

Department of Anatomy

Comilla Medical College, Cumilla

Academic Calender for Lecture Contents of
MBBS Students, Session: (2025 – 2026)

Term I

35th Batch

**Department of Anatomy
Comilla Medical College
Lecture Schedule - Term I
Batch - Com 35**

Day : Saturday

Venue : Lecture Gallery 3

Time : 9.30am to 10.30am

Teacher : Prof. Dr. Munira Zahir

System : General Embryology

<i>Serial</i>	<i>Date</i>	<i>Topic</i>
01	09.05.2026	Introduction, Terminology, Definition, Significance
02	16.05.2026	Basic process of development
03	23.05.2026	Cell division
04	06.06.2026	Gemetogenesis, Fertilization
05	13.06.2026	1 st week of development
06	20.06.2026	2 nd week of development
07	27.06.2026	2 nd week of development
08	04.07.2026	3 rd week of development
09	18.07.2026	3 rd week of development
10	25.07.2026	Derivatives of different germ layers
11	01.08.2026	Review Class
12	08.08.2026	Review Class

**Department of Anatomy
Comilla Medical College
Lecture Schedule - Term I
Batch - Com 35**

Day : Sunday

Venue : Lecture Gallery 3

Time : 9.30am to 10.30am

Teacher : Dr. Barsha Chakraborty

System : Histology

<i>Serial</i>	<i>Date</i>	<i>Topic</i>
01	10.05.2026	Human cell
02	17.05.2026	Cytoplasm
03	07.06.2026	Functional correlation of different types of cells
04	14.06.2026	Human Genetics - Chromosome : basic structure
05	21.06.2026	Basic Tissue : Definition, Classification, Components
06	28.06.2026	Basic Tissue : Characters, Distribution, Functions
07	05.07.2026	Epithelium : Surface & Glandular
08	19.07.2026	Connective Tissue Proper
09	26.07.2026	Connective Tissue Special
10	02.08.2026	Respiratory System
11	09.08.2026	Vascular System
12	16.08.2026	Review Class

**Department of Anatomy
Comilla Medical College
Lecture Schedule - Term I
Batch - Com 35**

Day : Tuesday

Venue : Lecture Gallery 3

Time : 9.30am to 10.30am

Teacher : Prof. Dr. Didar Hossain

System : General Anatomy

<i>Serial</i>	<i>Date</i>	<i>Topic</i>
01	12.05.2026	Definition, Subdivisions & Importance of anatomy
02	19.05.2026	Anatomical terminology
03	09.06.2026	Skeletal system - Bones: classification, composition, parts
04	16.06.2026	Skeletal system - Blood supply, Nerve supply
05	23.06.2026	Cartilage
06	30.06.2026	Joint
07	07.07.2026	Joint
08	21.07.2026	Muscular system
09	28.07.2026	Vascular system - Blood
10	04.08.2026	Vascular system - Blood
11	11.08.2026	Vascular system - Lymph
12	18.08.2026	Review Class
13	25.08.2026	Review Class

Lesson Plan for Lecture of General Anatomy

Topic	General Anatomy
Title	Definition, subdivisions of Anatomy and its importance in the study of medicine
Teacher's Name	Prof. Dr. Didar Hossain
Place	Lecture Gallery (LG) 3
Time and date	12.05.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this session, the students will be able to: • Define Anatomy. • Describe the subdivisions of Anatomy (gross anatomy, microscopic anatomy, developmental anatomy, radiological anatomy, clinical/applied anatomy, surface anatomy, etc.). • Explain the importance of Anatomy in the study and practice of medicine. • Relate anatomical knowledge with other basic medical sciences (Physiology, Biochemistry, etc.). • Appreciate the role of Anatomy as the foundation for clinical practice.
Purpose (03 Mins)	• To provide conceptual clarity about what Anatomy is and why it is studied in medicine. • To familiarize students with the various branches/subdivisions of Anatomy relevant to medical education. • To make students realize that Anatomy is not just descriptive but also has clinical applications. • To prepare students for understanding the normal structure of the human body, which is essential before learning about abnormal processes (pathology, surgery, etc.). • To develop an interest and positive attitude towards learning Anatomy as a core subject of 1st Phase MBBS.
Prerequisite of learning (02 Mins)	Before starting this topic, students are expected to have: • Basic understanding of the human body as a living organism (from higher secondary biology). • General knowledge of cells, tissues, and organ systems. • Awareness of the importance of biology in health and disease. • Familiarity with basic biological terms (e.g., structure, function, organ system).
Contents (40 Mins)	Definition, subdivisions of anatomy and its importance in the study of medicine.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord)
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	01. General Anatomy for Medical Students. A K Datta. Latest Edition. 02. General Anatomy, Vishram Singh. Latest Edition.

Topic	General Anatomy
Title	Anatomical terminology and anatomical planes & positions
Teacher's Name	Prof. Dr. Didar Hossain
Place	Lecture Gallery (LG) 3
Time and date	19.05.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	At the end of this lesson, students will be able to: • Understand the importance of standardized anatomical terminology in medical sciences. • Describe and interpret anatomical planes and positions for proper communication in clinical and academic settings. • Relate anatomical descriptions with living human body orientation for future clinical application.
Purpose (03 Mins)	By the end of the class, students should be able to: • Define basic anatomical terminology (anterior, posterior, medial, lateral, proximal, distal, superficial, deep, etc.). • Describe the standard anatomical position of the human body. • Identify and illustrate the three main anatomical planes (sagittal, coronal, transverse) and some subsidiary planes (e.g., oblique, mid-sagittal). • Apply correct anatomical terms to describe relationships between different structures. • Correlate the importance of anatomical planes in imaging (X-ray, CT, MRI) and surgical approaches.
Prerequisite of learning (02 Mins)	Students are expected to have: • Basic understanding of the human body as a whole (from secondary school biology). • Familiarity with fundamental biological terms like cell, tissue, organ, and system. • Awareness of general orientation of the body (front, back, left, right, upper, lower). • Some preliminary knowledge of basic skeletal framework (like head, trunk, limbs).
Contents (40 Mins)	Anatomical terminologies, anatomical planes & positions.
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Human Skeleton, Bones.
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	01. General Anatomy for Medical Students. A K Datta. Latest Edition. 02. General Anatomy, Vishram Singh. Latest Edition.

Topic	General Anatomy
Title	Skeletal system –bones- classification, composition, functions.
Teacher's Name	Prof. Dr. Didar Hossain
Place	Lecture Gallery (LG) 3
Time and date	09.06.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of the session, students will be able to: • Define bone and describe it as a living, dynamic connective tissue. • Classify bones according to shape, development, and location. • Describe the composition of bone (organic and inorganic components, water content, living cells). • Explain the functions of bone (mechanical, protective, metabolic, hematopoietic, etc.). • Correlate bone structure and functions with its role in the skeletal system and relevance to clinical practice.
Purpose (03 Mins)	• To provide students with fundamental knowledge of bones as the structural framework of the human body. • To help them appreciate how the composition and classification of bones are related to their function. • To prepare students for understanding joints, muscles, neurovascular structures, and future clinical subjects (orthopedics, radiology, surgery, etc.). • To foster the ability to apply anatomical knowledge in explaining normal functions and pathological conditions related to bones (e.g., fractures, osteoporosis, rickets).
Prerequisite of learning (02 Mins)	Before this session, students should have basic understanding of: • General connective tissue structure and types. • Basic cell biology (osteoblasts, osteocytes, osteoclasts, extracellular matrix). • General anatomical terminology (anterior, posterior, medial, lateral, etc.). • General functions of the skeletal system (support, protection, movement, blood formation).
Contents (40 Mins)	Skeletal system: Bones – classification, composition, functions
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Human Skeleton, Bones.
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	01. General Anatomy for Medical Students. A K Datta. Latest Edition. 02.General Anatomy, Vishram Singh. Latest Edition.

Topic	General Anatomy
Title	Parts of developing long bone, blood supply, periosteum & endosteum.
Teacher's Name	Prof. Dr. Didar Hossain
Place	Lecture Gallery (LG) 3
Time and date	16.06.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of the session, the students will be able to: - Describe the different parts of a developing long bone (diaphysis, epiphysis, metaphysis, epiphyseal plate, medullary cavity, articular cartilage). - Explain the sources and pattern of blood supply of a long bone (nutrient artery, metaphyseal, epiphyseal, and periosteal vessels). - Discuss the structure and function of periosteum and endosteum. - Correlate the role of bone vascularity and coverings with bone growth, repair, and clinical conditions (e.g., fracture healing, osteomyelitis).
Purpose (03 Mins)	- To provide the students with a foundational understanding of the structure and growth of long bones: - To highlight the clinical significance of bone blood supply in fracture healing and pathology. - To prepare students for integration with Physiology (bone growth, remodeling) and Pathology (bone infections, necrosis) in later phases. - To develop observational and reasoning skills necessary for clinical application.
Prerequisite of learning (02 Mins)	Students should already be familiar with: - Basic histology of bone tissue (types of bone: compact and cancellous, osteoblasts, osteocytes, osteoclasts). - General structure of bone (gross and microscopic). - Basic vascular supply in tissues (arterial, venous, capillary concepts). - Ossification process (intramembranous and endochondral ossification – at least introductory level)
Contents (40 Mins)	Parts of a developing long bone, blood supply, periosteum & endosteum.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Human Skeleton, Bones.
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	01. General Anatomy for Medical Students. A K Datta. Latest Edition. 02.General Anatomy, Vishram Singh. Latest Edition.

Topic	General Anatomy
Title	Cartilages –composition, types, characters, locations & functions.
Teacher's Name	Prof. Dr. Didar Hossain
Place	Lecture Gallery (LG) 3
Time and date	23.06.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this session, students will: • Understand the basic structure and composition of cartilage. • Recognize the different types of cartilage (hyaline, elastic, fibrocartilage) and their microscopic & gross features. • Relate the location and distribution of each type of cartilage to its structural adaptation. • Appreciate the functions of cartilage in the human body, especially its role in support, flexibility, and growth. • Build a foundation for understanding joints, skeletal development, and pathology of cartilage.
Purpose (03 Mins)	• Define cartilage and describe its general characteristics. • List the components of cartilage (cells, fibers, ground substance, perichondrium). • Classify the types of cartilage. • Describe the histological features of hyaline, elastic, and fibrocartilage. • Identify the locations where each type of cartilage is found in the body. • Explain the functions of cartilage in relation to its structure.
Prerequisite of learning (02 Mins)	Before attending this class, students should already be familiar with: • Basic cell biology – cell organelles, extracellular matrix. • Types of connective tissue – general features of connective tissue. • Histological techniques – concept of light microscopy and tissue staining. • Basic skeletal system overview – bones and joints (only introductory level).
Contents (40 Mins)	Cartilages: composition, types, characters, locations and functions
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Human Skeleton, Bones.
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	01. General Anatomy for Medical Students. A K Datta. Latest Edition. 02.General Anatomy, Vishram Singh. Latest Edition.

Topic	General Anatomy
Title	Joint: Classification, characteristics of each type & movements, stability of joints. Clinical conditions associated with joints.
Teacher's Name	Prof. Dr. Didar Hossain
Place	Lecture Gallery (LG) 3
Time and date	30.06.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	At the end of the lesson, the student will be able to: • Define a joint and describe its general features. • Classify joints based on structure and function. • Describe the characteristics of each type of joint (fibrous, cartilaginous, synovial). • Enumerate and explain the types of movements possible at different joints. • Discuss factors contributing to the stability of joints. • Understand the structural and functional organization of joints in the human body. • Correlate joint structure with its mobility and stability. • Recognize the clinical importance of joints in relation to common disorders and injuries.
Purpose (03 Mins)	• To provide a clear conceptual framework of joints that supports understanding of locomotor system anatomy. • To enable students to correlate normal anatomy with abnormal conditions, fostering early clinical orientation. • To prepare students for practical dissection sessions and for future integration with physiology (muscle actions, biomechanics).
Prerequisite of learning (02 Mins)	Students should already have knowledge of: • Basic Histology – bone, cartilage, connective tissue. • General Anatomy – long bone structure, surface anatomy basics. • Basic Terminology of Movement – flexion, extension, abduction, adduction, rotation. • Levels of Structural Organization – tissue and organ levels relevant to the musculoskeletal system.
Contents (40 Mins)	Joint: classification, characteristics of each type & movements, stability of the joints. Clinical conditions associated with joints.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Human Skeleton, Bones.
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	01. General Anatomy for Medical Students. A K Datta. Latest Edition. 02. General Anatomy, Vishram Singh. Latest Edition.

Topic	General Anatomy
Title	General plane of blood supply & nerve supply of joints.
Teacher's Name	Prof. Dr. Didar Hossain
Place	Lecture Gallery (LG) 3
Time and date	07.07.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	Describe the general arterial supply of synovial joints. • Explain the concept of periarticular arterial anastomosis. • State the venous drainage of joints. • Describe the lymphatic drainage of joints. • Explain the Hilton's law regarding the nerve supply of joints. • Mention the functional significance of nerve supply (pain, proprioception, reflexes). • Identify schematic diagrams showing blood and nerve supply of joints. • Correlate applied aspects (e.g., pain in hip joint felt in knee).
Purpose (03 Mins)	• To provide foundational knowledge for understanding orthopedic, surgical, and radiological conditions related to joints. • To prepare students for clinical correlation (e.g., arthritis, referred pain, dislocation, joint replacement). • To build a strong base for pathology and physiology of joints in later phases.
Prerequisite of learning (02 Mins)	• Basic structure and classification of joints (fibrous, cartilaginous, synovial). • General histology of cartilage, bone, and synovium. • Basic knowledge of arteries, veins, lymphatics, and peripheral nerves. • General idea of sensory and motor innervation.
Contents (40 Mins)	General plan of blood supply & nerve supply of joints.
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Human Skeleton, Bones.
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	01. General Anatomy for Medical Students. A K Datta. Latest Edition. 02. General Anatomy, Vishram Singh. Latest Edition.

Topic	General Anatomy
Title	Muscular system, classification, characteristics and function, Skeletal muscle-classification.
Teacher's Name	Prof. Dr. Didar Hossain
Place	Lecture Gallery (LG) 3
Time and date	21.07.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	Define muscle and state its general characteristics. - Classify muscles based on structure, function, and location. - Describe the main characteristics of skeletal, cardiac, and smooth muscles. - State the general functions of muscles in the body. - Classify skeletal muscles according to: - Shape - Number of heads/origins - Arrangement of fibers (e.g., parallel, pennate, fusiform, circular, etc.) - Identify different types of muscles from diagrams or specimens. - Differentiate skeletal, smooth, and cardiac muscle under microscope (if histology included in integration). - Develop an appreciation for the role of muscular system in maintaining posture, producing movement, and protecting vital organs. - Relate the importance of correct anatomical knowledge for clinical application in surgery, orthopedics, and physiotherapy.
Purpose (03 Mins)	By the end of this session, students will be able to: - Acquire foundational knowledge about the muscular system that will help them in understanding clinical subjects later. - Appreciate the structural and functional organization of muscles as part of the locomotor system. - Relate basic anatomical knowledge of muscles to their physiological and clinical importance.
Prerequisite of learning (02 Mins)	Before attending this lesson, students are expected to have basic understanding of: - Levels of structural organization of the human body (cell, tissue, organ, system). - General knowledge of tissues from Histology (epithelial, connective, muscular, nervous). - Basic anatomical terminology (origin, insertion, action, proximal, distal, superficial, deep). - Overview of the skeletal system (bones and joints), as muscles act on them.
Contents (40 Mins)	- Muscular system: different ways of classification, characteristics and functions different types. - Skeletal muscle – classification; Principle applied to innervation & contraction.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Human Skeleton, Bones. TORSO model
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation.

	Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	01. General Anatomy for Medical Students. A K Datta. Latest Edition. 02. General Anatomy, Vishram Singh. Latest Edition.
Topic	General Anatomy
Title	Blood vascular system: component parts, General plan. Structure, classification. Difference between different types of vessel. Nutrition & innervations of vessels.
Teacher's Name	Prof. Dr. Didar Hossain
Place	Lecture Gallery (LG) 3
Time and date	28.07.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	At the end of the class, the students should be able to: • Define the blood vascular system and mention its component parts (heart, arteries, veins, capillaries). • Describe the general plan of systemic and pulmonary circulation. • Classify blood vessels according to structure and function. • Explain the structural differences between arteries, veins, and capillaries. • Describe the nutrition and innervation of blood vessels. • Identify arteries, veins, and capillaries in diagrams, charts, or microscopic slides. • Differentiate the layers of a typical blood vessel (tunica intima, media, adventitia) in histological sections. • Develop an appreciation of the importance of vascular structure in relation to function. • Recognize the significance of blood vessels in maintaining tissue perfusion and overall health.
Purpose (03 Mins)	• To provide students with a fundamental understanding of the organization and structure of the blood vascular system, enabling them to appreciate its role in circulation and relevance in clinical practice. • To lay the anatomical foundation for later phases where physiology and pathology of the cardiovascular system will be studied.
Prerequisite of learning (02 Mins)	Before attending this lesson, students should already know: • Basic knowledge of cell biology (structure of cells, tissues). • Types of tissues (especially epithelium, connective tissue, muscle, nervous tissue). • Basic idea of the circulatory system from secondary-level biology. • General anatomical terminology (anterior, posterior, medial, lateral, etc.).
Contents (40 Mins)	• Blood vascular system: component parts, general plan, structure, classification. • Differences between different types of vessels. Nutrition & innervations of vessels.
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) TORSO model & Diagram.
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.

Summary (03 Mins)	Key point of lecture
References	01. General Anatomy for Medical Students. A K Datta. Latest Edition. 02. General Anatomy, Vishram Singh. Latest Edition.

Topic	General Anatomy
Title	Circulation: Types, characteristic features of each type.
Teacher's Name	Prof. Dr. Didar Hossain
Place	Lecture Gallery (LG) 3
Time and date	04.08.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this lesson, the student will be able to: • Define circulation and describe its significance in the human body. • Classify the types of circulation in humans (systemic, pulmonary, coronary, portal, fetal, lymphatic, cerebrospinal, etc.). • Describe the course, components, and characteristic features of each type of circulation. • Differentiate systemic vs. pulmonary vs. special circulations. • Explain the clinical relevance of circulatory variations and disorders (e.g., portal hypertension, congenital heart diseases affecting fetal circulation). • Identify and label major vessels involved in different circulations in diagrams, models, or specimens. • Correlate anatomical knowledge of circulation with functional aspects. • Develop appreciation of the integrated nature of circulatory systems. • Recognize the importance of circulation in maintaining homeostasis.
Purpose (03 Mins)	• To provide students with foundational knowledge of blood circulation that links anatomy with physiology and clinical practice. • To enable students to understand how the structure of circulatory pathways supports body function. • To prepare them for later integrated learning in physiology, pathology, and clinical subjects (e.g., cardiology, surgery).
Prerequisite of learning (02 Mins)	Students are expected to have a basic understanding of: • General anatomy terminology (artery, vein, capillary, anastomosis). • Basic structure of the heart and great vessels (atria, ventricles, aorta, pulmonary trunk, venae cavae). • General idea of blood and lymph as body fluids (from histology/physiology basics). • Elementary knowledge of embryonic development of the cardiovascular system (for fetal circulation).
Contents (40 Mins)	• Circulation – systemic, portal & pulmonary circulation and characteristic features of each type. • Vascular anastomosis: types, sites, characteristics, functional and clinical importance.
Method	Interactive lecture, supported by guided discussion and question–answer session.

Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) TORSO model & Diagram.
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	01. General Anatomy for Medical Students. A K Datta. Latest Edition. 02. General Anatomy, Vishram Singh. Latest Edition.

Topic	General Anatomy
Title	Lymph vascular system: Components, characteristic features of lymph capillaries. Difference with blood capillary. Lymphoid organ: Classification & functions.
Teacher's Name	Prof. Dr. Didar Hossain
Place	Lecture Gallery (LG) 3
Time and date	11.08.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	At the end of the session, the students should be able to: - Define the lymph vascular system and describe its main components. - Describe the characteristic features of lymph capillaries. - Differentiate lymph capillaries from blood capillaries. - Classify lymphoid organs into primary (central) and secondary (peripheral). - Explain the basic functions of different lymphoid organs.
Purpose (03 Mins)	- To provide students with a basic understanding of the lymphatic system, which is essential for understanding body defense mechanisms and fluid balance. - To help them appreciate the structural and functional differences between lymphatic and blood circulation, which will form the basis for understanding pathology (edema, infections, tumors, immunity, etc.) in later phases. - To integrate knowledge of lymphoid organs (like lymph nodes, spleen, thymus, tonsils) with their clinical significance in immunology, surgery, and pathology.
Prerequisite of learning (02 Mins)	Before attending this class, students should have: - Basic knowledge of general histology (epithelium, connective tissue, blood vessels). - Understanding of circulatory system basics (blood capillaries, veins, arteries). - General idea of tissue fluid formation and drainage. - Introductory knowledge of immune system concepts (cells like lymphocytes, macrophages).
Contents (40 Mins)	- Lymph vascular system: components, characteristic features of lymph capillaries. Comparison with blood capillary. - Lymphoid organs: classification, distribution & functions.
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord)

	Diagram.
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	01. General Anatomy for Medical Students. A K Datta. Latest Edition. 02. General Anatomy, Vishram Singh. Latest Edition.

Lesson Plan for Lecture of General Embryology

Topic	General Embryology
Title	Introduction: Term & Definition, Significance of study of embryology.
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	09.05.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this session, the students will be able to: - Define embryology and explain its scope in medical science. - Describe the significance of embryology in understanding normal human development. - Recognize the clinical importance of embryology in relation to congenital anomalies, infertility, and developmental disorders. - Correlate embryology with anatomy, physiology, pediatrics, and obstetrics-gynecology. - Develop an appreciation for the importance of studying embryology in medical practice
Purpose (03 Mins)	- To provide students with the foundation of human development, from fertilization to birth. - To highlight the relevance of embryology in medicine, especially for understanding congenital malformations, birth defects, and their prevention. - To prepare students for advanced topics in anatomy, histology, and clinical subjects like pediatrics, obstetrics & gynecology. - To cultivate an early clinical orientation in medical students, showing how embryology bridges basic and applied sciences
Prerequisite learning (02 Mins)	of - Basic biology from higher secondary level (cell structure, mitosis, meiosis). - Fertilization basics (sperm-ovum interaction, zygote formation). - General knowledge of human anatomy (body systems, tissues, organs). - Basic genetics (chromosomes, inheritance, mutations).
Contents (40 Mins)	Introduction: Term & Definition Significance of study of embryology.
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Langman's Medical Embryology, T W Sadler. Latest Edition. - Human Embryology, Inderbir Singh. Latest Edition. - Human Embryology, A K Datta. Latest Edition.

Topic	General Embryology
Title	Basic process of development: Proliferation, growth, differentiation, inductors, evocators & organizer
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	16.05.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this topic, students should be able to: • Appreciate the significance of embryology in understanding human development and congenital anomalies. • Recognize the fundamental cellular and molecular processes that drive development. • Build a foundation for advanced topics in anatomy, histology, and pathology. • Define and explain the terms <i>proliferation, growth, differentiation, inductors, evocators, and organizer</i>. • Describe the sequential and coordinated processes that transform a single cell into organized tissues and organs. • Identify the role of inductors and organizers in pattern formation during embryogenesis. • Correlate how disturbances in these processes may result in developmental abnormalities
Purpose (03 Mins)	• To understand the foundation of human development and its clinical relevance. • To link theory with practice by relating embryological processes to clinical conditions (e.g., congenital malformations). • To stimulate curiosity about the dynamic nature of life from conception to birth. • To develop a strong base for later study of system-wise embryology, histology, and pathology
Prerequisite of learning (02 Mins)	• Before attending this session, students are expected to have a basic understanding of: • Cell Biology: structure and function of nucleus, DNA, RNA, cell cycle, and mitosis/meiosis. • Basic Histology: knowledge of tissues (epithelium, connective, muscle, nervous). • General Anatomy: concept of fertilization and zygote formation (covered in earlier sessions/introduction). • Basic Genetics: idea of gene expression and regulation.
Contents (40 Mins)	Basic process of development :Proliferation, growth, differentiation, inductors, evocators & organizer.
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Langman's Medical Embryology, T W Sadler. Latest Edition. • Human Embryology, Inderbir Singh. Latest Edition. • Human Embryology, A K Datta. Latest Edition.

Topic	General Embryology
Title	Cell division: Types
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	23.05.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of the class, students will be able to: • Define cell division and explain its significance in growth, development, and reproduction. • Describe the main types of cell division: mitosis and meiosis. • Differentiate between mitosis and meiosis in terms of process, stages, and outcomes. • Relate the importance of cell division in embryology, tissue renewal, and inheritance. • Recognize the clinical relevance of abnormal cell division (e.g. cancer, chromosomal abnormalities)
Purpose (03 Mins)	• To help students understand the fundamental biological process underlying growth, reproduction, and embryonic development. • To build the foundation for understanding fertilization, embryogenesis, and congenital anomalies in later topics. • To highlight how errors in cell division contribute to diseases such as Down syndrome, Turner's syndrome, and malignancy. • To inspire appreciation of embryology as the bridge between basic biology and clinical medicine.
Prerequisite of learning (02 Mins)	Students should already have a basic understanding of: • Cell structure (nucleus, chromosomes, cytoplasm). • DNA and chromosome organization. • Basic concepts of genetics (genes, inheritance). • Cell cycle (G1, S, G2, M phases).
Contents (40 Mins)	Introduction, Types of Cell Division: Mitosis and Meiosis, Comparison: Mitosis vs. Meiosis (table/diagram for visual learners) and. Clinical Relevance: Brief discussion of errors (non-disjunction, cancer)
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Langman's Medical Embryology, T W Sadler. Latest Edition. • Human Embryology, Inderbir Singh. Latest Edition. • Human Embryology, A K Datta. Latest Edition.

Topic	General Embryology
Title	Gametogenesis and Fertilization
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	06.06.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of the session, the students will be able to: • Define gametogenesis and describe its significance in human development. • Explain the process of spermatogenesis and oogenesis, highlighting key stages. • Describe the concept of maturation of germ cells (structural and functional changes). • Differentiate between male and female gametogenesis. • Correlate abnormalities in gametogenesis with clinical conditions (e.g., infertility, chromosomal anomalies)
Purpose (03 Mins)	• To understand the foundation of human development—how life begins at the cellular level. • To link anatomy with clinical practice, as errors in gametogenesis lead to infertility, congenital anomalies, or genetic disorders. • To prepare for future topics like fertilization, early embryonic development, and congenital malformations. • To develop a holistic view of reproductive biology, integrating Anatomy, Physiology, and Biochemistry
Prerequisite of learning (02 Mins)	Before starting, students should already be familiar with: • Basic cell biology (structure of nucleus, chromosomes, cell division). • Mitosis and meiosis (process and significance). • General concept of male and female reproductive systems (basic anatomy and physiology)
Contents (40 Mins)	• Introduction • Spermatogenesis • Oogenesis • Maturation of Germ Cells • Comparative Aspects • Differences between spermatogenesis and oogenesis (number of gametes, timing, duration, cyclicity)
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Langman's Medical Embryology, T W Sadler. Latest Edition. • Human Embryology, Inderbir Singh. Latest Edition. • Human Embryology, A K Datta. Latest Edition.

Topic	General Embryology
Title	Progress in 1 st week of development.
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	13.06.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of the lesson, students will be able to: - Understand the biological basis of human development starting from fertilization. - Recognize the clinical relevance of fertilization and early development in relation to congenital anomalies and infertility. - Relate the normal sequence of fertilization and early embryonic events to applied anatomy and medicine. - Define fertilization and describe its importance in human reproduction. - Enumerate and explain the sequential events of fertilization (e.g., sperm capacitation, acrosome reaction, penetration, fusion of gametes). - Discuss the factors influencing fertilization (sperm motility, ovum quality, female reproductive tract environment, timing of ovulation, etc.). - Outline the progress of development during the 1st week (zygote formation, cleavage, morula, blastocyst formation, implantation beginning). - Correlate abnormalities during fertilization/early development with clinical conditions (e.g., polyspermy, ectopic pregnancy, infertility).
Purpose (03 Mins)	- To provide students with the foundation of embryology essential for understanding human development. - To develop insight into how errors in fertilization or early development can lead to clinical problems. - To prepare students for advanced topics such as implantation, embryonic period, congenital anomalies. - To strengthen their knowledge base for future clinical applications in gynecology, obstetrics, and pediatrics.
Prerequisite of learning (02 Mins)	Before attending this lesson, students are expected to have: - Basic knowledge of cell biology (structure of cell, mitosis & meiosis). - Understanding of male and female reproductive systems (gross anatomy & histology of gonads and genital tracts). - Knowledge of gametogenesis (spermatogenesis, oogenesis, ovulation, hormonal control). - Familiarity with general physiology of reproduction (menstrual cycle, fertilization window)
Contents (40 Mins)	Fertilization: Events, factors influencing the fertilization progress in 1 st week of development.
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Langman's Medical Embryology, T W Sadler. Latest Edition. - Human Embryology, Inderbir Singh. Latest Edition. - Human Embryology, A K Datta. Latest Edition.

Topic	General Embryology
Title	Progress in 2 nd week of development.
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	20.06.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	At the end of the class, the students will be able to: • Describe the formation of the bilaminar embryonic disc (epiblast & hypoblast). • Explain the development of extraembryonic structures – amniotic cavity, yolk sac, chorionic cavity. • Illustrate with diagrams the position and arrangement of these structures in the 2nd week. • Discuss the role of trophoblast and its differentiation (cytotrophoblast & syncytiotrophoblast). • Relate the 2nd week changes to clinical outcomes (e.g., ectopic pregnancy, abnormal implantation, early embryonic demise)
Purpose (03 Mins)	• Appreciate the significance of embryology in understanding human development and congenital anomalies. • Recognize the normal sequential events of the 2nd week to form a foundation for later stages (3rd week gastrulation, organogenesis). • Correlate embryological knowledge with clinical relevance (e.g., implantation abnormalities, early pregnancy losses)
Prerequisite of learning (02 Mins)	Students should already be familiar with: • Basic cell biology (cell cycle, mitosis, meiosis, fertilization). • Process of gametogenesis (spermatogenesis, oogenesis). • Events of first week of development (fertilization, cleavage, morula, blastocyst formation, implantation). • Basic structure of the uterus and endometrium.
Contents (40 Mins)	Progress in 2 nd week of development..
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Langman's Medical Embryology, T W Sadler. Latest Edition. • Human Embryology, Inderbir Singh. Latest Edition. • Human Embryology, A K Datta. Latest Edition.

Topic	General Embryology
Title	Continuation of Progress in 2 nd week of development.
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	27.06.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	At the end of the class, the students will be able to: - Describe the formation of the bilaminar embryonic disc (epiblast & hypoblast). - Explain the development of extraembryonic structures – amniotic cavity, yolk sac, chorionic cavity. - Illustrate with diagrams the position and arrangement of these structures in the 2nd week. - Discuss the role of trophoblast and its differentiation (cytotrophoblast & syncytiotrophoblast). - Relate the 2nd week changes to clinical outcomes (e.g., ectopic pregnancy, abnormal implantation, early embryonic demise)
Purpose (03 Mins)	- Appreciate the significance of embryology in understanding human development and congenital anomalies. - Recognize the normal sequential events of the 2nd week to form a foundation for later stages (3rd week gastrulation, organogenesis). - Correlate embryological knowledge with clinical relevance (e.g., implantation abnormalities, early pregnancy losses)
Prerequisite of learning (02 Mins)	Students should already be familiar with: - Basic cell biology (cell cycle, mitosis, meiosis, fertilization). - Process of gametogenesis (spermatogenesis, oogenesis). - Events of first week of development (fertilization, cleavage, morula, blastocyst formation, implantation). - Basic structure of the uterus and endometrium.
Contents (40 Mins)	Progress in 2 nd week of development..
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Langman's Medical Embryology, T W Sadler. Latest Edition. - Human Embryology, Inderbir Singh. Latest Edition. - Human Embryology, A K Datta. Latest Edition.

Topic	General Embryology
Title	Progress in 3 rd week of development.
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	04.07.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of the class, students should be able to: • Understand the sequence of major developmental events during the 3rd week of human embryonic development. • Recognize the importance of gastrulation as the foundation for organ formation. • Correlate embryological events with congenital anomalies relevant to clinical practice. • Define gastrulation and explain its significance. • Describe the formation and fate of the three germ layers (ectoderm, mesoderm, endoderm). • Explain the development of the primitive streak, notochord, and neural plate. • Discuss the beginning of body axis formation. • Correlate abnormalities in the 3rd week with examples (e.g., sacrococcygeal teratoma, notochordal defects)
Purpose (03 Mins)	• To provide students with a clear understanding of the 3rd week's critical events, which mark the transition from a simple bilaminar disc to a trilaminar embryo. • To highlight how these processes lay the foundation for all organ systems. • To make students aware of the clinical implications of developmental errors during this stage. • To foster an appreciation of embryology as an essential base for anatomy and medicine
Prerequisite of learning (02 Mins)	• Before students dive into the 3rd week, they should already know: • Basic definition of embryology and its significance. • Fertilization and cleavage process. • Formation and role of the blastocyst. • Events of the first and second week: implantation, bilaminar germ disc, amniotic cavity, yolk sac, and chorion
Contents (40 Mins)	Progress in 3 rd week of development.
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Langman's Medical Embryology, T W Sadler. Latest Edition. • Human Embryology, Inderbir Singh. Latest Edition. • Human Embryology, A K Datta. Latest Edition.

Topic	General Embryology
Title	Continuation of Progress in 3 rd week of development.
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	18.07.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	• By the end of the class, students should be able to: • Understand the sequence of major developmental events during the 3rd week of human embryonic development. • Recognize the importance of gastrulation as the foundation for organ formation. • Correlate embryological events with congenital anomalies relevant to clinical practice. • Define gastrulation and explain its significance. • Describe the formation and fate of the three germ layers (ectoderm, mesoderm, endoderm). • Explain the development of the primitive streak, notochord, and neural plate. • Discuss the beginning of body axis formation. • Correlate abnormalities in the 3rd week with examples (e.g., sacrococcygeal teratoma, notochordal defects)
Purpose (03 Mins)	• To provide students with a clear understanding of the 3rd week's critical events, which mark the transition from a simple bilaminar disc to a trilaminar embryo. • To highlight how these processes lay the foundation for all organ systems. • To make students aware of the clinical implications of developmental errors during this stage. • To foster an appreciation of embryology as an essential base for anatomy and medicine
Prerequisite of learning (02 Mins)	• Before students dive into the 3rd week, they should already know: • Basic definition of embryology and its significance. • Fertilization and cleavage process. • Formation and role of the blastocyst. • Events of the first and second week: implantation, bilaminar germ disc, amniotic cavity, yolk sac, and chorion
Contents (40 Mins)	Progress in 3 rd week of development.
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Langman's Medical Embryology, T W Sadler. Latest Edition. • Human Embryology, Inderbir Singh. Latest Edition. • Human Embryology, A K Datta. Latest Edition.

Topic	General Embryology
Title	Derivatives of germ layers: ectoderm, mesoderm & endoderm.
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	25.07.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	- To provide students with an understanding of how the three germ layers give rise to different tissues and organs of the human body. - To develop a foundational knowledge that links embryological events with anatomical and clinical concepts. - To cultivate appreciation for embryology as a basis for understanding congenital anomalies. - Define germ layers and their significance in embryonic development. - Identify the major derivatives of ectoderm, mesoderm, and endoderm. - Classify the derivatives under different organ systems (e.g., nervous system from ectoderm, cardiovascular system from mesoderm). - Correlate germ layer derivatives with clinical examples (e.g., neural tube defects, congenital heart disease)
Purpose (03 Mins)	- To help students visualize the embryological origin of body structures. - To prepare them for systemic anatomy, physiology, and pathology, where knowledge of embryonic origin explains variations and anomalies. - To build a bridge between basic science and clinical practice, fostering curiosity about developmental disorders
Prerequisite of learning (02 Mins)	Students should already know: - Basic embryology concepts – fertilization, cleavage, blastocyst formation, and gastrulation. - Formation of the trilaminar germ disc (ectoderm, mesoderm, endoderm). - Elementary cell biology – cell types, tissue classification (epithelium, connective, muscle, nerve). - Basic anatomical terms (systemic divisions: nervous, cardiovascular, respiratory, digestive, etc.
Contents (40 Mins)	Derivatives of germ layers: ectoderm, mesoderm & endoderm.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Langman's Medical Embryology, T W Sadler. Latest Edition. - Human Embryology, Inderbir Singh. Latest Edition. - Human Embryology, A K Datta. Latest Edition.

Lesson Plan for Lecture of Histology

Topic	Histology
Title	Human Cell – Basic organization, Types, Constituents, Cell membrane, Nucleus.
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	10.05.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	At the end of the lesson, students should be able to: • Define a cell and describe its role as the structural and functional unit of the human body. • Describe the basic organization of a typical human cell. • Classify the types of cells in the human body with examples. • List the major constituents of a human cell (cell membrane, cytoplasm with organelles and inclusions, and nucleus). • Explain the structure and function of the cell membrane. • Describe the structure and function of the nucleus. • Identify and label the parts of a cell in diagrammatic representation. • Correlate cellular structures with their functional importance in the human body. • Appreciate the cell as the basic foundation for understanding higher levels of organization in anatomy and medicine.
Purpose (03 Mins)	• To introduce medical students to the structural and functional unit of life – the cell, which is the foundation of anatomy and physiology. • To help students understand the organization of human cells, their major components, and the structural basis of cellular function, which is essential for understanding tissue, organ, and system-level anatomy. • To provide a basis for future learning in histology, physiology, pathology, and clinical sciences.
Prerequisite of learning (02 Mins)	Before attending this class, students should have: • Basic understanding of biology from HSC level (concept of cell as the structural and functional unit of life). • Familiarity with prokaryotic vs. eukaryotic cells (school-level biology). • Basic knowledge of chemical composition of living matter (biomolecules: proteins, lipids, carbohydrates, nucleic acids). • Concept of microscope and its role in cell study (from introductory histology session, if already covered).
Contents (40 Mins)	• Human Cell – Basic organization, types of constituents, cell membrane • Nucleus – structure & functions
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Diagram.
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Junqueira's Basic Histology, C. Junqueira. Latest Edition. • Text/ Atlas of Histology. Lesson, Paparo. Latest Edition.

Topic	Histology
Title	Cytoplasm & organelles & inclusion.
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	17.05.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	• Define cytoplasm and state its components. • Classify cytoplasmic organelles into membrane-bound and non-membrane bound. • Describe the structure and functions of major organelles: • Endoplasmic Reticulum (Rough & Smooth) • Golgi Apparatus • Lysosome, Mitochondria • Peroxisome • Ribosome • Cytoskeleton (microtubules, microfilaments, intermediate filaments) • Centrioles & Centrosome • Explain the concept of cellular inclusions (e.g., glycogen, lipid droplets, pigments, crystals) and differentiate them from organelles. • Correlate abnormalities of organelles with certain diseases (e.g., mitochondrial myopathies, lysosomal storage diseases). • Identify cytoplasmic organelles in microscopic images/diagrams. • Draw and label the basic structures of selected organelles. • Appreciate the importance of cell structure in understanding human anatomy and pathology. • Develop curiosity for self-learning and integration of basic sciences with clinical medicine.
Purpose (03 Mins)	• To enable students to understand the structural organization of the cell cytoplasm. • To identify and describe the different organelles and inclusions present in the cytoplasm. • To relate the structure of organelles to their functions in maintaining normal cellular activity. • To build the foundation for understanding tissue histology, physiology, pathology, and clinical correlations in later phases of MBBS.
Prerequisite of learning (02 Mins)	• Basic concept of cell as the structural and functional unit of life. • General idea about cell membrane and nucleus. • Basic terms of histology and microscopy (light vs electron microscope). • High-school level biology knowledge of plant and animal cell differences.
Contents (40 Mins)	Cytoplasm, organelles and inclusions – structure & functions
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation.

	Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Junqueira's Basic Histology, C. Junqueira. Latest Edition. • Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. • Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.
Topic	Histology
Title	Functional correlation of different types of cell with their particular –nuclear, cytoplasmic, membrane & surface feature.
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	07.06.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	• Identify different types of human body cells based on nuclear, cytoplasmic, membrane & surface characteristics. • Explain how nuclear features (size, shape, chromatin pattern, nucleolus) correlate with cellular activity. • Describe how cytoplasmic organelles (mitochondria, RER, SER, Golgi, lysosomes) determine specialized cell functions. • Correlate membrane modifications (microvilli, cilia, junctional complexes) with transport, secretion, absorption, and protection. • Interpret the significance of cell surface receptors and markers in communication and immune recognition. • Relate these structural-functional features to common examples (e.g., neurons, muscle cells, absorptive epithelial cells, secretory cells, immune cells, etc.).
Purpose (03 Mins)	By the end of this lesson, students should: • Understand how cellular structural features are related to their functions. • Appreciate the diversity of cells in the human body and their functional specializations. • Develop the ability to correlate microscopic anatomy (histology) with physiology and clinical concepts. • Build a foundation for understanding tissue organization and pathology.
Prerequisite of learning (02 Mins)	Before this lesson, students should already know: • Basic cell biology (cell as the structural and functional unit of life). • General structure of a typical animal cell. • Fundamental organelles and their functions (as taught in school or premedical levels). • Introduction to microscopy and staining (so they can appreciate histological slides later). • Elementary knowledge of tissue classification (epithelium, connective tissue, etc.).
Contents (40 Mins)	Functional correlation of different types of cell (protein secreting, ion transporting, steroid secreting, mucus secreting, antibody producing cell) in respect of their nuclear, cytoplasmic, membrane and surface feature
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Diagram

Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Junqueira's Basic Histology, C. Junqueira. Latest Edition. - Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. - Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	Histology
Title	Terms & definitions: Gene, Gene locus, genome, genotype, phenotype, genetic trait etc. Chromosomes: Structure, type, bio-chemical nature & chromosomal disorders.
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	14.06.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	- Define gene, gene locus, genome, genotype, phenotype, and genetic trait. - Explain the structure of chromosomes and their components (DNA, histones, chromatin). - Differentiate between types of chromosomes (autosomes, sex chromosomes, metacentric, submetacentric, acrocentric, telocentric). - Describe the biochemical nature of chromosomes (DNA, RNA, proteins). - State the significance of karyotyping in medicine. - Identify examples of chromosomal disorders (e.g., Down syndrome, Turner's syndrome, Klinefelter's syndrome). - Understand the basic concepts of genes, genome, genotype, and phenotype in relation to heredity. - Describe the structure and biochemical nature of chromosomes. - Classify chromosomes and recognize their significance in human biology. - Develop awareness of genetic traits and their role in health and disease. - Recognize common chromosomal disorders relevant to medicine.
Purpose (03 Mins)	- To build a foundation for understanding genetics, molecular biology, and pathology. - To correlate basic anatomy (chromosomal structure) with physiology and biochemistry. - To prepare students for later clinical understanding of genetic disorders. - To enhance problem-solving ability by linking structure-function relationships of genetic material.
Prerequisite learning (02 Mins)	of - Before attending this class, students should already know: - Basic cell structure (nucleus, cytoplasm, organelles). - DNA as genetic material (central dogma: DNA → RNA → Protein, introduced in school biology). - General concept of cell division (mitosis and meiosis). - Fundamental idea of heredity (from HSC-level biology).
Contents (40 Mins)	- Chromosomes: Basic structure - Terms & definitions: Gene, Gene locus, genome, genotype, phenotype, genetic trait etc.
Method	Interactive lecture, supported by guided discussion and question-answer session.

Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	Essentials of Medical Genetics, A K Datta. Latest Edition.

Topic	Histology
Title	Basic tissue: Definition, Classification, Component.
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	21.06.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	At the end of the session, students will be able to: • Define histology and explain its scope in medical sciences. • Describe the basic concept of tissues as structural and functional units of the body. • Classify the four basic types of human tissues (epithelial, connective, muscular, nervous). • Identify the common components and general features of each basic tissue type. • Correlate histological features with their significance in the structure–function relationship of organs
Purpose (03 Mins)	The purpose of teaching this topic is to: • Provide students with a foundation for systemic histology and later clinical subjects. • Build an understanding of how cells organize into tissues and form organs. • Foster the ability to relate microscopic anatomy to macroscopic function. • Encourage an appreciation for the microscopic basis of disease (pathology starts here!). • Develop observational skills essential for slide identification and laboratory practice
Prerequisite learning (02 Mins)	of Before starting this topic, students should have: • Basic knowledge of cell structure and organelles (from cell biology). • Understanding of cell division and cell cycle (so they can grasp tissue renewal). • Concept of levels of structural organization (cell → tissue → organ → system → body). • Elementary exposure to microscopy and staining techniques
Contents (40 Mins)	Classification of Basic Tissues: Components of Basic Tissues Cells, Intercellular substances
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Junqueira's Basic Histology, C. Junqueira. Latest Edition. • Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. • Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	Histology
Title	Basic tissue: Characters, Distribution & Function
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	28.06.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	At the end of this session, the student will be able to: - Identify the four basic tissues of the human body (epithelium, connective, muscle, nerve). - Describe the general distribution of each tissue type in the body. - Explain the principal functions of each tissue type. - Correlate the structural features of tissues with their functions. - Recognize the importance of tissue organization in clinical practice and pathology. - To provide students with foundational knowledge of the four basic tissues of the human body. - To enable understanding of how tissues are organized and their role in maintaining structure and function of organs. - To prepare students for later subjects (systemic anatomy, histology, physiology, pathology).
Purpose (03 Mins)	At the end of this session, the student will be able to: - Identify the four basic tissues of the human body (epithelium, connective, muscle, nerve). - Describe the general distribution of each tissue type in the body. - Explain the principal functions of each tissue type. - Correlate the structural features of tissues with their functions. - Recognize the importance of tissue organization in clinical practice and pathology.
Prerequisite learning (02 Mins)	Students should already have a basic idea about: - The cell as the structural and functional unit of the body. - Levels of organization: cell → tissue → organ → system → body. - Elementary knowledge of cell organelles and their general functions (from Cell Biology/General Histology). - Concept of body systems (as per introductory anatomy).
Contents (40 Mins)	Epithelial Tissue, Connective Tissue, Muscle Tissue and Nervous Tissue : Characters, Distribution and Functions.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Junqueira's Basic Histology, C. Junqueira. Latest Edition. - Text/ Atlas of Histology. Lesson, Paparo. Latest Edition.

