BROCHURE
For
Admissions in
MBBS (Session 2010)
at
DOW INTERNATIONAL MEDICAL COLLEGE
KARACHI - PAKISTAN

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PROFESSOR MASOOD HAMEED KHAN

FOUNDING VICE CHANCELLOR
DOW UNIVERSITY OF HEALTH SCIENCES
INTRODUCTION

The Dow University of Health Sciences recognizes the education of students and preventive strategies for community health care as one of its primary missions. The fundamental goal is to equip students with knowledge, clinical skills and the desire to excel in their chosen areas of medicine. In collaboration with appropriate institutions and professional bodies, we endeavor to guide students to choose from various areas of interest, general or clinical specialties, academic practice or basic research to fulfill the needs of society.

The University strives to provide its graduates with the skills and ability to analyze incorporate new knowledge, possess the attitude to be lifelong learners, and most of all to generate in them, the desire to serve the nation.

Dow International Medical College (DIMC) was established three years ago, in order to accommodate overseas Pakistanis for MBBS as they face various difficulties in entering into medical profession abroad.

It was planned to have DIMC at its Ojha campus and the project was approved by Higher Education Commission (HEC). Initially it was started in a Renovated block to gain time, simultaneously the construction of the new building was also started. The new building of DIMC is a specially designed building, having covered area of 175000 sqft and fully equipped with most modern equipments. Its construction was started in 2006. It has been completed in June 2009.

INTERNATIONAL RECOGNITION of Dow International Medical College and other new Institutes of Dow University of Health Sciences

THE DOW INTERNATIONAL MEDICAL COLLEGE (DIMC) has been added in INTERNATIONAL MEDICAL EDUCATION DIRECTORY (IMED), while Dow Medical and Sindh Medical Colleges are already included in the directory.

The IMED provides an accurate and up-to-date source of information about International Medical Schools, recognized by appropriate government agencies (usually Ministry of Health) of the countries where the medical schools are located. These schools are then also recognized and listed by International Medical Education Directory (IMED).
### Dow International Medical College (DIMC)

Initially established in 2006 in a Renovated Block at Ojha Campus and has also been recognized Internationally

#### Total number of records: (507)

<table>
<thead>
<tr>
<th>University: Dow University of Health Sciences</th>
<th>College: Medicine, Sindh Medical College (Public), Pakistan</th>
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<tbody>
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<tr>
<td>University: Dow University of Health Sciences</td>
<td>College: Medicine, Ojha Institute of Chest Diseases Pakistan</td>
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<td>University: Dow University of Health Sciences</td>
<td>College: Medicine, Dow International Medical College (Public) Pakistan</td>
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**Additional note:**

[Image of college buildings and interior views]
100 Seats Medical College established mainly for Children of Overseas Pakistani
Presently four Batches are studying at DIMC
There are separate faculty members at DIMC, DMC & SMC.
Laboratories are fully equipped with most modern equipments including POWER LAB
Lecture Halls, tutorial rooms and labs are fully air conditioned.
Powerful generators provide round the clock electricity.
Newly constructed state of the art gymnasium, sports complex, and the cricket ground in the same Ojha Campus, provide co-curricular activities to the students.

- Hostels are available along with MESS Facilities for boys and girls within the same Ojha Campus
- Security system is regularly monitored
- First Semester (2010) will start from 05th Oct, 2010
CLINICAL TRAINING will be provided at the DOW UNIVERSITY HOSPITAL in the same Ojha Campus
INTERNET DIGITAL LIBRARIES

The internet digital libraries have been established at DIMC, DMC & SMC. It has five different campuses, Dow Medical College (DMC), Sindh Medical College (SMC), Dr. Ishrat-ul-Ebad Khan Institute of Oral Health Sciences (DIKIOHS), Dow International Medical College (DIMC) and Institute of Medical technology (IMT). It has more than 300 computer stations connected to the main high class server to have large storage capacity and HEC connectivity for access to more than 22,000 journals and 45000 text books. It has been sponsored by HEC for the benefit of the students and the faculty members, to help in updating knowledge and acquire information for research.

All five campuses of DUHS have separate digital libraries, interconnected by radio frequency. There is also a library having more than 4000 books along with spacious reading halls.
The PATHOLOGY DEPARTMENT of DIMC is associated with ‘Dow Diagnostic Research and Reference Laboratory (DDRRL), for advanced, basic and clinical research in medical sciences and critical evaluation of current researches in different disciplines.

The DOW LAB provides reliable high quality diagnostic services of International Standard, offering a broad range of routine and special tests at extremely economical rates. These tests are performed by a team of qualified and experienced technologists and technicians under the supervision of a group of Board certified pathologists. The laboratory services and consultants are readily available to meet the patient’s requirements and needs including hematology, chemistry, coagulation, urinalysis, serology, therapeutic drug monitoring, pathology and morgue services.

