile of the university but also facilitates collaboration opportunities with international peers, fostering cross-cultural exchanges and interdisciplinary research initiatives.

Furthermore, the repository supports the university's commitment to academic integrity and transparency by providing a reliable source for verifying and referencing scholarly works produced by its faculty and researchers. This ensures that the university's academic reputation remains strong and credible within academic circles and beyond.

The institutional repository on Google Scholar serves as a cornerstone of Ibn-e-Sina University's research support infrastructure, promoting scholarly excellence, visibility, and collaboration on a global scale. It embodies the university's dedication to advancing knowledge, innovation, and impactful research contributions across diverse fields of study.

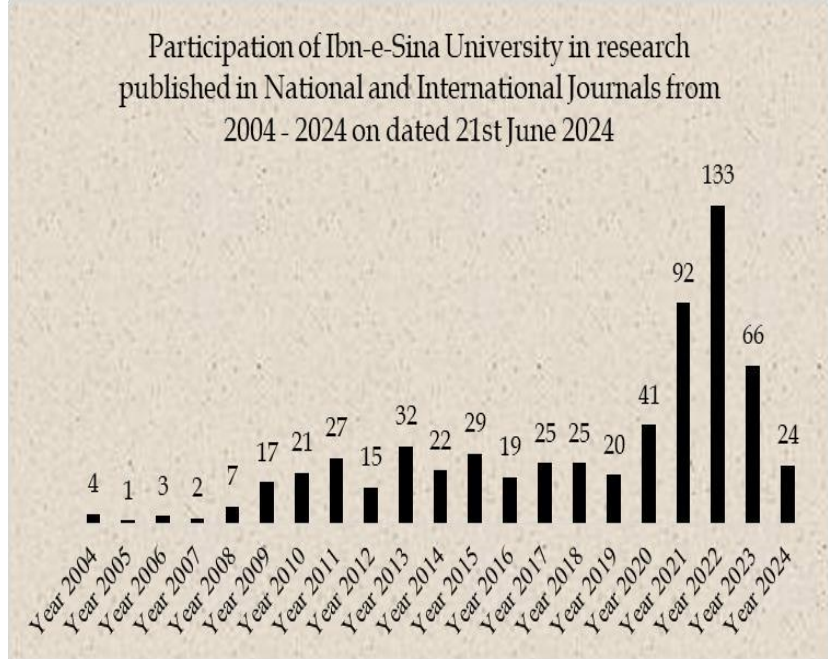
10. Research and Publication Support

1	Year 2004	4
2	Year 2005	1
3	Year 2006	3
4	Year 2007	2
5	Year 2008	7
6	Year 2009	17
7	Year 2010	21
8	Year 2011	27
9	Year 2012	15
10	Year 2013	32
11	Year 2014	22
12	Year 2015	29
13	Year 2016	19
14	Year 2017	25
15	Year 2018	25
16	Year 2019	20
17	Year 2020	41
18	Year 2021	92
19	Year 2022	133
20	Year 2023	66
21	Year 2024	24

625

Participation of Ibn-e-Sina University in research published in National and International Journals from 2004 - 2024 on dated 21st June 2024

The above table provides data on the number of publications by authors affiliated with Ibn-e-Sina University from the year 2004 to 2024. Below is an interpretation of the data:



Analysis of Publication Trends

a) *Initial Period (2004-2008)*

- 2004:** 4 publications
 - 2005:** 1 publication
 - 2006:** 3 publications
 - 2007:** 2 publications
 - 2008:** 7 publications
- b) During the initial period, the number of publications was relatively low, with the highest being 7 publications in 2008. This period may reflect the early stages of research development at the university.

c) *Gradual Increase (2009-2013)*

- 2009:** 17 publications
 - 2010:** 21 publications
 - 2011:** 27 publications
 - 2012:** 15 publications
 - 2013:** 32 publications
- d) From 2009 onwards, there is a noticeable increase in the number of publications. This trend suggests a growing emphasis on research activities and possibly the implementation of supportive initiatives for faculty research.

e) *Steady Growth (2014-2019)*

- 2014:** 22 publications
- 2015:** 29 publications

- c. **2016:** 19 publications
- d. **2017:** 25 publications
- e. **2018:** 25 publications
- f. **2019:** 20 publications
- f) During this period, the number of publications remains relatively stable, with slight fluctuations. This stability indicates a consistent research output from the university's faculty.
- g) ***Significant Increase (2020-2022)***
 - a. **2020:** 41 publications
 - b. **2021:** 92 publications
 - c. **2022:** 133 publications
- h) There is a dramatic increase in publications starting from 2020, peaking in 2022 with 133 publications. This sharp rise could be attributed to enhanced research funding, improved infrastructure, or successful research initiatives and collaborations.
- i) ***Recent Decline (2023-2024)***
 - a. **2023:** 66 publications
 - b. **2024:** 24 publications
- j) In the most recent years, there is a noticeable decline in the number of publications. The drop from 133 in 2022 to 66 in 2023 and further down to 24 in 2024 might suggest a shift in focus, funding challenges, or other external factors impacting research productivity.

The overall trend from 2004 to 2024 shows a significant growth in research output, with the highest number of publications occurring in 2022. The initial years had low publication numbers, followed by a period of gradual increase and steady growth. The sharp rise in publications in the early 2020s reflects successful research initiatives, while the recent decline indicates potential challenges that need to be addressed to sustain high research productivity.

Accreditation Department

Ibn-e-Sina University Mirpurkhas

Annual Report:

Message from the Chief Accreditation Officer

As the Chief Accreditation Officer, I am pleased to present the Annual Report for the Accreditation Department of Ibn-e-Sina University (ISU). This report reflects the tireless efforts and dedication of our team in ensuring the quality and standards of education offered at ISU. It provides an overview of accreditation achievements, challenges, and future goals across our academic programs, including Medicine, Dentistry, Physical Therapy, Business Administration, and Nursing.

We remain committed to the mission of achieving excellence in education and producing professionals equipped with skills and values that meet national and international standards.

Prof. Dr. Farzana Majeed

Chief Accreditation Officer

Introduction

The Accreditation Department plays a pivotal role in maintaining and enhancing the academic and operational standards at ISU. Over the past year, significant strides were made in aligning our programs with the requirements of regulatory bodies, ensuring compliance with professional standards, and enhancing institutional effectiveness. Accreditation Department team. Special recognition goes to **Prof. Dr. Farzana Majeed**, whose leadership has been instrumental in steering the department towards excellence. Additionally, **Dr. Saba Fatimah**, Director Accreditation.

Accreditation Highlights

Medicine (MBBS and BDS)

- Accreditation status maintained with the **Pakistan Medical and Dental Council (PMDC)**.
- Curricula updated to align with the latest PMDC and HEC guidelines.
- State-of-the-art clinical training facilities provided to students at the Muhammad Medical College Hospital.

Physical Therapy (DPT)

- Program accredited by the Allied Health Professional Council, with further accreditation processes underway.
- Strong focus on evidence-based practice and clinical competencies.
- Qualified faculty delivering high-impact teaching and learning experiences.

Business Administration (BBA)

- Comprehensive curriculum aligned with industry demands and HEC guidelines.
- First cohort of students successfully enrolled and completed the initial semester.
- Significant progress made in meeting NBEAC standards and planning for an MBA program.

Nursing

- Accredited diploma programs including Certified Nursing Assistant (CNA) and Community Midwifery.
- Inspection completed for BS Nursing (Generic) and BS Nursing (Post RN) programs, awaiting final reports.
- Dedicated faculty and modern facilities for hands-on training in nursing skills.

Key Achievements

- Successful collaboration with Liaquat University of Medical and Health Sciences for curricular and examination alignment.
 - Enhanced documentation processes for regulatory compliance.
 - Implementation of faculty development initiatives to improve teaching quality.
 - Strengthened industry partnerships and outreach efforts for program visibility and growth.
-

Challenges and Recommendations

- **Challenge:** Delays in receiving final inspection reports from regulatory bodies for the BS Nursing programs.
Recommendation: Continuous follow-ups and adherence to regulatory timelines.
 - **Challenge:** Expanding clinical training facilities to accommodate increasing student numbers.
Recommendation: Invest in infrastructure and explore partnerships with additional healthcare institutions.
 - **Challenge:** Securing accreditation for new diploma and degree programs.
Recommendation: Proactively align curricula with accreditation body requirements and engage external experts for program development.
-

Future Goals

1. Secure full accreditation for the BS Nursing programs and initiate the MBA program accreditation process.
2. Expand clinical training opportunities and integrate advanced simulation technologies.

3. Strengthen faculty research output and participation in international collaborations.
4. Develop robust feedback mechanisms for continuous quality improvement.

Muhammad Institute of Science and Technology (MIST)

Faculty of Management Sciences and IT,

Ibn-e-Sina University, Mirpurkhas.

Leadership: Chancellor Prof. Dr. Syed Razi Muhammad,
Principal Ms. Aalia Aslam Bajwa
Faculty: Dr. Kashan Surhio, Dr. Anwar Mugees Alam
Administrative Support: Mr. Yameen

Introduction

The Muhammad Institute of Science and Technology (MIST) marks a significant milestone as a newly established institution under the Faculty of Management Sciences and IT at Ibn-e-Sina University. Set within a purpose-built modern building, MIST has quickly become a beacon of academic excellence and innovation. The first year of Muhammad Institute of Science and Technology has been a remarkable success, thanks to the visionary leadership of Chancellor Prof. Dr. Syed Razi Muhammad and Principal Ms. Aalia Aslam Bajwa, the dedicated faculty members, and the strong administrative support. The launch of the BBA program and the introduction of the innovative BBA Specialization in Health Information Management Systems are just the beginning of MIST's journey. With its modern facilities, cutting-edge programs, and commitment to academic excellence, MIST is well-positioned to shape the next generation of leaders in business and healthcare technology. This annual report reflects on the Institute's progress, highlights the dedication of its leadership, faculty, and administrative team, and outlines the notable developments during the year.

Leadership and Vision

At the helm of the Institute is Chancellor Prof. Dr. Syed Razi Muhammad, whose academic vision and leadership have been central to the establishment of MIST. Prof. Dr. Syed Razi Muhammad's commitment to providing world-class education and promoting cutting-edge research has laid the foundation for MIST to become a leading educational institution in the

region. His emphasis on aligning the Institute's academic offerings with the dynamic needs of the modern job market ensures that students are equipped with relevant skills and knowledge.

The Principal Ms. Aalia Aslam Bajwa has been pivotal in transforming the vision of MIST into a reality. Ms. Bajwa's dynamic approach to management, her expertise in higher education, and her focus on student-centered learning have been key in shaping MIST's academic structure. The Institute has introduced innovative programs designed to meet the emerging needs of the business and technology sectors.

The academic excellence at MIST is further driven by the skilled faculty members, including Dr. Kashan Surhio, Dr. Anwar Mugees Alam, and the administrative leadership of Mr. Yameen, whose contributions have enhanced the overall functioning of the Institute.

Academic Programs and Curriculum

The launch of the BBA program has been a milestone achievement for MIST in its inaugural year. The program has been designed with a forward-thinking approach, ensuring that it integrates essential management principles with modern business practices. The BBA program focuses on providing students with both theoretical knowledge and practical skills, preparing them for successful careers in various sectors, including corporate management, entrepreneurship, and consultancy.

This year, MIST introduced a unique specialization under the BBA program: BBA Specialization in Health Information Management Systems (HIMS). The specialization is an innovative addition to the Institute's curriculum and reflects its commitment to addressing the growing demand for professionals with expertise in health information technology. In a world increasingly reliant on data-driven decision-making and technological advancements, the HIMS specialization equips students with the skills needed to manage and analyze health data effectively, contributing to improvements in healthcare delivery and management.

The HIMS specialization provides students with comprehensive knowledge in areas such as electronic health records (EHR), health data analytics, healthcare management, and health informatics. By combining the core elements of business administration with the emerging field

of healthcare technology, MIST is preparing graduates who can bridge the gap between healthcare providers and IT solutions. This initiative also aligns with global trends in healthcare, where the integration of technology is essential to improving patient care and operational efficiency.

Faculty Excellence

MIST's faculty members, including Assistant Professors Dr. Kashan Surhio and Dr. Anwar Mugees Alam, have been crucial in the development and delivery of the BBA program and the HIMS specialization. Dr. Kashan Surhio, with his expertise in Information Technology and business management, has contributed to the creation of a comprehensive curriculum that balances business administration with the necessary technological insights required in today's digital age. His research interests in business analytics and information systems have shaped the academic discourse within the Institute and have provided students with valuable perspectives on the role of technology in business.

Dr. Anwar Mugees Alam, an expert in healthcare management economics and informatics, has been instrumental in the development of the HIMS specialization. His background in the intersection of healthcare economics and technology has ensured that the program offers students the most up-to-date knowledge and practical skills necessary for success in the health information management sector. Dr. Alam's research and professional experience in health informatics have greatly influenced the direction of the program, ensuring that it meets the needs of the healthcare industry.

Together, Dr. Surhio and Dr. Alam provide a balance of business acumen and technological expertise, contributing to the holistic development of MIST's students. Their commitment to academic excellence and research has been a driving force in the success of the new program.

Infrastructure and Facilities

A key feature of MIST's success has been its purpose-built, state-of-the-art building. The newly constructed facilities are designed to provide students with an optimal learning environment. The building houses modern classrooms equipped with the latest technology, including interactive

whiteboards, high-speed internet access, and multimedia resources to enhance the learning experience. Additionally, dedicated spaces for group discussions, faculty offices, and administrative departments ensure that both students and staff have access to the resources they need for academic and professional growth.

The Institute also boasts a fully equipped computer lab, designed to support the growing need for technology-focused learning. These facilities ensure that students have the opportunity to develop the technical skills required for success in fields such as business analytics, data management, and health information systems.

Student Development and Engagement

Student engagement is at the heart of MIST's educational philosophy. The Institute fosters a collaborative and inclusive learning environment where students are encouraged to participate in extracurricular activities, leadership programs, and community outreach initiatives. Throughout the year, students have participated in various workshops, seminars, and webinars, including events focused on entrepreneurship, technology, and healthcare innovation.

The launch of the BBA Specialization in HIMS has generated great enthusiasm among students, who are eager to gain insights into the intersection of healthcare and technology. The specialization is expected to open new career pathways for students, with opportunities in hospitals, healthcare technology firms, and government organizations focused on healthcare policy and management.