Topic	Histology
Title	Epithelium: Surface epithelium, Glandular epithelium
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	05.07.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of the class, students will be able to: • Define epithelium and describe its general characteristics. • Classify surface epithelium based on the number of layers and cell shape. • Identify the types of surface epithelium under the microscope (simple, stratified, pseudostratified, transitional). • Describe the structural and functional features of different types of glandular epithelium. • Correlate the structure of epithelium with its functions and locations in the human body. • Recognize the applied importance of epithelial histology in clinical contexts (e.g., metaplasia, carcinoma)
Purpose (03 Mins)	• To provide students with a foundation in tissue classification which is essential for understanding all organ systems. • To develop the skill of identifying epithelial tissues microscopically. • To emphasize the relationship between structure and function of epithelial tissue. • To prepare students for clinical applications, since many pathological conditions begin in epithelial tissue (e.g., skin cancers, glandular tumors)
Prerequisite learning (02 Mins)	of • Before attending this class, students should already know: • Basic cell biology (cell structure, nucleus, cytoplasm, organelles). • Concept of tissues (definition, general types: epithelial, connective, muscular, nervous). • Introduction to microscopy (light microscope basics, preparation of histological slides, H&E staining)
Contents (40 Mins)	Introduction to Epithelium, Surface Epithelium, Glandular Epithelium and Applied or Clinical Correlation
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Junqueira's Basic Histology, C. Junqueira. Latest Edition. • Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. • Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	Histology
Title	Connective tissue: Proper
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	19.07.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	Define connective tissue proper and classify its types. - Describe the general structural features of connective tissue proper (cells, fibers, ground substance). - Differentiate between loose (areolar), dense regular, and dense irregular connective tissue under light microscopy. - Identify histological slides of connective tissue proper and correlate with their function. - Explain the functional significance of connective tissue proper in relation to support, protection, and repair.
Purpose (03 Mins)	- To provide foundational knowledge of tissue organization that underlies organ structure. - To understand how supportive tissue maintains architecture and function of body organs. - To prepare students for correlation with pathology (e.g., fibrosis, scarring, connective tissue disorders). - To train them in microscopy skills—recognizing different connective tissue patterns is vital in labs and clinics
Prerequisite of learning (02 Mins)	Before attending this class, students should already know: - The basic concept of tissues and their classification (epithelial, connective, muscular, nervous). - The components of a cell (especially nucleus, cytoplasm, plasma membrane). - The basic principles of microscopy (light microscope, slide preparation, staining methods)
Contents (40 Mins)	Introduction, Components of Connective Tissue Proper, Types of Connective Tissue Proper, Histological Features under Microscope and Functional Correlation
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Junqueira's Basic Histology, C. Junqueira. Latest Edition. - Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. - Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	Histology
Title	Connective tissue: Special.
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	26.07.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of the session, the students will be able to: • Define and classify special connective tissues. • Describe the histological features of each type of special connective tissue (adipose tissue, cartilage, bone, blood, lymph). • Identify the microscopic structures of special connective tissues under light microscope. • Correlate structure with function, e.g., how bone provides rigidity, cartilage offers flexibility, adipose stores energy. • Relate clinical conditions (like osteoporosis, osteoarthritis, lipomas, leukemia) to abnormalities of these tissues
Purpose (03 Mins)	• To build a foundation of microscopic anatomy for understanding organ structure and physiology later. • To help students differentiate normal vs. abnormal tissues in pathology. • To bridge basic science with clinical application (e.g., connective tissue disorders). • To prepare for future study of systemic histology and practical microscopy. • To strengthen their diagnostic insight when looking at biopsy slides or radiographs
Prerequisite learning (02 Mins)	Students should already know: • The basic structure of connective tissue proper (cells, fibers, ground substance). • Basic concepts of general histology: cell, tissue, organ levels of organization. • Familiarity with staining methods (H&E) and light microscopy. • General classification of the four basic tissue types (epithelial, connective, muscular, nervous).
Contents (40 Mins)	Special Connective Tissues: include: Adipose tissue, Cartilage, Bone, Blood, Lymph
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Junqueira's Basic Histology, C. Junqueira. Latest Edition. • Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. • Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	Histology
Title	Histological Structure of Respiratory system
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	02.08.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	- Describe the histological features of different parts of the respiratory system (nasal cavity, larynx, trachea, bronchi, bronchioles, alveoli). - Identify the microscopic differences between conducting and respiratory portions of the respiratory tract. - Recognize the types of epithelium and specialized cells (e.g., ciliated cells, goblet cells, Clara cells, type I and type II pneumocytes). - Correlate the structural features with their respective functions (air conduction, filtration, gas exchange). - Demonstrate the ability to identify histological sections of respiratory organs under a light microscope.
Purpose (03 Mins)	- To enable students to understand the microscopic structure of the respiratory system, which is essential for correlating structure with function. - To build the foundation for understanding physiology, pathology, and clinical manifestations of respiratory diseases. - To prepare students for future clinical application in medicine, surgery, and allied disciplines.
Prerequisite of learning (02 Mins)	- Basic principles of epithelial tissue types (simple, stratified, pseudostratified, squamous, columnar, cuboidal). - General knowledge of connective tissue, cartilage, and muscle. - Overview of gross anatomy of the respiratory system (conducting vs respiratory portions). - General understanding of cell biology (organelles, cell junctions, secretory activity, cilia).
Contents (40 Mins)	Respiratory system : Respiratory tract & Lung
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Histological Slide & Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Junqueira's Basic Histology, C. Junqueira. Latest Edition. - Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. - Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	Histology
Title	Vascular system
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	09.08.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of the session, the students will be able to: - Describe the general histological organization of blood vessels (tunica intima, tunica media, tunica adventitia). - Differentiate between the histological features of arteries, veins, and capillaries. - Classify arteries (elastic, muscular, arterioles) and veins (large, medium, venules) based on histological characteristics. - Correlate histological features of different vessels with their physiological functions. - Identify the microscopic structure of representative vessels under the light microscope (slides/diagrams).
Purpose (03 Mins)	- To provide students with a foundational understanding of the microscopic anatomy of the vascular system. - To enable correlation of structure with function, essential for later understanding of pathology (e.g., atherosclerosis, hypertension, varicose veins). - To prepare students for integrated learning with physiology (hemodynamics, blood pressure) and pathology (vascular diseases). - To enhance practical skills in slide identification during histology practical classes and exams.
Prerequisite of learning (02 Mins)	Before attending this class, students should already know: - Basic tissue types (epithelium, connective tissue, muscle tissue). - General structure of connective tissue and extracellular matrix. - Basic organization of the circulatory system (heart, arteries, veins, capillaries, lymphatics). - Orientation in using a light microscope.
Contents (40 Mins)	Vascular system : Different types of artery, capillary & vein
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Histological Slide & Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Junqueira's Basic Histology, C. Junqueira. Latest Edition. - Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. - Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Department of Anatomy

Comilla Medical College, Cumilla

Academic Calender for Lecture Contents of
MBBS Students, Session: (2025 – 2026)

Term II

35th Batch

Department of Anatomy
Comilla Medical College
Lecture Schedule - Term II
Batch - Com 35

Day : Saturday

Venue : Lecture Gallery 3

Time : 9.30am to 10.30am

Teacher : Prof. Dr. Munira Zahir

System : General & Systemic Embryology

<i>Serial</i>	<i>Date</i>	<i>Topic</i>
01	03.10.2026	Foetal Membrane: Placenta, Chorion
02	10.10.2026	Foetal Membrane: Amnion, Umbilical cord, Yolk sac etc.
03	17.10.2026	Twins & Teratology
04	24.10.2026	Twins & Teratology
05	31.10.2026	Digestive system & Glands
06	07.11.2026	Digestive system & Glands
07	14.11.2026	Respiratory system
08	21.11.2026	Respiratory system
09	28.11.2026	CVS & Aortic arch
10	05.12.2026	CVS & Aortic arch
11	12.12.2026	CVS & Aortic arch
12	19.12.2026	Coelomic cavity & Diaphragm
13	02.01.2027	Coelomic cavity & Diaphragm
14	09.01.2027	Skin & Mammary gland
15	16.01.2027	Review Class
16	23.01.2027	Review Class

Department of Anatomy
Comilla Medical College
Lecture Schedule - Term II
Batch - Com 35

Day : Sunday

Venue : Lecture Gallery 3

Time : 9.30am to 10.30am

Teacher : Dr. Barsha Chakraborty

System : General & Systemic Histology

<i>Serial</i>	<i>Date</i>	<i>Topic</i>
01	04.10.2026	Smooth Muscle Tissue
02	11.10.2026	Cardiac Muscle Tissue
03	18.10.2026	Skeletal muscle Tissue
04	25.10.2026	Lymphoid Organ
05	01.11.2026	Lymphoid Organ
06	08.11.2026	Digestive System & Glands
07	15.11.2026	Digestive System & Glands
08	22.11.2026	Digestive System & Glands
09	29.11.2026	Digestive System & Glands
10	06.12.2026	Salivary Glands
11	13.12.2026	Salivary Glands
12	20.12.2026	Urinary System
13	03.01.2027	Urinary System
14	10.01.2027	Male Reproductive System
15	17.01.2027	Female Reproductive System
16	24.01.2027	Review Class

Department of Anatomy
Comilla Medical College
Lecture Schedule - Term II
Batch - Com 35

Day : Tuesday

Venue : Lecture Gallery 3

Time : 9.30am to 10.30am

Teacher : Prof. Dr. Didar Hossain

System : Systemic Anatomy

<i>Serial</i>	<i>Date</i>	<i>Topic</i>
01	29.09.2026	Skeletal System, Muscular System
02	06.10.2026	Skeletal System, Muscular System
03	13.10.2026	Upper Limb
04	27.10.2026	Lower Limb
05	03.11.2026	Digestive System
06	10.11.2026	Digestive System
07	17.11.2026	Digestive System
08	24.11.2026	Respiratory System
09	01.12.2026	Respiratory System
10	08.12.2026	Urinary System
11	15.12.2026	Urinary System
12	05.01.2027	Male Reproductive System
13	12.01.2027	Female Reproductive System
14	19.01.2027	Review Class
15	26.01.2027	Review Class

Lesson Plan for Lecture of General & Systemic Embryology

Topic	General Embryology
Title	Foetal membranes: Placenta, Chorion
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	03.10.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	- To provide students with an understanding of how the three germ layers give rise to different tissues and organs of the human body. - To develop a foundational knowledge that links embryological events with anatomical and clinical concepts. - To cultivate appreciation for embryology as a basis for understanding congenital anomalies. - Define germ layers and their significance in embryonic development. - Identify the major derivatives of ectoderm, mesoderm, and endoderm. - Classify the derivatives under different organ systems (e.g., nervous system from ectoderm, cardiovascular system from mesoderm). - Correlate germ layer derivatives with clinical examples (e.g., neural tube defects, congenital heart disease)
Purpose (03 Mins)	- Builds foundation for understanding maternal-fetal physiology. - Essential for obstetrics and gynecology practice. - Helps explain conditions like pre-eclampsia, intrauterine growth restriction (IUGR), antepartum hemorrhage. - Provides embryological basis for interpreting ultrasonography and placental pathologies. - Encourages integration of anatomy, physiology, and clinical medicine
Prerequisite of learning (02 Mins)	Before starting this lesson, students should have basic understanding of: - General structure of the female reproductive system (uterus, endometrium). - Basic process of fertilization and implantation. - Early stages of embryonic development (zygote, blastocyst, trophoblast). - Fundamental knowledge of cell division (mitosis & meiosis)
Contents (40 Mins)	Foetal membranes: Placenta, Chorion, Amnion, Umbilical cord, Yolk sac etc.
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Langman's Medical Embryology, T W Sadler. Latest Edition. - Human Embryology, Inderbir Singh. Latest Edition. - Human Embryology, A K Datta. Latest Edition.

Topic	General Embryology
Title	Continuation of Foetal membranes: Placenta, Chorion
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	10.10.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	- To provide students with an understanding of how the three germ layers give rise to different tissues and organs of the human body. - To develop a foundational knowledge that links embryological events with anatomical and clinical concepts. - To cultivate appreciation for embryology as a basis for understanding congenital anomalies. - Define germ layers and their significance in embryonic development. - Identify the major derivatives of ectoderm, mesoderm, and endoderm. - Classify the derivatives under different organ systems (e.g., nervous system from ectoderm, cardiovascular system from mesoderm). - Correlate germ layer derivatives with clinical examples (e.g., neural tube defects, congenital heart disease)
Purpose (03 Mins)	- Builds foundation for understanding maternal-fetal physiology. - Essential for obstetrics and gynecology practice. - Helps explain conditions like pre-eclampsia, intrauterine growth restriction (IUGR), antepartum hemorrhage. - Provides embryological basis for interpreting ultrasonography and placental pathologies. - Encourages integration of anatomy, physiology, and clinical medicine
Prerequisite of learning (02 Mins)	Before starting this lesson, students should have basic understanding of: - General structure of the female reproductive system (uterus, endometrium). - Basic process of fertilization and implantation. - Early stages of embryonic development (zygote, blastocyst, trophoblast). - Fundamental knowledge of cell division (mitosis & meiosis)
Contents (40 Mins)	Foetal membranes: Placenta, Chorion, Amnion, Umbilical cord, Yolk sac etc.
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Langman's Medical Embryology, T W Sadler. Latest Edition. - Human Embryology, Inderbir Singh. Latest Edition. - Human Embryology, A K Datta. Latest Edition.

Topic	General Embryology
Title	Continuation of Foetal membranes: Amnion, Umbilical cord, Yolk sac etc.
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	17.10.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this lesson, students should be able to: • Define key terms: amnion, umbilical cord, and yolk sac. • Describe the structure, development, and functions of the amnion, umbilical cord, and yolk sac. • Explain the clinical significance of these fetal membranes in embryology and early development. • Identify the gross anatomical features and histological components of these membranes. • Correlate abnormalities of fetal membranes with congenital anomalies and clinical outcomes
Purpose (03 Mins)	• Foundational Knowledge: Understanding fetal membranes provides the base for learning human development, perinatal anatomy, and teratology. • Clinical Relevance: Knowledge of the amnion, umbilical cord, and yolk sac helps in interpreting prenatal imaging, diagnosing congenital anomalies, and understanding pregnancy complications. • Integrative Understanding: Connects embryology with anatomy, obstetrics, and pathology, enhancing holistic medical education. • Research and Innovations: Studying fetal membranes contributes to advancements in stem cell research, regenerative medicine, and prenatal therapy
Prerequisite of learning (02 Mins)	Before this lesson, students should have: • Basic Cell Biology: Understanding of cell differentiation and tissue formation. • General Embryology: Concepts of fertilization, zygote formation, and early cleavage stages. • Basic Anatomy: Familiarity with human body systems, especially circulatory and digestive systems. • Terminology: Terms like gastrulation, trophoblast, extraembryonic membranes, and placenta.
Contents (40 Mins)	Foetal membranes:, Amnion, Umbilical cord, Yolk sac etc.
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Langman's Medical Embryology, T W Sadler. Latest Edition. • Human Embryology, Inderbir Singh. Latest Edition. • Human Embryology, A K Datta. Latest Edition.

Topic	General Embryology
Title	Twin, Teratology
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	24.10.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this lesson, students should be able to: - Define key terms related to the topic: Twin, Teratology - Classify types of twins: Monozygotic (identical) and Dizygotic (fraternal), Understand the timing of zygotic splitting and its consequences - Explain the concept of teratology: Causes of congenital malformations, Role of genetic, environmental, and maternal factors - Identify common examples of congenital anomalies: Limb defects, neural tube defects, cleft lip/palate, etc. - Recognize the clinical significance: Importance of prenatal diagnosis, Preventive strategies and counseling for at-risk pregnancies
Purpose (03 Mins)	- Foundation for Clinical Knowledge: - Understanding twins and congenital anomalies provides a base for pediatrics, obstetrics, and genetics. - Early Recognition of Malformations: Helps future doctors anticipate, diagnose, and manage congenital anomalies. - Appreciation of Developmental Biology: Explains how normal and abnormal embryonic development occurs. - Interdisciplinary Relevance: Links anatomy with pathology, genetics, and clinical medicine. - Preventive and Counseling Role: Knowledge equips doctors to counsel parents on teratogenic risks and family planning.
Prerequisite of learning (02 Mins)	Students should be familiar with: - Basic human reproduction: Fertilization, zygote formation, implantation - Embryonic stages: pre-embryonic, embryonic, and fetal periods - Basic cell biology: Cell division (mitosis & meiosis), Genetic principles (chromosomes, mutations) - General anatomy: Familiarity with organ systems and basic structure of the fetus
Contents (40 Mins)	Twin, Teratology
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Langman's Medical Embryology, T W Sadler. Latest Edition. - Human Embryology, Inderbir Singh. Latest Edition. - Human Embryology, A K Datta. Latest Edition.

Topic	General Embryology
Title	Continuation of Twin & Teratology
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	31.10.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this lesson, students should be able to: - Define key terms related to the topic: Twin, Teratology - Classify types of twins: Monozygotic (identical) and Dizygotic (fraternal), Understand the timing of zygotic splitting and its consequences - Explain the concept of teratology: Causes of congenital malformations, Role of genetic, environmental, and maternal factors - Identify common examples of congenital anomalies: Limb defects, neural tube defects, cleft lip/palate, etc. - Recognize the clinical significance: Importance of prenatal diagnosis, Preventive strategies and counseling for at-risk pregnancies
Purpose (03 Mins)	- Foundation for Clinical Knowledge: - Understanding twins and congenital anomalies provides a base for pediatrics, obstetrics, and genetics. - Early Recognition of Malformations: Helps future doctors anticipate, diagnose, and manage congenital anomalies. - Appreciation of Developmental Biology: Explains how normal and abnormal embryonic development occurs. - Interdisciplinary Relevance: Links anatomy with pathology, genetics, and clinical medicine. - Preventive and Counseling Role: Knowledge equips doctors to counsel parents on teratogenic risks and family planning.
Prerequisite of learning (02 Mins)	Students should be familiar with: - Basic human reproduction: Fertilization, zygote formation, implantation - Embryonic stages: pre-embryonic, embryonic, and fetal periods - Basic cell biology: Cell division (mitosis & meiosis), Genetic principles (chromosomes, mutations) - General anatomy: Familiarity with organ systems and basic structure of the fetus
Contents (40 Mins)	Twin, Teratology
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Langman's Medical Embryology, T W Sadler. Latest Edition. - Human Embryology, Inderbir Singh. Latest Edition. - Human Embryology, A K Datta. Latest Edition.

Topic	Systemic Embryology
Title	Digestive system with associated glands
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	07.11.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	- Identify the germ layer origins of the digestive system and associated glands. - Describe the formation of major digestive organs: stomach, liver, pancreas, and salivary glands. - Explain the developmental processes: rotation of the gut, differentiation of endodermal derivatives, and formation of associated ducts. - Correlate congenital anomalies with specific developmental errors (e.g., esophageal atresia, malrotation, pancreatic divisum). - Analyze how abnormal embryological development can affect digestive function.
Purpose (03 Mins)	- To bridge the gap between early embryological development and adult anatomy of the digestive system. - To explain the developmental origin of major digestive organs and glands. - To highlight clinical correlations of developmental anomalies (like atresia, biliary atresia, pancreatic malformations). - To enhance understanding of the functional organization of the digestive system in the context of its embryological origin.
Prerequisite of learning (02 Mins)	Before diving into systemic embryology, students should ideally be familiar with: - General embryology concepts: - Terms like zygote, blastocyst, gastrulation, germ layers (ectoderm, mesoderm, endoderm). - Concept of organogenesis. - Basic anatomy of the digestive system: - Structure of the gut tube: foregut, midgut, hindgut. - Major digestive glands: liver, pancreas, salivary glands. - Basic blood supply and innervation patterns. - Cellular and tissue development basics: - Differentiation of epithelial, mesenchymal, and connective tissues. - Basics of signaling pathways and morphogenesis (optional but helpful).
Contents (40 Mins)	- Primitive Gut Tube Formation - Foregut Derivatives - Midgut Derivatives - Hindgut Derivatives - Development of Associated Glands - Rotations and Physiological Herniation
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker, Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Langman's Medical Embryology, T W Sadler. Latest Edition. - Human Embryology, Inderbir Singh. Latest Edition. - Human Embryology, A K Datta. Latest Edition.

Topic	Systemic Embryology
Title	Continuation of Digestive system with associated glands
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	14.11.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	- Identify the germ layer origins of the digestive system and associated glands. - Recall the timeline of development of the foregut, midgut, and hindgut. - Describe the formation of major digestive organs: stomach, liver, pancreas, and salivary glands. - Explain the developmental processes: rotation of the gut, differentiation of endodermal derivatives, and formation of associated ducts. - Correlate congenital anomalies with specific developmental errors (e.g., esophageal atresia, malrotation, pancreatic divisum).
Purpose (03 Mins)	- To bridge the gap between early embryological development and adult anatomy of the digestive system. - To explain the developmental origin of major digestive organs and glands. - To highlight clinical correlations of developmental anomalies (like atresia, biliary atresia, pancreatic malformations). - To enhance understanding of the functional organization of the digestive system in the context of its embryological origin.
Prerequisite of learning (02 Mins)	Before diving into systemic embryology, students should ideally be familiar with: - General embryology concepts: - Terms like zygote, blastocyst, gastrulation, germ layers (ectoderm, mesoderm, endoderm). - Concept of organogenesis. - Basic anatomy of the digestive system: - Structure of the gut tube: foregut, midgut, hindgut. - Major digestive glands: liver, pancreas, salivary glands. - Basic blood supply and innervation patterns. - Cellular and tissue development basics: - Differentiation of epithelial, mesenchymal, and connective tissues, Basics of signaling pathways and morphogenesis (optional but helpful).
Contents (40 Mins)	- Primitive Gut Tube Formation - Foregut Derivatives - Midgut Derivatives, Hindgut Derivatives - Development of Associated Glands - Rotations and Physiological Herniation
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Langman's Medical Embryology, T W Sadler. Latest Edition. - Human Embryology, Inderbir Singh. Latest Edition. - Human Embryology, A K Datta. Latest Edition.

Topic	Systemic Embryology
Title	Respiratory system
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	21.11.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this lesson, the students should be able to: - Define and describe the embryological development of the respiratory system. - Identify the stages of lung development: embryonic, pseudo glandular, canalicular, saccular, and alveolar. - Explain the origin of different respiratory structures, including the larynx, trachea, bronchi, and lungs. - Discuss the role of the foregut and respiratory diverticulum in respiratory system formation. - Correlate developmental anomalies with common congenital respiratory malformations such as tracheoesophageal fistula and pulmonary hypoplasia.
Purpose (03 Mins)	- Foundation for anatomy and physiology: Understanding the respiratory system's embryology helps students visualize adult anatomy and functional organization. - Clinical relevance: Many respiratory congenital malformations are better understood if students grasp their embryonic origin. - Integrative learning: Links embryology with pathology, neonatology, and surgery, preparing students for clinical rotations. - Cognitive development: Encourages 3D conceptualization of organogenesis, which is essential for radiology and imaging interpretation later
Prerequisite of learning (02 Mins)	Basic embryology concepts: - Germ layers (ectoderm, mesoderm, endoderm) and their derivatives - Primary germ layer differentiation and organogenesis principles - General stages of development: zygote → blastocyst → gastrulation - Foregut development: - Structure and derivatives of the embryonic foregut - Relationship of foregut with respiratory and digestive systems - Basic anatomy: - Adult anatomy of the respiratory system (larynx, trachea, bronchi, lungs)
Contents (40 Mins)	- Embryonic Development of Respiratory System - Stages of Lung Development - Development of Pleura and Diaphragm - Clinical Correlation
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Langman's Medical Embryology, T W Sadler. Latest Edition. - Human Embryology, Inderbir Singh. Latest Edition. - Human Embryology, A K Datta. Latest Edition.

Topic	Systemic Embryology
Title	Continuation of Respiratory system
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	28.11.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this lesson, the students should be able to: - Define and describe the embryological development of the respiratory system. - Identify the stages of lung development: embryonic, pseudo glandular, canalicular, saccular, and alveolar. - Explain the origin of different respiratory structures, including the larynx, trachea, bronchi, and lungs. - Discuss the role of the foregut and respiratory diverticulum in respiratory system formation. - Correlate developmental anomalies with common congenital respiratory malformations such as tracheoesophageal fistula and pulmonary hypoplasia. - Relate the embryology to clinical scenarios, helping understand the anatomical basis of congenital defects.
Purpose (03 Mins)	- Foundation for anatomy and physiology: Understanding the respiratory system's embryology helps students visualize adult anatomy and functional organization. - Clinical relevance: Many respiratory congenital malformations are better understood if students grasp their embryonic origin. - Integrative learning: Links embryology with pathology, neonatology, and surgery, preparing students for clinical rotations. - Cognitive development: Encourages 3D conceptualization of organogenesis, which is essential for radiology and imaging interpretation later
Prerequisite of learning (02 Mins)	Basic embryology concepts: - Germ layers (ectoderm, mesoderm, endoderm) and their derivatives - Primary germ layer differentiation and organogenesis principles - General stages of development: zygote → blastocyst → gastrulation - Foregut development: - Structure and derivatives of the embryonic foregut - Relationship of foregut with respiratory and digestive systems - Adult anatomy of the respiratory system (larynx, trachea, bronchi, lungs)
Contents (40 Mins)	- Embryonic Development of Respiratory System - Stages of Lung Development - Development of Pleura and Diaphragm - Clinical Correlation
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Langman's Medical Embryology, T W Sadler. Latest Edition. - Human Embryology, Inderbir Singh. Latest Edition. - Human Embryology, A K Datta. Latest Edition.

Topic	Systemic Embryology
Title	Cardiovascular system & aortic arches
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	05.12.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026))
Total Students	200
Objectives (02 Mins)	By the end of the lecture, students should be able to: • Define cardiovascular embryology and aortic arches. • Describe the development of the heart tube, its looping, and formation of cardiac chambers. • Identify the formation and fate of the six paired aortic arches. • Explain the development of major arteries (aortic arch derivatives). • Recognize common congenital anomalies arising from abnormal aortic arch development (e.g., coarctation of aorta, patent ductus arteriosus). • Illustrate the heart tube and looping stages using diagrams. • Label diagrams of aortic arches and their derivatives accurately. • Appreciate the clinical relevance of cardiovascular embryology in understanding congenital heart diseases. • Cultivate interest in linking embryology with anatomy and clinical practice
Purpose (03 Mins)	• To provide a foundational understanding of how the cardiovascular system forms during embryogenesis. • To correlate embryological development with adult cardiovascular anatomy for better understanding of structure and function. • To introduce clinical relevance, highlighting how anomalies in development result in congenital heart defects. • To prepare students for future learning in anatomy, physiology, and pathology
Prerequisite of learning (02 Mins)	Students should ideally know: • Basic Cell Biology & Development: Fertilization and zygote formation, Formation of the trilaminar germ disc (ectoderm, mesoderm, endoderm). • Early Embryology: Basic concepts of gastrulation and mesodermal derivatives, Early folding of the embryo. • General Anatomy: Basic knowledge of adult cardiovascular system (heart chambers, major vessels), Basic arterial and venous circulation concepts.
Contents (40 Mins)	• Introduction • Heart Development • Aortic Arches • Clinical Correlation
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Langman's Medical Embryology, T W Sadler. Latest Edition. • Human Embryology, Inderbir Singh. Latest Edition. • Human Embryology, A K Datta. Latest Edition.

Topic	Systemic Embryology
Title	Continuation of Cardiovascular system & aortic arches
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	12.12.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of the lecture, students should be able to: • Define cardiovascular embryology and aortic arches. • Describe the development of the heart tube, its looping, and formation of cardiac chambers. • Identify the formation and fate of the six paired aortic arches. • Explain the development of major arteries (aortic arch derivatives). • Recognize common congenital anomalies arising from abnormal aortic arch development (e.g., coarctation of aorta, patent ductus arteriosus). • Illustrate the heart tube and looping stages using diagrams. • Label diagrams of aortic arches and their derivatives accurately. • Appreciate the clinical relevance of cardiovascular embryology in understanding congenital heart diseases. ○ Cultivate interest in linking embryology with anatomy and clinical practice
Purpose (03 Mins)	• To provide a foundational understanding of how the cardiovascular system forms during embryogenesis. • To correlate embryological development with adult cardiovascular anatomy for better understanding of structure and function. • To introduce clinical relevance, highlighting how anomalies in development result in congenital heart defects. • To prepare students for future learning in anatomy, physiology, and pathology
Prerequisite of learning (02 Mins)	Students should ideally know: • Basic Cell Biology & Development: Fertilization and zygote formation, Formation of the trilaminar germ disc (ectoderm, mesoderm, endoderm). • Early Embryology: Basic concepts of gastrulation and mesodermal derivatives, Early folding of the embryo. • General Anatomy: Basic knowledge of adult cardiovascular system (heart chambers, major vessels), Basic arterial and venous circulation concepts.
Contents (40 Mins)	• Introduction • Heart Development • Aortic Arches • Clinical Correlation
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Langman's Medical Embryology, T W Sadler. Latest Edition. • Human Embryology, Inderbir Singh. Latest Edition. • Human Embryology, A K Datta. Latest Edition.

Topic	Systemic Embryology
Title	Continuation of Cardiovascular system & aortic arches
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	19.12.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of the lecture, students should be able to: • Define cardiovascular embryology and aortic arches. • Describe the development of the heart tube, its looping, and formation of cardiac chambers. • Identify the formation and fate of the six paired aortic arches. • Explain the development of major arteries (aortic arch derivatives). • Recognize common congenital anomalies arising from abnormal aortic arch development (e.g., coarctation of aorta, patent ductus arteriosus). • Illustrate the heart tube and looping stages using diagrams. • Label diagrams of aortic arches and their derivatives accurately. • Appreciate the clinical relevance of cardiovascular embryology in understanding congenital heart diseases.
Purpose (03 Mins)	• To provide a foundational understanding of how the cardiovascular system forms during embryogenesis. • To correlate embryological development with adult cardiovascular anatomy for better understanding of structure and function. • To introduce clinical relevance, highlighting how anomalies in development result in congenital heart defects. • To prepare students for future learning in anatomy, physiology, and pathology
Prerequisite of learning (02 Mins)	Students should ideally know: • Basic Cell Biology & Development: Fertilization and zygote formation, Formation of the trilaminar germ disc (ectoderm, mesoderm, endoderm). • Early Embryology: Basic concepts of gastrulation and mesodermal derivatives, Early folding of the embryo. • General Anatomy: Basic knowledge of adult cardiovascular system (heart chambers, major vessels), Basic arterial and venous circulation concepts.
Contents (40 Mins)	• Introduction • Heart Development • Aortic Arches • Clinical Correlation
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Langman's Medical Embryology, T W Sadler. Latest Edition. • Human Embryology, Inderbir Singh. Latest Edition. • Human Embryology, A K Datta. Latest Edition.

Topic	Systemic Embryology
Title	Coelomic cavity & the diaphragm
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	02.01.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	At the end of this session, students should be able to: - Describe the development of the coelomic cavity during embryogenesis. - Identify the formation and subdivisions of intraembryonic coelom. - Explain the embryological origins of the diaphragm. - Illustrate the development of the pericardial, pleural, and peritoneal cavities and their interconnections. Discuss the contributions of septum transversum, pleuroperitoneal membranes, dorsal mesentery, and muscular ingrowth in diaphragm formation. - Correlate developmental defects with clinical conditions, such as congenital diaphragmatic hernia.
Purpose (03 Mins)	- Understanding congenital anomalies like diaphragmatic hernia, eventration of diaphragm, and malformations of the thoracoabdominal cavities. - Helps in interpreting imaging studies (ultrasound, MRI, CT) during prenatal and postnatal periods. - Explains the formation of body cavities and the diaphragm, linking structure to function. - Illustrates the integration of embryology and anatomy in clinical practice. - Builds a foundation for thoracic and abdominal anatomy, surgical anatomy, and pathology.
Prerequisite of learning (02 Mins)	Before diving into this topic, students should be familiar with: - Basic Embryology Concepts - Definition and importance of embryology - Germ layers: ectoderm, mesoderm, endoderm - Concept of intraembryonic and extraembryonic mesoderm - Body Cavities and Membranes - General understanding of body cavities: thoracic, abdominal, pericardial - Concept of serous membranes (parietal & visceral layers) - Basic Developmental Processes - Lateral and longitudinal folding of the embryo - Early formation of somites and mesodermal divisions (paraxial, intermediate, lateral plate)
Contents (40 Mins)	- Introduction - Heart Development, Aortic Arches, Clinical Correlation
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation.
Summary (03 Mins)	Key point of lecture
References	- Langman's Medical Embryology, T W Sadler. Latest Edition. - Human Embryology, Inderbir Singh. Latest Edition. - Human Embryology, A K Datta. Latest Edition.

Topic	Systemic Embryology
Title	Skin and mammary gland
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	09.01.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this lesson, the students should be able to: - Define and describe the development of skin and its appendages during embryogenesis. - Explain the formation of epidermis, dermis, and subcutaneous tissue, and their embryological origins. - Identify the stages of mammary gland development in the embryo and correlate them with adult anatomy. - Understand the concept of ectodermal and mesodermal contributions to skin and mammary structures. - Recognize common congenital anomalies related to skin and mammary glands (e.g., supernumerary nipples, congenital alopecia). - Apply embryological knowledge to clinical scenarios, aiding in understanding dermatological and breast developmental disorder
Purpose (03 Mins)	- Foundation for clinical anatomy: Understanding the embryology of skin and mammary glands helps explain their adult structure, functions, and variations. - Correlation with pathology: Many congenital anomalies and dermatological conditions are rooted in embryological development. - Interdisciplinary relevance: Knowledge is essential for dermatology, plastic surgery, and pediatric medicine. - Critical thinking: Encourages students to connect embryology with anatomy, histology, and clinical medicine. - Professional competence: Fosters a strong grasp of normal and abnormal development, enhancing diagnostic and surgical understanding
Prerequisite of learning (02 Mins)	- Basic embryology concepts: - Fertilization, cleavage, blastocyst formation. - Germ layers: ectoderm, mesoderm, endoderm. - General principles of organogenesis. - General anatomy of skin and breast: - Layers of skin (epidermis, dermis, hypodermis). - Structure of mammary gland in adults. - Terminology: Terms like placode, bud, lamina, mesenchyme, keratinization, etc.
Contents (40 Mins)	- Embryology of Skin - Embryology of Mammary Glands - Clinical Correlations
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Langman's Medical Embryology, T W Sadler. Latest Edition. - Human Embryology, Inderbir Singh. Latest Edition. - Human Embryology, A K Datta. Latest Edition.

Lesson Plan for Lecture of General & Systemic Histology

Topic	General Histology
Title	Muscular tissue: Smooth
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	04.10.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of the class, students will be able to: • Define and classify muscular tissue. • Describe the microscopic structure of smooth muscle cells. • Identify smooth muscle under the light microscope (H&E stained slide). • Differentiate smooth muscle from skeletal and cardiac muscles histologically. • Explain the functional significance of structural features of smooth muscle
Purpose (03 Mins)	• To understand the basic building blocks of the muscular system. • To appreciate the structural basis of involuntary movements in the body (e.g., peristalsis, vasoconstriction). • To help in future correlation with physiology (smooth muscle contraction, autonomic control) and pathology (e.g., leiomyoma, asthma). • To prepare students for clinical application by recognizing smooth muscle in histological slides and biopsies
Prerequisite of learning (02 Mins)	• Basic concept of cells and tissues (epithelium, connective tissue). • Knowledge of organ systems where smooth muscle is found (digestive tract, blood vessels, uterus, urinary bladder, etc.). • General idea of skeletal muscle structure (if taught previously)
Contents (40 Mins)	Introduction to muscular tissue, Smooth Muscle – General Features, Microscopic Structure, Histological Slide: Features, Comparison with Skeletal & Cardiac Muscles (table or chart). Functional Correlation.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Diagram.
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Junqueira's Basic Histology, C. Junqueira. Latest Edition. • Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. • Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	General Histology
Title	Muscular tissue: Cardiac
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	11.10.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	• By the end of this lesson, students should be able to: • Describe the structure and characteristics of cardiac muscle tissue. • Identify cardiac muscle fibers, intercalated discs, striations, and nuclei under light microscopy. • Compare cardiac muscle with skeletal and smooth muscle in terms of histology and function. • Understand the functional significance of cardiac muscle features in heart contraction. • Correlate microscopic features with physiological function and clinical relevance (e.g., arrhythmias)
Purpose (03 Mins)	• Cardiac muscle tissue is essential for the rhythmic and continuous contraction of the heart. • Understanding its histology helps in diagnosing cardiac pathologies and appreciating normal cardiac physiology. • Provides a foundation for advanced studies in cardiovascular anatomy, physiology, and pathology
Prerequisite of learning (02 Mins)	• Before this lesson, students should be familiar with: • Basic cell structure (cell membrane, cytoplasm, nucleus, organelles). • General histology of muscle tissue, including skeletal and smooth muscle. • Basic light microscopy techniques and slide examination. • Understanding of cell junctions (gap junctions, desmosomes) is helpful but can be introduced here.
Contents (40 Mins)	General Features, Microscopic Structure, Comparison with other muscle types. Functional Correlation.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Diagram.
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Junqueira's Basic Histology, C. Junqueira. Latest Edition. • Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. • Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	General Histology
Title	Muscular tissue: Skeletal
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	18.10.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	After this lesson, students should be able to: • Define skeletal muscle tissue and identify its distinguishing histological features. • Describe the microscopic structure of skeletal muscle fibers. • Identify striations, nuclei, and connective tissue components in skeletal muscle. • Explain the organization of muscle fibers into fascicles and the relationship with connective tissue layers (endomysium, perimysium, epimysium). • Recognize the differences between skeletal, cardiac, and smooth muscle under the microscope. • Apply knowledge to identify skeletal muscle in histological slides.
Purpose (03 Mins)	• To provide a microscopic understanding of skeletal muscle tissue as a foundation for physiology and pathology. • To enable students to correlate structure with function—understanding how striations and multinucleation relate to muscle contraction. • To develop practical skills in slide examination and histological identification. • To prepare students for clinical correlations, including muscle injuries, dystrophies, and biopsies
Prerequisite of learning (02 Mins)	Before diving into skeletal muscle histology, students should ideally be familiar with: • Basic cell biology (cell structure, cytoplasm, nucleus, organelles) • Connective tissue basics (fibers, ECM, fibroblasts) • Introduction to tissue types (epithelial, connective, muscular, nervous) • Understanding of microscopy techniques (light microscope basics, slide handling, staining methods)
Contents (40 Mins)	Introduction, Histological Features. Connective Tissue Components, Organization, Histological Techniques and Comparison with Other Muscle
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Diagram.
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Junqueira's Basic Histology, C. Junqueira. Latest Edition. • Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. • Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	Systemic Histology
Title	Lymphoid Organs
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	25.10.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	- Identify the histological features of primary and secondary lymphoid organs under the microscope. - Thymus - Lymph node - Describe the structural organization of these organs, including cortex, medulla, follicles, sinuses, and germinal centers. - Explain the correlation between histological structure and function of each lymphoid organ. - Differentiate between primary (central) and secondary (peripheral) lymphoid organs based on histology and function. - Relate the histological features of lymphoid organs with their clinical significance (e.g., immune responses, lymphadenopathy, splenomegaly).
Purpose (03 Mins)	- To enable the students to understand the microscopic architecture of lymphoid organs and correlate them with their functions in the immune system. - To provide foundational knowledge that will help in understanding pathology, physiology, and clinical applications related to immunity and hematopoietic organs.
Prerequisite of learning (02 Mins)	- Before attending this class, students should already be familiar with: - Basic Histology: - Structure of cells and tissues (epithelium, connective tissue, reticular tissue). - General staining principles (H&E, special stains). - Basic Anatomy & Physiology: - Concept of lymphatic system. - Role of lymphoid organs in immunity. - General organization of immune system (innate vs adaptive immunity). - Introduction to Microscopy: - Handling of slides and identification of tissue components under light microscope.
Contents (40 Mins)	Lymphoid organs: Thymus, spleen, lymph node & tonsil
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Histological Slide & Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation.
Summary (03 Mins)	Key point of lecture
References	- Junqueira's Basic Histology, C. Junqueira. Latest Edition. - Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. - Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	Systemic Histology
Title	Continuation of Lymphoid Organs
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	01.11.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	• Spleen • Tonsil & other mucosa-associated lymphoid tissue (MALT) • Describe the structural organization of these organs, including cortex, medulla, follicles, sinuses, and germinal centers. • Explain the correlation between histological structure and function of each lymphoid organ. • Differentiate between primary (central) and secondary (peripheral) lymphoid organs based on histology and function. • Relate the histological features of lymphoid organs with their clinical significance (e.g., immune responses, lymphadenopathy, splenomegaly).
Purpose (03 Mins)	• To enable the students to understand the microscopic architecture of lymphoid organs and correlate them with their functions in the immune system. • To provide foundational knowledge that will help in understanding pathology, physiology, and clinical applications related to immunity and hematopoietic organs.
Prerequisite of learning (02 Mins)	• Before attending this class, students should already be familiar with: • Basic Histology: ○ Structure of cells and tissues (epithelium, connective tissue, reticular tissue). ○ General staining principles (H&E, special stains). • Basic Anatomy & Physiology: ○ Concept of lymphatic system. ○ Role of lymphoid organs in immunity. ○ General organization of immune system (innate vs adaptive immunity). • Introduction to Microscopy: ○ Handling of slides and identification of tissue components under light microscope.
Contents (40 Mins)	Lymphoid organs: Thymus, spleen, lymph node & tonsil
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Histological Slide & Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Junqueira's Basic Histology, C. Junqueira. Latest Edition. • Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. • Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	Systemic Histology
Title	Digestive system & Associated Glands: (tongue, oesophagus)
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	08.11.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of the session, students will be able to: • Develop a foundational understanding of the microscopic structure of the digestive system. • Tongue ○ Describe the general histological organization of the tongue. ○ Identify and differentiate the various papillae (filiform, fungiform, circumvallate, foliate). ○ Describe the structure and distribution of taste buds. ○ Explain the histological features related to tongue function (mastication, taste, speech). • Oesophagus ○ Describe the layers of the oesophageal wall (mucosa, submucosa, muscularis externa, adventitia/serosa). ○ Identify the type of epithelium and its functional significance. ○ Differentiate between upper, middle, and lower parts of oesophagus based on muscle type. ○ Correlate structural features with the functions of swallowing and food transport.
Purpose (03 Mins)	• To enable students to recognize and interpret histological slides of the tongue and oesophagus. • To highlight the relationship between microscopic structure and physiological functions (e.g., swallowing, taste).
Prerequisite of learning (02 Mins)	Students should already know: • Basic organization of tissues (epithelium, connective tissue, muscle, nerve). • General features of digestive system histology. • Gross anatomy of tongue and oesophagus (location, parts, functions).
Contents (40 Mins)	Digestive system & associated Glands : tongue, oesophagus
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Histological Slide & Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Junqueira's Basic Histology, C. Junqueira. Latest Edition. • Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. • Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	Systemic Histology
Title	Digestive system & associated Glands : stomach, intestine
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	15.11.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of the lesson, the student will be able to: • Describe the general histological plan of the gastrointestinal tract. • Identify the microscopic features of the stomach (fundus, body, pylorus). • Explain the types of gastric glands and their functional significance. • Describe the histological structure of the small intestine (duodenum, jejunum, ileum) with emphasis on mucosal modifications (villi, crypts, Brunner's glands, Peyer's patches). • Describe the histological features of the large intestine (mucosa, crypts of Lieberkühn, absence of villi). • Correlate structure with function in digestion, secretion, and absorption. • Identify stomach and intestinal tissues under light microscopy (prepared slides). • Differentiate between regions (e.g., duodenum vs jejunum vs ileum, stomach vs intestine). • Draw labeled diagrams of histological sections. • Develop curiosity for microscopic anatomy and its clinical relevance. • Appreciate the importance of histology in understanding GI disorders.
Purpose (03 Mins)	• To help students understand the microscopic anatomy of the stomach and intestines. • To relate histological structures with their functions in digestion and absorption. • To build a foundation for understanding pathological changes in GI diseases. • To prepare students for future application in clinical subjects (Pathology, Medicine, Surgery)
Prerequisite of learning (02 Mins)	• Basic tissue types: epithelium, connective tissue, muscle, nerve. • General structure of the alimentary canal. • Basic physiological role of stomach and intestines. • Fundamental concepts of digestion and absorption.
Contents (40 Mins)	Digestive system & associated Glands: stomach, intestine
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Histological Slide & Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Junqueira's Basic Histology, C. Junqueira. Latest Edition. • Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. • Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	Systemic Histology
Title	Digestive system & associated Glands : Liver, gall bladder
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	22.11.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this session, the students will be able to: - Describe the microscopic structure of the liver and gall bladder. - Identify the structural organization of a classic liver lobule, portal triad, and central vein. - Explain the cellular components of the liver (hepatocytes, Kupffer cells, sinusoids, bile canaliculi). - Describe the histological features of the gall bladder, including mucosa, muscularis, and adventitia/serosa. - Correlate the structural features of liver and gall bladder with their physiological functions. - Differentiate histological slides of liver and gall bladder under the microscope.
Purpose (03 Mins)	- To provide foundational knowledge of the histological basis of hepatobiliary anatomy. - To help students understand the structure–function relationship of the liver and gall bladder. - To prepare students for future understanding of pathology (e.g., hepatitis, cirrhosis, gall stones, cholecystitis). - To enable students to identify and interpret microscopic slides in practical exams and professional assessments.
Prerequisite of learning (02 Mins)	Before attending this class, students should have: - Basic knowledge of cell structure and tissue organization (epithelium, connective tissue, muscle). - Understanding of general histological staining techniques (especially H&E). - Knowledge of basic gross anatomy of the liver and gall bladder (lobes of liver, biliary passages, relations). - Familiarity with general principles of organ histology (parenchyma vs stroma, ducts, vascular supply).
Contents (40 Mins)	Digestive system & associated Glands: Liver, gall bladder
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Diagram.
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Junqueira's Basic Histology, C. Junqueira. Latest Edition. - Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. - Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	Systemic Histology
Title	Digestive system & associated Glands: pancreas
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	29.11.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	At the end of the class, the students should be able to: - Identify the histological features of the pancreas under the microscope. - Describe the exocrine component of the pancreas: acini, ducts, and supporting structures. - Describe the endocrine component of the pancreas: islets of Langerhans and their cell types. - Differentiate between exocrine and endocrine parts of the pancreas based on histological features. - Correlate the microscopic structure with the physiological functions of the pancreas. - Apply the knowledge to understand clinical conditions (e.g., diabetes mellitus, pancreatitis, tumors).
Purpose (03 Mins)	- To provide the students with knowledge about the microscopic anatomy of the pancreas and its functional correlation, which will help them understand physiology and the basis of pancreatic diseases in pathology and medicine. - To understand how pancreatic structure supports both digestive (exocrine) and endocrine functions. - To build a foundation for physiology (digestion, insulin, and glucagon secretion). - To provide essential background for pathology (diabetes mellitus, pancreatic carcinoma, pancreatitis)
Prerequisite of learning (02 Mins)	Before this class, students should have knowledge of: - General structure of digestive glands (serous, mucous, and mixed glands). - Basic histological techniques and how to observe slides under a light microscope. - General arrangement of exocrine vs. endocrine glands. - Basic concepts of epithelial tissue and connective tissue. - General knowledge of the pancreas from gross anatomy (location, parts, relations).
Contents (40 Mins)	Digestive system & associated Glands: pancreas
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Diagram.
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Junqueira's Basic Histology, C. Junqueira. Latest Edition. - Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. - Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	Systemic Histology
Title	Exocrine glands (Salivary)
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	06.12.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	• By the end of the lesson, the students will be able to: • Define and classify exocrine glands. • Describe the general structural organization of exocrine glands. • Identify the histological features of major salivary glands (parotid, submandibular, sublingual).
Purpose (03 Mins)	• To build a foundation in basic histology, which is essential for understanding physiology and pathology of the oral cavity and digestive system. • To help students appreciate the structure–function correlation of salivary glands in secretion and digestion. • To provide knowledge necessary for understanding clinical conditions such as xerostomia, mumps, sialadenitis, and salivary gland tumors. • To prepare students for practical classes (microscopy) and future clinical integration.
Prerequisite of learning (02 Mins)	• Before starting this lesson, students should have: • Basic knowledge of cell types and tissues (epithelial tissue, connective tissue, muscle tissue, nervous tissue). • Understanding of epithelium classification, especially glandular epithelium. • General idea about exocrine vs endocrine glands. • Familiarity with basic histological techniques (section preparation, staining, microscopic observation). • Awareness of the role of salivary glands in digestion and oral physiology (from physiology/biochemistry introduction).
Contents (40 Mins)	Exocrine glands: salivary glands
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Diagram.
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Junqueira's Basic Histology, C. Junqueira. Latest Edition. • Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. • Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	Systemic Histology
Title	Continuation of Exocrine glands (Salivary)
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	13.12.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	• Differentiate between serous, mucous, and mixed acini based on microscopic characteristics. • Explain the duct system of salivary glands (intercalated, striated, and excretory ducts). • Correlate the structure of salivary glands with their secretory functions. • Recognize histological sections of different salivary glands under the microscope.
Purpose (03 Mins)	• To build a foundation in basic histology, which is essential for understanding physiology and pathology of the oral cavity and digestive system. • To help students appreciate the structure–function correlation of salivary glands in secretion and digestion. • To provide knowledge necessary for understanding clinical conditions such as xerostomia, mumps, sialadenitis, and salivary gland tumors. • To prepare students for practical classes (microscopy) and future clinical integration.
Prerequisite of learning (02 Mins)	• Before starting this lesson, students should have: • Basic knowledge of cell types and tissues (epithelial tissue, connective tissue, muscle tissue, nervous tissue). • Understanding of epithelium classification, especially glandular epithelium. • General idea about exocrine vs endocrine glands. • Familiarity with basic histological techniques (section preparation, staining, microscopic observation). • Awareness of the role of salivary glands in digestion and oral physiology (from physiology/biochemistry introduction).
Contents (40 Mins)	Exocrine glands: salivary glands
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Diagram.
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Junqueira's Basic Histology, C. Junqueira. Latest Edition. • Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. • Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	Systemic Histology
Title	Urinary system
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	20.12.2026; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this practical session, students should be able to: - Identify and describe the gross anatomy of the kidneys, ureters, urinary bladder, and urethra. - Understand the anatomical relations of the urinary organs in situ and in the cadaver. - Recognize the external and internal features of the kidney (cortex, medulla, renal pelvis, hilum, calyces). - Correlate the anatomical structures with their physiological functions. 5. Demonstrate proper techniques for identifying urinary organs in cadaveric specimens or models. 6. Perform palpation and surface marking of kidneys, ureters, and bladder on a model or subject. 7. Identify major blood vessels, nerves, and ureteric openings in the urinary tract. 8. Appreciate the importance of anatomical knowledge of the urinary system in clinical practice (e.g., catheterization, surgeries, imaging).
Purpose (03 Mins)	- To develop an understanding of the structural organization of the urinary system. - To connect theoretical anatomy with practical skills and clinical applications. - To enhance spatial and three-dimensional visualization of urinary organs. - To prepare students for clinical examination, procedures, and surgical considerations.
Prerequisite of learning (02 Mins)	Before this practical session, students should have: - Basic knowledge of general anatomy terminology (e.g., proximal, distal, anterior, posterior, medial, lateral). - Understanding of embryological development of the urinary system (kidneys and ureters). - Familiarity with body cavities (retroperitoneal and pelvic spaces). - Basic histology of urinary organs (renal cortex, medulla, nephron structure). - Understanding of vascular and nerve supply of organs.
Contents (40 Mins)	Kidney, Ureters, Urinary Bladder, Urethra, Surface Anatomy and Palpation, Correlation with Clinical Practice.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Microscope & Histological slides) Speakers
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Junqueira's Basic Histology, C. Junqueira. Latest Edition. - Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. - Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	Systemic Histology
Title	Continuation of Urinary system
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	03.01.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this session, the student should be able to: - Identify the major structures of the urinary system (kidneys, ureters, urinary bladder, urethra). - Describe the anatomical relationships of urinary system organs. - Recall common clinical correlates and functions of each organ in the urinary system. - Demonstrate the ability to perform an oral practical examination under supervision. - Accurately identify specimens, models, or slides of the urinary system during oral assessment. - Exhibit professional behavior during oral practical examinations. - Develop confidence in discussing anatomical knowledge orally with peers and examiners.
Purpose (03 Mins)	- To consolidate students' practical understanding of the urinary system through oral assessment. - To assess students' ability to recognize anatomical structures and explain their functions accurately. - To develop communication skills and professional presentation of anatomical knowledge.
Prerequisite of learning (02 Mins)	Before this lesson, students should have: - Basic understanding of general anatomy concepts such as body planes, organ systems, and organ relationships. - Knowledge of gross anatomy of the urinary system: kidneys, ureters, bladder, urethra. - Familiarity with histology basics of the urinary system (renal tubules, glomeruli, ureter, bladder lining). - Prior exposure to specimen handling in the anatomy lab.
Contents (40 Mins)	- Specimen/Model Identification - Oral Examination Practice - Clinical Correlation (Brief) - Assessment
Method	Question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Microscope & Histological slides) Speakers
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Junqueira's Basic Histology, C. Junqueira. Latest Edition. - Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. - Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	Systemic Histology
Title	Male Reproductive System
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	10.01.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this practical session, students should be able to: - Identify and describe the gross anatomical structures of the male reproductive system, including the testes, epididymis, vas deferens, seminal vesicles, prostate gland, and penis. - Demonstrate the dissection techniques for exposing male reproductive organs in cadaveric specimens.. - Identify common variations and abnormalities of male reproductive organs. - Interpret histological slides of testes and accessory glands, correlating microscopic features with function. - Demonstrate safe handling of specimens and adherence to laboratory safety protocols.
Purpose (03 Mins)	- To provide hands-on understanding of male reproductive anatomy, bridging theoretical knowledge and practical skills. - To enable students to correlate gross and microscopic anatomy with clinical applications such as infertility, prostate enlargement, or congenital abnormalities. - To cultivate cadaveric dissection skills and anatomical observation techniques essential for clinical practice.
Prerequisite of learning (02 Mins)	Before attending this practical session, students should be familiar with: - Basic anatomical terminology (planes, directions, regions). - Embryology of male reproductive system – differentiation of testes, male genital ducts, and descent of testes. - Histology of male reproductive organs – structure of seminiferous tubules, epididymis, prostate, seminal vesicle. - General concepts of urogenital physiology – spermatogenesis, hormone regulation (testosterone, FSH, LH). - Safety rules in the dissection laboratory and ethical handling of cadaveric specimens.
Contents (40 Mins)	Testes, Spermatic cord, Vas deferens, Accessory glands, Penis, Dissection of male reproductive system
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Microscope & Histological slides) Speakers
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Junqueira's Basic Histology, C. Janqueira. Latest Edition. - Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. - Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	Systemic Histology
Title	Female Reproductive system
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	17.01.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of the practical class, students will be able to: - Identify the gross anatomical features of the female reproductive organs (uterus, ovary, fallopian tube, vagina, external genitalia). - Demonstrate the orientation, relations, and normal anatomical positions of the uterus and ovaries. - Describe the surface anatomy and applied aspects relevant to female reproductive organs. - Handle and examine preserved specimens/models of the female reproductive system. - Correlate anatomical features with clinical importance (e.g., prolapse, hysterectomy, tubectomy, and ovarian cysts).
Purpose (03 Mins)	- To provide students with hands-on experience in identifying and describing female reproductive organs. - To bridge theoretical knowledge with practical understanding. - To develop foundational knowledge for clinical practice in obstetrics, gynecology, and surgery. - To enhance skill in anatomical observation, identification, and description which are essential for medical professionals.
Prerequisite of learning (02 Mins)	- Basic knowledge of general anatomy and terminology (anterior, posterior, medial, lateral, etc.). - General organization of the pelvis. - Overview of the female reproductive system from lectures/theory classes. - Histological awareness of female reproductive organs (if already taught).
Contents (40 Mins)	Uterus, Ovaries, Fallopian tubes, Vagina, External genitalia
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Microscope & Histological slides) Speakers
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Junqueira's Basic Histology, C. Junqueira. Latest Edition. - Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. - Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Department of Anatomy

Comilla Medical College, Cumilla

Academic Calender for Lecture Contents of
MBBS Students, Session: (2025 – 2026)

Term III

35th Batch

Department of Anatomy
Comilla Medical College
Lecture Schedule - Term III
Batch - Com 35

Day : Saturday

Venue : Lecture Gallery 3

Time : 9.30am to 10.30am

Teacher : Prof. Dr. Munira Zahir

System : Neuroanatomy

<i>Serial</i>	<i>Date</i>	<i>Topic</i>
01	10.04.2027	Cerebrum: Lobes, gyri, sulci
02	17.04.2027	Cerebrum: Functional areas, blood supply
03	24.04.2027	Pyramidal & Extrapyrarnidal system
04	08.05.2027	Cerebellum
05	22.05.2027	Basal Nuclei
06	29.05.2027	Motor Cranial Nerves
07	05.06.2027	Motor Cranial Nerves
08	12.06.2027	Mixed Cranial Nerves
09	26.06.2027	Sensory System: Dermatome & Axial Line
10	03.07.2027	Sensory Cranial Nerves: Smell, Visual & Auditory Pathway
11	10.07.2027	Spinal Cord
12	17.07.2027	Ascending Tracts of Spinal Cord
13	24.07.2027	Brain Stem, Reticular Formation & Limbic System

Department of Anatomy
Comilla Medical College
Lecture Schedule - Term III
Batch - Com 35

Day : Sunday

Venue : Lecture Gallery 3

Time : 9.30am to 10.30am

Teacher : Dr. Barsha Chakraborty

System : General & Systemic Histology

<i>Serial</i>	<i>Date</i>	<i>Topic</i>
01	11.04.2027	Nervous System - Cerebrum & Cerebellum
02	18.04.2027	Nervous System - Spinal Cord
03	25.04.2027	Neuron & Neuroglia
04	02.05.2027	Neuron & Neuroglia
05	09.05.2027	Endocrine Glands - Pituitary & Thyroid
06	23.05.2027	Endocrine Glands - Adrenal Gland
07	30.05.2027	Skin & Special Sense
08	06.06.2027	Skin & Special Sense
09	13.06.2027	Review Class
10	27.06.2027	Review Class

Department of Anatomy
Comilla Medical College
Lecture Schedule - Term III
Batch - Com 35

Day : Tuesday

Venue : Lecture Gallery 3

Time : 9.30am to 10.30am

Teacher : Prof. Dr. Didar Hossain

System : Systemic Embryology (Neuroanatomy)

<i>Serial</i>	<i>Date</i>	<i>Topic</i>
01	06.04.2027	Pituitary & Suprarenal Glands
02	13.04.2027	Face & Associated Organs
03	20.04.2027	Face & Associated Organs
04	27.04.2027	Neck & Associated Organs
05	04.05.2027	Neck & Associated Organs
06	11.05.2027	Nervous System
07	25.05.2027	Eye
08	01.06.2027	Ear
09	08.06.2027	Coverings of Brain & Spinal Cord
10	29.06.2027	Coverings of Brain & Spinal Cord
11	06.07.2027	Ventricular System
12	13.07.2027	Review Class

Lesson Plan for Lecture of Neuroanatomy

Topic	Neuro Anatomy
Title	Motor system: Cerebrum: Lobes, gyri, sulci
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	10.04.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this lesson, students should be able to: - Identify the major lobes of the cerebrum and their general functions. - Recognize and name the prominent gyri and sulci of the cerebrum. - Describe the anatomical relationship between lobes, gyri, and sulci. - Explain the functional significance of different cerebral lobes in motor control. - Correlate the location of gyri with their motor and sensory functions (basic introduction). - Locate lobes, gyri, and sulci on a model or brain specimen. - Interpret diagrams of the cerebral cortex showing motor area
Purpose (03 Mins)	- To provide students with a clear understanding of the cerebrum's anatomy relevant to motor control. - To help students visualize and identify important cerebral landmarks, which is essential for future neuroanatomy and clinical correlations. - To lay the foundation for understanding motor pathways, neurological examination, and clinical conditions related to cerebral lesions
Prerequisite of learning (02 Mins)	Before this lesson, students should have: - Basic understanding of the nervous system, including CNS and PNS components. - Familiarity with general anatomy of the brain, including meninges and major subdivisions (forebrain, midbrain, hindbrain). - Awareness of neurons and basic neurophysiology (structure, function, motor vs sensory pathways)
Contents (40 Mins)	Introduction of Lobes of the Cerebrum, Gyri and Sulci and Functional Correlation .
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord), Diagram TORSO model and viscera of Brain
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key notes of the lectures
References	- Clinical Neuroanatomy. Richard S. Snell. Latest Edition. - Neuroanatomy. Vishram Singh. Latest Edition.

