

STUDY GUIDE ANATOMY 2ND Year

MBBS COURSE

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Mission Statement



Guiding your passion to profession

IMC Strives to improve health care in Faisalabad, our country and the world through excellence.

We seek to foster the development of dedicated clinicians, scientists, professionals and educators to provide leadership in education, services and discovery.

Vision:

To be an institution with

- An environment to develop creative free thinking and life long learners.
- A culture of objective research to transform health care delivery.
- Quality professional educational program based on innovation and collaboration.
- High moral and ethical values.
- Serving the needs of community in the best tradition of profession.

Goals:

- To develop humanist, skilled, intellectually disciplined and innovative medical professionals with dedication to those who they treat, lead and serve
- To educate and guide the next generation of leaders in healthcare and medical science to provide and sustain achievements in service, teaching and research.
- To provide comprehensive and effective patient centered, culturally sensitive, compassionate and innovative health care of highest quality to all.
- To recruit, develop and nurture and independent and academically outstanding community of faculty, student, trainees and staff, who each contribute to excellence in our missions.
- To promote professional and personal growth, productive, accountability, integrity and synergistic collaboration and synergy of faculty, students and staff

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INTRODUCTION

WHAT IS A STUDY GUIDE?

It is an aid to:

- Inform students how student learning program of the subject has been Organized
- Help students organize and manage their studies throughout the year
- Guide students on assessment methods, rules and regulations

THE STUDY GUIDE:

- Communicates information on organization and management of the module.
- This will help the student to contact the right person in case of any difficulty.
- Defines the objectives which are expected to be achieved at the end of the program.
- Identifies the learning strategies such as lectures, small group teachings, clinical skills, Demonstration, tutorial and case based learning that will be implemented to achieve the Learning objectives.
- Provides a list of learning resources such as books, computer assisted learning program, web- links, and journals, for students to consult in order to maximize their learning.
- Highlights information on the contribution of continuous and term test on the Student's overall performance.
- Includes information on the assessment methods that will be held to determine every student's Achievement of objectives.
- Focuses on information pertaining to examination policy, rules and regulations.

ANATOMY FOR 2ND YEAR MBBS

Subject: Anatomy

Year: 2nd year

Duration: 36 weeks

Year	Theory	Practical	Total
2nd year	150 hours (100 Lecture, 50 SGD / PBL)	150 hours	300

AT THE END OF 2nd YEAR MBBS STUDENT WILL BE ABLE TO

- To explain various anatomical terms.
- To distinguish different anatomical landmarks.
- To discuss principles of General Anatomy.
- To demonstrate ability to mark structure of surface anatomy.
- To identify anatomical parts on models and cadavers.
- To explain the anatomical principles of different clinical methods.
- To identify different cellular structures & tissue on microscopic slides.
- To describe different parts & relationships of Anatomical structures.
- To explain the clinical application of knowledge of Anatomy.
- To describe steps of development of embryo and other human organs.
- To discuss various developmental anomalies.

RULES AND REGULATION

- 75% attendance in theory and clinical classes in mandatory.
- All progress will be recorded on clinical log book.
- Pass marks for assessment will be 50%.
- All this will be credited in internal assessment for Final Professional.
- Any Conflict will be resolved by Co-Ordinator.
- All students will have to fill online feedback perfroma.

LEARNING RESOURCES

The department of Anatomy will require following resources for implementation resources:

- Human resource
- Instructors (faculty members)
- Curriculum coordinator curriculum secretary
- Infrastructure
- Lecture hall with AV aids
- Tutorial room with AV aids
- Dissection Hall and Museum with Anatomy Models
- Histology Lab with Pool of slides
- Simulated patients and simulated manikins
- Computers

LISTS OF CONTENT RESOURCES

- General Anatomy by Prof. Sadiq Hussain Siddiqui
- Medical Histology by Prof. Laiq Hussain Siddiqui
- Di-Fiore Atlas of Histology
- Clinically Oriented Anatomy by Keith L. Moore.
- Cunningham's Manual of Practical Anatomy by G.J. Romanes, 15th Ed., Vol-I, II, III.
- Clinical Anatomy by Richard S. Shield.
- Wheater's Functional Histology
- Basic histology by Junqueira and Carneiro
- Grant's Atlas of Anatomy
- Langman's embryology
- The Developing Human. Clinically Oriented Embryology by Keith L. Moore, 6th Ed.
- Neuroanatomy by Richard S. Snell.
- Gray's Anatomy Latest Edition.
- Clinical Anatomy by R.J. Last, Latest Ed.