Administrative Support

Efficient administration is vital to the smooth operation of any educational institution. Mr. Yameen, who heads the administrative staff at MIST, has played a crucial role in ensuring that the Institute's day-to-day operations are managed efficiently. From student enrollment to faculty support and resource management, Mr. Yameen's leadership has contributed significantly to maintaining an organized, student-friendly environment. His attention to detail and commitment to administrative excellence have been fundamental in supporting the Institute's academic and operational functions.

Infrastructure (Classrooms & Laboratory Equipment)

The MIST is equipped with state-of-the-art facilities that include spacious classrooms which are designed to facilitate both traditional and interactive learning, equipped with multimedia projectors and audio-visual aids to support diverse teaching methods.

Learning Resources

MIST-ISU offers a well-resourced central library with access to a vast collection of anatomical textbooks, journals, and e-resources. Students also have access to digital resources and online databases, including PubMed, Springer, Wiley, ERIC, and Medline, which are crucial for research and academic advancement. The MIST maintains a digital learning platform, providing supplementary learning materials, recorded lectures, and interactive quizzes that students can access outside of classroom hours.



ANNUAL REPORT

2023-2024

MEDICAL EDUCATION DEPARTMENT

IBN-E-SINA UNIVERSITY

S N	TABLE OF CONTENTS	PAGE #
	Title Page	1
	Contents	2
1	Vision and Mission Statement of MMC	3
2	Mission statement of Department of Medical Education	4
3	Annual Report-2023-2024	5
4	Faculty Members	5
5	Curriculum Management	6
6	Faculty Development	7
7	Workshops and training sessions for students	10

8	Program Evaluation	12
9	Research projects presentation in 26th Annual Medical Symposium-2024	12
10	Challenges and Solutions	16
11	Future Plans	17

MISSION STATEMENT OF MOHAMMAD MEDICAL COLLEGE

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

VISION OF IBN-E-SINA UNIVERSITY

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

MISSION STATEMENT
DEPARTMENT OF MEDICAL AND DENTAL EDUCATION
IBN-E-SINA UNIVERSITY

To develop excellent teachers, innovators, researchers and leaders in health professions education by incorporating best evidence medical education to make informed decisions for improving the standards of undergraduate, postgraduate and continuing health professions education (medical, dental, nursing and allied health)

ANNUAL REPORT-2023-2024

Introduction

The Muhammad Medical and Dental Education Department at Muhammad Medical & Dental College, Ibn-e-Sina University (MMDC-ISU), serves a crucial role in advancing the quality of medical and dental education through its focus on curriculum development, faculty training, student assessments, and research. The department's commitment to fostering a conducive academic environment aligns with the standards set by the Pakistan Medical and Dental Council (PMDC). This report highlights the department's major achievements, challenges, infrastructure, and future goals for the 2023-2024 academic year, underscoring its role in driving educational excellence across MMDC-ISU.

The Medical and Dental Education Department at MMDC-ISU remains dedicated to providing high-quality education and fostering a supportive academic environment. Through its focus on curriculum development, faculty growth, and comprehensive student assessment, the department is well-positioned to make lasting contributions to medical and dental education.

FACULTY MEMBERS

The faculty members of the Muhammad Department of Medical & Dental Education at Muhammad Medical & Dental College play essential roles in delivering quality education, guiding curriculum development, revisiting the curriculum document, fostering research, and implementing student and faculty development initiatives. Here's an outline of their responsibilities:

1. Prof. Dr. Syed Razi Muhammad – Director: As the Director, Prof. Dr. Syed Razi Muhammad leads the department, overseeing all aspects of the medical and dental education programs. His responsibilities include strategic planning, curriculum development, and ensuring that the department meets the accreditation standards set by regulatory bodies like the PMDC. Dr. Razi is instrumental in aligning educational objectives with clinical competencies and staying updated with the latest trends in medical education. His leadership ensures that both faculty and students receive robust support for academic and professional growth.
2. Dr. Kiran Fatima - Assistant Professor & Deputy Director: Serves a dual role as an

Assistant Professor and Deputy Director. In her capacity as Deputy Director, Dr. Kiran assists the Director in administrative responsibilities, such as planning departmental activities, managing resources, and coordinating faculty development programs. She also collaborates closely with faculty to integrate innovative teaching methods into the curriculum. Her involvement in student assessments, faculty workshops, and research

projects enhance the department's educational delivery, ensuring continuous improvement and alignment with accreditation standards.

3. Dr. Fatima Muhammad - Assistant Professor: plays a significant role in both teaching and curriculum development. She is responsible for designing modules, organizing assessments, and leading student-centered learning activities, such as problem-based and case-based learning. Dr. Fatima contributes to research within the department, focusing on areas that enhance educational outcomes in medical and dental training. Her academic and clinical experience helps bridge theory and practice, supporting students in gaining critical skills and knowledge for clinical applications.
4. Dr. Taqdees Mariyam – Lecturer: As Lecturer manages the administrative functions of the department. Her responsibilities include maintaining student records, coordinating with faculty for scheduling lectures and exams, and ensuring compliance with institutional policies.
5. Dr. Nosheen Zafar – Lecturer: As a Lecturer, Dr. Nosheen Zafar is primarily engaged in teaching and assisting with student assessments.

Together, the team works to elevate the standards of medical and dental education, ensuring that students and faculty are well-equipped for professional success.

CURRICULUM MANAGEMENT

Curriculum development is a cornerstone of the department's mission, with continuous efforts to align educational content with international standards and evolving healthcare needs. Key activities include:

- **Revision and Updating:** The curriculum was thoroughly reviewed to incorporate emerging medical and dental topics, integrating case-based learning and practical application into the curriculum. This ensures students gain a strong foundation and are prepared to meet the demands of contemporary healthcare.
- **Competency-Based Learning:** A focus on competency-based education was emphasized, with clear learning outcomes established for each course. This approach enables students to develop skills and knowledge relevant to real-world medical and

dental settings in an integrated manner.

- **Interdisciplinary Modules:** New interdisciplinary modules were introduced, bridging medical and dental education with behavioral sciences, ethics, and communication skills. This holistic approach aims to prepare students to deliver patient-centered care and work collaboratively within healthcare teams.
- **Frequent meeting of curriculum Committee:** The department of Medical and Dental Education-MMDC has an active participation in curriculum committee. Curriculum Committee is conducted the meeting with all the stakeholders at least once in a quarter or when needed. The matters related to curriculum from the planning till the educational environment and reflection is discussed in the frequent meetings of Curriculum Committee such as;
 - **Student Assessments:** Student assessments are designed to measure both theoretical knowledge and clinical skills, providing a comprehensive evaluation of student learning;
 - **Formative Assessments:** Formative assessments were conducted regularly to gauge students' understanding and provide timely feedback. Methods such as quizzes, case presentations, and interactive sessions allowed students to track their progress throughout the semester.
 - **Objective Structured Clinical Examinations (OSCEs):** OSCEs were introduced to assess clinical competencies in a structured environment, helping students gain confidence in practical skills before applying them in clinical settings.
 - **Peer Assessment and Self-Reflection:** Students participated in peer assessments and self-reflective exercises, encouraging them to critically evaluate their performance and work collaboratively to improve. These methods foster a sense of accountability and independence in learning.

The diverse assessment methods employed by the department ensure that students are thoroughly prepared for their roles as competent healthcare professionals.

FACULTY DEVELOPMENT INITIATIVES

The department of Medical Education recognizes that faculty development is essential to fostering a progressive learning environment. To this end, several initiatives were organized. In the following year, DME has organized various workshops to develop faculty members including Andragogy, Mentoring, Professionalism, Team Building, One Best MCQs Writing, Communication Skills, Medical Writing, etc

Faculty members participated in workshops focused on innovative teaching methods, assessment techniques, and the use of technology in the classroom. These sessions covered areas such as competency-based evaluations, formative and summative assessments and

feedback mechanisms.

The Department of Medical Education at Muhammad Dental College organized a workshop on mentoring for senior faculty members, led by Dr. Kiran Fatima, Deputy Director of Dental Education. Attended by senior faculty, including Prof. Shams ul Arfeen Khan, Prof. Dr. Zafar Tanveer (Principal MMC), and faculty from MMC, MDC, CON, and DPT, the workshop aimed to train faculty in developing a contextually relevant mentoring program. The program focuses on formalizing the mentor-mentee relationship.

The Department of Medical Education, MMC, organized a workshop on Professionalism for faculty members of MMC and MDC. The workshop focused on the importance of work ethics, discipline, communication skills, respect, integrity, accountability, and responsibility in patient outcomes. Facilitated by Prof. Dr. Zafar Tanveer, Principal of MMC, it was attended by senior faculty members from MMC, DPT, and CON.







WORKSHOPS AND TRAINING SESSIONS FOR STUDENTS

Various workshops and training sessions for students were conducted throughout the year including team building skills, Basic Life Support for targeting final year students of MBBS, BDS, DPT, Prosthodontics workshop on crown cutting for final year BDS students, Primary Surgical Skills for final year BDS Students, Pre Symposium Workshop for students and postgraduate training including Maternal resuscitation, neonatal resuscitation, Kinesiology Tapping, Primary surgical Skills, Micro abrasion and bleaching.

As part of the Symposium, MDC organized five pre-symposium workshops. One of these, hosted by the Department of Dental Education, focused on Interprofessional Communication & Teamwork for first-year BDS students. Led by Prof. Dr. Farzana Majeed, Director of the Research Cell at MDC, the workshop aimed to raise awareness about the importance of inter-professional communication and team building in healthcare settings.

The Department of Oral & Maxillofacial Surgery at MDC organized a pre-symposium workshop on Primary Surgical Skills for final-year BDS students. The workshop was led by Dr. Ali Raza Zia, Senior Registrar in the department. Its goal was to equip students with essential surgical skills. The session was divided into two parts: first, a lecture by Dr. Zia on key surgical techniques, including aseptic practices, incision and flap design, and suturing methods; followed by a hands-on session where students practiced these skills in groups after a demonstration by the facilitator.

The Department of Operative Dentistry at MDC organized a pre-symposium workshop on Micro Abrasion and Teeth Bleaching for Second and Third-year BDS students. The workshop aimed to teach students techniques for performing micro abrasion on patients with fluorosis, a common condition in this underprivileged region of Sindh. Additionally, teeth bleaching was demonstrated to enhance aesthetics. The session began with a lecture covering the indications,

advantages, disadvantages, contraindications, and techniques for both procedures. Dr. Jazib Memon, guest speaker from LUMHS Jamshoro, performed the procedures on a patient, with co-facilitation by Dr. Shuja Aslam, Assistant Professor at MDC. Faculty members also attended the workshop.

The "Expanding Dental Education" session, in collaboration with the Department of Dental Education MDC, was facilitated by Dr. Sarang Suresh. Attended by faculty from MMC and MDC, the workshop focused on leveraging technological trends—such as Instagram, Moodle, and podcasts—to boost student engagement and motivation in medical education. The session was well-received and concluded with a certificate distribution.

Workshops and Training Sessions for Students





- **Mentorship Programs:** Junior faculty members were paired with experienced mentors within the institution, allowing them to develop teaching skills and research capabilities under guided supervision.
- **Professional Development Opportunities:** Faculty members were encouraged to attend National and International conferences and courses. This exposure helped them stay updated on global trends in medical and dental education and apply best practices to their teaching.

These initiatives ensure that faculty members are equipped with modern teaching strategies, ultimately enhancing the quality of education provided to students.

PROGRAM EVALUATION (QUALITY ENHANCEMENT)

Maintaining the momentum of quality consciousness is crucial in HEIs. Quality Assurance Cell (QAC) an

internal quality assurance mechanism of the institution, is conceived as a mechanism to build and ensure a quality culture at the institutional level with appropriate structure and processes to meet the diverse needs of the stakeholders.

Feedback Surveys are an integral function of QEC. To ensure Continual Quality Improvement (CQI) and to improve the standard of faculty, services and academic programs, multiple inputs (feedback) is taken from students, faculty, alumni, employers and other stakeholders is obtained for the improvement of ongoing programs. The summary reports are prepared and submitted to the higher authorities for perusal and actions to be taken as deemed appropriate.

The department of Medical and Dental Education has an active role in the process of Program Evaluation and Continuous renewal.



Research and Scholarships: Research is an integral component of the department's activities, with a focus on educational research that informs and improves teaching practices:

RESEARCH PROJECTS PRESENTATION IN 26TH ANNUAL SYMPOSIUM-2024:

Muhammad Medical College (MMC) and Muhammad Dental College (MDC) recently organized their 26th Annual Medical Symposium, themed "The Role of Universities in Promoting Higher Education in Underprivileged Areas of Pakistan." The event reflects the vision of Prof. Dr. Syed Razi Muhammad, an internationally renowned surgeon and educationalist. Currently serving as the Dean and Professor of Surgery, Dr. Muhammad is also an examiner for all four Royal Colleges of the UK and Ireland and the President of the Mirpurkhas chapter of the Society of Surgeons of Pakistan. His goal is to promote a culture of education and research among undergraduates across all colleges of the Muhammad Foundation Trust. Faculty and students collaborated on research projects exploring topics such as the impact of technology on student learning, emotional Intelligence, assessment methodologies, and the effectiveness of simulation-

based learning. These projects contribute to the broader understanding of medical education practices.

The two-day symposium inauguration ceremony was held at Muhammad Dental College, Mirpurkhas. It featured oral and poster presentations from undergraduates of MMC, MDC, DPT, and the College of Nursing (CON). Supported by Prof. Dr. Syed Razi Muhammad, the event was organized by the Symposium Scientific Committee, led by Prof. Dr. Farzana Majeed and Prof. Dr. Habib Chohan. With 70 presentations showcasing original research, the symposium was attended by 400 students from various academic years.

The judging panel included notable figures such as Prof. Dr. Shams ul Arfeen, Prof. Dr. Zafar H. Tanveer, Prof. Dr. Qadeer ul Hassan, Dr. Asadullah Palli, and others. Each presentation was followed by a Q&A session to assess the quality of the research, with valuable feedback provided.

The Department of Medical Education and the Research Cell evaluated the abstracts, contributing to the Abstract Book for the 26th Annual Medical Symposium. Awards were presented to the top three oral and poster presentations from each discipline, and special tokens were given to first and second-year students as a token of appreciation.

