

RIPHAH INTERNATIONAL UNIVERSITY

ISLAMABAD



SELF ASSESSMENT REPORT

BDS Program

Islamic International Dental College

31st December 2012

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1.0 Executive Summary

This report is being prepared almost at the end of the assessment cycle for 2 selected faculties of Riphah International University, as per requirements of Higher Education Commission (HEC). Quality Enhancement Cell (QEC) was formed in RIPHAH in Oct 2009. Program Team Members of two faculties, notified by University, worked with Dir QEC to pursue the application of Self Assessment Manual in their respective departments. From each faculty one program was selected.

In Islamic International Dental College (IIDC), Bachelor of Dental Surgery program was selected for self assessment, evaluation and improvements. A strong commitment of Respected Vice Chancellor to support QEC made the difference and resultantly, a cycle of assessment is about to complete.

1.1 Objectives

Following are the two main objectives of the self assessment report:-

- a To implement Self Assessment Manual in selected program with a view to improve quality in higher education.
- b To identify the areas requiring improvements in order to achieve objectives through desired outcomes.

1.2 Execution

A soft copy of self assessment manual was given to all faculty members. Quality Awareness Lectures and Workshops on preparation of Self Assessment Report (SAR) were arranged for the Deans/In-charge Programs and Program Team (PT) Members of the selected program. Hard copies of HEC issued 10 proformas, 8 criterion and 31 standards were provided to PT members to evaluate their respective program against defined standards. The PT members with an intimate support and follow up of QEC, completed the SAR and forwarded to QEC in given time frame.

After reviewing SAR, QEC arranged visit of Assessment Team to the selected program on 16 & 17 Oct 2012. Dir QEC accompanied the AT Team and participated in discussions with In-charge Program / Program Team members and

available faculty members. Date for exit presentation was fixed as 31 Oct 2012, as per availability of respected VC. Dean, In-charge Program, PT and AT members were invited.

The Chairman AT during his presentation, indicated salient points of the SAR, account of his discussions with the faculty members, improvements required in the infrastructure, syllabi and training of the faculty and support staff (Annex-J).

The implementation plan (Annex-K) basing on the discussions in exit meeting of 31 Oct 2012 have been made by In-charge Programs. They prepared it under following headings:-

- a. AT findings
- b. Actions taken for

The implementation plan indicates the resources required to improve the infrastructure, environment in the classes and E-Learning. The recommended target dates to complete the tasks observed by Assessment Team, presented in exit meeting on of 31 Oct 2012 and approved by Vice Chancellor have been indicated in the implementation plan. The tasks will be carried out by the Registrar's Office/Faculty Head.

At the completion of Self Assessment cycle, QEC is going to submit the hard and soft copy of SAR to HEC on 31st December 2012.

Director
Quality Enhancement Cell

Self Assessment Report

2.0 Introduction

Riphah International University is a private university, chartered by the Federal Government of Pakistan in 2002. The university was established with a view to produce professionals with Islamic moral and ethical values. The Riphah International University is committed to promote and impart quality education with character building of the new generation in the light of Islamic principles and values. Riphah International University is committed to a value based integrated educational philosophy. It is running 10 faculties in 3 different campuses.

2.1 University Mission Statement

Establishment of state of the art educational institutions with a focus on inculcation of Islamic ethical values.

2.2 Islamic International Dental College (IIDC)

Islamic International Dental College (IIDC) is running the following program:

- a. Bachelor of Dental Surgery(BDS)

2.3 Program Selected

Riphah International University has selected the **Bachelor of Dental Surgery (BDS)** as first model program for Self Assessment Report (SAR) for the year 2011-12 under the directives of HEC.

The selected program is accredited by Pakistan Medical and Dental Council (PMDC). The program has got inbuilt mechanism for the revision of syllabi, has competent faculty and adequate infrastructure. New and modern tools have been introduced in the program to conduct research and quality teaching.

2.4 Program Evaluation

The program is being evaluated based on 8 criterion and 31 standards as given in the Self Assessment Manual provided by Higher Education Commission (HEC).

3.0 Criterion 1: Program Mission, Objectives and Outcomes

3.1 Standard 1-1

The program must have documented measurable objectives that support institution mission statements.

3.1.1 Program Mission Statement

Bachelor of Dental Surgery (BDS) program aims to impart theoretical, practical and clinical knowledge and skills to students to transform them into competent dental professionals along with sense of ethical and moral obligations.

3.1.2 Program Objectives

The program is designed to achieve the following objectives:

1. To prepare the students to pursue higher medical education in universities of repute.
2. To educate the students with diagnostic, clinical and team work skills.
3. To enable the students to pursue career in related field.
4. To enable the students to step into research and development (R&D) activities.
5. To prepare students to work within ethical values and betterment of the society at large.

3.1.3 Alignment of Program Objectives with Program & University Mission Statements

Program objectives intend to impart not only clinical and diagnostic skills but moral and ethical information as well. This is done through planned set of activities during the execution of the BDS program. These activities include overall curriculum composition and its delivery, laboratory work and projects

performed at required stages and House Job Placements to expose students to professional environment.

3.1.4 Main Elements of Strategic Plan

The main elements as discussed above, of a strategic plan for the selected course are as under:

- a. Curriculum Composition
- b. Laboratory work and projects
- c. House Job Placements

3.1.4.1 Curriculum Composition

BDS program comprises of core courses as per PMDC requirements. Curriculum is divided into different segments that builds student's base through basic set of courses and imparts advance knowledge by using advance courses.

3.1.4.2 Laboratory Work and Projects

Laboratory work and projects are planned at desired stages during the program execution to enhance the working skills of the students. Two laboratories are available for students to practice the laboratory work. At the end of their program, students are required to submit a final project that demonstrates their analysis, designing, solution building, implementation and report writing skills, in the form of designed project and its technical report.

3.1.4.3 House Job Placements

In-Charge House Job placements in IIDC maintains a list of potential hospitals that can offer placement work to Riphah students. House Job provides students with the opportunity to work in professional environment along with experienced professionals and learn from their experiences. This aspect of program also opens the doors of opportunities for talented students to seek permanent position in the participant hospital.

3.1.5 Program Objectives Assessment

Objective	How Measured	When Measured	Improvement Identified	Improvement Made
1	Alumni Survey	August 2012		
2	Employer Survey	September 2012	Clinical skills	Under Review in Board of Faculties
3	Alumni Survey, Employer Survey	August 2012 September 2012	Emphasis on Diagnostic skills	Under Review in Board of Faculties
4	Alumni Survey,	August 2012	Research aptitude building	Under Review in Board of Faculty
5	Employer Survey	September 2012	Not Applicable	Not Applicable

Table 1: Program Objectives Assessment

Islamic International Dental College conducted different surveys to assess whether program objectives have been achieved or not? This assessment was done by checking whether graduates are performing the program's desired outcomes or not. The college conducted the Alumni Survey by contacting graduates of the program and asked them to participate in the survey and provide their feedback. Their feedback on HEC performa 7 (Alumni Survey). See Annexure A for cumulative results of Alumni Survey under different feedback categories.

Employer Survey of 20 hospitals was conducted, out of which, 15 provided their feedback. See Annexure B for cumulative results of Employers Surveys under different feedback categories.

3.2 Standard 1-2

The program must have documented outcomes for graduating students. It must be demonstrated that the outcome support the program objectives and that graduating students are capable of performing these outcomes.

3.2.1 Program Outcomes

1. Students shall be able to go for higher education (MCPS, FCPS, FRCDS, MDS, Ph.D) in clinical sciences / dental sciences / fields of interest.
2. The graduates will be able to apply to dental practice biomedical scientific principles, methods and knowledge relating to basic sciences studied.
3. The graduates will be able to apply psychological principles, method and knowledge to dental practice.
4. The graduates will be able to apply social science principles, method and knowledge to dental practice.
5. The graduate will be able to apply to dental practice the principles, method & knowledge of population health and the improvement of health and health care.
6. The graduates will be able to apply scientific method and approaches to dental research.
7. The graduates will be able to carry out a consultation with a patient.
8. The graduates will be able to diagnose and manage clinical presentations.
9. The graduates will be able to communicate effectively with patients and colleagues in a dental context.
10. The graduates will be able to provide immediate care in dental emergencies.
11. The graduates will be able to prescribe drugs safely, effectively and economically.
12. The graduates will be able to carry out practical procedures safely and effectively.

13. The graduates will be able to use information effectively in a dental surgery context.
14. The graduates will be able to behave according to ethical and legal principles.
15. The graduates will be able to reflect, learn and teach others.
16. The graduates will be able to learn and work effectively within a multi-professional team.
17. The graduates will be able to protect patients and improve care.
18. Students shall be able to execute tasks in positive and constructive manner.

Following table shows the link between program objectives and program outcomes:

Program Objectives	Program Outcomes																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	x												X					X
2		X	X	X						x		X				X	X	
3		X		X	X	X	X	x						X	X		X	
4		X		X					x	X					X			
5											x			X				X

Table 2: Outcomes versus Objectives

3.3 Standard 1-3

The results of Program's assessment and the extent to which they are used to improve the program must be documented.

The program assessment has been done by launching HEC Performa number 1 and 10. The students of the program evaluated the courses and teachers in the program.

3.3.1 Course Evaluation

Courses evaluation is shown in the following graphical chart:

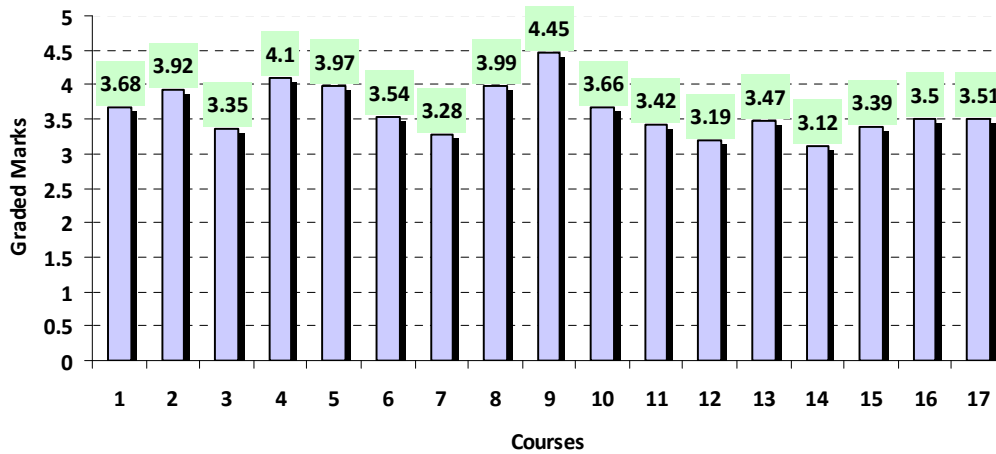


Figure 1: Course Evaluation Bar Chart

Students have graded the courses against the course structure, teaching methodology, learning objectives and outcomes and practical implementation of theory. The total graded marks are 5.

Following is the list of courses that are being evaluated by the students along with their course code and graded scores. See Annexure C (Course Evaluation Survey) for sample course evaluation results. The sample shows the results for one course only while same has been done for all courses listed below. The results of all other courses have been kept in a separate file for record purposes.

Sr. No	Subject	Score
1	General Anatomy Histology and Embryology	3.68
2	Physiology	3.92
3	Bio-Chemistry	3.35
4	Science of Dental Materials	4.1
5	Islamiat	3.97

6	General Pharmacology	3.54
7	General Pathology	3.28
8	Oral Biology and Tooth Morphology	3.99
9	Community and Preventive Dentistry	4.45
10	Medicine	3.66
11	Surgery	3.42
12	Oral Pathology	3.19
13	Periodontology and Oral Medicine	3.47
14	Prosthodontics	3.12
15	Operative Dentistry	3.39
16	Oral and Maxillofacial Surgery	3.5
17	Orthodontics	3.51

3.3.2 Teachers Evaluation

Teacher's evaluation is shown in the following graphical chart:

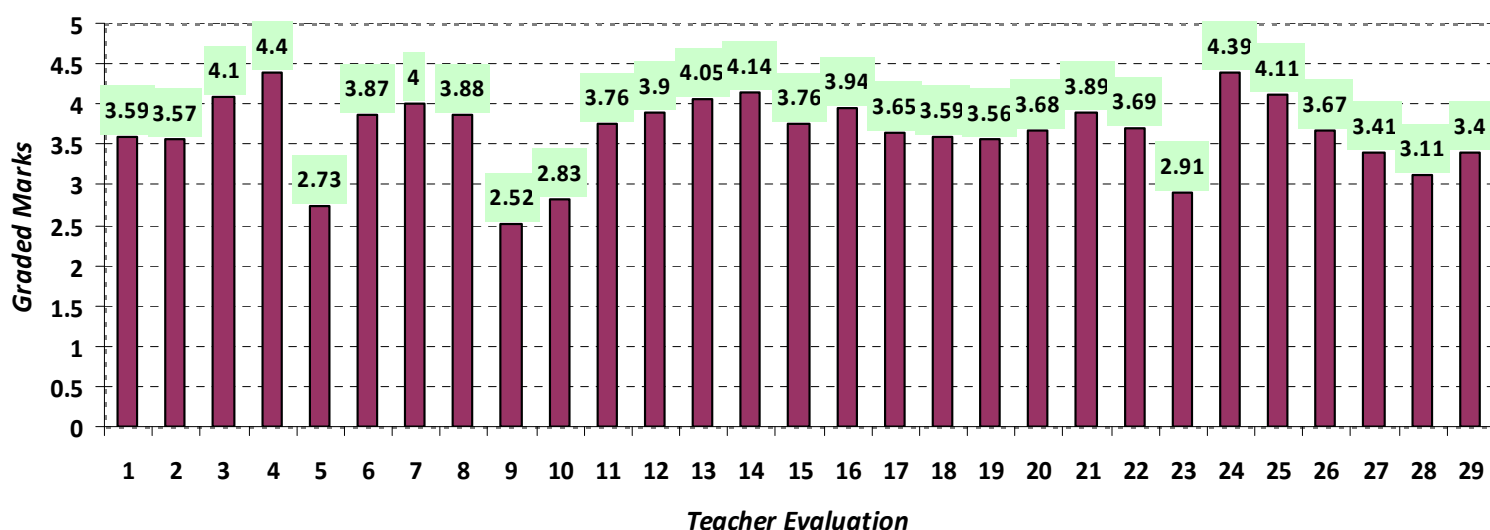


Figure 2: Teachers Evaluation Graph

Students have graded the teachers against their lecture preparation, punctuality, general behavior, subject knowledge and teaching methodology. The total graded marks are 5.

See Annexure D (Teachers Evaluation Survey) for sample teacher evaluation results. The sample shows the results for one teacher only while same has been done for all teachers listed below. The results of all other teachers have been kept in a separate file for record purposes.

Following is the list of teachers that are being evaluated by the students along with the serial number and graded scores.

Sr. No	Name of Teacher	Graded Marks
1	Dr. Kiran	3.59
2	Dr. Shakeel	3.57
3	Dr. Humza	4.1
4	Dr. Usman	4.4
5	Dr. Shaheena	2.73
6	Dr. Nadia	3.87
7	Dr. Yawar	4
8	Dr. Faisal	3.88
9	Dr. Farida	2.52
10	Dr. Khalida	2.83
11	Dr. Maryam	3.76
12	Dr. Sikander	3.9
13	Dr. Fatima	4.05
14	Dr. Haris	4.14
15	Dr. Azhar	3.76
16	Dr. Kamran	3.94
17	Dr. Ali	3.65
18	Dr. Mohsin	3.59
19	Dr. Ali	3.56
20	Dr. Gul	3.68
21	Dr. Qasim	3.89
22	Dr. Umar	3.69
23	Brig. Kabir	2.91
24	Dr. Ulfat	4.39
25	Dr. Awais	4.11
26	Dr. Seem	3.67
27	Dr. Noman	3.41
28	Dr. Obaid	3.11
29	Dr. Faisal Malik	3.4

This evaluation was carried out by Quality Enhancement Cell to ensure the unbiased feedback from students. QEC staff visited different classes and gathered feedback as desired. QEC performed analysis of the data and submitted the results to Dean and In-Charge Program for further actions.

Students' feedback data regarding courses and teachers was analyzed using MS Excel software through data analysis techniques. Data was presented to Principal in graphical bar charts, who discussed and identified the improvement areas. The decision was made to present the findings in the Board of Studies that will discuss, make decision and forward the findings to next authority level if deemed appropriate. Next meetings of Board of Studies and Board of Faculties are planned during the summer vacations. Like any other program, BDS program has also some good and some weak areas. These are listed as under:

Strengths of the BDS Program are:

- a. Academic year is properly organized and scheduled
- b. All the lectures and academic activities conducted on time
- c. Trained and experienced faculty of local and foreign degree holders in clinical sciences
- d. Follows the traditional PMDC curriculum
- e. Strong and frequent interactions with patients
- f. Uniform for boys and girls for Masawat and discipline.
- g. Inculcation of Islamic ethical values

Weaknesses of the BDS Program are:

- a. Lack of Sports facilities
- b. Average class's infrastructure
- c. Training of the support staff required
- d. Shortage of faculty members in Basic Sciences
- e. Lack of research facilities
- f. Four year BDS program not compatible with world.

International Islamic Dental College has identified some improvement that needs to be done on short and long term basis. Short Term program development plan, targets the points b, c and e as listed above in weaknesses while long term development plan, targets the points a and d as listed above in the weaknesses:

3.4 Standard 1-4

The department must assess its overall performance periodically using quantifiable measures.

3.4.1 Graduates/Undergraduates enrolled in last three years

Every year, the undergraduate program attracts a large number of students and is run on full capacity. During the last three years, 350 students enrolled in the program.

Following is the data as per requirements listed in standard 1-4 main section:

3.4.2 Student Faculty Ratio

BDS program has 12:1 student faculty ratio.

3.4.3 Average GPA per Semester

The average GPA is 2.95

3.4.4 Average Completion Time

The BDS program has average completion time of 4 years. The attrition rate in the program is 1.9%.

3.4.5 Employer Satisfaction

Islamic International Dental College conducted the employer survey to judge their satisfaction level which turned out to be 91%. See Annexure B for cumulative results.

3.4.6 Students Course Evaluation Rate

Students' course evaluation rate for all courses is 16.75

3.4.7 Students Faculty Evaluation

QEC staff conducted the teachers' evaluation, in the absence of faculty members, to ensure unbiased feedback. The results showed that 21 out of 29

teachers (72.41%) scored more than 70% marks as graded by students while the rest of the faculty scored above 50%.