E-LEARNING

- e-IMC phone app for online lectures
- IMC youtube channel

JOURNALS

- The Professional Medical Journal
- Independent Review (H-2000)
- Independent Journal of Allied Health Sciences
- Online Journals and Reading Materials through HEC Digital Library Facility

LEARNING METHODOLOGY

The following teaching / learning methods are used to promote better understanding:

- Interactive Lectures
- Hospital / Clinic visits
- Small Group Discussion
- Case- Based Learning
- Skills session
- E-Learning
- Self-Directed Study

INTERACTIVE LECTURES: In large group, the lecturer introduces a topic or common clinical conditions and Explains the underlying phenomena through questions, pictures, videos of patients' interviews, Exercises, etc. Students are actively involved in the learning process.

SMALL GROUP DISCUSSION (SGD): This format helps students to clarify concepts acquire skills or attitudes. Sessions are structured with the help of specific exercises such as patient case, interviews or discussion topics. Students exchange opinions and apply knowledge gained from lectures, tutorials and self-study. The facilitator role is to ask probing questions, summarize, or rephrase to help clarify concepts.

CASE- BASED LEARNING: A small group discussion format where learning is focused around a series of questions based on a clinical scenario. Students discuss and answer the questions applying relevant knowledge gained in clinical and basic health sciences during the module.

SKILLS SESSION: Skills relevant to respective module are observed and practiced where applicable in skills laboratory or Department of Physiotherapy.

SELF DIRECTED STUDY: Students assume responsibilities of their own learning through individual study, sharing and discussing with peers, seeking information from Learning Resource Center, teachers and resource persons within and outside the college. Students can utilize the time within the college scheduled hours of self-study.

E-LEARNING: E-Learning is a strategy by which learning occurs through the utilization of electronic media, typically the Internet. The basic aspects of medical professionalism and ethics will be addressed through an e-learning course

VIDEO SESSIONS: Anatomy is a subject which involves visual learning and formulating concepts. Video assisted learning sessions also provides opportunities to learn gross anatomy.

LABORATORY SESSIONS: Laboratory sessions are important as they provide opportunity for experiential learning in terms of study of slides and identification of tissues

EARLY CLINICAL EXPOSURE (ECE): Clinical skills session are important part of curriculum to achieve psychomotor and affective outcomes. This provide opportunity for medical students in early years and will stimulate contextual learning.

ASSESSMENT

MCQ's and SEQ's

Multiple choice question and short essay question test will be used at the end of part of curriculum to assess the learning of knowledge. These all assessment exercises will be formative. The written tests like Multiple-Choice Questions (MCQs) and Short-Essay Questions (SEQs) test formats are used for the assessment of cognitive domain. The MCQs are more objective and essentially select type of item response format. MCQs have a cueing effect, which promotes guessing and leads to higher scores. In addition, writing MCQs of higher cognitive level of problem solving is challenging. On the contrary, the SEQs are more subjective and have a supply or construct type item response format, which does not have any cueing effect and can effectively assess problem solving skills(8).

OSCE AND SHORT CASE

Short case and OSCE will be used to evaluate clinical skills and procedural skills at the ward end of placement. The OSCE is a method of clinical skill assessment, and it has been reported to be appropriate for assessing learning achievement levels in the psychomotor and emotional domains, which are difficult to evaluate with written examinations(9).

VIVA VOCE

Viva voce is used for assessment of knowledge and problem solving ability of students. This method is useful evaluating cognitive domain.

ASSIGNMENTS

Students of different year will be given assignment of different nature such as research and literature search and surveys

Evaluation plan		
Term Test	Written test (MCQ and SEQ)	Formative
After each region / Module	Stage (OSCE and viva voce)	Formative

INTERNAL ASSESSMENT

- i. The weightage of internal assessment shall be 10% of totals marks.
- ii. Continuous internal assessment shall consist of evaluation at the end of each assignments, e.g. stages/ sub-stage, class tests etc., attitudinal assessment from educational supervisors.
- iii. Assessment of knowledge, Skills and Attitude shall contribute toward internal assessment. Methods used to assess these domains shall include Multiple Choice Questions of one-best type, Short essay questions, Oral/Viva, and Practical/Clinical examinations.
- iv. The score of internal assessment shall contribute to the score in the final examination, Final university examination of each subject shall contribute 90 to total score, and the candidate shall pass in aggregate.
- v. Proper record of continuous internal assessment shall be maintained.