- **Student Scholarships:** Scholarships were awarded to students demonstrating academic excellence and potential for research contributions. These scholarships provide financial support, enabling students to focus on their studies and research initiatives.
- **National and International Collaborations:** The department partnered with national research bodies and international universities to conduct joint research projects, enhancing its research capacity and contributing to the academic community.

Presentation of Research Projects in 26th Annual Symposium-2024



These research and scholarship initiatives strengthen the department's academic profile and foster a research-oriented culture.

Publications: Faculty members actively contributed to academic journals, publishing articles on various aspects of medical and dental education:

- **Peer-Reviewed Journals:** Publications included topics on innovative teaching methods, curriculum reform, and the integration of digital tools in education. These publications reflect the department's commitment to advancing the field of medical education.
- **Case Studies and Reviews:** Faculty published case studies and review articles that provide insights into specific challenges in medical and dental education, offering practical solutions and recommendations.
- **Conference Presentations:** Faculty presented their research findings at national and international conferences, gaining visibility for the department and fostering connections

within the global educational community.

These publications not only contribute to academic knowledge but also reinforce the department's standing as a thought leader in medical and dental education.

CHALLENGES AND SOLUTIONS:

The department encountered several challenges over the year, including:

- **Limited Resources for Practical Training:** To address the shortage of clinical training resources, the department collaborated with affiliated hospitals to provide students with additional hands-on experience.
- **Adapting to Technological Changes:** The integration of digital learning tools posed initial challenges, but faculty training sessions on new technology solutions helped overcome these issues effectively.
- **Student Engagement:** To increase student engagement, the department implemented interactive learning methods and provided personalized feedback, which resulted in improved student satisfaction and performance.

Identifying and addressing these challenges, the department continues to improve the learning environment for students and faculty alike.

Infrastructure: The department is equipped with state-of-the-art infrastructure that supports effective learning:

- **Classrooms:** Classrooms are equipped with multimedia projectors, digital whiteboards, and comfortable seating, facilitating a conducive learning environment.
- **Simulation Labs:** A well-equipped simulation lab allows students to practice clinical skills in a controlled environment. Manikins and dental models are used to simulate real-life scenarios, providing students with practical exposure.
- **Library and Online Resources:** The department offers access to an extensive collection of textbooks, research journals, and digital databases, enabling students to stay current on medical education topics.

The department's infrastructure ensures that students have access to all necessary resources, fostering a productive academic experience.

Learning Resources: To support student learning, the department provides a range of

educational materials:

- **E-Learning Platforms:** Online platforms provide lecture recordings, interactive modules, and discussion boards, making learning accessible beyond the classroom.
- **Supplementary Learning Materials:** Resources such as clinical case studies, practice exams, and tutorial videos are available to aid students in their studies.
- **Student counseling and Support:** Academic advisors offer counseling services, helping students navigate challenges and achieve their academic goals.

FUTURE PLANS

OF DEPARTMENT OF MEDICAL AND DENTAL EDUCATION-ISU

Looking forward, the department has several strategic goals:

- **Expanding Faculty Development Programs:** More faculty workshops and advanced training sessions will be organized to continually enhance teaching methods and assessment techniques.
- **Curriculum Enhancement:** The department plans to expand the competency-based curriculum and incorporate more interprofessional education modules, preparing students for collaborative healthcare practice.
- **Strengthening Research Collaborations:** Future research initiatives will include more collaborative projects with national and international institutions, advancing the department's research impact.

Department of Hostels (Boys)

Ibn-e-Sina University, Mirpurkhas

Date of Submission: 31st December 2024

Head of Department: Dr. Shoukat Awan

Annual Report 2023–2024

1. Department Overview

The Department of Hostels (Boys) at Ibn-e-Sina University plays a pivotal role in providing residential facilities to male students, fostering a secure, comfortable, and enriching environment that complements their academic journey. Under the leadership of Dr. Shoukat Awan, appointed in 1998, the department has demonstrated a longstanding commitment to excellence in residential life management.

During the reporting period of 2023–2024, the department operated two boys' hostels staffed by a dedicated team of five personnel. The hostels accommodated a total of 204 residents, providing essential services, structured living arrangements, and a supportive community atmosphere conducive to both academic success and personal development.

2. Goals and Achievements

The department established a range of goals for the year 2023–2024 aimed at enhancing the quality of hostel life through academic, cultural, and recreational engagement. Notably, one of the key achievements was the successful planning and execution of **25 cultural, educational,**

and recreational activities. These events were curated with the intent to provide students with a well-rounded residential experience beyond the classroom.

The events varied in format and theme—from intellectual seminars and workshops to cultural nights and indoor sports tournaments—helping promote student integration, creativity, leadership skills, and relaxation. The department considers this achievement a significant stride toward fulfilling its mission of holistic student development.

3. Facilities and Services

The hostels provide **double accommodation** rooms, designed to offer both privacy and opportunities for peer interaction. The layout of the hostels includes shared **kitchen spaces, laundry areas, and recreational zones**, ensuring residents can manage their daily routines conveniently and comfortably.

Key services provided during the year included:

- **Meal Services:** Well-managed mess services continued to offer regular and hygienic meals, contributing to the nutritional well-being of students.
- **Maintenance and Cleaning:** Daily upkeep ensured by designated maintenance staff maintained a hygienic and functional living environment.
- **Internet and Utilities:** Uninterrupted access to internet and utilities played a vital role in supporting students' academic pursuits, online learning, and personal connectivity.

The combination of facilities and services established the department as a reliable provider of high-quality residential support.

4. Resident Management

In the academic year 2023–2024, the department enrolled **200 new residents**, reflecting the rising demand and growing confidence in the university’s hostel services. Managing this intake involved orientation sessions, room allocations, and regular mentoring to facilitate a smooth transition into hostel life.

To monitor satisfaction and address concerns proactively, the department employed various **feedback mechanisms**, including structured **surveys** and **regular meetings** with student representatives. This transparent, participatory approach helped in addressing individual concerns and making data-driven decisions to improve the residential experience.

5. Safety and Security

The safety and well-being of residents remain a cornerstone of the department’s operational philosophy. During the reporting year, the department continued to enforce stringent **safety protocols**, including:

- Fire safety measures
- Emergency response drills
- Medical first aid readiness

The department employed **nine trained security personnel** to ensure round-the-clock surveillance and immediate incident response. These security arrangements were supported by gate-pass systems and routine checks, creating a safe and peaceful environment within hostel premises.

6. Community and Engagement Activities

To strengthen the bonds among residents and build bridges between the university and external communities, the department organized **25 community-oriented events**. These included:

- **Cultural celebrations** to foster unity in diversity.

- **Educational workshops** to support academic excellence.
- **Recreational competitions** such as chess, table tennis, and quiz nights.

A highlight of the community engagement strategy was the collaboration with **local organizations**, notably through **mobile health clinics** and **out-of-city educational tours**. These programs extended learning beyond the university and encouraged students to interact with broader social issues, contributing to their civic sense and cultural awareness.

7. Staff Performance and Development

The hostel's five-member staff remained instrumental in delivering seamless operations throughout the year. Their roles spanned administration, security, logistics, and student support. Regular training sessions were conducted to enhance staff performance, focusing on areas like interpersonal communication, crisis handling, cleanliness, and documentation procedures.

Through their diligent work and professional conduct, the hostel staff contributed significantly to the stability, orderliness, and supportive ambiance of the residential setting.

8. Challenges Faced

Like any large residential operation, the department encountered challenges that required strategic intervention. These included:

- **Space Constraints:** Due to the growing number of applications, room availability was occasionally stretched.
- **Utility Outages:** Intermittent electricity or water supply issues were promptly addressed through backup systems and coordination with municipal services.

- **Feedback Incorporation Lag:** While feedback was collected, implementing certain suggestions (especially those requiring structural changes) faced delays due to budgetary constraints.

The department remains committed to overcoming these issues through timely planning and continuous improvement.

9. Future Plans

Looking ahead to the year 2024–2025, the Department of Hostels (Boys) has outlined the following priorities:

1. Enhancing Facilities:

- Upgrading dormitory furniture.
- Expanding laundry and kitchen areas.
- Improving digital infrastructure for high-speed internet.

2. Increasing Resident Engagement:

- Introducing mental health and wellness sessions.
- Creating peer mentoring networks for new residents.
- Expanding student leadership opportunities within hostel governance.

3. Sustainability Initiatives:

- Implementing water and energy conservation campaigns.
- Introducing waste segregation and recycling practices within hostel premises.

These plans reflect the department's proactive approach to creating a future-ready residential environment aligned with the evolving needs of students.

Annual Mehfil e Meelad

Annual Mehfil-e-Meelad Report – Ibn-e-Sina University, Mirpurkhas.

1. **Date:** 17th October 2024.
2. **Venue:** Syeda Razia Ali Muhammad Memorial Auditorium.
3. **Chief Guest:** Moulana Hafeezur Rehman Faiz.
4. **Guests of Honor:** Moulana Sadiq Saeedi, Moulana Zia ul Hassan Kazmi.
5. **President:** Prof. Dr. S. Razi Muhammad.
6. **Vote of Thanks:** Prof. Dr. Shams ul Arfeen Khan.

The Annual **Mehfil-e-Meelad** at Ibn-e-Sina University was held with great zeal and spiritual devotion on 17th October 2024 in the Syeda Razia Ali Muhammad Memorial Auditorium. The event was attended by students from all disciplines, including BDS, MBBS, DPT, Nursing, and faculty members. It was a momentous gathering aimed at honoring the birth and exemplary life of the **Holy Prophet Muhammad (Peace Be Upon Him)** and reflecting upon the lessons of peace, equality, and humanity derived from his teachings.

The Mehfil commenced with a heart-touching **Qirat** by **Hafiz Junaid Yousuf**, followed by a series of **Naats**, **poetry**, and **speech presentations** by students of various departments. **M Ali Abdullah (1st Year BDS)** opened the event with a soul-stirring Naat, “Mualim-e-Azam,” highlighting the Prophet as the greatest teacher of humanity. **Wajeha Jaffer (4th Year MBBS)** presented “Mairaj-un-Nabi,” describing the spiritual significance of the Prophet’s night journey. A range of Naats, including “Kithy Mehar-e-Ali” by **Aiman Asghar**, “Aye Noor-e-Mujassam” by **Areeba**, and “Zahe Muqaddar” by **Aiman Fakhur**, filled the air with spiritual serenity.

Students also gave inspiring speeches, such as “Asbab-e-Zahoor-e-Payambar” by **Mariam Aris**, and “Rahmatullil Aalameen” by **Shah Ahmed**, focusing on the noble character of the Prophet and the divine purpose of his arrival as a mercy to all worlds. **Laiba** discussed the relevance of Islamic teachings in modern times, especially in her speech “Daur-e-Hazir aur Taleemat-e-Nabavi,” emphasizing the guidance that Islam offers for today’s challenges.

The Mehfil was further elevated by poetic expressions presented by **Prof. Dr. Habib-ur-Rehman Chohan**, paying tribute to the Prophet’s message of justice, compassion, and humanity.

The climax of the event was the profound addresses by eminent scholars and Ulema including **Moulana Hafeezur Rehman Faiz, Moulana Sadiq Saeedi, and Moulana Zia ul Hassan Kazmi**, who highlighted the **universal teachings of Islam** rooted in the **Seerat-un-Nabi (SAWS)**.

The Ulema stressed that the **Prophet's life** is a complete code of conduct, teaching mankind the path to salvation, tolerance, and peace. They emphasized that the Prophet eradicated all forms of **fundamentalism, racism, and inequality**. Islam strongly declares that **all human beings are equal in the eyes of Allah**, and no person has superiority over another based on race, ethnicity, or wealth. It promotes a society based on **justice, compassion, and mutual respect**.

The session concluded with the **Vote of Thanks** by **Prof. Dr. Shams ul Arfeen Khan**, who appreciated the efforts of the organizers and participants, and urged everyone to carry forward the message of peace and unity exemplified by the life of the Holy Prophet.

This Mehfil-e-Meelad served not only as a celebration of the Prophet's birth but also as a reminder of our moral duties as Muslims—to live with humility, serve humanity, and follow the noble path illuminated by the **Seerat of Prophet Muhammad (SAWS)**.



















Annual Youm-e-Hussain (A.S)

1. **Date:** 24th July 2024.
2. **Venue:** Syeda Razia Ali Muhammad Memorial Auditorium, Ibn-e-Sina University, Mirpurkhas.
3. **President:** Prof. Dr. S. Razi Muhammad.
4. **Chief Guest Scholars:** Moulana Allama Zia ul Hassan Kazmi and Moulana Hafeezur Rehman Faiz.
5. **Speakers:** Prof. Dr. Shams ul Arfeen Khan and Students of all Disciplines.
6. **Noha Khuwani:** Students from All Departments.
7. **Poet:** Prof. Dr. Habib-ur-Rehman Chohan.

The Annual **Youm-e-Hussain (A.S)** was solemnly observed at **Ibn-e-Sina University**, Mirpurkhas, on **24th July 2024** at the Syeda Razia Ali Muhammad Memorial Auditorium. The event was attended by students from all disciplines, faculty members, and invited religious scholars. The gathering commemorated the supreme sacrifice of **Imam Hussain (A.S)** and the **Martyrs of Karbala**, and was marked by an atmosphere of deep spiritual reflection and mourning.

The program commenced with **Noha Khuwani** by students of various departments. Their heartfelt recitations paid homage to the **pain and tragedy of Karbala**, evoking emotional responses from the audience. The students expressed grief through poetic lamentations, reminding everyone of the thirst, suffering, and bravery of the Ahl-e-Bayt and their companions who stood firm against tyranny and injustice.

Prof. Dr. Habib-ur-Rehman Chohan, a renowned poet and scholar, presented emotionally charged verses reflecting on the **philosophy of martyrdom (Falsafa-e-Shahadat)**, the unmatched courage of **Imam Hussain (A.S)**, and the universal message of Karbala — standing for truth even in the face of death. His poetic expression deeply resonated with the spirit of the event, touching hearts and inspiring minds.

The keynote speech was delivered by **Prof. Dr. Shams ul Arfeen Khan**, Vice Chancellor of ISU who elaborated on the moral and spiritual significance of **Ashura**, emphasizing that the **battle of**

Karbala was not merely a historical event, but a timeless message for humanity. He stated that the legacy of **Imam Hussain (A.S)** is a guiding light for all oppressed people in the world. His message is about **patience (sabr), bravery, self-sacrifice, and human dignity**, even under extreme conditions.