The Research Laboratory (DDRRL) also provides research facilities to the students of MPhil, PhD, MS and MD in pathology. It provides accurate and precise diagnostic, prognostic and predictive testing services in timely manner with high accuracy.
The Dow Medical College and Sindh Medical College are old institutions and since long have produced doctors holding strategic positions, globally.

THE DOW INTERNATIONAL MEDICAL COLLEGE (DIMC) is also in line with DMC & SMC as it has also introduced integrated objective based modular curriculum.

It has also switched to the SEMESTER SYSTEM OF EDUCATION from since last year.

An integrated curriculum can be defined as courses with subject matter classified by organ systems rather than according to the departments such as anatomy, physiology or biochemistry. Such a curriculum fosters professional development, and is coupled with systematic and coherent development of clinical and communication skills.

The modular curriculum has been introduced from this year, which helps students in correlating clinical finding with anatomy, physiology and other basic sciences. Dow University is the first institute of Pakistan to prepare and adopt modular system by making them better doctors and acquiring post graduation easily besides getting good scores in USMLE.

EDUCATIONAL GOALS AND OBJECTIVES

The following three goals make up the foundation of the undergraduate medical education programs at Dow University. Program-level objectives have been identified within each of the three educational goals.

i) Self directed learning and life long learning skills
ii) Core biomedical Science Education
iii) Skills Training

Educational activities build upon the foundation provided by these program-level goals and objectives to ensure that our graduates develop into competent, caring health professionals for individual patients and the society.

SKILLS TRAINING

Three years ago the teaching of requisite skills, were introduced at Dow Medical College and Sindh Medical College, right from the first year MBBS.

The “UNDER-GRADUATE SKILLS LABORATORY” has been established in the institutions, for hands on training of the students. A skill curriculum has been designed for each year and is now being implemented phase-wise.

These skill laboratories are equipped with the LATEST TRAINING SIMULATORS and MANNEQUINS and POSSESS VIDEOS OF ALL PROCEDURES. This will provide students the advantage of having structured hands-on training with the help of MANNEQUINS in all skills required to deal with actual human beings in practice as patients.

THE SKILLS BASED CURRICULUM is according to the current health requirements, and includes proficiency in essential skills like monitoring vital signs, cardiopulmonary resuscitation, common procedural skills, infection control skills as well as communication skills, necessary for all doctors.

The added component of hands-on training for the students, will increase their competency and will help them in becoming effective doctors.
CURRICULUM

Dow University of Health Sciences has implemented a system-based, vertically integrated curriculum for MBBS course. This was done on the instructions of Pakistan Medical & Dental Council to make a curricular document equipped with latest educational parameters.

The Vice Chancellor, Deans, Faculty Members (Clinicians, Basic discipline Specialists) and Medical Educationists decided to prepare a system-based integrated curriculum with the introduction of early clinical association for students to have a stronger foundation of clinical disorders, in accordance to the need of our society.

System-wise committees were identified and learning objectives, teaching methodologies and assessment techniques for each content, skills, competency and diseases to the related system were designed.

Systemic modules are classified into sub-modules to be addressed at different levels of whole MBBS course of five years, with gradually increasing complexities.

A general plan of the whole course of MBBS in ten semesters has been developed.

In the initial three semesters, students will gain clinically oriented basic knowledge of all systems’ Anatomy, Physiology and Bio Chemistry.
Fourth Semester will deal with the General Pathology and Pharmacology and basic aspects of the system with research skills.
In the fifth and sixth semesters, the same modules with more system complexities will be dealt with the integration of basic and clinical approaches.

At this level, pathological changes and clinical manifestations, diagnosis using related clinical skills and management ways to cure the patients will be gained by students.

In the seventh and eight semesters the students would deal with the following concepts and practices.

- Revisit Structure, Function,
- Patho- Physiological presentation of disorders
- History taking
- Examination skills
- Interpretation of Lab investigation and other diagnostic measures.
- Diagnosis
- Treatment
- Follow-up
- Behavioral Sciences

Finally, there will be last two semesters of full day work in clinical wards to gain required competencies for practice.
<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Module I</th>
<th>Module II</th>
<th>Module III</th>
<th>Module IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I</td>
<td>Foundation and Core 2wks</td>
<td>Cell and Cell Cycle 3wks</td>
<td>Blood, Inflammation and immunity 3wks</td>
<td>Loco motor and Nerve muscle 8wks</td>
</tr>
<tr>
<td></td>
<td>II</td>
<td>Respiratory System 4wks</td>
<td>Cardiovascular System 4wks</td>
<td>Endocrinology 4wks</td>
<td>Neuro Sciences 4wks</td>
</tr>
</tbody>
</table>