ANATOMY 2nd YEAR MBBS EDUCATION PLAN

	Embryology	Gross Anatomy	Histology	Assessment	Week
1st Term (11 weeks)					1
					2
					3
					4
					5
					6
					7
					8
					9
					10
	Upper limb Stage / 1st term test				
2nd Term (11 weeks)					12
					13
					14
					15
					16
					17
					18
					19
					20
					21
	Lower limb Stage / 2nd term test				
3rd Term (9 weeks)					23
					24
					25
					26
					27
					28
					29
					30
	Thorax Stage / 3rd term test				
(4 Weeks)					32
					33
					34
					35
Sendup Examination					36

DEPARTMENT OF MEDICAL EDUCATION

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Modules	Objectives	Instructional strategy				Assessment			
		Lecture	SGD	PBL	Lab	MCQ	SEQ	OSPE	Viva
Module 11 Gross Anatomy (Neuroanatomy)	Describe the structure and functions of receptors.		••		••	••	••		
	Describe motor end plates and their functions.		••			••	••		
	Describe the meninges of brain and spinal cord.		••			••	••		
	Describe subdural and subarachnoid spaces.		••			••	••		
	Describe internal structure of spinal cord at different levels:		••			••	••		
	Describe ascending and descending tracts of spinal cord.		••			••	••		
	Describe internal structure of medulla oblongata.		••			••	••		
	Describe the internal structure of pons.		••			••	••		
	Describe internal structure of mid brain.		••			••	••	••	
	Describe the surfaces of cerebral hemisphere, its lobes, their sulci.		••			••	••	••	
	Locate, identify functions of different functional areas of the brain.		••			••	••	••	
	Locate different types of projection and fibres of brain and their functions.		••			••	••	••	
	Identify hypothalamus, its nuclei and their connection and functions.		••			••	••	••	
	Describe thalamus, its nuclei and their connection and functions.		••			••	••		
	Describe metathalamus and its connections and functions.		••			••	••		
	Describe the ventricular system of the brain.		••			••	••		
	Comprehend production and circulation of CSF and clinical conditions.		••			••	••		
	Discuss blood supply of the brain and spinal cord.		••			••	••		
	Describe intra cranial course of cranial nerves and their applied aspects.		••		••	••	••		
	Identify cranial nerves nuclei and their connection and functions.		••			••	••		
	Describe different lobes of cerebellum, its white and grey substances.		••			••	••		
	Describe afferent and efferent connections of cerebellum.		••			••	••		
Describe the signs and symptoms of cerebellum disease.		••			••	••	••		
Describe clinical conditions related to nervous system.		••			••	••			
Explain neuroanatomical basis of the neurological diseases following, Hemiplegia I hemiparesis, Upper motor and lower motor neuron lesions, Parkinsonism, Syringomyelia. Hemi-section I complete section of spinal cord, Cerebellar ataxia, Other clinical conditions.		••			••	••			