3.4.8 Research

The program faculty published 25 research papers in different journals. List of publications is attached in Annexure E.

3.4.9 Community Service

Islamic International Dental College launched a campaign to provide books to needy students in a nearby school. Faculty members and students were assigned different tasks regarding this campaign. Students were responsible to advertise and market the campaign in all campuses while faculty members were responsible to gather books and donations.

3.4.10 Students/Teachers Satisfaction

As per HEC defined standard, a ratio of 4:1 for the academic and administrative non-technical staff is maintained by the International Islamic Dental College.

Students and teachers satisfaction is judged in different ways. For students this is done by faculty as well as QEC staff by conducting, in-class discussions to know students views and through feedback provided by them on HEC Performa number 1 & 10. While, teachers satisfaction is judged using the HEC defined Performa number 5 and their views during in person discussion with QEC staff.

4.0 Criterion 2: Curriculum Design and Organization

4.1 Title of Degree Program

Bachelor of Dental Surgery (BDS)

4.2 Definition of credit hour:

One credit hour is 1 hour of theory lecture or 3 hours of laboratory work in a week. However the BDS program is not run on credit hour basis.

4.3 Degree plan

Following is the complete list of courses/modules taught in the selected program. Section 4.5 shows the details about all the courses/modules taught in BDS program, including pre-requisites and books.

YEAR WISE DISTRIBUTION OF SUBJECTS:

1 ST YEAR	2 ND YEAR	3 RD YEAR	4 TH YEAR
General Anatomy Histology and Embryology	General Pharmacology	Medicine	Prosthodontics
Physiology	General Pathology	Surgery	Operative Dentistry
Bio-Chemistry	Oral Biology and Tooth Morphology	Oral Pathology	Oral and Maxillofacial Surgery
Science of Dental Materials	Community and Preventive Dentistry	Periodontology and Oral Medicine	Orthodontics
Pak Studies and Islamiat / Ethics			

4.4 Courses Information

Study Guides of 1st Year BDS

Name of Course	General Anatomy Histology and Embryology
Year	1 st Year BDS
Course Code	10101
Course Duration	1 Year
Course Rationale	Brief history of Anatomy will be taught. Anatomical nomenclature-descriptive terms will also be included. Classification and brief anatomy of skeletal systems, joints, muscles, cardiovascular system, lymphatic system, nervous system, autonomic nervous system, skin

	and fascia will be taught. Microscopy and General histology of cell, epithelial tissues, connective tissues, cartilage, bone, muscular tissue, nervous tissue, nervous system, lymphoid organ, circulatory system and integument will be taught. General embryology of the human foetus and special embryology of the head and neck will be taught. In gross anatomy, the basics of the anatomy of the upper limb, lower limb, thorax and abdomen; and detailed anatomy of the head & neck, brain and neuroanatomy will be taught.
Module Outcomes	<ol style="list-style-type: none"> 1. Describe the structural, developmental and functional anatomy of the human body. 2. Apply the basic sciences knowledge in order to understand the clinical applied scenarios. 3. Incorporate participatory approaches to learning that encourages both independent and critical thinking, as well as the development of communication skills.
Learning Resources	<p>Clinical Anatomy for Medical Students by Richard S. Snell (8th edition).</p> <p>Basic Histology Text and Atlas by Luiz Carlos and Junqueira (12th latest edition).</p> <p>Langmans Medical Embrology (11th edition).</p> <p>Essential Clinical Anatomy by Keith.L.Moore (6th edition).</p> <p>The Developing Human (clinical oriented embryology) by Keith.L.Moore(8th edition).</p> <p>Clinical Neuroanatomy by Snells (7th edition).</p>

Name of Course	Physiology
Year	1 st Year BDS
Course Code	10102
Course Duration	1 Year
Course Rationale	<p>Human physiology is the science of the mechanical, physical, bioelectrical and biochemical functions of humans in good health, their organs and the cells of which they are composed. Physiology focuses primarily at the level of organs and systems</p> <p>This module is expected to build the student's basic knowledge about the normal structure, organization, functions and development of the various organ systems. This knowledge will serve as a fabric on which the student will weave further knowledge about the etiology, pathology and pathogenesis of diseases of the different organ systems and the principles of their management.</p>
Module	Each student will acquire the basic knowledge and terminology

Outcomes	<p>about the different physiological organ systems. It will help to understand the structural and functional organization of these systems.</p> <p>It will also introduce to the students, the Pathophysiology and clinical features of major clinical problems related to physiology of the human body that are prevalent in our society. Also the principles of management of diseases (to be dealt in depth in second year) with emphasis on Pathophysiology and the pharmaceutical agents required in the management of various disorders.</p>
Learning Resources	<p>Text book of Medical Physiology by Guyton and Hall (12th edition). Human Physiology: From Cells to Systems by L Sherwood (7th-edition). Medical Physiology by Ganong (23th-edition).</p>

Name of Course	Biochemistry
Year	1 st Year BDS
Course Code	10103
Course Duration	1 Year
Course Rationale	<p>Biochemistry is the study of the structure, composition, and chemical reactions of substances in living systems. The major aim is to provide a sound but crisp knowledge on the biochemical basis of the life processes relevant to the human system and to dental/medical practice. The contents should be organised to build on the already existing information available to the students in the pre-university stage and reorienting. A mere rehash should be avoided.</p> <p>The chemistry portion should strive towards providing information on the functional groups, hydrophobic and hydrophilic moieties and weak valence forces that organize macromolecules. Details on structure need not be emphasized.</p>
Module Outcomes	<p>By the end of this module, students should be able to carry out further study and research and understand the implications of biochemical discoveries and inventions. They will learn to think analytically and independently and are encouraged to apply this knowledge ethically throughout their lifetimes to civic, personal and professional problems.</p>
Learning Resources	Lippincott's Biochemistry (5 th edition)

Name of Course	Science of Dental Materials
Year	1 st Year BDS
Course Code	10104
Course Duration	1 Year
Course Rationale	<p>The science of Dental material has undergone tremendous changes over the years. Continued research has led to new material systems and changing concepts in the dental field. Interlinked with various specialized branches of chemistry, practically all engineering applied sciences and biological characteristics, the science of dental material emerged as a basic science in itself with its own values and principles.</p> <p>The aim of the course is to present basic chemical and physical properties of dental materials as they are related to its manipulation to give a sound educational background so that the practice of dentistry emerged from art to empirical status of science, as more information through further research becomes available.</p>
Module Outcomes	By the end of this module, students should be able to recognise the clinical, technical and scientific rationale for the use of materials and related technologies in dentistry, the principles of scientific method and their application to the study and development of dental materials.
Learning Resources	Applied Dental Materials by John F McCabe Notes on Dental Materials by E C Combe
Name of Course	Pakistan Studies and Islamiat/Ethics
Year	1 st Year BDS
Course Code	10105
Course Duration	1 Year
Course Rationale	This dual subject module aims to provide insight into the origins, creation and development of Pakistan on one hand and the foundation, principles and practices of Islam on the other.
Module Outcomes	The students will gain knowledge helping them to develop an understanding of the physical characteristics, religious, cultural and moral practices of the people of Pakistan and the economic development, population characteristics and the inter-relationships of Pakistan.
Learning Resources	An Introduction to Pakistan Studies by Muhammad Ikram Rabbani

Study Guides of 2nd Year BDS

Name of Course	General Pharmacology
Year	2 nd Year BDS
Course Code	20201
Course Duration	1 Year
Course Rationale	<p>Pharmacology is the branch of medicine concerned with the uses, effects, and modes of action of drugs.</p> <p>At the end of the course the student shall be able to:</p> <p>i) Describe the pharmacokinetics and pharmacodynamics of essential and commonly used drugs in general and in dentistry in particular.</p> <p>ii) List the indications, contraindications; interactions, and adverse reactions of commonly used drugs with reason.</p> <p>iii) Tailor the use of appropriate drugs in disease with consideration to its cost, efficacy, safety for individual and mass therapy needs.</p> <p>iv) Indicate special care in prescribing common and essential drugs in special medical situations such as pregnancy, lactation, old age, renal, hepatic damage and immuno compromised patients.</p> <p>v) Integrate the rational drug therapy in clinical pharmacology.</p>
Module Outcomes	The broad goal of teaching under graduate students in pharmacology is to inculcate rational and scientific basis of therapeutics keeping in view of dental curriculum and profession.
Learning Resources	<p>Basic and Clinical Pharmacology by Katzung 11th Edition</p> <p>The Pharmacological Basis of Therapeutics by Goodman and Gillman 10th Edition</p> <p>Lippincott's Pharmacology 4th Edition</p>

Name of Course	General Pathology
Year	2 nd Year BDS
Course Code	20202
Course Duration	1 Year
Course Rationale	<p>General pathological diseases are quiet common in our clinical practice, It is important to have a clear concept of common general pathological diseases including acute and chronic inflammation. Cell injuries, cell adaption and death. Tissue repair in which cell regeneration and fibrosis occurs.</p> <p>Haemodynamic disorders such as thrombosis and shock especially anaphylactic shock can also be life threatening occurs. Hypersensitivity reactions are more common than other autoimmune disease</p> <p>Diseases of immunity in which Hypersensitivity reactions. as well as the dental graduates should have a sound knowledge of</p>

	pathogenesis, clinical presentation, investigations. This basic knowledge will help the students to integrate the application of this skill in their clinical practice for timely diagnosis and successful management of patients
Module Outcomes	By the end of this module students should be able to: <ol style="list-style-type: none"> 1. Integrate the basic sciences knowledge with clinical sciences about pathological diseases. 2. Practice history taking, clinical examination to diagnose different pathological diseases. 3. Enlist investigations and interpret pathological diseases. 4. Enlist managements of commonly encountered hypersensitivity emergencies. Diagnose and refer specific diseases to specialists
Learning Resources	Pathologic Basis of Disease by Robbins and Cotran (8 th edition) Clinical Chemistry (Chemical Pathology) by William Marshall (5 th edition). Review of Medical Microbiology and Immunology by Warren Levinson (Microbiology) 11 th edition. Lippincott's Illustrated Review on Microbiology (2 th edition).

Name of Course	Oral Biology and Tooth Morphology
Year	2 nd Year BDS
Course Code	20203
Course Duration	1 Year
Course Rationale	Oral Biology course includes instructions in the subject of Dental Morphology, Oral Embryology, Oral Histology and Oral Physiology. Introduction – Oral Biology – a composite of basic Dental Sciences & their clinical applications. The student should acquire basic skills in: <ol style="list-style-type: none"> 1. Carving of crowns of permanent teeth in wax. 2. Microscopic study of Oral tissues. 3. Identification of Deciduous & Permanent teeth. 4. Age estimation by patterns of teeth eruption from plaster casts of different age groups.
Module Outcomes	
Learning Resources	Oral Histology (Development, Structure and Function), A.R.Tencate

Name of Course	Community and Preventive Dentistry
Year	2 nd Year BDS
Course Code	20204
Course Duration	1 Year
Course Rationale	The aim of this module is to inculcate knowledge and understanding in the students to enable them to prevent and control oral diseases and promote oral health through informed and organized community efforts; and to efficiently conduct epidemiological research.
Module Outcomes	At the conclusion of the course the student shall have a knowledge of the basis of public health, preventive dentistry, public health problems in Pakistan, Nutrition, Environment and their role in health, basics of dental statistics, epidemiological methods, National oral health policy with emphasis on oral health policy. The students shall have required at the skill of identifying health problems affecting the society, conducting health surveys, conducting health education classes and deciding health strategies. Students should develop a positive attitude towards the problems of the society and must take responsibilities in providing health.
Learning Resources	Dentistry, Dental Practice and the Community by Burt & Eklund 6 th Edition Essential Dental Public Health by Blanaid Daly, Richard Watt, Paul Batchelor, Elizabeth Treasure 2 nd Edition Community Oral Health by Cynthia Pine, Rebecca Harris 3 rd Edition

Study Guides of 3rd Year BDS

Name of Course	Medicine
Year	3 rd Year BDS
Course Code	30301
Course Duration	1 Year
Course Rationale	Special emphasis should be given throughout on the importance of various diseases as applicable to dentistry. Students will be taught the Special precautions/ contraindication of anaesthesia and various dental procedures in different systemic diseases. They will understand how to manage dental emergencies
Module Outcomes	The student must be able to take history, do general physical examination (including build, nourishment, pulse, BP, respiration, clubbing, cyanosis, jaundice, lymphadenopathy, oral cavity) and be able to examine CVS, RS and abdomen and facial nerve and be updated with the protocols for managing medical emergencies in

	dentistry.
Learning Resources	Davidson's Principles and Practice of Medicine 20 th Edition Medical Problems in Dentistry by R.A. Cawson, Crispian Scully

Name of Course	Surgery
Year	3 rd Year BDS
Course Code	30302
Course Duration	1 Year
Course Rationale	General Surgery is taught to acquaint the student with various diseases, which may require surgical expertise and to train the student to analyze the history and be able to do a thorough physical examination of the patient. The diseases as related to head and neck region are to be given due importance, at the same time other relevant surgical problems are also to be addressed.
Module Outcomes	At the end of one year of study the student should have a good theoretical knowledge of various ailments, and be practically trained to differentiate benign and malignant diseases and be able to decide which patient requires further evaluation.
Learning Resources	Bailey and Love's Short Practice of Surgery 25 th Edition

Name of Course	Oral Pathology
Year	3 rd Year BDS
Course Code	30303
Course Duration	1 Year
Course Rationale	Oral Pathology is a specialized branch of pathology dealing with the pathology and microbiology of the diseases of the oral cavity, head and neck.
Module Outcomes	At the end of Oral Pathology & Microbiology course, the student should be able to comprehend - 1. The different types of pathological processes, that involve the oral cavity. 2. The manifestations of common diseases, their diagnosis & correlation with clinical pathological processes. 3. An understanding of the oral manifestations of systemic diseases should help in correlating with the systemic physical signs & laboratory findings. 4. The student should understand the underlying biological principles governing treatment of oral diseases. 5. The principles of certain basic aspects of Forensic Odontology.
Learning	Oral Pathology, J.V.Soams, J.C.Southam

Resources	Essential of Oral Pathology and Oral Medicine, R.A.Cawson, E.W.Odell
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Name of Course	Periodontology and Oral Medicine
Year	3 rd Year BDS
Course Code	30304
Course Duration	1 Year
Course Rationale	<p>PERIODONTICS has a very important role in the maintenance of oral hygiene Its study help us to understand as to how clean our oral cavity, the structures surrounding the teeth i.e. periodontium. Basic clinical studies in which we understand the</p> <p>Anatomy of gingiva, its clinical and histological features</p> <p>Cementum and alveolar bone</p> <p>Periodontal ligament</p> <p>How dental plaque formation occurs and its composition</p> <p>Calculus formation and composition, how its composition & its causative factors</p> <p>Epidemiology of periodontal diseases</p> <p>Gingivitis and classification of gingivitis</p> <p>Acute Necrotizing Ulcerative gingivitis</p> <p>Gingival Hyarpplasia,</p> <p>Occlusal trauma</p> <p>Periodontitis,Classification,sign and symptoms and management</p> <p>Aggressive periodontitis</p> <p>Gingival Recession</p> <p>Periodontal Emergencies</p> <p>Sterilization & Cross infection control</p> <p>Gingivectomy&Gingivoplasty</p> <p>Flap Surgeries</p> <p>GTR(Guided tissue Regeneration procedures).These all are the procedures performed in the periodontics department,providing a favourable environment for the learning of the students.</p>
Module Outcomes	<p>At the end of this module the student should bee to:</p> <p>KNOWLEDGE:</p> <ol style="list-style-type: none"> 1. Identify & interpret the gingival diseases baesd on the classification,e.g gingival hyperplasis due to effects of drugs. 2. They should know the histology and physiology of the gingival tissues. 3. They should know about the pathological changes of oral cavity. 4. They should know the effects of imbalances of harmones on the health of periodontium .

	<ol style="list-style-type: none"> 5. Describe the role of drugs used in puberty, pregnancy and contraceptives. 6. Introduction to emergency treatment care in case of medical emergencies at dental chair. 7. Describe health aspects of oral cavity and Islamic perspective of oral hygiene. 8. Describe the indicators and the measures to control cross infection and sterilization. <p>SKILL:</p> <ol style="list-style-type: none"> 1. Demonstrate effective skills of history taking. 2. Perform periodontal examination on patients. 3. Perform gingivectomies, gingivoplasties, Widman flap procedures in case of excessive loss of periodontal tissues.. <p>ATTITUDE:</p> <ol style="list-style-type: none"> 1. Demonstrate effective communication skill strategies while taking history and examining the patients 2. Display the personal attributes of compassion, honesty and integrity in relationships with patients, families, communities and the dental profession. 3- Demonstrate a professional Attitude, team building spirit and good communication skills through effective participation in cooperative problem solving, especially in small group exercises.
Learning Resources	<p>Clinical Periodontology by Carranza Oral Medicine by W.R. Tyldesley Oral Medicine and Pathology by Cawson and Odel</p>

Study Guides of 4th Year BDS

Name of Course	Prosthodontics
Year	4 th Year BDS
Course Code	40401
Course Duration	1 Year
Course Rationale	<p>Prosthodontics is that aspect of dentistry that deals with the replacement of missing teeth and an understanding of the biomaterials used in their construction. Biological and psychosocial aspects of this sphere of dentistry will be emphasised.</p> <p>It is essential to study the underlying principles concerned with the prosthetic reconstruction of the oral tissues so that the rehabilitation process may be carried out in an efficient manner</p>
Module Outcomes	<p>By the end of the course students should be able to:</p> <ol style="list-style-type: none"> 1. Classify the various materials used in manufacturing prosthodontics prostheses

	<ol style="list-style-type: none"> 2. Identify and understand the factors and principles affecting the design of prosthesis 3. Understand the underlying principles and techniques of prosthetic rehabilitation of the oral tissues
Learning Resources	McCracken's Removable Partial Dentures Contemporary Fixed Prosthodontics Boucher's Prosthodontics Treatment for Edentulous Patients

Name of Course	Operative Dentistry
Year	4 th Year BDS
Course Code	40402
Course Duration	1 Year
Course Rationale	Operative Dentistry is that branch of dentistry concerned with the restoration of parts of the teeth that are defective as a result of disease, trauma, or abnormal development to a state of normal function, health, and esthetics.
Module Outcomes	By the end of the module, students should be able to: <ol style="list-style-type: none"> 1. Understand the pathogenesis and aetiology of caries 2. Identify the various materials used for restoring teeth 3. Understand the principles and techniques used for the restoration of teeth
Learning Resources	Sturdevant's Art and Science of Operative Dentistry Harty's Endodontics in Clinical Practice

Name of Course	Oral and Maxillofacial Surgery
Year	4 th Year BDS
Course Code	40403
Course Duration	1 Year
Course Rationale	Oral surgery subject is related to clinical studies regarding history taking, investigations and diagnosis of diseases. Local Anesthesia Treatment of medically compromised patients. Management of hospitalized patients. Exodontia Complicated exodontias Impacted teeth including canines. Orofacial infections, diagnosis and management, including prophylaxis. Salivary glands. Surgical endodontics. Maxillary antrum. Temporomandibular joint disorders Biopsy techniques. Cyst, cystic lesions of the orofacial region.