Topic	Neuro Anatomy
Title	Motor system: Cerebrum: functional Areas, Blood supply
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	17.04.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this lesson, students should be able to: - Describe the major functional areas of the cerebrum responsible for motor activities. - Identify the regions of the cerebral cortex associated with voluntary movement (primary motor cortex, premotor cortex, supplementary motor area). - Explain the organization of the motor system, including the corticospinal and extrapyramidal pathways. - Illustrate the arterial blood supply of the cerebrum with emphasis on motor areas. - Correlate clinical conditions with lesions in specific motor cortical areas (e.g., motor aphasia, hemiparesis)
Purpose (03 Mins)	- To help students understand the structural-functional correlation of the cerebrum in voluntary movement. - To provide a foundation for clinical neurology, linking anatomy with motor deficits. - To enable students to identify the relevance of cerebral blood supply in neurological conditions such as stroke. - To prepare students for future clinical and practical applications, including neurological examination and imaging interpretation
Prerequisite of learning (02 Mins)	Before this lesson, students should have: - Basic neuroanatomy: - Structure of the CNS (brain and spinal cord) - Layers of the cerebral cortex - Gross anatomy of the cerebrum and major sulci/gyri - Basic neurophysiology: - Neuron structure and function - Concepts of sensory and motor pathways - Basics of reflexes - General vascular anatomy: - Major arteries of the body
Contents (40 Mins)	Introduction of Functional Areas of Cerebrum Cerebral Blood Supply Clinical Correlation / Integration.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord), Diagram TORSO model and viscera of Brain
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key notes of the lectures
References	- Clinical Neuroanatomy. Richard S. Snell. Latest Edition. - Neuroanatomy. Vishram Singh. Latest Edition.

Topic	Neuro Anatomy
Title	Pyramidal & extrapyramidal system.
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	24.04.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of the session, students should be able to: • Define the pyramidal and extrapyramidal systems. • Identify the major anatomical components of each system. • Describe the pathways involved in voluntary and involuntary motor control. • Differentiate between pyramidal and extrapyramidal systems based on structure and function. • Explain the clinical significance of lesions affecting these systems (basic understanding)
Purpose (03 Mins)	• Understanding Motor Control: Helps students grasp how voluntary and involuntary movements are coordinated. • Clinical Relevance: Provides foundation for recognizing neurological disorders like Parkinson's disease, stroke, spasticity, and movement disorders. • Integration with Other Disciplines: Links anatomy with physiology, pathology, and neurology. • Practical Application: Essential for interpreting clinical signs like muscle tone abnormalities, reflex changes, and movement disorders.
Prerequisite of learning (02 Mins)	Before diving into this topic, students should ideally be familiar with: • Basic neuroanatomy: Structure of the central nervous system (CNS) including brain, spinal cord, and cranial nerves. • Gross anatomy of the brain: Lobes, major gyri and sulci, basal ganglia, thalamus, and internal capsule. • Neuron structure & function: Motor neurons, sensory neurons, and interneurons. • Basic physiology: Concept of reflexes, voluntary and involuntary movements.
Contents (40 Mins)	Pyramidal System and Extrapyramidal System • Overview. • Anatomy. • Major tracts. • Clinical correlations.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord), Diagram TORSO model and viscera of Brain
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key notes of the lectures
References	• Clinical Neuroanatomy. Richard S. Snell. Latest Edition. • Neuroanatomy. Vishram Singh. Latest Edition.

Topic	Neuro Anatomy
Title	Cerebellum
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	08.05.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this lesson, students should be able to: - Identify and describe the main anatomical parts of the cerebellum (vermis, hemispheres, lobes). - Explain the functional significance of the cerebellum in coordination, posture, and balance. - Understand the relationship of cerebellar regions with specific motor and sensory functions. - Correlate cerebellar anatomy with clinical relevance (e.g., effects of cerebellar lesions on movement)
Purpose (03 Mins)	- To provide foundational knowledge of the cerebellum, an essential structure for motor coordination. - To integrate anatomical understanding with physiological functions, preparing students for clinical correlation in later phases. - To develop spatial understanding of brain anatomy, essential for radiological and surgical orientation. - To instill appreciation of the cerebellum's role in maintaining posture, equilibrium, and fine motor control
Prerequisite of learning (02 Mins)	Before this lesson, students should be familiar with: - Basic structure and organization of the central nervous system (CNS). - Major divisions of the brain: cerebrum, brainstem, and their general functions. - Basic neuroanatomical terminology: lobes, sulci, gyri, nuclei. - Overview of motor and sensory pathways
Contents (40 Mins)	Anatomy of the Cerebellum, Functional Aspects. Clinical Correlation
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord), Diagram TORSO model and viscera of Brain with cerebellum
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key notes of the lectures
References	- Clinical Neuroanatomy. Richard S. Snell. Latest Edition. - Neuroanatomy. Vishram Singh. Latest Edition.

Topic	Neuro Anatomy
Title	Basal nuclei
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	22.05.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of the lesson, students should be able to: - Identify and describe the location of the basal nuclei within the cerebral hemispheres. - List and describe the major parts of the basal nuclei (caudate nucleus, putamen, globus pallidus, subthalamic nucleus, substantia nigra). - Explain the functional roles of the basal nuclei in motor control, posture, and movement regulation. - Correlate anatomical structure with clinical significance, including common disorders such as Parkinson's and Huntington's disease.
Purpose (03 Mins)	- To provide foundational understanding of the deep gray matter structures of the brain, which is essential for neuroanatomy and clinical neurology. - To link structure and function, helping students appreciate the role of basal nuclei in motor coordination and neurological disorders. - To prepare students for clinical reasoning related to movement disorders and neuroimaging interpretation.
Prerequisite of learning (02 Mins)	Before this lesson, students should be familiar with: - Basic neuroanatomy: - Gross anatomy of the brain (cerebral hemispheres, diencephalon, brainstem). - Major lobes of the cerebrum and their basic functions. - Neuron structure and types: - Types of neurons, synapses, and basic neurotransmission. - Cerebral cortex: - Understanding of motor areas (primary motor cortex, premotor cortex). - Basic motor pathways: - Corticospinal tract, corticobulbar tract, and reflex arcs.
Contents (40 Mins)	Introduction, Location, Parts / Components, Functions and Clinical Correlations
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord), Diagram TORSO model and viscera of Brain
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key notes of the lectures
References	- Clinical Neuroanatomy. Richard S. Snell. Latest Edition. - Neuroanatomy. Vishram Singh. Latest Edition.

Topic	Neuro Anatomy
Title	Motor cranial nerves
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	29.05.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of the lesson, students should be able to: • Knowledge-based objectives (Cognitive domain): • List and identify the cranial nerves with predominantly motor function. • Describe the anatomical course of each motor cranial nerve. • Recognize the cranial nerve nuclei in the brainstem and their relation to motor functions. • Skill-based objectives (Psychomotor domain): • Demonstrate the motor function testing of cranial nerves clinically. • Correlate clinical signs of cranial nerve lesions with anatomy. • Attitude-based objectives (Affective domain): • Appreciate the clinical importance of motor cranial nerves in diagnosis of neurological disorders. • Recognize the significance of neuroanatomical knowledge in safe clinical practice.
Purpose (03 Mins)	• To provide a foundational understanding of the anatomy of motor cranial nerves in preparation for clinical application. • To enable students to integrate anatomy with physiology and clinical neurology. • To develop observational and diagnostic skills through examination of cranial nerve function. • To foster critical thinking regarding neurological lesions based on motor cranial nerve deficits
Prerequisite of learning (02 Mins)	Before this lesson, students should be familiar with: • Basic Neuroanatomy: Structure of the brainstem, cranial nerve nuclei, and pathways. • General Anatomy Concepts: Skull foramina and their significance in nerve passage. • Basic Histology: Muscle tissue types, especially skeletal muscle innervation. • Fundamentals of Physiology: Nerve impulses and neuromuscular junction function
Contents (40 Mins)	• Introduction • Motor Cranial Nerves Overview • Detailed Anatomy and Function • Clinical Correlation
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord), Diagram TORSO model and viscera of Brain and brain stem
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation.

	Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key notes of the lectures
References	• Clinical Neuroanatomy. Richard S. Snell. Latest Edition. • Neuroanatomy. Vishram Singh. Latest Edition.

Topic	Neuro Anatomy
Title	Continuation of Motor cranial nerves
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	05.06.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of the lesson, students should be able to: • Knowledge-based objectives (Cognitive domain): • List and identify the cranial nerves with predominantly motor function. • Describe the anatomical course of each motor cranial nerve. • Recognize the cranial nerve nuclei in the brainstem and their relation to motor functions. • Skill-based objectives (Psychomotor domain): • Demonstrate the motor function testing of cranial nerves clinically. • Correlate clinical signs of cranial nerve lesions with anatomy. • Attitude-based objectives (Affective domain): • Appreciate the clinical importance of motor cranial nerves in diagnosis of neurological disorders. • Recognize the significance of neuroanatomical knowledge in safe clinical practice.
Purpose (03 Mins)	• To provide a foundational understanding of the anatomy of motor cranial nerves in preparation for clinical application. • To enable students to integrate anatomy with physiology and clinical neurology. • To develop observational and diagnostic skills through examination of cranial nerve function. • To foster critical thinking regarding neurological lesions based on motor cranial nerve deficits
Prerequisite of learning (02 Mins)	Before this lesson, students should be familiar with: • Basic Neuroanatomy: Structure of the brainstem, cranial nerve nuclei, and pathways. • General Anatomy Concepts: Skull foramina and their significance in nerve passage. • Basic Histology: Muscle tissue types, especially skeletal muscle innervation. • Fundamentals of Physiology: Nerve impulses and neuromuscular junction function
Contents (40 Mins)	• Introduction • Motor Cranial Nerves Overview • Detailed Anatomy and Function • Clinical Correlation
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams)

	(Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord), Diagram TORSO model and viscera of Brain and brain stem
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key notes of the lectures
References	- Clinical Neuroanatomy. Richard S. Snell. Latest Edition. - Neuroanatomy. Vishram Singh. Latest Edition.

Topic	Neuro Anatomy
Title	Mixed cranial nerves
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	12.06.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this session, students should be able to: - Identify the cranial nerves classified as mixed (both motor and sensory components). - Describe the anatomical course of each mixed cranial nerve. - Explain the sensory and motor functions of mixed cranial nerves. - Relate the clinical significance of mixed cranial nerves to common neurological deficits. - Correlate the anatomical knowledge with basic physiological functions of the head and neck
Purpose (03 Mins)	- To provide foundational knowledge of cranial nerve anatomy essential for clinical practice. - To help students understand how mixed cranial nerves integrate sensory inputs and motor outputs. - To establish a base for understanding clinical presentations in neurology and ENT. - To enhance the ability to visualize and remember cranial nerve pathways for future practical and theoretical exams.
Prerequisite of learning (02 Mins)	Before this lesson, students should be familiar with: - Basic neuroanatomy concepts: neurons, ganglia, and nerve fibers. - Cranial nerve classification: sensory, motor, and mixed types. - Skull anatomy: foramina and canals through which cranial nerves pass. - Basic terminology: afferent vs. efferent fibers, somatic vs. autonomic fibers
Contents (40 Mins)	- Overview of Mixed Cranial Nerves - Detailed Anatomy & Function - Pathways & Skull Exits - Clinical Correlation / Importance
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord), Diagram TORSO model and viscera of Brain and brain stem

Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key notes of the lectures
References	- Clinical Neuroanatomy. Richard S. Snell. Latest Edition. - Neuroanatomy. Vishram Singh. Latest Edition.
Topic	Neuro Anatomy
Title	Sensory system: dermatome axial line
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	26.06.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this session, the students should be able to: - Define dermatomes and axial lines in the context of human sensory innervation. - Identify the dermatomal distribution of spinal nerves on the body. - Recognize clinical significance of dermatomes in diagnosing neurological injuries. - Differentiate between dermatomal patterns and axial lines. - Correlate dermatomal maps with surface anatomy for practical clinical assessment
Purpose (03 Mins)	- To provide a foundational understanding of cutaneous sensory innervation. - To enable students to relate spinal nerve distributions to clinical conditions (e.g., radiculopathy, herpes zoster). - To prepare students for physical examination skills, particularly neurological and dermatological assessment. - To integrate anatomical knowledge with clinical reasoning, forming a basis for future pathology and neurology studies
Prerequisite of learning (02 Mins)	Before this lesson, students should have knowledge of: - Basic anatomy of the spinal cord – segments, spinal nerves, and roots. - Peripheral nervous system anatomy – sensory and motor components of spinal nerves. - Surface anatomy landmarks – identification of vertebrae, limbs, and key body regions. - Basic concepts of somatic sensation – touch, pain, temperature, and proprioception. - Introduction to the nervous system organization – central vs peripheral, ascending vs descending pathway
Contents (40 Mins)	- Introduction to Dermatomes - Mapping Major Dermatomes - Axial Lines - Dermatomal Overlap
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord), Diagram TORSO model and viscera of Brain and brain stem

Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key notes of the lectures
References	- Clinical Neuroanatomy. Richard S. Snell. Latest Edition. - Neuroanatomy. Vishram Singh. Latest Edition.
Topic	Neuro Anatomy
Title	Sensory cranial nerves and; smell, visual &; auditory pathway
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	03.07.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this lesson, students should be able to: - Identify all the cranial nerves with emphasis on the sensory nerves (I, II, VIII) in terms of origin, course, and termination. - Describe the anatomical pathway of the sensory cranial nerves. - Explain the functions of each sensory cranial nerve. - Correlate sensory cranial nerve anatomy with clinical examination techniques (e.g., smell, vision, hearing, and balance). - Recognize common clinical conditions related to sensory cranial nerve lesions
Purpose (03 Mins)	- To provide a foundational understanding of cranial nerve anatomy essential for clinical medicine. - To enable students to link anatomy with physiology and clinical practice. - To prepare students for neurological assessment, enabling early recognition of sensory deficits. - To facilitate integration of theoretical knowledge with practical skills, such as performing cranial nerve sensory tests
Prerequisite of learning (02 Mins)	Before this lesson, students should have knowledge of: - Basic anatomy of the head and neck, including skull foramina and cranial fossae. - General concepts of the nervous system, including CNS vs PNS, neuron structure, and nerve fibers (sensory, motor, mixed). - Basic physiology of special senses, including smell, vision, hearing, and equilibrium. - Introduction to cranial nerves, their numbering (I–XII), and general classification into sensory, motor, and mixed
Contents (40 Mins)	- Sensory Cranial Nerves - Olfactory Nerve (CN I) - Optic Nerve (CN II) - Vestibulocochlear Nerve (CN VIII) - Summary of Sensory Pathways - Comparison of the three sensory modalities - Key relay stations in the CNS - Common lesions and clinical signs
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams)

	(Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord), Diagram TORSO model and viscera of Brain and brain stem
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key notes of the lectures
References	- Clinical Neuroanatomy. Richard S. Snell. Latest Edition. - Neuroanatomy. Vishram Singh. Latest Edition.

Topic	Neuro Anatomy
Title	Spinal cord: Length, extension, enlargement, blood supply
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	10.07.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this lesson, students should be able to: - Describe the anatomical length and extension of the spinal cord in adults and children. - Identify the cervical and lumbar enlargements of the spinal cord and explain their significance. - Illustrate the gross anatomy of the spinal cord, emphasizing areas of enlargement. - Explain the arterial blood supply of the spinal cord, including the anterior spinal artery, posterior spinal arteries, and segmental medullary arteries. - Correlate the anatomical features with clinical significance (e.g., sites vulnerable to ischemia, significance of enlargements in limb innervation)
Purpose (03 Mins)	- To provide students with a clear understanding of the anatomical structure of the spinal cord. - To highlight the functional relevance of spinal cord enlargements in relation to limb innervation. - To familiarize students with spinal cord vascularization, laying the foundation for understanding spinal cord injuries, ischemia, and neurological deficits. - To integrate knowledge necessary for clinical correlations in neurology, surgery, and radiology
Prerequisite of learning (02 Mins)	Before this lesson, students should be familiar with: - Basic vertebral column anatomy – vertebral levels, vertebral foramina, and vertebral segments. - Basic nervous system concepts – structure of neurons, gray and white matter, spinal nerves, and general CNS organization. - Embryology of the nervous system (basic understanding) – particularly the formation of the neural tube. - Basic blood vessel anatomy – arteries, veins, and capillary networks
Contents (40 Mins)	Spinal cord: Gross Anatomy. Spinal Cord Enlargements. Conus Medullaris and Cauda Equina. Blood Supply.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts

	Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord), Diagram TORSO model and viscera of Brain and spinal cord
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key notes of the lectures
References	- Clinical Neuroanatomy. Richard S. Snell. Latest Edition. - Neuroanatomy. Vishram Singh. Latest Edition.

Topic	Neuro Anatomy
Title	Ascending tracts of spinal cord.
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	17.07.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this session, the students should be able to: - Identify the major ascending tracts of the spinal cord (e.g., dorsal column-medial lemnisci, spinothalamic, spinocerebellar tracts). - Describe the origin, course, termination, and type of sensory information carried by each ascending tract. - Explain the functional significance of ascending tracts in sensory perception. - Correlate clinical conditions (e.g., Tabes dorsalis, spinal cord injuries) with damage to specific tracts. - Illustrate the pathways using simple diagrams to reinforce visual memory.
Purpose (03 Mins)	- To enable students to understand the neuroanatomical organization of the spinal cord with respect to sensory pathways. - To connect structural knowledge of ascending tracts with clinical relevance, fostering early clinical reasoning. - To provide foundational knowledge for neurology, physiology, and clinical examinations in later phases. - To encourage integration between gross anatomy, histology, and physiology for a holistic understanding of sensory pathways.
Prerequisite of learning (02 Mins)	Before this lesson, students should be familiar with: - Basic spinal cord anatomy: - Gross structure (gray and white matter, dorsal and ventral horns) - General organization of spinal nerves - Basic neuroanatomy concepts: - Neurons and types (afferent, efferent, interneurons) - Concept of sensory and motor pathways - General sensory modalities: - Pain, temperature, touch, vibration, proprioception - Basic clinical correlation concepts: - Understanding how lesions in CNS/PNS can lead to sensory deficits
Contents (40 Mins)	- Dorsal Column-Medial Lemnisci System - Spinothalamic Tracts - Spinocerebellar Tracts - Other tracts (brief mention):

	Features of Each Tract
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord), Diagram TORSO model and viscera of Brain and spinal cord
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key notes of the lectures
References	- Clinical Neuroanatomy. Richard S. Snell. Latest Edition. - Neuroanatomy. Vishram Singh. Latest Edition

Topic	Neuro Anatomy
Title	Brain stem: Blood supply cross sections at different levels.
Teacher's Name	Prof. Dr. Munira Zahir
Place	Lecture Gallery (LG) 3
Time and date	24.07.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this lesson, students should be able to: - Describe the arterial blood supply of the brainstem including the midbrain, pons, and medulla oblongata. - Identify major branches of the vertebral and basilar arteries and their territories in the brainstem. - Recognize cross-sectional anatomy of the brainstem at different levels (midbrain, pons, medulla) and correlate structures with their functions. - Correlate vascular supply with functional regions of the brainstem, understanding clinical implications of vascular lesions. - Interpret schematic diagrams and cross-sectional images of the brainstem for anatomical study and clinical reasoning
Purpose (03 Mins)	- Anatomical Understanding: To develop a detailed understanding of the structural organization of the brainstem, including nuclei, tracts, and vascular supply. - Clinical Relevance: To enable recognition of brainstem infarcts or strokes based on knowledge of blood supply patterns. - Integration with Other Systems: To link neuroanatomical knowledge with neurophysiology and clinical neurology. - Foundation for Advanced Learning: To provide prerequisite knowledge for neuroimaging interpretation and neuroanatomical dissections
Prerequisite of learning (02 Mins)	Before this lesson, students should be familiar with: - Basic neuroanatomy concepts: Organization of the central nervous system (CNS), Gross anatomy of the brain: cerebrum, cerebellum, and brainstem, Orientation terms: rostral, caudal, dorsal, ventral - Basic vascular anatomy: Major arteries of the brain (internal carotid and vertebral arteries), Circle of Willis - Histological basics: Neurons, white matter tracts, gray matter nuclei - Functional basics of the CNS: Cranial nerves and their nuclei, Basic sensory and

	motor pathways
Contents (40 Mins)	• Introduction • Blood Supply of the Brain Stem • Cross Sections at Different Levels
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord), Diagram TORSO model and viscera of Brain and spinal cord
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key notes of the lectures
References	• Clinical Neuroanatomy. Richard S. Snell. Latest Edition. • Neuroanatomy. Vishram Singh. Latest Edition.

Lesson Plan for Lecture of Histology

Topic	Histology
Title	Nervous system (Cerebrum & Cerebellum)
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	11.04.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this practical session, students should be able to: - Identify and describe the major external features of the cerebrum and cerebellum. - Recognize the lobes, gyri, and sulci of the cerebrum and their clinical relevance. - Understand the functional areas of the cerebrum and the cerebellum. - Demonstrate the ability to differentiate between cerebral and cerebellar structures during dissection or using models. - Correlate anatomical features with basic neurological functions and clinical scenarios.
Purpose (03 Mins)	- To provide hands-on anatomical understanding of the human cerebrum and cerebellum. - To reinforce theoretical knowledge of neuroanatomy through practical observation. - To develop skills in identifying key structures relevant for clinical practice, such as those related to motor and sensory functions, coordination, and higher cerebral functions. - To prepare students for clinical correlations in neurology and surgery.
Prerequisite of learning (02 Mins)	Students should have: - Basic knowledge of general anatomy of the central nervous system. - Understanding of neuronal structure and function. - Familiarity with cranial orientation terms (anterior, posterior, superior, inferior, medial, lateral). - Awareness of basic clinical correlations like motor deficits, sensory loss, or cerebellar signs.
Contents (40 Mins)	Nervous system (Cerebrum & Cerebellum)
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Microscope & Histological slides) Speakers
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Junqueira's Basic Histology, C. Junqueira. Latest Edition. - Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. - Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	Histology
Title	Nervous System (Spinal Cord)
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	18.04.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this practical session, the students should be able to: - Identify the gross anatomical features of the spinal cord, including cervical, thoracic, lumbar, sacral, and coccygeal regions. - Differentiate between gray matter and white matter in the spinal cord. - Recognize the anterior (ventral) and posterior (dorsal) roots and rootlets, as well as spinal nerves. - Understand the structural organization of the spinal cord, including the central canal and meninges. - Correlate spinal cord anatomy with its clinical significance (e.g., sites for lumbar puncture, nerve injury). - Demonstrate basic handling and dissection skills required for spinal cord specimens.
Purpose (03 Mins)	- To develop a hands-on understanding of the spinal cord structure. - To enhance the ability to visualize and differentiate anatomical features seen in textbooks with real specimens. - To build foundational knowledge for clinical neuroanatomy and related procedures. - To improve manual dexterity and observational skills crucial for future anatomy and clinical practice.
Prerequisite of learning (02 Mins)	Before attending this practical session, students are expected to have: - Basic understanding of general anatomy, including vertebral column and basic nerve structures. - Knowledge of central nervous system components (brain and spinal cord overview). - Awareness of spinal cord segments and the concept of spinal nerves. - Familiarity with anatomical terms: dorsal, ventral, superior, inferior, medial, lateral. - Understanding of protective coverings of CNS (meninges) and cerebrospinal fluid.
Contents (40 Mins)	Demonstration & Observation, Structure Identification, Correlation with Clinical Anatomy.
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Microscope & Histological slides) Speakers
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Junqueira's Basic Histology, C. Junqueira. Latest Edition. - Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. - Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	General Histology
Title	Nervous tissue: Neurons & Neuroglia
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	25.04.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of the session, students should be able to: - Identify the structural components of nervous tissue under a microscope. - Differentiate between neurons and neuroglial cells in terms of structure and function. - Classify types of neurons and major neuroglial cells. - Understand the functional significance of neurons and neuroglia in maintaining nervous system activity. - Correlate microscopic features with physiological roles of nervous tissue
Purpose (03 Mins)	- To introduce students to the microscopic architecture of the nervous system. - To build foundational knowledge necessary for understanding neuroanatomy, neurophysiology, and neuropathology. - To develop skills in identifying key cellular components of nervous tissue using histological slides. - To stimulate curiosity about the structure-function relationship in the nervous system
Prerequisite of learning (02 Mins)	Before this session, students should have: - Basic understanding of cell structure and organelles (from general histology). - Knowledge of epithelial, connective, muscle tissue histology. - Familiarity with microscope usage and slide observation techniques. - Awareness of cellular functions such as signal transmission, support, and protection
Contents (40 Mins)	Introduction to Nervous Tissue, Neurons (Nerve Cells , Neuroglia (Glial Cells, Microscopic Features
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) Diagram.
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Junqueira's Basic Histology, C. Junqueira. Latest Edition. - Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. - Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	Histology
Title	Endocrine gland (Pituitary & Thyroid)
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	09.05.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this practical session, the students will be able to: - Identify the microscopic structures of the pituitary gland and thyroid gland under light microscope/slide images. - Differentiate between the histological features of anterior and posterior pituitary. - Recognize the structural organization of thyroid follicles and Para follicular cells. - Correlate histological features with the functional significance of the pituitary and thyroid glands. - Develop skills in handling and observing histological slides of endocrine glands.
Purpose (03 Mins)	- To provide practical exposure to the microscopic anatomy of endocrine glands. - To integrate histological features with the physiological role of pituitary and thyroid glands. - To help students correlate structural knowledge with clinical relevance (e.g., pituitary adenoma, goiter, hypothyroidism, hyperthyroidism). - To prepare students for future clinical subjects and professional examinations.
Prerequisite of learning (02 Mins)	Before attending this class, students should already know: - General histological architecture of glands (exocrine vs endocrine). - Basic tissue components: epithelium, connective tissue, blood vessels. - General introduction to endocrine system and hormone functions. - Basic concepts of pituitary–hypothalamic axis and thyroid hormone function (from physiology/biochemistry).
Contents (40 Mins)	Pituitary Gland (Hypophysis), Thyroid Gland, Comparative Features, Clinical Correlation.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Microscope & Histological slides) Speakers
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Junqueira's Basic Histology, C. Junqueira. Latest Edition. - Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. - Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	Histology
Title	Endocrine gland (Adrenal gland)
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	23.05.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this practical session, students should be able to: - Identify the adrenal gland on a cadaver, preserved specimen, or histological slide. - Describe the anatomical location, gross structure, and relations of the adrenal gland. - Recognize the histological layers of the adrenal cortex (zona glomerulosa, zona fasciculata, zona reticularis) and adrenal medulla. - Correlate the structure of the adrenal gland with its endocrine function. - Understand the clinical relevance of adrenal gland pathology (e.g., Addison's disease, Cushing's syndrome, pheochromocytoma). - Demonstrate basic techniques for handling endocrine tissue specimens and histological slides.
Purpose (03 Mins)	- To develop hands-on skills in identifying and examining the adrenal gland in cadaveric or model specimens. - To reinforce theoretical knowledge of adrenal gland anatomy and physiology through direct observation. - To establish a foundation for understanding endocrine disorders and their anatomical basis. - To train students in observing and interpreting histological structures of endocrine glands.
Prerequisite of learning (02 Mins)	Before attending this practical, students should have: - Basic understanding of human anatomy and organ systems, especially the retroperitoneal organs. - Knowledge of general endocrine physiology, including hormone secretion and regulation. - Familiarity with histology principles, including staining and microscopic examination. - Awareness of clinical correlations of endocrine dysfunction.
Contents (40 Mins)	- Brief overview of adrenal gland anatomy and endocrine functions. - Clinical relevance of adrenal disorders.
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Microscope & Histological slides) Speakers
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Junqueira's Basic Histology, C. Junqueira. Latest Edition. - Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. - Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Topic	Histology
Title	Skin & Special Sense
Teacher's Name	Dr. Barsha Chakraborty
Place	Lecture Gallery (LG) 3
Time and date	30.05.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this practical session, the students should be able to: - Identify the gross and histological features of skin and its appendages (hair, nails, glands). - Recognize and describe the basic anatomy of special sense organs: eye, ear, tongue, and nose. - Understand the functional significance of skin and special sense organs. - Demonstrate proper handling and observation of anatomical specimens related to skin and special senses. - Correlate anatomical features with clinical relevance, e.g., skin lesions, eye disorders, hearing impairment, taste and smell disorders. - Develop observational and interpretative skills through practical examination and labeling exercises.
Purpose (03 Mins)	- To provide hands-on exposure to the structure of skin and special sense organs. - To enhance understanding of anatomical correlations between structure and function. - To prepare students for clinical applications of anatomy in dermatology, ophthalmology, otology, and ENT. - To develop practical skills in identifying and interpreting specimens, slides, and models.
Prerequisite of learning (02 Mins)	Before attending this practical, students should have: - Basic knowledge of cell and tissue structure, especially epithelial, connective, muscular, and nervous tissues. - Understanding of general anatomy of integumentary system. - Basic understanding of sensory physiology (touch, vision, hearing, taste, smell).
Contents (40 Mins)	Skin: - Gross examination - Histology slides - Clinical correlation Special Senses: - Eye, Ear, Tongue: - Nose / Olfactory organ
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Microscope & Histological slides) Speakers
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Junqueira's Basic Histology, C. Junqueira. Latest Edition. - Text/ Atlas of Histology. Lesson, Paparo. Latest Edition. - Textbook of Histology Atlas and Practical Guide, J.P. Gunasegaran. Latest Edition.

Lesson Plan for Lecture of Systemic Embryology (Neuroanatomy)

Topic	Systemic Embryology
Title	Pituitary & suprenal gland
Teacher's Name	Prof. Dr. Didar Hossain
Place	Lecture Gallery (LG) 3
Time and date	06.04.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this session, students will be able to: • Understand the embryological origin, development, and clinical significance of the pituitary and suprarenal glands. • Correlate embryological development with gross anatomy and functional aspects of these endocrine glands. • Describe the embryological development of the pituitary gland (adenohypophysis & neurohypophysis). • Explain the dual origin and differentiation of the suprarenal (adrenal) gland – cortex and medulla. • Identify key stages and mechanisms involved in the morphogenesis of both glands. • Discuss congenital anomalies and clinical correlations related to their embryology.
Purpose (03 Mins)	• To provide students with a strong foundation in embryology that explains the structure and function of endocrine glands. • To enhance the ability to clinically correlate developmental anomalies with hormonal disorders (e.g., hypopituitarism, adrenal hyperplasia). • To prepare students for later courses in physiology, pathology, and medicine where these concepts are applied.
Prerequisite of learning (02 Mins)	Students should already know: • General embryological concepts: germ layers, induction, differentiation. • Basic histology of endocrine glands. • General organization and function of the endocrine system.
Contents (40 Mins)	• Pituitary Gland (Hypophysis Cerebri) and Suprarenal (Adrenal) Gland • Embryological Origin: • Developmental Timeline: • Clinical Correlations
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord)
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Langman's Medical Embryology, T W Sadler. Latest Edition. • Human Embryology, Inderbir Singh. Latest Edition. • Human Embryology, A K Datta. Latest Edition.

Topic	Systemic Embryology
Title	Face and associated organs
Teacher's Name	Prof. Dr. Didar Hossain
Place	Lecture Gallery (LG) 3
Time and date	13.04.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this session, students should be able to: - Describe the embryological origin of the face and associated organs. - Identify the developmental processes of the pharyngeal (branchial) arches, facial prominences, and related structures. - Explain the formation of major facial structures including the upper lip, palate, nose, and external ear. - Describe the development of associated organs such as the eyes, tongue, and salivary glands. - Recognize common congenital anomalies of the face and associated organs, including cleft lip and cleft palate, ania, and micrognathia. - Illustrate the development of facial structures using diagrams and models. Correlate embryological events with clinical cases of craniofacial malformations. - Appreciate the relevance of embryology in understanding congenital malformations and their clinical significance
Purpose (03 Mins)	- To enable students to understand the origin and developmental sequence of facial structures and associated organs. - To link normal embryological development with clinical conditions, fostering early recognition of congenital anomalies. - To strengthen the foundation for future studies in anatomy, pathology, pediatrics, and surgery. - To cultivate an appreciation of the complexity and precision of human development, promoting curiosity and critical thinking
Prerequisite of learning (02 Mins)	Before attending this lesson, students should: - Have a basic understanding of general embryology including: - Fertilization, cleavage, and blastocyst formation. - Formation of the three germ layers: ectoderm, mesoderm, endoderm. - Early events of gastrulation and neurulation. - Be familiar with basic anatomical terminology of the head and neck. - Understand the concept of pharyngeal (branchial) arches in early embryonic development. - Have some knowledge of cranial neural crest cells and their role in development
Contents (40 Mins)	- Development of Face. - Development of Nose & Nasal Cavities. - Development of Palate, Development of Tongue. - Development of Associated Organs: Eye, Ear and Teeth - Congenital Anomalies
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker, Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.

Summary (03 Mins)	Key point of lecture
References	• Langman's Medical Embryology, T W Sadler. Latest Edition. • Human Embryology, Inderbir Singh. Latest Edition. • Human Embryology, A K Datta. Latest Edition.
Topic	Systemic Embryology
Title	Continuation of Face and associated organs
Teacher's Name	Prof. Dr. Didar Hossain
Place	Lecture Gallery (LG) 3
Time and date	20.04.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	• By the end of this session, students should be able to: • Describe the embryological origin of the face and associated organs. • Identify the developmental processes of the pharyngeal (branchial) arches, facial prominences, and related structures. • Explain the formation of major facial structures including the upper lip, palate, nose, and external ear. • Describe the development of associated organs such as the eyes, tongue, and salivary glands. • Recognize common congenital anomalies of the face and associated organs, including cleft lip and cleft palate, anotia, and micrognathia. • Illustrate the development of facial structures using diagrams and models. • Correlate embryological events with clinical cases of craniofacial malformations. • Appreciate the relevance of embryology in understanding congenital malformations and their clinical significance
Purpose (03 Mins)	• To enable students to understand the origin and developmental sequence of facial structures and associated organs. • To link normal embryological development with clinical conditions, fostering early recognition of congenital anomalies. • To strengthen the foundation for future studies in anatomy, pathology, pediatrics, and surgery. • To cultivate an appreciation of the complexity and precision of human development, promoting curiosity and critical thinking
Prerequisite of learning (02 Mins)	• Have a basic understanding of general embryology including: ○ Fertilization, cleavage, and blastocyst formation. ○ Formation of the three germ layers: ectoderm, mesoderm, endoderm. ○ Early events of gastrulation and neurulation. • Be familiar with basic anatomical terminology of the head and neck. • Understand the concept of pharyngeal (branchial) arches in early embryonic development. • Have some knowledge of cranial neural crest cells and their role in development
Contents (40 Mins)	• Development of Face. • Development of Nose & Nasal Cavities. • Development of Palate • Development of Tongue. • Development of Associated Organs: Eye, Ear and Teeth • Congenital Anomalies
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Whiteboard and marker, Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams

Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Langman's Medical Embryology, T W Sadler. Latest Edition. • Human Embryology, Inderbir Singh. Latest Edition. • Human Embryology, A K Datta. Latest Edition.
Topic	Systemic Embryology
Title	Neck and associated organs
Teacher's Name	Prof. Dr. Didar Hossain
Place	Lecture Gallery (LG) 3
Time and date	27.04.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this session, students should be able to: • Describe the development of the neck region from pharyngeal arches, pouches, and grooves. • Identify the origin and developmental timeline of associated organs (thyroid, parathyroid, thymus, and larynx). • Recognize common congenital anomalies related to the neck region (e.g., thyroglossal cyst, branchial cyst/fistula). • Explain how embryological development of the neck structures relates to adult anatomy and clinical features. • Correlate the developmental defects with clinical presentations. • Apply knowledge of neck embryology to interpret imaging or surgical findings in the region
Purpose (03 Mins)	• To bridge the gap between embryology and clinical anatomy, so students appreciate the relevance of developmental processes to adult structure and function. • To develop clinical reasoning skills, especially in recognizing congenital anomalies of the neck. • To integrate systemic embryology knowledge into understanding ENT, endocrine, and surgical fields. • To stimulate curiosity about human development and its impact on health and disease
Prerequisite of learning (02 Mins)	• General embryology concepts: Fertilization, cleavage, blastocyst formation, and implantation, Formation of the germ layers (ectoderm, mesoderm, endoderm). ○ Basic understanding of embryonic folding and pharyngeal arches. • Basic anatomy of the neck: Skeletal structures (hyoid bone, cervical vertebrae), Muscles, blood vessels, nerves, and glands. • Terminology of embryology: ○ Terms like pharyngeal arches, pouches, grooves, membranes, diverticula, and derivatives. • This ensures students are not overwhelmed and can correlate developmental events with adult anatomy
Contents (40 Mins)	• Pharyngeal apparatus. • Development of neck organs. • Congenital anomalies. • Clinical correlations.
Method	Interactive lecture, supported by guided discussion and question-answer session.

Material	Whiteboard and marker, Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord)
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Langman's Medical Embryology, T W Sadler. Latest Edition. - Human Embryology, Inderbir Singh. Latest Edition. - Human Embryology, A K Datta. Latest Edition.

Topic	Systemic Embryology
Title	Eye
Teacher's Name	Prof. Dr. Didar Hossain
Place	Lecture Gallery (LG) 3
Time and date	25.05.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this lecture, students should be able to: - Describe the stages of eye development from the optic groove to the formation of the mature eye. - Identify the embryological origins of different ocular structures (lens, retina, cornea, sclera, iris). - Explain the formation of optic vesicles, optic cup, and lens placode and their roles in eye morphogenesis. - Understand the timeline of eye development and its correlation with clinical significance. - Recognize common congenital anomalies of the eye and their embryological basis. - Integrate knowledge of systemic embryology with clinical relevance in ophthalmology
Purpose (03 Mins)	- Provides a foundational understanding of ocular anatomy through the lens of embryology. - Helps students correlate developmental processes with congenital eye disorders (e.g., coloboma, anophthalmia, congenital cataracts). - Enhances the ability to interpret clinical findings in pediatric and ophthalmic practice. - Encourages integration of embryology with systemic anatomy and pathology, strengthening diagnostic thinking early in medical training. - Prepares students for future clinical rotations and exams where embryological knowledge supports understanding of anatomy and disease.
Prerequisite of learning (02 Mins)	- Basic concepts of embryology: zygote, blastocyst, gastrulation, primary germ layers. - Formation of ectoderm, mesoderm, and endoderm and their derivatives. - Neurulation and formation of the neural tube (important for optic vesicle development). - General principles of organogenesis and tissue differentiation. - Basic histology of the eye (optional, but helpful to correlate structures)
Contents (40 Mins)	- Developmental events. - Congenital anomalies of eye. - Clinical correlations and significance

Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Langman’s Medical Embryology, T W Sadler. Latest Edition. • Human Embryology, Inderbir Singh. Latest Edition. • Human Embryology, A K Datta. Latest Edition.

Topic	Systemic Embryology
Title	Ear
Teacher’s Name	Prof. Dr. Didar Hossain
Place	Lecture Gallery (LG) 3
Time and date	01.06.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this lesson, students should be able to: • Describe the development of the external, middle, and internal ear, including the key embryological structures and timeline. • Identify the pharyngeal (branchial) arches, clefts, and pouches that contribute to ear formation. • Explain the origin of the auditory ossicles and tympanic cavity. • Understand the formation of the membranous and bony labyrinths of the inner ear. • Correlate developmental anomalies with common congenital ear malformations (e.g., microtia, atresia, congenital hearing loss). • Apply knowledge of ear embryology to clinical scenarios, including the diagnosis of syndromic ear anomalies.
Purpose (03 Mins)	• Provides foundational knowledge for otology, ENT surgery, and audiology. • Helps understand congenital ear disorders and their embryological basis. • Bridges basic embryology and clinical anatomy, fostering early clinical reasoning. • Encourages understanding of developmental processes and their implications for hearing and balance. • Prepares students for integrated learning in physiology, pathology, and pediatrics
Prerequisite of learning (02 Mins)	• Students should have a basic understanding of: • General embryology concepts: • Fertilization, cleavage, blastocyst formation • Gastrulation and formation of the three germ layers • Pharyngeal (branchial) apparatus: ○ Arches, pouches, clefts, and their derivatives • Basic head and neck development: ○ Development of face, neck, and related structures • Basic anatomy of the adult ear: ○ External ear (auricle, external auditory canal) ○ Middle ear (tympanic cavity, auditory ossicles) ○ Inner ear (cochlea, vestibule, semicircular canals)
Contents	• Introduction

(40 Mins)	• Development of Inner Ear (from otic placode) • Development of Middle Ear • Development of External Ear • Timeline of ear development (summary). • Congenital Anomalies
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker, Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord) diagrams
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Langman’s Medical Embryology, T W Sadler. Latest Edition. • Human Embryology, Inderbir Singh. Latest Edition. • Human Embryology, A K Datta. Latest Edition.

Topic	Neuro Anatomy
Title	Coverings of brain and spinal cord, pia arachnoid & amp; dura mater, Extension, folds, space, nerve supply, Barriers of brain.
Teacher’s Name	Prof. Dr. Didar Hossain
Place	Lecture Gallery (LG) 3
Time and Date	08.06.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this session, students will be able to: • Define and classify the meninges covering the brain and spinal cord. • Describe the anatomical features of pia mater, arachnoid mater, and dura mater. • Differentiate between cranial and spinal meninges. • Explain the relations of meninges with venous sinuses, CSF circulation, and spaces (epidural, subdural, subarachnoid). • Correlate clinically with conditions such as meningitis, subdural hematoma, and lumbar puncture
Purpose (03 Mins)	• To give students a fundamental understanding of the protective coverings of the CNS. • To highlight the structural and functional role of meninges in protecting and nourishing the brain and spinal cord. • To establish the basis for clinical applications—understanding meninges is essential for interpreting diseases like meningitis, raised intracranial pressure, hemorrhages, and neurosurgical procedures. • To prepare them for integrated learning with Physiology (CSF formation & circulation) and Pathology (infections & hemorrhages)
Prerequisite of learning (02 Mins)	Before attending this lesson, students should have: • Basic orientation of the central nervous system (CNS): Brain and spinal cord as main parts of CNS, Location of CNS inside skull and vertebral canal. • Introduction to protective structures: Knowledge of the bony coverings (skull & vertebral column). • Basic histology concepts: Familiarity with connective tissue layers (as meninges are specialized membranes)

Contents (40 Mins)	Meninges Overview, Dura Mater, Arachnoid Mater, Pia Mater, Barriers of Brain, Clinical Correlations
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord), Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key notes of the lectures
References	• Clinical Neuroanatomy. Richard S. Snell. Latest Edition. • Neuroanatomy. Vishram Singh. Latest Edition.

Topic	Neuro Anatomy
Title	Ventricles of brain
Teacher's Name	Prof. Dr. Didar Hossain
Place	Lecture Gallery (LG) 3
Time and date	06.07.2027; 09:30 am - 10:30 am
Duration	60 minutes
Target	First year MBBS students (Session: 2025-2026)
Total Students	200
Objectives (02 Mins)	By the end of this session, students should be able to: • Identify and name the four ventricles of the brain: two lateral ventricles, third ventricle, and fourth ventricle. • Describe the anatomical location, shape, and connections of each ventricle. • Recognize the structures forming the boundaries and walls of the ventricles. • Explain the production, circulation, and absorption of cerebrospinal fluid (CSF) within the ventricular system. • Trace the pathway of CSF from the lateral ventricles to the subarachnoid space. • Locate ventricles in a brain specimen or radiological images (CT/MRI). • Appreciate the clinical relevance of ventricular anatomy in neurological disorders such as hydrocephalus and CSF circulation blockage
Purpose (03 Mins)	• To provide students with a clear understanding of the ventricular system, which is essential for understanding the central nervous system anatomy and physiology. • To connect structural knowledge with clinical applications, fostering early clinical reasoning. • To prepare students for neuroanatomy examinations and practical identification in cadaveric dissections and imaging. • To encourage integration of anatomy with neurology, pathology, and radiology in later phases of MBBS

Prerequisite of learning (02 Mins)	Before this lesson, students should have knowledge of: • Basic brain anatomy: major regions (cerebrum, cerebellum, brainstem). • Meninges and cerebrospinal fluid basics: understanding of dura, arachnoid, and pia mater. • Orientation terminology: anterior, posterior, superior, inferior, medial, lateral, dorsal, ventral. • Basic neuroanatomical structures: corpus callosum, thalamus, hypothalamus, brainstem nuclei
Contents (40 Mins)	Overview of Lateral Ventricles, Third Ventricle, Cerebral Aqueduct, Fourth Ventricle. CSF Circulation and Clinical Correlations
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Pdf of course outline/handouts Multimedia (PowerPoint slides) (charts, subject flow diagrams) (Laptop, Projector, Projector Screen, Speakers, Electric Extension Cord),Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key notes of the lectures
References	• Clinical Neuroanatomy. Richard S. Snell. Latest Edition. • Neuroanatomy. Vishram Singh. Latest Edition.