Modules	Objectives	Instructional strategy				Assessment			
		Lecture	SGD	PBL	Lab	MCQ	SEQ	OSPE	Viva
Module 12 Gross Anatomy (Head & Neck)	Describe mandible and different foramn of the articulated skull.		••					••	
	Identify individual bones of the skull, their parts with important features.		••					••	
	Give post-natal growth changes in skull and face.		••					••	
	Comprehend cranial fossae, identify the foramina of the skull base.		••					••	
	Describe the vertebral column and clinical problems of the region.		••					••	
	Describe cervical vertebrae, and the joints of the region.		••					••	
	Describe muscles of the region and their actions and nerve supply.				••			••	
	Name and identify muscles of the floor of the mouth, sternocleidomastoid, trapezius, levator scapulae, and describe their origin, insertion, nerve supply, actions, important relations and effects of injury to their nerves and clinical tests to diagnose the nature of injury.		••		••	••	••		
	Describe important arteries of the region, their branches.		••			••	••		
	Comprehend clinical importance of arteries of head and neck		••			••	••		
	Identify subclavian, internal, external, and anterior Jugular vein and give their course, relationship, tributaries and clinical importance.		••			••	••		
	Describe cranial venous sinuses and give their clinical significance.		••			••	••		
	Enlist the regional lymph nodes & lymphatic drainage of the region.		••			••	••		
	Describe course and distribution of cervical spinal and cranial nerves.		••			••	••		
	Describe clinical conditions related to the nerve plexuses.		••			••	••		
	Describe injuries to different nerves and their clinical tests.		••			••	••	••	
	Identify sympathetic trunk and describe the scheme of sympathetic and parasympathetic innervations of the region, including the four parasympathetic ganglia, along with the clinical and applied anatomy..		••			••	••	••	
	Identify the boundaries, contents and subdivisions of triangles of neck.		••			••	••	••	
	Describe the superficial and deep fasciae of the region.		••			••	••	••	
	Describe salivary, thyroid, parathyroid glands,		••			••	••	••	
	Describe trachea & esophagus.		••		••	••	••		
	Identify the anatomical features of the oral cavity, tongue, cheek, lips, gums and teeth, and describe these in detail with their clinical applications.		••			••	••		
	Describe the anatomy of the scalp, orbital and cranial cavities.		••			••	••		
	Describe the anatomy of the nasal cavity, Para nasal sinuses, eye ball and external, middle and internal ear along with the clinical aspects.		••			••	••		
	Describe the anatomy of pharynx, its muscles, their nerve supply.		••			••	••		
	Describe the anatomy of larynx, its joints, muscles, their nerve supply.		••			••	••	••	
	Correlate the anatomical information of the region.		••			••	••	••	
	Interpret normal radiographs, CT Scans, MRI, and ultrasound image		••			••	••	••	
	Describe the cranial nerves distributions and lesions,		••			••	••	••	
	Explain the dislocation of temporomandibular and intervertebral joints.		••			••	••	••	
	Explain the scalp wounds, danger area of face, Little's area,		••		••	••	••		
	Define Homer's syndrome, cavernous sinus thrombosis, intracranial hemorrhages, tracheostomy, mumps, sinusitis and retropharyngeal abscess,		••			••	••		
Describe the lymph nodes and lymphatic drainage of head and neck and, different conditions associated with lymphatics.		••			••	••			
Explain the Important muscles of head and neck their functions and effect of their nerve lesions.		••			••	••			

Modules	Objectives	Instructional strategy				Assessment			
		Lecture	SGD	PBL	Lab	MCQ	SEQ	OSPE	Viva
Module 13 Gross Anatomy (Abdomen and Pelvis)	Develop understanding of the topographic anatomy of the regions.		••		••	••	••		
	Mark the regions of the abdomen on the surface of the body.		••			••	••		
	Mark the abdominal and pelvic viscera on the surface of the body.		••			••	••		
	Importance of percussion notes in eliciting their clinical importance.		••			••	••		
	Give a description of the anterolateral and posterior abdominal walls.		••			••	••		
	Describe inguinal canal, external hernias and their complications.		••			••	••		
	Explain peritoneum, peritoneal cavity & sites of internal hernias.		••			••	••		
	Describe the abdomino-pelvic fasciae and their clinical importance.		••			••	••		
	Give a precise account of the Anatomy of abdominal and pelvic viscera.		••			••	••	••	
	Clinical effects & apply tests to verify injuries to nerves of the region.		••			••	••	••	
	Describe male and female pelvis & differences between them.		••			••	••	••	
	Describe the normal & contracted adult female pelvis.		••			••	••	••	
	Describe the perineal region in both male & female.		••			••	••	••	
	Explain the possible birth injuries to the mother in difficult labor.		••			••	••		
	Describe the regional lymphatic drainage and lymph nodes.		••			••	••		
	Comprehend radiological anatomy of the region, CT Scans, MRI, Ultrasound and, other diagnostic techniques.		••			••	••		
Define porto systemic anastomosis, spread of carcinoma stomach, duodenal and peptic ulcer, appendicitis, hemorrhoids, anal fistula, anterior abdominal wall hernias, abdominal incisions, varicocele, hydrocoele, benign prostatic hyperplasia and carcinoma of prostate uterus prolapse.		••			••	••			
Module 14 HISTOLOGY (Systemic)	Describe the epithelium lining the oral cavity, tongue, gums, hard and soft palate, pharynx and lips and, explain the histology of tongue.		••		••	••	••		
	Describe the histological structure of oesophagus, stomach, small intestine, large intestine, appendix and anal canal; explain the change in structure of their epithelium in relations to the function.		••			••	••		
	Describe the histological structure and functions of salivary glands.		••			••	••		
	Describe the histological structure and functions of Liver, Pancreas and Gall Bladder.		••			••	••		
	Describe the histological structure of kidney, ureter and urinary bladder, and their functions.		••			••	••		
	Describe histological structure of testis, epididymis, vas deferens, seminal vesicle and prostate, and relate it to their functions.		••			••	••		
	Describe histological structure of ovaries, fallopian tube, uterus and vagina, and explained their functions related to their structure.		••			••	••		
	Describe the histological structure and functions of the following glands: Pituitary, Thyroid, Parathyroid, Adrenal, Islets of Langerhans.		••			••	••		
	Describe the histological structure of eyeball with emphasis on cornea and retina, and give their functions related to their structure.		••			••	••	••	
	Describe the Membranous Labyrinth and give the histological structure of different parts; correlate their functions to the structure.		••			••	••	••	
	Describe the histological structure of spinal cord, cerebellum and cerebrum and correlate it to the functions.		••			••	••	••	
	Identify draw & label microscopic structures of mentioned tissues.		••			••	••	••	