	<p>Maxillofacial trauma Pre-prosthetic Surgery. Dentoalveolar Trauma. Benign tumors of the orofacial region. Malignant tumors of the orofacial region. Management of pt. undergoing chemotherapy & radiotherapy. Cleft lip & palate. Orthognathic surgery. Facial pain. Medicolegal Aspects.(Informed consent) Implants Facial skeleton fractures. Soft tissues injuries.</p>
Module Outcomes	<p>By the end of the module the student should be able to;</p> <ol style="list-style-type: none"> 1. To describe the pathogenesis, clinical presentations, investigations, lab diagnosis, and management of following common, cardiac diseased patients, patients with haematological disorders, lymphomas, hereditary and acquired bleeding disorders and regarding operation theatre cases. 2. Practice the primary management and important aspects of secondary management of common surgical procedures.
Learning Resources	<p>Contemporary Oral & Maxillofacial Surgery by Patterson, Ellis & Tucker Killey's Fractures of the Middle Third of the Facial Skeleton Killey's Fractures of the Mandible</p>

Name of Course	Orthodontics
Year	4 th Year BDS
Course Code	40404
Course Duration	1 Year
Course Rationale	<p>Orthodontic disorders account for normal to severe malocclusion in the community. It is fortunate that most of the cases can be treated well by proper diagnosis, assessment or appropriate management of the orthodontic problems. Correct approach can go a long way in decreasing avoidable problems. Now a days junk food in take, basically use of the soft diets resulting in the early age results in the lack of growth of the jaw bones, space for the teeth to erupt decreases resulting in malocclusion. Diets and habits like thumb sucking etc can be corrected and treated but are also preventable. Dental students must be made aware of importance of proper</p>

	<p>management of orthodontic problems for the benefit of community and humanity. Students under the supervision of highly qualified teachers learn about all classes of malocclusion, malocclusion related to spacing, malocclusion related to deep bites or open bites or cross bites. Treatment of cleft lip and palate type 1 and type 2. Diagnosis and management of Habits. 1 & 2. Adult Orthodontics Biomechanics in orthodontics Orthognathic surgery</p>
Module Outcomes	<p>By the end of the module the students should be able to:</p> <ol style="list-style-type: none"> 1. Integrate the basic concepts formed in the first spiral to solve clinical problems 2. Able to take detailed history, perform clinical examination, make a provisional diagnoses and plan appropriate investigations 3. Interpret common orthodontics problems 4. Develop basic understanding of common orthodontic diseases 5. Know when to refer a patient with orthodontic problem for expert opinion. Time is critical in making this decision
Learning Resources	<p>Contemporary Orthodontics by Proffit Introduction to Orthodontics by Laura Mitchell</p>

4.5 Standard 2-1

The curriculum must be consistent and supports the program's documented objectives.

4.5.1 Group 1: Basic Medical Sciences (B.M.S)

General Anatomy Histology and Embryology, Physiology, Bio-Chemistry, Science of Dental Materials, General Pharmacology, General Pathology, Oral Biology and Tooth Morphology, Community and Preventive Dentistry, Oral Pathology

4.5.2 Group 2: Clinical Specialties

Medicine, Surgery, Periodontology and Oral Medicine, Prosthodontics, Operative Dentistry, Oral and Maxillofacial Surgery, Orthodontics

4.5.3 Group 3 Humanities

Pak Studies and Islamiat / Ethics

4.5.4 Course Groups and Program Objectives

Courses Groups	Objectives				
	1	2	3	4	5
1	X	X	X	X	
2		X		X	
3	X	X	X	X	X

Table 4: Courses versus Program Objectives

4.6 Standard 2-2

Theoretical backgrounds, problem analysis and solution design must be stressed within the program's core material.

Elements	Courses
Theoretical Background	General Anatomy Histology and Embryology, Physiology, Bio-Chemistry, Science of Dental Materials, General Pharmacology, General Pathology, Oral Biology and Tooth Morphology, Community and Preventive Dentistry, Oral Pathology
Solution Design	Medicine, Surgery, Periodontology and Oral Medicine, Prosthodontics, Operative Dentistry, Oral and Maxillofacial Surgery, Orthodontics

Table 5: Standard 2-2 Requirement

4.7 Standard 2-3

The Curriculum must satisfy the core requirements for the program as specified by the respective accreditation body.

BDS program is accredited by Pakistan Medical and Dental Council (PMDC).

Minimum Requirements for each program (Program Year Weeks)

Program	Maths & Basic Sciences	Medical Science Topics	General Education (Humanities & Management Sciences)	Others	Electives
BDS	0	164	5	0	

Table 6: Program Weeks

4.8 Standard 2-4

The curriculum must satisfy the major requirements for the program as specified by the respective accreditation body.

Same as Standard 2-3.

4.9 Standard 2-5

The curriculum must satisfy general education, arts and professional and other discipline requirements for the program as specified by the respective accreditation body.

Same as standard 2-3 and Standard 2-1 (table 4.4) as defined above.

4.10 Standard 2-6

Information technology component of the curriculum must be integrated throughout the program

The program does not contain information technology as a subject. However, the management strongly encourages the use of IT tools by the students for submission of assignments etc.

4.11 Standard 2-7

Oral and written communication skills of the student must be developed and applied in the program.

Students are given oral communication practices through topics presentation in the central classes during the course of theoretical and clinical studies. While undergoing clinical training in the wards, the students present their assigned cases to the senior students and faculty thereby improving their oral and written communication skills.

5.0 Criterion 3: Laboratories and Computing Facilities

Riphah has established multiple laboratories for students to practice their learning outcomes. Following is the list of available laboratories:

DETAIL OF LABORATORY EQUIPMENT (Pathology Lab)

ROOM INVENTORY IIDC

ROOM NO	201
NAME	Pathology Lab

S No	Description	Model/Made	Unit	Quantity	Remarks
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Equipment					
1	Microscope	China	Each	15	
2	Water Bath	China	Each	2	
3	Laminar Flow		Each	1	
4	Incubator	IRMECO	Each	1	
5	Hot Air oven	IRMECO	Each	1	
6	Autoclave	China	Each	1	
7	Coloni Counter	CMOS	Each	1	
8	Spectophotometer	China(Sp1103)	Each	1	
9	Colori meter	AE-11M	Each	1	
10	Centrifuge	China	Each	1	
11	Refrigerator	Dawlance	Each	1	
12	Filtration Asembly+Vacume pump		Each	1	
13	E.S.R. Stands		Each	2	
14	Foreceps (large)		Each	5	
15	Foreceps (samll)		Each	4	
16	Knife Blades		Box	1	

17	Test tube Holder		Each	10	
18	Wire Loop		Each	7	
19	Haemocyto Meter		Each	5	
20	Sahli, Haemometer		Each	10	
21	Distillation Apparatus	China	Each	1	
22	Electronic Balance	TH-500	Each	2	

DETAIL OF LABORATORY EQUIPMENT (Anatomy)

ROOM INVENTORY IIDC

ROOM NO	202
NAME	Anatomy

S No	Description	Model/Made	Unit	Quantity	Remarks
Equipment					
1	Microscopes	Noif Xzs1070	Each	10	
2	Camera Microscopes		Each	1	
3	Television with Remote Contol	Samsung	Each	1	
4	X - Ray Eluminator	Reflection	Each	2	
5	Slide Projector		Each	1	
6	Specimen Jars		Each	36	
7	Skeleton		Each	4	
8	Skull		Each	6	
9	Brain		Each	1	
10	Ear		Each	1	
11	Eye		Each	1	
12	Larynx		Each	1	
13	Thoryx, Abdominal Structure		Each	1	
14	General Histology		Each	9	
15	Special Histolgy		Each	35	
16	Head and Neck 3D modle		Each	1	
17	Model of Nasal, Oral, Pharynx and Larynx Cavities	GD/A 13001	Each	1	
18	Model of Mouth, Nose, Pharynx and Larynx with vessels and nerves	GD/A 18108	Each	1	
19	Model of Head with Muscles	GD/A 18211	Each	1	
20	Model of Head and Neck with vessels, Nerves and Brain	GD/A 18212	Each	1	
21	Model of Adult Skull	GD/A 11110	Each	1	

22	Model of Brain	GD/A 18201	Each	1	
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DETAIL OF LABORATORY EQUIPMENT (Phantam Head)

ROOM INVENTORY IIDC

ROOM NO		203			
NAME		Phantam Head			
S No	Description	Model/Made	Unit	Quantity	Remarks
Equipment					
1	Phantom head		Each	16	
2	Lightcore unit (Light cure unit)		Each	1	
3	Slide projector		Each	1	
4	Hand Peace (Air turbine Push button)		Each	16	
5	Model surveyor		Each	1	
6	Slides		Each	28	
7	Instrument Tray box iron		Each	2	
8	Projector over head	3M-1708	Each	1	Shifted to Admin
9	Lab engine		Each	1	
10	Hino articulator		Each	1	
11	Iron material tray		Each	1	
12	Impression tray steel		Each	2	
13	Dental Study model Upper lower		Each	1	
14	Dental Study model articulator		Each	4	
15	Big Dental study model		Each	1	
16	Vibrator Machine		Each	1	
17	Microscope		Each	11	
18	Forceps Set		Each	1	
19	Flask		Each	1	
20	Slow speed Hand Peace		Each	16	
21	Nissin Dental study model		Each	1	
22	Study model EXT tooth		Each	3	
23	Lab engine Hand peace		Each	5	
24	Dental Unit Phantom Head	Glow Pak	Each	9	
25	Microscope	OLYMPUS-01 Made in Philippines	Each	1	

DETAIL OF LABORATORY EQUIPMENT (Pre-prosthetic Lab-1)

ROOM INVENTORY IIDC

ROOM NO	211
NAME	Pre-prosthetic Lab-1

S No	Description	Model/Made	Unit	Quantity	Remarks
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Equipment					
1	Lab engines		Each	2	
2	Lath Machin		Each	2	
3	Model trimmer		Each	2	
4	Gas burnners		Each	7	
5	Bench Press		Each	1	
6	Glass Jar		Each	5	
7	Bowl		Each	1	
8	Spatula		Each	1	
9	Dental Flask		Each	1	
10	Rotex Micro Motor	Dentamerica	Each	1	

DETAIL OF LABORATORY EQUIPMENT (Pre-prosthetic Lab-2)

ROOM INVENTORY IIDC

ROOM NO	212
NAME	Pre-prosthetic- 2

S No	Description	Model/Made	Unit	Quantity	Remarks
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Equipment					
1	Lab engines		Each	1	Non Function
2	Lab engines		Each	1	
3	Hand Piece (Slow speed)		Each	1	
4	Lath Machin		Each	2	
5	Stove		Each	1	
6	Model trimmer		Each	2	
7	Bench Press		Each	1	
8	Gas burnners		Each	6	
9	Individual teeth Moulds		Each	14	
10	Rubber Bowls		Each	2	

11	Edentulous Moulds		Each	4	
12	Plaster spatula		Each	1	
13	Pot		Each	1	
14	Malival Jar		Each	1	
15	Auto clave		Each	1	
16	Rotex Micro Motor	Dentamerica	Each	1	
17	Compressor		Each	1	

DETAIL OF LABORATORY EQUIPMENT (Pre-prosthetic Lab-2)

ROOM INVENTORY IIDC

ROOM NO	301
NAME	Biochemistry lab

S No	Description	Model/Made	Unit	Quantity	Remarks
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Equipment					
1	Spirit Lamp Stand		Each	24	
2	Spatulla		Each	30	
3	Burners		Each	20	
4	Test tube rack		Each	48	
5	Refrigerator	Dawlance	Each	1	
6	PH Meter Elactrical	PHS-3B	Each	2	
7	PH meter Water Digital	Milwaukee	Each	2	
8	Spectrophotometer	SP1103	Each	1	
9	Triple Beam Meter	QHAUS	Each	2	
10	Thermoststic Dryong Oven	DHG-9202	Each	2	
11	Microscope	NOIF	Each	1	
12	Colorimeter	AE11M	Each	9	
13	Water Bath	China	Each	3	
14	Centerifuge	800centerifuge	Each	3	
15	Exhuast Fan colour cream	GFC	Each	1	

DETAIL OF LABORATORY EQUIPMENT (Pharmacology Lab)

ROOM INVENTORY IIDC

ROOM NO	302
NAME	Pharmacology Lab

S No	Description	Model/Made	Unit	Quantity	Remarks
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Equipment					
1	Kamograph with accessories		Each	7	
2	Organ Bath Accessories		Each	7	2 Non working
3	Oxygen cylinder with accessories		Each	7	
4	Digital Balance	HKC-3100	Each	1	
5	Analytical Balance	TE-313S SartoRipahs	Each	1	
6	Analytical Balance	ELB-300 Shimodzu	Each	1	
7	Adjustable Wrench 12"	S.S	Each	1	
8	Digital Constant Temperature tank		Each	1	
9	Centrifuge machine (800 Centrifuge)		Each	1	
10	Distillation unit (Electric 5 Ltr Per hour)	China	Each	1	
11	Bottles with out lets Tryout Bottle	Plastic	Each	1	
12	Analog Scale		Each	1	
13	Magnet sttrier Hot Plat	78-1	Each	3	
14	Water Disstillation Plant (Gas)		Each	1	
15	Surgical tray	S.S	Each	2	
16	Scissor Larg	S.S	Each	11	
17	Scissor small	S.S	Each	6	
18	Scissor medium	S.S	Each	3	
19	Forcps	S.S	Each	5	
20	Spatulas		Each	5	
21	Pithing Needles Wooden		Each	9	
22	Pithing Needles (S.S)		Each	6	
23	Torch (Medium)		Each	7	Non Working
24	Torch (Small)		Each	4	Non Working
25	Dicession Box		Each	5	
26	Mortal & Pastle		Each	8	
27	Pippet Stand		Each	2	
28	Burners		Each	3	
29	Test Tube Stand		Each	5	
30	Tripod Stand		Each	5	
31	Frog Dissection Board		Each	2	
32	Rabbit Box		Each	5	
33	Bone cutter		Each	1	
34	Surgical Blade Holder		Each	2	
35	Frog Board		Each	5	
36	Pastle		Each	2	

DETAIL OF LABORATORY EQUIPMENT (Physiology Lab)

ROOM INVENTORY IIDC

ROOM NO	311
NAME	Physiology Lab

S No	Description	Model/Made	Unit	Quantity	Remarks
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Equipment					
1	Microscopes (Binocular)	Noif	Each	14	
2	Microscope (Trinocular)	Noif	Each	1	
3	Electric centrifuge		Each	1	
4	Exercise cycle	Life style	Each	2	
5	BP Appratus (Watch type)	Toshiba	Each	23	
6	BP Appratus (Mercury)	Medi Tech	Each	4	
7	BP Appratus Mercury with stand	CE0123	Each	2	
8	Stethoscope	Master	Each	24	
9	Disection Box	China	Each	4	
10	Eye Testing Chart	China	Each	1	
11	Hight & Weight Machine	Health Scale	Each	2	
12	Tunning Forks	China	Each	14	
13	Hand Counters	Taiwan	Each	7	
14	Peak Flow Meters	Asthma Check	Each	5	
15	Diagnostic set	Shanghi China	Each	2	
16	Torch	Marienfeld	Each	13	
17	Haemometers	Golden P.C.	Each	20	
18	Haemocytometer		Each	20	
19	ESR Tube Stand		Each	5	
20	Hammer		Each	22	
21	Stop Watches	Kenko	Each	24	
22	Pithing needle		Each	5	
23	Syring needle cutter		Each	1	

5.1 Standard 3-1

Laboratory manuals/documentation/instructions for experiments must be available and easily accessible to faculty and students.

Laboratory In-charge is the custodian of all the manuals and instructions concerning his laboratory. Its copies are also available with the Program Coordinator to be used by the faculty and students. These manuals and instructions are issued to desired entity through a defined process and proper record is maintained. The laboratory in-charge keeps the manuals and instructions in laboratory for immediate access to students and faculty members during the laboratory work.

Laboratory equipment and facilities in IIDC are equally good and comparable to any high reputed university of the country.

5.2 Standard 3-2

There must be support personal for instruction and maintaining the laboratories.

Each laboratory is authorized two staff members, Laboratory In-Charge and Laboratory Attendant. Laboratory in-charge is responsible for overall maintenance of laboratory and also maintains the manuals and instructions while laboratory Attendant is responsible to maintain the laboratory equipment and general duties within the lab.

5.3 Standard 3-3

The University computing infrastructure and facilities must be adequate to support program's objectives.

The computer facilities available to the students and faculty are in abundance. Every teacher has a dedicated computer and access to internet during and after working hours. Similarly students have 20 terminals to their disposal in the library where they have access to unlimited internet and computing facilities

Riphah is running a comprehensive Campus Management System. It facilitates the faculty members in maintaining the attendance record, examination schedules, time tables and student's data.

6.0 Criterion 4: Student Support and Advising

All, Riphah programs, since year 2002, started and finished on schedule. The teachers and students in Riphah have facility of interaction, even after classes, for any professional and academic advice. This fact is also highlighted by the students in the feedback on Performa number 10, taken by the Quality Enhancement Cell (QEC).

6.1 Standard 4-1

Courses must be offered with sufficient frequency and number for students to complete the program in a timely manner.

The department offers courses/modules (core and humanities) as per requirements of the program. The required and elective courses are offered in a logical sequence to groom the students to obtain the program's defined objectives and outcomes. The courses offered outside the department belong to Faculty of Basic Sciences and Faculty of Social Sciences. The BDS program coordinator coordinates with the respective coordinators in both the faculties and accommodates the desired courses in program's time table. This is done well in advance, prior to the commencement of classes to avoid any clashes in the schedule.