Academic Calendar for Tutorial Classes

(Thorax Card)

Com 35 MBBS (Session: 2025-2026)

Batch- A- Teacher's Name: Dr. Shirin/ Dr Barsha

Batch- B- Teacher's Name: Dr. Nasrin/ Dr Sayma

Batch- C- Teacher's Name: Dr. Taskina/ Dr Mahedi

Batch- D- Teacher's Name: Dr. Tahmina/ Dr Mahedi

Date & Day	Topic	Time	Batch
04.05.2026 Monday	Terminology, Thoracic cavity, Thoracic wall, Intercostal space	8.00am to 09:30am	A+B+C D-Histology
05.05.2026 Tuesday	Mediastinum	8.00am to 09:30am	A+B+C+D
06.05.2026 Wednesday	Item- 01 (Terminology, Thoracic cavity, Thoracic wall, Intercostal space & Mediastinum)	8.00am to 09:30am	A+B+C+D
07.05.2026 Thursday	Bones (Clavicle, Sternum, Ribs)	8.00am to 09:30am	A+C+D B-Histology
09.05.2026 Saturday	Thoracic vertebrae & Joints	8.00am to 09:30am	A+B+C+D
10.05.2026 Sunday	Pericardium Heart- External feature	8.00am to 09:30am	A+B+D C-Histology
11.05.2026 Monday	Item- 02 (Bones & Joints of the Thorax)	8.00am to 09:30am	A+B+C+D
12.05.2026 Tuesday	Interior of the heart	8.00am to 09:30am	A+B+C+D
13.05.2026 Wednesday	Blood supply, Nerve supply of heart	8.00am to 09:30am	B+C+D A-Histology
14.05.2026 Thursday	Item- 03 (Heart with pericardium)	8.00am to 09:30am	A+B+C+D
16.05.2026 Saturday	Trachea & Pleura	8.00am to 09:30am	A+B+C+D
17.05.2026 Sunday	Lung: External features & all	8.00am to 09:30am	A+B+D C-Histology

18.05.2026 Monday	Diaphragm	8.00am to 09:30am	A+B+C D-Histology
19.05.2026 Tuesday	Blood vessels, Nerves & Lymphatics of the Thorax	8.00am to 09:30am	B+C+D A- Histology
20.05.2026 Wednesday	Oesophagus	8.00am to 09:30am	A+C+D B- Histology
21.05.2026 Thursday	Item- 04 (Lung, Pleura, trachea & bronchial Tree)	8.00am to 09:30am	A+B+C+D
06.06.2026 Saturday	Item- 04 (Lung, Pleura, trachea & bronchial Tree)	8.00am to 09:30am	A+B+C+D
07.06.2026 Sunday	Surface anatomy & Radiology	8.00am to 09:30am	A+B+C+D
08.06.2026 Monday	Item- 05 (The Diaphragm & oesophagus)	8.00am to 09:30am	A+B+C+D
16.06.2026 Tuesday	Item- 05 (The Diaphragm & oesophagus)	8.00am to 09:30am	A+B+C+D
17.06.2026 Wednesday	Item- 06 (Blood vessels, Nerves & Lymphatics)	8.00am to 09:30am	A+B+C+D
18.06.2026 Thursday	Simulation	8.00am to 09:30am	A+B+C+D
20.06.2026 Saturday	Item- 07 (Living Anatomy)	8.00am to 09:30am	A+B+C+D
21.06.2026 Sunday	Item- 08 (Anatomy of Radiology & Images)	8.00am to 09:30am	A+B+C+D
22.06.2026 To 09.07.2026	Review Class		
11.07.2026 To 16.07.2026	Card Final Exam- Thorax (Written & Viva)		

Academic Calendar for Tutorial Classes

(Superior Extremity Card)

Com 35 MBBS (Session: 2025-2026)

Batch- A- Teacher's Name: Dr. Shirin/ Dr Barsha

Batch- B- Teacher's Name: Dr. Nasrin/ Dr Sayma

Batch- C- Teacher's Name: Dr. Taskina/ Dr Mahedi

Batch- D- Teacher's Name: Dr. Tahmina/ Dr Mahedi

Date & Day	Topic	Time	Batch
18.07.2026 Saturday	Scapula	8.00am to 09:30am	A+B+C D-Histology
19.07.2026 Sunday	Humerus	8.00am to 09:30am	B+C+D A-Histology
20.07.2026 Monday	Item- (Scapula & Humerus)	8.00am to 09:30am	A+C+D B-Histology
21.07.2026 Tuesday	Articulated hand	8.00am to 09:30am	A+B+C+D
22.07.2026 Wednesday	Radius Ulna	8.00am to 09:30am	A+B+D C-Histology
23.07.2026 Thursday	Shoulder Joint	8.00am to 09:30am	A+B+C D-Histology
25.07.2026 Saturday	Other joints of upper limb	8.00am to 09:30am	A+B+C+D
26.07.2026 Sunday	Arm (Front & Back) & Cubital Fossa	8.00am to 09:30am	B+C+D A-Histology
27.07.2026 Monday	Item- (Radius & Ulna)	8.00am to 09:30am	A+C+D B-Histology
28.07.2026 Tuesday	Front & Back of the Forearm	8.00am to 09:30am	A+B+C+D
29.07.2026 Wednesday	Item- (Articulated hand & Joints of Upper limb)	8.00am to 09:30am	A+B+D C-Histology
30.07.2026 Thursday	Item- (Front & Back of the Forearm)	8.00am to 09:30am	A+B+C D-Histology
01.08.2026 Saturday	Palm of the hand	8.00am to 09:30am	A+B+C+D
02.08.2026 Sunday	Dorsum of the hand	8.00am to 09:30am	B+C+D A-Histology
03.08.2026 Monday	Item- Arm (Front & Back) & Cubital Fossa	8.00am to 09:30am	A+C+D B-Histology
04.08.2026 Tuesday	Axilla & Back of the body & Scapular Region	8.00am to 09:30am	A+B+C+D
05.08.2026 Wednesday	Blood supply, Nerve supply & Lymphatics Drainage of Upper limb	8.00am to 09:30am	A+B+D C-Histology
06.08.2026 Thursday	Pectoral Region & Mammary gland	8.00am to 09:30am	A+B+C D-Histology
08.08.2026 Saturday	Item- (Axilla & Back of the body & Scapular Region)	8.00am to 09:30am	B+C+D A-Histology
09.08.2026 Sunday	Item- (Palm & Dorsum of the Hand)	8.00am to 09:30am	A+C+D B-Histology
10.08.2026 Monday	Item- (Pectoral Region & Mammary gland)	8.00am to 09:30am	A+B+C+D

11.08.2026 Tuesday	Item- (Blood supply, Nerve supply & Lymphatics Drainage of Upper limb)	8.00am to 09:30am	A+B+D C-Histology
12.08.2026 Wednesday	Living Anatomy, Anatomy of Radiology & Imaging	8.00am to 09:30am	A+B+C D-Histology
13.08.2026 Thursday	Item- (Living Anatomy, Anatomy of Radiology & Imaging)	8.00am to 09:30am	A+B+C+D
15.08.2026 To 25.08.2026	Review Class		
27.08.2026 To 31.08.2026	Card Final Exam- Superior Extremity		

*** Pre - Term Leave: 01.09.2026 To 04.09.2026

*** Evaluation Term & Post Term Leave: 05.09.2026 To 28.09.2026

Academic Calendar for Tutorial Classes

(Abdomen Card)

Com 35 MBBS (Session: 2025-2026)

Batch- A- Teacher's Name: Dr. Shirin/ Dr Barsha

Batch- B- Teacher's Name: Dr. Nasrin/ Dr Sayma

Batch- C- Teacher's Name: Dr. Taskina/ Dr Mahedi

Batch- D- Teacher's Name: Dr. Tahmina/ Dr Mahedi

Date & Day	Topic	Time	Batch
29.09.2026 Tuesday	Anterior Abdominal wall	08:00am to 09:30am	A+B+C+D
30.09.2026 Wednesday	Inguinal region	08:00am to 09:30am	B+C+D A-Histology
01.10.2026 Thursday	Stomach	08:00am to 09:30am	A+C+D B-Histology
	Duodenum	08:00am to 09:30am	A+B+C+D
03.10.2026 Saturday	Small Intestine, Pancreas	08:00am to 09:30am	A+B+C+D
04.10.2026 Sunday	Item- 02 (Anterior wall of the abdomen with hernia region)	08:00am to 09:30am	A+B+D C-Histology
		08:00am to 09:30am	A+B+C+D
05.10.2026 Monday	Large Intestine	08:00am to 09:30am	A+B+C D-Histology
06.10.2026 Tuesday	Posterior Abdomen wall (Simulation)	08:00am to 09:30am	A+B+C D-Histology
07.10.2026 Wednesday	Rectum, anal canal	08:00am to 09:30am	B+C+D A-Histology
08.10.2026 Thursday	Liver	08:00am to 09:30am	A+C+D B-Histology
		08:00am to 09:30am	A+B+C+D
10.10.2026 Saturday	Pancreas	08:00am to 09:30am	A+B+C+D
11.10.2026 Sunday	Item- 03 (Stomach, abdominal part of the esophagus & coeliac trunk)	08:00am to 09:30am	A+B+D C-Histology
		08:00am to 09:30am	A+B+C+D
12.10.2026 Monday	Kidney	08:00am to 09:30am	A+B+C D-Histology
13.10.2026 Tuesday	Ureter, Urinary bladder (Simulation)	08:00am to 09:30am	A+B+C+D
14.10.2026 Wednesday	Urethra, Prostate	08:00am to 09:30am	B+C+D A-Histology
15.10.2026 Thursday	Item- 04 (Duodenum, Pancreas)	08:00am to 09:30am	A+C+D B-Histology
		08:00am to 09:30am	A+B+C+D
17.10.2026 Saturday	Male Reproductive (First half)	08:00am to 09:30am	A+B+C+D

18.10.2026 Sunday	Male Reproductive (Second half)	08:00am to 09:30am	A+B+D C-Histology
	Spleen	08:00am to 09:30am	A+B+C+D
19.10.2026 Monday	Female Reproductive (First half)	08:00am to 09:30am	A+B+C D-Histology
22.10.2026 Thursday	Peritoneum	08:00am to 09:30am	A+B+C+D
24.10.2026 Saturday	Female Reproductive (Second half)	08:00am to 09:30am	B+C+D A-Histology
25.10.2026 Sunday	Item- 05 (The mesentery and mesenteric vessels, jejunum & ileum)	08:00am to 09:30am	A+C+D B-Histology
		08:00am to 09:30am	A+B+C+D
26.10.2026 Monday	Hipbone	08:00am to 09:30am	A+B+C+D
27.10.2026 Tuesday	Item- 06 (Large intestine)	08:00am to 09:30am	A+B+D C-Histology
		08:00am to 09:30am	A+B+C+D
28.10.2026 Wednesday	Sacrum & Bony pelvis	08:00am to 09:30am	A+B+C D-Histology
29.10.2026 Thursday	Lumber vertebra (Simulation)	08:00am to 09:30am	A+B+C+D
31.10.2026 Saturday	Item- 04 (Spleen)	08:00am to 09:30am	B+C+D A-Histology
01.11.2026 Sunday	Perineum	08:00am to 09:30am	A+C+D B-Histology
	Muscles, Blood vessels, Nerve Supply of Abdomen	08:00am to 09:30am	A+B+C+D
02.11.2026 Monday	Item- 09 (Ureter, Urinary bladder, urethrae)	08:00am to 09:30am	A+B+C+D
03.11.2026 Tuesday	Item- 08 (Liver with the biliary apparatus including gall bladder; portal vein)	08:00am to 09:30am	A+B+D C-Histology
		08:00am to 09:30am	A+B+C+D
04.11.2026 Wednesday	Dissection	08:00am to 09:30am	A+B+C D-Histology
05.11.2026 Thursday	Item- 10 Posterior abdomen wall & peritoneum	08:00am to 09:30am	A+B+C+D
07.11.2026 Saturday	Item- 02 (Anterior wall of the abdomen with hernia region)	08:00am to 09:30am	B+C+D A-Histology
08.11.2026 Sunday	Item- 07 (Rectum & anal Canal)	08:00am to 09:30am	A+C+D B-Histology
		08:00am to 09:30am	A+B+C+D
09.11.2026 Monday	Surface anatomy & Radiology (Simulation)	08:00am to 09:30am	A+B+C+D
10.11.2026 Tuesday	Item- 09 (Kidney & suprarenal gland)	08:00am to 09:30am	A+B+D C-Histology
		08:00am to 09:30am	A+B+C+D
11.11.2026 Wednesday	Clinical Anatomy	08:00am to 09:30am	A+B+C D-Histology

12.11.2026 Thursday	Review on Abdomen	08:00am to 09:30am	A+B+C+D
14.11.2026 Saturday	Item- Sacrum	08:00am to 09:30am	B+C+D A-Histology
15.11.2026 Sunday	Item- 14 (Male Reproductive)	08:00am to 09:30am	A+C+D B-Histology
		08:00am to 09:30am	A+B+C+D
16.11.2026 Monday	Item- (Female Reproductive)	08:00am to 09:30am	A+B+D C-Histology
		08:00am to 09:30am	A+B+C+D
17.11.2026 Tuesday	Item- Hipbone	08:00am to 09:30am	A+B+C D-Histology
18.11.2026 Wednesday	Item- 10 (Muscles, blood vessels, Nerve supply of Abdomen)	08:00am to 09:30am	A+B+C+D
19.11.2026 Thursday	Item- 13 (Perineum)	08:00am to 09:30am	B+C+D A-Histology
21.11.2026 Saturday	Item- Bony Pelvis, Lumber vertebrae	08:00am to 09:30am	A+C+D B-Histology
		08:00am to 09:30am	A+B+C+D
22.11.2026 Sunday	Review Class	08:00am to 09:30am	A+B+C+D
23.11.2026 Monday	Item- 15 (Living Anatomy)	08:00am to 09:30am	A+B+D C-Histology
24.11.2026 To 22.12.2026	Review Class		
23.12.2026 To 31.12.2026	Card Final Exam- Abdomen (Written & Viva)		

Academic Calendar for Tutorial Classes

(Inferior Extremity Card)

Com 35 MBBS (Session: 2025-2026)

Batch- A- Teacher's Name: Dr. Shirin/ Dr Barsha

Batch- B- Teacher's Name: Dr. Nasrin/ Dr Sayma

Batch- C- Teacher's Name: Dr. Taskina/ Dr Mahedi

Batch- D- Teacher's Name: Dr. Tahmina/ Dr Mahedi

Date & Day	Topic	Time	Batch
02.01.2027 Saturday	Femur	08:00am to 09:30am	A+B+C D-Histology
03.01.2027 Sunday	Hip Joint	08:00am to 09:30am	A+B+C+D
04.01.2027 Monday	Tibia	08:00am to 09:30am	B+C+D A-Histology
05.01.2027 Tuesday	Fibula	08:00am to 09:30am	A+C+D B-Histology
06.01.2027 Wednesday	Knee Joint	08:00am to 09:30am	A+B+C+D
07.01.2027 Thursday	Item- (Femur & Hip Joint)	08:00am to 09:30am	A+B+C+D
09.01.2027 Saturday	Articulated foot & Joints	08:00am to 09:30am	A+B+D C-Histology
10.01.2027 Sunday	Front of the Thigh	08:00am to 09:30am	A+B+C D-Histology
11.01.2027 Monday	Back of the Thigh	08:00am to 09:30am	A+B+C+D
12.01.2027 Tuesday	Popliteal fossa	08:00am to 09:30am	B+C+D A-Histology
13.01.2027 Wednesday	Item- (Tibia & Knee Joint)	08:00am to 09:30am	A+C+D B-Histology
14.01.2027 Thursday	Gluteal region	08:00am to 09:30am	A+B+C+D
16.01.2027 Saturday	Item- (Fibula)	08:00am to 09:30am	A+B+C+D
17.01.2027 Sunday	Leg (Front & Back)	08:00am to 09:30am	A+B+D C-Histology
18.01.2027 Monday	Sole of the foot	08:00am to 09:30am	A+B+C+D
19.01.2027 Tuesday	Item- (Front & Back of the Thai with Popliteal fossa)	08:00am to 09:30am	A+B+C D-Histology
20.01.2027 Wednesday	Dorsum of the foot	08:00am to 09:30am	A+B+C+D
21.01.2027 Thursday	Item- (Articulated foot & Joints)	08:00am to 09:30am	B+C+D A-Histology
23.01.2027 Saturday	Arch of the foot	08:00am to 09:30am	A+C+D B-Histology
24.01.2027 Sunday	Blood Supply & Nerve supply	08:00am to 09:30am	A+B+C+D
25.01.2027 Monday	Simulation Lab	08:00am to 09:30am	A+B+C+D

26.01.2027 Tuesday	Item- Leg (Front & Back)	08:00am to 09:30am	A+B+D C-Histology
27.01.2027 Wednesday	Surface Marking & Radiology	08:00am to 09:30am	A+B+C D-Histology
28.01.2027 Thursday	Item- (Sole of the foot)	08:00am to 09:30am	A+B+C+D
30.01.2027 Saturday	Item- (Arch of the foot)	08:00am to 09:30am	B+C+D A-Histology
31.01.2027 To 18.02.2027	Review Class		
20.02.2027 To 28.02.2027	Card Final Exam- Inferior Extremity		

*** Vacation for Eid-ul-Fitre: 01.03.2027 To 12.03.2027

*** Evaluation Term & Post Term Leave: 13.03.2027 To 05.04.2027

Academic Calendar for Tutorial Classes

(Head & Neck Card)

Com 35 MBBS (Session: 2025-2026)

Batch- A- Teacher's Name: Dr. Shirin/ Dr Barsha

Batch- B- Teacher's Name: Dr. Nasrin/ Dr Sayma

Batch- C- Teacher's Name: Dr. Taskina/ Dr Mahedi

Batch- D- Teacher's Name: Dr. Tahmina/ Dr Mahedi

Date & Day	Topic	Time	Batch
06.04.2027 Tuesday	Frontal & Parietal	8:00am to 09:30am	B+C+D A-Histology
07.04.2027 Wednesday	Item- (Frontal & Parietal)	8:00am to 09:30am	A+C+D B-Histology
08.04.2027 Thursday	Occipital	8:00am to 09:30am	A+B+D C-Histology
10.04.2027 Saturday	Cervical Vertebrae	8:00am to 09:30am	A+B+C+D
11.04.2027 Sunday	Temporal	8:00am to 09:30am	A+B+C+D
12.04.2027 Monday	Mandible	8:00am to 09:30am	A+B+C D-Histology
13.04.2027 Tuesday	Temporal	8:00am to 09:30am	A+B+C+D
15.04.2027 Thursday	Maxillae	8:00am to 09:30am	B+C+D A-Histology
17.04.2027 Saturday	Item- (Occipital & Cervical vessels)	8:00am to 09:30am	A+C+D B-Histology
18.04.2027 Sunday	Sphenoid	8:00am to 09:30am	A+B+D C-Histology
19.04.2027 Monday	Item- (Temporal)	8:00am to 09:30am	A+B+C+D
20.04.2027 Tuesday	Base of Skull	8:00am to 09:30am	A+B+C D-Histology
21.04.2027 Wednesday	Scalp	8:00am to 09:30am	A+B+C+D
22.04.2027 Thursday	Item- (Maxillae)	8:00am to 09:30am	B+C+D A-Histology
24.04.2027 Saturday	Item- (Sphenoid, Base of Skull)	8:00am to 09:30am	A+C+D B-Histology
25.04.2027 Sunday	Face	8:00am to 09:30am	A+B+D C-Histology
26.04.2027 Monday	Item- (Mandible)	8:00am to 09:30am	A+B+C D-Histology
27.04.2027 Tuesday	Posterior Triangle of Neck	8:00am to 09:30am	A+B+C+D
28.04.2027 Wednesday	Orbit	8:00am to 09:30am	B+C+D A-Histology
29.04.2027 Thursday	Item- (Face & Scalp)	8:00am to 09:30am	A+C+D B-Histology
02.05.2027 Sunday	Anterior Triangle of Neck	8:00am to 09:30am	A+B+D C-Histology

03.05.2027 Monday	Item- (Triangle)	8:00am to 09:30am	A+B+C+D
04.05.2027 Tuesday	Exocrine gland	8:00am to 09:30am	A+B+C D-Histology
05.05.2027 Wednesday	Tongue	8:00am to 09:30am	A+B+C+D
06.05.2027 Thursday	Tongue	8:00am to 09:30am	B+C+D A-Histology
08.05.2027 Saturday	Item- (Tongue)	8:00am to 09:30am	A+C+D B-Histology
09.05.2027 Sunday	Endocrine gland	8:00am to 09:30am	A+B+D C-Histology
10.05.2027 Monday	Pharynx, Tonsil, Palate, Auditory tube	8:00am to 09:30am	A+B+C+D
11.05.2027 Tuesday	Item- (Endocrine & Exocrine gland)	8:00am to 09:30am	A+B+C D-Histology
22.05.2027 Saturday	Larynx	8:00am to 09:30am	A+B+C+D
23.05.2027 Sunday	Continuation of Larynx	8:00am to 09:30am	B+C+D A-Histology
24.05.2027 Monday	Item- (Hemisection)	8:00am to 09:30am	A+C+D B-Histology
25.05.2027 Tuesday	Nose, PNS	8:00am to 09:30am	A+B+D C-Histology
26.05.2027 Wednesday	Ear	8:00am to 09:30am	A+B+C D-Histology
27.05.2027 Thursday	Continuation of Ear	8:00am to 09:30am	A+B+C+D
29.05.2027 Saturday	Surface marking & Radiology	8:00am to 09:30am	B+C+D A-Histology
30.05.2027 Sunday	Item- (Ear)	8:00am to 09:30am	A+C+D B-Histology
31.05.2027 Monday	Simulation Lab	8:00am to 09:30am	A+B+D C-Histology
01.06.2027 Tuesday	Item- (Nose, PNS)	8:00am to 09:30am	A+B+C+D
02.06.2027 To 14.06.2027	Review Class		
16.06.2027 To 24.06.2027	Card Final Exam- Head & Neck		

Academic Calendar for Tutorial Classes

(CNS & Eyeball Card)

Com 35 MBBS (Session: 2025-2026)

Batch- A- Teacher's Name: Dr. Shirin/ Dr Barsha

Batch- B- Teacher's Name: Dr. Nasrin/ Dr Sayma

Batch- C- Teacher's Name: Dr. Taskina/ Dr Mahedi

Batch- D- Teacher's Name: Dr. Tahmina/ Dr Mahedi

Date & Day	Topic	Time	Batch
26.06.2027 Saturday	Introduction to Nervous system	8:00am to 09:30am	B+C+D A-Histology
27.06.2027 Sunday	Cerebrum	8:00am to 09:30am	A+C+D B-Histology
28.06.2027 Monday	Meninges	8:00am to 09:30am	A+B+D C-Histology
29.06.2027 Tuesday	Item- (Cerebrum)	8:00am to 09:30am	A+B+C+D
30.06.2027 Wednesday	Blood supply of Cerebrum	8:00am to 09:30am	A+B+C D-Histology
01.07.2027 Thursday	Item- (Introduction to Nervous system & Meninges)	8:00am to 09:30am	A+B+C+D
03.07.2027 Saturday	Diencephalon	8:00am to 09:30am	B+C+D A-Histology
04.07.2027 Sunday	Cerebellum	8:00am to 09:30am	A+C+D B-Histology
05.07.2027 Monday	Basal Ganglia, Capsule	8:00am to 09:30am	A+B+C+D
06.07.2027 Tuesday	Brainstem	8:00am to 09:30am	A+B+D C-Histology
07.07.2027 Wednesday	Item- (Diencephalon & Basal Ganglia)	8:00am to 09:30am	A+B+C+D
08.07.2027 Thursay	Brainstem	8:00am to 09:30am	A+B+C+D
10.07.2027 Saturday	Reticular formation, Limbic system	8:00am to 09:30am	A+B+C D-Histology
11.07.2027 Sunday	Item- (Brainstem & Reticular formation, Limbic system)	8:00am to 09:30am	A+B+C+D
12.07.2027 Monday	Ventricles & CSF	8:00am to 09:30am	B+C+D A-Histology
13.07.2027 Tuesday	Item- (Cerebellum)	8:00am to 09:30am	A+C+D B-Histology
14.07.2027 Wednesday	Cranial Nerve	8:00am to 09:30am	A+B+C+D
15.07.2027 Thursday	Cranial Nerve	8:00am to 09:30am	A+B+D C-Histology
17.07.2027 Saturday	Spinal Cord & Tract	8:00am to 09:30am	A+B+C+D
18.07.2027 Sunday	Item- Ventricles and CSF	8:00am to 09:30am	A+B+C+D
19.07.2027 Monday	Radiology & Surface marking	8:00am to 09:30am	A+B+C D-Histology

20.07.2027 Tuesday	Item – Cranial nerve	8:00am to 09:30am	A+B+C+D
21.07.2027 Wednesday	Eyeball	8:00am to 09:30am	B+C+D A-Histology
22.07.2027 Thursday	Item – Spinal Cord	8:00am to 09:30am	A+C+D B-Histology
24.07.2027 Saturday	Simulation Lab	8:00am to 09:30am	A+B+C+D
25.07.2027 Sunday	Item- Eyeball	8:00am to 09:30am	A+B+D C-Histology
26.07.2027 To 28.07.2027	Review Class		
29.07.2027 To 31.07.2027	Card Final Exam-CNS & Eyeball		

*** Pre - Term Leave: 01.08.2027 To 06.08.2027

*** Evaluation Term & Post Term Leave: 07.08.2027 To 31.08.2027

Department of Anatomy

Comilla Medical College, Cumilla

Lesson Plan for Tutorial Contents of
MBBS Students, Session: (2025 – 2026)

35th Batch

Lesson Plan for Tutorial Class of Thorax Card

Topic	Regional Anatomy
Title	Terminology, Thoracic cavity, Thoracic wall, Intercostal space
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to: - Define the thoracic cavity and identify its boundaries. - Explain the thoracic wall and its structural components (bones, joints, muscles, fascia). - Identify and label the sternum, ribs, costal cartilages, thoracic vertebrae, and intercostal muscles in cadaveric specimens. - Demonstrate the arrangement of intercostal vessels and nerves in relation to intercostal muscles. - Correlate the anatomical structures of the thoracic cavity and wall with clinical conditions (e.g., thoracentesis, rib fractures, intercostal nerve blocks).
Purpose (03 Mins)	- To introduce students to the gross anatomy of the thoracic cavity and thoracic wall. - To help students understand the practical orientation of thoracic skeletal framework, muscles, and intercostal neurovascular bundle. - To provide a structural basis for comprehending respiratory mechanics and clinical applications. - To prepare a foundation for future study of lungs, pleura, mediastinum, and cardiovascular system.
Prerequisite of learning (02 Mins)	Before attending this class, students should have: - Basic knowledge of skeletal anatomy (ribs, vertebrae, sternum). - Understanding of joints and muscles from general anatomy. - Familiarity with basic histology of skeletal and muscle tissue. - Concept of anatomical planes, sections, and dissection protocols.
Contents (40 Mins)	- Thoracic cavity: boundaries and subdivisions. - Thoracic wall: bones (sternum, ribs, vertebrae), joints, muscles, and fascia. - Intercostal space: layers (external, internal, innermost intercostals), intercostal vessels and nerves. - Surface anatomy landmarks (sternal angle, costal margin, intercostal spaces). - Clinical correlations: thoracentesis, chest wall trauma, nerve block.
Method	- Demonstration-based dissection: stepwise identification of thoracic wall and intercostal structures on cadaver. - Guided discussion during dissection.
Material	- Dissection instruments (scalpel, forceps, scissors, bone cutter). - Cadaver/specimen, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	- Oral questioning during dissection (identification of structures). - Spot tests on cadaver and models (pin-pointing). - Short recap questions at the end of session. - Observation of engagement, note-taking, and participation.
Summary (03 Mins)	- Thoracic cavity: boundaries & subdivisions. - Thoracic wall: bones, joints, muscles, fascia. - Intercostal spaces: muscles, vessels, nerves. - Applied anatomy: thoracentesis, rib fractures, intercostal nerve block.
References	- Gray's Anatomy for Students, Latest Edition. - Clinically Oriented Anatomy – K.L. Moore, Latest Edition. - Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. - Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Mediastinum
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to: • Define the mediastinum and describe its boundaries (superior, inferior, anterior, middle, posterior). • Identify the subdivisions of the mediastinum and list their major contents. • Demonstrate the anatomical relations of the mediastinal compartments in cadaveric specimens and models. • Describe the course and clinical relevance of important structures (trachea, esophagus, thoracic duct, vagus nerve, phrenic nerve, great vessels). • Correlate the anatomy of the mediastinum with radiological images (X-ray, CT, MRI). • Apply anatomical knowledge to clinical conditions (e.g, mediastinal syndrome, tumors, lymphadenopathy, esophageal obstruction). • Relate mediastinal anatomy to surgical approaches and diagnostic procedures (mediastinoscopy, thoracic surgery).
Purpose (03 Mins)	• Introduce gross anatomy of thoracic region. • Provide structural basis for respiratory/cardiovascular understanding. • Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	• Knowledge of skeletal anatomy (ribs, sternum, vertebrae). • Understanding of joints and muscles. • Familiarity with histology of skeletal & muscle tissue. • Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	• Topic-specific anatomy (boundaries, components, relations). • Surface landmarks and clinical correlations.
Method	• Demonstration-based dissection. • Guided discussion. • Q&A sessions. • Use of models, charts, prosected specimens.
Material	• Dissection instruments. • Cadaver/specimens. • Skeleton model (thoracic cage). • Whiteboard/Marker.
Assessment (10 Mins)	• Oral questioning. • Spot tests on cadaver and models. • Short recap questions. • Observation of participation.
Summary (03 Mins)	• Reinforce key points of the topic. • Highlight clinical significance. • Prepare foundation for advanced study.
References	• Gray's Anatomy for Students, Latest Edition. • Clinically Oriented Anatomy – K.L. Moore, Latest Edition. • Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. • Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Item-01 (Terminology, Thoracic cavity, Thoracic wall, Intercostal space & Mediastinum)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	Define the thoracic cavity. What are its boundaries? - Name the subdivisions of the thoracic cavity and their main contents. - What is the thoracic inlet? What are its boundaries and clinical importance? - Describe the features of the thoracic wall, including its skeletal, muscular, and fascial components. - What structures pass through an intercostal space? How are they arranged? - Describe the neurovascular bundle of an intercostal space. Where is it located, and why is this clinically important? - Define the mediastinum. How is it divided, and what are the contents of each part? - Which structures are found in the superior mediastinum? - What is mediastinal syndrome? Mention its causes and clinical features. - How would you identify the sternal angle and what is its anatomical and clinical significance?
Purpose (03 Mins)	- Introduce gross anatomy of thoracic region. - Provide structural basis for respiratory/cardiovascular understanding. - Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	- Knowledge of skeletal anatomy (ribs, sternum, vertebrae). - Understanding of joints and muscles. - Familiarity with histology of skeletal & muscle tissue. - Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	- Topic-specific anatomy (boundaries, components, relations). - Surface landmarks and clinical correlations.
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	- Oral questioning. - Spot tests on cadaver and models. - Short recap questions. - Observation of participation.
Summary (03 Mins)	- Reinforce key points of the topic. - Highlight clinical significance. - Prepare foundation for advanced study.
References	- Gray's Anatomy for Students, Latest Edition. - Clinically Oriented Anatomy – K.L. Moore, Latest Edition. - Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. - Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Bones (Sternum)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to: • Identify the parts of the sternum: manubrium, body, and xiphoid process. • Describe the anatomical landmarks of the sternum, including the jugular notch and sternal angle. • Explain the ossification and developmental anatomy of the sternum. • Recognize the articulations of the sternum with the clavicles and costal cartilages. • Demonstrate the surface markings of the sternum on cadaveric specimens and living anatomy. • Differentiate between the body and manubrium of the sternum based on structural features. • Correlate the sternal angle with vertebral level and its clinical importance in identifying rib number and mediastinal structures. • Discuss variations and anomalies of the sternum (e.g., sternal foramen, bifid sternum). • Explain the role of the sternum in protection of thoracic viscera. • Relate the sternum to procedures such as bone marrow aspiration and median sternotomy. • Correlate radiological images (X-ray, CT) with sternal anatomy. • Apply anatomical knowledge of the sternum to clinical conditions (e.g., fractures, congenital anomalies, surgical interventions).
Purpose (03 Mins)	• Introduce gross anatomy of thoracic region. • Provide structural basis for respiratory/cardiovascular understanding. Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	• Knowledge of skeletal anatomy (ribs, sternum, vertebrae). • Understanding of joints and muscles. • Familiarity with histology of skeletal & muscle tissue. • Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	• Topic-specific anatomy (boundaries, components, relations). • Surface landmarks and clinical correlations.
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	• Oral questioning, Spot tests on cadaver and models. • Short recap questions, Observation of participation.
Summary (03 Mins)	• Reinforce key points of the topic, Highlight clinical significance. • Prepare foundation for advanced study.
References	• Gray's Anatomy for Students, Latest Edition. • Clinically Oriented Anatomy – K.L. Moore, Latest Edition. • Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. • Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Ribs
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to: • Classify ribs into true, false, and floating ribs. • Identify typical and atypical ribs with their characteristic features. • Describe the anatomical parts of a typical rib (head, neck, tubercle, shaft). • Demonstrate the costal groove and explain its clinical significance. • Differentiate between the 1st, 2nd, 10th, 11th, and 12th ribs (atypical ribs). • Correlate the attachments of muscles, ligaments, and fascia on ribs. • Explain the articulations of ribs with vertebrae and sternum. • Describe the ossification and development of ribs. • Identify ribs on cadaveric specimens and skeleton models. • Relate rib anatomy to clinical conditions (fractures, cervical rib, flail chest). • Explain the significance of ribs in procedures like thoracentesis and chest tube insertion. • Interpret radiological images (X-ray, CT scan) showing normal and pathological rib anatomy.
Purpose (03 Mins)	• Introduce gross anatomy of thoracic region. • Provide structural basis for respiratory/cardiovascular understanding.\ • Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	• Knowledge of skeletal anatomy (ribs, sternum, vertebrae). • Understanding of joints and muscles.\ • Familiarity with histology of skeletal & muscle tissue. • Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	• Topic-specific anatomy (boundaries, components, relations). • Surface landmarks and clinical correlations.
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	• Oral questioning, Spot tests on cadaver and models. • Short recap questions, Observation of participation.
Summary (03 Mins)	• Reinforce key points of the topic, Highlight clinical significance. • Prepare foundation for advanced study.
References	• Gray's Anatomy for Students, Latest Edition. • Clinically Oriented Anatomy – K.L. Moore, Latest Edition. • Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. • Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Thoracic vertebrae & Joints
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to: • Describe the general features of a typical thoracic vertebra. • Differentiate between typical and atypical thoracic vertebrae (T1, T9–T12). • Identify anatomical parts of a thoracic vertebra (body, pedicles, laminae, transverse processes, spinous processes). • Explain the arrangement of costal facets and their functional significance in rib articulation. • Demonstrate thoracic vertebrae on skeletal specimens and cadaveric preparations. • Describe the structure and movements of the costovertebral and costotransverse joints. • Explain the ligaments associated with thoracic vertebrae and rib joints (radiate, intra-articular, costotransverse ligaments). • Discuss the role of thoracic vertebrae and joints in respiration and stability of the thoracic cage. • Correlate vertebral level landmarks with important thoracic structures (e.g., sternal angle at T4/T5). • Apply knowledge of vertebrae and joints to clinical conditions (e.g., kyphosis, compression fractures, costovertebral arthritis). • Interpret radiological images of thoracic vertebrae and rib joints (X-ray, CT, MRI) for normal and pathological findings.
Purpose (03 Mins)	• Introduce gross anatomy of thoracic region. • Provide structural basis for respiratory/cardiovascular understanding. • Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	• Knowledge of skeletal anatomy (ribs, sternum, vertebrae). • Understanding of joints and muscles. • Familiarity with histology of skeletal & muscle tissue. • Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	• Topic-specific anatomy (boundaries, components, relations). • Surface landmarks and clinical correlations.
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	• Oral questioning, Spot tests on cadaver and models. • Short recap questions, Observation of participation.
Summary (03 Mins)	• Reinforce key points of the topic, Highlight clinical significance. • Prepare foundation for advanced study.
References	• Gray's Anatomy for Students, Latest Edition. • Clinically Oriented Anatomy – K.L. Moore, Latest Edition. • Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. • Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Heart - External features
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to: - To identify and describe the external features of the heart, including its surfaces, borders, grooves, and chambers. - To understand the orientation, anatomical position, and relations of the heart in the thoracic cavity. - To distinguish between the right and left atria and ventricles from the external view. - To locate and recognize the major blood vessels connected to the heart (aorta, pulmonary trunk, superior and inferior vena cava, pulmonary veins). - To correlate the external landmarks of the heart with their clinical importance, such as auscultation areas and surface anatomy.
Purpose (03 Mins)	- Introduce gross anatomy of thoracic region. - Provide structural basis for respiratory/cardiovascular understanding. - Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	- Knowledge of skeletal anatomy (ribs, sternum, vertebrae). - Understanding of joints and muscles. - Familiarity with histology of skeletal & muscle tissue. - Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	- Topic-specific anatomy (boundaries, components, relations). - Surface landmarks and clinical correlations.
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	- Oral questioning, Spot tests on cadaver and models. - Short recap questions, Observation of participation.
Summary (03 Mins)	- Reinforce key points of the topic, Highlight clinical significance. - Prepare foundation for advanced study.
References	- Gray's Anatomy for Students, Latest Edition. - Clinically Oriented Anatomy – K.L. Moore, Latest Edition. - Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. - Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Pericardium
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to: - Define the pericardium and describe its two main layers (fibrous and serous pericardium). - Differentiate between the parietal and visceral layers of the serous pericardium. - Describe the pericardial sinuses (transverse and oblique) and explain their clinical relevance. - Identify the reflections of the pericardium on the great vessels. - Explain the vascular and nerve supply of the pericardium. - Demonstrate the pericardium on cadaveric specimens and prosected hearts. - Correlate the relations of the pericardium with adjacent thoracic structures (lungs, diaphragm, sternum, mediastinum). - Describe the functions of the pericardium in protecting and stabilizing the heart. - Explain the clinical significance of pericardial effusion, cardiac tamponade, and constrictive pericarditis. - Outline the procedure and anatomical basis of pericardiocentesis. - Correlate pericardial anatomy with imaging techniques (echocardiography, CT, MRI).
Purpose (03 Mins)	- To help students understand structural and functional aspects of the pericardium. - To provide a foundation for clinical correlation in cardiovascular medicine and surgery. - Knowledge of thoracic skeleton and mediastinum.
Prerequisite of learning (02 Mins)	- Basic understanding of the heart's external features. - Familiarity with general histology of connective tissue and membranes. - Concept of anatomical planes and thoracic dissection protocols.
Contents (40 Mins)	- Fibrous and serous pericardium - Reflections and pericardial sinuses - Vascular and nerve supply - Relations to mediastinal structures - Applied anatomy: effusion, tamponade, constriction, pericardiocentesis
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	- Oral questioning, Spot tests on cadaver and models. - Short recap questions, Observation of participation.
Summary (03 Mins)	- Reinforce key points of the topic, Highlight clinical significance. - Prepare foundation for advanced study.
References	- Gray's Anatomy for Students, Latest Edition. - Clinically Oriented Anatomy – K.L. Moore, Latest Edition. - Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. - Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Item-02 (Bones & Joints of the Thorax)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Name the bones that form the thoracic cage. - How many pairs of ribs are present in the human body? - Which ribs are called true ribs, and why? - Which ribs are known as floating ribs? - Name the parts of a typical rib. - What is the difference between a typical and an atypical rib? - Name the atypical ribs. - What are the parts of the sternum? - Which vertebrae are present in the thoracic region? - Name the joints between ribs and vertebrae. - Which joint is known as the sternal angle (Angle of Louis)? - What is the clinical importance of the sternal angle?
Purpose (03 Mins)	- Introduce gross anatomy of thoracic region. - Provide structural basis for respiratory/cardiovascular understanding. - Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	- Knowledge of skeletal anatomy (ribs, sternum, vertebrae). - Understanding of joints and muscles. - Familiarity with histology of skeletal & muscle tissue. - Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	- Topic-specific anatomy (boundaries, components, relations). - Surface landmarks and clinical correlations.
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	- Oral questioning, Spot tests on cadaver and models. - Short recap questions, Observation of participation.
Summary (03 Mins)	- Reinforce key points of the topic, Highlight clinical significance. - Prepare foundation for advanced study.
References	- Gray's Anatomy for Students, Latest Edition. - Clinically Oriented Anatomy – K.L. Moore, Latest Edition. - Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. - Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Interior of the heart
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to: • To identify and describe the internal features of the atria and ventricles. • To recognize the interatrial and interventricular septa and their components. • To study the valves of the heart (tricuspid, bicuspid/mitral, pulmonary, and aortic) and their structural details. • To understand the trabeculae carneae, papillary muscles, and chordae tendineae and their functional significance. • To correlate the internal structures of the heart with their role in blood flow and clinical relevance (e.g., valve disorders, septal defects)
Purpose (03 Mins)	• Introduce gross anatomy of thoracic region. • Provide structural basis for respiratory/cardiovascular understanding. • Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	• Knowledge of skeletal anatomy (ribs, sternum, vertebrae). • Understanding of joints and muscles. • Familiarity with histology of skeletal & muscle tissue. • Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	• Topic-specific anatomy (boundaries, components, relations). • Surface landmarks and clinical correlations.
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	• Oral questioning, Spot tests on cadaver and models. • Short recap questions, Observation of participation.
Summary (03 Mins)	• Reinforce key points of the topic, Highlight clinical significance. • Prepare foundation for advanced study.
References	• Gray's Anatomy for Students, Latest Edition. • Clinically Oriented Anatomy – K.L. Moore, Latest Edition. • Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. • Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Blood supply, Nerve supply of heart
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to: • To identify the arterial supply of the heart, including branches and areas supplied by right and left coronary arteries. • To describe the venous drainage of the heart, including coronary sinus and its tributaries. • To understand the formation and distribution of the cardiac plexus. • To explain the role of sympathetic and parasympathetic nerves in regulating cardiac activity. • To correlate the blood and nerve supply of the heart with clinical conditions such as angina, myocardial infarction, and conduction abnormalities.
Purpose (03 Mins)	• Introduce gross anatomy of thoracic region. • Provide structural basis for respiratory/cardiovascular understanding. • Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	• Knowledge of skeletal anatomy (ribs, sternum, vertebrae). • Understanding of joints and muscles. • Familiarity with histology of skeletal & muscle tissue. • Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	• Topic-specific anatomy (boundaries, components, relations). • Surface landmarks and clinical correlations.
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	• Oral questioning, Spot tests on cadaver and models. • Short recap questions, Observation of participation.
Summary (03 Mins)	• Reinforce key points of the topic, Highlight clinical significance. • Prepare foundation for advanced study.
References	• Gray's Anatomy for Students, Latest Edition. • Clinically Oriented Anatomy – K.L. Moore, Latest Edition. • Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. • Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Item-03 (Heart with Pericardium)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	What are the layers of the pericardium? • Which pericardial layer is fibrous and which is serous? • Name the two parts of the serous pericardium. • What is the pericardial cavity, and what does it contain? • What is the function of the fibrous pericardium? • Name the arterial supply of the pericardium. • What is the nerve supply of the pericardium? • What are the transverse and oblique pericardial sinuses? • What is the clinical importance of the transverse pericardial sinus? • Which veins drain the pericardium? • What is cardiac tamponade? • Name the surfaces of the heart. • Name the borders of the heart. • What forms the apex of the heart? • What forms the base of the heart? • Name the chambers of the heart visible in the anterior view. • Which structures open into the right atrium? • Which structures open into the left atrium? • What is the function of the atrioventricular valves? • What is the difference between the pulmonary and aortic semilunar valves?
Purpose (03 Mins)	• Introduce gross anatomy of thoracic region. • Provide structural basis for respiratory/cardiovascular understanding. • Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	• Knowledge of skeletal anatomy (ribs, sternum, vertebrae). • Understanding of joints and muscles. • Familiarity with histology of skeletal & muscle tissue. • Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	• Topic-specific anatomy (boundaries, components, relations). • Surface landmarks and clinical correlations.
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	• Oral questioning, Spot tests on cadaver and models. • Short recap questions, Observation of participation.
Summary (03 Mins)	• Reinforce key points of the topic, Highlight clinical significance. • Prepare foundation for advanced study.
References	• Gray's Anatomy for Students, Latest Edition. • Clinically Oriented Anatomy – K.L. Moore, Latest Edition. • Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. • Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Trachea & Pleura
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to • Describe the extent, length, and relations of the trachea. • To identify the gross anatomy and internal features (cartilaginous rings, mucosa, carina). • To understand the blood supply, lymphatic drainage, and nerve supply of the trachea. • To recognize the clinical significance of the trachea (e.g., tracheostomy, foreign body aspiration, carinal significance). • To define and differentiate the parietal and visceral pleura. • To describe the parts of parietal pleura (costal, diaphragmatic, mediastinal, cervical). • To explain the pleural cavity, recesses (costodiaphragmatic & costomediastinal), and reflections. • To understand the nerve supply and blood supply of the pleura. • To correlate the anatomy of pleura with clinical conditions such as pleural effusion, pneumothorax, and thoracocentesis.
Purpose (03 Mins)	• Introduce gross anatomy of thoracic region. • Provide structural basis for respiratory/cardiovascular understanding. • Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	• Knowledge of skeletal anatomy (ribs, sternum, vertebrae). • Understanding of joints and muscles. • Familiarity with histology of skeletal & muscle tissue. • Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	• Topic-specific anatomy (boundaries, components, relations). • Surface landmarks and clinical correlations.
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	• Oral questioning, Spot tests on cadaver and models. • Short recap questions, Observation of participation.
Summary (03 Mins)	• Reinforce key points of the topic, Highlight clinical significance. • Prepare foundation for advanced study.
References	• Gray's Anatomy for Students, Latest Edition. • Clinically Oriented Anatomy – K.L. Moore, Latest Edition. • Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. • Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Lung: External features all
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to • To identify the lobes, fissures, and surfaces of each lung. • To describe the borders of the lungs and their anatomical significance. • To differentiate the right and left lungs based on external features. • To locate the hilum of the lung and identify the structures entering and leaving. • To correlate the external landmarks of the lung with surface anatomy and clinical relevance (e.g., auscultation, percussion, lobar pneumonia).
Purpose (03 Mins)	• Introduce gross anatomy of thoracic region. • Provide structural basis for respiratory/cardiovascular understanding. • Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	• Knowledge of skeletal anatomy (ribs, sternum, vertebrae). • Understanding of joints and muscles. • Familiarity with histology of skeletal & muscle tissue. • Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	• Topic-specific anatomy (boundaries, components, relations). • Surface landmarks and clinical correlations.
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	• Oral questioning, Spot tests on cadaver and models. • Short recap questions, Observation of participation.
Summary (03 Mins)	• Reinforce key points of the topic, Highlight clinical significance. • Prepare foundation for advanced study.
References	• Gray's Anatomy for Students, Latest Edition. • Clinically Oriented Anatomy – K.L. Moore, Latest Edition. • Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. • Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Blood supply, Nerve supply, Lymphatic drainage of lung
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able • To describe the arterial supply of the lung (pulmonary and bronchial arteries). • To explain the venous drainage (pulmonary veins and bronchial veins). • To identify the lymphatic drainage pathways of the lungs and their clinical importance. • To understand the nerve supply via pulmonary plexus, including sympathetic and parasympathetic components. • To correlate the blood and nerve supply of the lung with physiological functions (ventilation, bronchoconstriction, vasodilation) and clinical conditions (lung congestion, bronchospasm, lung cancer spread).
Purpose (03 Mins)	• Introduce gross anatomy of thoracic region. • Provide structural basis for respiratory/cardiovascular understanding. • Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	• Knowledge of skeletal anatomy (ribs, sternum, vertebrae). • Understanding of joints and muscles. • Familiarity with histology of skeletal & muscle tissue. • Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	• Topic-specific anatomy (boundaries, components, relations). • Surface landmarks and clinical correlations.
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	• Oral questioning, Spot tests on cadaver and models. • Short recap questions, Observation of participation.
Summary (03 Mins)	• Reinforce key points of the topic, Highlight clinical significance. • Prepare foundation for advanced study.
References	• Gray's Anatomy for Students, Latest Edition. • Clinically Oriented Anatomy – K.L. Moore, Latest Edition. • Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. • Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Diaphragm
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able: • To describe the origin, insertion, and nerve supply of the diaphragm. • To identify the parts of the diaphragm (sternal, costal, lumbar) and their attachments. • To locate the openings of the diaphragm (aortic, esophageal, caval) and the structures passing through them. • To explain the blood supply and lymphatic drainage of the diaphragm. • To understand the role of the diaphragm in respiration and other physiological functions. • To correlate the anatomy of the diaphragm with clinical conditions (e.g., diaphragmatic hernia, paralysis, referred pain).
Purpose (03 Mins)	• Introduce gross anatomy of thoracic region. • Provide structural basis for respiratory/cardiovascular understanding. • Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	• Knowledge of skeletal anatomy (ribs, sternum, vertebrae). • Understanding of joints and muscles. • Familiarity with histology of skeletal & muscle tissue. • Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	• Topic-specific anatomy (boundaries, components, relations). • Surface landmarks and clinical correlations.
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	• Oral questioning, Spot tests on cadaver and models. • Short recap questions, Observation of participation.
Summary (03 Mins)	• Reinforce key points of the topic, Highlight clinical significance. • Prepare foundation for advanced study.
References	• Gray's Anatomy for Students, Latest Edition. • Clinically Oriented Anatomy – K.L. Moore, Latest Edition. • Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. • Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Oesophagus
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able: - To describe the extent, length, and anatomical relations of the esophagus in the neck, thorax, and abdomen. - To identify the layers of the esophageal wall and their structural features. - To understand the arterial supply, venous drainage, lymphatic drainage, and nerve supply of the esophagus. - To recognize the esophageal constrictions and their clinical significance. - To correlate esophageal anatomy with physiological functions (swallowing) and clinical conditions (achalasia, esophageal varices, tumors).
Purpose (03 Mins)	- Introduce gross anatomy of thoracic region. - Provide structural basis for respiratory/cardiovascular understanding. - Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	- Knowledge of skeletal anatomy (ribs, sternum, vertebrae). - Understanding of joints and muscles. - Familiarity with histology of skeletal & muscle tissue. - Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	- Topic-specific anatomy (boundaries, components, relations). - Surface landmarks and clinical correlations.
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	- Oral questioning, Spot tests on cadaver and models. - Short recap questions, Observation of participation.
Summary (03 Mins)	- Reinforce key points of the topic, Highlight clinical significance. - Prepare foundation for advanced study.
References	- Gray's Anatomy for Students, Latest Edition. - Clinically Oriented Anatomy – K.L. Moore, Latest Edition. - Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. - Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Item-04 (Lung, Pleura, Trachea & Bronchial Tree)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	Lung 1. Name the lobes of the right and left lungs. 2. Name the fissures present in the lungs. 3. What are the surfaces of the lungs? 4. Name the borders of the lungs. 5. What is the hilum of the lung? 6. Which structures enter and leave the hilum? 7. How can you differentiate the right lung from the left lung externally? 8. Name the impressions seen on the medial surface of the left lung. 9. Name the impressions seen on the medial surface of the right lung. Pleura 10. What are the layers of the pleura? 11. Name the parts of the parietal pleura. 12. What is the pleural cavity and what does it contain? 13. Define the costodiaphragmatic and costomediastinal recesses. 14. What is the nerve supply of the pleura? 15. Name the arteries supplying the pleura. Trachea & Bronchial Tree 16. What is the extent of the trachea? 17. Describe the cartilaginous structure of the trachea. 18. What is the carina? 19. Into which bronchi does the trachea divide? 20. Name the lobar (secondary) and segmental (tertiary) bronchi of the right lung. 21. Name the lobar and segmental bronchi of the left lung. 22. What is the difference between the right and left main bronchus?
Purpose (03 Mins)	• Introduce gross anatomy of thoracic region. • Provide structural basis for respiratory/cardiovascular understanding. • Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	• Knowledge of skeletal anatomy (ribs, sternum, vertebrae). • Understanding of joints and muscles. • Familiarity with histology of skeletal & muscle tissue. • Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	• Topic-specific anatomy (boundaries, components, relations). • Surface landmarks and clinical correlations.
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	• Oral questioning, Spot tests on cadaver and models. • Short recap questions, Observation of participation.
Summary (03 Mins)	• Reinforce key points of the topic, Highlight clinical significance. • Prepare foundation for advanced study.