Modules	Objectives	Instructional strategy				Assessment			
		Lecture	SGD	PBL	Lab	MCQ	SEQ	OSPE	Viva
Module 15 EMBRYOLOGY (Special)	Describe the development and derivatives of pharyngeal apparatus.		••		••	••	••		
	Describe the development of tongue, Face and palate.		••			••	••		
	Describe the development of thyroid gland, pituitary gland.		••			••	••		
	Describe different congenital malformations of the region.		••			••	••		
	Discuss development of the body cavities, mesenteries and diaphragm.		••			••	••		
	Describe the development of gastrointestinal tract.		••			••	••		
	Describe the development of liver, pancreas and gall bladder, Spleen		••			••	••	••	
	Discuss different congenital malformations of the region.		••			••	••	••	
	Describe the development of upper and lower respiratory passages, and give their congenital anomalies.		••			••	••	••	
	Describe the development of heart, aortic arches, aorta, superior and inferior vena cavae and portal vein.		••			••	••	••	
	Describe the foetal circulation and changes at birth, congenital anomalies of CVS		••			••	••		
	Describe the development of kidneys, ureters, urinary bladder and urethra, and their congenital malformations.		••			••	••		
	Describe the development of testes, epididymis, vas deferens, seminal vesicles and prostate.		••			••	••		
	Describe development of the ovaries, uterus and vagina.		••			••	••		
	Describe the development of external genital organs.		••			••	••		••
	Name different brain vesicles, comprehend and describe their derivatives, Ear & Eye		••			••	••		••
	Describe the development of spinal cord, derivatives of neural crest.		••			••	••		••
	Describe congenital abnormalities of the nervous system.	••	••			••	••		••
	Describe the development of external, middle and internal ear.	••	••			••	••		••
	Describe congenital abnormalities of the region.	••	••			••	••		••
Describe the development of lacrimal apparatus, eyeball and their congenital abnormalities.		••			••	••		••	

1ST PROFESSIONAL (PART-2) ANATOMY INCLUDING HISTOLOGY

TABLE OF SPECIFICATION (ToS)			
Histology	Digestive System Urinary System Nervous System Male Reproductive System Female Reproductive System Endocrine glands Special Senses (Eye and Ear)	1 1 1 1 1 1 1	1
Embryology	Body Cavities, mesenteries and diaphragm Respiratory System Cardiovascular System Nervous System, Eye, Ear Urinary System Male reproductive System Female reproductive System Digestive System Pharyngeal Apparatus and face	1 1 2 1 1 1 1 1 1	1
Brain	External and internal structure of brain External and internal structure of spinal cord Cranial nerves, muscle and their intracranial course Blood supply of brain and spinal cord Meanings, Cisterns, Ventricles	2 2 1 1 1	1
Pelvis	Pelvic Wall. Pelvic diaphragm, Pelvic peritoneum Pelvic Viscera & Structure Perineum, urogenital diaphragm	1 1 4	2
Abdomen	Abdominal Wall Peritoneum Abdominal Viscera & other Structure	2 1 2	2
Head and Neck	Cranial cavity, Skull & Cervical vertebrae & Joints of neck Scalp, Temple & face Side of neck & Triangles, Back of neck, Cervical fascia Cranial nerves and ganglia Orbit, Eyeball, Ear Parotid. Temporal. Infratemporal regions Mouth, Pharynx, Tongue Nasal Cavity and Larynx	2 1 2 2 1 2 2 1	2
Total		45	9