6.2 Standard 4-2

Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants.

All courses/modules in the program are taught by the single faculty member. Courses/modules are structured in the board of studies, before, commencement of each academic year. Faculty members carry out frequent interaction with students. Students are encouraged to give feedback and their views, about syllabi during and after the classes.

6.3 Standard 4-3

Guidance on how to complete the program must be available to all students and access to qualified advising must be available to make course decisions and career choices.

Students are briefed about the program contents at the start of the session during orientation week by in-charge program and QEC staff. In-Charge Program acts as advisor to guide students to choose appropriate courses and also provide guidance on different issues. He maintains a list of guidance points provided to students during the whole duration of the program. Guidance points are evaluated at the end of the program to have necessary improvements.

In-charge student's affair endeavors to give professional counseling to students when needed. Students can get in touch directly with him/her for any advice/guidance.

Program coordinator advises students regarding selection of professional societies and technical bodies. He helps students to get membership of such organizations on individual basis as per their choice.

In-charge House Job program coordinates with different hospitals to have study/clinical tours for students to improve their subject vision and clinical skills. He/She is also mandated to invite professionals from different hospitals for having interactive sessions with students.

7.0 Criterion 5: Process Control

7.1 Standard 5-1

The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

Admissions are made once a year, in Spring. The program has a well defined admission criterion that includes evaluation of student's marks at different levels and admission test results.

Students with more than 60% marks in HSSC or equivalent are eligible to appear in the admission test of the program. Admission is granted strictly on the basis of academic record and admission test.

Students from accredited dental colleges/universities are eligible to transfer their credits to Riphah. Students have to submit complete course curriculum and internal evaluation certificate of each subject from his/her previous institution duly signed by head of department/principal. Student's requests in this regard are dealt on case to case basis. Such requests are discussed in Board of Studies for decision. Dean of the faculty is final deciding authority.

The admission criterion is evaluated every 2 years by the board of faculties and academic council in the light of instructions issued by PMDC & HEC. Minor adjustments regarding admission test results weightages or test contents are made within university.

7.2 Standard 5-2

The process by which students are registered in the program and monitoring of students' progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

The selected students are registered by Registrar office and registration numbers are issued.

At the end of each year students are evaluated through assignments, sessionals, mid-term tests and final examinations. The laboratory work has got a good weight-age and it is done on regular basis as per schedule and contributes significantly towards the student's evaluation for relevant course. Passing students in each year are allowed to join the next year.

7.3 Standard 5-3

The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.

Vacant positions are advertised in the national newspapers. Applications are scrutinized by the Principal IIDC and HR Department. Call letters are issued to the short-listed candidates on the basis of experience, qualification, publications and other factors as determined by the University in the light of HEC guidelines.

University has a very transparent selection system. Selection of candidates is approved by the Board of Governors (BoG). HEC helps Riphah, in enrolling the foreign faculty as and when demanded by Riphah. Good pay package, favorable teaching environments, research facilities and management support keeps the teachers glued to Riphah.

Faculty performance is evaluated through performance number 10 by students. QEC evaluates data, makes comparative charts and puts up to Dean. Annual increment is awarded to the faculty members on the recommendations of Dean, Vice Chancellor and approval of Pro-Chancellor.

7.4 Standard 5-4

The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.

Students are the recipient of the delivery of course material, through their teachers. The program is actively evaluated by Principal, In Charge program and QEC. The feedback of the taught is best instrument to measure that the course learning outcomes are met. The students give feedback on Performa number 1 regarding course contents and how it was delivered. Through Performa number 10, students evaluate and comment on teacher's efforts, put in to deliver the course contents, his/her general conduct in the class, the environment, he/she, maintains and extra efforts, he/she makes to satisfy student's thirst for knowledge. Faculty feedback is also taken on HEC Performa number 2 (Faculty Course Review Report – See Annexure-L for Faculty Course Review summary) and Performa number 5 (Faculty Survey – Annexure-G) which is a very useful activity to evaluate the course contents, learning and teaching environments and overall teachers satisfaction level. Course evaluation by teachers also indicates what percentage of desired outcome has been achieved by the course contents and what needs to be improved or changed.

This exercise is done once a year. The feedback is discussed with Principal and Vice Principal focuses on making improvements in the weak areas, identified by the students. Teacher's evaluation performas are fed to the computer and bar charts are made. Each teacher is graded out of 5 marks. The comparative bar charts indicate level of performance of teachers, as visualized by the students. QEC, formally submits these bar charts to Principal and Vice Chancellor for their information and taking necessary corrective actions.

7.5 Standard 5-5

The process that ensures that graduates have completed the requirements of the program must be based on standards, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.

The program is run on annual basis and at the end of each year examinations are held to evaluate the students progress in that year. Qualified students are allowed to join next year and this cycle continues till the end of 5th year which is the final year. At the end of 5th year the internal assessment of all the students is reviewed including the results of all the professionals and final results are announced on that basis.

The program completion process is evaluated on the basis of feedbacks from current students, alumni and employers. The feedback is documented and its evaluation indicates degree of satisfaction of the graduates. Three forms (Performa 3, Survey of Graduating Students (Annexure-F), Performs 7, Alumni Survey (Annexure-A) and Performa 8, Employer Survey (Annexure-B)) are extremely good instruments to measure the program outcomes and processes. The suggestions given by the graduating students and graduates working in the hospitals are given due weightage. For example a few graduates through Alumni survey indicated that along with theoretical knowledge, they shall be given more exposure towards clinical skills. The proposal is being evaluated by Board of Faculty. The recommendations will be put up to Academic Council for grant of approval for change in syllabi.

The feedback of employers has been achieved. Generally, they are satisfied; however, they have recommended that graduates be given more practice in clinical skills for better patient handling and presentation skills. This is also being processed to make changes in syllabi.

8.0 Criterion 6: Faculty

8.1 Standard 6-1

There must be enough full time faculties who are committed to the program to provide adequate coverage of the program areas/courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph.D. in the discipline.

Program Area of Specialization	Courses in the area and average number of sections per year	Number of Faculty Members in each area	Number of Faculty with Ph.D. Degree
Basic Medical Sciences	General Anatomy Histology and Embryology, Physiology, Bio-Chemistry, Science of Dental Materials, General Pharmacology, General Pathology, Oral Biology and Tooth Morphology, Community and Preventive Dentistry, Oral Pathology		
Clinical Specialties	Medicine, Surgery, Periodontology and Oral Medicine, Prosthodontics, Operative Dentistry, Oral and Maxillofacial Surgery, Orthodontics		
Total			

Table 11: Faculty Distribution by Program Area (table 4.6)

8.2 Standard 6-2

All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place. Effective Programs for Faculty Development

Faculty concurrency in the discipline is based on the criterion set by the University, in the light of HEC guidelines. All faculty members submit their professional resumes on HEC Performa number 9 (Faculty Resume) once a year (Annexure-H). This information is compared with the existing criterion set by university for the concurrency of the post.

All full time faculty members are allocated teaching hours as per HEC defined limit which enables the faculty to have enough spare time to perform scholarly activities and improve their knowledge and skills.

Faculty members are provided adequate resources for research and academic activities. Every faculty member has been provided a computer system and access to internet. Faculty members have also access to library materials for academic and research activities. Professional training is provided to faculty if required to enhance their capabilities, through Riphah Academy of Research and Education (RARE).

RARE holds frequent interactive sessions of junior and senior faculty to discuss teaching methodology with a view to train the young faculty members. This practice is done on yearly basis during the summer vacations. After every 2 years the development program is analyzed in Deans Council for its effectiveness and necessary improvements.

The university encourages the faculty to participate in research activities by providing them sufficient financial support within or outside university.

8.3 Standard 6-3

All faculty members should be motivated and have job satisfaction to excel in their profession.

Faculty members are motivated through public appreciation and documented appreciation (annual performance evaluation report) by the In-Charge Program and Dean on regular basis.

The faculty survey of the program using HEC Performa number 5 indicates the reactions of the faculty, which indicates that teaching load is evenly distributed and faculty is having relaxed environment. Results of faculty surveys are attached in Annexure G. The compiled report of all the faculty members of the university including IIMC is put up to Pro-Chancellor, Vice Chancellor and the respective Deans for their information/evaluation for improvements in the areas, identified by the faculty members.

9.0 Criterion 7: Institutional Facilities

9.1 Standard 7-1

The institution must have the infrastructure to support new trends in learning such as e-learning.

The university has provided e-learning facilities to faculty members and students. Each faculty member has a computer system with access to internet and e-learning library section.

Students have been provided a number of computer systems in the library to access e-learning section. Every student has been provided with user ID to access the e-learning resources from within the university library. The university library is linked with foreign universities libraries through internet.

The support staff to look after the e-learning resources is sufficient in number, trained and responsive. The university has provided enough funding to support the e-learning.

9.2 Standard 7-2

The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel.

The university library has enough technical books in hard copies to support the program learning. The internet access to the external universities libraries provides opportunities to the students and faculty to obtain knowledge from their technical resources.

The library is staffed with more than 8 professionals to help students and faculty members to get access to required books or learning material efficiently.

9.3 Standard 7-3

Class-rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.

Enough class rooms are available to run the program as per desired schedule. In few class rooms, there is a need of up-gradation of multimedia and other resources (details are in the implementation plan). The work orders have been initiated and procurement process is in progress.

10.0 Criterion 8: Institutional Support

10.1 Standard 8-1

There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teachers and scholars.

University allocates enough financial resources each year to hire competent faculty as required. Faculty members are retained by giving them good remuneration, favorable teaching environment, research facilities and management support.

Faculty members are also provided adequate resources for research and academic activities to maintain their competence. Every faculty member has been provided computer system and access to internet. Faculty members have also access to library materials for academic and research activities. Professional training is also provided to faculty if required to enhance their capabilities.

10.2 Standard 8-2

There must be an adequate number of high quality graduate students, research assistants and Ph.D. students.

The university follows the guidelines of HEC and Pakistan Medical and Dental Council (PMDC) for admission in this program. The number of graduate students during the last three years is 306.

College is running FCPS in operative and orthodontics in clinical sciences however few doctors also successfully completed their post graduations in basic sciences as well. Names of the successful doctors are:

Basic sciences

- (1) Late Dr Atta ullah M Phil public health
- (2) Dr usman nawaz M Phil pharmacology

Clinical sciences

- (1) Dr owais durrani
- (2) Dr seem zahid
- (3) Dr Ayesha
- (4) Dr Ehsan shan
- (5) Dr Ibad
- (6) Dr Sadif
- (7) Dr shahnawz Adil

10.3 Standard 8-3

Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.

Library at RIPHAH holds more than 50000 books for all programs. Sufficient number of computers are available to be used by the students. Library is organized to accommodate 50 students (male, female) in research cubicles as well as in the common places. Separate common rooms for male and female students are available with internet facility.

Laboratories at RIPHAH holds adequate equipment to be used by the students to carry out desired experiments and laboratory work. Each year a handful of budget is allocated for laboratories to maintain and upgrade the equipment and other facilities.

The computing facilities at RIPHAH are of excellent standards and provides platform to students to enhance their learning capabilities.

11.0 Conclusion

The self assessment report of the BDS Program, Faculty of Health and Medical Sciences, Riphah International University, Islamabad Campus is an important document, which gives strengths and weaknesses of the program. The management is striving hard to improve infrastructure for establishment of conducive environments for studies. The faculty is focused on imparting quality education, introduction of new and innovative techniques and conduct of quality research to produce competent Dental professionals. The report has been prepared after evaluating the program in the light of 8 criterion and 31 standards given in HEC's Self Assessment Manual. The program mission, objectives and outcomes are assessed and strategic plans are presented to achieve the goals, which are again measurable through definite standards. Teachers' evaluation revealed satisfactory standards, the score of 29 teachers of the program ranged from 2.52 to 4.40. Alumni surveys revealed variable results with regards to knowledge, interpersonal and clinical skills. Weaknesses are identified which are related to classroom, training of laboratory staff, improvements in curriculum design and infrastructure are suggested which are based upon set, well defined and approved criteria. Examinations are held on schedules, academic schemes are prepared well in advance, transparent admission, registration and recruiting policy, excellent student teacher ratio are some of the strong areas of this program. The number of courses along with titles and credit hours for each semester, course contents for degree program, are thoroughly planned. Their efficacy was measured through different standards and it was found to be satisfactory.

The facilities and shortcomings in the classrooms have been discussed. It was concluded that classrooms facilities need further improvements. The need of refresher courses for the fresh faculty on method of teaching cannot be over emphasized.

Proper steps are taken to guide the students for program requirements, communication, meetings, tutorial system, tours, students-teacher interaction etc. Some improvements have been suggested. As regards the process control covering admission, registration, recruiting policy, courses and delivery of material, academic requirements, performance

and grading, university, as Higher Education Institution has set forth proper rules, which are properly followed. At present there are 29 faculty members who are highly qualified in their fields. However, faculty members need motivation for advanced knowledge, research and external training in some cases.

Institutional facilities were measured through Criterion 3; infrastructure, library, class room and faculty offices and in each case, short comings and limitation are highlighted. Institutional facilities need to be strengthened. Accordingly, institutional support will greatly promote and strengthen academic, research, medical and clinical capabilities.

In conclusion, the strong and weak areas of the program are as under:-

11.1 Strong Areas

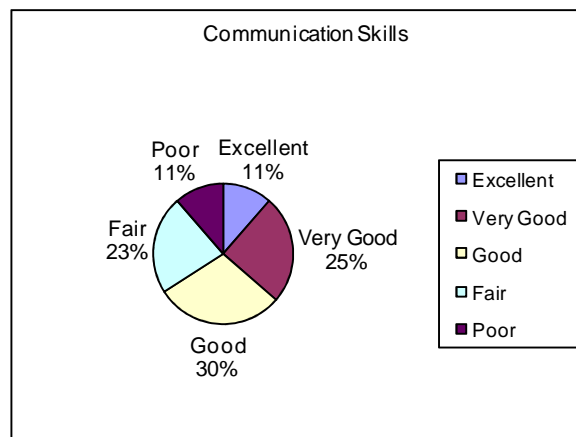
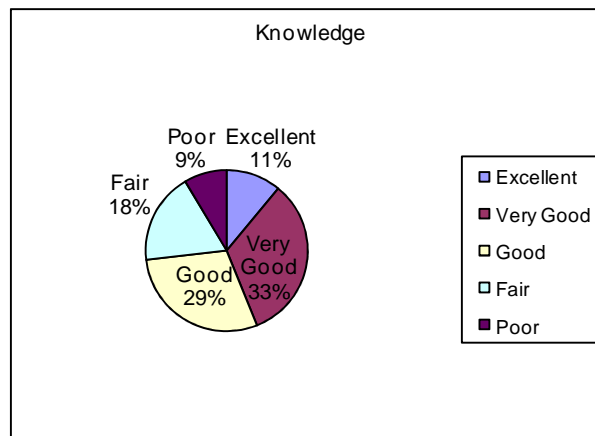
- Academic year is properly organized and scheduled
- All the lectures and academic activates conducted on time
- Trained and experienced faculty of local and foreign degree holders in clinical sciences
- Follows the traditional PMDC curriculum
- Strong and frequent interactions with patients
- Uniform for boys and girls for Masawat and discipline.
- Inculcation of Islamic ethical values

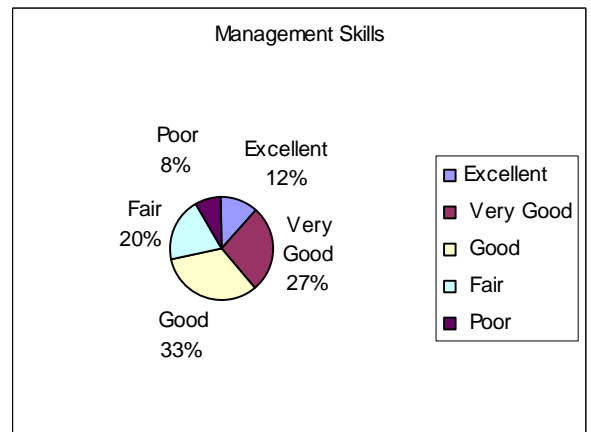
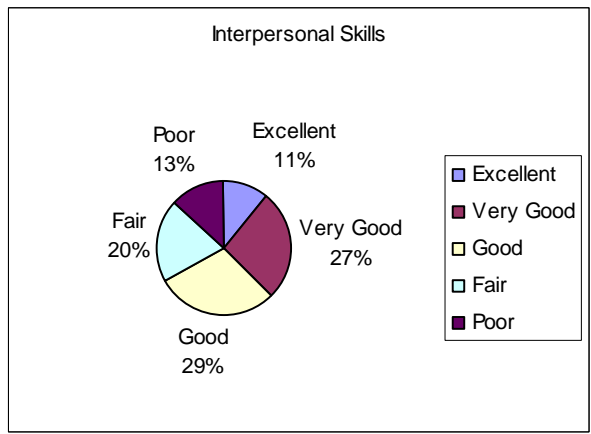
11.2 Weaknesses

- Lack of Sports facilities
- Average class's infrastructure
- Training of the support staff required
- Shortage of faculty members in Basic Sciences
- Lack of research facilities
- Four year BDS program not compatible with world.