References	- Gray's Anatomy for Students, Latest Edition. - Clinically Oriented Anatomy – K.L. Moore, Latest Edition. - Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. - Atlas of Human Anatomy – Frank H. Netter.
Topic	Regional Anatomy
Title	Surface anatomy & Radiology
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able: - To identify and describe the surface landmarks of the thorax and their underlying structures. - To correlate surface anatomy with the position of the heart, lungs, trachea, and great vessels. - To recognize the clinical significance of surface anatomy in procedures like auscultation, percussion, central line insertion, and thoracocentesis. - To understand the basic principles of thoracic radiology (X-ray, CT, MRI) and common imaging planes. - To interpret radiological images of the thorax, including heart, lungs, mediastinum, and diaphragm. - To relate anatomical structures seen on imaging to their surface landmarks for diagnostic and clinical application.
Purpose (03 Mins)	- Introduce gross anatomy of thoracic region. - Provide structural basis for respiratory/cardiovascular understanding. - Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	- Knowledge of skeletal anatomy (ribs, sternum, vertebrae). - Understanding of joints and muscles. - Familiarity with histology of skeletal & muscle tissue. - Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	- Topic-specific anatomy (boundaries, components, relations). - Surface landmarks and clinical correlations.
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	- Oral questioning, Spot tests on cadaver and models. - Short recap questions, Observation of participation.
Summary (03 Mins)	- Reinforce key points of the topic, Highlight clinical significance. - Prepare foundation for advanced study.
References	- Gray's Anatomy for Students, Latest Edition. - Clinically Oriented Anatomy – K.L. Moore, Latest Edition. - Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. - Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Item-05 (Diaphragm & Oesophagus)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	Diaphragm 1. Name the parts of the diaphragm. 2. What are the attachments of the diaphragm? 3. Name the openings of the diaphragm and the structures passing through each. 4. What is the nerve supply of the diaphragm? 5. What is the blood supply of the diaphragm? 6. What is the lymphatic drainage of the diaphragm? 7. What is the role of the diaphragm in respiration? 8. What is a diaphragmatic hernia? 9. How can you differentiate the left and right domes of the diaphragm? Esophagus 1. What is the extent of the esophagus? 2. Name the parts of the esophagus. 3. What are the constrictions of the esophagus? 4. What is the arterial supply of the esophagus? 5. What is the venous drainage of the esophagus? 6. Name the lymphatic drainage of the esophagus. 7. What is the nerve supply of the esophagus? 8. Name the anatomical relations of the esophagus in the neck, thorax, and abdomen. 9. What are the clinical conditions related to the esophagus (e.g., varices, achalasia, tumors)?
Purpose (03 Mins)	• Introduce gross anatomy of thoracic region. • Provide structural basis for respiratory/cardiovascular understanding. • Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	• Knowledge of skeletal anatomy (ribs, sternum, vertebrae). • Understanding of joints and muscles. • Familiarity with histology of skeletal & muscle tissue. • Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	• Topic-specific anatomy (boundaries, components, relations). • Surface landmarks and clinical correlations.
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	• Oral questioning, Spot tests on cadaver and models. • Short recap questions, Observation of participation.
Summary (03 Mins)	• Reinforce key points of the topic, Highlight clinical significance. • Prepare foundation for advanced study.
References	• Gray's Anatomy for Students, Latest Edition. • Clinically Oriented Anatomy – K.L. Moore, Latest Edition. • Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. • Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Item-06 (Blood vessels, Nerves & Lymphatics)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	Blood Vessels of Thorax 1. Name the major arteries supplying the thoracic wall. 2. Name the major veins of the thoracic wall. 3. What is the origin of the thoracic aorta? 4. Name the branches of the thoracic aorta in the thorax. 5. What are the tributaries of the superior vena cava? 6. What are the azygos system veins? Name them. 7. What is the clinical significance of the azygos vein? 8. Name the pulmonary arteries and veins. 9. What is the difference between systemic and pulmonary circulation in the thorax? Nerves of Thorax 10. Name the major nerves of the thorax. 11. What is the course and function of the phrenic nerve? 12. What is the course and function of the vagus nerve in the thorax? 13. What is the course of the sympathetic trunk in the thorax? 14. Name the cardiac, pulmonary, and esophageal plexuses. 15. What is the role of the thoracic splanchnic nerves? 16. What is the clinical significance of the phrenic nerve in thoracic surgery? Lymphatics of Thorax 17. Name the major lymph nodes of the thorax. 18. What is the course of the thoracic duct? 19. Where does the thoracic duct terminate? 20. Name the tributaries of the thoracic duct.
Purpose (03 Mins)	• Introduce gross anatomy of thoracic region. • Provide structural basis for respiratory/cardiovascular understanding. • Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	• Knowledge of skeletal anatomy (ribs, sternum, vertebrae). • Understanding of joints and muscles. • Familiarity with histology of skeletal & muscle tissue. • Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	• Topic-specific anatomy (boundaries, components, relations). • Surface landmarks and clinical correlations.
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	• Oral questioning, Spot tests on cadaver and models. • Short recap questions, Observation of participation.
Summary (03 Mins)	• Reinforce key points of the topic, Highlight clinical significance. • Prepare foundation for advanced study.
References	• Gray's Anatomy for Students, Latest Edition. • Clinically Oriented Anatomy – K.L. Moore, Latest Edition. • Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. • Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Simulation Lab
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able: • To identify and palpate surface landmarks of the thorax and correlate them with underlying structures (heart, lungs, trachea, diaphragm). • To practice auscultation and percussion techniques for assessing heart and lung function. • To demonstrate anatomical relations and pathways of major thoracic blood vessels, nerves, and lymphatics using models or simulations. • To recognize and simulate thoracic procedures such as thoracentesis, pericardiocentesis, and tracheostomy safely in a lab environment. • To interpret basic thoracic imaging (X-ray/CT) in conjunction with anatomical knowledge for clinical relevance. • To enhance clinical reasoning skills by correlating thoracic anatomy with common pathologies such as pleural effusion, pneumothorax, and cardiac enlargement. • To apply sterile techniques and safety protocols during thoracic simulation exercises.
Purpose (03 Mins)	• Introduce gross anatomy of thoracic region. • Provide structural basis for respiratory/cardiovascular understanding. • Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	• Knowledge of skeletal anatomy (ribs, sternum, vertebrae). • Understanding of joints and muscles. • Familiarity with histology of skeletal & muscle tissue. • Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	• Topic-specific anatomy (boundaries, components, relations). • Surface landmarks and clinical correlations.
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	• Oral questioning, Spot tests on cadaver and models. • Short recap questions, Observation of participation.
Summary (03 Mins)	• Reinforce key points of the topic, Highlight clinical significance. • Prepare foundation for advanced study.
References	• Gray's Anatomy for Students, Latest Edition. • Clinically Oriented Anatomy – K.L. Moore, Latest Edition. • Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. • Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Item-07 (Living Anatomy)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	Heart & Great Vessels 1. Where is the apex of the heart located on the chest wall? 2. Where is the base of the heart located externally? 3. Name the surface markings for the right atrium and left ventricle. 4. Where can you palpate the precordial region? 5. Where do you auscultate the aortic, pulmonary, tricuspid, and mitral valves? 6. Where is the sternal angle (Angle of Louis) and why is it important? 7. What is the surface marking of the superior vena cava? 8. What is the surface marking of the ascending aorta and arch of aorta? Lungs & Pleura 9. Where are the apices of the lungs located relative to the clavicle? 10. Where are the bases of the lungs and pleura located externally? 11. What are the surface markings for right and left oblique fissures? 12. How do you identify the costodiaphragmatic recess externally? 13. Name the surface lines of the thorax used in lung examination (midclavicular, midaxillary, scapular). Trachea & Bronchi 14. Where is the trachea palpable in the neck? 15. Where does the trachea bifurcate (carina) relative to surface landmarks? Diaphragm & Others 16. Where is the diaphragm dome marked on the anterior chest? 17. How do you assess chest expansion and the costal angle?
Purpose (03 Mins)	• Introduce gross anatomy of thoracic region. • Provide structural basis for respiratory/cardiovascular understanding. • Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	• Knowledge of skeletal anatomy (ribs, sternum, vertebrae). • Understanding of joints and muscles. • Familiarity with histology of skeletal & muscle tissue. • Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	• Topic-specific anatomy (boundaries, components, relations). • Surface landmarks and clinical correlations.
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	• Oral questioning, Spot tests on cadaver and models. • Short recap questions, Observation of participation.
Summary (03 Mins)	• Reinforce key points of the topic, Highlight clinical significance. • Prepare foundation for advanced study.
References	• Gray's Anatomy for Students, Latest Edition. • Clinically Oriented Anatomy – K.L. Moore, Latest Edition. • Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. • Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Item-08 (Anatomy of Radiology & Images)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	General Thoracic Imaging 1. Name the common imaging modalities used for the thorax. 2. What is the standard view in a chest X-ray? 3. What are the advantages of CT scan over X-ray for thoracic imaging? 4. What is the role of MRI in thoracic imaging? Heart & Great Vessels 5. How do you identify the heart size on a chest X-ray? 6. What is the cardiothoracic ratio and normal value? 7. How can you identify the aortic arch and pulmonary arteries on X-ray? 8. Name the signs of cardiomegaly on radiograph. 9. How can you detect pericardial effusion radiologically? Lungs & Pleura 10. How do you identify the lungs and pleura on X-ray? 11. What are radiological features of pneumothorax? 12. How do you detect pleural effusion on imaging? 13. What are the features of lung consolidation on chest X-ray? Trachea & Bronchi 14. How is the trachea visualized on X-ray? 15. How can you identify tracheal deviation and its clinical significance? 16. How are the bronchi visualized on CT? Diaphragm & Mediastinum 17. How is the diaphragm visualized on chest X-ray? 18. How do you detect diaphragmatic hernia or elevation radiologically? 19. How do you identify mediastinal widening and its clinical importance?
Purpose (03 Mins)	• Introduce gross anatomy of thoracic region. • Provide structural basis for respiratory/cardiovascular understanding. • Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	• Knowledge of skeletal anatomy (ribs, sternum, vertebrae). • Understanding of joints and muscles. • Familiarity with histology of skeletal & muscle tissue. • Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	• Topic-specific anatomy (boundaries, components, relations). • Surface landmarks and clinical correlations.
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	• Oral questioning, Spot tests on cadaver and models, Short recap questions, Observation of participation.
Summary (03 Mins)	• Reinforce key points of the topic, Highlight clinical significance. • Prepare foundation for advanced study.
References	• Gray's Anatomy for Students, Latest Edition. • Clinically Oriented Anatomy – K.L. Moore, Latest Edition. • Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. • Atlas of Human Anatomy – Frank H. Netter.

Topic	Regional Anatomy
Title	Review Class
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and Date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	• Define and identify relevant anatomical structures. • Explain components and boundaries. • Demonstrate cadaveric features. • Correlate structures with clinical applications.
Purpose (03 Mins)	• Introduce gross anatomy of thoracic region. • Provide structural basis for respiratory/cardiovascular understanding. • Relate practical orientation to clinical relevance.
Prerequisite of learning (02 Mins)	• Knowledge of skeletal anatomy (ribs, sternum, vertebrae). • Understanding of joints and muscles. • Familiarity with histology of skeletal & muscle tissue. • Basic concept of anatomical planes and dissection protocols.
Contents (40 Mins)	• Topic-specific anatomy (boundaries, components, relations). • Surface landmarks and clinical correlations.
Method	Demonstration-based dissection, Guided discussion. Q&A sessions, Use of models, charts, prosected specimens.
Material	Dissection instruments, Cadaver/specimens, Skeleton model (thoracic cage), Whiteboard/Marker.
Assessment (10 Mins)	• Oral questioning, Spot tests on cadaver and models. • Short recap questions, Observation of participation.
Summary (03 Mins)	• Reinforce key points of the topic, Highlight clinical significance. • Prepare foundation for advanced study.
References	• Gray's Anatomy for Students, Latest Edition. • Clinically Oriented Anatomy – K.L. Moore, Latest Edition. • Cunningham's Manual of Practical Anatomy, Vol. 2, Latest Edition. • Atlas of Human Anatomy – Frank H. Netter.

Lesson Plan for Tutorial Class of Superior Extremity Card

Topic	Gross anatomy
Title	Clavicle
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the clavicle – shape, ends, borders, and surfaces. - Understand articulations and attachments – joints, muscles, and ligaments connected to the clavicle. - Explain functional significance – role in shoulder movement, strut function, and protection of neurovascular structures. - Recognize clinical relevance – common fractures, congenital anomalies, and importance in surgery and radiology.
Purpose (03 Mins)	- To introduce students to the anatomy of the clavicle as part of the pectoral girdle. - To enable students to identify and describe the clavicle in bones, cadaver specimens, and radiographs. - To build a foundation for understanding clinical conditions (fractures, congenital anomalies, surgical approaches). - To integrate theoretical anatomy with its applied and clinical importance.
Prerequisite of learning (02 Mins)	- Basic anatomy of the skeletal system – classification of bones (long, short, flat, irregular). - Anatomical terms of position, planes, and directions (medial, lateral, superior, inferior, anterior, posterior). - General idea of the pectoral girdle and upper limb regions.
Contents (40 Mins)	- Introduction: Position and importance of clavicle in pectoral girdle. - General features: Shape, ends (sternal & acromial), surfaces, borders. - Articulations: Sternoclavicular and acromioclavicular joints. - Attachments: Muscles (deltoid, trapezius, pectoralis major, subclavius, sternocleidomastoid) and ligaments (coracoclavicular, costoclavicular, acromioclavicular). - Functions: Acts as a strut, maintains shoulder position, protects neurovascular structures. - Clinical importance: Common fractures, congenital anomalies (e.g., cleidocranial dysostosis), surgical and radiological significance.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker Bone-Clavicle , Speakers
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Gross Anatomy
Title	Item- Clavicle
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify the general features of the clavicle (ends, shaft, surfaces, borders). - Demonstrate a systematic oral description of the clavicle including landmarks, attachments, and relations. - Correlate clavicle anatomy with clinical conditions (fractures, deformities, surgical importance).
Purpose (03 Mins)	- To train students in proper oral description of the clavicle for viva and practical exams. - To develop clinical orientation by linking anatomy with common clavicular fractures and deformities.
Prerequisite of learning (02 Mins)	- General anatomy of bones (long vs flat bones). - Muscles attached to clavicle (sternocleidomastoid, deltoid, trapezius, and pectoralis major). - Joints related to clavicle (sternoclavicular, acromioclavicular).
Contents (40 Mins)	- Type: Long, S-shaped bone. - Ends - Sternal end – medial, articulates with sternum. - Acromial end – lateral, articulates with acromion. - Shaft: Medial 2/3 convex forward, lateral 1/3 concave forward. - Landmarks: Conoid tubercle, trapezoid line, subclavian groove, costoclavicular impression. - Attachments: Sternocleidomastoid, pectoralis major, deltoid, trapezius, subclavius, sternohyoid. - Relations: Subclavian vessels, brachial plexus. - Clinical: Fracture at junction of medial 2/3 & lateral 1/3, cosmetic deformity.
Method	Question- answer session.
Material	- Whiteboard and marker - Clavicle, Speakers
Assessment (10 Mins)	- Formative: Spot questioning during demonstration, peer oral description. - Summative: Practical/viva exam (student gives oral description of clavicle with landmarks, attachments, and clinical importance). - Checklist: Proper identification of ends, shaft, surfaces, landmarks, attachments, and applied anatomy.
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Gross anatomy
Title	Scapula
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the scapula – shape, borders, angles, surfaces, and processes. - Explain articulations – glenohumeral and acromioclavicular joints. - Understand muscular and ligamentous attachments – rotator cuff muscles, deltoid, trapezius, rhomboids, serratus anterior, ligaments. - Discuss functional significance – role in shoulder mobility and stability. - Recognize clinical relevance – common fractures, winged scapula, and surgical/radiological importance.
Purpose (03 Mins)	- To introduce medical students to the structural and functional features of the scapula, a key component of the shoulder girdle. - To help students understand the anatomical landmarks and their importance in movement, muscle attachment, and clinical examination. - To provide a basis for future learning in musculoskeletal anatomy, radiology, surgery, and clinical practice.
Prerequisite of learning (02 Mins)	- Basic understanding of human skeleton and bones. - Familiarity with upper limb anatomy . - Basic knowledge of bone tissue structure and functions. - Concept of anatomical terminology (surfaces, borders, angles, processes).
Contents (40 Mins)	- Scapula – General structure and features - Borders, angles, and surfaces - Landmarks: spine, acromion, coracoid process, glenoid cavity - Articulations and clinical relevance
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	- Whiteboard and marker - Bone- Scapula, Speakers
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Gross anatomy
Title	Humerus
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the humerus and its landmarks. - Explain articulations and attachments of muscles and ligaments. - Discuss functional significance in upper limb movements. - Recognize clinical relevance, fractures, and nerve injuries.
Purpose (03 Mins)	- To introduce students to the anatomical features of the humerus. - To enable students to identify and describe the humerus in bones, cadaver specimens, and radiographs. - To link theoretical knowledge with clinical anatomy (fractures, nerve injuries, surgical landmarks). - To prepare students for further study of the shoulder, arm, and elbow joint.
Prerequisite of learning (02 Mins)	- General anatomy of the skeletal system – classification of bones. - Anatomical terms of position, planes, and directions (medial, lateral, superior, inferior, anterior, posterior). - Basic knowledge of upper limb regions and pectoral girdle.
Contents (40 Mins)	- Introduction & position: Humerus as the upper arm bone, connecting shoulder and elbow. - Features: Head, neck, shaft, distal condyles and epicondyles. - Joints: Shoulder (glenohumeral) and elbow. - Attachments: Muscles (deltoid, biceps, triceps) and ligaments. - Functions: Movement, muscle attachment, force transmission. - Clinical relevance: Common fractures (surgical neck, shaft, supracondylar), nerve injuries (axillary, radial, ulnar).
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	- Whiteboard and marker - Bone- Humerus, Speakers
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Gross anatomy
Title	Articulated hand
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the bones of the hand (carpals, metacarpals, phalanges). - Explain the joints of the hand and their movements. - Understand functional significance in grip and hand movements. - Recognize clinical relevance such as fractures, dislocations, and congenital anomalies.
Purpose (03 Mins)	- To familiarize students with the anatomy of the hand and its bones in articulated form. - To enable students to identify bones, joints, and surfaces in cadaveric specimens and models. - To relate anatomy with clinical relevance (fractures, deformities, surgical landmarks). - To understand the structure-function relationship of the hand for mobility and dexterity.
Prerequisite of learning (02 Mins)	- Basic anatomy of the skeletal system – types of bones (long, short, flat and irregular). - Anatomical terms of position, planes, and directions (proximal, distal, medial, lateral, anterior and posterior). - General knowledge of joints and muscle attachments.
Contents (40 Mins)	- Bones: Carpals (scaphoid, lunate, triquetrum, pisiform, trapezium, trapezoid, capitate, hamate), Metacarpals (I–V), Phalanges (proximal, middle, distal; thumb has 2). - Joints: Carpometacarpal (thumb saddle, fingers plane), Metacarpophalangeal (condyloid), Interphalangeal (hinge). - Attachments: Ligaments (collateral, palmar, interosseous), Tendons (flexor, extensor). - Functions: Grip, precision handling, flexion/extension, abduction/adduction, thumb opposition. - Clinical relevance: Common fractures (scaphoid, metacarpals), dislocations, congenital anomalies (syndactyly, polydactyly), surgical significance.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	- Whiteboard and marker - Bone- Humerus, Speakers
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Gross anatomy
Title	Radius
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the radius and its landmarks. - Explain articulations and attachments of muscles and ligaments. - Discuss functional significance in forearm rotation and wrist movements. - Recognize clinical relevance, common fractures, and surgical importance.
Purpose (03 Mins)	- To familiarize students with the anatomy of the radius. - To enable students to identify and describe the radius in bones, cadaveric specimens, and radiographs. - To link theoretical knowledge with clinical relevance (fractures, movements, surgical landmarks). - To prepare students for understanding forearm and wrist mechanics.
Prerequisite of learning (02 Mins)	- General anatomy of the skeletal system – types of bones (long, short, flat and irregular). - Anatomical terms of position, planes, and directions (medial, lateral, anterior, posterior, proximal and distal). - Basic structure of the forearm, including radius and ulna orientation. - Upper limb joints – elbow and wrist basics.
Contents (40 Mins)	- Introduction: Lateral forearm bone, between elbow and wrist. - Features: Proximal head and neck, shaft, distal styloid and articular surfaces. - Joints: Proximal/distal radioulnar, humeroradial, wrist joints. - Attachments: Muscles (biceps, supinator, pronators, brachioradialis) and ligaments (annular, interosseous membrane). - Functions: Forearm rotation (pronation/supination), force transmission, muscle attachment. - Clinical relevance: Common fractures (Colles', radial head), nerve/tendon injuries, surgical/radiological importance.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	- Whiteboard and marker - Bone- Humerus, Speakers
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Gross anatomy
Title	Ulna
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the ulna and its landmarks. - Explain articulations and attachments of muscles and ligaments. - Discuss functional significance in forearm movement. - Recognize clinical relevance, common fractures, and surgical importance.
Purpose (03 Mins)	- To familiarize students with the anatomy of the Ulna. - To enable students to identify and describe the Ulna in bones, cadaveric specimens, and radiographs. - To link theoretical knowledge with clinical relevance (fractures, movements, surgical landmarks). - To prepare students for understanding forearm and wrist mechanics.
Prerequisite of learning (02 Mins)	- Basic anatomy of the skeletal system – bone types and structure. - Anatomical terms of position, planes, and directions (medial, lateral, anterior, posterior, proximal, distal). - Basic forearm anatomy – radius and ulna orientation. - Knowledge of elbow and wrist joints.
Contents (40 Mins)	- Introduction: Medial forearm bone, relation to radius, elbow, and wrist. - Features: Proximal end (olecranon, coronoid, trochlear notch, radial notch), shaft, distal end (head, styloid process, ulnar notch). - Articulations: Elbow joint, proximal and distal radioulnar joints. - Attachments: Muscles (triceps, brachialis, pronator teres, flexor/extensor carpi ulnaris), ligaments (ulnar collateral, interosseous membrane). - Functions: Stability, elbow flexion/extension, forearm pronation/supination. - Clinical relevance: Common fractures (olecranon, shaft, distal ulna), ulnar nerve injuries, surgical/radiological significance.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	- Whiteboard and marker - Bone- Humerus, Speakers
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Gross Anatomy
Title	Shoulder joint
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify the type and classification of the shoulder joint. - Describe articular surfaces, capsule, ligaments, bursae, and relations. - Explain movements of the shoulder joint and the muscles responsible. - Discuss stability factors of the joint. - Apply anatomical knowledge to clinical correlations (e.g., dislocation, frozen shoulder, rotator cuff injuries).
Purpose (03 Mins)	- To provide students with knowledge of the structure and function of the shoulder joint. - To develop the ability to relate anatomical features with movements and stability. - To prepare students for clinical understanding of common joint pathologies and surgical approaches.
Prerequisite of learning (02 Mins)	- General classification of joints (especially synovial). - Gross anatomy of the scapula, clavicle, and humerus. - Muscles acting on the shoulder region. - Basic concepts of joint movements.
Contents (40 Mins)	- Type of joint: Ball and socket, synovial. - Articular surfaces: Head of humerus & glenoid cavity of scapula. - Capsule & ligaments: Capsule, glenohumeral, coracohumeral, coracoacromial ligaments. - Bursae: Subacromial, subscapular. - Movements: Flexion, extension, abduction, adduction, medial & lateral rotation, circumduction. - Muscles responsible: Deltoid, rotator cuff group, pectoralis major, latissimus dorsi, etc. - Stability factors: Rotator cuff, capsule, ligaments, labrum. - Applied anatomy: Dislocation of shoulder, frozen shoulder, rotator cuff tear, bursitis.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	- Whiteboard and marker - Bone- Humerus, Speakers
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Gross anatomy
Title	Other joints of upper limb.
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the elbow, radioulnar, wrist, and hand joints. - Explain the capsule, ligaments, and movements of these joints. - Describe muscles involved in their movements. - Recognize clinical relevance such as common fractures, dislocations, and deformities.
Purpose (03 Mins)	- To help students understand the articulations, ligaments, and movements of each joint. - To relate the anatomy of these joints to clinical relevance such as fractures, dislocations, and common deformities. - To prepare students for clinical applications, radiological interpretation, and surgical approaches.
Prerequisite of learning (02 Mins)	- General anatomy of joints – classification (fibrous, cartilaginous, synovial), features of synovial joints. - Anatomy of bones of the upper limb (clavicle, scapula, humerus, radius, ulna, carpals, metacarpals, phalanges). - Anatomical terms of position and movements (flexion, extension, abduction, adduction, pronation and supination). - Basic muscular attachments and ligaments of the upper limb.
Contents (40 Mins)	- Elbow Joint: Hinge synovial joint; articulations (humerus with ulna and radius); ligaments (ulnar collateral, radial collateral, annular); movements (flexion, extension); clinical (supracondylar fracture, dislocation, bursitis). - Radioulnar Joints (Proximal & Distal): Pivot synovial; movements (pronation, supination); clinical (radial head dislocation – pulled elbow). - Wrist Joint (Radiocarpal): Ellipsoid synovial; articulations (radius with scaphoid, lunate); ligaments (radial and ulnar collateral); movements (flexion, extension, abduction, adduction, circumduction); clinical (Colles' fracture, scaphoid fracture). - Joints of the Hand: Carpometacarpal (thumb = saddle, others = plane), Metacarpophalangeal (condyloid), Interphalangeal (hinge); movements (flexion, extension, abduction, adduction); clinical (arthritis, dislocations, congenital anomalies).
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	- Whiteboard and marker - Bone- Humerus, Speakers
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Gross Anatomy
Title	Arm (front & back), Cubital fossa.
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe the compartments of the arm with their muscles, nerve supply, and actions. - Identify important neurovascular structures of the arm. - Explain the boundaries and contents of the cubital fossa. - Correlate the anatomical knowledge with applied aspects (venipuncture, nerve injury, fractures).
Purpose (03 Mins)	- To provide students with clear knowledge of the structural and functional anatomy of the arm and cubital fossa. - To develop understanding of the clinical importance of these regions (blood pressure measurement, venipuncture, common injuries). - To integrate anatomical knowledge with practical and clinical skill.
Prerequisite of learning (02 Mins)	- Basic osteology of humerus, radius, and ulna. - General knowledge of muscles, arteries, veins, and nerves of upper limb. - Anatomical terms of position and relation.
Contents (40 Mins)	Arm: - Boundaries and compartments (anterior & posterior). - Muscles: biceps brachii, brachialis, coracobrachialis, triceps brachii. - Blood supply: brachial artery and profunda brachii. - Nerve supply: musculocutaneous, radial, ulnar, median nerves. Cubital Fossa: - Boundaries (superior, medial, lateral, floor, roof). - Contents (TAN from medial → lateral: tendon of biceps, brachial artery, median nerve; plus radial nerve, cephalic & basilic veins). - Clinical anatomy: venipuncture, cubital fossa injuries, arterial pulse, supracondylar fracture of humerus.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	- Whiteboard and marker - Bones of Upper limb, Speakers
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Gross Anatomy
Title	Oral examination of Radius
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify anatomical features of the radius. - Demonstrate oral description of its ends, shaft, and attachments. - Correlate anatomical features with clinical importance.
Purpose (03 Mins)	- To develop skill in oral identification of bones. - To prepare students for viva/practical exams. - To strengthen correlation between anatomy and clinical practice.
Prerequisite of learning (02 Mins)	- Basic bone anatomy (long bone structure). - General osteology terms (shaft, ends, surfaces, borders). - Terminology of muscle attachments.
Contents (40 Mins)	- Type: Long bone of forearm (lateral). - Upper End: Head (disc-shaped, articulates with capitulum & radial notch), neck, radial tuberosity. - Shaft: Lateral convexity, interosseous border (for membrane). - Lower End: Styloid process, ulnar notch, dorsal tubercle. - Attachments: Biceps brachii (radial tuberosity), pronator teres, supinator, flexor pollicis longus, pronator quadratus. - Relations: Interosseous membrane with ulna. - Clinical: Colles' fracture (distal radius).
Method	Question- answer session.
Material	- Radius bone specimen (real or plastic) - Whiteboard & marker
Assessment (10 Mins)	- Formative: Oral questioning during class, spot test on landmarks. - Summative: Practical/viva exam (student describes Radius with landmarks, attachments, and clinical relevance). - Checklist: Proper identification of ends, shaft, surfaces, borders, attachments, and applied anatomy.
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Gross Anatomy
Title	Oral examination of Ulna
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the anatomical features of the ulna. - Demonstrate oral description of its ends, shaft, and attachments. - Correlate anatomical features with functional and clinical relevance.
Purpose (03 Mins)	- To train students in systematic oral bone description. - To prepare them for viva and practical examinations. - To strengthen the link between anatomy and clinical practice.
Prerequisite of learning (02 Mins)	- General features of a long bone. - Osteology terms (shaft, ends, borders, surfaces). - Basic knowledge of forearm muscles.
Contents (40 Mins)	- Type: Long bone of forearm (lateral). - Upper End: Head (disc-shaped, articulates with capitulum & radial notch), neck, radial tuberosity. - Shaft: Lateral convexity, interosseous border (for membrane). - Lower End: Styloid process, ulnar notch, dorsal tubercle. - Attachments: Biceps brachii (radial tuberosity), pronator teres, supinator, flexor pollicis longus, pronator quadratus. - Relations: Interosseous membrane with ulna. - Clinical: Colles' fracture (distal radius).
Method	Question- answer session.
Material	- Ulna bone specimen (real or plastic) - Whiteboard & marker
Assessment (10 Mins)	- Oral viva: Students describe features of ulna. - Spotting test: Identification of landmarks on bone/model. - Short notes/questions on attachments and clinical importance.
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh. - Human Anatomy, BD Chaurasias.

Topic	Gross Anatomy
Title	Front of Forearm
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Classify the muscles of the front of the forearm into superficial, intermediate, and deep groups. - State the origin, insertion, nerve supply, and actions of these muscles. - Describe the arrangement of important vessels and nerves in the region. - Correlate the anatomical knowledge with applied aspects (e.g., golfer's elbow, carpal tunnel syndrome).
Purpose (03 Mins)	- To provide knowledge of the muscular and neurovascular anatomy of the forearm. - To help students understand the relationship of structures for clinical applications. - To build a foundation for clinical practice in orthopedics, surgery, and radiology..
Prerequisite of learning (02 Mins)	- Bones of the forearm (radius & ulna). - General structure and classification of skeletal muscles. - Basic nerve supply from the brachial plexus..
Contents (40 Mins)	Muscles of Front of Forearm: - Superficial group (common flexor origin – medial epicondyle): pronator teres, flexor carpi radialis, palmaris longus, flexor carpi ulnaris. - Intermediate group: flexor digitorum superficialis. - Deep group: flexor digitorum profundus, flexor pollicis longus, pronator quadratus. - Nerve Supply: Median nerve (main), ulnar nerve (FCU & medial part of FDP). - Vessels: Radial & ulnar arteries. - Applied Anatomy: Golfer's elbow (medial epicondylitis), carpal tunnel syndrome, nerve compression.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	- Whiteboard and marker - Bones of Upper limb, Speakers
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh. - Human Anatomy, BD Chaurasias.

Topic	Gross Anatomy
Title	Oral examination of Articulated hand.
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the bones of the articulated hand (carpals, metacarpals, phalanges). - Demonstrate oral description of anatomical features, surfaces, borders, and articulations. - Relate anatomical structures to functional and clinical relevance.
Purpose (03 Mins)	- To develop skill in oral bone description in an articulated skeletal context. - To enhance understanding of hand anatomy through 3D orientation. - To prepare students for viva and practical examinations with clinical correlations.
Prerequisite of learning (02 Mins)	- General osteology and terms (shaft, ends, surfaces, borders). - Anatomy of individual hand bones (carpal, metacarpal, phalanges). - Basic muscle groups of hand and wrist.
Contents (40 Mins)	- Carpals (8 bones): Proximal (scaphoid, lunate, triquetrum, pisiform) & distal row (trapezium, trapezoid, capitate, hamate). - Metacarpals (5): Base, shaft, head. - Phalanges (14): Proximal, middle, distal. - Articulations: Radiocarpal joint, intercarpal, carpometacarpal, metacarpophalangeal, interphalangeal joints. - Clinical: Scaphoid fracture, Bennett's fracture (1st metacarpal), mallet finger, carpal tunnel syndrome.
Method	Question- answer session
Material	- Articulated hand specimen (dry bone model). - Charts/3D models of hand bones. - X-ray images of hand.
Assessment (10 Mins)	- Oral viva: Students describe bones in an articulated hand. - Spotting test: Identification of individual bones/joints. - Short answer questions on articulations and clinical correlations.
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh. - Human Anatomy, BD Chaurasias.

Topic	Gross Anatomy
Title	Oral examination of joints of upper limb except shoulder joint.
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the major joints of the upper limb (except shoulder joint). - State the type, articular surfaces, ligaments, and movements of these joints. - Correlate the anatomy with clinical conditions (e.g., dislocations, arthritis).
Purpose (03 Mins)	- To train students in oral description of joints for viva/practical exam. - To develop skill in identifying and describing bones and their articulations. - To integrate anatomical knowledge with functional and clinical importance.
Prerequisite of learning (02 Mins)	- General classification of joints. - Osteology of upper limb bones (humerus, radius, ulna, hand bones). - Basic muscle actions around each joint.
Contents (40 Mins)	- Elbow joint → Hinge, humero-ulnar & humero-radial. - Proximal & distal radioulnar joints → Pivot, supination & pronation. - Wrist joint (radiocarpal) → Condylar, flexion–extension, deviation. - Intercarpal joints → Plane. - Carpometacarpal joints → Plane (except 1st → saddle). - Metacarpophalangeal joints → Condylar. - Interphalangeal joints → Hinge. - Clinical notes → Tennis elbow, pulled elbow, Colles' fracture, carpal tunnel.
Method	Question- answer session
Material	- Articulated skeleton of upper limb. - Disarticulated bone sets. - Joint models or charts. - Radiographs (X-rays) of joints.
Assessment (10 Mins)	- Oral viva: Description of a selected joint (e.g., elbow, wrist). - Spotting test: Identify joint type on skeleton/model. - Short questions: Movements, ligaments, clinical cases.
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh. - Human Anatomy, BD Chaurasias.

Topic	Gross Anatomy
Title	Back of Forearm
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Classify the muscles of the back of the forearm into superficial and deep groups. - Describe the origin, insertion, nerve supply, and actions of these muscles. - Identify the main vessels and nerves running along the posterior forearm. - Relate anatomical knowledge to clinical applications (e.g., tennis elbow, radial nerve injuries).
Purpose (03 Mins)	- To provide students with clear understanding of the extensor compartment of the forearm. - To enable correlation of anatomy with clinical conditions like lateral epicondylitis and radial nerve compression. - To build foundational knowledge for surgical, orthopedic, and radiological practice.
Prerequisite of learning (02 Mins)	- Bones of the forearm (radius & ulna). - General organization of muscles (origin, insertion, nerve supply, action). - Basic upper limb nerve anatomy (radial, median, ulnar).
Contents (40 Mins)	Muscles of Back of Forearm: - Superficial group (origin mainly from lateral epicondyle): brachioradialis, extensor carpi radialis longus & brevis, extensor digitorum, extensor digiti minimi, extensor carpi ulnaris, anconeus. - Deep group: supinator, abductor pollicis longus, extensor pollicis longus & brevis, extensor indicis. - Nerve Supply: Radial nerve (deep branch / posterior interosseous nerve). - Vessels: Radial and ulnar arteries, posterior interosseous artery. Applied Anatomy: - Tennis elbow (lateral epicondylitis). - Radial nerve injury (wrist drop). - Tendon injuries affecting thumb and fingers.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	- Whiteboard and marker - Bones of Upper limb, Speakers
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh. - Human Anatomy, BD Chaurasias.

Topic	Gross Anatomy
Title	Palm of Hand.
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe the anatomical organization of the palm (thenar, hypothenar, and central compartments). - Identify the intrinsic muscles of the hand, their origin, insertion, nerve supply, and actions. - Describe the arrangement of vessels and nerves in the palm (superficial and deep palmar arches, median and ulnar nerves). - Understand the functional significance of muscles in grip and fine movements. - Relate anatomical knowledge to clinical conditions (e.g., carpal tunnel syndrome, ulnar nerve injury).
Purpose (03 Mins)	- To provide detailed knowledge of the muscular, neurovascular, and fascial anatomy of the palm. - To understand the structure-function relationship of intrinsic hand muscles in precision movements. - To integrate anatomy with clinical applications like nerve injuries, fractures, and surgical procedures.
Prerequisite of learning (02 Mins)	- Bones of the hand (carpals, metacarpals, phalanges). - General muscle anatomy – origin, insertion, action, nerve supply. - Nerves of the upper limb – median, ulnar, radial.
Contents (40 Mins)	Compartments & Muscles: - Thenar: Abductor pollicis brevis, flexor pollicis brevis, opponens pollicis. - Hypothenar: Abductor digiti minimi, flexor digiti minimi brevis, opponens digiti minimi. - Central: Lumbricals, adductor pollicis, palmar interossei. Nerves & Vessels: - Median nerve: thenar muscles, lateral 2 lumbricals. - Ulnar nerve: hypothenar, medial 2 lumbricals, interossei, adductor pollicis. - Superficial & deep palmar arches. Applied Anatomy: - Carpal tunnel syndrome (median nerve). - Ulnar nerve injury (claw hand).
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	- Whiteboard and marker - Bones of Upper limb, Speakers
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh. - Human Anatomy, BD Chaurasias.

Topic	Gross Anatomy
Title	Dorsum of Hand.
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify the structures on the dorsum of the hand including extensor tendons and their sheaths. - Describe the dorsal venous network and its clinical significance. - Recognize the nerve supply and arterial supply of the dorsum. - Correlate anatomy with clinical procedures such as venous cannulation and extensor tendon injuries.
Purpose (03 Mins)	- To provide knowledge of the anatomy of the dorsal aspect of the hand. - To understand the functional significance of tendons, veins, and nerves in the dorsum. - To integrate anatomical knowledge with clinical applications like intravenous access, tendon injuries, and fractures.
Prerequisite of learning (02 Mins)	- Bones of the hand (carpals, metacarpals, phalanges). - Extensor muscles of the forearm. - Basic vascular and nerve anatomy of the upper limb.
Contents (40 Mins)	Muscles & Tendons: - Extensor tendons: extensor digitorum, extensor digiti minimi, extensor pollicis longus & brevis, abductor pollicis longus. - Tendon sheaths: extensor retinaculum and synovial sheaths. Vessels: - Dorsal venous network – cephalic and basilic veins. - Arterial supply: dorsal carpal arch. Nerves: - Superficial branch of radial nerve. Applied Anatomy: - Venous cannulation (cephalic vein). - Extensor tendon injuries. - Fractures of metacarpals and phalanges.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	- Whiteboard and marker - Bones of Upper limb, Speakers
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh. - Human Anatomy, BD Chaurasias.

Topic	Gross Anatomy
Title	Oral examination of Arm & cubital fossa.
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the osteological and soft tissue landmarks of the arm and cubital fossa. - State the muscles, vessels, nerves, and boundaries of the arm and cubital fossa. - Explain the clinical importance (e.g., venipuncture, nerve injury, fractures)
Purpose (03 Mins)	- To prepare students for oral/viva examination in practical anatomy. - To correlate the regional anatomy with clinical procedures. - To develop skills in structured description of anatomical regions.
Prerequisite of learning (02 Mins)	- Osteology of humerus, radius, and ulna. - General arrangement of muscles, vessels, and nerves of upper limb. - Types of fascial compartments and landmarks.
Contents (40 Mins)	Arm: - Compartments: Anterior (biceps, brachialis, coracobrachialis), Posterior (triceps). - Nerves: Musculocutaneous (ant.), Radial (post.). - Vessels: Brachial artery & vein. - Clinical: Midshaft humerus fracture → radial nerve palsy. Cubital Fossa: - Boundaries: (Above → imaginary line between humeral epicondyles, medial → pronator teres, lateral → brachioradialis, floor → brachialis & supinator, roof → deep fascia). - Contents (lateral → medial): Radial nerve, biceps tendon, brachial artery, median nerve. - Clinical: Venipuncture site, supracondylar fracture complications.
Method	Question- answer session.
Material	- Skeleton and disarticulated bones (humerus, radius, ulna). - Cadaveric specimen or prosected parts. - Charts and radiographs.
Assessment (10 Mins)	- Oral viva: Students describe arm compartments or cubital fossa boundaries. - Spot test: Identify structures on model/specimen. - Short structured questions: Nerve injury, venipuncture site, fractures.
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh. - Human Anatomy, BD Chaurasias.

Topic	Gross Anatomy
Title	Axilla, Back of the body & Scapular region.
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe the boundaries, contents, and clinical significance of the axilla. - Identify muscles, vertebral levels, and surface landmarks of the back. - Recognize muscles and bony landmarks of the scapular region. - Understand neurovascular structures passing through the axilla and their applied anatomy.
Purpose (03 Mins)	- To provide knowledge of the anatomical organization of the axilla, back, and scapular region. - To integrate anatomical structures with their functions and clinical applications. - To prepare students for clinical practice in surgery, orthopedics, and trauma care.
Prerequisite of learning (02 Mins)	- Bones of upper limb, thorax, and shoulder girdle. - General skeletal muscle anatomy. - Basic vascular and nerve anatomy of the upper limb.
Contents (40 Mins)	Axilla: - Boundaries: anterior (pectoralis major & minor), posterior (subscapularis, teres major, latissimus dorsi), medial (thoracic wall), lateral (humerus). - Contents: axillary artery & branches, axillary vein, brachial plexus, lymph nodes, fat. - Clinical: artery injury, lymphadenopathy. Back: - Muscles: trapezius, latissimus dorsi, levator scapulae, rhomboids. - Landmarks: spinous processes, scapular spine, iliac crest. Scapular Region: - Bones: scapula (spine, acromion, coracoid, glenoid cavity). - Muscles: supraspinatus, infraspinatus, teres major/minor, subscapularis, deltoid. - Neurovascular: suprascapular nerve & artery. - Clinical: rotator cuff injury, scapular fractures.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	- Whiteboard and marker - Bones of Upper limb, Speakers
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Gross Anatomy
Title	Oral examination of Forearm
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the muscular compartments of the forearm. - Recall the major vessels, nerves, and fascial arrangements of the forearm. - State the clinical importance (fractures, compartment syndrome, nerve palsies).
Purpose (03 Mins)	- To prepare students for oral/viva examination in regional anatomy. - To integrate forearm anatomy with functional and clinical correlation. - To train students in structured oral description of anatomical regions.
Prerequisite of learning (02 Mins)	- Osteology of radius and ulna. - General compartmental arrangement of upper limb muscles. - Basic nerve supply and arterial pattern of the upper limb.
Contents (40 Mins)	Compartments: - Anterior (flexors, pronators – superficial & deep). - Posterior (extensors, supinators – superficial & deep). - Key Muscles: Flexor digitorum superficialis/profundus, pronator teres, extensor digitorum, supinator. - Nerves: Median, ulnar, radial. - Vessels: Radial & ulnar arteries, interosseous arteries. - Clinical: Tennis elbow, Golfer's elbow, Colles' fracture, nerve entrapments (carpal tunnel, cubital tunnel).
Method	- Demonstration with cadaver/prosection/specimen. - Oral description practice by students in front of faculty. - Guided questioning on attachments, innervation, and clinical aspects. - Use of charts/diagrams for reinforcement.
Material	- Skeleton (radius, ulna). - Cadaveric specimen/prosections. - Charts and cross-section diagrams. - Clinical X-rays of forearm injuries.
Assessment (10 Mins)	- Oral viva: Describe anterior or posterior compartment of forearm. - Spotting: Identify a given muscle, nerve, or vessel. - Short questions: Clinical correlations (fractures, nerve palsies).
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Gross Anatomy
Title	Blood supply, Nerve supply & Lymphatics Drainage of Upper limb.
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe the arterial supply of the upper limb from the subclavian to the digital arteries. - Identify the major veins, superficial and deep, of the upper limb. - Explain the brachial plexus, its branches, and nerve supply to muscles and skin. - Describe the lymphatic drainage pathways and relevant lymph nodes of the upper limb. - Correlate anatomy with clinical applications such as arterial injuries, nerve injuries, and lymphadenopathy.
Purpose (03 Mins)	- To provide knowledge of vascular, neural, and lymphatic anatomy of the upper limb. - To integrate anatomy with clinical significance for diagnosis and surgical procedures. - To prepare students for practical procedures such as venipuncture, nerve blocks, and assessment of lymphatic spread.
Prerequisite of learning (02 Mins)	- General anatomy of bones and muscles of the upper limb. - Basic concepts of arteries, veins, nerves, and lymphatics. - Anatomical positions and surface landmarks of upper limb structures.
Contents (40 Mins)	- Arteries: Subclavian → Axillary → Brachial → Radial & Ulnar → Palmar arches → Digital arteries. - Veins: Superficial – Cephalic, Basilic, Median cubital; Deep – venae comitantes. - Nerves: Brachial plexus (C5–T1) → Musculocutaneous, Axillary, Radial, Median, Ulnar. - Motor & sensory supply to muscles & skin. - Lymphatics: Superficial & deep vessels → Axillary lymph nodes (central, lateral, posterior, anterior, apical). - Clinical: infections, breast cancer spread.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	- Whiteboard and marker - Bones of Upper limb, Speakers
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Gross Anatomy
Title	Pectoral Region & Mammary gland.
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe the boundaries, muscles, fascia, and important structures of the pectoral region. - Identify the anatomy of the mammary gland: situation, extent, parts, and blood supply. - Explain lymphatic drainage of the breast and its clinical importance. - Correlate anatomical features of the region with clinical conditions (breast carcinoma, abscess, gynecomastia).
Purpose (03 Mins)	- To provide understanding of the anatomy of the pectoral region and mammary gland. - To integrate structural knowledge with physiology and clinical relevance. - To prepare students for clinical application in surgery, oncology, and radiology.
Prerequisite of learning (02 Mins)	- Bones of thorax (sternum, clavicle, ribs). - Basics of skeletal muscles. - General blood supply, venous drainage, and lymphatic system.
Contents (40 Mins)	Pectoral Region: - Muscles: Pectoralis major, pectoralis minor, subclavius. - Fascia: Clavipectoral fascia. - Nerves: Branches of brachial plexus. - Vessels: Thoracoacromial, lateral thoracic arteries. Mammary Gland: - Location: Superficial fascia, 2nd–6th ribs, sternum to mid-axillary line. - Structure: Lobes, ducts, nipple, areola. - Blood supply: Internal thoracic, lateral thoracic, intercostal arteries. - Lymphatics: Axillary, parasternal, opposite breast. - Nerves: Intercostal nerves. - Applied: Breast carcinoma (lymphatic spread), abscess, gynecomastia.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	- Whiteboard and marker - Bones of Upper limb, Speakers
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Gross Anatomy
Title	Oral examination of Axilla, back of the body & Scapular region.
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the anatomical features of the axilla, scapular region, and back muscles. - State the contents, boundaries, and clinical significance of the axilla. - Correlate anatomical structures with clinical conditions (nerve injuries, lymphadenopathy, scapular fractures).
Purpose (03 Mins)	- To prepare students for oral/viva examination on posterior thoracic and axillary regions. - To reinforce knowledge of muscle attachments, nerve supply, and vascular structures. - To link anatomy with clinical relevance such as lymph node palpation, injuries, or surgical approaches.
Prerequisite of learning (02 Mins)	- Osteology of scapula, clavicle, and ribs. - General posterior thoracic muscles (trapezius, latissimus dorsi, rhomboids). - Basic brachial plexus anatomy and axillary vessels.
Contents (40 Mins)	Axilla: Boundaries: Anterior (pectoralis major/minor), posterior (subscapularis, teres major, latissimus dorsi), medial (serratus anterior & ribs), lateral (humerus). Contents: Axillary artery & vein, brachial plexus cords, axillary lymph nodes, fat. Clinical: Lymph node palpation, axillary artery injury. Back & Scapular Region: Muscles: Trapezius, latissimus dorsi, rhomboid major/minor, levator scapulae, deltoid (posterior), teres major/minor. Landmarks: Spine of scapula, acromion, inferior angle, vertebral borders. Clinical: Scapular fractures, winged scapula (long thoracic nerve injury).
Method	Question-answer session
Material	- Skeleton / scapula specimen. - Cadaveric prosections of axilla and back. - Charts and 3D models. - Radiographs of scapular fractures or axillary region.
Assessment (10 Mins)	- Oral viva: Identify muscles, landmarks, or axillary contents. - Spotting: Surface marking or anatomical structures. - Short questions: Clinical correlations (nerve injury, lymph node pathology).
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Gross Anatomy
Title	Oral examination of Palm & dorsum of hand.
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the bones, muscles, and ligaments of the palm and dorsum of the hand. - State the nerve and blood supply of the hand. - Correlate anatomical structures with clinical conditions (injuries, tendon lesions, nerve compression).
Purpose (03 Mins)	- To prepare students for oral/viva examinations on hand anatomy. - To develop skill in systematic oral description of articulated hand. - To link anatomical knowledge to clinical relevance.
Prerequisite of learning (02 Mins)	- Osteology of carpal, metacarpal, and phalangeal bones. - Muscles of the forearm and hand. - Joints of the upper limb.
Contents (40 Mins)	Palm: - Muscles: Thenar, hypothenar, lumbricals, palmar interossei, adductor pollicis. - Ligaments: Palmar aponeurosis, flexor retinaculum. - Vessels & Nerves: Superficial & deep palmar arches; median & ulnar nerves. Dorsum: - Muscles: Extensor digitorum, extensor digiti minimi, extensor indicis, dorsal interossei. - Vessels & Nerves: Dorsal venous network, radial & ulnar arteries, superficial radial nerve. Clinical: - Tendon injuries, carpal tunnel syndrome, claw hand, fractures of metacarpals/phalanges.
Method	Question-answer session
Material	- Dry bones/articulated hand model. - Cadaveric specimen (if available). - Charts/3D models of palm and dorsum muscles. - Radiographs of hand injuries. - Whiteboard/projector.
Assessment (10 Mins)	- Oral viva: Describe muscles, bones, or nerves of the palm/dorsum. - Spotting test: Identify structures on specimen/model. - Short questions: Clinical correlation (tendon injuries, nerve palsy)
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Gross Anatomy
Title	Oral examination of Surface marking & Radiology.
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	• Show surface markings of bones, joints, vessels, nerves. • Identify radiological features of upper limb bones/joints. • Correlate anatomy with clinical procedures & fractures.
Purpose (03 Mins)	• Prepare for oral/viva exam. • Train in applied + clinical anatomy. • Introduce radiological interpretation
Prerequisite of learning (02 Mins)	• Osteology of upper limb bones. • Major muscles, vessels, nerves. • Basics of X-ray anatomy.
Contents (40 Mins)	• Surface marking: clavicle, scapula, humerus, radius, ulna, hand, brachial/radial/ulnar arteries, median/ulnar/radial nerves. • Radiology: X-rays of shoulder, elbow, wrist, hand → key landmarks, fractures, dislocation
Method	• Demonstration on student/cadaver. • X-ray interpretation. • Oral viva practice & case discussion.
Material	• Bones/skeleton. • Cadaveric specimen. • X-ray films/images. • Marker & charts.
Assessment (10 Mins)	• Viva (surface marking, radiology). • Spotting bony points/X-rays. • Short clinical Q&A.
Summary (03 Mins)	Key point of Tutorial class.
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias.