The guest speakers, **Moulana Allama Zia ul Hassan Kazmi** and **Moulana Hafeezur Rehman Faiz**, further illuminated the audience with their inspiring words. They emphasized that the **reward of shahadat (martyrdom)** in Islam is of the highest rank and that Allah honors the **shuhada** (martyrs) with eternal glory. They asserted that the sacrifice of **Imam Hussain (A.S)** was for the protection of **Islamic values, human freedom, and moral justice**. They urged the youth to draw lessons from Karbala by upholding truth and justice in all aspects of life.

Prof. Dr. S. Razi Muhammad, President of the program and the Chancellor of ISU, commended the dedication of the students and organizers in making the event spiritually meaningful. He emphasized the importance of carrying forward the teachings of **Imam Hussain (A.S)** in academic and daily life.

After the formal conclusion of the program, **Lunger (lunch)** was respectfully distributed among all participants as a mark of devotion and remembrance. The act of communal dining symbolized **unity, equality, and compassion**, core values for which **Imam Hussain (A.S)** gave his life.

This observance of **Youm-e-Hussain (A.S)** was not just a ritual but a moment of moral awakening for all. It reminded participants that **truth and justice must prevail**, no matter how great the challenge, and that the message of Karbala is relevant for all times and generations.

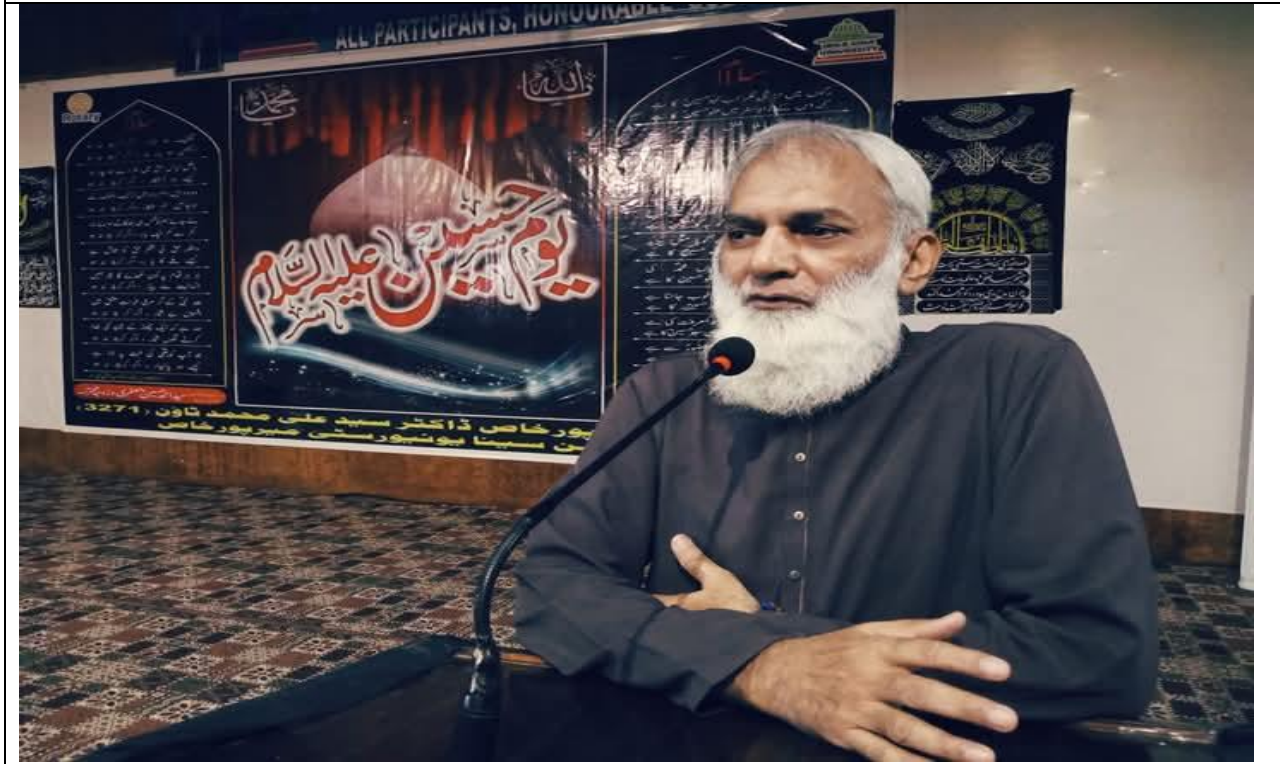
















میرپورخاص: ابن سینا یونیورسٹی کے محمد میڈیکل کالج میں 24 ویں سالانہ یوم حسین کانفرنس سے چانسلر پروفیسر ڈاکٹر سید رضی محمد، مولانا حافظ حفیظ الرحمن فیض، مولانا سید ضیا الحسن کاطمی، وائس چانسلر پروفیسر ڈاکٹر شمش العارفین خان، پروفیسر ڈاکٹر حبیب الرحمن چوہان اور طلبہ و طالبات خطاب کر رہے ہیں۔

MESSIAH on SILVER JUBILEE occasion of Muhammad Colleges and starting of IBNE SINA UNIVERSITY MIEPURKHAS (first University of Mirpurkhas division).

MESSIAH: A Trilingual Magazine of Ibn-e-Sina University Mirpurkhas, Special Silver Jubilee Edition: A Literary Tribute to 25 Years of Excellence.

A Legacy in Words

As Ibn-e-Sina University Mirpurkhas enters a new phase of growth, *MESSIAH* stands as a **beacon of its literary spirit, intellectual freedom, and multicultural identity**. This Silver Jubilee edition is not just a commemorative issue; it is a **historic document**—preserving voices, visions, and values that have shaped 25 years of educational excellence and now lead into the promising era of university life.

MESSIAH reflects what Ibn-e-Sina himself symbolized—**knowledge, healing, and timeless wisdom**—making it a truly befitting name for a magazine that heals through the power of the pen. This trilingual magazine deserves to be preserved in libraries, cited in academic circles, and cherished in hearts—as a rare and remarkable literary achievement from the heart of Mirpurkhas.

In the realm of academic and cultural expression, literary magazines hold a sacred place, acting as mirrors of thought, reflection, and intellectual vitality within institutions. One such distinguished publication is "**MESSIAH**", the official trilingual literary magazine of **Ibn-e-Sina University Mirpurkhas (ISUM)**, which recently released a **special Silver Jubilee edition**—marking **25 years of Muhammad Colleges** and celebrating the **establishment of Ibn-e-Sina University, the first university in Mirpurkhas Division**. This commemorative edition stands as a unique literary monument, compiled with immense care, creativity, and passion in three languages: **Urdu, Sindhi, and English**—capturing the vibrant intellectual and cultural mosaic of the university community.

A Celebration of a Literary Journey and Institutional Milestone

The **Silver Jubilee Edition** of *MESSIAH* is more than just a magazine—it is a heartfelt reflection of two intertwined legacies. Firstly, it marks the **25 glorious years of Muhammad Colleges**,

which have served as pioneering institutions in the field of medical and allied health sciences. Secondly, it celebrates the **birth of Ibn-e-Sina University Mirpurkhas**, a transformative development in higher education in the region. Together, these milestones represent a journey of resilience, knowledge-building, and community service, and *MESSIAH* beautifully encapsulates this narrative through the power of words, poetry, prose, and thought.

Trilingual Diversity: A Literary Fabric Woven with Inclusivity

The uniqueness of *MESSIAH* lies in its trilingual structure—each language section serving as a distinct yet complementary voice of the university community:

Urdu Section: The Pulse of Emotion and Elegance

Comprising **48 diverse literary items**, the Urdu section is rich in **ghazals, nazms, short stories, essays, personal reflections, and critical pieces**. The contributions reflect a deep engagement with themes of **patriotism, humanity, education, ethics, identity, and nostalgia**. Students and faculty alike have penned poems that stir the soul, echoing the emotional depth of Urdu literary tradition. The section also pays tribute to national heroes, academic mentors, and the spirit of student life, making it a heartfelt homage to 25 years of intellectual struggle and growth.

Among the highlights are:

- A nazm dedicated to the founders of Muhammad Colleges and the visionary leadership behind ISUM.
- A thought-provoking essay on the evolution of education in Sindh.
- A short story exploring the transformation of a rural student through access to higher education.

Sindhi Section: The Echo of Heritage and Resistance

With **19 literary contributions**, the Sindhi section is a vibrant ode to **regional culture, folklore, and identity**. Written in the sweet and expressive script of the Sindhi language, these pieces delve into the **history of Sindh, love for the motherland, gender roles in rural societies**, and

the hope for peace and justice. The Sindhi section stands out for its poetic resistance to cultural erasure and its insistence on the preservation of language, land, and legacy.

Highlights include:

- A beautiful Sindhi poem celebrating the "Sindhu Darya" as the lifeblood of civilization.
- A literary essay remembering the struggle of Sindhi educators and reformers.
- Short biographies of unsung local heroes who contributed to the upliftment of education in interior Sindh.

This section serves not only as a literary space but also as a **cultural archive**, reflecting the university's commitment to inclusive education and linguistic diversity.

English Section: A Window to Global Thought and Modernity

The **English section is the largest**, containing **60 well-crafted literary items** including **articles, poems, reflective essays, opinion pieces, and academic critiques**. It reveals the university's global outlook and the intellectual aspirations of its students and faculty. With themes ranging from **climate change, mental health, artificial intelligence, philosophical reflections**, to **memoirs of college life**, the English section adds a cosmopolitan layer to the magazine.

Notable pieces include:

- A satirical essay on "Medical Student Diaries: From Sleep Deprivation to Clinical Wisdom".
- A philosophical reflection titled "The Ethics of Healing: Between Science and Compassion".
- A moving poem called "The White Coat", dedicated to the emotional burden of young doctors.

This section is particularly significant in reflecting the **academic maturity and critical thinking** nurtured within ISUM, showcasing how language can serve as a bridge between local realities and global discourses.

MESSIAH as a Cultural and Educational Landmark

The Silver Jubilee edition of *MESSIAH* is not merely a collection of writings—it is a **cultural statement**, reflecting the mission of ISUM to be a **center of excellence in education, ethics, culture, and creativity**. It emphasizes the **importance of multilingualism** in a diverse society like Pakistan, where language is deeply intertwined with identity and empowerment.

The magazine also serves as a **platform for student expression**, giving voice to a generation grappling with questions of the future, responsibility, and societal change. It recognizes the **transformative power of literature** in shaping worldviews and building empathy.

Moreover, *MESSIAH* highlights the university's commitment to **academic freedom**, where ideas, whether romantic, philosophical, critical, or even dissenting, are welcomed. This freedom of thought, expressed in three powerful languages, shows that the university understands its role not just as a provider of degrees, but as a **shaper of human consciousness**.

Editorial Vision and Teamwork

The editorial board of *MESSIAH*, comprising dedicated faculty and student editors, deserves special recognition for their **meticulous selection, design, editing, and publication efforts**. From formatting trilingual scripts to aligning aesthetic presentation with literary depth, the team has ensured that the final product reflects both **academic rigor and artistic integrity**.

The design of the Silver Jubilee edition is visually impressive, with symbolic artwork, photographs of the institution's evolution, and tributes to the founders and educators who made this journey possible. The cover itself, combining the symbolic "messiah" as a healer with motifs of books and universities, encapsulates the entire vision of the magazine.



میرپورخاص: ابن سینا یونیورسٹی میں 25 ویں سالانہ سلاورجلی میڈیکل سیمپوزیم کی تقیم ”میرپورخاص میں میڈیکل کی تعلیم کے 25 سال“ کے موضوع سے چانسلر پروفیسر ڈاکٹر سید رضی محمد، وائس چانسلر پروفیسر شمس العارفین خان پروفیسر اعجاز مین، پروفیسر اکرم شش، پروفیسر سریش کمار، ڈاکٹر عائشہ مجید مین، ڈاکٹر جیوت سندرو دیگر خطاب کر رہے ہیں جبکہ ماہر ڈاکٹر زاہرہ طلبہ و طالبات تحقیقی مقالے پیش کر رہے ہیں۔

Annual Mehfil-e-Mushaira & Book Inauguration of "Ik Aur Din Guzar Gaya"

1. **Date:** 23rd October 2024.
2. **Venue:** Syeda Razia Ali Muhammad Memorial Auditorium, Ibn-e-Sina University, Mirpurkhas

The evening of 23rd October 2024 will be remembered not just in the archives of Ibn-e-Sina University, but in the hearts of every poet, every verse-lover, and every seeker of literary truth. It was a night where **words walked gracefully**, and **poetry ruled like a queen**. This wasn't just a Mushaira. It was a **celebration of thought, a coronation of culture**, and the inauguration of a soul-stirring poetic collection, "*Ik Aur Din Guzar Gaya*" by **Prof. Dr. Habib-ur-Rehman Chohan** — a title that itself is a poetic sigh on the passage of time, a diary of silent observations, and the essence of human reflection.

In the grand and tastefully decorated **Syeda Razia Ali Muhammad Memorial Auditorium**, poets, scholars, and admirers gathered from all corners of **Sindh** — Karachi, Hyderabad, Tando Adam, Uderolal, Tando Allahyar, and the host city Mirpurkhas — turning the venue into a confluence of regional rhythms, classical meters, and modern metaphors. The event stood as an undeniable **testament to the living pulse of Urdu poetry in Sindh**.

The Dignitaries & Literary Guardians

The Mushaira was graced by a distinguished panel of presidents:

- **Muhammad Hussain Mahir Ajmeri,**
- **Sajid Rizvi,**
- **Dr. Jawed Manzar,** and
- **Dr. Shadab Ahsani,**

All of whom have long been associated with the nurturing and propagation of Urdu literature. Their presence alone added depth and dignity to the gathering.

The **Chief Guests, Dr. Syed Razi Muhammad, Perveen Hyder, Atiq Jilani, Aqueel Abbas Zaidi,** and **Akhtar Saeedi**, all eminent literary figures in their own right, came with hearts open to language, and minds alert to every nuanced expression.