Annexure – A: Alumni Survey Results

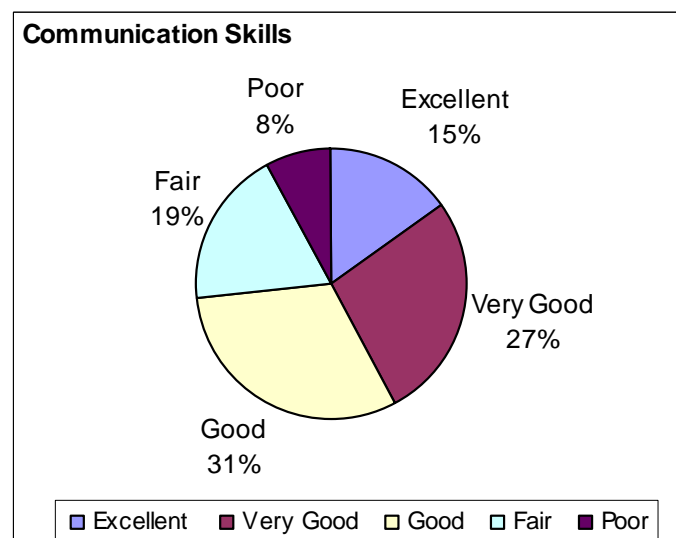
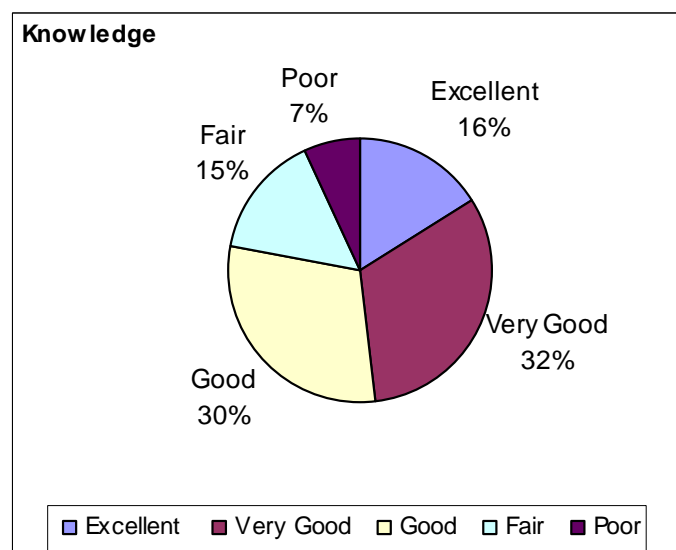
The Alumni Survey was conducted to get feedback regarding the effectiveness of program in professional career.

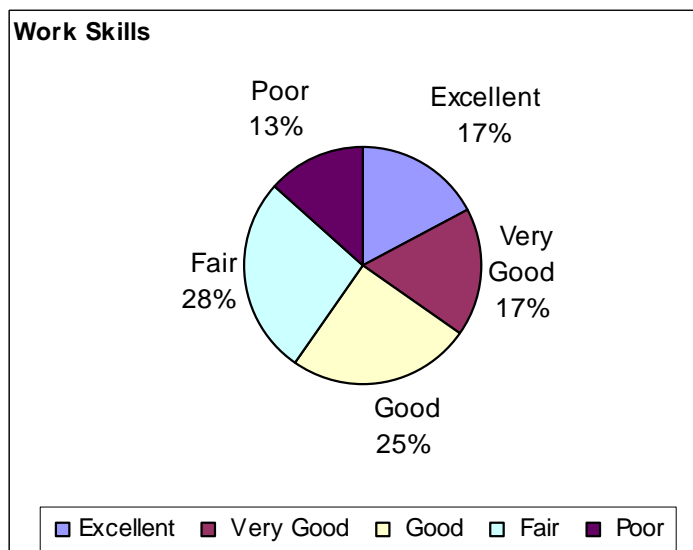
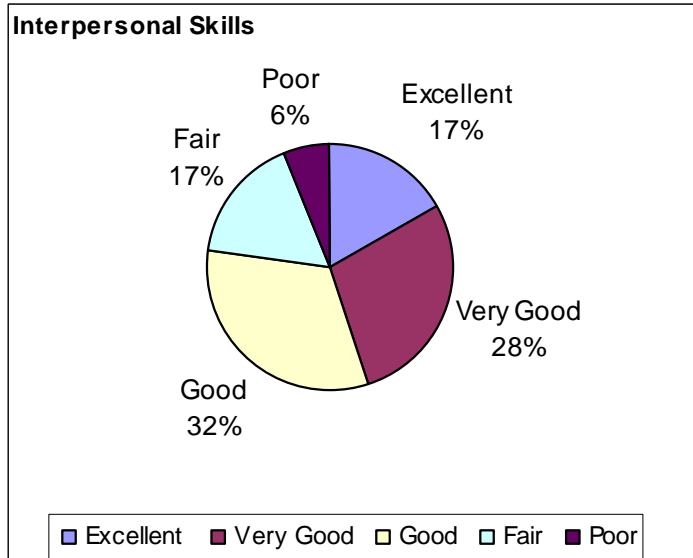




Annexure – B: Employer Survey Results

These pie charts show an overall trend of responses from employers regarding different survey categories using HEC Performa number 8. These charts show overall trend in the skills and working behavior of RIPHAH graduates.

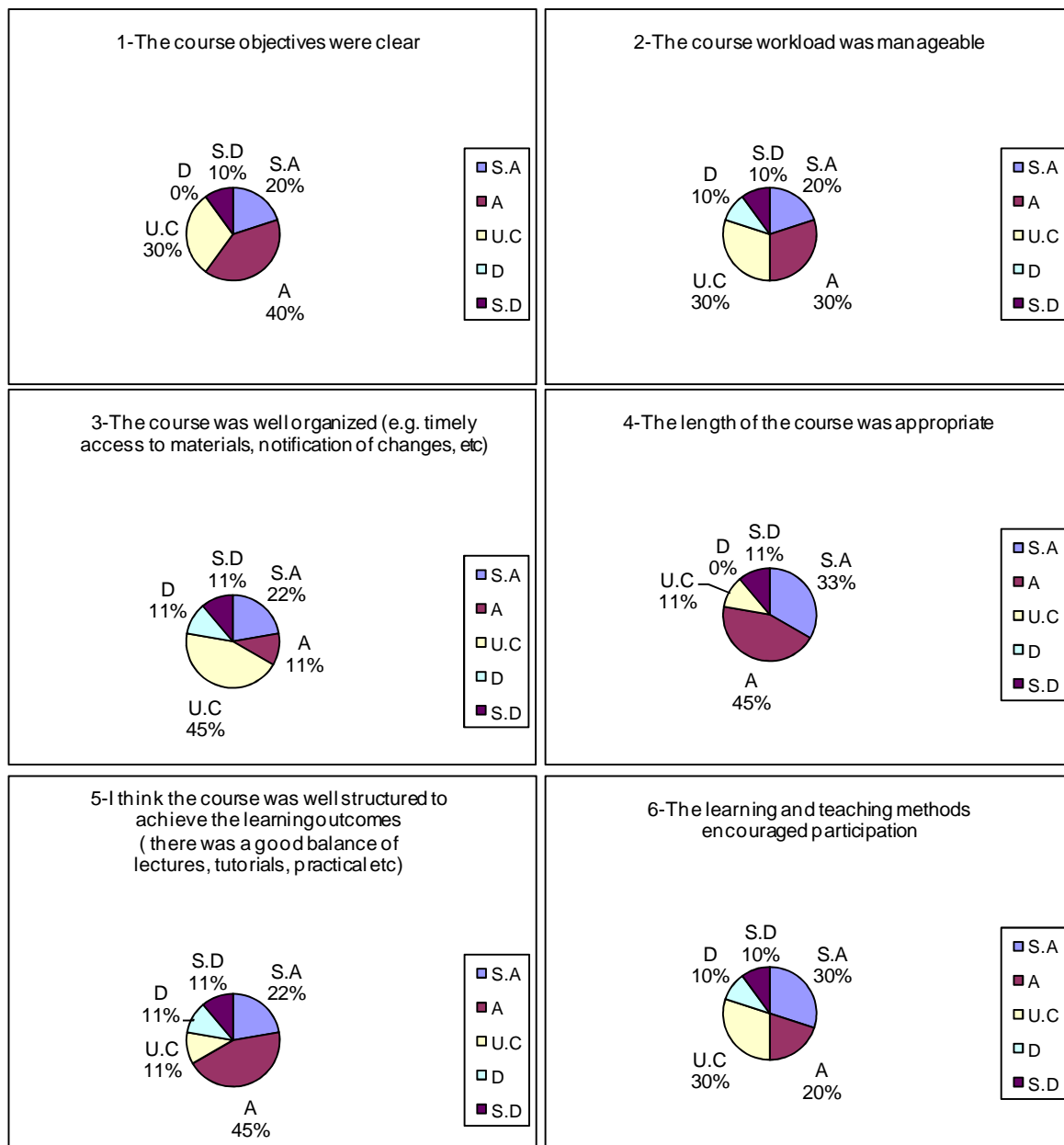




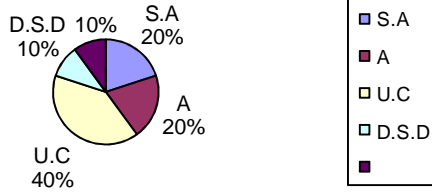
Annexure – C: Students Course Evaluation Sample

Course: Operative Dentistry

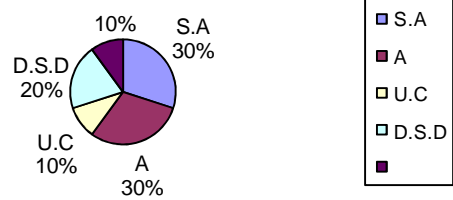
Following is the graphical representation of course evaluation for Eye module which is attached herewith as sample to show the actual results. This annexure shows results for one course as a sample, while, same has been done for all courses listed in section 3.3.1. These charts show students response for all questions against the listed course.



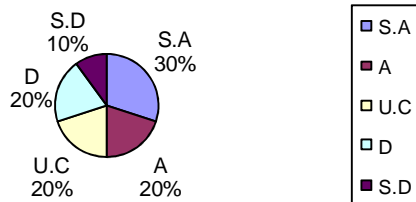
7-What was taught matches the goal and objectives of the course



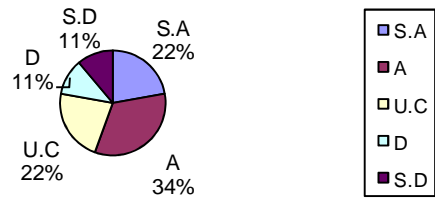
8-Learning materials (Lesson plans, Course Notes etc) were relevant and useful.



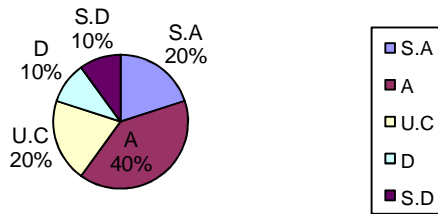
9-Recommended reading books etc were relevant and appropriate



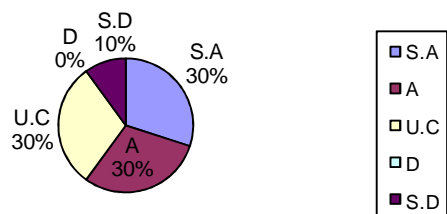
10-The Course stimulated my interest and thought on the subject area

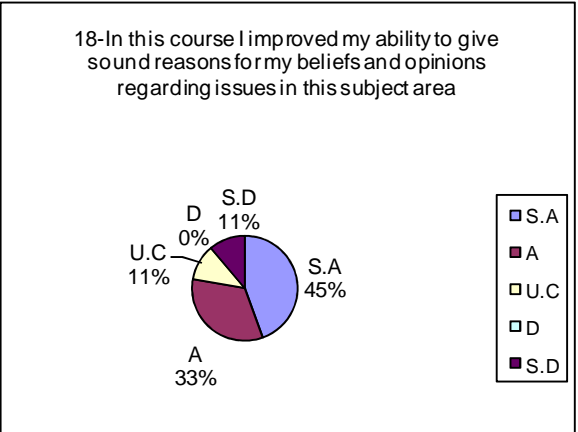
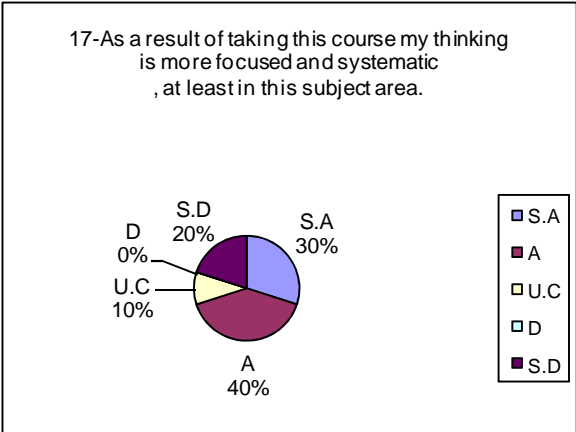
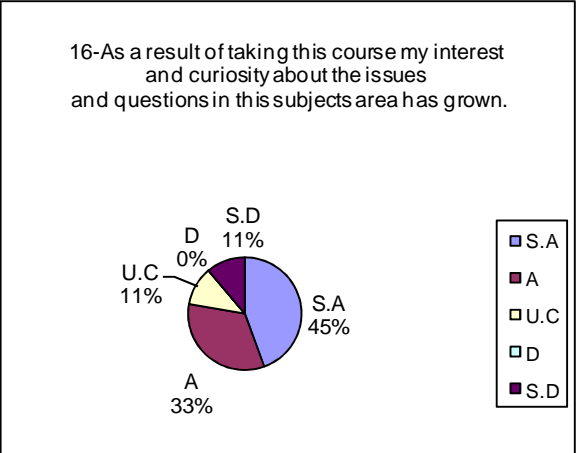
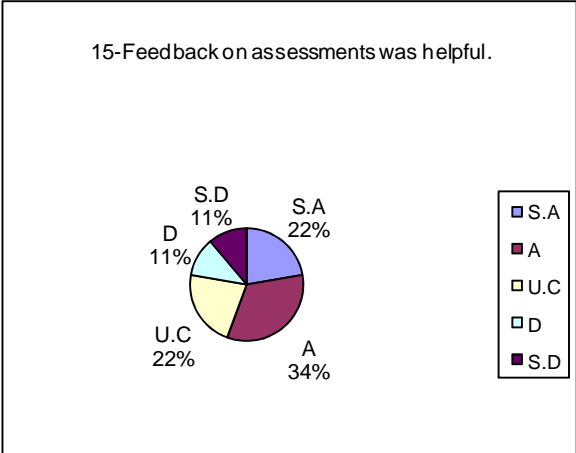
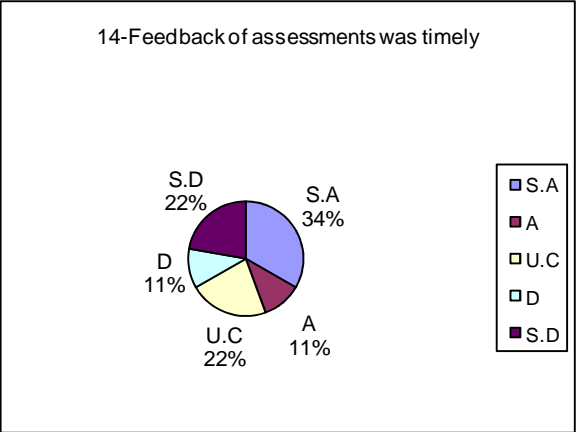
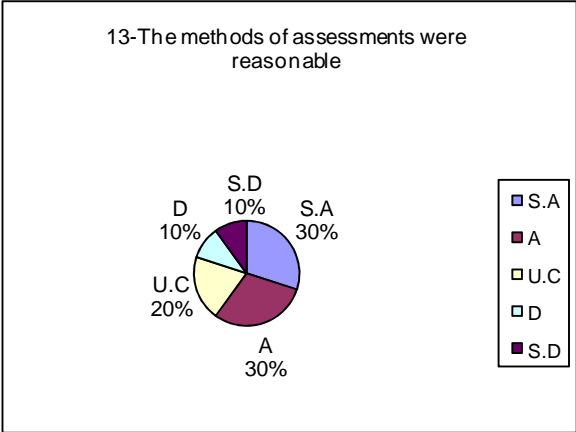


11-I understood the lectures

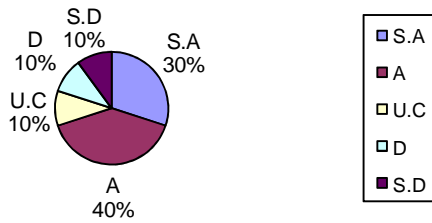


12-The pace of the Course was appropriate

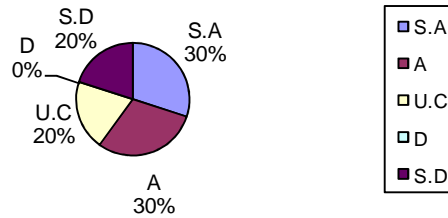




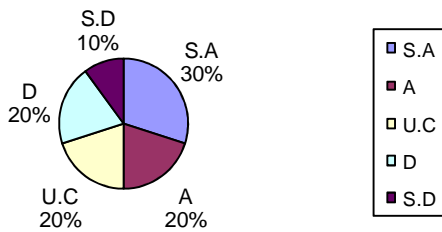
19-The material in the practical was useful (If applicable)



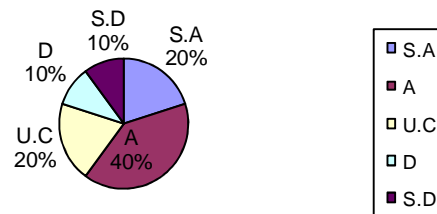
20-The demonstrator dealt effectively with my problems (If applicable)



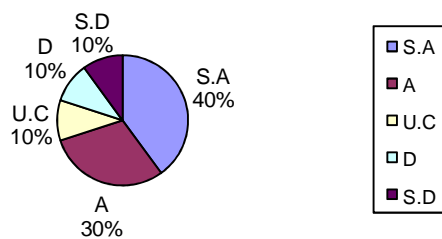
22-The amount of effort I put into this course



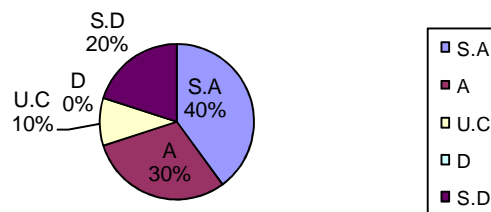
21-Approximate level of my own attendance during the whole Course



23-My involvement in this course (doing assignments, attending classes, etc.) was:



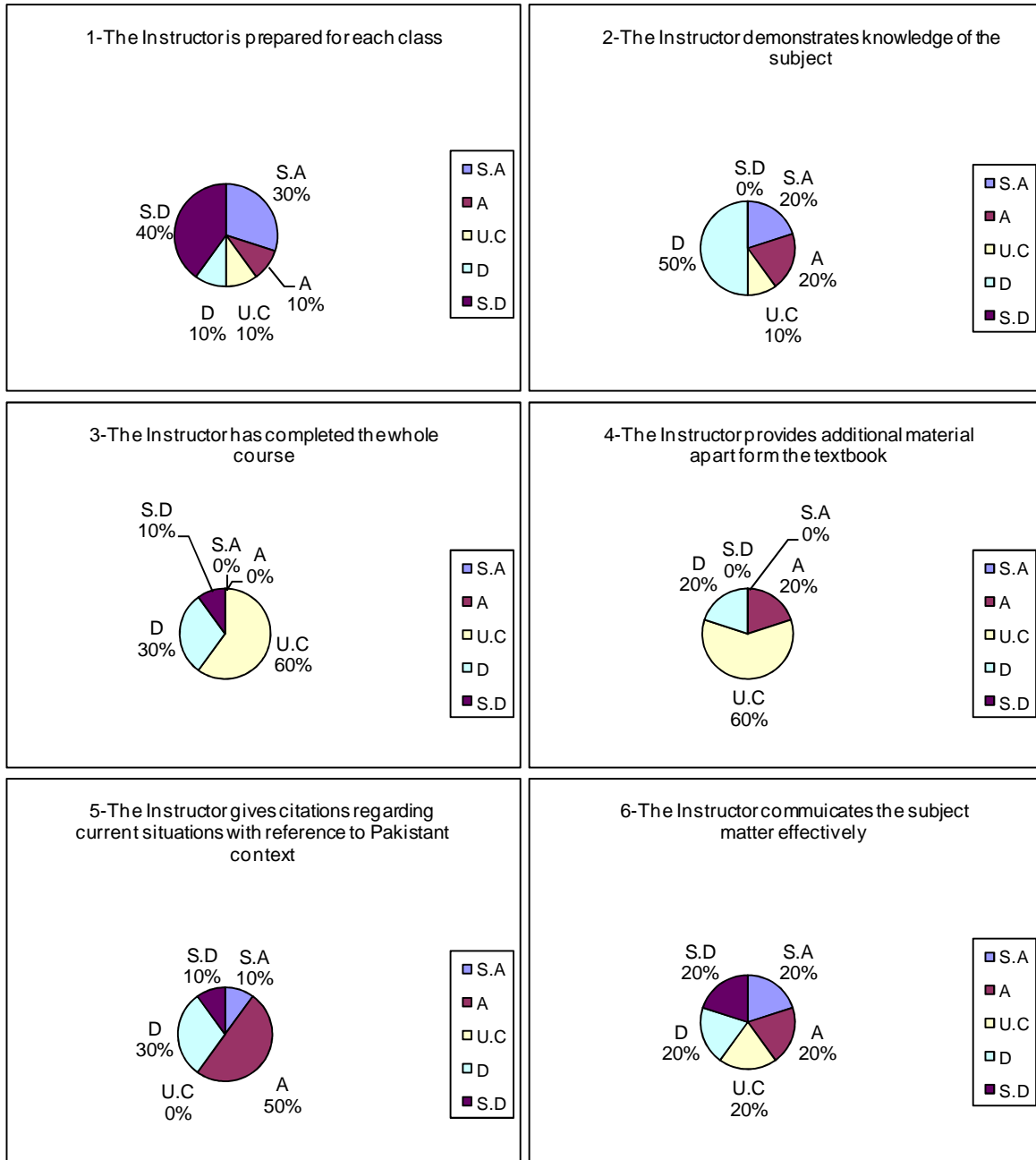
24-I think I have made progress in this Course



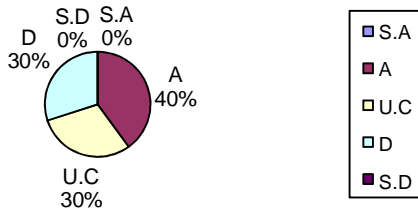
Annexure – D: Teachers Evaluation Feedback Sample

Teacher: Dr. Faisal Malik

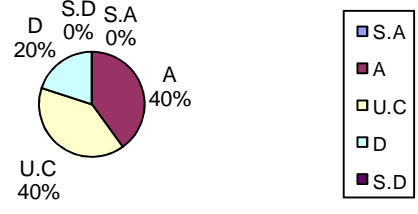
The graphical representation of teacher evaluation feedback is shown below as sample for one teacher only. Same has been done for all the teachers listed in section 3.3.2.



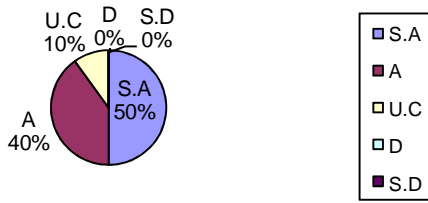
7-The Instructor shows respect towards student and encourages class participation



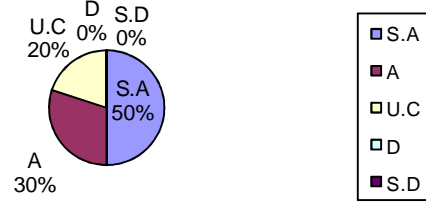
8-The Instructor maintains an environment that is conducive



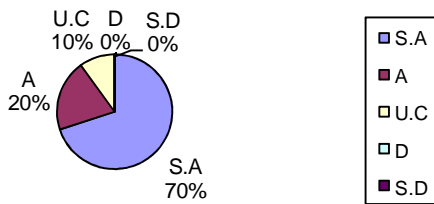
9-The Instructor arrives on time



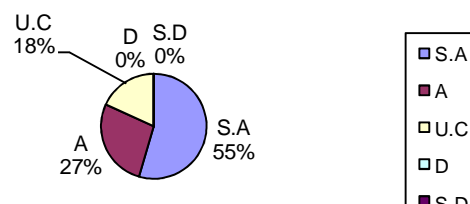
10-The Instructor leaves on time

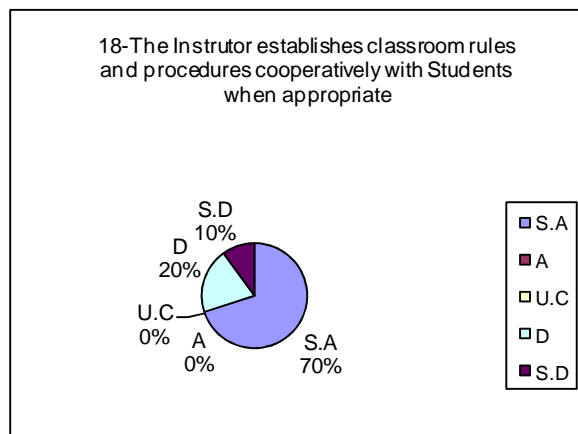
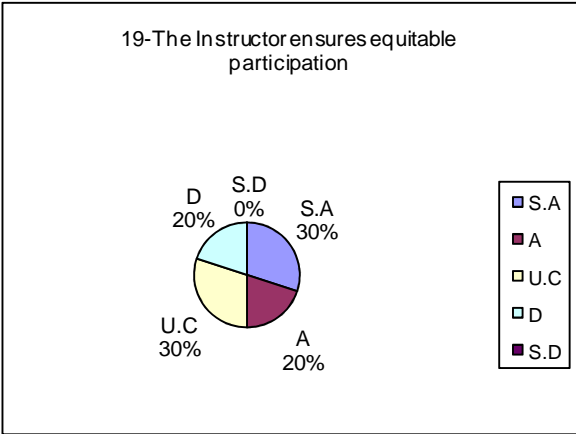
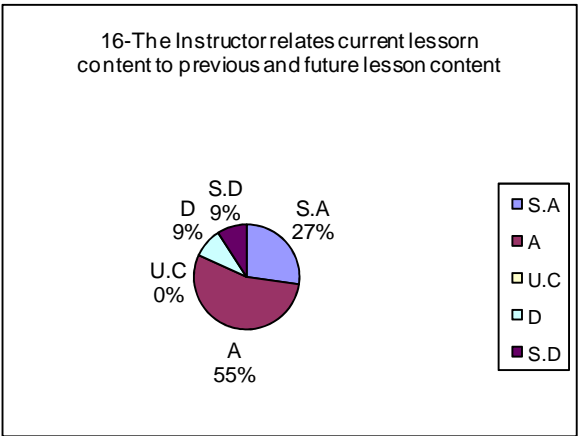
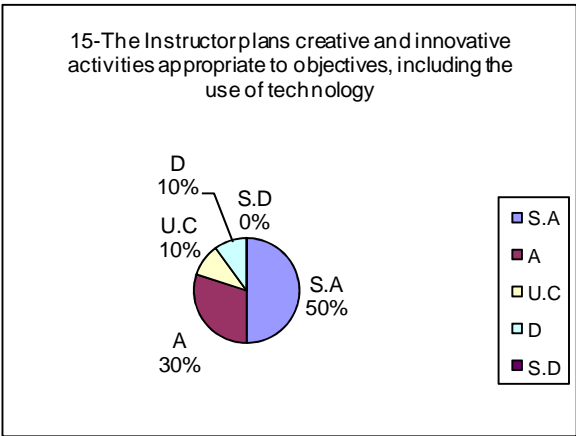
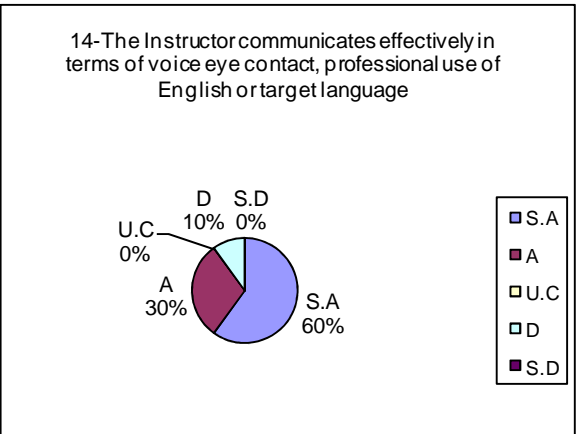
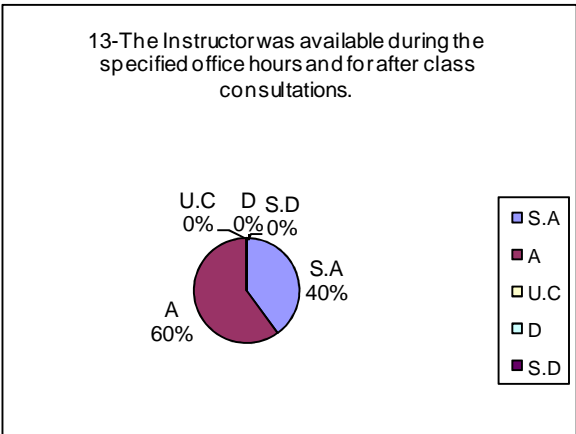


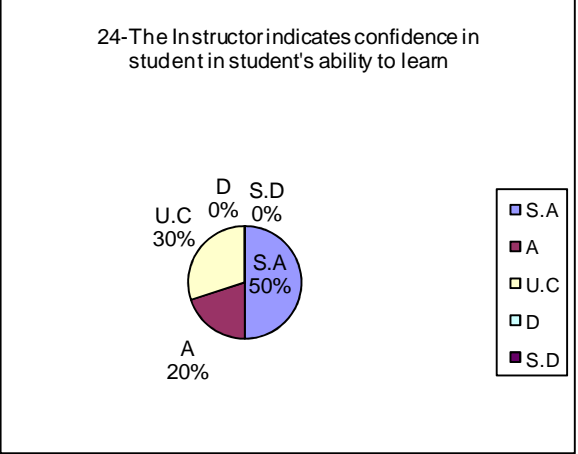
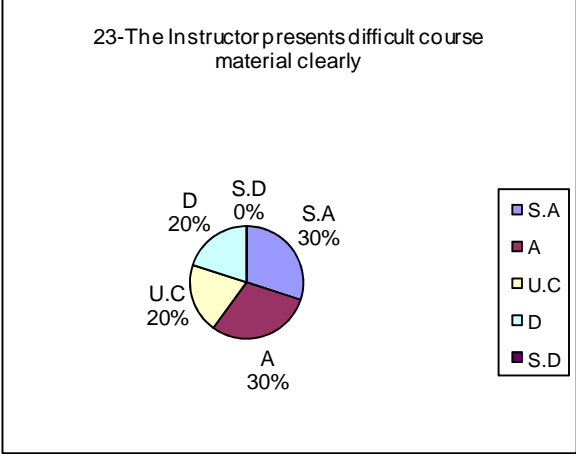
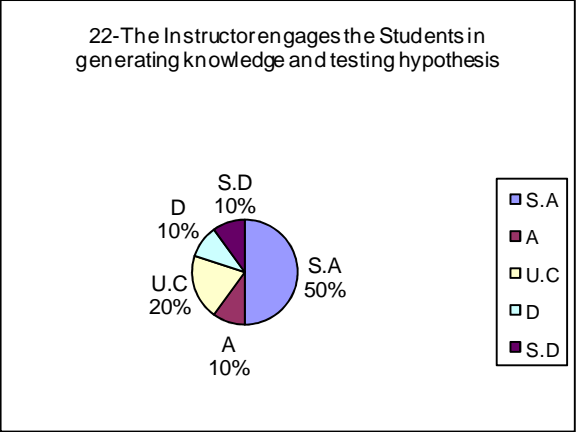
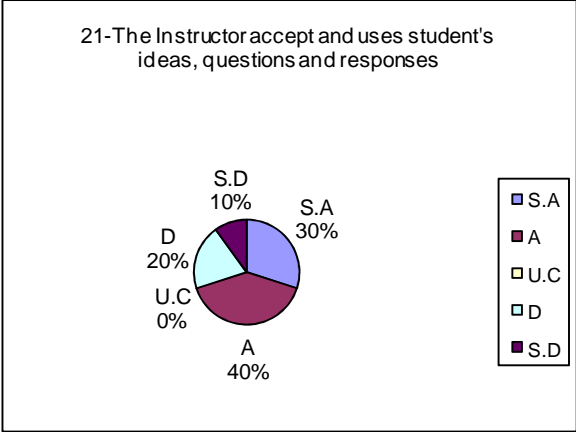
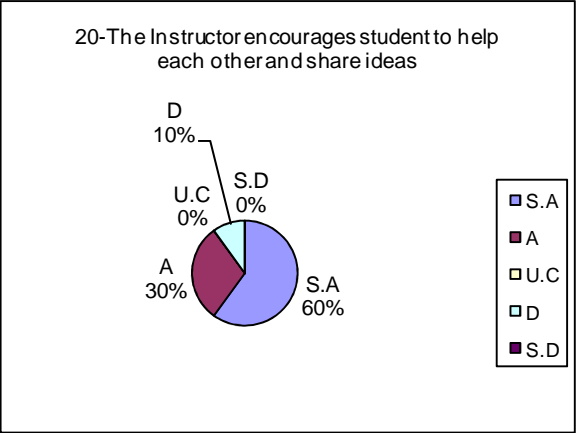
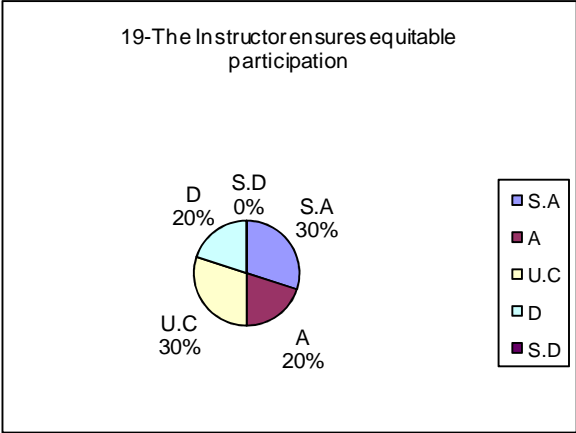
11-The Instructor is fair in examination



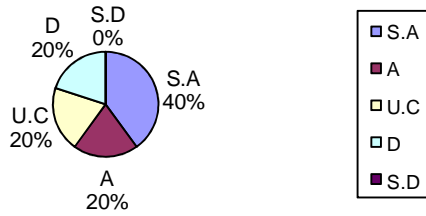
12-The Instructor returns the graded scripts etc. in a reasonable amount of time



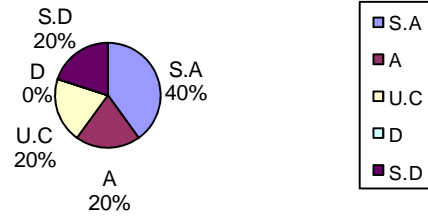




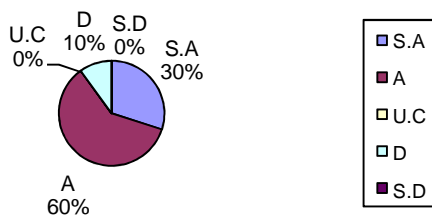
25-The Instructor avoids personal criticism of students



26-The Instructor uses vocabulary and style appropriate to level of students



27-The Instructor pronounces and spells words correctly and uses correct grammar



Annexure – E: Research Papers List

PUBLICATIONS BY DEPARTMENT OF ORAL & MAXILLOFACIAL SURGERY, 2011 TO 2012

No	Year	Authorship	Article	Category of article	Journal	Category by HEC
1	2011	Dr. M. Azhar Sheikh Mehreen Riaz Amber Kiyani	Resection , rehabilitative challenge Restoration of function and aesthetic	Case Report	Journal of Dental Research J Dent Res # 90 (Spec IssB): Abstract 151871, Div/Pakistan/2011	W
2	2011	Dr. M. Azhar Sheikh Dr. Ulfat Bashir Dr. Owais Khalid Rafia A. Lahoti Mohsin Fazal	Evaluation of secondary Al. bone grafting	Original Ortho	PODJ Vol.31; No.2; Dec.2011 (246-248)	Y
3	2011	Dr. M. Azhar Sheikh Amber Kiyani Anum Shafiq	Removal of 3 rd Molars – should we have guidelines for surgery	Review	PODJ Vol.31; No.2; Dec.2011 (273-274)	Y
4	2011	Dr. M. Azhar Sheikh Adnan Mehdi Seema Shafiq Zainab Rafiq	Hereditary Gingival Fibromatosis	Case Report	Journal of Pakistan dental Association JPDA Vol.20; No.1; Jan-Mar.2011.	Y
5	2012	Dr. M. Azhar Sheikh Adnan Mehdi Seema Shafiq Mehreen Riaz	Success & Evaluation of Dental Implant Patients at Islamic International Dental College	Original	PODJ Vol.32; No.1 April 2012 (10-15)	Y

PUBLICATIONS BY DEPARTMENT OF ORTHODONTICS

Sr. No	Year	Authorship Ist/2 nd /3 rd /4 th	Article	Category of Article	Journal	Category by HEC
1	2011	Owais Khalid Ulfat Bashir Noeen Arshad	Fabrication and Evaluation of Bis-GMA/TEGDMA Resin with Various Amounts of Silane Coated Silica for Orthodontic Use.”	Original	The European Journal of Orthodontics (EJO: doi:10.1093/ejo/cjq159)	W