**Community Health Sciences (CHS), Behavioral sciences (BS), Reproductive Health (RH), Ethics, Communication Skills, Clinical Skills**

<table>
<thead>
<tr>
<th>2</th>
<th>III</th>
<th>Head- Neck &amp; Special senses 5wks</th>
<th>GIT and liver 5wks</th>
<th>Renal &amp; Excretory System 4wks</th>
<th>Reproductive System 2wks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IV</td>
<td>Microbiology</td>
<td>General Pathology</td>
<td>General Pharmacology</td>
<td>Research Orientation and Methodology, Research Projects</td>
</tr>
</tbody>
</table>

**Community Health Sciences (CHS), Behavioral sciences (BS), Reproductive Health (RH), Ethics, Communication Skills, Clinical Skills**

<table>
<thead>
<tr>
<th>3</th>
<th>V</th>
<th>Infections Diseases 3wks</th>
<th>CNS 3wks</th>
<th>Resp: 3wks</th>
<th>GIT &amp; liver 4wks</th>
<th>Blood &amp; Immunity 3wks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VI</td>
<td>CNS + Psychiatry 4wks</td>
<td>Renal &amp; excretory 3wks</td>
<td>Endo: 4wks</td>
<td>Reproductive System 3wks</td>
<td>Bone and Joints 2wks</td>
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</table>

**Forensic Medicine / Community Medicine**

<table>
<thead>
<tr>
<th>4</th>
<th>VII</th>
<th>Eye ENT</th>
<th>Gynecology and Obstetrics</th>
<th>Dermatology / psychiatry</th>
<th>Surgical sub specialties (2)</th>
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**Community Health Sciences (CHS), Behavioral sciences (BS), Reproductive Health (RH), Ethics, Communication Skills, Clinical Skills**

<table>
<thead>
<tr>
<th>5</th>
<th>IX</th>
<th>Diagnostic Measures and Hospital Workings 8:30 to 9:30 Lecture on problem based approach</th>
<th>Clinical Clerksip 9:30 to 2:30 (with Emergency, ambulatory, Intensive care)</th>
<th>Medicine, Surgery, Pediatrics</th>
</tr>
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**Community Health Sciences (CHS), Behavioral sciences (BS), Reproductive Health (RH), Ethics, Communication Skills, Clinical Skills**
CLINICAL SKILLS

The Students must develop skills in problem solving and clinical reasoning. Prior to graduation, students need to demonstrate the ability to:

- Identify positive and negative findings, while solving clinical problems;
- Define individual clinical problems on the basis of proper history;
- Integrate patient information on the basis of clinical and basic science knowledge;
- Formulate differential diagnosis;
- Derive a therapeutic plan for addressing problems, as per need.
- Recognize patients with life-threatening conditions and to institute appropriate initial therapy, without wasting time.
- Recognize and outline the initial course of management for patients with serious conditions requiring critical care; and to
- Identify factors that place individuals at risk for disease or injury and select appropriate tests for detecting patients at risk, regarding specific diseases, at an earlier stage of the disease. This will help in possible cure or control of the disease.

SKILLS FOR INTER-PERSONAL COMMUNICATIONS

The students should develop skills for acquiring information and communicating with the patient for diagnostic and therapeutic purposes. The students should demonstrate the ability to communicate and obtain accurate and complete medical history, including issues related to age, gender, and socioeconomic status besides the main symptoms. They also need to develop verbal and writing skills in order to have effective communication with colleagues and senior physicians.
DOW UNIVERSITY OF HEALTH SCIENCES has adopted a new method since last year for Practical & Viva Examination, Known As (OBJECTIVE STRUCTURED PRACTICAL EXAMINATION) OSPE

Major differences between old Practical and New OSPE system are briefly mentioned below:

<table>
<thead>
<tr>
<th></th>
<th>NEW OSPE SYSTEM</th>
<th>OLD METHOD OF VIVA &amp; PRACTICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>90% of the Topics studied through out the year are covered during the test</td>
<td>1. Only 30-47% of the Topics are covered during the test</td>
</tr>
<tr>
<td>2.</td>
<td>Questions are Structured (same for every student)</td>
<td>2. Questions are NOT Structured (different for every student)</td>
</tr>
<tr>
<td>3.</td>
<td>The subject of practical examination have fifteen (15) stations for rotation after every 5 minutes where written command is to be answered in writing. Four (4) stations have examiners asking structured questions (each for 5 mins). The answers of students are documented.</td>
<td>3. There are only two sets of examiners maximum four (4) stations asking unstructured questions according to their will, with no time limit and passing or failing the candidate on the basis of their perception with no documentation of answers.</td>
</tr>
<tr>
<td>4.</td>
<td>New OSPE test’s Maximum students in Minimum time covering major topics in a transparent way like 700 student of 1st year MBBS can be examined for anatomy, physiology and pathology only in three days (Max 2 hrs daily).</td>
<td>4. Old system practical examination of 700 students takes more than three weeks to examine 700 students, without any transparency and covering only topics of examiners choice</td>
</tr>
<tr>
<td>5.</td>
<td>The students have to prepare the whole subject (become more knowledgeable)</td>
<td>5. The students prepare selected topics of every subject (are less knowledgeable)</td>
</tr>
<tr>
<td>6.</td>
<td>It is student friendly, not making them nervous</td>
<td>6. It is NOT student friendly putting them in stress</td>
</tr>
</tbody>
</table>
MENTOR SYSTEM AT DOW UNIVERSITY INSTITUTIONS

The Dow University has introduced MENTOR SYSTEM in Dow Medical College (DMC), Sindh Medical College (SMC), Dow International Medical College (DIMC) and Dr. Ishrat-ul-Ebad Khan Institute of Oral Health Sciences (DIKIOHS). This is to develop student teacher relationship for enhancement of academics and moral support for career and personality development. Each faculty member will be MENTOR of about 10-15 students and will have weekly meetings with the students, besides meeting them as and when required.

A good MENTOR seeks to help a student according to his educational experience, so as to assist the student’s socialization into disciplinary culture, and to help him find suitable employment after graduation. These obligations can extend well beyond formal schooling and continue through out the career of the student.

MENTOR RULES

1. Each student will preferably have same MENTOR from 1st to 5th Year MBBS.
2. The MENTOR will maintain separate record of every student for whom he is responsible.
3. One period is allocated every week for MENTORS to have meeting with their students and have feed back alongwith portfolio Proformas.
4. These weekly portfolio Proforma (WPP) are later sent to the quality enhancement cell (QEC) department of Dow University of Health Sciences (DUHS). These Proformas will then be returned back to the students within the week.
5. The MENTOR will send summarized report of every student each month to the Deans of the respective Colleges.
6. The performance of students and MENTORS will be evaluated by the QEC department of DUHS.

RESPONSIBILITIES OF MENTOR

1. Recording the academic performance of allocated students.
2. To identify student’s learning problems.
3. To identify and possibly rectify Personal & Physical Problems (if any), of the concerned student.
4. To help in sorting out logistic problems of students.
5. To Solve Medical Problems (if any).
6. To encourage students for Co-Curricular Activities.
7. To encourage healthy social Interaction etc.
8. To keep an eye on all types of activities inside and outside the campus.
9. To maintain attendance record.
10. To take Disciplinary Action (when required).
11. To handle any situation requiring special attention.
12. To keep in touch with parents / guardian of students.

MENTOR PROGRAM AT DIMC

DOW INTERNATIONAL MEDICAL COLLEGE is the first institute to introduce the mentor system in Pakistan to supervise and resolve the problems of students and guide them in proper manner. This has proved to be an excellent way for proper supervision of students regarding their studies. Monthly meetings of students are arranged with their respective allocated mentors to discuss studies, and other problems which helps in polishing the student and boost up their energy. The students also get the perfect opportunity to give their feedback regarding studies and other issues befitting them.

The mentors have a monthly meeting with the QEC and are required to submit their monthly report to the Chief Mentor (CM) by the 10th of every month. The CM then submits a MENTOR SUMMARY REPORT Institutional Head and Quality Enhancement Cell (QEC) and the identified problems are dealt with the QEC accordingly.
FIVE SUCCESSFUL YEARS OF DOW UNIVERSITY
DUHS OLYMPIC 2009
ESTABLISHMENT of
QUALITY ENHANCEMENT CELL (QEC)
at DOW UNIVERSITY OF HEALTH SCIENCES (DUHS)

INTRODUCTION

The quality of teaching and learning in the higher education institutions has been under great criticism for quite a long time. The emergence of private institutions and their mushroom like growth is the result of declining confidence of the common man in the public sector universities of Pakistan. Keeping this in view, Higher Education Commission established Quality Assurance Agency (QAA) in Islamabad and Ten (10) Quality Enhancement Cells (QEC) at various public sector universities of Pakistan. It will also establish QEC in 20 more public sector universities in the next phase of the programme. DOW UNIVERSITY OF HEALTH SCIENCES was selected for the establishment of QEC on October 16th, 2006 by the Quality Assurance and Learning Innovation Cell of Higher Education Commission.

The Dow University of Health Sciences then established Quality Enhancement Cell (QEC), headed by Director Dr. Abdul Wahid Usmani who is PhD in Assessment & Evaluation and has conducted many programs pertaining to learning techniques, assessment and evaluation.