Topic	Gross Anatomy
Title	Oral examination of Pectoral region & Mammary gland
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the pectoralis major and minor muscles and related structures. - Describe the anatomy of the mammary gland including lobes, ducts, and lymphatic drainage. - Correlate anatomy with clinical conditions such as breast surgery, mastectomy, and infections.
Purpose (03 Mins)	- To prepare students for oral/viva examination on pectoral region and breast. - To link anatomical knowledge with clinical relevance. - To enhance understanding of surface anatomy and palpation landmarks.
Prerequisite of learning (02 Mins)	- Osteology of clavicle, sternum, ribs, and upper limb attachments. - Basic muscle anatomy of anterior chest wall. - General lymphatic drainage principles.
Contents (40 Mins)	Pectoral Region: - Muscles: Pectoralis major, minor, subclavius, serratus anterior (partial). - Attachments: Clavicle, sternum, ribs, humerus (pectoralis major), coracoid process (pectoralis minor). - Relations: Axillary vessels, brachial plexus cords. Mammary Gland: - Structure: Lobes (15–20), lactiferous ducts, areola, nipple. - Support: Suspensory (Cooper's) ligaments. - Blood supply: Internal thoracic, lateral thoracic, thoracoacromial arteries. - Lymphatic Drainage: Axillary (primary), parasternal, supraclavicular nodes. - Clinical: Breast examination, site for biopsy, mastectomy.
Method	- Demonstration with cadaver/prosection/specimen. - Oral description practice by students in front of faculty. - Guided questioning on attachments, innervation, and clinical aspects. - Use of charts/diagrams for reinforcement.
Material	- Cadaveric specimen / 3D anatomical model. - Charts / diagrams of pectoral muscles and breast. - Surface marking templates / X-rays.
Assessment (10 Mins)	- Oral viva: Student describes pectoral muscles or mammary gland anatomy. - Spotting: Identify muscles, vessels, lymph nodes, or ducts. - Short questions: Clinical importance, surgical landmarks.
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Gross Anatomy
Title	Oral examination of Blood supply, nerve supply & lymphatics drainage of upper limb.
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe arteries, veins of upper limb. - Explain brachial plexus & major nerves. - Outline lymphatic drainage & axillary node - Correlate with clinical anatomy.
Purpose (03 Mins)	- To reinforce knowledge of vascular, neural, and lymphatic anatomy of the upper limb. - To train students in systematic oral/viva presentation. - To prepare them for professional examinations and clinical application.
Prerequisite of learning (02 Mins)	- Osteology of clavicle, scapula, humerus, radius, ulna. - Basic topography of axilla and cubital fossa. - General knowledge of arteries, veins, lymphatics, and peripheral nerves.
Contents (40 Mins)	- Arterial Supply: Subclavian → Axillary → Brachial → Radial & Ulnar → Palmar arches. - Venous Drainage: Superficial (cephalic, basilic, median cubital) & deep veins (venae comitantes). - Nerve Supply: Brachial plexus – roots, trunks, divisions, cords, branches; major nerves (median, ulnar, radial, musculocutaneous, axillary). - Lymphatics: Superficial & deep lymphatics, axillary lymph nodes (groups & drainage). - Clinical Correlation: Aneurysm, venipuncture, nerve injuries, lymphadenopathy.
Method	- Oral/viva questioning (one-to-one or small group). - Diagrammatic explanation on board. - Use of flowcharts/nerve plexus charts. - Peer discussion.
Material	- Skeleton/upper limb specimen. - Charts/diagrams of brachial plexus, vascular & lymphatic drainage. - Blackboard/whiteboard & markers. - Pointer/laser light.
Assessment (10 Mins)	- Formative: Oral viva questions on arterial, venous, nerve, and lymphatic anatomy. - Summative: - Spotting: ask to trace vessels/nerves on charts/specimens. - Short applied viva: e.g., "Clinical significance of median cubital vein," "Wrist drop causes," "Axillary lymph node groups."
Summary (03 Mins)	Key point of Tutorial class.
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Lesson Plan for Tutorial Class of Abdomen Card

Title	Gross Anatomy
Topic	Anterior abdominal wall
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the layers of the anterior abdominal wall (skin, fascia, muscles, aponeuroses, peritoneum). - Locate and explain the anatomical landmarks and surface markings (umbilicus, linea alba, inguinal ligament) - Understand the neurovascular supply of the anterior abdominal wall. - Correlate the anatomy with surgical procedures (e.g., incisions, hernia repair). - Differentiate between types of abdominal hernias and their anatomical basis.
Purpose (03 Mins)	- To provide foundational knowledge for clinical anatomy, especially in surgery and radiology. - To enable students to understand pathologies such as hernias, infections, and trauma. - To prepare students for surface anatomy and physical examination skills. - To integrate anatomical knowledge with embryology, physiology, and pathology for holistic understanding.
Prerequisite of learning (02 Mins)	- Basic anatomical terminology and planes. - General structure of the human body wall. - Types of connective tissue and muscle architecture. - Basic embryology, especially body wall folding and development. - Concepts of anatomical regions and quadrants.
Contents (40 Mins)	- Introduction - Layers of the Abdominal Wall - Muscles of the Abdominal Wall - Rectus Sheath and Linea Alba - Blood Supply - Nerve Supply - Lymphatic Drainage - Surface Anatomy - Clinical Applications
Method	- Interactive lecture, supported by guided discussion and question–answer session. - Guide students through layer-by-layer dissection of the anterior abdominal wall. - Encourage hands-on identification of muscles, fascia, vessels, and nerves.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing. - Oral Viva - Labeling Diagrams, Spotters (Identification), Short Answer Questions (SAQs), Multiple Choice Questions (MCQs), Group Discussions / Case-Based Questions, Peer Teaching / Presentations
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy ,A.K. Datta - Textbook of Anatomy,Vishram Singh - Human Anatomy ,BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Inguinal region
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify the anatomical boundaries and contents of the inguinal canal. - Describe the layers of the anterior abdominal wall relevant to the inguinal region. - Explain the formation and significance of the deep and superficial inguinal rings. - Understand the descent of the testes and its relation to the inguinal canal. - Discuss the clinical relevance of inguinal hernias (direct vs indirect). - Correlate anatomical structures with surgical approaches in hernia repair.
Purpose (03 Mins)	- To build foundational knowledge of abdominal wall anatomy, which is essential for understanding surgical anatomy. - To prepare students for clinical correlations, especially in general surgery and urology. - To enhance understanding of developmental anatomy, particularly the descent of testes and congenital anomalies. - To foster critical thinking in identifying and differentiating inguinal hernias.
Prerequisite of learning (02 Mins)	- Basic anatomical terminology and directional references. - Layers of the anterior abdominal wall (skin, fascia, muscles). - Embryological development of the gonads and their descent. - Peritoneum and its reflections. - General concepts of anatomical spaces and canals.
Contents (40 Mins)	- Introduction and Boundaries of Inguinal Region - Inguinal Canal - Contents of the Inguinal Canal - Walls (Boundaries) of the Inguinal Canal - Deep and Superficial Inguinal Rings - Descent of Testis (in males) - Spermatic Cord and Its Contents - Inguinal Triangle (Hesselbach's Triangle) - Types of Inguinal Hernias (Direct vs Indirect) - Clinical Importance of Inguinal Region
Method	- Interactive lecture, supported by guided discussion and question-answer session. - Anatomical Models (Inguinal canal, testis, hernia types) - Clinical Case Discussions
Material	Chalkboard / Whiteboard / PPT Slides, Cadavers / Prosected Specimens, Models of Inguinal Canal and Hernias, Dissection Instruments
Assessment (10 Mins)	- Oral Viva - Labeling Diagrams (Inguinal canal, hernias) - Spotters (Cadaveric / Model identification) - Short Answer Questions (SAQs) - Multiple Choice Questions (MCQs) - Case-Based Questions (e.g., hernia case) - Peer Teaching or Student Presentations
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy ,A.K Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy ,BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Stomach
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify the gross anatomical features of the stomach. - Describe the anatomical position, parts, and relations of the stomach. - Explain the peritoneal attachments and blood supply of the stomach. - Describe the venous drainage, lymphatic drainage, and nerve supply of the stomach. - Relate the anatomical knowledge of the stomach with common clinical conditions (e.g., peptic ulcer, carcinoma of stomach)
Purpose (03 Mins)	- To provide the students with a clear understanding of the structure and relations of the stomach, which is essential for understanding digestion and related clinical conditions. - To prepare the students for application of anatomical knowledge in future phases of medical education (physiology, pathology, surgery, and clinical practice). - To stimulate self-learning and encourage discussion through tutorial-based interaction.
Prerequisite of learning (02 Mins)	- General orientation of the abdominal cavity. - Peritoneum and its reflections. - Major abdominal blood vessels (celiac trunk and its branches). - Basic histological layers of GIT wall.
Contents (40 Mins)	- Introduction and Boundaries of Inguinal Region - Inguinal Canal - Contents of the Inguinal Canal - Walls (Boundaries) of the Inguinal Canal - Deep and Superficial Inguinal Rings - Descent of Testis (in males) - Spermatic Cord and Its Contents - Inguinal Triangle (Hesselbach's Triangle) - Types of Inguinal Hernias (Direct vs Indirect) - Clinical Importance of Inguinal Region
Method	- Interactive lecture, supported by guided discussion and question-answer session. - Anatomical Model - Clinical Case Discussions
Material	Chalkboard / Whiteboard / PPT Slides, Cadavers / Prosected Specimens.
Assessment (10 Mins)	- Oral Viva - Labeling Diagrams (Inguinal canal, hernias) - Spotters (Cadaveric / Model identification) - Short Answer Questions (SAQs) - Multiple Choice Questions (MCQs) - Case-Based Questions (e.g., hernia case) - Peer Teaching or Student Presentations
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy ,A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy ,BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Duodenum
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe the gross anatomy of the duodenum (location, extent, parts, and relations). - Identify and explain the peritoneal relations and fixation of the duodenum. - Describe the blood supply, venous drainage, lymphatic drainage, and nerve supply of the duodenum. - Explain the interior features of the duodenum (plicae circulares, duodenal papillae, openings of ducts). - Demonstrate the duodenum in prosected specimens and models. - Apply anatomical knowledge to understand the clinical importance of the duodenum (e.g., duodenal ulcers, relations with pancreas, biliary obstruction).
Purpose (03 Mins)	- To provide a clear understanding of the duodenum as an important part of the small intestine. - To integrate the anatomical knowledge of duodenum with physiology and clinical medicine. - To help students build a foundation for clinical application in surgery, radiology, and gastroenterology.
Prerequisite of learning (02 Mins)	- General features of the gastrointestinal tract. - Peritoneum and peritoneal folds (especially mesentery and retroperitoneal structures). - Basic blood supply of the abdominal viscera (celiac trunk, superior mesenteric artery). - Position and relations of the stomach and pancreas.
Contents (40 Mins)	- Introduction - Parts and relations - Interior of duodenum - Blood Supply - Nerve Supply - Lymphatic Drainage - Surface Anatomy - Clinical Applications
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing. - Oral Viva - Labeling Diagrams - Spotters (Identification) - Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Small intestine
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe the gross anatomy of the small intestine (duodenum, jejunum, ileum). - Explain the differences between jejunum and ileum. - Identify important relations and peritoneal features of the duodenum. - Describe the blood supply, lymphatic drainage, and nerve supply of the small intestine. - Correlate the anatomical features of the small intestine with its clinical importance.
Purpose (03 Mins)	- To build foundational knowledge of gastrointestinal anatomy for understanding physiology, pathology, and clinical subjects. - To facilitate clinical correlation with common diseases such as duodenal ulcers, intestinal obstruction, pancreatitis, and carcinoma pancreas. - To prepare students for future learning in surgery, radiology, and gastroenterology. - To develop the ability to identify these structures during dissection and in imaging.
Prerequisite of learning (02 Mins)	- Basic orientation of abdominal cavity and peritoneum. - General features of the gastrointestinal tract. - Knowledge of blood vessels of the abdomen (celiac trunk, superior mesenteric artery, portal vein). - Overview of autonomic nervous system (sympathetic and parasympathetic supply).
Contents (40 Mins)	- General features and extent - Duodenum- Parts, relations, peritoneal covering, Openings (bile duct, pancreatic duct), Blood supply, lymphatic drainage, nerve supply - Jejunum and Ileum- Gross features and differences, Mesentery - Blood supply, lymphatic drainage, nerve supply
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing. - Oral Viva - Labeling Diagrams - Spotters (Identification) - Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Large Intestine
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe the gross anatomy of the large intestine (parts, position, extent, relations). - Identify the anatomical features (taenia coli, haustra, appendices epiploicae, caliber). - Differentiate between small and large intestine. - Explain the blood supply, lymphatic drainage, and nerve supply of the large intestine. - Demonstrate the location and clinical importance of caecum, appendix, colon, rectum, and anal canal. - Correlate the anatomical knowledge with common clinical conditions (e.g., appendicitis, colorectal cancer, hemorrhoids).
Purpose (03 Mins)	- To provide the students with foundational knowledge of the large intestine, essential for understanding physiology, pathology, surgery, and clinical medicine. - To build the anatomical basis for clinical examination, diagnosis, and surgical approaches involving the large intestine.
Prerequisite of learning (02 Mins)	- Basic orientation of abdominal cavity and peritoneum. - General features of gastrointestinal tract. - Gross anatomy of the small intestine. - Basic concepts of blood supply and lymphatic drainage of abdominal viscera.
Contents (40 Mins)	- Introduction – Definition, extent, general features. - Parts of Large Intestine - Characteristic Features (taenia coli, haustra, appendices epiploicae, larger lumen). - Peritoneal Relations of different parts. - Blood Supply – Arterial and venous drainage. - Lymphatic Drainage. - Nerve Supply – Sympathetic and parasympathetic innervation. - Clinical Anatomy
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing. - Oral Viva - Labeling Diagrams - Spotters (Identification) - Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Posterior Abdominal Wall(Simulation)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify the bones, muscles, vessels, and nerves of the posterior abdominal wall. - Demonstrate the relations of the kidneys, ureters, and diaphragm with the posterior abdominal wall. - Explain the anatomical basis of important clinical correlations (e.g., psoas abscess, renal angle, lumbar plexus involvement). - Develop skill in locating key anatomical landmarks in a simulation model (or cadaver/prosection if available).
Purpose (03 Mins)	- To enable students to acquire a 3D understanding of the structures forming the posterior abdominal wall. - To integrate theoretical knowledge with practical orientation through simulation-based teaching. - To build a foundation for understanding clinical applications in surgery, urology, and radiology. - To enhance visual-spatial learning by handling simulation models and anatomical specimens.
Prerequisite of learning (02 Mins)	- General features of the lumbar vertebrae. - Anatomy of the diaphragm. - Basic knowledge of the kidneys, ureters, and great vessels (aorta, IVC). - Course of the subcostal, iliohypogastric, and ilioinguinal nerves.
Contents (40 Mins)	- Bony framework - Lumbar vertebrae, Pelvic brim and sacrum - Muscles of the posterior abdominal wall - Fasciae and spaces- Thoracolumbar fascia, Retroperitoneal space - Vessels - Abdominal aorta and its branches, Inferior vena cava and its tributaries, Lumbar veins and azygos system connections - Nerves - Relations of viscera - Clinical importance
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing. - Oral Viva - Labeling Diagrams - Spotters (Identification) - Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Rectum and anal canal
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe the anatomical position and relations of rectum and anal canal. - Identify the gross features, extent, and parts of rectum and anal canal. - Explain the peritoneal relations and important flexures of rectum. - Describe the internal features of the anal canal, including columns, valves, and pectinate line. - Explain the blood supply, venous drainage, lymphatic drainage, and nerve supply of rectum and anal canal. - Correlate anatomical knowledge with common clinical conditions (e.g., piles, fissure, fistula, carcinoma).
Purpose (03 Mins)	- To provide students with essential knowledge of rectum and anal canal for clinical application. - To develop understanding of structural basis of common colorectal surgical conditions. - To prepare foundation for further learning in physiology, pathology, and surgery. - To integrate anatomical knowledge with clinical practice (especially in proctology and colorectal surgery).
Prerequisite of learning (02 Mins)	- Anatomy of large intestine (general features). - Peritoneum and its reflections in abdomen and pelvis. - Blood vessels of abdomen and pelvis. - General organization of autonomic nervous system. - Basic osteology of pelvis (sacrum, coccyx, pelvic inlet and outlet).
Contents (40 Mins)	- Introduction- Definition and importance - Rectum- Extent and position, Length and course, Peritoneal relations, Anatomical features (internal and external), Relations (anterior, posterior, lateral), Blood supply, venous drainage, lymphatic drainage, nerve supply - Anal Canal- Extent and length, Subdivisions: upper, middle, lower parts, Internal features (anal columns, valves, sinuses, pectinate line, white line), Relations, Blood supply, venous drainage, lymphatic drainage, nerve supply - Applied Anatomy / Clinical Correlation- Hemorrhoids (internal vs external piles), Anal fissure and fistula
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing. - Oral Viva - Labeling Diagrams - Spotters (Identification) - Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Liver
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe the location, situation, and external features of the liver. - Identify the peritoneal relations, lobes, fissures, and surfaces. - Describe the anatomical relations of the liver with neighboring structures. - Explain the peritoneal folds related to the liver (ligaments). - Describe the blood supply, lymphatic drainage, and nerve supply of the liver. - Apply anatomical knowledge to understand applied aspects (e.g., surface marking, hepatomegaly, cirrhosis).
Purpose (03 Mins)	- To understand the largest gland of the body and its anatomical features. - To correlate anatomical knowledge with physiology (bile secretion, metabolism) and clinical sciences. - To build a foundation for understanding hepatobiliary surgery and imaging in later phases. - To develop skills in identifying the liver in cadaveric dissection and imaging.
Prerequisite of learning (02 Mins)	- General features of the abdominal cavity. - Basic concepts of peritoneum and peritoneal folds. - General plan of blood vessels and lymphatics. - Surface anatomy landmarks of abdomen.
Contents (40 Mins)	- Introduction – importance and general features. - Location and Situation – abdominal region, extent, relations to diaphragm and ribs. - External Features - Peritoneal Folds & Ligaments – falciform, coronary, triangular, lesser omentum. - Relations – anatomical relations with stomach, duodenum, gall bladder, kidney, diaphragm, etc. - Microscopic Anatomy (brief) – mention of hepatocytes and lobular structure (as per curriculum limit), Blood Supply, Lymphatic Drainage, Nerve Supply, Surface Marking, Applied Anatomy
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing. - Oral Viva - Labeling Diagrams - Spotters (Identification) - Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Pancreas
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe the gross anatomy of the pancreas including location, parts, relations, and blood supply. - Explain the microscopic structure of the pancreas (exocrine and endocrine portions). - Identify the developmental aspects of the pancreas and common congenital anomalies. - Correlate the anatomical knowledge with clinical relevance (e.g., pancreatitis, carcinoma of head of pancreas, diabetes mellitus).
Purpose (03 Mins)	- To enable students to understand the anatomical basis of pancreatic functions in digestion and endocrine regulation. - To build foundational knowledge necessary for understanding pathology, medicine, and surgery in later phases. - To emphasize the clinical importance of pancreatic anatomy in diagnosis and treatment of pancreatic diseases.
Prerequisite of learning (02 Mins)	- Basic gross anatomy of the abdomen (peritoneum, retroperitoneal structures). - General knowledge of gastrointestinal tract anatomy. - Basic histology of exocrine and endocrine glands. - Basic embryology of the foregut and midgut derivatives.
Contents (40 Mins)	- Introduction – location, position, and general features. - Gross Anatomy- Parts: head, neck, body, tail, Relations to stomach, duodenum, spleen, vessels, and ducts, Pancreatic ducts (main & accessory) - Blood Supply and Lymphatic Drainage - Microscopic Anatomy (Histology)- Exocrine pancreas (acini, ducts), Endocrine pancreas (Islets of Langerhans – cell types and secretions) - Development of Pancreas- Ventral and dorsal pancreatic buds, Fusion and anomalies (annular pancreas, ectopic pancreas, pancreas division) - Clinical Anatomy/Applied Aspects
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing. - Oral Viva - Labeling Diagrams - Spotters (Identification) - Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Item 03- Stomach
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify the anatomical position, shape and relations of the stomach. - Describe the gross anatomy including external features, peritoneal relations, blood supply, venous drainage, lymphatic drainage and nerve supply. - Correlate the anatomical features with applied/clinical importance (e.g., peptic ulcer, carcinoma, gastric resection). - Answer short viva questions related to the stomach in oral examination. - Demonstrate ability to logically and systematically present answers in oral assessment.
Purpose (03 Mins)	- To prepare students for oral/viva examination in Anatomy. - To develop confidence in answering structured oral questions. - To integrate anatomical knowledge with clinical relevance. - To assess depth of understanding and communication skill.
Prerequisite of learning (02 Mins)	- Basic anatomical terminologies and planes. - General features of gastrointestinal tract. - General histological structure of GIT. - Surface anatomy concepts.
Contents (40 Mins)	- External Features - Peritoneal Relations - Gross Anatomy- Parts (cardiac, fundus, body, pyloric part), Relations (anterior & posterior). - Blood Supply, Lymphatic Drainage & Nerve Supply - Interior of Stomach- Mucosal features, rugae, gastric canal. - Histological Structure - Development- Embryological origin, rotation. - Applied Anatomy - Oral Examination Style Questions- Identification-based questions (models/specimens), Descriptive questions (blood supply, relations), Clinical correlation questions.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Kidney
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe the situation, shape, size, orientation, relations, and coverings of the kidney. - Identify the external and internal features (hilum, cortex, medulla, pyramids, sinus). - Explain the blood supply, venous drainage, and lymphatic drainage. - Describe the nerve supply and its functional significance. - Discuss the microscopic structure (nephron, cortex, medulla, collecting system). - Apply anatomical knowledge in clinical correlations (e.g., renal angle, renal biopsy, hydronephrosis, kidney stones).
Purpose (03 Mins)	- To provide a solid foundation of renal anatomy for understanding physiology, pathology, and clinical medicine. - To integrate gross, microscopic, and applied anatomy of the kidney for holistic learning. - To prepare students for future dissection, histology slide identification, and clinical case discussions.
Prerequisite of learning (02 Mins)	- Basic anatomical terminology (anterior, posterior, medial, lateral, superior, inferior). - General structure and function of the urinary system. - Basic histology of epithelial tissues and blood vessels. - General concepts of blood supply, venous drainage, and innervation.
Contents (40 Mins)	- Introduction – position, situation, shape, size, orientation. - External features & coverings – surfaces, borders, poles, perirenal fat, renal fascia. - Hilum & internal structure – renal sinus, cortex, medulla, renal pyramids, columns, papillae, calyces, pelvis. - Microscopic structure (histology): nephron, renal corpuscle, tubules, collecting ducts, juxtaglomerular apparatus. - Blood supply, Lymphatic drainage, Nerve supply - Surface marking. - Clinical conditions (renal biopsy site, hydronephrosis, renal stones), Variations (ectopic kidney, horseshoe kidney).
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation, Ask one or two students to summarize the session briefly before closing, Oral Viva, Labeling Diagrams, Spotters (Identification) - Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Ureter and Urinary bladder
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe the gross anatomy of ureter and urinary bladder. - Identify the location, relations, course, and constrictions of ureter. - Explain the external features, shape, parts, surfaces, borders, and relations of urinary bladder. - Describe the interior of urinary bladder, including trigone and openings. - Explain the blood supply, venous drainage, lymphatic drainage, and nerve supply of ureter and bladder. - Apply anatomical knowledge in understanding common clinical conditions (e.g., ureteric calculi, cystitis, urinary retention).
Purpose (03 Mins)	- To build foundational knowledge of the urinary system in relation to clinical practice. - To correlate anatomy with physiology and pathology of urinary tract. - To help students identify these structures in dissection, models, and imaging. - To prepare students for clinical application in surgery, urology, and medicine.
Prerequisite of learning (02 Mins)	- Basic knowledge of abdomen and pelvis. - Anatomy of kidney and posterior abdominal wall. - Concept of peritoneum, pelvic cavity, and blood vessels. - General knowledge of autonomic nervous system.
Contents (40 Mins)	Ureter- - Introduction - Relations in abdomen and pelvis. - Histological features (brief, for 1st phase). - Blood supply, lymphatic drainage, nerve supply. - Clinical anatomy: ureteric colic, calculus, injury. Urinary Bladder - Introduction, location, and capacity, external features e.g Surfaces, borders, and relations (male and female differences). - Interior of bladder - Peritoneal relations and fascial supports. - Blood supply, lymphatic drainage, nerve supply and micturition reflex (brief). - Clinical anatomy: cystitis, bladder stones, retention, catheterization.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing. - Oral Viva, Labeling Diagrams, Spotters (Identification) - Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Urethra, prostate
Teachers	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe the anatomical parts, course, relations, and structure of the male urethra. - Describe the female urethra and differentiate it from the male urethra. - Explain the anatomical features, lobes, relations, blood supply, lymphatic drainage, and nerve supply of the prostate gland. - Relate the applied anatomical aspects of urethra and prostate with clinical conditions (e.g., catheterization, urethral stricture, benign prostatic hyperplasia, carcinoma prostate).
Purpose (03 Mins)	- To help students understand the structural and functional anatomy of urethra and prostate. - To provide the anatomical basis for clinical procedures (catheterization, TURP, prostate biopsy). - To build foundation knowledge required for surgery, urology, and pathology. - To integrate basic anatomy with applied/clinical practice.
Prerequisite of learning (02 Mins)	- General anatomy of male and female pelvis. - Basic histology of urinary passages and glands. - Anatomy of urinary bladder. - Blood supply and lymphatic drainage principles.
Contents (40 Mins)	Urethra - Length, course, divisions (male & female urethra) - Internal features (urethral crest, verumontanum, ducts) - Blood supply, lymphatic drainage, nerve supply - Applied anatomy (catheterization, urethral stricture, rupture) Prostate - Situation, shape, size, weight, capsules, Lobes of the prostate - Relations (anterior, posterior, superior, inferior, lateral) - Blood supply, lymphatics, nerve supply - Histological structure - Applied anatomy
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter’s Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Item 04- Duodenum, Pancreas
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe the gross anatomy of the duodenum and pancreas. - Identify parts, relations, and important features of the duodenum. - Explain the blood supply, venous drainage, lymphatic drainage, and nerve supply of the duodenum and pancreas. - Identify the head, neck, body, and tail of the pancreas and their relations. - Explain the formation and course of the pancreatic ducts and their opening into the duodenum. - Correlate anatomical knowledge with common clinical conditions (e.g., duodenal ulcer, pancreatitis, carcinoma head of pancreas).
Purpose (03 Mins)	- To reinforce knowledge of the anatomy of the duodenum and pancreas through oral questioning. - To develop students' ability to express anatomical knowledge verbally in a systematic way. - To assess students' understanding, depth of learning, and capacity for clinical correlation. - To prepare students for future professional examinations and bedside viva.
Prerequisite of learning (02 Mins)	- General anatomy of the gastrointestinal tract. - Location and subdivisions of the small intestine. - Peritoneum and peritoneal folds. - Gross features of the abdominal viscera (stomach, liver, gallbladder). - General blood supply of abdominal organs (celiac trunk, superior mesenteric artery).
Contents (40 Mins)	Oral Examination will cover: - Duodenum- Situation, extent, and parts, Relations of each part. - Interior of duodenum (plicae circulares, duodenal papillae). - Blood supply, venous drainage, lymphatics, and nerve supply. - Development and congenital anomalies. - Applied anatomy Pancreas- - Location, extent, and parts, Relations of each part. - Pancreatic ducts (main and accessory) and their openings. - Blood supply, venous drainage, lymphatics, and nerve supply. - Development and congenital anomalies. - Applied anatomy.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Labeling Diagrams - Spotters (Identification) - Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture

References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy
Title	Gross Anatomy
Topic	Male Reproductive system (internal genitalia)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe the location, gross anatomy, and relations of the male internal genital organs. - Identify the blood supply, venous drainage, lymphatic drainage, and nerve supply of each organ. - Explain the microscopic structure (histology) of important parts. - Correlate the anatomical features with common clinical conditions (e.g., prostatitis, benign prostatic hyperplasia, vasectomy, seminal vesiculitis). - Demonstrate the organs in specimens/ viscera.
Purpose (03 Mins)	- To build foundational knowledge of male reproductive anatomy for understanding physiology and pathology. - To prepare students for clinical application in surgery, urology, and forensic medicine. - To help students integrate gross, microscopic, and applied anatomy of the male reproductive system.
Prerequisite of learning (02 Mins)	- Basic orientation of male external genitalia. - General structure of pelvis and pelvic cavity. - Fundamental histology of glandular tissue, ducts, and smooth muscle. - Basic vascular and nervous supply of pelvic
Contents (40 Mins)	- Definition and components of male internal genitalia - Testis (partly internal, though considered gonad)- Location, coverings, gross anatomy, microscopic structure, Blood supply, lymphatic drainage, nerve supply, Clinical anatomy (cryptorchidism, torsion, orchitis) - Epididymis - Ductus (Vas) Deferens - Seminal Vesicles - Bulbourethral (Cowper's) Glands - Clinical aspects
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Labeling Diagrams - Spotters (Identification) - Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Continuation of male reproductive system(external genitalia)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the external genital organs of the male. - Explain the anatomical features of penis, scrotum, and coverings of testes. - Correlate the structure with functional significance. - Demonstrate the surface landmarks and clinical importance of male external genitalia.
Purpose (03 Mins)	- To provide fundamental knowledge of male reproductive anatomy. - To understand the applied anatomy related to surgical procedures and urogenital disorders. - To prepare the students for later clinical subjects (Urology, Surgery, Forensic Medicine, Obstetrics & Gynecology).
Prerequisite of learning (02 Mins)	- Basic anatomical terms and planes. - General histological structure of skin and connective tissues. - Gross anatomy of perineum and pelvic bones.
Contents (40 Mins)	- Introduction to male external genitalia. - Penis- Parts, External features, Fascial coverings, Blood supply, lymphatic drainage, nerve supply, Clinical anatomy (phimosis, circumcision, urethral catheterization) - Scrotum- Layers of scrotum, Clinical anatomy
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Labeling Diagrams - Spotters (Identification) - Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Spleen
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe the gross anatomy of the spleen (situation, shape, surfaces, borders, relations). - Identify the anatomical features of the spleen in relation to its functions. - Explain the peritoneal relations and ligaments of the spleen. - Describe the blood supply, venous drainage, lymphatic drainage, and nerve supply of the spleen. - State the development of the spleen in brief. - Correlate the anatomical features with applied/clinical importance (e.g., splenomegaly, splenic injury, splenectomy).
Purpose (03 Mins)	- To understand the anatomical basis of the spleen as the largest lymphoid organ. - To establish correlation of spleen's location and relations with clinical conditions (e.g., trauma, enlargement). - To provide essential knowledge for future understanding of physiology, pathology, and surgery. - To prepare students for clinical examination and interpretation of abdominal findings related to spleen.
Prerequisite of learning (02 Mins)	- General anatomy of the abdominal cavity. - Basic knowledge of peritoneum and peritoneal folds. - Knowledge of blood vessels (especially abdominal aorta and portal venous system). - General idea of lymphatic system.
Contents (40 Mins)	- Introduction – Definition, general features, Location and Situation - Shape, Size, Weight, and Dimensions. - Surfaces, Borders, Poles & Relations of the Spleen - Peritoneal Relations and Splenic Ligaments - Blood Supply and Venous Drainage, Lymphatic Drainage and Nerve Supply. - Development of the Spleen. - Applied Anatomy.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Labeling Diagrams - Spotters (Identification) - Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture

References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy
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Title	Gross Anatomy
Topic	Female Reproductive system (first half)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe the location, external features, relations and supports of the ovary. - Explain the gross anatomy, blood supply, lymphatic drainage and nerve supply of the ovary. - Describe the parts, course, and relations of the uterine tube. - Explain the blood supply, lymphatic drainage and nerve supply of the uterine tube. - Correlate the anatomical features with clinical importance (e.g., ectopic pregnancy, tubal ligation, ovarian cysts).
Purpose (03 Mins)	- To provide students with fundamental knowledge of female reproductive organs. - To enable students to understand the anatomical basis of reproductive physiology. - To correlate structural features with clinical conditions relevant to gynecology and surgery. - To prepare the students for advanced learning in obstetrics and gynecology in later phases.
Prerequisite of learning (02 Mins)	- General features of the female pelvis. - Anatomy of peritoneum and pelvic peritoneal reflections. - Basic knowledge of arteries, veins, lymphatics and autonomic nervous system of pelvis.
Contents (40 Mins)	- Ovary - Location and position, External features and relations, Ligaments and supports, Gross structure (cortex and medulla), Blood supply, venous drainage, lymphatics, and nerve supply, Clinical anatomy. - Uterine Tube (Fallopian Tube) - Situation, length and course, Parts & Relations of different parts, Blood supply, venous drainage, lymphatics and nerve supply, Clinical anatomy
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Labeling Diagrams - Spotters (Identification) - Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Peritoneum
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe the definition, extent, and functions of the peritoneum. - Differentiate between parietal and visceral peritoneum. - Explain the peritoneal cavity, including greater and lesser sacs. - Identify the peritoneal folds (mesentery, omenta, ligaments). - Discuss the clinical importance of peritoneum (peritonitis, ascites, peritoneal dialysis, referred pain). - Correlate anatomical knowledge with imaging and surgical relevance.
Purpose (03 Mins)	- To provide students with a clear understanding of the structure and arrangement of the peritoneum. - To build a foundation for clinical application in surgery, radiology, and medicine. - To facilitate understanding of peritoneal spaces, fluid accumulation, and spread of infections. - To encourage correlation of anatomy with pathophysiology and procedures (e.g., laparotomy, paracentesis).
Prerequisite of learning (02 Mins)	- Basic anatomical terms and planes. - Anatomy of the abdominal cavity (walls, regions, viscera). - General histological features of serous membranes. - Concept of cavities and membranes (pleura, pericardium).
Contents (40 Mins)	- Introduction & Definition of peritoneum - Classification: - Peritoneal cavity: Greater & Lesser sac (omental bursa) - Epiplonic foramen - Differences in male & female - Peritoneal folds & derivatives: - Functions of the peritoneum - Clinical anatomy.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Labeling Diagrams - Spotters (Identification) - Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Continuation of female reproductive (uterus and external genitalia)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	• Describe the gross anatomy of the uterus, including its parts, layers, and ligaments. • Identify the blood supply and lymphatic drainage of the uterus. • Recognize the anatomical features of the female external genitalia. • Explain the relations of the uterus with surrounding organs. • Demonstrate the position and orientation of the uterus in the pelvic cavity using models or prosected specimens. • Identify key structures of external genitalia in cadaveric specimens or diagrams. • Appreciate the clinical significance of uterine and external genitalia anatomy in obstetrics, gynecology, and surgery.
Purpose (03 Mins)	• To understand structural anatomy of the female reproductive system. • To relate anatomy to physiological functions such as menstruation, pregnancy, and childbirth. • To provide a foundation for clinical correlations like gynecological disorders, surgical procedures, and imaging studies. • To aid in understanding histological and developmental aspects in later courses.
Prerequisite of learning (02 Mins)	• General anatomy of the pelvis • Pelvic bones, pelvic cavity, and peritoneum • Basic histology and structure of reproductive organs • Blood supply and nerve supply concepts • Basic terminology of anatomical planes and directions
Contents (40 Mins)	• Introduction & Definition of peritoneum • Classification • Peritoneal cavity: Greater & Lesser sac (omental bursa) • Epiploic foramen • Differences in male & female • Peritoneal folds & derivatives: • Functions of the peritoneum • Clinical anatomy.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Labeling Diagrams • Spotters (Identification) • Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture

References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy.
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Title	Gross Anatomy
Topic	Item 05- Small intestine and the mesentery
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	• Identify the parts of the small intestine (duodenum, jejunum, ileum) and their anatomical features. • Describe the structure and attachments of the mesentery. • Recognize the blood supply and lymphatic drainage of the small intestine. • Demonstrate proper oral examination techniques of the small intestine and mesentery during dissection. • Identify key anatomical landmarks such as the ligament of Treitz, ileocecal junction, and mesenteric root. • Appreciate the clinical significance of small intestine anatomy in surgery and gastrointestinal pathology.
Purpose (03 Mins)	• Understand the anatomical layout and relations of the small intestine and mesentery. • Facilitate clinical correlation: e.g., importance in surgery, radiology, and gastrointestinal disorders. • Develop dissection and observation skills necessary for practical anatomy. • Encourage integrated learning with physiology and pathology.
Prerequisite of learning (02 Mins)	• General abdominal cavity anatomy (peritoneum, retroperitoneal structures). • Basic histology of the gut wall (mucosa, submucosa, muscularis, serosa). • Overview of blood vessels (aorta, superior mesenteric artery) and lymphatic system. • Orientation of large intestine and stomach.
Contents (40 Mins)	• Introduction- Overview of small intestine and mesentery, Clinical significance • Gross Anatomy of Small Intestine- Duodenum (parts, relations, peritoneal attachments), Jejunum and ileum (distinguishing features), Ileocecal junction • Mesentery of Small Intestine- Structure and attachments, Root of mesentery, Blood vessels, lymphatics, and nerves in the mesentery • Relations of Small Intestine • Examination Techniques (Oral/Practical Demonstration) • Clinical Correlations
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Labeling Diagrams • Spotters (Identification) • Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture

References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy
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Title	Gross Anatomy
Topic	Hipbone
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	• Identify the bones forming the hipbone. • Describe the anatomical landmarks of the hipbone. • Explain the differences between male and female hipbones. • Understand the articulations of the hipbone with the sacrum and femur.
Purpose (03 Mins)	• Know the basic classification of bones (long, short, flat, irregular). • Be familiar with bone structure (cortex, medullary cavity, landmarks). • Understand general skeletal anatomy (axial vs appendicular skeleton). • Have basic anatomical terminology (anterior, posterior, lateral, medial, proximal, distal).
Prerequisite of learning (02 Mins)	• General features of the female pelvis. • Anatomy of peritoneum and pelvic peritoneal reflections. • Basic knowledge of arteries, veins, lymphatics and autonomic nervous system of pelvis.
Contents (40 Mins)	• Introduction to Hipbone (Os Coxae / Pelvic Bone)- Definition and general features, Development and ossification • Components of the Hipbone • Landmarks of the Hipbone- iliac crest, anterior superior iliac spine, posterior superior iliac spine, ischial spine, ischial tuberosity, pubic symphysis, pubic tubercle • Pelvic Features and Boundaries • Articulations • Sexual Dimorphism- Differences between male and female pelvis • Clinical Relevance
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Labeling Diagrams • Spotters (Identification) • Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture

References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy
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Title	Gross Anatomy
Topic	Item 06- Large intestine
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	• Identify and locate different parts of the large intestine. • Describe anatomical relations of the large intestine with adjacent organs. • Recognize surface markings relevant for clinical examination. • Demonstrate steps of oral examination of large intestine (theoretical approach for oral/clinical exam). • Correlate anatomical knowledge with clinical scenarios.
Purpose (03 Mins)	• To reinforce anatomical knowledge through oral examination practice. • To enhance students' ability to recall and communicate anatomy verbally. • To prepare students for clinical and viva examinations. • To connect anatomy with practical clinical relevance in large intestine examination.
Prerequisite of learning (02 Mins)	• Gross anatomy of gastrointestinal tract, especially the large intestine. • Embryology: development of large intestine. • Surface anatomy and abdominal quadrants. • Basic concepts of peritoneum, mesentery, and blood supply of large intestine. • General principles of oral and clinical examination.
Contents (40 Mins)	• Introduction to large intestine- Definition, divisions, and gross features • Surface anatomy of large intestine • Anatomical relations of different parts • Blood supply, lymphatic drainage, and innervation • Steps of oral examination (for oral/practical viva) • Identification of parts verbally • Clinical correlations
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Labeling Diagrams • Spotters (Identification) • Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture

References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy
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Title	Gross Anatomy
Topic	Sacrum and bony pelvis
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	• Identify and describe the bones forming the bony pelvis. • Recognize the sacrum and its anatomical features. • Explain the differences between male and female pelvis. • Understand the articulations of the sacrum with hip bones and vertebrae. • Describe important pelvic landmarks and their clinical significance. • Correlate pelvic anatomy with obstetric and surgical relevance.
Purpose (03 Mins)	• To provide a fundamental understanding of the skeletal framework of the pelvis. • To enable students to identify anatomical landmarks important in clinical practice. • To relate anatomical knowledge of the sacrum and pelvis to medical procedures, trauma management, and obstetrics.
Prerequisite of learning (02 Mins)	• General anatomy of the axial and appendicular skeleton. • Basic vertebral column anatomy (vertebrae types, vertebral curvatures). • Concepts of joints and articulations. • Terminology of anatomical directions and planes
Contents (40 Mins)	• Overview of the bony pelvis • Bones of the pelvis: ilium, ischium, pubis, and sacrum • Sacrum: structure, features, and foramina • Sacroiliac joint and lumbosacral articulation • Differences between male and female pelvis • Pelvic inlet and outlet, pelvic cavity • Clinical correlations (fractures, obstetrics, and surgical landmarks)
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Labeling Diagrams • Spotters (Identification) • Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary	Key point of lecture

(03 Mins)	
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Lumber vertebrae
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify the general characteristics of lumbar vertebrae. - Describe the anatomical features of a typical lumbar vertebra. - Differentiate lumbar vertebrae from cervical and thoracic vertebrae. - Understand the articulations of lumbar vertebrae with adjacent vertebrae. - Recognize clinical relevance related to lumbar vertebrae (e.g., fractures, lumbar puncture).
Purpose (03 Mins)	- To provide knowledge of the structure and function of lumbar vertebrae. - To enable understanding of spinal anatomy as it relates to movement and load-bearing. - To prepare students for clinical correlations in neurology, orthopedics, and radiology. - To enhance practical skills in identifying vertebral features in cadaveric or model specimens.
Prerequisite of learning (02 Mins)	- Basic knowledge of the vertebral column and its regions. - Understanding of general vertebral structure (body, vertebral arch, processes). - Awareness of anatomical terms and planes (anterior/posterior, superior/inferior). - Familiarity with other vertebrae types (cervical and thoracic) for comparison.
Contents (40 Mins)	- Introduction to lumbar vertebrae - General characteristics of lumbar vertebrae - Detailed anatomy of a typical lumbar vertebra- Vertebral body, Vertebral arch (pedicles, laminae), Processes (spinous, transverse, articular), Vertebral foramen - Variations in lumbar vertebrae (L1–L5) - Articulations - Clinical correlations
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Labeling Diagrams

	• Spotters (Identification) • Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Item 04- Spleen
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	• By the end of the lesson, students will be able to: • Describe the anatomical position of the spleen. • Identify the surface markings and relations of the spleen. • Explain the methods of clinical examination of the spleen (inspection, palpation, percussion). • Differentiate between normal and enlarged spleen (splenomegaly). • Correlate anatomical knowledge with clinical findings during oral examination.
Purpose (03 Mins)	• To integrate anatomical knowledge of the spleen with clinical examination. • To develop basic clinical orientation in early MBBS students. • To highlight the importance of spleen examination in systemic diseases. • To prepare students for future clinical practice and assessments.
Prerequisite of learning (02 Mins)	• Basic osteology of the ribs and costal margin. • Surface anatomy of the abdomen. • Location and relations of the spleen. • General methods of physical examination (inspection, palpation, percussion). • Understanding of hepatosplenic system and lymphoid organs.
Contents (40 Mins)	• Introduction – brief review of spleen anatomy & functions. • Surface anatomy of spleen – location, extent, relations. • Inspection – visible abdominal fullness. • Palpation – bimanual technique, method of feeling for enlarged spleen. • Percussion – delineating splenic dullness. • Features of splenic enlargement – direction of enlargement, differentiating from left kidney. • Clinical importance – common causes of splenomegaly. • Summary & correlation with anatomy.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.

Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Labeling Diagrams • Spotters (Identification) • Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Perineum
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the session, students will be able to: • Define perineum and describe its boundaries. • Identify the subdivisions of perineum (urogenital and anal triangles). • Describe the layers of perineum. • Describe the contents of the urogenital triangle. • Describe the contents of the anal triangle. • Explain the applied anatomy (episiotomy, perineal tear, ischioanal abscess, etc.)
Purpose (03 Mins)	• To provide a clear understanding of the anatomical features of perineum. • To correlate theoretical knowledge with clinical relevance in surgical and obstetric practices. • To enable students to identify structures for future dissection and clinical application. • To build a foundation for learning pelvic anatomy and its applied aspects.
Prerequisite of learning (02 Mins)	• Basic osteology of pelvis (hip bone, sacrum, coccyx). • Pelvic diaphragm and pelvic cavity. • Muscles of pelvis. • General knowledge of urogenital and gastrointestinal tracts.
Contents (40 Mins)	• Definition and boundaries of perineum • Division of perineum: Urogenital triangle and Anal triangle • Layers of perineum • Urogenital triangle- Superficial perineal pouch: boundaries & contents, Deep perineal pouch: boundaries & contents, Perineal membrane, External genital structures (male & female basics) • Anal triangle • Applied anatomy
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.

Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Labeling Diagrams • Spotters (Identification) • Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Perineum
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	Students will be able to: • Identify the anatomical position and relations of the ureter, urinary bladder, and urethra. • Describe the gross anatomy and course of ureter. • Explain the gross features, relations, supports, blood supply, lymphatic drainage, and nerve supply of urinary bladder. • Describe the parts, course, and anatomical differences of the male and female urethra. • Apply anatomical knowledge in clinical contexts (e.g., urinary tract obstruction, catheterization, cystoscopy).
Purpose (03 Mins)	• To build clear understanding of urinary outflow passages. • To correlate anatomical structures with clinical practices in urology and surgery. • To prepare students for future learning in physiology, pathology, and clinical subjects. • To develop the skill of systematic oral examination answering.
Prerequisite of learning (02 Mins)	• General organization of urinary system. • Gross and microscopic anatomy of kidney. • Basic knowledge of pelvis and perineum. • General knowledge of blood supply, lymphatic drainage, and autonomic innervation.

Contents (40 Mins)	• Ureter- Extent, course, parts (abdominal, pelvic, intramural), Relations (anterior, posterior, lateral, medial), Constrictions and clinical importance, Blood supply, lymphatic drainage, nerve supply. • Urinary Bladder- Situation, shape, capacity, and parts, Surfaces and relations, Internal features, Supports and peritoneal relations, Blood supply, lymphatic drainage, nerve supply, Applied anatomy. • Urethra- Male and female urethra: parts, course, features, relations, Differences between male and female urethra, Blood supply, lymphatic drainage, nerve supply, Clinical importance.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Labeling Diagrams • Spotters (Identification) • Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter’s Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Item 08- Liver
Teacher’s Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	• At the end of the session, the students will be able to): • Identify the anatomical position of the liver in relation to surface landmarks. • Demonstrate the method of inspection, palpation, percussion, and auscultation of the liver. • Recognize the normal findings during oral examination of liver. • Detect common abnormal clinical signs (e.g., hepatomegaly, liver tenderness, surface irregularity). • Correlate clinical findings with basic anatomical knowledge.
Purpose (03 Mins)	• To apply anatomical knowledge in clinical examination. • To develop skill in examining the liver systematically. • To understand the anatomical basis of clinical signs related to liver diseases. • To prepare students for future clinical practice and professional examinations.
Prerequisite of learning (02 Mins)	• Anatomy of liver: location, surfaces, borders, relations, and lobes. • Surface anatomy and important landmarks of anterior abdominal wall. • Basic knowledge of peritoneal reflections and diaphragm. • General principles of physical examination (inspection, palpation, percussion, auscultation).

Contents (40 Mins)	• Introduction to oral examination of liver • Inspection – visible enlargement, abdominal bulge, venous patterns. • Palpation – technique, position of patient, normal and abnormal findings. • Percussion – liver span, upper and lower borders. • Auscultation – bruits, venous hum. • Common clinical findings – hepatomegaly, tenderness, irregular surface. • Clinical significance & correlation with anatomy.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Labeling Diagrams • Spotters (Identification) • Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter’s Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Dissection
Teacher’s Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	• Identify surface landmarks of the anterior abdominal wall. • Demonstrate the steps of abdominal wall dissection. • Recognize layers of the anterior abdominal wall. • Expose and identify abdominal viscera in situ. • Demonstrate relations of important viscera (stomach, liver, spleen, intestines, etc.). • Trace major peritoneal folds and reflections. • Identify major vessels and nerves of the abdomen. • Correlate anatomical structures with clinical importance (hernia, surgical incisions).
Purpose (03 Mins)	• To develop practical skills in cadaveric dissection of the abdomen. • To understand the three-dimensional arrangement of abdominal viscera. • To integrate knowledge of abdominal anatomy with radiological and clinical practice. • To provide a foundation for clinical examination and surgical procedures. • To promote teamwork, discipline, and respect for cadaver as the "first teacher."

Prerequisite of learning (02 Mins)	• General osteology of vertebrae, ribs, and hip bone. • Surface anatomy of anterior abdominal wall. • Basic concepts of peritoneum (layers, folds, reflections). • Knowledge of thoracic cage and diaphragm. • General dissection techniques and handling of cadaver.
Contents (40 Mins)	• Introduction and objectives of abdominal dissection. • Surface landmarks and incision lines. • Layers of the anterior abdominal wall. • Reflection of anterior abdominal wall. • Exposure of peritoneal cavity. • Identification of abdominal viscera • Major vessels and nerves of the abdomen. • Clinical correlations (hernia, peritonitis, ascites, surgical incisions).
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Use diagrams, cross-sectional images, and 3D models to explain layers and landmarks.
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Labeling Diagrams • Spotters (Identification) • Short Answer Questions (SAQs) & Multiple-Choice Questions (MCQs)
Summary (03 Mins)	Key point of lecture
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter’s Atlas of Human Anatomy

Topic	Regional Anatomy (Abdomen)
Title	Posterior abdominal wall & Peritoneum
Teacher’s Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to: • Identify the boundaries and components of posterior abdominal wall. • Describe the peritoneum, reflections, mesenteries, omenta and peritoneal folds. • Explain the applied anatomy: peritonitis, ascites, peritoneal dialysis.
Purpose (03 Mins)	• To provide foundational understanding of the posterior abdominal wall and peritoneum for clinical correlation in surgery and medicine.

Prerequisite of learning (02 Mins)	• Before attending this class, students should have: • Knowledge of muscles and fascia, abdominal cavity overview.
Contents (40 Mins)	Basic anatomical terminology, abdominal cavity overview.
Method	Interactive lecture, models, and question–answer session.
Material	Diagrams, Cadaver, Model, White board, Marker
Assessment (10 Mins)	Short recap questions, oral questioning.
Summary (03 Mins)	Key point of lecture
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter’s Atlas of Human Anatomy

Topic	Regional Anatomy (Abdomen)
Title	Kidney & Suprarenal gland
Teacher’s Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to • Describe the position, shape, size, relations, and coverings of the kidneys. • Identify the hilum, pelvis, and arrangement of structures at the hilum. • Explain the blood supply, venous drainage, lymphatic drainage, and nerve supply. • Understand the relations of kidneys with peritoneum and surrounding structures. • Describe the structure of renal cortex, medulla, nephron, and collecting ducts. • Understand the juxtaglomerular apparatus and its functional significance. • Discuss clinical relevance such as renal angle tenderness, kidney transplantation, renal calculi, hydronephrosis. • Describe the location, shape, size, relations, and coverings of suprarenal glands. • Differentiate the right and left suprarenal glands by shape and relations.
Purpose (03 Mins)	To provide foundational understanding of kidney & suprarenal gland for integration with clinical practice.