As **Guests of Honor**, poets and critics like **Rafiq Saagar**, **Naseem Sheikh**, **Zahid Johri**, and **Prof. Zaheer Iqbal Zaidi** symbolized the torchbearers of poetic wisdom — those who read between the lines, listen to the unsaid, and feel the soul in every stanza.

“Ik Aur Din Guzar Gaya” — More Than a Book

As the book of **Prof. Dr. Habib-ur-Rehman Chohan** was unveiled, the auditorium echoed not just with applause, but with a quiet reverence. This wasn’t just another publication; this was the distilled silence of many nights, the fragrance of fading evenings, and the tremor of lived realities — all woven into poetic verse. The title itself — *Ik Aur Din Guzar Gaya* — holds the sorrow of time, the humility of life, and the unrelenting resilience of the poetic soul.

Dr. Chohan’s poetry was praised for its **depth of emotion**, **clarity of thought**, and **delicate treatment of themes** like love, mortality, time, and social reflection. His pen doesn’t bleed ink; it bleeds **compassion**, **truth**, and **timeless longing**.

Voices from the Shores of Sindh

What made this Mehfil magical was the range and diversity of poets. From the **coastal heartbeat of Karachi**, poetic stalwarts like **Sajid Rizvi**, **Rafi ud Din Raaz**, **Dr. Jawed Manzar**, **Shaista Sehar**, **Rehana Roohi**, **Akhtar Saeedi**, **Dr. Salman Sarwat**, and others brought verses that stirred, provoked, and delighted. Their poetry spanned from ghazals dipped in love to nazms echoing resistance and self-reflection.

From **Hyderabad**, names like **Dr. Atique Jilani**, **Farooq Athar Saeedi**, **Rafiq Sagar**, **Waqar Ahmed Waqar**, and **Syed Muhammad Hadi** turned words into tapestries, weaving dreams and ground realities seamlessly together.

From **Tando Adam**, poets like **Malik Ghulam Mustafa Tabbassum**, **Mrs. Yasmeen Zahid**, **Ghulam Murtaza Chishti**, and **Kamran Ishrat** proved that the soul of poetry resides in every town, every home that respects rhythm and thought.

From the poetic town of **Uderolal**, **Ameen Uderai** and **Ihsas Miral** carried forward the lyrical traditions of Sindh — soft, profound, yet powerful. Their verses touched on nostalgia, spiritual connection, and human struggle.

From **Tando Allahyar**, the poetry of **Khalid Dawood Qaimkhani** sparkled like a solitary star — carrying both simplicity and force, grounded in land and longing.

And from **Mirpurkhas**, the heart of the evening, the home of Prof: Dr. Syed Razi Muhammad and Dr. Chohan, came a vibrant array of poetic voices:

- **Prof. Dr. S. Razi Muhammad,**
- **Prof. Saleem Iqbal,**
- **Naveed Sarosh,**
- **Majid Hassan,**
- **Paras Ateeb,**
- **Zeeshan Usmani,**
- **Asad Shokat,**
- **Siddique Humayun,**
- and many others,

each proving that **Mirpurkhas is not just a place — it is a rhythm, a metaphor, and a feeling.**

When Poetry Became Prayer

Each couplet that night was more than a literary exercise. It was a **supplication**, a **mirror**, a **storm**, a **soothing balm**. The poets didn't merely recite — they lived their verses. They spoke of **personal longing**, **social injustice**, **spiritual dilemmas**, and the **passage of time** — themes eternal, yet refreshed with every poet's unique breath.

One poet lamented the fading of truth in modern times; another celebrated the resilience of the human soul. Some painted longing in metaphors of rivers and stars, while others challenged injustice with raw, powerful stanzas. Women poets like **Rehana Roohi** and **Shaista Sehar** added tenderness and strength with voices rooted in sensitivity and fierce introspection.

The audience — students, scholars, faculty members, and literary guests — responded not just with applause, but with **absorption**. Every sigh, every smile, every moment of silence between lines was proof that the **magic of poetry remains undying**.

A Night of Echoes, A Day to Remember

The Mushaira concluded on a note of gratitude, humility, and fulfillment. As the poets bid farewell and the audience stepped out into the quiet night, their minds were lit with echoes of verses still reverberating within.

“Ik aur din guzar gaya...” — not with silence, but with the **resounding voice of poetry**. A night that honored a poet's lifetime work and celebrated the community of dreamers who turn **pain into poetry, memory into metaphor, and language into legacy**.

Indeed, it was not just a Mushaira. It was **an elegy of time, a dance of words, and a reminder that as long as poets write, the world shall remain illuminated**.















Day One ceremony For 26th batch MBBS and DPT 4th batch

1. Held on: 30-01-2024
2. Venue: Syeda Razia ali Muhammad Memorial auditorium
3. Guests: Dr. Hadi Bukhsh Jatoi & Faisal Uqaili Commissioner MPS were Guest of Honor

Agenda

No.	Event	Time
1.	Ceremony Start	11:00 am
2.	Recitation of Holy Quran	11:05 am
3.	Naat e Rasool e Maqbool	11:10 am
4.	National anthem	11:15am
5.	Condolence prayers for sad demise of Aunty of Honorable Chancellor & Father of Dr. Qamar Habib	11:20 am
6.	Welcome Address by Prof. Aijaz Memon PVC; ISU	11:30am
7.	Personal Experience of Director Admission	11:40am
8.	Student experience: Syeda Fatima Zehra DPT; Muntaha Qasim; Tehseen Sajjad	11:50am
9.	Parents views	12:10 pm
10.	Documentary of MMC	12:20 pm
11.	Dr. Ramzana Chang Principal Muhammad institute of Physiotherapy and rehabilitation Sciences Speech; Oath taking Ceremony DPT	12:30pm
12.	VC; ISU and Principal MMC Prof. Dr. Shams ul Aarfeen Khan speech and oath taking MMC	12:40 pm
13.	White Coat ceremony MBBS students	12:50 pm
14.	White Coat ceremony DPT students	1:00 pm
15.	Introduction to Faculty members	1:05 pm
16.	Guest of Honor Ex DG Health Dr. Hadi Bukhsh Jatoi Address	
17.	Dr. Rashid Masood Khan DC Mirpurkhas	
18.	Guest of Honor Commissioner Mirpurkhas Faisal Ahmed Uqueli	
19.	Honorable chief guest Prof. Dr. S. Razi Muhammad Chancellor ISU address	1:10 pm
20.	Lunch and Prayer break & Closed	2:00 pm

The Day One Ceremony of the 26th MBBS and 4th DPT batches was a memorable and inspiring academic gathering held on the 30th of January, 2024, at the prestigious Syeda Razia Ali

Muhammad Memorial Auditorium. Organized by Ibn-e-Sina University, Mirpurkhas, the event marked a significant milestone in the academic and professional journey of newly admitted medical and physiotherapy students. The atmosphere was filled with excitement, enthusiasm, and a sense of solemnity as future healthcare professionals took their first formal step into the noble world of medicine and physiotherapy.

The ceremony commenced at 11:00 AM with a disciplined start, and the audience settled into a respectful silence. At 11:05 AM, the session began with the **Recitation of the Holy Quran**, setting a spiritual and serene tone for the day. It was followed by the soulful **Naat-e-Rasool-e-Maqbool** at 11:10 AM, paying homage to the Prophet Muhammad (PBUH), inspiring all attendees with love and humility. The **National Anthem**, played at 11:15 AM, was sung with pride and patriotism, with every participant rising in honor of Pakistan.

At 11:20 AM, a moment of collective grief and remembrance was observed through **Condolence Prayers** for the late aunt of the Honorable Chancellor and the father of Dr. Qamar Habib. This respectful gesture showed the institution's deep-rooted values of empathy, solidarity, and human connection.

The formal welcome to the ceremony was extended at 11:30 AM by **Professor Aijaz Memon, Pro-Vice Chancellor of ISU**, who delivered the **Welcome Address**. His speech highlighted the vision of the university and encouraged students to adopt a lifelong commitment to learning and service. His words were inspirational and full of warmth, as he congratulated students and families for choosing such a noble path.

At 11:40 AM, the **Director Admissions** shared his **Personal Experience**, reflecting on the evolution of the university and the tireless efforts invested in improving its academic environment. His narrative was a blend of personal insights, institutional challenges, and achievements that resonated well with the faculty, students, and parents.

A heartwarming segment unfolded at 11:50 AM as three students—**Syeda Fatima Zehra (DPT), Muntaha Qasim, and Tehseen Sajjad**—shared their **experiences as students**. They spoke about their academic journey, campus life, challenges faced, and the support they received

from the faculty and administration. Their honest and relatable accounts brought smiles and admiration from the audience, especially the newly enrolled students, who saw in them a reflection of their own future.

Following this, at 12:10 PM, the **Parents' Views** were presented. These testimonials brought emotional depth to the event as parents expressed their trust in the university and pride in their children. Their remarks acknowledged the nurturing environment of ISU and praised the efforts of faculty members in molding the characters of future doctors and physiotherapists.

At 12:20 PM, a **documentary film on Muhammad Medical College (MMC)** was screened. The film showcased the history, infrastructure, facilities, academic programs, community services, and achievements of MMC. It provided the audience—especially new students and parents—with a comprehensive understanding of the institution's commitment to excellence in medical education and healthcare.

At 12:30 PM, **Dr. Ramzana Chang, Principal of Muhammad Institute of Physiotherapy and Rehabilitation Sciences**, delivered an insightful **speech** and conducted the **Oath-Taking Ceremony for DPT students**. She emphasized the ethical, professional, and humanitarian responsibilities of physiotherapists. Her inspiring address served as a moral compass for the young entrants stepping into clinical and rehabilitation sciences.

At 12:40 PM, the **Vice Chancellor of ISU and Principal MMC, Professor Dr. Shams ul Aarfeen Khan**, addressed the audience and led the **Oath-Taking Ceremony for MBBS students**. His speech revolved around the values of compassion, integrity, and academic rigor. He motivated students to aim for excellence and uphold the dignity of the medical profession.

The most anticipated moment of the ceremony—the **White Coat Ceremony**—commenced at 12:50 PM for MBBS students and at 1:00 PM for DPT students. One by one, students ascended the stage to be adorned with the symbolic white coat. This ritual marked their formal entry into the world of healing and medical professionalism. The act of donning the white coat was emotional for many students and their families, symbolizing a transition from layperson to healthcare provider.

At 1:05 PM, a **formal Introduction of the Faculty Members** was conducted. Faculty from both MMC and the Physiotherapy Institute were presented to the students and guests. Their achievements, academic backgrounds, and roles in student mentorship were briefly described, reinforcing the idea that the students are in capable hands as they embark on their academic journey.

Following this, the event proceeded to its final phase with **Guest of Honor Addresses**. **Dr. Hadi Bukhsh Jatoi**, former Director General Health Services, Sindh, delivered a thoughtful address. He emphasized the growing need for skilled medical and allied health professionals in Pakistan and encouraged students to approach their careers with empathy and a sense of service.

The next address was delivered by **Dr. Rashid Masood Khan**, Deputy Commissioner of Mirpurkhas. He appreciated the efforts of ISU in advancing medical education in the region and extended his support for future academic and healthcare collaborations.

Following him, **Commissioner Mirpurkhas, Mr. Faisal Ahmed Uqueli**, another **Guest of Honor**, delivered his speech. He lauded the progressive academic initiatives of ISU and emphasized the importance of nurturing educated and ethical healthcare professionals for the betterment of society.

The ceremony reached its culminating point with the **Address by the Chief Guest, Professor Dr. Syed Razi Muhammad**, the worthy Chancellor of ISU. His speech was both inspirational and visionary. He spoke about the foundation of ISU, its mission, and the importance of academic discipline, research, and public health. He congratulated the students and urged them to become leaders in the healthcare sector, both locally and globally.

Finally, the ceremony concluded with a **lunch and prayer break at 2:00 PM**, marking the end of a well-orchestrated and spiritually uplifting academic event.



میرپورخاص: کمشنر فیصل احمد عقلی، ڈاکٹر رضی محمد اور ڈاکٹر ہادی بخش چٹوٹی اور دیگر مقررین محمد میڈیکل کالج وین سینا یونیورسٹی کے ایم بی بی ایس
کے 26 ویں ایچ اور ڈاکٹر آف فزیوتھریپی کے چوتھے ایچ کی ڈے دن تقریب سے خطاب کر رہے ہیں

5th BDS BATCH DAY ONE AND WHITE COAT CEREMONY 2024

1. Held on: 20-02-2024
2. Venue: Syeda Razia Ali Muhammad Memorial auditorium

Agenda

No.	Event	Time
1.	Ceremony Start	11:00 am
2.	Recitation of Holy Quran	11:05 am
3.	Naat e Rasool e Maqbool	11:10 am
4.	National anthem	11:15am
5.	Welcome Address by Dr. A Qadeer Sheikh Principal MDC	11:20am
6.	Personal Experience of Director Admission	11:30am
7.	Student experience	11:40am
8.	Parents views	11:50 pm
9.	Documentary of MMDC	12:00 pm
10.	Dr. Aqueel Aslam Vice Principal MMDC speech and oath taking	12:10pm
11.	VC; ISU and Principal MMC Prof. Dr. Shams ul Aarfeen Khan	12:25 pm
12.	White Coat ceremony BDS students	12:35 pm
13.	Introduction to Faculty members	12:45 pm
14.	Guest of Honor	1:15 pm
15.	Honorable chief guest Prof. Dr. S. Razi Muhammad Chancellor ISU address	1:10 pm
16.	Lunch and Prayer break & Closed	2:00 pm

The Day One and White Coat Ceremony of the **5th BDS (Bachelor of Dental Surgery) Batch** at Muhammad Dental College (MDC), a constituent college of Ibn-e-Sina University (ISU), was conducted with dignity and enthusiasm on **20th February 2024**. The event was held in the serene and academic setting of **Syeda Razia Ali Muhammad Memorial Auditorium**, with participation from new students, faculty members, university leadership, and honorable guests.

The ceremony commenced sharply at **11:00 AM**, beginning a new chapter for the fresh dental students. The audience, comprising students, parents, and staff, was visibly eager and attentive. The event opened with a **Recitation of the Holy Quran at 11:05 AM**, which added a spiritual

depth to the proceedings, followed by the melodious **Naat-e-Rasool-e-Maqbool at 11:10 AM**, in praise of Prophet Muhammad (PBUH), setting a respectful and soulful tone.