QUALITY ASSURANCE AND ENHANCEMENT AT DUHS

Throughout the world the top ranking universities rely on their quality assurance procedures to achieve and maintain excellence in their academic programmes. The Quality Enhancement Cell (QEC) at Dow University of Health Sciences was established by HEC in 2006 along with thirty other cells in various public sector universities throughout Pakistan to achieve the prime objective to practice evaluative measures for excellence in performance in all areas of quality education. All of these are working on the direction of HEC and attend a quarterly meeting arranged by Higher Education Commission on the progress of the institute. Since then the cell’s ground breaking initiatives have brought the higher aims of quality medical education within the circle of control of the university.

Dr M. Abdul Wahid Usmani (PhD Assessment & Evaluation) as the Director of QEC has introduced pioneering Quality Assurance measures and with his expertise in conducting Academic Audit programmes and heading several training programmes for public and private universities and institutions has built a sound foundation of benchmarks for the various academic programmes of the university. With his academic background of Programme Evaluations he, along with his team, is striving to create systematic and methodical autonomous evaluative cycles as per the requirement of different degree programmes and courses.
Vision of Quality
“A Model Quality Assurance Setup” at the university with standardized procedures and practices in Health education.

Mission of the Cell:
Developing localized benchmark standards for quality assurance in all the educational provisions of the university and enhancing the same to the level where they may be compared with the international practices in health education.

Quality Assurance Reforms and Achievements:
Several measures for quality assurance have been introduced by QEC. These include:

Programme Evaluation:
It includes all the degree, diploma or certificate courses being offered by the University. All these programmes are supposed to prepare a SELF ASSESSMENT REPORT on the basis of a criteria prescribed by the HEC and QEC is responsible to initiate and monitor it.

Self Assessment Reports (SAR):
Departmental Quality Assurance teams have been formulated at almost all the twelve main undergraduate and post graduate degree awarding institutes to initiate the SAR. By now DIMC, IPMR, DHOHS and ION have submitted their SELF ASSESSMENT REPORTS and have received feedback from the Cell on their performance. Their SARs have also been reported to HEC in the periodic meetings held for the presentation of the universities’ progress and have met with appreciation and encouragement. Experts in the field are also invited to evaluation self assessment reports for external audit. The remaining institutions have initiated the process and are at different stages of compiling the report and following the SAR procedure.

Teacher Evaluation:
The evaluation of teachers plays a key role in their development and performance and QEC annually evaluates the teachers through a template provided by HEC on the variables involved in quality teaching e.g. student participation in the classroom, teacher knowledge and preparation etc. Students focus on several researched areas through a power point presentation and fill a proforma that includes the list of the faculty that has taught them. This data is then collected and painstakingly analyzed by the QEC team to assess the performance of the teachers in a given time period. Percentages are calculated and verified for the results to be crystal clear and the teachers ranked.

This practise is being systematically implemented in all the major institutes as per their scheduled programmes. The process is resulting in not only creating confidence among the faculty that through the evaluation, their strive for excellence is now being acknowledged but also through the active involvement of the students feel that they are a part of the evaluation system.

To further validate this evaluation, Peer and HOD Class Observation are also being conducted and their results will be an essential part of the ‘Teachers’ Portfolio. QEC monitors and conducts the evaluation and in occasionally the observation as well on needs basis.
**Departmental Review and Academic Audit:**
The Department Review focuses on the performance of the departments on a unit basis. They are provided with a framework to maintain quality standards at the departmental level. The Academic Audit focuses on the internal academic audit of the different programmes and departments. This provides a useful feedback to the external audit programme of the Higher Education Commission Pakistan.

**QUALITY ASSURANCE REFORMS AND ACHIEVEMENTS:**
The Cell not only strives for quality assurance but quality enhancement measures have also been implemented:

**Mentor System**
The Mentor System was introduced in DUHS to work on better relationships between teachers and students as well as to bring forth better feedback on students learning and their problems. In this system teachers of institutes are nominated. Mentors to different groups of students and regular meetings are scheduled for students’ feedback. The meetings and submission of progress reports through the Students’ Portfolio is the main feature of this system which allows not only a better student teacher relationship to develop but also regular feedback through their learning and concerns. This has been successfully implemented with regular feedback From QEC in Dow International Medical College (DIMC), Dow Medical College (DMC), Sindh Medical College (SMC) and Dr Israth-Ul-Ilad Khan Institute of Oral Health Sciences (DIIOHS). Plans for implementation in the other institutes are progressing and it is slowly progressing towards an effective reporting programme of the students’ progress and their concerns.