Prerequisite of learning (02 Mins)	Before attending this class, students should have: • Basic anatomical terminology, general abdominal cavity overview, and relevant organ systems.
Contents (40 Mins)	Basic anatomical terminology, Gross anatomy of Kidney & Suprarenal gland, clinical correlations, and applied aspects.
Method	Interactive lecture, models, and question–answer session.
Material	Diagrams, Cadaver/Viscera, Model, Whiteboard, Marker
Assessment (10 Mins)	Short recap questions, oral questioning.
Summary (03 Mins)	Key point of the lecture
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter’s Atlas of Human Anatomy

Topic	Regional Anatomy (Abdomen)
Title	Review on Abdomen
Teacher’s Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to: • Recall the boundaries, regions, and planes of the abdomen. • Identify abdominal quadrants and surface landmarks for clinical correlation. • Review layers, muscles, fasciae, and their nerve supply. • Recall the anatomy of inguinal canal, deep and superficial rings, and their clinical importance (hernia). • Revise reflections, peritoneal folds, mesenteries, omenta, and peritoneal recesses. • Correlate peritoneal anatomy with spread of infection, ascites, and surgical approaches. • Recall gross anatomy, blood supply, lymphatic drainage, and nerve supply of stomach, intestines, liver, gallbladder, pancreas, spleen, kidneys, suprarenal glands. • Emphasize surface markings and relations of major organs. • Review diaphragm, psoas, quadratus lumborum, lumbar plexus. • Revise major vessels: abdominal aorta, inferior vena cava, and their tributaries. Applied Anatomy • Correlate abdominal surface markings with clinical examination (palpation, auscultation). • Recall common clinical conditions: appendicitis, peptic ulcer, gallstones, portal hypertension, splenic injury. • Understand importance of imaging (X-ray, ultrasound, CT) in abdominal pathology
Purpose (03 Mins)	To provide foundational understanding of review on abdomen for integration with clinical practice

Prerequisite of learning (02 Mins)	Before attending this class, students should have: • Basic anatomical terminology, general abdominal cavity overview, and relevant organ systems.
Contents (40 Mins)	Basic anatomical terminology, Gross anatomy of Review on Abdomen, clinical correlations, and applied aspects.
Method	Interactive lecture, models, and question–answer session.
Material	Diagrams, Cadaver/Viscera, Model, Whiteboard, Marker
Assessment (10 Mins)	Short recap questions, oral questioning.
Summary (03 Mins)	Key point of the lecture
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter’s Atlas of Human Anatomy

Topic	Regional Anatomy (Abdomen)
Title	Kidney & Suprarenal gland
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this session, students should be able to: • Location, shape, size, and surfaces. • Hilum and structures entering/exiting the kidney (renal artery, vein, ureter, lymphatics, nerves). • Relations with surrounding organs (e.g., liver, spleen, stomach, pancreas, diaphragm). • Renal capsule and perinephric fat. • Cortex, medulla, renal pyramids, renal columns, minor and major calyces, renal pelvis. • Shape, size, surfaces, relations. • Distinguish between the cortex and medulla (grossly if possible). • Blood supply, venous drainage, and lymphatic connections. • Percutaneous renal biopsy. • Surgical approaches (nephrectomy, adrenalectomy). • Radiological identification (ultrasound/CT scan).
Purpose (03 Mins)	• Provides foundational knowledge for clinical anatomy, surgery, urology, and radiology. • Helps students understand kidney and adrenal gland function in health and disease. • Essential for safe and effective interpretation of imaging studies and surgical approaches. • Prepares students for practical examinations and future clinical rotations.
Prerequisite of learning (02 Mins)	Before attending this class, students should have: Basic anatomical terminology, general abdominal cavity overview, and relevant organ systems.
Contents (40 Mins)	Basic anatomical terminology,
Method	Interactive lecture, models, and question–answer session.
Material	Diagrams, Cadaver/Viscera, Model, Whiteboard, Marker
Assessment (10 Mins)	Short recap questions, oral questioning.
Summary (03 Mins)	Key point of the lecture
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy

Topic	Regional Anatomy (Abdomen)
Title	Male Reproductive System
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	Describe the position, relations, blood supply, lymphatic drainage, and nerve supply of: • Testis & epididymis • Vas deferens • Seminal vesicles • Prostate gland • Penis • Scrotum & spermatic cord • Recall coverings of testis and layers of spermatic cord. • Identify peritoneal relations (e.g., processus vaginalis) and their significance.
Purpose (03 Mins)	To provide foundational understanding of male reproductive system for integration with clinical practice.
Prerequisite of learning (02 Mins)	Before attending this class, students should have: • Basic anatomical terminology, general abdominal cavity overview, and relevant organ systems.
Contents (40 Mins)	Basic anatomical terminology, Gross anatomy of Male Reproductive System, clinical correlations, and applied aspects.
Method	Interactive lecture, models, and question–answer session.
Material	Diagrams, Cadaver/Viscera, Model, Whiteboard, Marker
Assessment (10 Mins)	Short recap questions, oral questioning.
Summary (03 Mins)	Key point of the lecture
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy

Topic	Regional Anatomy (Abdomen)
Title	Female Reproductive System
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to: • Describe the position, size, shape, and relations of: • Ovaries • Uterine tubes (fallopian tubes) • Uterus • Vagina • External genitalia (vulva, clitoris, vestibule, perineum) • Recall the ligaments of female reproductive organs (broad ligament, ovarian ligament, round ligament, uterosacral ligament). • Describe blood supply, lymphatic drainage, and nerve supply of each organ. • Identify surface markings and peritoneal reflections (pouch of Douglas, uterovesical pouch). • Relate structure to functions in ovulation, fertilization, implantation, menstruation, pregnancy, and childbirth. • Recall hormonal control of menstrual cycle (FSH, LH, estrogen, progesterone).
Purpose (03 Mins)	To provide foundational understanding of female reproductive system for integration with clinical practice.
Prerequisite of learning (02 Mins)	Before attending this class, students should have: Basic anatomical terminology, general abdominal cavity overview, and relevant organ systems.
Contents (40 Mins)	Basic anatomical terminology, Gross anatomy of Female Reproductive System, clinical correlations, and applied aspects.
Method	Interactive lecture, models, and question–answer session.
Material	Diagrams, Cadaver/Viscera, Model, Whiteboard, Marker
Assessment (10 Mins)	Short recap questions, oral questioning.
Summary (03 Mins)	Key point of the lecture
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy

Topic	Regional Anatomy (Abdomen)
Title	Hipbone
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to: - Describe the formation of the hip bone from three parts: ilium, ischium, and pubis. - Identify and locate important anatomical landmarks: - Iliac crest, iliac spines (ASIS, AIIS, PSIS, PIIS) - Ischial spine, ischial tuberosity - Pubic crest, pubic tubercle, symphysis pubis - Acetabulum, obturator foramen - Explain surfaces, borders, and parts of each component bone: - Ilium: ala, iliac fossa, auricular surface - Ischium: body, ramus, ischial tuberosity - Pubis: body, superior & inferior rami - Describe the acetabulum: formation by ilium, ischium, pubis; acetabular notch and labrum. - Explain the obturator foramen and obturator membrane. - Articulations - Ossification - Describe primary and secondary ossification centers. - Recall the age of fusion of ilium, ischium, and pubis at the acetabulum (around puberty). - Sex Differences - Compare male vs female hip bone (features of pelvis): - Greater sciatic notch - Subpubic angle - Use of hip bone landmarks in surface anatomy (e.g., ASIS for McBurney's point, lumbar puncture level).
Purpose (03 Mins)	To provide foundational understanding of hipbone for integration with clinical practice.
Prerequisite of learning (02 Mins)	Before attending this class, students should have: Gross anatomy of Hipbone, clinical correlations, and applied aspects.
Contents (40 Mins)	Basic anatomical terminology,
Method	Interactive lecture, models, and question-answer session.
Material	Diagrams, Cadaver/Viscera, Model, Whiteboard, Marker
Assessment (10 Mins)	Short recap questions, oral questioning.
Summary (03 Mins)	Key point of the lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Topic	Regional Anatomy (Abdomen)
Title	Muscles, blood vessels, Nerve supply of Abdomen
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to: - List and describe the muscles of anterior abdominal wall (external oblique, internal oblique, transversus abdominis, rectus abdominis, pyramidalis). - Explain the rectus sheath (formation, contents, and line of demarcation at arcuate line). - Describe the posterior abdominal wall muscles (psoas major, psoas minor, iliacus, quadratus lumborum). - Describe the venous drainage: inferior vena cava and portal venous system. - Explain portosystemic anastomoses and their clinical significance (portal hypertension, varices, hemorrhoids). - Identify important collateral circulation in obstruction of major vessels. - Recall the thoracoabdominal nerves (lower six thoracic nerves, subcostal nerve). - Describe the lumbar plexus (iliohypogastric, ilioinguinal, genitofemoral, lateral femoral cutaneous, femoral, obturator). - Explain the autonomic nerve supply: - Sympathetic: thoracic and lumbar splanchnic nerves → prevertebral ganglia - Parasympathetic: vagus nerve (foregut & midgut), pelvic splanchnic nerves (hindgut) - Correlate nerve supply with referred pain of abdominal organs (e.g., appendicitis, gallbladder pain)
Purpose (03 Mins)	To provide foundational understanding of muscles, blood vessels, nerve supply of abdomen for integration with clinical practice.
Prerequisite of learning (02 Mins)	Before attending this class, students should have: Basic anatomical terminology, general abdominal cavity overview, and relevant organ systems.
Contents (40 Mins)	Basic anatomical terminology, Gross anatomy of Muscles, blood vessels, Nerve supply of Abdomen, clinical correlations, and applied aspects.
Method	Interactive lecture, models, and question–answer session.
Material	Diagrams, Cadaver/Viscera, Model, Whiteboard, Marker
Assessment (10 Mins)	Short recap questions, oral questioning.
Summary (03 Mins)	Key point of the lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Topic	Regional Anatomy (Abdomen)
Title	Perineum
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to: • Describe the boundaries and divisions of the perineum (urogenital triangle and anal triangle). • Identify and demonstrate the muscles of the perineum and their attachments. • Describe the blood supply, venous drainage, lymphatic drainage, and nerve supply of the perineum. • Explain the structures present in the male and female urogenital triangles. • Discuss the anatomy of the anal canal, ischioanal fossa, and perineal body. • Apply anatomical knowledge to clinical cases such as episiotomy, perineal tears, hemorrhoids, fistula-in-ano, and perianal abscess. • Interpret surface anatomy and radiological imaging relevant to the perineum.
Purpose (03 Mins)	To provide foundational understanding of perineum for integration with clinical practice.
Prerequisite of learning (02 Mins)	Before attending this class, students should have: • Basic anatomical terminology, general abdominal cavity overview, and relevant organ systems.
Contents (40 Mins)	Gross anatomy of Perineum, clinical correlations, and applied aspects.
Method	Interactive lecture, models, and question–answer session.
Material	Diagrams, Cadaver/Viscera, Model, Whiteboard, Marker
Assessment (10 Mins)	Short recap questions, oral questioning.
Summary (03 Mins)	Key point of the lecture
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy

Topic	Regional Anatomy (Abdomen)
Title	Bony Pelvis, Lumbar Vertebrae
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to: • Describe the bones forming the pelvis (hip bone, sacrum, coccyx). • Identify and demonstrate the anatomical features of the hip bone (ilium, ischium, pubis). • Define and explain the pelvic brim, inlet, outlet, and pelvic walls. • Differentiate between male and female pelvis. • Describe the sacroiliac, pubic symphysis, and lumbosacral joints. • Explain the role of the pelvis in weight transmission, locomotion, and childbirth. • Apply anatomical knowledge in clinical conditions such as pelvic fractures, obstetric pelvis assessment, and pelvic deformities. • Describe the general features of a typical vertebra. • Identify and demonstrate the unique features of lumbar vertebrae (large body, short thick spinous process, mammillary process). • Differentiate typical and atypical lumbar vertebrae (L5). • Explain the orientation of articular facets and its importance in movement. • Describe the blood supply, venous drainage, and nerve relations of the lumbar region.
Purpose (03 Mins)	To provide foundational understanding of bony pelvis, lumbar vertebrae for integration with clinical practice.
Prerequisite of learning (02 Mins)	Before attending this class, students should have: • Basic anatomical terminology, general abdominal cavity overview, and relevant organ systems.
Contents (40 Mins)	Gross anatomy of Bony Pelvis, Lumbar Vertebrae, clinical correlations, and applied aspects.
Method	Interactive lecture, models, and question–answer session.
Material	Diagrams, Cadaver/Viscera, Model, Whiteboard, Marker
Assessment (10 Mins)	Short recap questions, oral questioning.
Summary (03 Mins)	Key point of the lecture
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy

Topic	Regional Anatomy (Abdomen)
Title	Kidney & Suprarenal gland
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to: - Recall the important anatomical features and concepts from previously covered topics. - Summarize the boundaries, relations, blood supply, nerve supply, and functions of major structures. - Correlate theoretical knowledge with clinical and applied anatomy. - Identify and correct misconceptions or gaps in understanding. - Answer viva-style and MCQ questions to test readiness for exams. - Integrate knowledge across regions (e.g., thorax, abdomen, pelvis, perineum). - Develop confidence in presenting anatomical information concisely and accurately.
Purpose (03 Mins)	To provide foundational understanding of review class for integration with clinical practice.
Prerequisite of learning (02 Mins)	Before attending this class, students should have: Basic anatomical terminology, general abdominal cavity overview, and relevant organ systems.
Contents (40 Mins)	Gross anatomy of Review Class, clinical correlations, and applied aspects.
Method	Interactive lecture, models, and question-answer session.
Material	Diagrams, Cadaver/Viscera, Model, Whiteboard, Marker
Assessment (10 Mins)	Short recap questions, oral questioning.
Summary (03 Mins)	Key point of the lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy.

Topic	Regional Anatomy (Abdomen)
Title	Living Anatomy
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to: • Specific learning objectives relevant to Living Anatomy. • Understanding applied anatomy and clinical correlation.
Purpose (03 Mins)	To provide foundational understanding of living anatomy for integration with clinical practice
Prerequisite of learning (02 Mins)	Before attending this class, students should have: • Basic anatomical terminology, general abdominal cavity overview, and relevant organ systems.
Contents (40 Mins)	Gross anatomy of Living Anatomy, clinical correlations, and applied aspects.
Method	Interactive lecture, models, and question–answer session.
Material	Diagrams, living body, Model, Whiteboard, Marker
Assessment (10 Mins)	Short recap questions, oral questioning.
Summary (03 Mins)	Key point of the lecture
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy

Lesson Plan for Tutorial Class of Inferior Extremity Card

Title	Gross Anatomy
Topic	Femur
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of the session, the students will be able to: - Identify and describe the anatomical features of the femur (head, neck, shaft, condyles, trochanters, borders, surfaces). - Differentiate the proximal, shaft, and distal parts of the femur in terms of their landmarks and orientation. - Explain the anatomical relations and attachments of important muscles, ligaments, and structures to the femur. - Correlate the anatomical features of the femur with its functions in locomotion and weight bearing. - Demonstrate the ability to orient the femur in anatomical position and distinguish right from left. - Discuss the applied anatomy including common fractures (e.g., fracture neck of femur, shaft fracture) and their clinical importance.
Purpose (03 Mins)	- To provide a foundational understanding of the longest and strongest bone of the body which plays a crucial role in support and locomotion. - To help students develop skills in identifying bones and landmarks which are essential for clinical practice and further studies in anatomy, orthopedics, and radiology. - To integrate theoretical knowledge with practical demonstration for developing anatomical orientation skills. - To create awareness about the clinical relevance of femoral fractures, hip joint relations, and orthopedic surgical landmarks.
Prerequisite of learning (02 Mins)	- General Anatomy of Bones: classification, parts (diaphysis, epiphysis, metaphysis), surface markings, ossification. - Terminology in Anatomy: anatomical position, terms of relation, surface markings (ridge, tubercle, condyle, etc.). - Basic Concepts of the Skeletal System: functions of bone, types of bone, structure of a typical long bone. - Overview of Lower Limb Skeleton: names and basic location of bones in the pelvic girdle and lower limb.
Contents (40 Mins)	Femur
Method	- Demonstration with cadaver/prosection/specimen. - Oral description practice by students in front of faculty. - Guided questioning on attachments, innervation, and clinical aspects. - Use of charts/diagrams for reinforcement.
Material	- Skeleton (Femur). - Cadaveric specimen/prosections. - Charts and cross-section diagrams.
Assessment (10 Mins)	- Oral viva: Describe anterior or posterior compartment of Thigh. - Spotting: Identify a given muscle, nerve, or vessel. - Short questions: Clinical correlations (fractures, nerve palsies).
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Hip Joint
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the class, students will be able to): - Describe the anatomical position, type, and classification of the hip joint. - Identify the articulating bones, articular surfaces, and important structural features of the hip joint. - Explain the capsular attachments and reinforcing ligaments of the joint. - Demonstrate the relations of important structures around the hip joint. - Discuss the synovial membrane and bursae associated with the hip joint. - Correlate the anatomy of the hip joint with its movements and range of motion. - Apply anatomical knowledge in understanding clinical conditions (e.g., dislocation, fracture neck of femur, congenital dislocation of hip, osteoarthritis).
Purpose (03 Mins)	- To provide students with a detailed understanding of the structural and functional anatomy of the hip joint. - To establish a foundation for interpreting radiological images and clinical cases related to hip joint injuries and pathologies. - To integrate basic anatomical knowledge with future clinical subjects such as Orthopedics, Radiology, and Surgery. - To prepare students for clinical examinations and practical skills involving lower limb joints.
Prerequisite of learning (02 Mins)	- General osteology: Structure of bones and features of synovial joints. - Pelvic bone and femur anatomy: Landmarks, articulating surfaces, and attachments. - General arthrology: Types of joints, structure of synovial joints, and movements. - Basic muscle anatomy: Surrounding muscles of gluteal region and thigh (brief idea). - Neurovascular supply: General principles of joint innervation and blood supply.
Contents (40 Mins)	Hip Joint
Method	- Demonstration with cadaver/prosection/specimen. - Oral description practice by students in front of faculty. - Guided questioning on attachments, innervation, and clinical aspects. - Use of charts/diagrams for reinforcement.
Material	- Model (Hip Joint). - Charts and cross-section diagrams.
Assessment (10 Mins)	- Oral viva: Describe the gross anatomy of Hip Joint. - Short questions: Clinical correlations (fractures, nerve palsies).
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Tibia
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of this session, the students will be able to: - Describe the general features of the tibia. - Identify the anatomical landmarks (upper end, shaft, and lower end). - Explain the attachments of important muscles and ligaments on the tibia. - Demonstrate the anatomical orientation of the tibia in a specimen. - Differentiate between right and left tibia. - Apply anatomical knowledge in clinical context (e.g., fractures of tibia).
Purpose (03 Mins)	- To develop a clear understanding of the structure of the tibia, which is crucial for locomotion and weight-bearing. - To build the foundation for clinical application in orthopedics, surgery, and radiology. - To correlate gross anatomy with surface anatomy and imaging (X-ray, CT, MRI). - To prepare students for practical examinations (spotting, viva, and written). - To integrate anatomical knowledge with physiology and pathology of the lower limb.
Prerequisite of learning (02 Mins)	- Basic understanding of bone anatomy (long bone structure – epiphysis, metaphysis, diaphysis). - General concepts of osteology (types of bones, bone surface markings, nutrient foramina). - Knowledge of anatomical planes, terms, and positions (anterior, posterior, medial, lateral). - Preliminary understanding of the functions of the lower limb bones in support and movement.
Contents (40 Mins)	Tibia (Right & Left)
Method	- Demonstration with cadaver/prosection/specimen. - Oral description practice by students in front of faculty. - Guided questioning on attachments, innervation, and clinical aspects. - Use of charts/diagrams for reinforcement.
Material	- Skeleton (Tibia), White board & Marker. - Charts and cross-section diagrams.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Fibula
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of this session, the students will be able to: • Describe the general features of the tibia. • Identify the anatomical landmarks (upper end, shaft, and lower end). • Explain the attachments of important muscles and ligaments on the tibia. • Demonstrate the anatomical orientation of the tibia in a specimen. • Apply anatomical knowledge in clinical context (e.g., fractures of tibia, shin splints, surgical relevance).
Purpose (03 Mins)	• To develop a clear understanding of the structure of the tibia, which is crucial for locomotion and weight-bearing. • To build the foundation for clinical application in orthopedics, surgery, and radiology. • To correlate gross anatomy with surface anatomy and imaging (X-ray, CT, MRI). • To prepare students for practical examinations (spotting, viva, and written).
Prerequisite of learning (02 Mins)	• Basic understanding of bone anatomy (long bone structure – epiphysis, metaphysis, diaphysis). • General concepts of osteology (types of bones, bone surface markings, nutrient foramina). • Knowledge of anatomical planes, terms, and positions (anterior, posterior, medial, lateral). • Preliminary understanding of the functions of the lower limb bones in support and movement.
Contents (40 Mins)	Fibula
Method	• Demonstration with cadaver/prosection/specimen. • Oral description practice by students in front of faculty. • Guided questioning on attachments, innervation, and clinical aspects. • Use of charts/diagrams for reinforcement.
Material	• Skeleton (Fibula), White board & Marker. • Charts and cross-section diagrams.
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. • Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Knee Joint
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the session, students will be able to: - Identify the bones and bony landmarks forming the knee joint. - Classify the type of joint and describe its articular surfaces. - Describe the fibrous capsule, synovial membrane, ligaments (extracapsular and intracapsular), and menisci. - Explain the relations and important bursae around the knee joint. - Discuss the blood supply, nerve supply, and lymphatic drainage of the joint. - Correlate the structural features with the movements of the knee joint. - Apply anatomical knowledge to understand common clinical conditions (e.g., ligament injuries, meniscal tear, effusion, arthritis).
Purpose (03 Mins)	- To provide students with a detailed understanding of the structural and functional anatomy of the Knee joint. - To establish a foundation for interpreting radiological images and clinical cases related to Knee joint injuries and pathologies. - To integrate basic anatomical knowledge with future clinical subjects such as Orthopedics, Radiology, and Surgery. - To help students develop the ability to correlate structure with function in relation to locomotion and posture. - To prepare students for clinical examinations and practical skills involving lower limb joints.
Prerequisite of learning (02 Mins)	- General osteology: Structure of bones and features of synovial joints. - Pelvic bone and femur anatomy: Landmarks, articulating surfaces, and attachments. - General arthrology: Types of joints, structure of synovial joints, and movements. - Basic muscle anatomy: Surrounding muscles of gluteal region and thigh. - Neurovascular supply: General principles of joint innervation and blood supply.
Contents (40 Mins)	Knee Joint
Method	- Oral description practice by students in front of faculty. - Guided questioning on attachments, innervation, and clinical aspects. - Use of charts/diagrams for reinforcement.
Material	- Model (Knee Joint). - Charts and cross-section diagrams.
Assessment (10 Mins)	- Oral viva: Describe the gross anatomy of Knee Joint. - Short questions: Clinical correlations (fractures, nerve palsies).
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Item- (Femur & Hip Joint)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify the anatomical features of the femur and demonstrate their clinical importance. - Describe the gross anatomy of the hip joint, including type, articular surfaces, ligaments, capsule, and relations. - Explain the movements of the hip joint with their range, axes, and muscles involved. - Demonstrate applied aspects related to femur and hip joint (e.g., fracture neck of femur, dislocation of hip, congenital anomalies). - Answer oral examination questions with clarity and apply anatomical knowledge to clinical cases.
Purpose (03 Mins)	- To prepare students for oral examinations in Anatomy (both formative and summative). - To reinforce understanding of the osteology (femur) and arthrology (hip joint) in a clinical context. - To develop the ability to correlate structure and function in musculoskeletal anatomy. - To train students in clinical orientation by emphasizing applied anatomy (fractures, joint pathology).
Prerequisite of learning (02 Mins)	- General features of a long bone and basic terminology (shaft, ends, surfaces, borders, epiphysis). - Introduction to movements of joints (flexion, extension, abduction, adduction, rotation). - Basic knowledge of muscle attachments and their actions. - General concepts of blood supply, nerve supply, and lymphatic drainage of bones and joints.
Contents (40 Mins)	Bones- Femur Model- Hip Joint
Method	Question- Answer Session
Material	- Skeleton (Femur & Hip Joint), Cadaveric specimen/prosections. - Charts and cross-section diagrams.
Assessment (10 Mins)	- Formative: Oral questioning during class, spot test on landmarks. - Summative: Practical/viva exam (student describes Femur with landmarks, attachments, and clinical relevance). - Checklist: Proper identification of ends, shaft, surfaces, borders, attachments, and applied anatomy.
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

	• Netter's Atlas of Human Anatomy
Title	Gross Anatomy
Topic	Articulated foot & Joints
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the class, students will be able to: • Identify and describe the bones forming the skeleton of the foot. • Demonstrate the important anatomical landmarks of tarsal, metatarsal and phalanges. • Describe the arrangement and articulations of the bones in the foot. • Explain the classification and types of joints present in the foot. • Correlate the structural features of foot joints with their functions (support, locomotion, weight transmission). • Demonstrate the arches of the foot and explain their anatomical and functional significance. • Apply anatomical knowledge in clinical correlation (e.g., flat foot, ankle sprain, fractures).
Purpose (03 ins)	• To provide students with clear knowledge about the skeletal framework of the foot and its joints, To enable students to understand the functional anatomy of the foot in relation to posture and locomotion. • To build a foundation for clinical application regarding injuries, deformities, and diseases of the foot. • To prepare students for oral/practical examinations through hands-on learning with articulated skeletons and models.
Prerequisite of learning (02 Mins)	• General osteology and classification of bones. • Types of joints with examples. • Anatomical terminology (anterior, posterior, medial, lateral, proximal, distal, etc.).
Contents (40 Mins)	Bones of the foot, Articulations of the foot, Arches of the foot & Clinical Anatomy
Method	• Demonstration with cadaver/prosection/specimen. • Oral description practice by students in front of faculty. • Guided questioning on attachments, innervation, and clinical aspects. • Use of charts/diagrams for reinforcement.
Material	• Skeleton (Articulated foot), White board & Marker. • Charts and cross-section diagrams.
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation, Ask one or two students to summarize the session briefly before closing.

Summary (03 Mins)	Key point of lecture
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Continuation of Fibula
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of this session, the students will be able to: • Describe the general features of the tibia. • Identify the anatomical landmarks (upper end, shaft, and lower end). • Explain the attachments of important muscles and ligaments on the tibia. • Demonstrate the anatomical orientation of the tibia in a specimen. • Differentiate between right and left tibia. • Apply anatomical knowledge in clinical context (e.g., fractures of tibia, shin splints, surgical relevance).
Purpose (03 Mins)	• To develop a clear understanding of the structure of the tibia, which is crucial for locomotion and weight-bearing. • To build the foundation for clinical application in orthopedics, surgery, and radiology. • To correlate gross anatomy with surface anatomy and imaging (X-ray, CT, MRI) • To integrate anatomical knowledge with physiology and pathology of the lower limb.
Prerequisite of learning (02 Mins)	• Basic understanding of bone anatomy (long bone structure – epiphysis, metaphysis, diaphysis). • General concepts of osteology (types of bones, bone surface markings, nutrient foramina). • Knowledge of anatomical planes, terms, and positions (anterior, posterior, medial, lateral). • Preliminary understanding of the functions of the lower limb bones in support and movement.
Contents (40 Mins)	Fibula
Method	• Demonstration with cadaver/prosection/specimen. • Oral description practice by students in front of faculty. • Guided questioning on attachments, innervation, and clinical aspects. • Use of charts/diagrams for reinforcement.
Material	• Skeleton (Fibula), White board & Marker, Charts and cross-section diagrams.
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation, Ask one or two students to summarize the session briefly

	before closing.
Summary (03 Mins)	Key point of lecture
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Front of the Thigh
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of the session, students will be able to: • Identify and describe the surface landmarks of the front of the thigh. • List the muscles of the front of the thigh with their origin, insertion, nerve supply, and actions. • Describe the femoral triangle – boundaries, contents, and applied anatomy. • Describe the adductor canal – boundaries, contents, and significance. • Apply anatomical knowledge in clinical contexts such as femoral hernia, femoral pulse, and nerve injuries.
Purpose (03 Mins)	• To provide students with foundational knowledge of the anterior compartment of the thigh for understanding locomotion and posture. • To correlate structural anatomy with clinical applications in surgery, orthopedics, and general medicine. • To prepare students for future learning of lower limb anatomy including hip, knee, and vascular interventions. • To develop observational and practical skills for dissection and oral examination.
Prerequisite of learning (02 Mins)	• General features of bones of the lower limb (hip bone, femur, patella, tibia, fibula). • Basic concepts of muscles, tendons, and fascia. • General arrangement of compartments of the thigh. • Introductory knowledge of arteries, veins, lymphatics, and peripheral nerves.
Contents (40 Mins)	Front of the Thigh
Method	• Demonstration with cadaver/prosection/specimen. • Oral description practice by students in front of faculty. • Guided questioning on attachments, innervation, and clinical aspects.
Material	• Skeleton (Front of the Thigh). • White board & Marker. • Charts and cross-section diagrams.
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation.

	Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Back of the Thigh
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of the session, the students will be able to: - Describe the boundaries and extent of the posterior compartment of the thigh. - Enumerate and explain the muscles of the back of the thigh (origin, insertion, nerve supply, and actions). - Describe the nerve supply (sciatic nerve and its branches). - Discuss the blood supply (arterial sources and venous drainage). - Describe the important relations, including surface landmarks. - Discuss the applied anatomy: hamstring injuries, sciatica, and popliteal fossa relations. - Identify the muscles and neurovascular structures of the back of the thigh in a cadaveric specimen or prosected model. - Appreciate the clinical significance of posterior thigh structures in relation to injuries, surgeries, and clinical examination.
Purpose (03 Mins)	- To provide students with an integrated understanding of the anatomical structures of the back of the thigh. - To build the foundation for clinical knowledge of lower limb examination and surgical approaches. - To correlate anatomical knowledge with clinical conditions such as hamstring injuries, sciatica, and posterior thigh compartment syndrome.
Prerequisite of learning (02 Mins)	- Basic concepts of gross anatomy (planes, positions, and terminologies). - General structure of skeletal muscles, fasciae, and compartments of the body. - Anatomy of the pelvic bone and femur (since many muscles originate from there). - General course of major nerves and blood vessels of the lower limb.
Contents (40 Mins)	Back of the Thigh
Method	- Demonstration with cadaver/prosection/specimen. - Oral description practice by students in front of faculty. - Guided questioning on attachments, innervation, and clinical aspects.
Material	- Skeleton (Back of the Thigh), White board & Marker. - Charts and cross-section diagrams.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation.

	Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy
Title	Gross Anatomy
Topic	Popliteal fossa
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the session, the students will be able to: - Describe the boundaries of the popliteal fossa. - Identify the contents of the popliteal fossa and their arrangement. - Explain the anatomical relations of important structures (popliteal vessels, tibial & common peroneal nerves, lymph nodes). - Correlate the anatomical knowledge with clinical aspects (e.g., aneurysm of popliteal artery, popliteal cyst, nerve injuries). - Demonstrate the gross features of the popliteal fossa on cadaveric specimens/models.
Purpose (03 Mins)	- To understand the transition zone between thigh and leg. - To appreciate the neurovascular importance of the popliteal fossa in clinical examinations and surgical approaches. - To develop the ability to interpret clinical conditions such as vascular occlusion, nerve palsy, and swellings in the popliteal region. - To strengthen knowledge of surface anatomy for physical examination and clinical practice.
Prerequisite of learning (02 Mins)	- Basic osteology of the femur, tibia, and fibula. - General arrangement of muscles of thigh and leg. - Course and distribution of sciatic nerve and its branches. - General features of arterial and venous systems of lower limb.
Contents (40 Mins)	Popliteal fossa
Method	- Demonstration with cadaver/prosection/specimen. - Oral description practice by students in front of faculty. - Guided questioning on attachments, innervation, and clinical aspects.
Material	- Cadaver (Back of the Thigh). - White board & Marker.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture

References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy
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Title	Gross Anatomy
Topic	Item- (Tibia & Knee Joint)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify the important anatomical features of the tibia and knee joint relevant for oral examination. - Describe the gross anatomical structures of the tibia including its surfaces, borders, attachments, and applied aspects. - Explain the articulating surfaces, capsule, ligaments, menisci, and synovial features of the knee joint. - Discuss the relations, blood supply, nerve supply, and applied anatomy (injuries, dislocations, degenerative changes) of the knee joint. - Demonstrate confidence in answering structured oral examination questions on tibia and knee joint.
Purpose (03 Mins)	- To familiarize students with the systematic approach of oral examination in anatomy. - To prepare students for professional viva voce and future clinical application. - To integrate theoretical knowledge with practical and clinical relevance. - To develop students' ability to correlate anatomical features with common clinical conditions (e.g., fracture tibia, knee injuries, meniscal tear, cruciate ligament injury). - To enhance communication skills in describing anatomical structures orally in an academic and clinical setting.
Prerequisite of learning (02 Mins)	- General osteology – anatomical terms, parts of a long bone. - General arthrology – classification of joints, structural features of synovial joints. - Anatomy of lower limb bones (overview). - Basic knowledge of surface anatomy of leg and knee region. - Functional anatomy of muscles acting on the knee joint (quadriceps, hamstrings, gastrocnemius).
Contents (40 Mins)	Tibia & Knee Joint
Method	Question – Answer Session.
Material	Skeleton (Tibia & Knee Joint).
Assessment (10 Mins)	- Oral viva: Describe the Gross anatomy of Tibia & Knee Joint. - Spotting: Identify a given muscle, nerve, or vessel. - Short questions: Clinical correlations (fractures, nerve palsies).
Summary (03 Mins)	Key point of lecture

References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy
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Title	Gross Anatomy
Topic	Gluteal region
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify the bony landmarks of the gluteal region (pelvis, sacrum, coccyx, greater trochanter, iliac crest). - Describe the boundaries and subdivisions of the gluteal region. - Recognize and locate the muscles of the gluteal region (gluteus maximus, Medius, minimum, tensor fascia Lata) along with their origins, insertions, actions, and innervations. - Identify the important neurovascular structures (sciatic nerve, superior and inferior gluteal vessels, arteries, and veins) passing through the gluteal region. - Understand the clinical significance of the gluteal region, including intramuscular injection sites and gluteal nerve injuries.
Purpose (03 Mins)	- To provide students with a solid understanding of the gross anatomical structure of the gluteal region. - To enable clinical application in procedures such as intramuscular injections and diagnosing gluteal nerve injuries. - To build a foundation for further study of the lower limb anatomy, hip joint, and neurovascular pathways.
Prerequisite of learning (02 Mins)	- Basic osteology of the pelvis and femur (ilium, ischium, pubis, sacrum, greater trochanter). - Terminology of body regions and planes. - Basic muscle anatomy concepts: origin, insertion, action, and innervation. - Fundamentals of neurovascular anatomy (arteries, veins, major nerves).
Contents (40 Mins)	Gluteal region
Method	- Demonstration with cadaver/prosection/specimen. - Oral description practice by students in front of faculty. - Guided questioning on attachments, innervation, and clinical aspects.
Material	- Cadaver (Gluteal region). - White board & Marker.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary	Key point of lecture

(03 Mins)	
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Item- (Fibula)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this lesson, students should be able to: - Identify the anatomical features of the fibula, including proximal and distal ends, shaft, and surface landmarks. - Describe the articulations of the fibula with the tibia and talus. - Demonstrate correct techniques for palpating the fibula in a living subject or model. - Correlate anatomical knowledge of the fibula with its clinical significance, including common fractures and surgical landmarks. - Respond accurately to oral questions regarding fibular anatomy in a practical examination setting.
Purpose (03 Mins)	- To reinforce gross anatomy knowledge through direct observation and palpation. - To develop clinical reasoning by connecting anatomical landmarks with clinical procedures (e.g., fracture assessment, surgical approaches). - To train students for oral practical examinations, a key component in MBBS assessment. - To enhance spatial understanding of lower limb anatomy in relation to the tibia, ankle, and foot.
Prerequisite of learning (02 Mins)	- Have a basic understanding of skeletal system anatomy, particularly long bones. - Know the anatomy of the tibia (since fibula articulates with tibia). - Be familiar with lower limb muscle attachments, especially muscles attaching to the fibula (e.g., biceps femoris, peroneal muscles). - Understand surface anatomy landmarks of the leg and ankle.
Contents (40 Mins)	Fibula
Method	- Demonstration with cadaver/prosection/specimen. - Oral description practice by students in front of faculty. - Guided questioning on attachments, innervation, and clinical aspects. - Use of charts/diagrams for reinforcement.
Material	- Skeleton (Fibula). - Cadaveric specimen/prosections. - Charts and cross-section diagrams.
Assessment (10 Mins)	- Oral viva: Describe anterior or posterior compartment of forearm. - Spotting: Identify a given muscle, nerve, or vessel. - Short questions: Clinical correlations (fractures, nerve palsies).
Summary	Key point of lecture

(03 Mins)	
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Leg (Front & Back)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this lesson, students should be able to: - Identify and describe the major bones of the leg (femur, tibia, fibula, patella). - Identify and describe the major muscles of the anterior (front) and posterior (back) compartments of the leg. - Identify and trace the course of major arteries, veins, and nerves in the leg. - Describe the origin, insertion, action, and innervation of key muscles of the leg. - Recognize the clinical relevance of leg anatomy, including common sites of fractures, compartment syndrome, and nerve injuries. - Demonstrate surface landmarks and palpation points on a cadaver or model.
Purpose (03 Mins)	- Provides foundational knowledge for clinical examination of the leg. - Helps understand muscle actions, which is crucial for movement and gait analysis. - Essential for recognizing fractures, ligament injuries, and neurovascular problems in clinical practice. - Forms the basis for surgical approaches and radiological interpretation. - Develops spatial understanding of anatomical relationships in the lower limb.
Prerequisite of learning (02 Mins)	- Basic skeletal anatomy: terminology (proximal, distal, medial, lateral), bone structure. - Basic muscle anatomy: terms like origin, insertion, action, and innervation. - Upper limb gross anatomy: understanding of muscle compartments and neurovascular bundles. - Basic terminology of planes and regions of the body.
Contents (40 Mins)	Leg (Front & Back)
Method	- Demonstration with cadaver/prosection/specimen. - Oral description practice by students in front of faculty. - Guided questioning on attachments, innervation, and clinical aspects.
Material	- Cadaver, Leg (Front & Back), - White board & Marker.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary	Key point of lecture

(03 Mins)	
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Sole of the foot
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of the lesson, students should be able to: • Identify the bones of the sole of the foot and their anatomical relationships. • Describe the muscular layers of the sole of the foot, including origin, insertion, innervation, and action of each muscle. • Recognize the fascia of the sole (plantar fascia) and understand its clinical significance. • Trace the neurovascular supply (arteries, veins, and nerves) of the sole. • Correlate the anatomy with common clinical conditions, such as plantar fasciitis and foot injuries.
Purpose (03 Mins)	• To provide students with a detailed understanding of the anatomy of the sole of the foot, essential for clinical practice in orthopedics, surgery, and general medicine. • To develop practical skills in identifying and demonstrating structures in cadaveric dissection. • To enable students to relate anatomical structures to function and clinical conditions of the foot.
Prerequisite of learning (02 Mins)	• General anatomy of the lower limb, including bones, joints, muscles, and nerves. • Basic terminology of anatomical planes, directions, and surface markings. • Gross anatomy of the dorsum of the foot, including bones and muscles. • Basic neurovascular anatomy, including peripheral nerves and arteries of the lower limb.
Contents (40 Mins)	Sole of the foot
Method	• Demonstration with cadaver/prosection/specimen. • Oral description practice by students in front of faculty. • Guided questioning on attachments, innervation, and clinical aspects.
Material	• Cadaver & Skull (Sole of the foot), • White board & Marker.
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. • Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture

References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy
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Title	Gross Anatomy
Topic	Item- (Front & Back of the thigh with popliteal fossa)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this lesson, students should be able to: • Identify the surface landmarks of the anterior and posterior aspects of the thigh. • Describe the boundaries and contents of the popliteal fossa. • Recognize the major muscles, nerves, and vessels of the thigh and popliteal region. • Demonstrate the ability to orally examine and describe the anatomical features of the thigh and popliteal fossa. • Correctly palpate key structures like femoral artery, popliteal artery, and major tendons on a model or volunteer. • Develop confidence and accuracy in oral anatomical examination. • Apply systematic approach to describe anatomical regions during viva or practical exams.
Purpose (03 Mins)	• To strengthen students' understanding of surface anatomy, which is crucial for clinical examination. • To enable students to correlate anatomical knowledge with clinical findings, especially in trauma, vascular, or orthopedic conditions. • To prepare students for practical oral examinations and viva voce. • To lay the foundation for surgical anatomy and regional procedures in the lower limb.
Prerequisite of learning (02 Mins)	• General anatomy of the lower limb, including bone, muscle, and nerve basics. • Basic muscle groups of the thigh (anterior, posterior, medial compartments). • Fundamental vascular anatomy, especially the femoral and popliteal vessels. • Understanding of surface anatomy terminology (borders, landmarks, fossae).
Contents (40 Mins)	Front & Back of the thigh with popliteal fossa
Method	Question- Answer Session
Material	• Skeleton. • Cadaveric specimen/prosections.
Assessment (10 Mins)	• Oral viva: Describe the gross anatomy of Front & Back of the thigh with popliteal fossa. • Spotting: Identify a given muscle, nerve, or vessel. • Short questions: Clinical correlations (fractures, nerve palsies).
Summary (03 Mins)	Key point of lecture

References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy
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Title	Gross Anatomy
Topic	Dorsum of the foot
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this lesson, students should be able to: - Identify the bones, joints, muscles, tendons, ligaments, nerves, and vessels on the dorsum of the foot. - Describe the origin, insertion, nerve supply, and actions of the muscles of the dorsum of the foot. - Recognize the anatomical relationships of the dorsum of the foot structures for clinical relevance (e.g., injuries, palpation). - Demonstrate palpation of key bony landmarks, tendons, and superficial vessels on the dorsum of the foot. - Correlate the anatomy of the dorsum with clinical procedures such as dorsalis pedis pulse examination.
Purpose (03 Mins)	Understanding the gross anatomy of the dorsum of the foot is essential for: - Clinical examination of the lower limb. - Identifying injuries, fractures, tendon ruptures, or nerve damage. - Performing procedures like pulse palpation, local anesthesia, or surgical interventions. - Building a foundation for lower limb biomechanics and gait analysis.
Prerequisite of learning (02 Mins)	- Basic skeletal anatomy of the lower limb: bones of the leg and foot (tarsals, metatarsals, phalanges). - Muscle groups of the lower limb: anterior, posterior, and lateral compartments of the leg. - Basic neurovascular structures of the lower limb: major arteries, veins, and nerves. - Surface anatomy of the foot and ankle.
Contents (40 Mins)	Dorsum of the foot
Method	- Demonstration with cadaver/prosection/specimen. - Oral description practice by students in front of faculty. - Guided questioning on attachments, innervation, and clinical aspects.
Material	- Cadaver & skeleton (Dorsum of the foot), - White board & Marker.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and

	verbal participation. • Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Item- (Articulated foot & Joints)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this session, students should be able to: • Identify and describe the bones of the foot (tarsals, metatarsals, phalanges) in an articulated foot specimen. • Recognize the major joints of the foot (ankle joint, subtalar joint, intertarsal, tarsometatarsal, metatarsophalangeal, and interphalangeal joints) and their types. • Explain the functional significance of each joint in foot movements. • Demonstrate the ability to answer oral questions confidently regarding the structure and relationships of the foot bones and joints. • Correlate anatomical knowledge of the foot and its joints with clinical relevance, such as common injuries or deformities.
Purpose (03 Mins)	• To reinforce understanding of the skeletal anatomy of the foot in three dimensions. • To develop competence in oral anatomy examinations, a skill important for practical assessments. • To link theoretical knowledge with practical application, enhancing retention of anatomical details. • To prepare students for clinical correlations, such as fractures, dislocations, and joint pathologies. • To develop communication skills, critical thinking, and precision in describing anatomical structures.
Prerequisite of learning (02 Mins)	• Basic osteology: General features of long, short, and irregular bones. • Lower limb anatomy: Names, positions, and basic functions of the bones of the lower limb. • Joint classification: Types of joints (fibrous, cartilaginous, synovial) and basic movements (flexion, extension, abduction, adduction, rotation).
Contents (40 Mins)	• Ankle joint, Subtalar joint, Intertarsal joints, Tarsometatarsal (Lisfranc) joint • Metatarsophalangeal & interphalangeal joints
Method	• Demonstration with cadaver/prosection/specimen. • Oral description practice by students in front of faculty. • Guided questioning on attachments, innervation, and clinical aspects.
Material	• Cadaver & skeleton, White board & Marker.
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and

	verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Arch of the foot
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this lesson, students should be able to: • Identify and describe the bony structures forming the medial, lateral, and transverse arches of the foot. • Recognize and describe the ligaments and tendons contributing to the stability of the foot arches. • Understand the functional significance of the foot arches in weight-bearing and locomotion. • Correlate the anatomical structure of the foot arches with common clinical conditions such as flatfoot (pes planus) and high arches (pes cavus). • Perform a basic inspection and palpation of the foot arch in a living subject.
Purpose (03 Mins)	• The arches of the foot are essential for shock absorption, weight distribution, and propulsion during gait. • Understanding their anatomy is crucial for diagnosing foot deformities, planning orthopedic interventions, and understanding biomechanics. • Knowledge of foot arches bridges gross anatomy and clinical relevance, fostering a functional understanding of human locomotion.
Prerequisite of learning (02 Mins)	• Basic osteology of the foot – names and locations of tarsal, metatarsal, and phalangeal bones. • Major muscles of the lower limb – particularly those contributing to foot movement. • Basic ligamentous structures – ligaments of the ankle and foot. • Terminology related to planes, directions, and movements (e.g., dorsal, plantar, inversion, eversion).
Contents (40 Mins)	Arch of the foot
Method	• Demonstration with cadaver/prosection/specimen. • Oral description practice by students in front of faculty. • Guided questioning on attachments, innervation, and clinical aspects.
Material	• Cadaver & skeleton • White board & Marker.
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics.

	• Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. • Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Blood supply & Nerve supply
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of the lesson, students should be able to: • Identify major arteries, veins, and their branches supplying specific organs and regions of the body. • Recognize major nerves and their branches, including somatic and autonomic divisions. • Describe the anatomical course and relations of significant vessels and nerves. • Trace the arteries, veins, and nerves on cadaveric specimens or models. • Demonstrate proper identification of blood vessels and nerves in practical sessions. • Appreciate the clinical importance of understanding vascular and nerve anatomy. • Develop attentiveness and accuracy in identifying structures during dissection or practical sessions.
Purpose (03 Mins)	• Understanding blood supply and nerve supply is crucial for surgeries, trauma management, and diagnostic procedures. • Provides a basis for understanding physiology, pathology, and pharmacology related to specific organs and regions. • Essential for interpreting imaging studies (CT, MRI, angiography). • Links gross anatomy with histology, embryology, and clinical medicine. • Prepares students for advanced learning in surgical anatomy and clinical rotations.
Prerequisite of learning (02 Mins)	• Terms of location, planes, and directional terminology. • Structure of arteries, veins, capillaries, and nerves. • Layers of blood vessels (tunica intima, media, adventitia). • Nerve structure (axon, myelin, connective tissue coverings). • Major bones and muscles that serve as reference points for vessels and nerves. • Basic organ locations and functions to understand supply and innervation.
Contents (40 Mins)	Blood supply & Nerve supply
Method	• Demonstration with cadaver/prosection/specimen. • Oral description practice by students in front of faculty. • Guided questioning on attachments, innervation, and clinical aspects.
Material	• Cadaver • White board & Marker.
Assessment	• Interactive questioning during the session (oral responses).

(10 Mins)	• Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. • Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy
Title	Gross Anatomy
Topic	Item- Leg (Front & Back)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this session, students should be able to: • Identify the bony landmarks of the leg including femur, tibia, fibula, patella, and associated joints. • Describe the major muscles of the anterior, posterior, medial, and lateral compartments of the leg. • Recognize the arterial supply (e.g., femoral, popliteal, anterior tibial, posterior tibial arteries) and venous drainage (e.g., great saphenous vein). • Identify the major nerves of the leg (sciatic, tibial, common peroneal, saphenous). • Demonstrate systematic oral identification of leg structures using diagrams or models. • Accurately answer oral questions related to the anatomy of the leg, including surface markings and clinical relevance. • Appreciate the clinical importance of detailed anatomical knowledge of the leg for surgical, orthopedic, and diagnostic purposes.
Purpose (03 Mins)	• To reinforce students' understanding of the gross anatomy of the leg. • To prepare students for practical and clinical oral examinations. • To strengthen the integration of theoretical knowledge with anatomical landmarks and clinical relevance.
Prerequisite of learning (02 Mins)	• Basic anatomical terminology – planes, directions, movements. • Skeletal system – bones of the lower limb (femur, tibia, fibula, patella). • Muscle groups of lower limb – anterior, posterior, medial, lateral compartments. • Basic neurovascular anatomy – major arteries, veins, and nerves of the lower limb.
Contents (40 Mins)	Leg (Front & Back)
Method	Question – Answer Session
Material	• Skeleton. • Cadaveric specimen/prosections.
Assessment (10 Mins)	• Oral viva: Describe anterior or posterior compartment of forearm. • Spotting: Identify a given muscle, nerve, or vessel. • Short questions: Clinical correlations (fractures, nerve palsies).
Summary (03 Mins)	Key point of lecture

References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy
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Title	Gross Anatomy
Topic	Clinical Anatomy Topics
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of the lesson, students should be able to: • Identify and describe the gross anatomical structures relevant to common clinical scenarios. • Correlate anatomical structures with their clinical significance in diagnosis and treatment. • Demonstrate knowledge of anatomical relationships that are important for surgical approaches and medical procedures. • Apply anatomical knowledge to interpret clinical findings, radiological images, and physical examination outcomes. • Develop spatial understanding of organ systems and regional anatomy that underpin clinical practice
Purpose (03 Mins)	• Clinical relevance: Understanding gross anatomy is essential for safe and effective clinical practice, including surgery, physical examination, and radiology. • Foundation for applied anatomy: Prepares students to integrate basic anatomical knowledge with pathophysiology and clinical skills. • Improves diagnostic ability: Helps in understanding the presentation of diseases based on structural changes. • Enhances procedural skills: Knowledge of anatomical landmarks guides injections, catheterizations, and surgical approaches. • Builds a strong foundation for advanced learning: Serves as the base for learning histology, embryology, and neuroanatomy in later phases.
Prerequisite of learning (02 Mins)	• Basic anatomical terminology (planes, directions, regions, cavities). • Osteology – general structure of bones, joints, and ligaments. • Muscular system – major muscles, their origin, insertion, action, and innervation. • Cardiovascular and respiratory system basics (heart, major vessels, lungs). • Nervous system basics (spinal cord, cranial nerves, peripheral nerves). • Surface anatomy and common anatomical landmarks.
Contents (40 Mins)	Clinical Anatomy Topics
Method	• Oral description practice by students in front of faculty. • Guided questioning on attachments, innervation, and clinical aspects.
Material	• Cadaveric specimen/prosections.

Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation., Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy
Title	Gross Anatomy
Topic	Surface marking & Radiology
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this lesson, students should be able to: - Define surface anatomy and explain its clinical importance. - Identify key surface landmarks of major body regions (head, neck, thorax, abdomen, limbs). - Correlate anatomical structures with their radiological appearance. - Interpret basic X-ray, CT, and MRI images with reference to anatomical landmarks. - Apply knowledge of surface anatomy for clinical procedures (e.g., injections, catheterization, thoracentesis).
Purpose (03 Mins)	- To bridge the gap between theoretical anatomy and clinical practice. - To enhance students' ability to locate underlying structures without dissection. - To develop skills in interpreting radiological images for diagnostic purposes. - To prepare students for clinical examinations, practicals, and future patient care.
Prerequisite of learning (02 Mins)	- Basic understanding of human anatomy from lectures and cadaveric study. - Familiarity with anatomical planes, directions, and terminology. - Basic knowledge of body regions and organ systems. - Introductory understanding of medical imaging modalities (X-ray, CT, MRI).
Contents (40 Mins)	Surface marking & Radiology
Method	- Oral description practice by students in front of faculty. - Guided questioning on attachments, innervation, and clinical aspects.
Material	Cadaveric specimen/prosections.
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy

Title	Gross Anatomy
Topic	Item- (Sole of the foot)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this session, students should be able to: - Identify and describe the surface anatomy of the sole of the foot, including the plantar regions, arches, and important landmarks. - Locate and palpate key bony prominences (e.g., calcaneus, heads of metatarsals, phalanges). - Identify muscular and tendon structures visible or palpable on the sole, including plantar muscles and tendons. - Recognize important neurovascular structures of the sole (e.g., plantar nerves and vessels). - Understand the functional significance of the sole in weight-bearing, locomotion, and arch support. - Communicate anatomical findings orally using correct anatomical terminology.
Purpose (03 Mins)	- To develop practical knowledge and hands-on skills in examining the sole of the foot. - To enhance observation and palpation skills, essential for clinical examination. - To integrate surface anatomy with underlying structures, fostering spatial understanding. - To prepare students for oral examinations and clinical case discussions in anatomy and later clinical years.
Prerequisite of learning (02 Mins)	- Basic lower limb anatomy, including bones, muscles, and joints. - Terminology of anatomical positions (plantar, dorsal, medial, lateral, proximal, distal). - Arches of the foot – medial, lateral, and transverse arches and their functions. - Basic neurovascular anatomy of the lower limb, including major nerves (tibial, plantar nerves) and vessels. - Palpation techniques and safe handling of anatomical specimens or live demonstration models.
Contents (40 Mins)	Sole of the foot
Method	- Demonstration with cadaver/prosection/specimen. - Oral description practice by students in front of faculty. - Guided questioning on attachments, innervation, and clinical aspects.