At **11:15 AM**, the entire auditorium stood in unison for the **National Anthem**, a moment filled with patriotic pride and collective aspiration. The unity displayed in this gesture reflected the shared purpose of all attendees – to serve the nation through dedication in the field of dentistry.

The formal part of the ceremony began with the **Welcome Address by Dr. A. Qadeer Sheikh, Principal of Muhammad Dental College**, at **11:20 AM**. In his address, he warmly welcomed the new BDS students and their parents, and highlighted the milestones achieved by MDC in terms of academic quality, clinical training, and institutional development. He reminded the students of the responsibilities that come with choosing dentistry as a profession, emphasizing ethics, precision, and patient-centered care.

At **11:30 AM**, the **Director Admissions** shared his **Personal Experience**, touching upon the evolution of the admissions process, selection criteria, and the commitment of the university to maintain transparency and meritocracy. His reflections gave new students an inside look into the institutional values that drive ISU.

Following this, at **11:40 AM**, a selected **student shared their experience**, recounting their journey as a dental student. The honest narrative gave the newcomers a realistic yet motivational insight into academic life at MDC. They shared their initial anxieties, learning experiences, and the invaluable support of faculty members that helped them grow.

At **11:50 AM**, **parents were invited to speak**, which added a heartfelt layer to the ceremony. One parent expressed appreciation for the university's discipline and dedication towards students' holistic development. The parents' sentiments underlined the trust they have placed in ISU and the high expectations they hold for the institution and their children alike.

A **documentary on Muhammad Dental College** was screened at **12:00 PM**, providing an overview of the college's history, academic programs, infrastructure, dental clinics, faculty strength, research culture, and student life. This audiovisual presentation was not only informative but also a proud reminder of the institution's steady growth and future goals.

At **12:10 PM**, **Dr. Aqueel Aslam, Vice Principal of MMDC**, delivered his address. His **speech** was rich in motivation and academic guidance. He also administered the **Oath-Taking Ceremony** for the new BDS students, formally inducting them into the profession. The oath, affirming a commitment to ethical practice, lifelong learning, and patient care, was solemnly repeated by the new students, marking a critical transformation from aspirants to dental professionals-in-training.

Following this, at **12:25 PM**, **Prof. Dr. Shams ul Aarfeen Khan, Vice Chancellor of ISU and Principal of MMC**, addressed the audience. His speech was visionary and motivating. He emphasized the integrated approach of ISU's constituent colleges, where multidisciplinary learning, patient care, and community service go hand in hand. He encouraged the students to focus on clinical excellence, research, and ethical values, while extending his support for all academic and student development initiatives.

Then came the centerpiece of the event — the **White Coat Ceremony at 12:35 PM**. With excitement and a sense of pride, each new student was individually called upon the stage to receive their white coat — a symbolic and emotional moment that marked their official initiation into the dental profession. The white coat is more than just a uniform; it signifies trust, care, professionalism, and responsibility. The proud faces of the students and emotional expressions of parents made this part of the ceremony truly unforgettable.

At **12:45 PM**, the **faculty members of Muhammad Dental College were introduced**. Their credentials, roles, and contributions were briefly highlighted. This introduction served to reassure students and parents that the students are under the mentorship of well-qualified, experienced, and dedicated professionals who will guide them through the academic, clinical, and ethical training required to become successful dental surgeons.

The program continued with the **Guest of Honor segment**, scheduled at **1:15 PM**, which was slightly preceded by the **Address of the Chief Guest, Prof. Dr. Syed Razi Muhammad, Chancellor of ISU**, at **1:10 PM**. As the visionary founder and academic leader of the university, Dr. Razi's address was the highlight of the event. He warmly congratulated the incoming BDS students and commended their families for choosing such a noble profession. He shared the

foundational philosophy of ISU, focusing on service to humanity, medical ethics, and academic excellence. He urged students to remain curious, compassionate, and resilient in their journey toward becoming healthcare professionals.

Following the speeches, the audience was invited to a **lunch and prayer break at 2:00 PM**, marking the formal closure of the ceremony. The gathering then transitioned into a more informal setting where faculty, students, and guests interacted over lunch, sharing thoughts and establishing early connections that would foster a collaborative educational environment.



1st year Welcome Party

1. Held on: 28-02-2024
2. Venue: College Lawn
3. Host 2nd Year MBBS available at <https://www.youtube.com/watch?v=2g-KmdS6KkE&t=111s>

The 1st Year Welcome Party 2024 was a vibrant and joyous event organized by the **2nd Year MBBS students** to warmly receive and celebrate the arrival of the **newly admitted 1st Year MBBS batch** at Muhammad Medical College, a constituent institution of Ibn-e-Sina University, Mirpurkhas. The event was held on the **28th of February 2024**, in the scenic and well-decorated **College Lawn**, under the open sky and surrounded by natural beauty, creating a relaxed yet festive environment for the attendees.

From the outset, the atmosphere was filled with excitement, laughter, and anticipation. The 2nd-year students, as hosts, demonstrated exemplary hospitality and enthusiasm. They took great care in decorating the venue with colorful lights, stage backdrops, banners, and thematic arrangements, reflecting creativity and a sense of occasion. The event not only served as a celebration but also as a bonding platform between juniors and seniors, nurturing a sense of unity and belonging.

The program began in the early evening, with students and faculty members gradually gathering. A brief welcoming note by the anchors set the tone for the evening, acknowledging the presence of faculty members, including respected professors, and appreciating the new students for choosing medicine as their professional path. The hosts made sure to keep the audience engaged throughout, balancing entertainment and tradition with decorum.

The event featured a variety of performances and activities arranged by the 2nd Year students. These included humorous skits, musical performances, cultural dances, and poetry, reflecting the rich diversity and talent of the student body. One of the key highlights was a segment that humorously portrayed life as a medical student—depicting hostel life, academic struggles, and

the emotional rollercoaster that comes with MBBS studies. The audience, especially the new students, responded with laughter and cheers, finding the content relatable and enjoyable.

A talent show segment allowed some 1st-year students to participate, giving them an early opportunity to showcase their confidence, creativity, and stage presence. This interactive approach further bridged the gap between batches and fostered early friendships.

The senior students also shared personal experiences and tips with the juniors, encouraging them to maintain discipline, manage time wisely, and seek help whenever needed. They emphasized that the journey of medicine, though challenging, is rewarding when students support each other and work together as a team.

Faculty members in attendance appreciated the efforts of the hosts. Some professors briefly addressed the gathering, extending their support and welcoming the new batch. Their presence added academic weight to the occasion and reflected the college's commitment to student welfare and holistic development.

The event concluded with group photos, dinner, and informal interactions. Students gathered in small groups, shared laughs, took selfies, and celebrated the beginning of a new academic chapter. The overall environment was cheerful and uplifting, helping the new students feel more confident and connected.





8.Basant 2024

Held on: 5-3-2024

- Venue: College Lawn+ Parking
- 13 Stalls in car parking:
https://www.youtube.com/results?search_query=Basant+ibn+e+sina+university+mirpurkhas

List of Stalls in Basant 2024

Stall #	Items	Wenders
01	Tea stall	2 nd year MBBS
02	Kites	2 nd year BDS
03	Russian Salad	2 nd year BDS
04	Coffee, Gajrey	Final year BDS
05	Bangles	4 th year MBBS
06	Brownies	2 nd Year DPT
07	Computer games+Chaat	3 rd year MBBS
08	Limca/ Cold drinks	Final Year MBBS
09	Gol Guppy	Final Year MBBS
10	Golla Ganda	3 rd Year MBBS
11	Coffee, Sandwiches	1 st year MBBS
12	Ice cream	2 nd year MBBS
13	Shooting	Final Yr. BDS
14		

Parking Area, the event brought together students, faculty members, and staff for a vibrant and colorful afternoon of food, games, culture, and camaraderie.

The college lawn was transformed into a carnival of colors, filled with fluttering kites, melodious music, and animated chatter. The car parking area hosted **13 unique stalls**, each organized by different academic batches, showcasing a blend of culinary treats, games, traditional arts, and

refreshments. The energy was electric, as students from MBBS, BDS, and DPT programs contributed their efforts with passion and innovation.

Among the most eye-catching attractions was the **Kite Stall by 2nd Year BDS**, fitting for a Basant-themed event. Students and guests enjoyed purchasing and flying kites in the open sky above the college lawn, reviving the traditional spirit of the festival. The colorful kites, soaring in synchronization with upbeat music, set a festive tone that lasted all day.

The **Tea Stall by 2nd Year MBBS** offered steaming cups of chai that drew long queues, proving the love for warm beverages under the spring sun. Right beside it, **Russian Salad**—a refreshing and creamy delight—was served by the same batch (2nd Year BDS), which received praise for both taste and presentation.

Final Year BDS impressed with their stall offering **Coffee and Gajrey (sweet bangles of sugar)**—a rare and nostalgic treat. Their second stall also featured a **Shooting game**, which became a crowd-puller, allowing participants to show off their aiming skills for prizes or applause.

4th Year MBBS embraced tradition by setting up a colorful **Bangles Stall**, with students and staff excited to pick out matching glass bangles, adding to the cultural flair of the event. **2nd Year DPT** brought sweetness to the scene with their **Brownies**, which were a major hit for dessert lovers.

The **3rd Year MBBS** stall combined fun and flavors by offering **Computer Games, Chat, and Gola Ganda (shaved ice dessert)**—a dynamic combination that had continuous footfall. It served as a mini fun-zone where students could take a break from the crowd and enjoy some indoor-style entertainment outdoors.

The **Final Year MBBS** added to the zest with **LIMCA, Cold Drinks, and Goal Guppay (spicy street food snacks)**, bringing both refreshment and spice to the palate. On the other end, the **1st Year MBBS** showed early enthusiasm by organizing a delightful **Coffee and Sandwiches Stall**, while **2nd Year MBBS** also served **Ice Cream**, balancing the heat of the day with a cooling treat.

The festival was not just about food and games—it was a lively fusion of tradition, modern student life, and community spirit. The participation from all years reflected a strong sense of ownership, teamwork, and cultural pride. Faculty members and administrators mingled with students, enjoying the creativity and dedication that went into each stall.





9. Independence Day

Held on: 14-8-2024

Venue: Central Lawn MMC

Flag raising; National Anthem; Guard of Honor to flag

Speeches and National Songs; Cake Cutting; Sweet and fruit distribution to patients

The participant highlighted the struggle of Pakistan movement and paid gratitude and tribute to heroes of Pakistan movement.

The participant offered pray for independence of Kashmir and Palestine and for development, peace and prosperity of Pakistan.

The 77th Independence Day of Pakistan was commemorated with deep national spirit and patriotic fervor at **Muhammad Medical College (MMC), Mirpurkhas**, on **14th August 2024**, in the verdant expanse of the **Central Lawn**. The event brought together students, faculty members, medical staff, and patients in a collective celebration of freedom, resilience, and unity.

The ceremony commenced early in the morning with a **flag-raising ceremony**, performed with reverence and formality. The national flag was hoisted high, accompanied by the soulful rendition of the **National Anthem**, which echoed across the lawn, invoking a sense of pride and solemn remembrance among the attendees. A **Guard of Honor** was presented to the flag, showcasing discipline and respect, symbolizing the continuity of our national commitment to sovereignty and peace.

The ambiance of the event was adorned with green and white decorations, national flags, and banners carrying slogans of freedom, hope, and remembrance of the Pakistan Movement. Speeches were delivered by students and faculty members, reflecting on the **historic struggle of the Pakistan Movement**, the sacrifices of the **founding leaders**, and the immense courage of countless unnamed heroes who laid the foundation of an independent homeland for Muslims of the subcontinent.

The speakers, both young and senior, emphasized the importance of remembering the **vision of Quaid-e-Azam Muhammad Ali Jinnah**, Allama Iqbal, and other pioneers of Pakistan. They urged the youth to carry the legacy forward with integrity, knowledge, and responsibility. The spirit of patriotism was amplified through **national songs**, passionately sung by students, which brought emotional unity and celebratory rhythm to the day.

Following the speeches, a **cake-cutting ceremony** was held, symbolizing joy and unity, attended by faculty leaders and student representatives. In a heartwarming gesture of community service and compassion, **sweets and fresh fruits were distributed among patients** in the hospital wards. This act reminded everyone that the essence of independence lies in caring for one another and spreading happiness, particularly among the sick and underserved.

One of the most poignant moments of the ceremony was when **prayers were offered**—not just in gratitude for Pakistan’s freedom but also in hope and solidarity with the people of **Kashmir and Palestine**. Participants prayed for the liberation of oppressed nations, and for the continued **peace, prosperity, and development of Pakistan**. The spiritual reflection during this time added a solemn, introspective layer to the national celebration.

The **Independence Day celebration at MMC in 2024** was a beautiful combination of tradition, patriotism, empathy, and unity. It instilled a renewed sense of national duty and collective resolve among participants. The event not only honored the past but also served as a call for responsible citizenship, reminding all present that freedom is a trust passed on to each generation—to preserve, protect, and serve.













10. Final Year MBBS Farewell with **Qawali Night**

Held on: 06-11-2024

Venue: Central Lawn MMC

Host: Fourth Year MBBS

Guest: Prof. Dr. Habib-ur-Rehman; Prof. Dr. Shams ul Aarfeen Khan; Prof. Dr. Qamar Abbas Prof. A Qadir Khan; Registrar ISU; Chief Coordination officer (COO); Prof. Karan Singh; Dr. Nadeem Iqbal; Dr. Shoukat Awan and Final Year MBBS

Chief Guest: Dr. S Ali Muhammad Town

Speakers: Students from 4th and Final Year; Dr. Nadeem Iqbal; Dr. Habib ur Rehman Chohan; Dr. Sham sul Aarfeen Khan; Dr. S Razi Muhammad.

Title from 4th year student were also given

Cake cutting to celebrate the university inauguration

Delicious buffet dinner was served by 4th year students

The dinner was followed by Qawwali Night. Noshi Ali brothers qawwal performed in qawwali night.

Commentary:

The farewell event for the **Final Year MBBS students of Muhammad Medical College (MMC)**, Mirpurkhas, held on **6th November 2024**, was a memorable evening full of heartfelt moments, cultural celebration, and warm camaraderie. Organized and hosted by the **Fourth Year MBBS students**, the event took place in the elegantly decorated **Central Lawn of MMC**, radiating festivity and emotion as the institution bid farewell to its senior-most batch.