**Teachers’ Portfolio**
The Teachers’ Portfolio is the teachers’ personal file which has been introduced for monitoring and evaluating teachers’ performance. The teaching philosophy of the teacher, their vision, mission as well as the objectives of their learning and teaching areas are also part of this portfolio. The teachers maintain the list of prescribed documents and get regular feedback from an appointed coordinator and QEC. It is being implemented successfully and effectively in DIMC, IPMR, IMT and DCP. This would document the good practices of the faculty members of both institutes. This feature is expected to yield benefits in the near future as part of our emphasis is on continuing teacher development.

**Teachers Training and Development:**
All the institutes have so far benefited from this and more training is expected in various areas identified through various quality measures carried out in various departments. To ensure ongoing teacher education and training QEC has strived to keep on offering different sessions of training on need based and regular basis. The following programmes are being conducted for faculty development by QEC:

- One session workshop on ICT, Objective Writing, Test Result Analysis for various institutes.
- A one week teachers training programme was arranged for the entire faculty of DIMC and Dental institute. Topics like Objective Writing, Teaching Methodology and Assessment were covered.
- Several workshops on ‘Best Choice Questions’ for all the faculty members of Dow University have been conducted in collaboration with Professional Development Centre. To date more than a hundred teachers of various groups have attended the ongoing workshops and are the rest are scheduled in the future.
**Students’ Portfolios:**
It is a system of continuous assessment of students’ own learning. They maintain their portfolios which include their thoughts and observations regarding their learning for lectures or tutorials attended and are evaluated by their mentors on regular basis. Currently focusing on the Basic Sciences this will soon encompass the Clinical Sciences as well so as to have a thorough and extensive record of the students’ learning. Progress has been reported in DMC, DIMC, SMC, ION, DIKIOHS.

**Departmental Working:**
All the departments in the institutes are required to fill and submit this template that summarizes the entire working of a department at the end of the month including time spent or allocated for research. Effective reporting in DIMC has been observed with gradual progress in DMC and SMC. The practise will soon be a regular feature in other institutes as well.

**Standards in Educational Provisions:**
Quality Enhancement Cell realizes that not only teaching but other educational entities such as digital library, regular library, professional development programmes, guest lectures and seminars and other scholarly facilities or activities must keep a standard meeting the satisfaction level of the stakeholders. This programme focuses on the evaluation of such educational provisions and prepares a report on annual basis.

**ACHIEVEMENTS OF THE CELL**
Since its establishment, QEC has made considerable progress. The programme teams have been constituted and they are working on the standards given by HEC. All the constituent colleges/ institutes are working on developing the programme outcomes. They are also working on developing curriculum objectives to make their programmes more effective.

Departmental Quality Assurance teams have been formulated at DMC and DIMC and they are working on teachers portfolio. This would document the good practices of the faculty members of both institutes. It would also set an example for other institutions so that they would maintain the same high standard that is required in medical education.

Similarly, QEC is conducting several faculty development programmes on regular basis so that they may come up with more effective teaching and learning techniques for their students.

It is expected that as soon as Quality Assurance Mechanism cycle completes, we would have a very solid foundation of different programmes being offered by the university. The best thing about these programmes is that they would record/ document good practices in health education.

**ISO 9001 CERTIFICATION:**
International Organization for Standardization is a well known body involved in certifying various sectors and which guarantees that the interests of the customer are safe guarded. DUHS is one of the first public sector universities in Pakistan that has initiated efforts for obtaining ISO certification. In this regard, the consultancy of PIQC Institute of Quality was solicited for smooth running of this process. Dr. Muhammad Abdul Wahid Usman, Director QEC, was nominated as Quality Management Representative (QMR) and one Quality Management System (QMS) Coordinator was nominated from each of the institutes working under DUHS.
In the initial sessions awareness sessions was arranged for all QMS Coordinators by QEC with the collaboration of Professional Development Centre (PDC). The training aimed at imparting the basic fundamentals and concepts of Quality and its Management System as well as to understand the requirements of ISO 9001 Quality Management System through given guidelines and standards. The team from PIQC also met with the heads of supporting departments to brief them about the ISO activities. Currently QEC helps PIQC organize the meetings with all the departments and institutes and serves as the liaison in between completing the required documentation and services procedures which will eventually lead DUHS to ISO Certification. The QMS Coordinators also frequently consult QEC if and when there is any need of information and expertise.