1. In each gross region of body, an equal distribution should be practiced for the following tissues:
 - i. Skin
 - ii. Muscles
 - iii. Bones
 - iv. Connective tissue sheaths
 - v. Joints
 - vi. Nerves
 - vii. Vessels
2. 25% MCQs and SEQs should be clinical-oriented or problem based.

1ST PROFESSIONAL (PART-2) GROSS ANATOMY, RADIOLOGICAL ANATOMY 7 EMBRYOLOGY

Gross Anatomy

1. Total No. of station 12, each station will have 02 marks and 04 spots of identification.
2. Each station shall be given 1.5 min. 3. Total marks shall be 24.

Time per station: 1.5 minutes (18 minutes)

OSPE				
Sr.	Region / Area	Station No.	No of Spots	Marks each Station
1	Head & Neck	01	04	02
	Head & Neck	02	04	02
	Head & Neck	03	04	02
2	Abdomen	04	04	02
	Abdomen	05	04	02
	Abdomen	06	04	02
3	Pelvis	07	04	02
4	Brain	08	04	02
	Brain	09	04	04
5	Radiological Anatomy	10	04	02
6	Special Embryology	11	04	02
	Special Embryology	12	04	02
Total		12	48	24

Arrangement of OSPE in Histology:

1. Histology practical Examination shall also be used to cover nearly all areas of the subjects.
2. Histology long slide and viva shall be arranged simultaneously on the same day.

Histology OSPE and VIVA (Total Marks 20)

There shall be 10 slides fixed on 10 microscopes.

1. They will move from one to the next slide in a predetermined direction.
2. For each station one minutes shall be given, students will give point/points of identification for each slide. (Annexure B0.
3. Total number of identification spots.
 - a. Each spots will be given 01 mark (0.5 marks for identification and 2 points of identification, 0.25 mark each)
 - b. Total marks allocated shall be:
4. Time consumed shall be 10 min. Long Slide (Total Marks 10)
5. Time: 15 minutes will be given for Identification: 1 mark, Drawing: 1 mark, Labeling: 1 mark

Interactive Examination Long Slides: 7 marks

ANATOMY STRUCTURED VIVA

ANATOMY STRUCTURED VIVA			
Sr no.	Contex Area	Marks Allocated	Minimum number of Question
1	Surface marking	04	01
2	Head and Neck	10	02
3	Brain and Spinal cord	08	02
4	Abdomen	10	02
5	Pelvis	04	01
6	Special Embryology	10	02
Total		46	10



INDEPENDENT MEDICAL COLLEGE

Guiding your passion to profession

2nd Year
WEEKLY TIME TABLE 20-21

Time	Lecture 08:00-09:45	Lecture 09:45-11:30	Break 11:30 - 12:00	Lecture 12:00 - 02:00	Lecture 02:00 - 02:30
Mon	Physiology	Biochemistry	Break	Anatomy	SDL
Tue	Physiology	Biochemistry		Anatomy	
Wed	Physiology	Biochemistry		Anatomy	
Thu	Physiology	Biochemistry		Anatomy	
Fri	08:00-08:45 Islamiyat / Pak Studies	09:30 - 10:15 Physiology	10:15 - 11:00 Biochemistry	OFF	
	08:45-09:30 Behavioral Science		11:00 - 12:00 Anatomy		
Sat	Physiology	Biochemistry	Break	Anatomy	SDL

2nd Year MBBS		
Session:	3.6 Weeks	
Duration	9 Weeks	Test
First Term:	9 Weeks	1 Week
Second Term:	9 Weeks	1 Week
Third Term:	9 Weeks	1 Week
Send Up:	6 Weeks	