2	2011	Sohrab Shahid Ayesha Iftikhar Ghulam Rasool Ulfat Bashir	Accuracy Of Linear Cephalometric Measurements With Scanned Lateral Cephalograms	Original	Pakistan Oral & Dental Journal (PODJ 2011;31(1):68-72)	Y
3	2011	Ahsan Mahmood Shah Ulfat Bashir Tasleem Ilyas	The Shape and Size of Sella Turcica in Skeletal class I, II and III Patients Presenting at Islamic International Dental Hospital, Islamabad	Original	Pakistan Oral & Dental Journal (PODJ 2011;31(1):104-110)	Y
4	2011	Nomaan Nasir Sarah Ali Ulfat Bashir Atta Ullah	Effect of Orthodontic Treatment on Periodontal Health	Original Perio	Pakistan Oral & Dental Journal (PODJ 2011;31(1):111-114)	Y
5	2011	Seem Zahid, Ulfat Bashir, Noeen Arshad	Assessment of Orthodontic Treatment Need at Islamic International Dental Hospital Islamabad	Original	Pakistan Orthodontic Journal (POJ 2009;1(2):29-33) (ISSN: 2074-0069) (Under Publication)	
6	2011	Syeda Rabbab Hasan & Ulfat Bashir Raja	Correlation Among Different Profile Planes Used To Evaluate Lower Lip Position	Original	PODJ:2011; 31, 332 - 35	Y
7	2011	Omer Hafeez Kaleem & Ulfat Bashir	Frequency of Cleft Lip and Palate and Associated Dental Anomalies at Islamic International Dental Hospital, Islamabad	Original	PODJ:2011; 31, 352 - 56	Y
8	2011	Ayesha Ulfat Bashir Sohrab Shaheed	Nasal Morphology As An Indicator Of Vertical Maxillary Skeletal Pattern In Pakistani Population	Original	Pakistan Oral & Dental Journal (PODJ Under Publication)	Y
9	2012	Owais Khalid Durrani, Ulfat Bashir	Custom made nickel titanium intrusion arch; fabrication and evaluation	Original	Under Review in international Journal of Orthodontics	W
10	2012	Ibad Ullah, Ulfat Bashir	Applicability Of Tanaka And Johnston Mixed Dentition Analysis In Patients Reporting To Islamic International Dental College, Islamabad	Original	Pakistan Oral & Dental Journal (PODJ Under Publication)	Y

11	2012	Ibad Ullah, Ulfat Bashir	Bolton Tooth Size Analysis of Pakistanis Ages 13 to 20 Years in Islamabad City	Original	Pakistan Oral & Dental Journal (PODJ Under Publication)	Y
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PUBLICATIONS BY DEPARTMENT OF COMMUNITY DENTISTRY

No.	Year	Authorship	Article	Category y of Article	Journal	Category by HEC
1	2011	Attaullah	PREVALENCE OF DENTAL ANXIETY AMONG UNIVERSITY STUDENTS IN ISLAMABAD, PAKISTAN	Original	Journal of Khyber college of dentistry JKCD 2011;1(1):1-7.	Nil
2	2011	Attaullah Summan Dost Ayesha Naseem Komal Siddiq	Prevalence of Dental Fluorosis in Mianwali and Mardan Districts	Original	Journal of Cosmetics, Dermatological Sciences and Applications, 2011, 1, 106-109 doi:10.4236/jcdsa.2011.13016 Published Online August 2011 (http://www.SciRP.org/journal/jcdsa)	W
3	2011	Dr Fahd Dogar Dr. Estie Kruger Dr. Marc Tennant	Presence of early childhood caries in Preschool children in rural western Australia	Original	Australian Journal Of Rural Health September 2011	W

PUBLICATIONS BY DEPARTMENT OF OPERATIVE DENTISTRY, 2011 TO 2012

S.No.	Year	Authorship	Article	Category of article	Journal	Category by HEC
1.	2011	Alia Ahmed Maryam Abida Adil Shahnawaz	Pre-clinical operative dentistry- student viewpoints	Original	Pakistan Oral & Dental Journal PODJ 2011;31(2):447-52	Y

PUBLICATIONS BY DEPARTMENT OF PERIODONTOLOGY, 2011 TO

2012

Sr.No	Year	Authership 1st/2nd 3rd	Atricle	Category of Article	Journal	Category by HEC
1	2011	Nomaan Nasir, .Sarah Ali, Ulfat Bashir, Atta Ullah	Effect of orthodontic treatment on periodontal health	Original	Pakistan Oral & Dental Journal Volume 31.No 1 june 2011:111-14	Y
2	2012	Nomaan Nasir Sarah Ali .Yawar Hayat Khan,Ulfat Bashir	Effect of crown margin location on GingivalHealth (Approved to be published in Feb 2012 Issue.	Original	The Professional Medical Journal	Y
3	2012	Nomaan Nasir Sarah Ali Yawar Hayat Khan Ulfat Bashir	Oral Health Status of Patients visiting IIDH (Process in Annals of PIMS Ref # Ap-11- 102)	Original	Annals of PIMS	Z

PUBLICATIONS BY DEPARTMENT OF PROSTHODONTICS, 2011 TO 2012

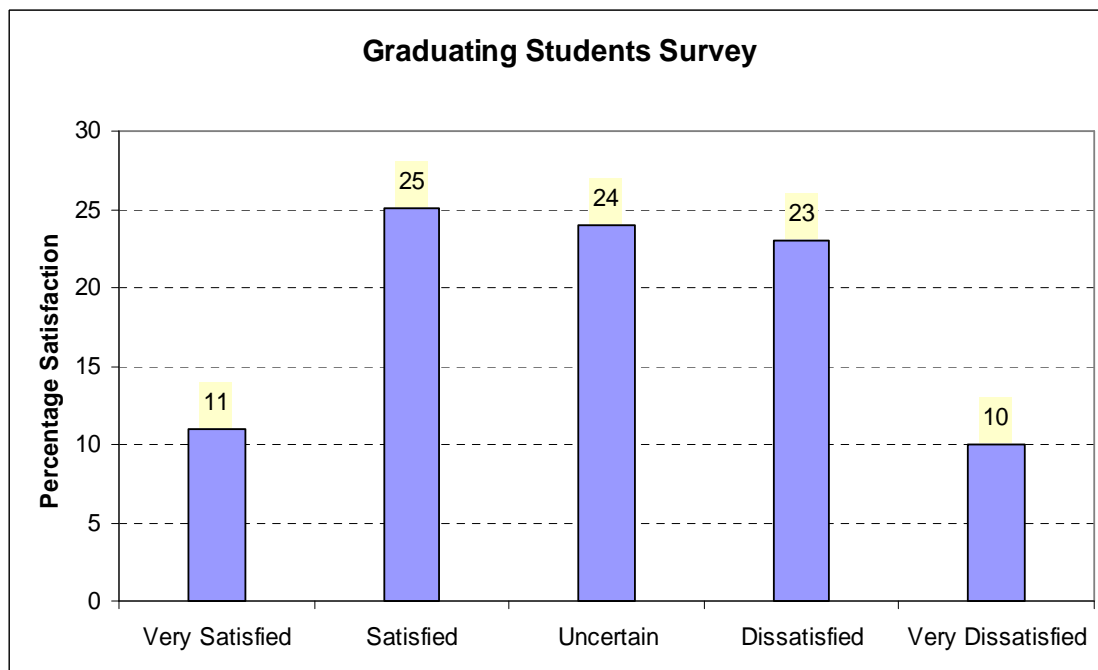
No.	Year	Authorship	Article	Category of article	Journal	Category by HEC
1	2011	Brig Dr. Kabir Ahmad Azad Ali Azad Qayyum Akhtar	CIE L* A* B* Values of Cervical, Middle and Incisal Segments of Permanent Maxillary Central Incisors	Original	JPDA 2010; 19(2): 116-120	Y

PUBLICATIONS BY DEPARTMENT OF DENTAL MATERIAL, 2011 TO 2012

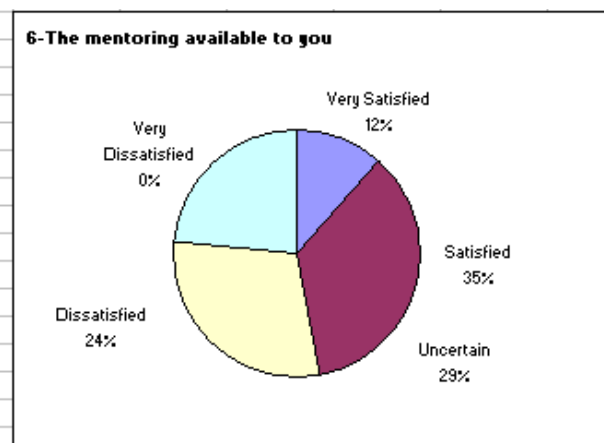
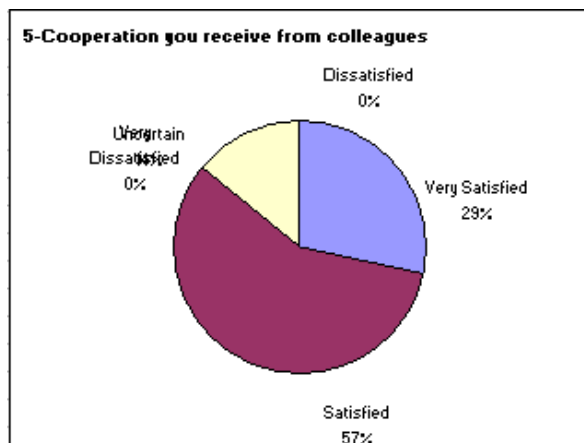
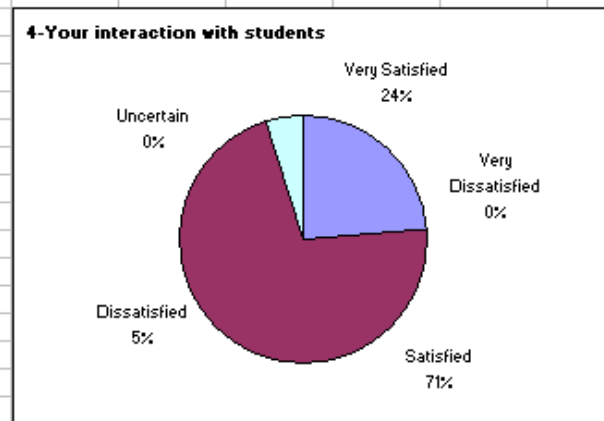
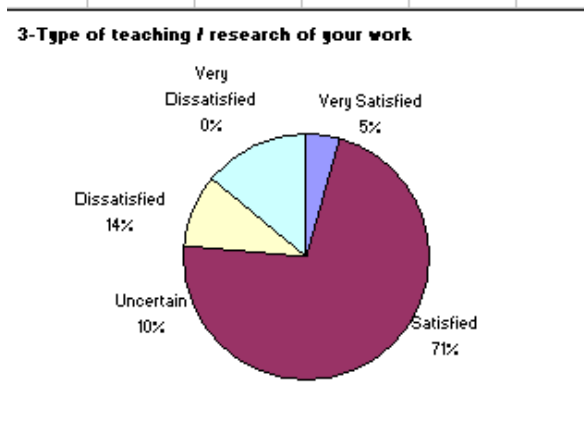
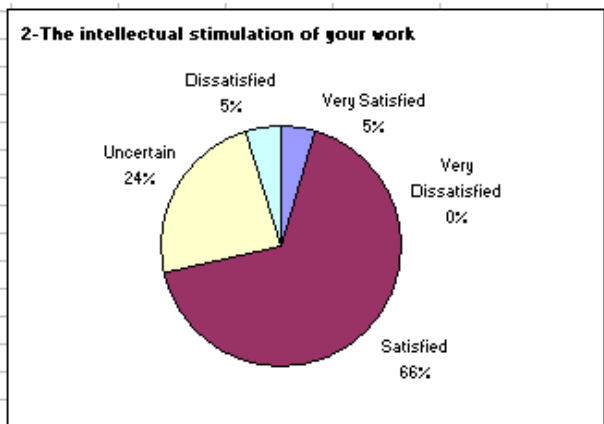
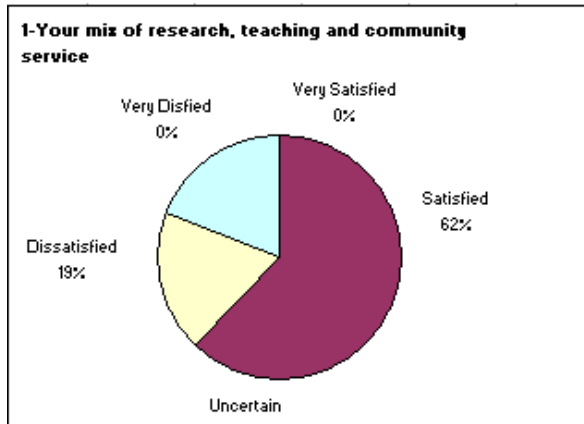
No.	Year	Authorship	Article	Category of article	Journal	Category by HEC
1	2011	Fazal Ghani Faisal Moeen	Incorporating implant dentistry into Undergraduate dental curriculum	original	Jpda: Vol 20, No.4 Dec 2011	Y

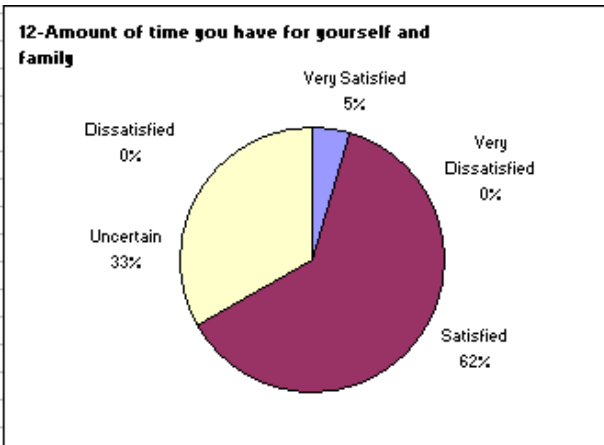
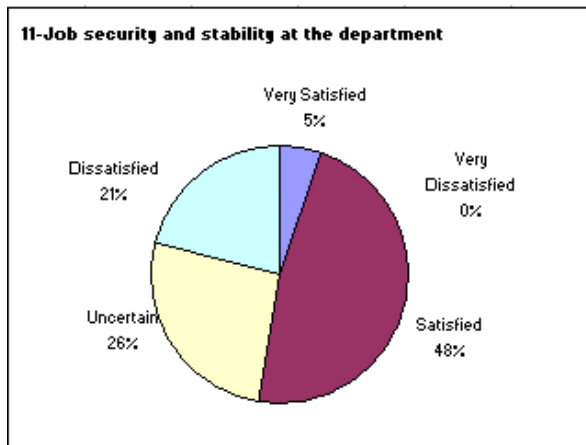
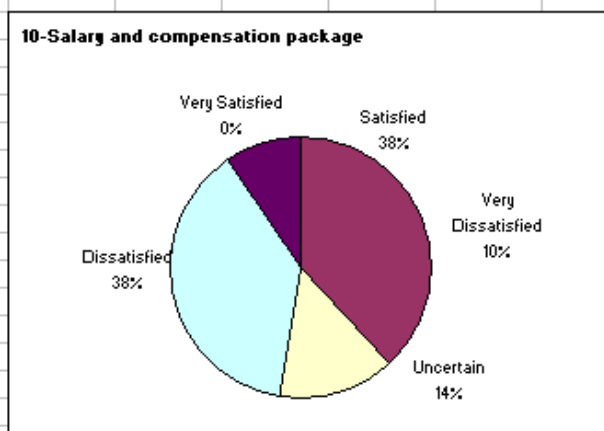
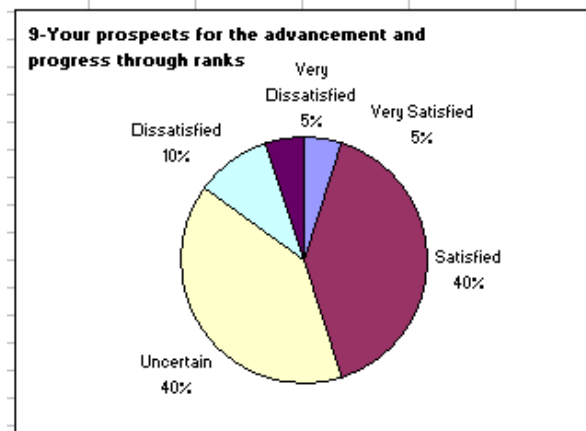
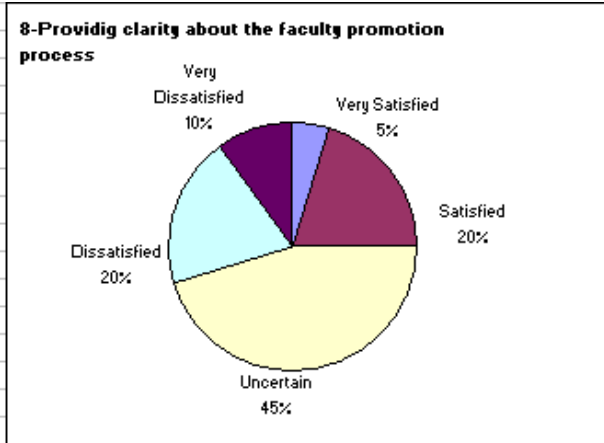
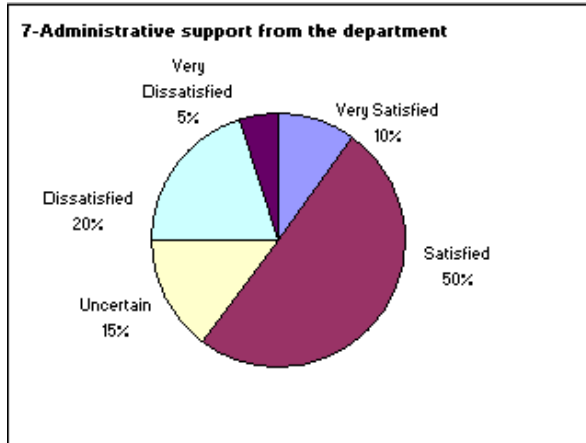
Annexure – F: Graduating Students Feedback Sample