**QEC RESEARCH PARTICIPATION AND OTHER SCHOLARLY ACTIVITIES:**
QEC has a strong research foundation and actively participates in conferences and seminars to promote research culture in DUHS. The following are some of the research activities:

- Director presented a paper in an International conference on the quality in teaching and learning in Higher Education, arranged by Asia Pacific Quality Network (APQN) in Tokyo, Japan in Feb, 2008.
- Director presented a paper on ‘Met Evaluation of Teachers’ Evaluation Program in the 2nd International Conference on Quality Assurance in Lahore.
- Director QEC read a paper on Backwash Effect of Examination in the International Conference of Sindh University.
- Director read a paper on Universality of Shakespeare in a seminar at National University of Modern Languages Karachi campus.
- Deputy Director wrote a paper on Student Portfolio at NIDE.

QEC also assists research scholars in their required field by providing logistics and research expertise in the shape of advice and professional feedback.

**FUTURE PLANS:**
- As QEC advances further in quality assurance in DUHS, the next phases to be highlighted would be the goal of formulating SARs in all the departments and institutes. This is in various stages in different institutes and QEC officials are keeping surveillance on the process to meet deadlines as scheduled by stakeholders involved.
- By the end of 2009, all the institutes would have their teachers’ evaluation done as per the end of their semester examination. Meetings with Head of the institutes would also be held to provide feedback regarding results and the future training of teachers as per their performance in the classroom.
- The Mentor System, Teachers’ Portfolio and Student Portfolio is also scheduled to be introduced and implemented at various stages in different institutes as per a planned directive of the Cell. The teachers and students will be given awareness sessions on the procedures and detailed meetings are also planned with the faculty and staff members to ensure alignment with the objectives of the measures.
- QEC has planned a series of awareness and training sessions with the ISO Certification team appointed by PIQC for all the various departments of DUHS for a smooth working in the certification process.
- QEC is going to offer certificate courses in Quality Assurance in Education. The proposal has been prepared for consideration of authorities concerned.
HOSTEL ACCOMMODATION
AT
AT DOW INTERNATIONAL MEDICAL COLLEGE (DIMC)
DUHS OJHA CAMPUS

- Hostel Accommodation available in the same Ojha campus for:
  - GIRLS and
  - BOYS (only from USA)
- Two students will be allotted one room
- No student will be allotted a single room
- The students will have to strictly follow rules and regulations mentioned in the brochure given to them
- The room will only be allotted after given procedure is followed and the sureties are submitted
- Room rent per year for every student will be Rs. 70000/-
- MESS facilities will be available
- Guests will not be allowed to stay in the hostel
- Generator facility is available for round the clock provision of electricity
- Hostel allotment may be cancelled if any student does not follow hostel rules and regulations.
SPORTS AND COCURRICULAR ACTIVITIES 2010
Location Map
Dow International Medical College (DIMC)
Dow University of Health Sciences (Ojha Campus)

KARACHI MAP Showing Locations of DMC, SMC and DIMC
ADMISSION PROCEDURE
ELIGIBILITY FOR ADMISSION
in MBBS at
DOW INTERNATIONAL MEDICAL COLLEGE (DIMC)
DOW UNIVERSITY OF HEALTH SCIENCES

- The candidate should have passed Matric / O Level / Equivalent examination from any recognized institution.
- The candidate should have passed Inter Science / A Level / Equivalent examination from any recognized institution.
- They have to submit SAT II Score Min. 550 Seperately in Chemistry, Biology and Physics/Mathematics.
- The candidate should have IBCC equivalence certificate (Pre-Medical) group having Min. 60% marks (Not both)

The selection will be on merit, based upon percentage of SAT II Scores OR IBCC Marks.

- As per latest PMDC decision overseas students will not undergo entrance test.
- The SAT II test centre is also available in Karachi and some Private tutors prepare students in about 6–8 weeks (further information may be given on email, if needed).
- There is no age limit for applicants.
- The MBBS / BDS session 2010 will start from 05th Oct. 2010.

PROCEDURE

- The candidates may submit the APPLICATION FORM, personally after downloading from website alongwith required documents. OR send by email (given below) after scanning the documents.
- The application forms will be received till 25th Sept 2010 for finalization of admission procedure.
- Delayed applications may be taken only in case of vacancies.

FEE SCHEDULE AND RULES

- The admission will be finalized only when the eligibility criteria is met and the tuition fee of 15,000 US Dollars for Semester 1 and Semester 2 is paid by Bank draft in favour of Dow University of Health Sciences, Karachi.

- Payorder of two semester’s tuition fee (15,000 US $) will have to be paid within one week after the start of 3rd, 5th, 7th and 9th Semesters.
- In case of default late payment charges will be charged as follows:
  - First month (after lapse of first week) ......2.5 % of tuition fee
  - Second month ........................................5.0 % of tuition fee
  - Third month .........................................7.5 % of tuition fee
  - Fourth month .......................................10.0 % of tuition fee

AFTER FOUR MONTHS THE SEAT IS LIABLE TO BE CANCELLED.
Examination Fee for each semester shall be collected at the time of submission of examination form alongwith required documents.