The evening was graced by the presence of several distinguished guests and faculty members, including **Prof. Dr. Habib-ur-Rehman, Prof. Dr. Shams ul Aarfeen Khan, Prof. Dr. Qamar Abbas, Prof. A Qadir Khan**, the **Registrar ISU, Chief Coordination Officer (COO), Prof. Karan Singh, Dr. Nadeem Iqbal, Dr. Shoukat Awan**, and others. The **Chief Guest** of the evening was **Dr. S. Ali Muhammad** of Town, who honored the event with his valuable presence.

The program began with **addresses from both students and faculty members**. Students from **Fourth and Final Year MBBS** expressed their feelings, shared experiences, and offered tributes to one another. These speeches reflected strong bonds, academic struggles, joyful memories, and aspirations for the future. Emotional yet hopeful, the students of the outgoing batch were visibly moved by the warm gestures of their juniors.

The farewell speeches were followed by remarks from senior faculty and administrators. **Dr. Nadeem Iqbal, Dr. Habib ur Rehman Chohan, Prof. Dr. Shams ul Aarfeen Khan, and Prof. Dr. S. Razi Muhammad**, the Honorable Chancellor of Ibn-e-Sina University, addressed the gathering. They congratulated the final year students on completing their academic journey and encouraged them to carry the values of ethics, compassion, and professional excellence into their future medical careers.

A **special highlight** of the event was the **title-giving segment**, where creative and personalized titles were presented by 4th year students to their seniors. This light-hearted and joyful segment added color and laughter to the evening, deepening the sense of unity and appreciation among students.

To commemorate the **inauguration of the university**, a **cake-cutting ceremony** was held, symbolizing celebration, growth, and a bright future for Ibn-e-Sina University. This was followed by a **lavish buffet dinner**, arranged and served by the Fourth Year MBBS students with immense dedication and hospitality. The menu was diverse and satisfying, adding to the warmth of the farewell experience.

The cultural climax of the night was the much-awaited **Qawwali Night**, performed by the renowned **Noshi Ali Brothers Qawwals**. Under the starry sky and ambient lights, the Central Lawn transformed into a spiritual and musical gathering. The Qawwals captivated the audience with soulful renditions of classical and devotional pieces. Students and faculty members alike were drawn into the spiritual rhythm, creating a mesmerizing atmosphere of togetherness and reflection.

The **Final Year MBBS Farewell 2024** was not just a farewell but a celebration of memories, achievements, and bonds that transcend classrooms and corridors. The combination of formal addresses, cultural performances, fine dining, and heartfelt interactions made the event truly unforgettable for the graduating students and a proud moment for the institution.















B-1 Cricket.

Match held on 27th February 2024

Pole A: a) 1st year MBBS, b) 3rd year MBBS, and c) Final year MBBS

Pole B: a) 2nd year MBBS, b) 4th year MBBS, and c) House Officers.

The lush grounds of **Muhammad Medical College (MMC), Mirpurkhas**, came alive with excitement on **27th February 2024**, as students and House Officers took to the field for the annual **Cricket Tournament**. A much-anticipated event in the student calendar, the tournament was a perfect blend of competitive spirit, athleticism, and camaraderie. With six enthusiastic teams grouped into **two pools**—**Pool A** (1st Year MBBS, 3rd Year MBBS, and Final Year MBBS) and **Pool B** (2nd Year MBBS, 4th Year MBBS, and House Officers)—the tournament offered edge-of-the-seat action and unforgettable moments of glory.

Pool A Highlights: Emerging Talent vs. Experience

The matches in **Pool A** were a fascinating display of youthful energy clashing with seasoned experience. The opening match featured **1st Year MBBS** taking on the **3rd Year MBBS**. The juniors surprised the crowd with their fielding agility and accurate bowling, but the strategic gameplay and big hitting from the 3rd Year batsmen turned the game in their favor.

In the next face-off, **3rd Year MBBS** met the **Final Year MBBS** team, a squad known for calm under pressure and powerful stroke play. Despite an early breakthrough by the 3rd Year bowlers, the Final Year team chased down a challenging target with just a few balls to spare, thanks to a match-winning partnership between their captain and a lower-order all-rounder.

The final Pool A match saw **1st Year MBBS** face the **Final Year MBBS**. Though the 1st Years put up a fighting total, showcasing promising talent, it was no match for the composed chase orchestrated by the Final Year side. With this win, **Final Year MBBS** emerged as the **Pool A leader**, qualifying for the semi-finals.

Pool B Highlights: Competitive Battles and Stellar Performances

Pool B offered an equally thrilling cricketing spectacle. The first match pitted **2nd Year MBBS** against **4th Year MBBS**, with the 4th Years displaying strategic bowling changes and tight fielding that restricted their juniors. Their opening batsman stole the show with a quick-fire half-century that led to a comfortable victory.

In the second encounter, **House Officers** locked horns with **2nd Year MBBS**. The match turned into a nail-biting contest, with the 2nd Years showing commendable spirit. However, the House Officers' experience and patient batting under pressure guided them home in the final over.

The most anticipated match of the pool was between the **House Officers** and **4th Year MBBS**. A battle of equals, the match saw a flurry of boundaries and some sharp catches. Ultimately, **4th Year MBBS** clinched victory with a tight bowling performance in the death overs, securing their place as **Pool B winners**.

The Grand Finale: Final Year MBBS vs. 4th Year MBBS

The final match of the **Cricket Tournament** was a clash of giants—**Final Year MBBS** versus **4th Year MBBS**—and it delivered everything cricket lovers could hope for. Both teams had shown consistency, skill, and composure throughout the tournament.

Batting first, the Final Year side posted a competitive total, thanks to a quick 70-run partnership in the middle overs. The 4th Year team responded with grit and grace. Their openers laid a strong foundation, but a sudden collapse in the middle order raised tension. The match turned dramatic in the final overs, with the 4th Year MBBS needing 12 runs from the last over.

With two balls to go and 4 runs required, the 4th Year batsman lofted a full toss over mid-wicket for a boundary, sealing a thrilling win and earning **4th Year MBBS the title of B-1 Cricket Champions 2024**.

The **Cricket Tournament 2024** was more than just a sports event—it was a platform for students to bond beyond classrooms, showcase their skills, and learn the values of teamwork, discipline, and resilience. Every player, whether from the first year or a House Officer,

contributed to the tournament's success, creating memories that will echo in the corridors of MMC for years to come.







B-2 Table Tennis Tournament 2024: A Battle of Skill, Speed, and Sportsmanship at ISUM

The annual inter-class **Table Tennis Tournament 2024** at **Muhammad Medical College (MMC)** proved to be a thrilling display of athleticism, focus, and friendly rivalry. Held with enthusiasm and vibrant participation across all years, the tournament culminated in an exciting finale where **Saad Salim** of the Final Year emerged as the undisputed champion, claiming the title after a tough and engaging journey through multiple intense rounds.

First Round: Setting the Stage

The tournament commenced with the **first round**, featuring 16 players representing various academic years, including MBBS and BDS students. The opening match saw **Shaheer from 3rd Year** defeating **Owais from 1st Year** with precision and a steady hand, setting a competitive tone for the day. In a gripping face-off, **Daniyal (Final Year)** overcame **Shahbaz (4th Year)** through tactical play and fast reflexes.

Another crowd-puller match was between **A. Khaliq (1st Year)** and **Umer Hassan (4th Year)**, where Umer's superior control and accuracy saw him progressing to the next round. **Talha (4th Year)** put up a valiant fight against **Saad Salim (Final Year)** but ultimately fell to Saad's superior footwork and smashing returns.

Meanwhile, **Bilal (4th Year)** outclassed **Zeshan Asif (Final Year)** in a close contest, while **M. Aun (Final Year)** used a smart defensive approach to defeat **Hamdan (1st Year)**. The round also witnessed a commendable performance from **M. Suleman (Final Year)**, who beat **Umer Ijaz (3rd Year)** with calm consistency. In the final match of the first round, **Nazar (4th Year)** triumphed over **Hassan (1st Year BDS)** in a lively and well-contested game.

Second Round: The Competition Heats Up

As the players advanced into the **second round**, the intensity reached a new level. **M. Aun** faced off against **Shaheer**, and with strategic placement and controlled rallies, M. Aun secured his spot in the semifinal. The match between **Nazar** and **Daniyal** was an exhilarating encounter, with long rallies and edge-of-the-table returns; Nazar ultimately emerged victorious through resilience and finesse.

In the match between **Bilal** and **Saad Salim**, the crowd witnessed one of the most competitive games of the round. After a neck-and-neck battle, Saad's experience and mental composure led him to a well-deserved win. Meanwhile, **M. Suleman** showed brilliant consistency as he overcame **Umer Hassan**, demonstrating sharp reflexes and tactical variation in spin and pace.

Semi-Finals: The Road to Glory

The **third round**, or semi-final stage, was a showdown of sheer skill and nerves. In the first semi-final, **M. Suleman** defeated **Nazar** in a well-fought contest, showcasing excellent paddle control and stamina. Suleman's focused gameplay and quick footwork left little room for his opponent to counterattack.

In the other semi-final, **Saad Salim** went head-to-head with **M. Aun**. Both finalists were from the Final Year, making it a classic clash of equals. However, Saad's dominance in topspin drives and his ability to switch from defense to offense seamlessly earned him a spot in the final.

Final Match: A Champion Crowned

The much-anticipated **final match** between **Saad Salim** and **M. Suleman** lived up to expectations. The game was fast-paced and intense from the very first serve. Saad played with tactical aggression, while Suleman relied on consistent placements and defense. After a nail-biting exchange of rallies and a closely fought scoreboard, **Saad Salim** clinched the **championship title**, defeating Suleman with composure and strategic brilliance.

Conclusion: A Tournament to Remember

The 2024 MMC Table Tennis Tournament was a grand success, bringing together students across batches in the spirit of sportsmanship, unity, and healthy competition. Each match reflected the players' dedication and training, with many new talents emerging as future sports leaders of the college. Special appreciation goes to the **organizing committee** and **sports coordinators** who ensured smooth scheduling and officiating of matches.

With thunderous applause echoing through the indoor sports hall and medals distributed in a small ceremony, the event concluded on a high note. **Saad Salim's name now proudly stands atop the leaderboard**, but the tournament's true victory was the display of discipline, camaraderie, and passion for sport—values that embody the spirit of Muhammad Medical College.



B-3 Basket Ball

	Team A	VS Team B	Winner
	1 st Semi Final		
	House Officers	3 rd Year MBBS	3 rd Year MBBS
	2 nd Semi Final		
	1 st Year MBBS	4 th Year MBBS	4 th Year MBBS
	Final Year		
	3 rd Year MBBS	4 th Year MBBS	4 th Year MBBS

Basketball Tournament 2024 at Muhammad Medical College: Victory for Teamwork and Tenacity

The much-awaited **Basketball Tournament 2024** at **Muhammad Medical College (MMC), Mirpurkhas**, proved to be a spectacular exhibition of stamina, strategy, and student sportsmanship. Held under the pleasant spring skies on the college basketball court, the event brought together teams representing various academic years and house officers. With enthusiastic participation and a roaring crowd, the tournament unfolded in a series of gripping matches that culminated in a resounding victory for the **4th Year MBBS Team**, who emerged as the champions of the event.

1st Semi-Final: 3rd Year MBBS vs. House Officers

The tournament tipped off with a high-energy semi-final match between **Team 3rd Year MBBS** and the **House Officers**. Both teams entered the court with confidence, showing keen coordination and tactical play. The House Officers, despite having the advantage of clinical

maturity and physical strength, struggled to keep pace with the agility and fast-break tactics of the 3rd Year MBBS team.

From the opening whistle, **Team 3rd Year MBBS** dominated the court with quick dribbling, crisp passes, and accurate jump shots. The crowd cheered as they pulled ahead early in the game, with standout players sinking baskets from the perimeter and successfully blocking the opponents' key plays. In a decisive second half, their superior endurance and teamwork sealed the match in their favor. The House Officers played valiantly, but the younger squad's speed and cohesion proved too much. The game ended with **3rd Year MBBS** clinching a well-deserved win and securing their place in the final.

2nd Semi-Final: 1st Year MBBS vs. 4th Year MBBS

The second semi-final featured an intense face-off between **1st Year MBBS**, brimming with fresh talent, and the experienced **4th Year MBBS** team. The newcomers started with enthusiasm and displayed strong fundamentals, but the seasoned 4th-year players quickly took control of the court through their superior coordination and physical presence.

The 4th Year MBBS team showed their class by executing strategic plays, including zone defense and fast transitions, that kept their younger opponents on the back foot. Their captain led from the front, commanding play and ensuring the ball moved fluidly around the court. Despite a spirited effort from the 1st Years, the match ended with a convincing win for **Team 4th Year MBBS**, setting the stage for a grand final clash against the 3rd Year MBBS.

Final: 3rd Year MBBS vs. 4th Year MBBS

The **championship final** was a thrilling spectacle that attracted a large number of faculty, students, and supporters. **3rd Year MBBS**, riding high on their earlier win, came into the match with confidence and momentum. On the other side, **4th Year MBBS**, a team known for consistency and strategic discipline, had their eyes firmly set on the trophy.

The final match lived up to expectations. Both teams exchanged baskets in a neck-and-neck battle. **3rd Year MBBS** relied on swift counterattacks and three-point attempts, while **4th Year**

MBBS maintained their rhythm through tight defense and strong offensive rebounds. Midway through the second half, the 4th Year team pulled ahead with a series of successful drives and a commanding presence under the basket.

Despite a late surge by the 3rd Years, the experience, patience, and technical superiority of the **4th Year MBBS team** shone through. With well-timed assists and precise shooting, they widened the gap and emerged **champions of the Basketball Tournament 2024**.

The tournament was not just a celebration of basketball but also a testament to the unity and healthy competition among future medical professionals. The energy, discipline, and spirit displayed on the court reflected the values cherished by Muhammad Medical College. With **Team 4th Year MBBS** lifting the trophy, the event closed with cheers, camaraderie, and unforgettable memories of an outstanding sports day.





C: 1. 3rd Year MBBS Study Tour

Date: 05-10-2024 Venue:

Dreamworld Resort Karachi

The students of 3rd Year MBBS at Ibn-e-Sina University, Mirpurkhas embarked on an exciting and well-organized study tour to Dreamworld Resort, Karachi, on 5th October 2024. The event marked a much-anticipated day of fun, learning, and bonding outside the academic environment. The study tour was not only a recreational escape but also served as an opportunity for students to develop social cohesion, stress relief, and group engagement which are vital for future healthcare professionals.