Results of survey of graduating students based on Performa 3 (Annexure III) are given in figure below. The graduating students in the last semester were surveyed before the award of degree. More than 25 % students showed their satisfaction regarding all the parameters on average, whereas 11% of the students surveyed were highly satisfied regarding all information asked. The results of graduating students are summarized and given in figure below:

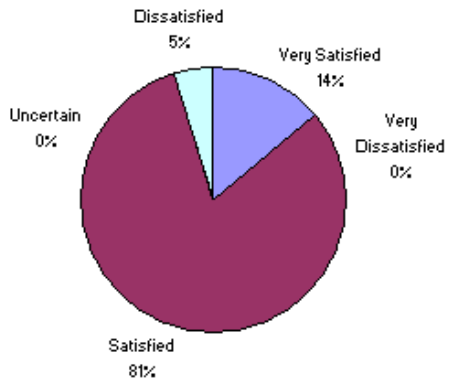


Annexure – G: Faculty Survey





13-The overall climate at the department



14-Whether the department is utilizing your experience and knowledge



Annexure – H: Faculty Resume

Ser.	Name	Designation	Dept.	Joining Date	Qualification
1	Sikandar Hayat Khan	Associate Professor	Anatomy	2-Aug-04	FCPS, MBBS
2	Sana Iqbal	Demonstrator	Anatomy	12-Oct-12	BDS
3	Maryam Fatima	Demonstrator	Anatomy	4-Oct-10	MBBS
4	Saboora Waris	Lecturer	Bio Chemistry	6-Sep-12	M.Phil, M.Sc, B.Sc
5	Bibi Khalida	Demonstrator	Bio Chemistry	12-Oct-11	BDS
6	Nadia Iftikhar	Demonstrator	Bio Chemistry	1-Dec-11	BDS
7	Shahina Yasmin	Associate Professor	Pathology	23-Apr-99	MBBS, M.Phil
8	Wasifa Mustassim	Demonstrator	Pathology	2-Feb-12	MBBS
9	Faleha Zafar	Demonstrator	Pathology	14-Jun-12	MBBS
10	Usman Nawaz	Sr.Lecturer	Pharmacology	2-May-11	MBBS
11	Hina Zulfiqar	Demonstrator	Pharmacology	1-Aug-12	MBBS
12	Fatima Riaz	Assistant Professor	Physiology	3-Apr-06	MBBS, M.Phil
13	Muhammad Wasif Haq	Demonstrator	Physiology	5-Sep-11	BDS
14	Ahsan Mahmood Shah	Assistant Professor	Community Dentistry	31-Aug-12	BDS, FCPS
15	Faisal Moeen	Associate Professor	Dental Materials	15-Aug-11	M.Sc, BDS
16	Yawar Hayat	Associate Professor	Dental Materials	13-Nov-01	BDS, M.Sc
17	Nimra Tahir	Demonstrator	Dental Materials	1-Mar-12	BDS
18	Farida Pervaiz	Lecturer	Dental Materials	20-Feb-02	BDS
19	Alia Ahmed	Associate Professor	Operative Dentistry	7-Mar-06	FCPS, BDS
20	Osama Khattak	Assistant Professor	Operative Dentistry	24-Jul-06	FCPS, BDS

21	Muhammad Qasim Javed	Registrar	Operative Dentistry	21-Mar-12	BDS
22	Sana Hasan	Post Graduate Trainee	Operative Dentistry	2-Jan-12	BDS
23	Muhammad Nabeel	Post Graduate Trainee	Operative Dentistry	17-Jan-11	BDS
24	Mansoor Khan	Post Graduate Trainee	Operative Dentistry	2-Jan-12	BDS
25	Sharaz Ahmed	Post Graduate Trainee	Operative Dentistry	30-Sep-10	BDS
26	Massod Ahadi	Post Graduate Trainee	Operative Dentistry	18-Jan-11	BDS
27	Shah Nawaz	Post Graduate Trainee	Operative Dentistry	2-Jan-12	BDS
28	Muhammad Adnan Asif Raja	Demonstrator	Operative Dentistry	1-Feb-11	BDS
29	Sundas Atique	Registrar	Operative Dentistry	6-Nov-12	BDS
30	Kiran Rasheed	Lecturer	Oral Biology	6-Feb-12	BDS, B.Sc
31	Shakeel Kazmi	Assistant Professor	Oral Biology	4-Feb-12	M.Sc, BDS
32	Ali Khan	Assistant Professor	Oral Medicine	20-Sep-11	BDS, FFD, MFDS,
33	Nadia Zaib	Assistant Professor	Oral Pathology	1-Dec-08	M.Phil, BDS
34	Maryam Usman	Senior Lecturer	Oral Pathology	14-Sep-12	BDS, M.Sc
35	Rabia Masood	Lecturer	Oral Pathology	2-Nov-12	BDS
36	Muhammad Azhar Sheikh	Professor	Oral Surgery	13-Nov-08	BDS, M.Sc, FDS, FFD
37	Kamran Khan	Assistant Professor	Oral Surgery	14-Mar-11	BDS, MFDS, FFD,
38	Mohsin Fazal	Assistant Professor	Oral Surgery	2-Aug-10	BDS, FCPS
39	Adnan Mehdi Syed	Registrar	Oral Surgery	16-Aug-07	BDS

40	Mamoona Ahmed Malik	Demonstrator	Oral Surgery	1-Oct-09	BDS
41	Numra Khalid	Demonstrator	Oral Surgery	1-Oct-11	BDS
42	Irfan-ul-Haq	Demonstrator	Oral Surgery	1-Dec-08	BDS
43	Mehreen Riaz	Demonstrator	Oral Surgery	1-Sep-08	BDS,
44	Khalil ur Rehman	Dental Surgeon	Oral Surgery	25-Aug-07	BDS
45	Ulfat Bashir	Professor	Orthodontics	1-Jul-03	BDS, MCPS, FCPS,
46	Seem Zahid	Assistant Professor	Orthodontics	5-Mar-12	FCPS, BDS
47	Owais Khalid	Assistant Professor	Orthodontics	20-Oct-09	FCPS, BDS
48	Saba Yousaf Shaikh	Post Graduate Trainee	Orthodontics	21-Oct-09	BDS
49	Muhammad Adil Khan	Post Graduate Trainee	Orthodontics	2-Jan-12	BDS
50	Madiha Mahnoor	Post Graduate Trainee	Orthodontics	2-Jan-12	BDS
51	Kanwal Zulfiqar	Post Graduate Trainee	Orthodontics	17-Jul-10	BDS
52	Huma Saif Kiani	Post Graduate Trainee	Orthodontics	1-Jul-10	BDS
53	Noman Nasir	Associate Professor	Periodontology	31-Jul-02	MCPS, BDS
54	Sumera Ijaz	Registrar	Periodontology	10-Sep-12	MCPS, BDS
55	Sara Ali	Registrar	Periodontology	21-Oct-09	BDS
56	Saleha Nisar	Demonstrator	Periodontology	17-Jan-12	BDS
57	Faisal Shafiq Malik	Demonstrator	Periodontology	22-Apr-08	BDS
58	Brig (R) Abdul Basit	Associate Professor	Prosthodontics	29-Sep-04	BDS, M.Sc, PGD
59	Brig (R) Kabir Ahmed	Associate Professor	Prosthodontics	8-Feb-02	MCPS, BDS
60	Muhammad Umar Shah	Assistant Professor	Prosthodontics	1-Aug-09	BDS, FCPS
61	Qaiser Masud Sheikh	Registrar	Prosthodontics	8-Feb-11	M.D, MCPS
62	Fadia Butt	Demonstrator	Prosthodontics	23-Jun-11	BDS
63	Sabeen Abbas Ansari	Demonstrator	Prosthodontics	1-Oct-09	BDS
64	Sidra Tul Muntaha	Demonstrator	Prosthodontics	1-Jan-09	BDS
65	Muhammad	Demonstrator	Prosthodontics	20-Sep-11	BDS
66	Tasmia Naureen	Demonstrator	Prosthodontics	27-Apr-09	BDS

Annexure – I: Lab Safety Precautions and Guidelines

The Islamic International Dental College (IIDC) is committed to providing safe environment for all. However, laboratory safety is a mutual responsibility and requires full participation and cooperation of all involved persons - students, faculty and staff. The following Lab Safety Guidelines have been established for your/our protection as a student/Researcher in the laboratories.

These rules will be rigidly and impartially enforced.

Personal Protection

- Be calm and relaxed, while working in Lab.
- Appropriate gloves will be provided when needed. Gloves are very expensive. Do not change gloves needlessly.
- Appropriate clothing/White Coat is required. You must be covered- also no bare midriffs or shoulders.
- Shoes must be worn. No sandals, thongs, open toed or open heeled shoes.
- Wash hands after working with chemicals.
- It is the recommendation that during the lab work and chatting, noise and shaking hands is prohibited.

General Lab Rules

- Conduct yourself in a responsible manner at all times in the laboratory.
- Read all instructions carefully and plan your work. Understand the experiment and if in doubt, ask.
- Place book bags, pocketbooks, etc. under the lab tables.
- Notify the instructor immediately in case of an accident, no matter how small it seems.
- Temperature of the lab is properly maintained.
- Eatables are strictly prohibited neither in the labs
- Smoking is strictly prohibited in the labs.

Self Assessment Team Report October 31, 2012 (Exit Presentation)

Brig ® Dr. Maqsood ul Hassan

Self Assessment Program

- Successful Assessment Program include
 - Purpose identification
 - Outcomes identification
 - Measurements and evaluation design
 - Data collection
 - Analysis and evaluation
 - Decision-making regarding actions to be taken

Self Assessment Team

- Constituted by VC in Sept 2010
- Members
 - Brig ® Dr. Maqsood ul Hassan, IIMC (Chairman)
 - Mr. Aun Muhammad, AP, RIPS
 - Dr. Muhammad Afzal Rana, AP, DBS

Terms of Reference

- Conduct of assessment of SAR
- Pin point gaps and deficiencies for improvement
- Report of findings of the Assessment

Self Assessment Report

- DPT
- BDS

Conclusions of SAR

- Improvements in sitting facilities for students
- Regular teacher training be enhanced
- Advisory/Mentoring process for students be enhanced.
- Training of support staff be increased

Visit of SAT to 2 Faculties

- Tuesday Nov 16 & 17 Oct, 2012
- Visit of Class rooms and Laboratories and allied facilities
- Visit and Meeting with Faculties
 - Dircector
 - Incharge Undergraduate Programs
 - Quality Program Team Members

Laboratory Equipment

- Being upgraded

Faculty Development

- Practical skills should be enhanced
- Research facilities and funds
- Balance of teaching workload and research activities
- Student teacher ratio should be adequate

Training of Support Staff

- Technical training regarding handling of Laboratory and Class room equipment
 - Handling of ACs
 - Handling of Multimedia Projectors
 - Handling of PCs
 - Handling of laboratory equipment

Conclusion

Improvement is a continuous process

- Class Rooms
- Faculty training and development
- Laboratory equipment
- Research and development culture
- Training of support staff
- Facilities for students and Faculty
- Syllabi Review

Annexure - K: Implementation Plan BDS Program (Summary)
(Shared Class Rooms & Facilities with other Faculties)

AT Finding	Corrective Action	Implementation Date	Responsible Body	Present Status
1. Lack of sports facilities for boys	Develop Basket Ball, Bad Minton, Table Tennis etc. facilities	By 30 th Nov, 2012	IIDC/Registrar Office	Completed
2. Average class's infrastructure	Additional furniture added.	By 30 th Nov, 2012	-do-	Completed
3. Training of the support staff required.	Arrange trainings for support staff	By 30 th Nov, 2012	-do-	Completed
4. Shortage of faculty members in Basic Sciences	Decisions to enroll all teachers of Basic Sciences	By 10 th Dec, 2012	-do-	Completed
5. Lack of Research facilities	Emphasis on Research	By 10 th Dec, 2012	-do-	Completed
6. Four year BDS Program not compatible with world	Decision taken to make it 5 years program from next year	By 10 th Dec, 2012	-do-	Completed
Chairman's AT Comments Name and Signature				
Dean's Comments Name and Signature				
QEC Comments Name and Signature				

Annexure – L: Faculty Course Review Report

Islamic International Dental College faculty is running 17 core courses for the BDS program. All courses curriculum is reviewed periodically by the faculty to assess its effectiveness and contribution in achieving program objectives. Course review also contributes towards making any changes in the syllabi and enhancements required in areas identified as a result of Alumni Survey, Employer Survey and Graduating Students Feedback.

PT members launched HEC Performa 2 (Faculty Course Review Report) to all the faculty members, to obtain their feedback about courses.

The summary of the overall feedback of all courses identified the following improvement points:

- a. Syllabi review with a view to have more emphasis on clinical and diagnostic skills.
- b. History taking skills needs improvement.
- c. Students should be given exposure to patient oriented projects during study.
- d. Patient-Doctor relationship skills need to be included in the syllabi.

These improvement points are common to all courses and are under consideration in Board of Faculty for their implementation.

Annexure – M: Rubric Report

Self Assessment Report					
Criterion 1 – Program Mission, Objectives and Outcomes					Weight = 0.05
Factors					Score
1. Does the program have document measurable objectives that support faculty/ college and institution mission statements?	5	4	3	2	1
2. Does the program have documented outcomes for graduating students?	5	4	3	2	1
3. Do these outcomes support the Program objectives?	5	4	3	2	1
4. Are the graduating students capable of performing these outcomes?	5	4	3	2	1
5. Does the department assess its overall performance periodically using quantifiable measures?	5	4	3	2	1
6. Is the result of the Program Assessment documented?	5	4	3	2	1
Total Encircled Value (TV)					19
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.05					1.8

Criterion 2– Curriculum Design and Organization					Weight = 0.20
Factors					Score
1. Is the curriculum consistent?	5	4	3	2	1
2. Does the curriculum support the program’s documented objectives?	5	4	3	2	1
3. Are the theoretical background, problem analysis and solution design stressed within the program’s core material?	5	4	3	2	1
4. Does the curriculum satisfy the core requirements laid down by PEC?	5	4	3	2	1
5. Does the curriculum satisfy the major requirements laid down by HEC and the PEC?	5	4	3	2	1
6. Does the curriculum satisfy the professional requirements as laid down by PEC?	5	4	3	2	1
7. Is the information technology component integrated throughout the program?	5	4	3	2	1
8. Are oral and written skills of the students developed and applied in the program?	5	4	3	2	1
Total Encircled Value (TV)					38
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.05					1.9

Criterion 3– Laboratories and Computing Facilities					Weight = 0.10
Factors					Score
1. Are the laboratory manuals/ documentation/ instructions etc. for experiments available and readily accessible to faculty and students?	5	4	3	2	1
2. Are there adequate number of support personnel for instruction and maintaining the laboratories?	5	4	3	2	1

3. Are the University's infrastructure and facilities adequate to support the program's objectives?	5	4	3	2	1
Total Encircled Value (TV)	15				
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.05	10				

Criterion 4– Student Support and Advising						Weight = 0.10				
Factors						Score				
1. Are the courses being offered in sufficient frequency and number for the students to complete the program in a timely manner?	5	4	3	2	1					
2. Are the courses in the major area structured to optimize interaction between the students, faculty and teaching assistants?	5	4	3	2	1					
3. Does the university provide academic advising on course decisions and career choices to all students?	5	4	3	2	1					
Total Encircled Value (TV)	12									
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.05	8									

Criterion 5– Process Control						Weight = 0.15				
Factors						Score				
1. Is the process to enroll students to a program based on quantitative and qualitative criteria?	5	4	3	2	1					
2. Is the process above clearly documented and periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1					
3. Is the process to register students in the program and monitoring their progress documented?	5	4	3	2	1					
4. Is the process above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1					
5. Is the process to recruit and retain faculty in place and documented?	5	4	3	2	1					
6. Are the process for faculty evaluation & promotion consistent with the institution mission?	5	4	3	2	1					
7. Are the process in 5 and 6 above periodically evaluated to ensure that they are meeting their objectives?	5	4	3	2	1					
8. Do the processes and procedures ensure that teaching and delivery of course material emphasize active learning and that course learning outcomes are met?	5	4	3	2	1					
9. Is the process in 8 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1					
10. Is the process to ensure that graduates have completed the requirements of the program based on standards and documented procedures?	5	4	3	2	1					
11. Is the process in 10 above periodically evaluated to ensure that it is meeting its objectives?	5	4	3	2	1					
Total Encircled Value (TV)	51									
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.05	13.91									

Criterion 6– Faculty		Weight = 0.15				
Factors	Score					
1. Are there enough full time faculty members to provide adequate coverage of the program areas/courses with continuity and stability?	5	4	3	2	1	
2. Are the qualifications and interest of faculty members sufficient to teach all courses, plan, modifies and updates courses and curricula?	5	4	3	2	1	
3. Do the faculty members possess a level of competence that would be obtained through graduate work in the discipline?	5	4	3	2	1	
4. Do the majority of faculty members hold a Ph.D. degree in their discipline?	5	4	3	2	1	
5. Do faculty members dedicate sufficient time to research to remain current in their disciplines?	5	4	3	2	1	
6. Are there mechanisms in place for faculty development?	5	4	3	2	1	
7. Are faculty members motivated and satisfied so as to excel in their profession?	5	4	3	2	1	
Total Encircled Value (TV)	26					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.05	18.57					

Criterion 7– Institutional Facilities		Weight = 0.15				
Factors	Score					
1. Does the institution have the infrastructure to support new trends such as e-learning?	5	4	3	2	1	
2. Does the library contain technical collection relevant to the program and is it adequate staffed?	5	4	3	2	1	
3. Are the class rooms and offices adequately equipped and capable of helping faculty carry out their responsibilities?	5	4	3	2	1	
Total Encircled Value (TV)	15					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.05	15					

Criterion 8– Institutional Support		Weight = 0.10				
Factors	Score					
1. Is there sufficient support and finances to attract and retain high quality faculty?	5	4	3	2	1	
2. Are there an adequate number of high quality graduate students, teaching assistants and Ph.D. students?	5	4	3	2	1	
Total Encircled Value (TV)	8					
SCORE 1 (S1) = [TV/ (No. of Question * 5)] * 100 * 0.05	8					

$$\begin{aligned}
 \text{Overall Assessment Score} &= S1+S2+S3+S4+S5+S6+S7+S8 \\
 &= 1.9+1.8+10+8+13.91+18.57+15+8 \\
 &= 76.18
 \end{aligned}$$