The tuition and examination fee of repeater students will be charged as per number of repeated courses, undertaken by the candidate.

Hostel Fees is not included in tuition fees.
Hostel Fee, for Boys and Girls ---1000 US $ / Year (Excluding MESS Charges, to be paid in advance every year and MESS Charges to be paid in advance every month).
All residents of boys and girls hostel will have to abide by rules and regulations mentioned in Hostel brochure. In case of non compliance, the allotted seat will be cancelled and they will have to vacate the hostel in the given time or else they may be rusticated from the college.

NOTE:
- The SAT II Score Min. 550 in Biology, Chemistry and Physics / Mathematics is mandatory in the absence of IBCC Certificate.
- Eligibility criteria requires either SAT II Score or IBCC Certificate, .......... NOT both.
- In case the candidate submits Provisional IBCC equivalence certificate, he/she will be given provisional admission. But before the first semester examination the student will have to submit original IBCC certificate or SAT II score. In case of default he/she will NOT be allowed to appear in the examination.
- If the Medium of instruction in school from 9th till 12th grade is not English then the student will have to submit TOEFL / IELTS score of at least 500 / 5.5 respectively to be eligible for admission.
- In case final admission is given, all the original documents will have to be submitted in the admission cell.
- The tuition and hostel fee is subject to revision by the university at any time during the course of the study and may increase by 10% every year.
- Any fee deposited is non-refundable

DOCUMENTS REQUIRED FOR ELIGIBILITY OF ADMISSION IN MBBS AT DIMC

- Application form (to be downloaded from website of DUHS.
- Copy of all transcripts (atleast until 12th grade).
- Copy of High School Diploma Certificate.
- Copy of all certificates acquired.
- Copy of IBCC equivalence certificate (Min 60%) or SAT II (science subjects) score (Min 550).
- Copy of the passport of candidate and father/guardian.
- TOEFL / IELTS certificate (if applicable).
- Proof of being overseas Pakistani.
- Six recent passport size photographs.
- Admission Fee 500 US Dollars.

ASSESSMENT OF STUDENTS

i) Continuous evaluation will constitute 20% of total marks. (for semester examination)
ii) Semester Examination will constitute 80 % of the total marks.
iii) All the practical, viva and clinical examinations will be “Objective Structured Practical Examination” OSPE & OSCE.

FOR QUERIES PLEASE CONTACT ON
Email: admissions@duhs.edu.pk Tel No. (009221)-32732194 Website: www.duhs.edu.pk
CONSTITUENT INSTITUTES and COLLEGES
of Dow University of Health Sciences

1. Dow Medical College (DMC)
2. Sindh Medical College (SMC)
3. Dow International Medical College (DIMC)
4. Dr. Ishrat-ul-Ebad Khan Institute of Oral Health Sciences (DIKIOHS)
5. Dow College of Pharmacy (DCOP).....For Pharm-D
6. Institute of Health Management (IHM).....For MBA in Hospital Administration, Health Care Management & Pharmaceutical Sciences
7. Institute of Basic Medical Sciences (IBMS).....For MPhil and PhD
8. Institute of Medical Technology (IMT).....For Bachelors in Clinical Pathology, Critical Care, Operation theatre and Ophthalmology
9. Institute of Physical Medicine & Rehabilitation (IPMR).....For Bachelors in Occupational Therapy & Masters in Physiotherapy
10. School of Orthosis and Prosthesis.....For Bachelors in Orthosis and Prosthesis
11. Institute of Nursing (ION).....For Post RNBE
12. School of Dental Care Professionals (DCP).....For Diploma in Dental Technology & Dental Hygiene
13. Vocational Training Centre (VTC).....For Skilled Training
14. National Institute of Diabetes and Endocrinology (NIDE).....For Masters in Diabetes & Endocrinology
15. National Institute of Liver and GI Diseases (NILGID).....PG Courses to be started soon
16. Department of Biostatistics and Epidemiology.....For Masters in Biostatistics and Epidemiology
17. Department of Jurisprudence.....For Masters in Medical Jurisprudence
18. Research Department.....For PhD
19. Department of Medical Education - MHPE
20. Department of Biophysics - DMS

For MBBS
Bachelor in Dental Surgery
For Pharm-D
Master in Dental Surgery
For MPhil and PhD
For Bachelors in Clinical Pathology, Critical Care, Operation theatre and Ophthalmology
For Bachelors in Occupational Therapy & Masters in Physiotherapy
For Bachelors in Orthosis and Prosthesis
For Post RNBE
For Diploma in Dental Technology & Dental Hygiene
For Skilled Training
For Masters in Diabetes & Endocrinology
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For PhD