The journey began early in the morning with enthusiastic students gathering at the university campus, where attendance and pre-tour briefings were conducted. Faculty coordinators ensured the group was guided in a safe and disciplined manner. A fleet of comfortable air-conditioned buses was arranged for transport. With breakfast packets and high spirits, the students departed Mirpurkhas with faculty supervisors accompanying them for coordination and safety.

The road journey was filled with energy, laughter, and musical moments. The tour bus echoed with songs, discussions, and selfies, reflecting the camaraderie among batchmates. The excitement multiplied as they entered the grand entrance of Dreamworld Resort, one of Karachi's premier recreational destinations known for its unique mix of adventure, water-based fun, and serene landscaping.

Upon arrival, students were welcomed by the resort's hospitality staff and given wristbands for access to all activities. The day began with a brief orientation about the resort's facilities, followed by the distribution of safety instructions and group division for effective supervision. Dreamworld's clean, green ambiance and state-of-the-art recreational facilities offered a perfect environment for students to relax and recharge.

The students explored various attractions including water slides, swimming pools, lazy river rides, boating lake, and artificial sea. Some adventurous students took part in go-karting, wall climbing, and horse riding while others chose to enjoy indoor games such as table tennis,

bowling, and VR gaming. A dedicated team of faculty ensured student safety while also participating in some light activities with the students, further building strong teacher-student rapport.

A sumptuous buffet lunch was served at the resort's dining area, featuring a wide variety of dishes. It provided an opportunity for everyone to gather, share stories, and enjoy delicious meals in a relaxed setting. Post-lunch activities included a short open-mic session where students presented humorous skits, songs, and poetry, displaying their hidden talents. The informal interaction among students and faculty added a personal touch to the day, reinforcing a sense of community within the medical college.

As the sun began to set, students changed and gathered for a group photograph—capturing memories of joy, unity, and well-deserved relaxation. With the return journey beginning in the evening, the tour ended on a reflective note with students expressing gratitude to the university administration and faculty for organizing such a refreshing and meaningful trip.

This study tour to Dreamworld Resort not only allowed the students to unwind but also contributed to their overall development by encouraging teamwork, time management, and interpersonal communication. It was a much-needed break from the rigors of medical studies and reinforced the importance of work-life balance—an essential lesson for future doctors.



C-2. FINAL Year MBBS Study Tour

Final Year MBBS Study Tour – A Memorable Evening at Kabab Jee, Hyderabad

On a pleasant evening in 2024, the Final Year MBBS students of Muhammad Medical College, a constituent college of Ibne Sina University Mirpurkhas, embarked on a much-awaited study tour that concluded with a grand dinner at the renowned Kabab Jee restaurant in Hyderabad. The event was not merely a recreational break but a moment of togetherness, reflection, and celebration of the academic journey shared over the past five years.

As the sun dipped below the horizon and the soft breeze of Hyderabad touched the faces of the participants, the students gathered at Kabab Jee—a restaurant well-known for its ambient lakeside seating, signature grilled cuisine, and family-friendly environment. The atmosphere was filled with excitement and laughter as the students, dressed in semi-formal attire, arrived along with their mentors and faculty members who had joined them to celebrate this significant milestone.

The dinner was a well-organized affair with a buffet that boasted a variety of delicacies—from sizzling seekh kababs and chicken malai tikka to aromatic biryani, haleem, freshly baked naan, and traditional desserts like gulab jamun and shahi tukray. Each bite was not only a treat to the taste buds but also a symbol of reward after years of academic rigor, clinical rotations, sleepless nights, and professional growth.

What made the evening even more special was the presence of the respected faculty members and administrative staff. Their camaraderie with the students during dinner reflected the nurturing environment of Muhammad Medical College, where learning is not confined to classrooms and wards but is deeply rooted in mutual respect and human connection. Several students took this opportunity to express their heartfelt gratitude to teachers who had inspired them throughout their journey, while some faculty members shared personal anecdotes and words of encouragement for the graduates.

The informal yet respectful interactions reflected the balance of discipline and freedom that defines the educational culture of ISUM. The dinner also served as an informal platform for future discussions, with students talking about their aspirations, plans for house jobs, and dreams of specialization—whether in surgery, medicine, gynecology, or abroad.

While the dinner was filled with laughter, clinking cutlery, and warm conversations, it was also an emotionally charged occasion. The Final Year students, standing at the threshold of their professional careers, felt a deep bond with one another. They had faced the trials of medical school together—from anatomy dissections to final professional exams—and tonight, they celebrated survival and success, friendship and futures.

As the evening drew to a close, a group photo was taken at the restaurant's scenic viewpoint, immortalizing the joy, unity, and pride of the moment. The tour ended with students returning with full hearts and memories to cherish for a lifetime.

The study tour dinner at Kabab Jee, Hyderabad, was not just a meal—it was a celebration of five years of hard work, the gratitude of students to their institution and teachers, and a hopeful glance into the future.





D. Pakistan Association of Private Medical & Dental Institutions (PAMI)

Prof. Dr. Syed Razi Muhammad, the esteemed Chancellor of Ibn-e-Sina University, Mirpurkhas (ISUM), holds the prestigious position of President of the Sindh Chapter of the Pakistan Association of Private Medical & Dental Institutions (PAMI). His leadership marks a significant milestone not only for ISUM but also for the broader landscape of private medical and dental education across the province. With decades of academic and administrative experience, Dr. Razi Muhammad brings visionary insight, a deep commitment to quality medical education, and a passion for institutional development.

Under his presidency, the Sindh Chapter of PAMI is expected to pursue strategic collaborations, advocate for regulatory reforms, and strengthen the voice of private sector medical institutions at the provincial and national levels. His appointment reflects a recognition of his consistent efforts to elevate healthcare education standards, promote academic excellence, and address the challenges faced by private medical and dental colleges in the region. Dr. Razi's dual role as Chancellor and PAMI President is a testament to his reputation as an influential educationist, admired for his integrity, progressive outlook, and dedication to public health and professional training. His leadership is anticipated to foster unity, innovation, and sustainability in the private medical education sector across Sindh. Here are some glimpses of his leadership.









E.CPSP

The College of Physicians and Surgeons Pakistan (CPSP) has established a strong and collaborative partnership with Muhammad Medical College (MMC), Muhammad Dental College (MDC), and Muhammad Medical College Hospital at Ibne Sina University Mirpurkhas (MMCH-ISUM). This collaboration aims to enhance postgraduate medical education, training, and clinical services in the region, ensuring high standards of healthcare and professional excellence.

Through this alliance, CPSP supports MMC, MDC, and MMCH-ISUM in offering accredited residency and fellowship training programs aligned with national and international standards. The partnership facilitates structured training, continuous assessment, and mentorship for medical and dental graduates, fostering their development into competent specialists. This collaboration also enables joint academic activities, workshops, and research initiatives that promote knowledge exchange and innovation.

Furthermore, the synergy between CPSP and these institutions strengthens clinical exposure and hands-on experience for trainees by utilizing MMCH-ISUM's well-equipped hospital facilities. It ensures that trainees receive comprehensive patient care experience, essential for their professional growth.

The cooperation between CPSP and MMC, MDC, and MMCH-ISUM exemplifies a commitment to advancing medical education, improving healthcare delivery, and addressing the region's healthcare challenges through quality training, academic excellence, and collaborative efforts. This partnership continues to play a vital role in shaping skilled healthcare professionals dedicated to serving the community.



F. EXAMINATIONS OF ROYAL COLLEGES OF SURGEONS

Prof: Dr. Syed Razi Muhammad selected as Examiner by the Examination Committee of the Royal College of Surgeons of Edinburgh for the intercollegiate MRCS Part-B OSCE conducted on 30th Oct: to 3rd Nov: 2024 at Lahore Pakistan.

Prof. Dr. Syed Razi Muhammad, Chancellor of Ibne Sina University, Mirpurkhas, has been honored with a prestigious academic distinction—his selection as an Examiner by the Examination Committee of the Royal College of Surgeons of Edinburgh (RCSEd) for the Intercollegiate Membership of the Royal Colleges of Surgeons (MRCS) Part-B OSCE. This significant assessment was conducted from 30th October to 3rd November 2024 in Lahore, Pakistan.

This international recognition is a testament to Dr. Razi Muhammad's exemplary academic profile, surgical expertise, and unwavering dedication to medical education. Being chosen by the RCSEd, one of the most esteemed surgical institutions in the world, not only underscores his personal accomplishments but also highlights the growing credibility of Pakistan's academic and clinical institutions on the global stage. His role as an MRCS OSCE Examiner involves evaluating candidates' clinical competence, ethical standards, and surgical aptitude—qualities essential for future surgeons.

Dr. Razi's selection reinforces his standing as a global academic leader and reflects his lifelong commitment to nurturing surgical excellence. His involvement at this level brings immense pride to Pakistan and inspiration to young surgeons nationwide. It is a powerful acknowledgment of his contributions to the international surgical community.



The Examinations Committee of
The Royal College of Surgeons of Edinburgh

Confirms that the under noted

Professor Syed Razi Muhammad

examined at the Intercollegiate MRCS Part B OSCE
conducted by this College

on

30th October to 3rd November 2024, in Lahore.

Signed on behalf of the Examinations Committee by

Examinations Convener:
Mr Zahid Raza

Examinations Deputy Convener:
Mr Stuart Clark

Number of hours examined:
7 hours for Saturday 2nd November 2024
7 hours for Sunday 3rd November 2024



G. SOME GLIMPSES OF CONVOCATIONS

The grand convocation ceremony at Muhammad Medical College Hospital, Ibne Sina University Mirpurkhas (MMCH-ISUM), marked a historic academic celebration, uniting excellence, tradition, and pride. Held under the auspices of the university's visionary leadership, the event was graced by Prof. Dr. Ikram u Din Ujjan as the Chief Guest, whose distinguished presence uplifted the occasion with scholarly dignity and profound words of encouragement for graduating students. The ceremony was presided over by Prof. Dr. Syed Razi Muhammad, the esteemed Chancellor of ISUM, whose unwavering dedication to medical education and institutional advancement has made ISUM a beacon of learning in southern Sindh.

Degrees were conferred upon graduating MBBS, students who had completed their academic journey with integrity, resilience, and excellence. The Chancellor applauded the students' accomplishments and emphasized the noble responsibilities that come with the white coat. Prof. Dr. Ujjan inspired the audience with a keynote address focused on ethical practice, lifelong learning, and service to the nation.

Parents, faculty, and students celebrated the memorable event with joy, pride, and hope. This convocation was not merely a formality but a profound acknowledgment of the transformation from students into healers and future leaders of Pakistan's healthcare system.





H.LUMHS INSPECTS THE AFFILIATED COLLEGES OF ISUM

LUMHS, Jamshoro Inspects the Affiliated Colleges of ISUM

The recent inspection conducted by Liaquat University of Medical and Health Sciences (LUMHS), Jamshoro, of the affiliated colleges of Ibne Sina University Mirpurkhas (ISUM) marks a significant milestone in ensuring the highest standards of medical and dental education within the region. This rigorous evaluation underscores the commitment of both institutions to uphold academic excellence, clinical competence, and institutional integrity.

Such inspections are pivotal in fostering a culture of continuous improvement, guaranteeing that the curricula, faculty qualifications, infrastructure, and student welfare meet the stringent criteria set by regulatory authorities. LUMHS's engagement with ISUM's affiliated colleges reflects a collaborative approach toward enhancing healthcare education, ensuring that graduates are not only academically proficient but also ethically grounded and clinically skilled.

Moreover, this process serves as a reassurance to stakeholders—including students, parents, and the wider community—that the institutions under ISUM's umbrella maintain transparency and accountability. It promotes confidence in the educational journey and future professional capabilities of the students.

LUMHS's inspection embodies a shared vision of advancing medical education and healthcare services in Sindh. It is a testament to ISUM's dedication to quality and excellence, contributing to the broader goal of producing healthcare professionals equipped to meet the evolving challenges of modern medicine.





I. ISUM COMES OUT TO SUPPORT GAZA

In times of global crisis and human suffering, institutions of learning and leadership bear a profound responsibility to raise their voices in solidarity with those afflicted. Ibne Sina University Mirpurkhas (ISUM) has stepped forward with unwavering commitment to support Gaza, recognizing the urgent need for compassion and advocacy amid the ongoing humanitarian challenges faced by its people.

ISUM's support is not merely symbolic; it reflects a deep-seated belief in justice, human dignity, and the right to peace for all. By standing with Gaza, ISUM aligns itself with the values of empathy, unity, and humanity that transcend borders, religions, and cultures. This gesture inspires the academic community and society at large to reflect on the power of collective compassion and the impact of raising awareness in turbulent times.

Furthermore, ISUM's initiative highlights the critical role educational institutions play in fostering global citizenship—encouraging students, faculty, and stakeholders to become advocates for peace and human rights. Through awareness campaigns, charitable drives, and educational programs, ISUM not only supports Gaza's immediate needs but also plants the seeds for a future built on understanding, tolerance, and solidarity.

ISUM's stand for Gaza is a powerful testament to its commitment to human values, reminding us all that empathy knows no boundaries and that every voice raised in support can help bring hope to those in despair.



J. CHILDREN OF OUR CHILDREN ARE ALSO DEAR TO US.

Children of Our Children Are Also Dear to Us

The bond of love and legacy extends far beyond the limits of time and generations. “Children of our children are also dear to us” is not merely a proverb—it is a profound reflection of the human heart’s capacity to love across lineage. Grandchildren are more than just an extension of our blood; they are the living echoes of our values, culture, and dreams. They bring with them not only the joy of innocence but also the sense of continuity that reassures us our story does not end with us.

For grandparents, this affection is deeper, wiser, and more reflective. Having witnessed the struggles and triumphs of their own children, they now find solace and renewed purpose in guiding, nurturing, and protecting the next generation. Every laugh of a grandchild rekindles youth, every tear awakens deep empathy, and every hug reminds us of life’s sweetest blessings. Moreover, the responsibility to ensure a better world for them becomes even more vital. We teach, we protect, and we pray not just for our children, but for the children of our children—because in their eyes, we see hope, legacy, and the continuation of everything we once cherished and stood for.