Material	Skeleton, Cadaveric specimen/prosections.
Assessment (10 Mins)	- Oral viva: Describe anterior or posterior compartment of forearm. - Spotting: Identify a given muscle, nerve, or vessel. - Short questions: Clinical correlations (fractures, nerve palsies).
Summary (03 Mins)	Key point of lecture
References	- Human Anatomy, A.K. Datta - Textbook of Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias. - Netter's Atlas of Human Anatomy
Title	Gross Anatomy
Topic	Item- (Arch of the foot)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target audiences	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this lesson, students should be able to: - Identify and describe the medial, lateral, and transverse arches of the foot. - Explain the functional significance of the foot arches in weight-bearing and locomotion. - Demonstrate the ability to palpate and examine the foot arches in a patient. - Recognize common abnormalities of the foot arches, such as pes planus (flat foot) and pes cavus (high-arched foot). - Correlate the anatomical features of the foot with clinical conditions affecting the arches.
Purpose (03 Mins)	- To equip students with essential clinical anatomy skills for foot examination. - To enable students to link structural anatomy with function and pathology. - To develop hands-on clinical examination competency in a safe, supervised environment. - To prepare students for oral and practical anatomy examinations.
Prerequisite of learning (02 Mins)	- Basic lower limb anatomy: bones, joints, and ligaments of the foot. - Muscles of the foot: intrinsic and extrinsic muscles related to arch maintenance. - Biomechanics of locomotion: how arches support weight and absorb shock. - Terminology of anatomical planes and movements relevant to the foot.
Contents (40 Mins)	Arch of the foot
Method	- Demonstration with cadaver/prosection/specimen. - Oral description practice by students in front of faculty. - Guided questioning on attachments, innervation, and clinical aspects.
Material	- Skeleton. - Cadaveric specimen/prosections.
Assessment (10 Mins)	- Oral viva: Describe anterior or posterior compartment of forearm. - Spotting: Identify a given muscle, nerve, or vessel. - Short questions: Clinical correlations (fractures, nerve palsies).
Summary (03 Mins)	Key point of lecture

References	• Human Anatomy, A.K. Datta • Textbook of Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias. • Netter's Atlas of Human Anatomy
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Lesson Plan for Tutorial Class of Head & Neck Card

Topic	Skull bones
Title	Frontal & parietal bone
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to: • Acquire knowledge and skills to identify, describe, and clinically correlate frontal & parietal bones. • Describe external & internal features of frontal/parietal bones. • Mention articulations & sutures. • Explain ossification, fontanelles, suture closure. • Relate to brain, meninges, vessels, and surface landmarks. • Explain clinical importance (fractures, craniosynostosis, fontanelle exam, radiology). • Identify bones & features in specimens. • Demonstrate surface landmarks on cadaver/peer. • Recognize bones on X-ray/CT. • Draw/sketch labeled diagrams.
Purpose (03 Mins)	• To understand human skull anatomy – knowing the frontal and parietal bones provides the basis for studying the neurocranium. • To identify important anatomical landmarks – e.g., bregma, coronal and sagittal sutures, and frontal eminences, which are clinically important. • To correlate with brain coverings and intracranial structures – understanding their relationship to meninges, venous sinuses, and lobes of the brain. • To aid in clinical application – essential in head injury, cranial fractures, craniotomy, and radiological interpretation. • To support further study in physiology and clinical subjects – forms a foundation for neurology, neurosurgery, ENT, and forensic medicine. • To integrate developmental knowledge – e.g., fontanelles and ossification centers, useful in pediatrics and obstetrics.
Prerequisite of learning (02 Mins)	Before attending this lecture, students should be familiar with: • Basic human body systems: Basic knowledge of body systems (musculoskeletal, cardiovascular, respiratory) and anatomical terminology. • Basic histology: Understanding basic tissue types and histological structures, especially those relevant to cranial bone. • Basic terminology: Terminology related to anatomical planes (e.g., sagittal, coronal, transverse), directions (e.g., anterior, posterior, superior, inferior), and general body landmarks. • Bone types, structure, ossification • Neurocranium vs viscerocranium, sutures, fontanelles • Planes, directions, landmarks • Intramembranous ossification, sutural development
Contents (40 Mins)	Frontal & parietal bone
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker, Pdf of course outline/handouts, Bones, Torso, Model, Speakers
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia • Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Skull bones
Title	Item(Frontal & parietal bone)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to: • Acquire knowledge and skills to identify, describe, and clinically correlate frontal & parietal bones. • Describe external & internal features of frontal/parietal bones. • Mention articulations & sutures. • Explain ossification, fontanelles, suture closure. • Relate to brain, meninges, vessels, and surface landmarks. • Explain clinical importance (fractures, craniosynostosis, fontanelle exam, radiology). • Identify bones & features in specimens. • Demonstrate surface landmarks on cadaver/peer. • Recognize bones on X-ray/CT. • Draw/sketch labeled diagrams.
Purpose (03 Mins)	• To understand human skull anatomy – knowing the frontal and parietal bones provides the basis for studying the neurocranium. • To identify important anatomical landmarks – e.g., bregma, coronal and sagittal sutures, and frontal eminences, which are clinically important. • To correlate with brain coverings and intracranial structures – understanding their relationship to meninges, venous sinuses, and lobes of the brain. • To aid in clinical application – essential in head injury, cranial fractures, craniotomy, and radiological interpretation. • To integrate developmental knowledge – e.g., fontanelles and ossification centers, useful in pediatrics and obstetrics.
Prerequisite of learning (02 Mins)	Before attending this lecture, students should be familiar with: • Basic human body systems: Basic knowledge of body systems (musculoskeletal, cardiovascular, respiratory) and anatomical terminology. • Basic histology: Understanding basic tissue types and histological structures, especially those relevant to cranial bone. • Basic terminology: Terminology related to anatomical planes (e.g., sagittal, coronal, transverse), directions (e.g., anterior, posterior, superior, inferior), and general body landmarks. • Bone types, structure, ossification • Neurocranium vs viscerocranium, sutures, fontanelles • Planes, directions, landmarks • Intramembranous ossification, sutural development
Contents (40 Mins)	Frontal & parietal bone
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Whiteboard and marker, Pdf of course outline/handouts, Bones, Torso, Model, Speakers
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia • Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Skull Bones
Title	Occipital Bone
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	• Gain knowledge and skill to identify, describe, and clinically correlate the occipital bone • Describe external & internal features of occipital bone. • List articulations & foramina. • Explain ossification & development. • Relate to brain, meninges, vessels, and craniovertebral junction. • Describe clinical importance (fractures, foramen magnum, radiology). • Identify occipital bone & landmarks on skull specimens. • Demonstrate surface landmarks on cadaver/peer. • Identify occipital bone & foramina on X-ray/CT. • Draw/sketch labeled diagrams
Purpose (03 Mins)	• To identify the location, parts, and features of the occipital bone forming the posterior and inferior part of the skull. • To understand its role in forming the cranial cavity, base of skull, and foramen magnum. • To appreciate its relation with important structures (brainstem, cerebellum, cranial nerves, vertebral arteries). • To recognize the clinical relevance in trauma (e.g., occipital fracture, basilar invagination). • To understand its contribution to craniovertebral junction and head movements. • To study its articulations with atlas, axis, parietal, and temporal bones. • To interpret X-ray, CT, MRI views involving the occipital bone and foramen magnum region. • To serve as a basis for neurosurgical approaches around the foramen magnum and posterior cranial fossa. • Builds foundation knowledge in osteology before advancing to neuroanatomy, neurosurgery, and clinical practice. • Helps correlate theoretical anatomy with practical dissection and imaging.
Prerequisite of learning (02 Mins)	• Bone structure, ossification types • Divisions of skull, sutures • Brainstem (medulla), venous sinuses • Endochondral vs intramembranous ossification • Identifying foramina, structures passing through it & articulations on skull
Contents (40 Mins)	Occipital
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Bone, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia • Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Skull Bones
Title	Cervical Vertebrae
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Understand the anatomy of cervical vertebrae, identify individual vertebrae, and correlate with clinical applications - Describe general features of a typical vertebra. - Describe specific features of typical cervical vertebrae (C3–C6). - Describe unique features of atypical cervical vertebrae (atlas C1, axis C2, vertebra prominens C7). - List articulations and foramina. - Explain development and ossification.
Purpose (03 Mins)	- To understand the structural and functional organization of the cervical part of the vertebral column. - To identify differences between typical and atypical cervical vertebrae. - To correlate the anatomical features with common clinical conditions (e.g., cervical spondylosis, whiplash injury, fractures of atlas/axis). - To appreciate the importance of cervical vertebrae in maintaining posture, supporting the skull, and protecting the spinal cord. - To recognize cervical vertebrae in X-rays, CT, and MRI for diagnosis. - To provide the anatomical basis for studying head and neck surgery, orthopedics, neurology, and radiology. - To build a foundation for understanding nerve injuries and clinical procedures like cervical traction and spinal anesthesia.
Prerequisite of learning (02 Mins)	Before this lesson, students should already know: - Basic cell biology (cell as the structural and functional unit of life). - General structure of a typical animal cell. - Fundamental organelles and their functions (as taught in school or premedical levels). - Introduction to microscopy and staining (so they can appreciate histological slides later). - Elementary knowledge of tissue classification (epithelium, connective tissue, etc.).
Contents (40 Mins)	General structure of cervical vertebrae (body, arch, processes)
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Bone, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Skull Bones
Title	Temporal Bones
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the different parts of the temporal bone – squamous, petrous, mastoid, tympanic, and styloid process. - Locate and demonstrate important anatomical landmarks: external acoustic meatus, zygomatic process, mastoid process, styloid process, mandibular fossa, etc. - Understand the relations of the temporal bone with adjacent cranial and facial bones. - Identify foramina and canals (e.g., carotid canal, jugular foramen, internal acoustic meatus, stylomastoid foramen) and the structures passing through them. - Explain the significance of the temporal bone in housing important organs (ear structures, internal carotid artery, cranial nerves VII & VIII). - Correlate clinical importance of temporal bone – fracture, mastoiditis, ear infections, surgical landmarks. - Apply anatomical knowledge in understanding radiological images of skull and temporal bone. - To understand the structural and functional organization of the cervical part of - To identify differences between typical and atypical cervical vertebrae. - Clinical Relevance - To correlate the anatomical features with common clinical conditions (e.g., cervical spondylosis, whiplash injury, fractures of atlas/axis).
Purpose (03 Mins)	- To understand the structural framework of the skull and its contribution in protecting vital organs such as the brain and special sense organs (ear, vestibular system). - To learn the relation of the temporal bone with neurovascular structures, including cranial nerves, venous sinuses, and arteries. - To appreciate the role of the temporal bone in hearing and balance (housing middle and inner ear structures). - To gain knowledge about foramina and canals transmitting important nerves and vessels. - To understand the applied aspects, such as fractures, infections (mastoiditis), and surgical approaches related to ENT and neurosurgery.
Prerequisite of learning (02 Mins)	- Basic anatomical terminology (anterior, posterior, medial, lateral, etc.) - General structure of bones (long, flat, irregular) and surface features. - Types of bone markings: foramina, processes, notches, sutures, fissures. - Ossification of bones. - Divisions of the skull: neurocranium and viscerocranium. - General orientation of cranial bones. - Position of temporal bone in relation to other skull bones. - General idea of cranial nerves
Contents (40 Mins)	General structure & features of Temporal bone.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Bone, Torso, Whiteboard and marker, Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Skull Bones
Title	Mandible Bone
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- To identify the mandible as the largest and strongest bone of the face. - To recognize its anatomical position and orientation in the skull. - To describe the parts of the mandible: body, ramus, angle, and processes (coronoid, condylar, alveolar). - To locate and identify important landmarks (mental foramen, mandibular foramen, oblique line, mylohyoid line, etc.). - To understand the role of the mandible in mastication, speech, and facial contour. - To relate attachment of muscles (mastication, suprahyoid, tongue muscles). - To explain how the mandible articulates with the temporal bone at the temporomandibular joint (TMJ). - To understand the movements of TMJ (depression, elevation, protrusion, retrusion, lateral movements). - To understand the importance of the mandibular canal and inferior alveolar nerve in anesthesia (nerve block).
Purpose (03 Mins)	- Understand the largest and strongest bone of the face, which plays a vital role in mastication, speech, and facial structure. - To identify the anatomical features, attachments, and relations of the mandible relevant for clinical and surgical practice. - To correlate its structure with functions like chewing, swallowing, and articulation. - To recognize its importance in radiology, dentistry, maxillofacial surgery, and forensic identification. - To build foundational knowledge for clinical subjects such as oral surgery, ENT, and radiology.
Prerequisite of learning (02 Mins)	- Understanding general structure of bones, types of bones (long, short, flat, irregular), bone markings (foramina, processes, fossae), and bone tissue. - Knowledge of other facial bones (maxilla, zygomatic, nasal bones) and how the mandible articulates with the temporal bone at the TMJ. - Awareness of the muscles that attach to the mandible (masseter, temporalis, medial and lateral pterygoid) and their general functions. - Basic understanding of TMJ anatomy, movements (elevation, depression, protrusion, retrusion, lateral movements), and clinical relevance. - Awareness of the mandibular nerve (V3 branch of trigeminal nerve), mental nerve, inferior alveolar nerve, and associated arteries/veins.
Contents (40 Mins)	General structure & features of Mandible bone.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Bone, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Skull Bones
Title	Temporal Bones (continuation)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the different parts of the temporal bone – squamous, petrous, mastoid, tympanic, and styloid process. - Locate and demonstrate important anatomical landmarks: external acoustic meatus, zygomatic process, mastoid process, styloid process, mandibular fossa, etc. - Understand the relations of the temporal bone with adjacent cranial and facial bones. - Identify foramina and canals (e.g., carotid canal, jugular foramen, internal acoustic meatus, stylomastoid foramen) and the structures passing through them. - Explain the significance of the temporal bone in housing important organs (ear structures, internal carotid artery, cranial nerves VII & VIII). - Correlate clinical importance of temporal bone – fracture, mastoiditis, ear infections, surgical landmarks. - Apply anatomical knowledge in understanding radiological images of skull and temporal bone. - To understand the structural and functional organization of the cervical part of - To identify differences between typical and atypical cervical vertebrae. - To correlate the anatomical features with common clinical conditions (e.g., cervical spondylosis, whiplash injury, fractures of atlas/axis). - To recognize cervical vertebrae in X-rays, CT, and MRI for diagnosis. - To provide the anatomical basis for studying head and neck surgery, orthopedics, neurology, and radiology.
Purpose (03 Mins)	- To understand the structural framework of the skull and its contribution in protecting vital organs such as the brain and special sense organs (ear, vestibular system). - To learn the relation of the temporal bone with neurovascular structures, including cranial nerves, venous sinuses, and arteries. - To appreciate the role of the temporal bone in hearing and balance (housing middle and inner ear structures). - To understand the applied aspects, such as fractures, infections (mastoiditis), and surgical approaches related to ENT and neurosurgery. - To provide a foundation for future clinical subjects, such as ENT, neurology, and radiology.
Prerequisite of learning (02 Mins)	- Basic anatomical terminology (anterior, posterior, medial, lateral, etc.) - General structure of bones (long, flat, irregular) and surface features. - Types of bone markings: foramina, processes, notches, sutures, fissures. - Ossification of bones.
Contents (40 Mins)	General structure & features of Temporal bone.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Bone, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Skull Bones
Title	Maxillae Bones
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the maxilla's location, surfaces, processes, and important features (e.g., infraorbital foramen, maxillary sinus). - Understand articulations with other facial bones and developmental aspects of the maxilla. - Explain functional significance in facial structure, mastication, dentition, and relation to neurovascular structures. - Apply anatomical knowledge in clinical scenarios, including fractures, dental procedures, and sinus-related conditions.
Purpose (03 Mins)	- The maxilla forms a major part of the upper jaw and contributes to the shape of the midface. Learning it helps understand facial anatomy and proportions. - It houses the upper teeth in the alveolar process, so understanding its anatomy is crucial for dentistry, oral surgery, and orthodontics. - The maxilla contains the maxillary sinus. Understanding its anatomy is important for ENT procedures and sinus-related conditions. - Knowledge of the maxilla helps in identifying facial fractures, congenital anomalies (like cleft palate), and in reconstructive surgeries. - The maxilla articulates with several bones of the face (nasal, zygomatic, palatine, etc.), which is important for understanding craniofacial relationships. - Studying the maxilla provides a foundation for understanding the anatomy of the mandible, nasal cavity, orbit, and palate.
Prerequisite of learning (02 Mins)	- Understanding the general structure of the skull, cranial bones, and facial bones. - Familiarity with anatomical terms like processes, foramina, sutures, and fossae - Knowledge of bone types, structure (compact and spongy bone), and bone markings. - Understanding bones that articulate with maxilla: frontal, zygomatic, nasal, palatine, vomer, and mandible. - Awareness of upper teeth, dental arches, and alveolar processes. - Ability to identify anterior, posterior, superior, and inferior surfaces in the skull.
Contents (40 Mins)	General structure & features of Maxilla bone.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Bone, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Skull Bones
Title	Item (Occipital)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this session, the students should be able to: • Gain knowledge and skill to identify, describe, and clinically correlate the occipital bone. • Describe external & internal features of occipital bone. • List articulations & foramina. • Explain ossification & development. • Relate to brain, meninges, vessels, and craniovertebral junction. • Describe clinical importance (fractures, foramen magnum, radiology). • Identify occipital bone & landmarks on skull specimens. • Demonstrate surface landmarks on cadaver/peer. • Identify occipital bone & foramina on X-ray/CT. • Draw/sketch labeled diagrams.
Purpose (03 Mins)	• To identify the location, parts, and features of the occipital bone forming the posterior and inferior part of the skull. • To understand its role in forming the cranial cavity, base of skull, and foramen magnum. • To appreciate its relation with important structures (brainstem, cerebellum, cranial nerves, vertebral arteries). • To recognize the clinical relevance in trauma (e.g., occipital fracture, basilar invagination). • To understand its contribution to craniovertebral junction and head movements. • To study its articulations with atlas, axis, parietal, and temporal bones. • To interpret X-ray, CT, MRI views involving the occipital bone and foramen magnum region. • To serve as a basis for neurosurgical approaches around the foramen magnum and posterior cranial fossa. • Builds foundation knowledge in osteology before advancing to neuroanatomy, neurosurgery, and clinical practice. • Helps correlate theoretical anatomy with practical dissection and imaging.
Prerequisite of learning (02 Mins)	• Bone structure, ossification types • Divisions of skull, sutures • Brainstem (medulla), venous sinuses • Endochondral vs intramembranous ossification • Identifying foramina, structures passing through it & articulations on skull
Contents (40 Mins)	Occipital
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Bone, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia • Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Skull Bones
Title	Item (Cervical Vertebrae)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this session, the students should be able to: - Understand the anatomy of cervical vertebrae, identify individual vertebrae, and correlate with clinical applications - Describe general features of a typical vertebra. - Describe specific features of typical cervical vertebrae (C3–C6). - Describe unique features of atypical cervical vertebrae (atlas C1, axis C2, vertebra prominens C7). - List articulations and foramina. - Explain development and ossification.
Purpose (03 Mins)	- To understand the structural and functional organization of the cervical part of the vertebral column. - To identify differences between typical and atypical cervical vertebrae. - Clinical Relevance - To correlate the anatomical features with common clinical conditions (e.g., cervical spondylosis, whiplash injury, fractures of atlas/axis). - To appreciate the importance of cervical vertebrae in maintaining posture, supporting the skull, and protecting the spinal cord. - Radiological Importance - To recognize cervical vertebrae in X-rays, CT, and MRI for diagnosis. - Applied Anatomy for Future Learning - To provide the anatomical basis for studying head and neck surgery, orthopedics, neurology, and radiology. - To build a foundation for understanding nerve injuries and clinical procedures like cervical traction and spinal anesthesia.
Prerequisite of learning (02 Mins)	- Basic understanding of the human skeleton, bone structure, and terminology (e.g., process, foramen, body, arch). - Familiarity with the general structure of vertebrae (body, vertebral arch, spinous process, transverse process, vertebral foramen). - Knowledge of the divisions of the vertebral column: cervical, thoracic, lumbar, sacral, coccygeal. - Understanding anatomical terms related to position and movement (anterior/posterior, superior/inferior, lateral/medial). - Awareness of spinal cord location and its relation to vertebrae. - Ability to recognize vertebral structures in X-rays or imaging for better orientation.
Contents (40 Mins)	General structure of cervical vertebrae (body, arch, processes)
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Bone, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Skull Bones
Title	Sphenoid Bone
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify the sphenoid bone in the human skull. - Describe the anatomical features of the sphenoid bone (body, wings, processes, foramina). - Recognize its articulations with other cranial bones. - Explain the functional significance of the sphenoid bone in cranial stability. - Understand the relation of sphenoid foramina to cranial nerves and blood vessels. - Demonstrate the location of sphenoid landmarks in a skull model or cadaver. - Relate sphenoid anatomy to clinical scenarios (e.g., pituitary gland surgery, fractures, sinus involvement). - Correlate sphenoid bone anatomy with neurology, ENT, and ophthalmology clinical cases. - Appreciate the importance of detailed skull anatomy for safe clinical practice.
Purpose (03 Mins)	- Understanding Anatomy of Skull Base: The sphenoid is a central bone of the cranial base, connecting with many other bones. Learning it helps students understand the overall architecture of the skull. - Neurovascular Relationships: Important foramina and fissures in the sphenoid transmit critical nerves (like the optic nerve, oculomotor nerve) and blood vessels (like the internal carotid artery). Understanding these is essential for clinical anatomy. - Integration with Adjacent Structures: Helps students understand the relationships with the orbit, nasal cavity, and cranial fossae, which is crucial for both anatomy exams and clinical practice. - Developmental and Functional Insight: Understanding sphenoid morphology provides insight into cranial growth, facial structure, and articulation with other bones.
Prerequisite of learning (02 Mins)	- Knowledge of the overall structure of the skull, including the distinction between cranial and facial bones. - Familiarity with frontal, ethmoid, temporal, and occipital bones helps understand the sphenoid's articulations. - Understanding terms like "body," "process," "foramen," "fossa," and "wing." - Awareness of important cranial nerve pathways and vascular structures passing through skull foramina. - Understanding ossification centers and embryology of cranial bones (optional but helpful).
Contents (40 Mins)	General structure of Sphenoid
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Bone, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Skull Bones
Title	Item: Temporal Bones
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this session, the students should be able to: - Identify and describe the different parts of the temporal bone – squamous, petrous, mastoid, tympanic, and styloid process. - Locate and demonstrate important anatomical landmarks: external acoustic meatus, zygomatic process, mastoid process, styloid process, mandibular fossa, etc. - Understand the relations of the temporal bone with adjacent cranial and facial bones. - Identify foramina and canals (e.g., carotid canal, jugular foramen, internal acoustic meatus, stylomastoid foramen) and the structures passing through them. - Explain the significance of the temporal bone in housing important organs (ear structures, internal carotid artery, cranial nerves VII & VIII). - To understand the structural and functional organization of the cervical part of - To identify differences between typical and atypical cervical vertebrae. - To correlate the anatomical features with common clinical conditions (e.g., cervical spondylosis, whiplash injury, fractures of atlas/axis). - To appreciate the importance of cervical vertebrae in maintaining posture, supporting the skull, and protecting the spinal cord. - To recognize cervical vertebrae in X-rays, CT, and MRI for diagnosis.
Purpose (03 Mins)	- To understand the structural framework of the skull and its contribution in protecting vital organs such as the brain and special sense organs (ear, vestibular system). - To learn the relation of the temporal bone with neurovascular structures, including cranial nerves, venous sinuses, and arteries. - To gain knowledge about foramina and canals transmitting important nerves and vessels. - To understand the applied aspects, such as fractures, infections (mastoiditis), and surgical approaches related to ENT and neurosurgery.
Prerequisite of learning (02 Mins)	- Basic anatomical terminology (anterior, posterior, medial, lateral, etc.) - General structure of bones (long, flat, irregular) and surface features. - Types of bone markings: foramina, processes, notches, sutures, fissures. - Ossification of bones. - Divisions of the skull: neurocranium and viscerocranium. - General orientation of cranial bones. - Position of temporal bone in relation to other skull bones. - General idea of cranial nerves (especially facial, vestibulocochlear, trigeminal, glossopharyngeal).
Contents (40 Mins)	Item (General structure & features of Temporal bone.)
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Bone, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Skull Bones
Title	Base of Skull
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify the bones forming the base of the skull (occipital, sphenoid, temporal, ethmoid, and parts of frontal and parietal bones). - Describe the anatomical features of each bone at the skull base (foramina, fossae, ridges, and canals). - Classify the cranial fossae: anterior, middle, and posterior cranial fossae. - Recognize the cranial nerves' pathways through the skull base foramina. - Explain the functional significance of different foramina and canals (e.g., optic canal, jugular foramen, foramen magnum). - Correlate anatomical structures of the skull base with clinical conditions (e.g., nerve compression, skull fractures). - Understand the spatial relationship between cranial fossae and intracranial structures (brain regions, vessels).
Purpose (03 Mins)	- To understand the complex three-dimensional structure of the skull base and its relation to cranial cavity divisions. - To identify different foramina, canals, and fissures, and the structures passing through them (nerves, vessels). - To correlate anatomical knowledge with clinical conditions like fractures, tumors, and cranial nerve injuries. - To aid in interpreting radiological images (CT, MRI) of the skull base. - To know the course of cranial nerves and major vessels as they enter or exit the skull, which is crucial for diagnosing neurological deficits. - To relate the base of the skull with the brain, meninges, and sensory organs
Prerequisite of learning (02 Mins)	- Knowledge of general bone structure, types of bones, and ossification. Familiarity with cranial bones such as frontal, parietal, temporal, occipital, sphenoid, and ethmoid. - Understanding of important cranial landmarks (foramina, sutures, processes, ridges) from previous skull learning (calvaria, facial bones). - Ability to identify directions (anterior, posterior, superior, inferior, medial, lateral), planes, and basic terms used in skull anatomy. - Basic knowledge of the brain's relation to the skull, cranial nerves, and major vessels passing through the skull. - Familiarity with muscles attaching to skull bones, especially those relevant to mastication and facial expression.
Contents (40 Mins)	General structure & features of Base of Skull
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Bone, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Scalp
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify the layers of the scalp (Skin, Connective tissue, Aponeurosis, Loose areolar tissue, Pericranium – <i>SCALP</i>). - Describe the anatomical boundaries of the scalp. - Recognize the arterial supply and venous drainage of the scalp. - Understand the nerve supply (sensory and motor) of the scalp. - List the common scalp infections, injuries, and clinical relevance (e.g., scalp lacerations, scalp hematomas). - Explain the clinical significance of the loose areolar layer as the danger area of the scalp. - Describe the relationship of scalp layers to underlying bones and meninges. - Understand how scalp infections can spread. - Apply knowledge of scalp anatomy in clinical scenarios like scalp lacerations, surgical flaps, and head injuries. - Identify landmarks for local anesthesia administration in scalp procedures. - Demonstrate scalp examination techniques. - Appreciate the importance of careful scalp handling during surgery or trauma care to prevent complications.
Purpose (03 Mins)	- Understanding Anatomy: To gain detailed knowledge of the layers, boundaries, and structures of the scalp. - Clinical Relevance: To understand clinical conditions related to the scalp, such as scalp lacerations, infections, and hematomas. - Surgical Significance: To learn important surgical landmarks for procedures like scalp suturing, flap surgeries, or craniotomies. - Neurovascular Knowledge: To identify the blood supply, nerve supply, and lymphatic drainage of the scalp, which is crucial for both diagnosis and surgical interventions. - Foundation for Further Learning: Provides a basis for understanding deeper structures of the head, skull, and brain in subsequent anatomy courses.
Prerequisite of learning (02 Mins)	- Familiarity with general human anatomy terminology (e.g., layers, fascia, connective tissue). - Understanding of skin, connective tissue, and muscular structures. - Knowledge of skin structure (epidermis, dermis, subcutaneous tissue). - Awareness of connective tissue types and muscle tissue. - Basic understanding of blood vessels and nerve supply in the body. - Concept of arterial and venous circulation. - Familiarity with the skull bones (frontal, parietal, occipital, temporal). - Awareness of sutures and landmarks of the calvaria (skull cap). - Understanding basic clinical significance of scalp injuries, infections, and bleeding.
Contents (40 Mins)	Scalp
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Bone, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Skull Bones
Title	Item: Maxillae Bones
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this session, the students should be able to: - Identify and describe the maxilla's location, surfaces, processes, and important features (e.g., infraorbital foramen, maxillary sinus). - Understand articulations with other facial bones and developmental aspects of the maxilla. - Explain functional significance in facial structure, mastication, dentition, and relation to neurovascular structures. - Apply anatomical knowledge in clinical scenarios, including fractures, dental procedures, and sinus-related conditions.
Purpose (03 Mins)	- The maxilla forms a major part of the upper jaw and contributes to the shape of the midface. Learning it helps understand facial anatomy and proportions. - It houses the upper teeth in the alveolar process, so understanding its anatomy is crucial for dentistry, oral surgery, and orthodontics. - The maxilla contains the maxillary sinus. Understanding its anatomy is important for ENT procedures and sinus-related conditions. - Knowledge of the maxilla helps in identifying facial fractures, congenital anomalies (like cleft palate), and in reconstructive surgeries. - The maxilla articulates with several bones of the face (nasal, zygomatic, palatine, etc.), which is important for understanding craniofacial relationships. - Studying the maxilla provides a foundation for understanding the anatomy of the mandible, nasal cavity, orbit, and palate.
Prerequisite of learning (02 Mins)	- Understanding the general structure of the skull, cranial bones, and facial bones. - Familiarity with anatomical terms like processes, foramina, sutures, and fossae. - Knowledge of bone types, structure (compact and spongy bone), and bone markings. - Understanding bones that articulate with maxilla: frontal, zygomatic, nasal, palatine, vomer, and mandible. - Awareness of upper teeth, dental arches, and alveolar processes. - Awareness of maxilla's role in forming the roof of mouth, floor of orbit, and walls of nasal cavity. - Ability to identify anterior, posterior, superior, and inferior surfaces in the skull.
Contents (40 Mins)	General structure & features of Maxilla bone.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Bone, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Skull Bones
Title	Item: Sphenoid Bone
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	• Identify the sphenoid bone in the human skull. • Describe the anatomical features of the sphenoid bone (body, wings, processes, foramina). • Recognize its articulations with other cranial bones. • Explain the functional significance of the sphenoid bone in cranial stability. • Understand the relation of sphenoid foramina to cranial nerves and blood vessels. • Demonstrate the location of sphenoid landmarks in a skull model or cadaver. • Relate sphenoid anatomy to clinical scenarios (e.g., pituitary gland surgery, fractures, sinus involvement). • Correlate sphenoid bone anatomy with neurology, ENT, and ophthalmology clinical cases. • Appreciate the importance of detailed skull anatomy for safe clinical practice.
Purpose (03 Mins)	• Understanding Anatomy of Skull Base: The sphenoid is a central bone of the cranial base, connecting with many other bones. Learning it helps students understand the overall architecture of the skull. • Neurovascular Relationships: Important foramina and fissures in the sphenoid transmit critical nerves (like the optic nerve, oculomotor nerve) and blood vessels (like the internal carotid artery). Understanding these is essential for clinical anatomy. • Clinical Relevance: Knowledge of sphenoid anatomy aids in interpreting imaging (CT/MRI), performing neurosurgical approaches, and understanding pathologies like pituitary tumors or fractures of the skull base. • Integration with Adjacent Structures: Helps students understand the relationships with the orbit, nasal cavity, and cranial fossae, which is crucial for both anatomy exams and clinical practice. • Developmental and Functional Insight: Understanding sphenoid morphology provides insight into cranial growth, facial structure, and articulation with other bones.
Prerequisite of learning (02 Mins)	• Knowledge of the overall structure of the skull, including the distinction between cranial and facial bones. • Familiarity with frontal, ethmoid, temporal, and occipital bones helps understand the sphenoid's articulations. • Understanding terms like "body," "process," "foramen," "fossa," and "wing." • Awareness of important cranial nerve pathways and vascular structures passing through skull foramina. • Understanding ossification centers and embryology of cranial bones (optional but helpful).
Contents (40 Mins)	General structure of Sphenoid
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Bone, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia • Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Skull Bones
Title	Item: Base of Skull
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this session, the students should be able to: - Identify the bones forming the base of the skull (occipital, sphenoid, temporal, ethmoid, and parts of frontal and parietal bones). - Describe the anatomical features of each bone at the skull base (foramina, fossae, ridges, and canals). - Classify the cranial fossae: anterior, middle, and posterior cranial fossae. - Recognize the cranial nerves' pathways through the skull base foramina. - Explain the functional significance of different foramina and canals (e.g., optic canal, jugular foramen, foramen magnum). - Correlate anatomical structures of the skull base with clinical conditions (e.g., nerve compression, skull fractures).
Purpose (03 Mins)	- To understand the complex three-dimensional structure of the skull base and its relation to cranial cavity divisions. - To identify different foramina, canals, and fissures, and the structures passing through them (nerves, vessels). - To aid in interpreting radiological images (CT, MRI) of the skull base. - To provide foundational knowledge for neurosurgical approaches, ENT surgeries, and maxillofacial procedures. - To know the course of cranial nerves and major vessels as they enter or exit the skull, which is crucial for diagnosing neurological deficits. - To relate the base of the skull with the brain, meninges, and sensory organs (eye, ear, nose).
Prerequisite of learning (02 Mins)	- Knowledge of general bone structure, types of bones, and ossification. Familiarity with cranial bones such as frontal, parietal, temporal, occipital, sphenoid, and ethmoid. - Understanding of important cranial landmarks (foramina, sutures, processes, ridges) from previous skull learning (calvaria, facial bones). - Ability to identify directions (anterior, posterior, superior, inferior, medial, lateral), planes, and basic terms used in skull anatomy. - Basic knowledge of the brain's relation to the skull, cranial nerves, and major vessels passing through the skull. - Familiarity with muscles attaching to skull bones, especially those relevant to mastication and facial expression. - Introductory understanding of X-rays or CT images of the skull, if previously taught.
Contents (40 Mins)	General structure & features of Base of Skull
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Bone, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Face
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify facial bones, major muscles of expression and mastication, facial nerves, and blood vessels. - Describe relationships between facial bones, muscles, nerves, and vessels. - Palpate key facial landmarks; relate anatomy to common clinical conditions like fractures or facial palsy. - Understand how trauma or congenital anomalies affect facial structure and function.
Purpose (03 Mins)	- Understand the structures involved in facial expressions, sensation, and movement. - Recognize the anatomical basis of common clinical conditions like facial nerve palsy, trauma, infections, and congenital anomalies. - Aid in surgical approaches to the face (e.g., maxillofacial surgery, cosmetic surgery). - Assist in interpreting imaging (CT, MRI) of the facial region. - Comprehend the role of muscles, nerves, blood vessels, and bones in facial expression, mastication, and sensory perception. - Serve as a basis for further study in head and neck anatomy, ENT, ophthalmology, and neurology. - Develop the ability to correlate surface anatomy with underlying structures, which is critical for physical examination.
Prerequisite of learning (02 Mins)	- Understanding of general skeletal framework, especially skull bones (frontal, maxilla, mandible, zygomatic, nasal), cranial sutures, and muscle layers. - Knowledge of scalp layers, temporal region, cranial nerves (especially CN V and VII), facial muscles, and vascular supply. - Basic understanding of skin layers, connective tissue, and glandular structures relevant to the face. - Understanding pharyngeal arches, facial prominences, and development of facial bones. - Knowledge of muscle contraction, nerve innervation, and blood supply for functional correlation.
Contents (40 Mins)	Face
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Hemi section of head and neck(viscera), dead body, Torso Whiteboard and marker, Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Skull Bones
Title	Item: Mandible Bone
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	The students should be able to • To identify the mandible as the largest and strongest bone of the face. • To recognize its anatomical position and orientation in the skull. • To describe the parts of the mandible: body, ramus, angle, and processes (coronoid, condylar, alveolar). • To locate and identify important landmarks (mental foramen, mandibular foramen, oblique line, mylohyoid line, etc.). • To understand the role of the mandible in mastication, speech, and facial contour. • To relate attachment of muscles (mastication, suprahyoid, tongue muscles). • To understand the movements of TMJ (depression, elevation, protrusion, retrusion, lateral movements). • To recognize the clinical relevance of mandibular fractures, dislocations, and dental implications. • To understand the importance of the mandibular canal and inferior alveolar nerve in anesthesia (nerve block). • To know the embryological development of the mandible.
Purpose (03 Mins)	• understand the largest and strongest bone of the face, which plays a vital role in mastication, speech, and facial structure. • To identify the anatomical features, attachments, and relations of the mandible relevant for clinical and surgical practice. • To correlate its structure with functions like chewing, swallowing, and articulation. • To recognize its importance in radiology, dentistry, maxillofacial surgery, and forensic identification. • To build foundational knowledge for clinical subjects such as oral surgery, ENT, and radiology.
Prerequisite of learning (02 Mins)	• Understanding general structure of bones, types of bones (long, short, flat, irregular), bone markings (foramina, processes, fossae), and bone tissue. • Familiarity with the cranial and facial bones, major sutures, and basic cranial landmarks. • Knowledge of other facial bones (maxilla, zygomatic, nasal bones) and how the mandible articulates with the temporal bone at the TMJ. • Awareness of the muscles that attach to the mandible (masseter, temporalis, medial and lateral pterygoid) and their general functions. • Basic understanding of TMJ anatomy, movements (elevation, depression, protrusion, retrusion, lateral movements), and clinical relevance.
Contents (40 Mins)	General structure & features of Mandible bone.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Bone, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Osteology of S. PODDAR, Head& neck book of A.K. Datta, Vishram, BD Chaurasia • Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Posterior Triangle of Neck
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify the boundaries of the posterior triangle (anterior: posterior border of SCM, posterior: anterior border of trapezius, base: middle third of clavicle). - Describe the roof and floor of the posterior triangle. - List the muscles forming the floor (splenius capitis, levator scapulae, scalenes, etc.). - Name the nerves passing through (accessory nerve, branches of cervical plexus, brachial plexus). - Recognize important vessels (subclavian artery, external jugular vein). - Recall the lymph nodes present in this region. - Palpate the posterior triangle and identify its boundaries on a living person. - Trace superficial structures such as the external jugular vein. - Demonstrate basic clinical relevance like sites for lymph node examination and central line access. - Appreciate the clinical importance of the posterior triangle in surgical procedures. - Understand the risk of nerve injury during procedures in this region.
Purpose (03 Mins)	- To identify the boundaries, contents, and relationships of the posterior triangle. - To understand how muscles, nerves, vessels, and lymph nodes are arranged in this region. - To help in physical examination of the neck, such as palpation of lymph nodes. - To understand pathways for surgical approaches (e.g., cervical lymph node biopsy, central line placement). - To recognize sites prone to injuries (e.g., accessory nerve injury). - To relate the anatomical structures to their physiological roles, e.g., accessory nerve supplying the trapezius and sternocleidomastoid muscles. - To understand movements and stability of the neck and shoulder region. - Helps in understanding spread of infections or tumors in the neck.
Prerequisite of learning (02 Mins)	- Understanding of landmarks such as the sternocleidomastoid, clavicle, mastoid process, and trapezius. - Basic knowledge of neck muscles, especially the sternocleidomastoid, trapezius, and scalene muscles. - Knowledge of cervical vertebrae, clavicle, scapula, and related bony landmarks. - Familiarity with the major arteries (subclavian, carotid) and veins (external jugular, subclavian). - Understanding of the cervical plexus, accessory nerve (CN XI), and brachial plexus roots. - Basic concept of lymph nodes and lymphatic drainage in the neck.
Contents (40 Mins)	Posterior triangle of Neck
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Bone, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Item: Face
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify facial bones, major muscles of expression and mastication, facial nerves, and blood vessels. - Describe relationships between facial bones, muscles, nerves, and vessels. - Palpate key facial landmarks; relate anatomy to common clinical conditions like fractures or facial palsy. - Understand how trauma or congenital anomalies affect facial structure and function.
Purpose (03 Mins)	- Understand the structures involved in facial expressions, sensation, and movement. - Recognize the anatomical basis of common clinical conditions like facial nerve palsy, trauma, infections, and congenital anomalies. - Aid in surgical approaches to the face (e.g., maxillofacial surgery, cosmetic surgery). - Assist in interpreting imaging (CT, MRI) of the facial region. - Comprehend the role of muscles, nerves, blood vessels, and bones in facial expression, mastication, and sensory perception. - Serve as a basis for further study in head and neck anatomy, ENT, ophthalmology, and neurology. - Develop the ability to correlate surface anatomy with underlying structures, which is critical for physical examination.
Prerequisite of learning (02 Mins)	- Understanding of general skeletal framework, especially skull bones (frontal, maxilla, mandible, zygomatic, nasal), cranial sutures, and muscle layers. - Knowledge of scalp layers, temporal region, cranial nerves (especially CN V and VII), facial muscles, and vascular supply. - Basic understanding of skin layers, connective tissue, and glandular structures relevant to the face. - Understanding pharyngeal arches, facial prominences, and development of facial bones. - Knowledge of muscle contraction, nerve innervation, and blood supply for functional correlation.
Contents (40 Mins)	Item: Face
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Hemi section of head and neck(viscera), dead body Bone, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Item: Scalp
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	The students able to - Identify the layers of the scalp (Skin, Connective tissue, Aponeurosis, Loose areolar tissue, Pericranium – <i>SCALP</i>). - Describe the anatomical boundaries of the scalp. - Recognize the arterial supply and venous drainage of the scalp. - Understand the nerve supply (sensory and motor) of the scalp. - List the common scalp infections, injuries, and clinical relevance (e.g., scalp lacerations, scalp hematomas). - Explain the clinical significance of the loose areolar layer as the danger area of the scalp. - Describe the relationship of scalp layers to underlying bones and meninges. - Understand how scalp infections can spread. - Apply knowledge of scalp anatomy in clinical scenarios like scalp lacerations, surgical flaps, and head injuries. - Identify landmarks for local anesthesia administration in scalp procedures. - Demonstrate scalp examination techniques.
Purpose (03 Mins)	- Understanding Anatomy: To gain detailed knowledge of the layers, boundaries, and structures of the scalp. - Clinical Relevance: To understand clinical conditions related to the scalp, such as scalp lacerations, infections, and hematomas. - Surgical Significance: To learn important surgical landmarks for procedures like scalp suturing, flap surgeries, or craniotomies. - Neurovascular Knowledge: To identify the blood supply, nerve supply, and lymphatic drainage of the scalp, which is crucial for both diagnosis and surgical interventions.
Prerequisite of learning (02 Mins)	- Familiarity with general human anatomy terminology (e.g., layers, fascia, connective tissue). - Understanding of skin, connective tissue, and muscular structures. - Knowledge of skin structure (epidermis, dermis, subcutaneous tissue). - Awareness of connective tissue types and muscle tissue. - Basic understanding of blood vessels and nerve supply in the body. - Concept of arterial and venous circulation. - Familiarity with the skull bones (frontal, parietal, occipital, temporal). - Awareness of sutures and landmarks of the calvaria (skull cap). - Understanding basic clinical significance of scalp injuries, infections, and bleeding.
Contents (40 Mins)	Scalp
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Hemi section of head and neck(viscera), dead body Bone, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Anterior Triangle of Neck
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	• Show the dissection point of anterior triangle of neck • Define the anterior triangle of the neck. • Identify its boundaries and subdivisions (submental, submandibular, carotid, and muscular triangles). • Enumerate the important anatomical structures passing through it. • List the main muscular, vascular, neural, and glandular structures within each subdivision. • Relate the anatomical knowledge to clinical importance (e.g., carotid pulse, tracheostomy, thyroid surgery, lymph node enlargement). • Correlate the anterior triangle with surface anatomy landmarks of the neck. • Compare it with the posterior triangle for better orientation of neck dissection.
Purpose (03 Mins)	• Understanding anatomical boundaries – To identify and describe the borders of the anterior triangle for orientation during dissection and clinical practice. • Knowledge of contents – To study the muscles, vessels, nerves, glands, lymph nodes, and viscera located within the anterior triangle. • Clinical relevance – To understand the applied anatomy (e.g., thyroid surgeries, tracheostomy, carotid artery ligation, lymph node biopsies). • Correlation with physiology – To relate anatomical structures with their functions such as respiration, circulation, swallowing, and speech. • Surface anatomy & examination – To apply knowledge in clinical examination, palpation, auscultation, and identification of landmarks in the anterior neck. • Surgical approach – To gain anatomical knowledge necessary for safe surgical interventions in the neck region. • Foundation for further study – To prepare for advanced learning in head, neck, and clinical subjects (ENT, surgery, medicine).
Prerequisite of learning (02 Mins)	• General anatomical terms & positions • Anatomical planes, directions, movements, and surface landmarks. • Bones of the neck and skull base • Mandible, hyoid bone, clavicle, sternum, cervical vertebrae. • Muscles of neck (general idea) • Sternocleidomastoid (for boundary), suprahyoid and infrahyoid group. • Basic regional anatomy of neck: Boundaries of the neck. • Division into anterior and posterior triangles.
Contents (40 Mins)	Anterior triangle of Neck
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Bone, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia • Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Item: Anterior & Posterior Triangles of Neck
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	• Show the dissection point of anterior triangle of neck • Define the anterior triangle of the neck. • Identify its boundaries and subdivisions (submental, submandibular, carotid, and muscular triangles). • Enumerate the important anatomical structures passing through it. • List the main muscular, vascular, neural, and glandular structures within each subdivision. • Relate the anatomical knowledge to clinical importance (e.g., carotid pulse, tracheostomy, thyroid surgery, lymph node enlargement). • Correlate the anterior triangle with surface anatomy landmarks of the neck. • Compare it with the posterior triangle for better orientation of neck dissection.
Purpose (03 Mins)	• Understanding anatomical boundaries – To identify and describe the borders of the anterior triangle for orientation during dissection and clinical practice. • Knowledge of contents – To study the muscles, vessels, nerves, glands, lymph nodes, and viscera located within the anterior triangle. • Clinical relevance – To understand the applied anatomy (e.g., thyroid surgeries, tracheostomy, carotid artery ligation, lymph node biopsies). • Correlation with physiology – To relate anatomical structures with their functions such as respiration, circulation, swallowing, and speech. • Surface anatomy & examination – To apply knowledge in clinical examination, palpation, auscultation, and identification of landmarks in the anterior neck. • Surgical approach – To gain anatomical knowledge necessary for safe surgical interventions in the neck region. • Foundation for further study – To prepare for advanced learning in head, neck, and clinical subjects (ENT, surgery, medicine).
Prerequisite of learning (02 Mins)	• General anatomical terms & positions ○ Anatomical planes, directions, movements, and surface landmarks. • Bones of the neck and skull base ○ Mandible, hyoid bone, clavicle, sternum, cervical vertebrae. • Muscles of neck (general idea) ○ Sternocleidomastoid (for boundary), suprahyoid and infrahyoid group. • Basic regional anatomy of neck: Boundaries of the neck. ○ Division into anterior and posterior triangles.
Contents (40 Mins)	Item: Anterior & posterior triangle of the Neck
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Bone, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia • Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Exocrine gland of head & neck
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify the major and minor exocrine glands of the head and neck (salivary glands – parotid, submandibular, sublingual, and minor glands). - Classify glands based on structure (serous, mucous, mixed) and function. - Describe the anatomical location, relations, and structural organization of the major salivary glands. - Trace the course, opening, and anatomical relations of their ducts (e.g., Stensen's duct, Wharton's duct, Bartholin's duct).. - Describe the microscopic structure of exocrine glands: serous acini, mucous acini, mixed glands, ducts (intercalated, striated, excretory). - Correlate histological structure with secretion type and function. - Outline embryological origin of major salivary glands and clinical relevance of developmental anomalies. - Explain the role of salivary secretion in digestion, lubrication, antimicrobial defense, and oral health.
Purpose (03 Mins)	- Understand structure and function – To know the anatomy, histology, and physiology of exocrine glands (e.g., salivary glands, lacrimal glands) and their role in secretion. - Correlation with clinical relevance – To appreciate how exocrine glands are involved in common diseases such as sialadenitis, xerostomia, salivary gland tumors, or blocked ducts. - Foundation for diagnosis – To be able to locate and identify glands during clinical examination and imaging. - Surgical importance – To understand relations of these glands with nerves, vessels, and surrounding structures for safe surgical interventions. - Physiological relevance – To learn their role in digestion, lubrication, and protection (saliva, tears, mucus, sweat, etc.).
Prerequisite of learning (02 Mins)	- Basic knowledge of general anatomy – orientation of the human body, anatomical planes, and terminology. - Fundamentals of histology – types of epithelial tissues, glandular epithelium, and basic microscopic structures. - Concept of general physiology – mechanisms of secretion, difference between endocrine and exocrine functions. - Basic neurovascular anatomy – knowledge of blood supply, lymphatic drainage, and nerve supply in the head and neck.
Contents (40 Mins)	Exocrine gland of head & neck
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Bone, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Tongue
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify the parts of the tongue (tip, body, dorsum, root, ventral surface). - Describe the boundaries, surfaces, and divisions (anterior 2/3 and posterior 1/3). - Classify and describe the different types of lingual papillae (filiform, fungiform, circumvallate, foliate). - Relate their distribution with taste and mechanical functions. - Differentiate between intrinsic and extrinsic muscles of the tongue. - Describe their origin, insertion, nerve supply, and actions. - Explain sensory innervation (general and special sensation) of the anterior and posterior parts of the tongue. - Understand motor innervation of tongue muscles. - Describe arterial supply, venous drainage, and clinical importance (e.g., lingual vein for drug absorption). - Outline the lymphatic drainage and its relevance in the spread of oral cancers. - Explain embryological origin of the tongue and its relation to nerve supply.
Purpose (03 Mins)	- To study the gross and microscopic anatomy of the tongue, including muscles, mucosa, papillae, and blood supply. - To correlate its structure with functions like taste, speech, mastication, and swallowing. - To identify common clinical conditions. - To understand nerve supply for clinical examination of cranial nerves (especially hypoglossal, lingual, and glossopharyngeal nerves). - To appreciate the tongue as a mirror of systemic diseases. - To use tongue examination as part of physical diagnosis. - To apply anatomical knowledge in dental practice, oral surgery, and ENT procedures. - To avoid complications during surgical interventions involving the floor of the mouth and tongue.
Prerequisite of learning (02 Mins)	- Basic knowledge of general anatomy – terms of position, planes, and movements. - Overview of head and neck anatomy – bones (mandible, hyoid, maxilla, hard palate), and important landmarks. - Basic osteology – particularly mandible, hyoid bone, maxilla, and palate, as they provide attachments. - General histology – structure of skeletal muscle, mucous membrane, and types of papillae. - Fundamentals of neuroanatomy – cranial nerves related to the tongue (V, VII, IX, XII). - Basic embryology – development of pharyngeal arches, since tongue develops from multiple arches.
Contents (40 Mins)	Tongue
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Tongue viscera, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Continuation of Tongue
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify the parts of the tongue (tip, body, dorsum, root, ventral surface). - Describe the boundaries, surfaces, and divisions (anterior 2/3 and posterior 1/3). - Classify and describe the different types of lingual papillae (filiform, fungiform, circumvallate, foliate). - Relate their distribution with taste and mechanical functions. - Differentiate between intrinsic and extrinsic muscles of the tongue. - Describe their origin, insertion, nerve supply, and actions. - Explain sensory innervation (general and special sensation) of the anterior and posterior parts of the tongue. - Understand motor innervation of tongue muscles. - Describe arterial supply, venous drainage, and clinical importance (e.g., lingual vein for drug absorption). - Outline the lymphatic drainage and its relevance in the spread of oral cancers. - Explain embryological origin of the tongue and its relation to nerve supply.
Purpose (03 Mins)	- To study the gross and microscopic anatomy of the tongue, including muscles, mucosa, papillae, and blood supply. - To correlate its structure with functions like taste, speech, mastication, and swallowing. - To identify common clinical conditions (e.g., tongue cancer, ulcers, glossitis, ankyloglossia). - To understand nerve supply for clinical examination of cranial nerves (especially hypoglossal, lingual, and glossopharyngeal nerves). - To appreciate the tongue as a mirror of systemic diseases - To use tongue examination as part of physical diagnosis. - To apply anatomical knowledge in dental practice, oral surgery, and ENT procedures.
Prerequisite of learning (02 Mins)	- Basic knowledge of general anatomy – terms of position, planes, and movements. - Overview of head and neck anatomy – bones (mandible, hyoid, maxilla, hard palate), and important landmarks. - Basic osteology – particularly mandible, hyoid bone, maxilla, and palate, as they provide attachments. - General histology – structure of skeletal muscle, mucous membrane, and types of papillae. - Fundamentals of neuroanatomy – cranial nerves related to the tongue (V, VII, IX, XII). - Basic embryology – development of pharyngeal arches, since tongue develops from multiple arches.
Contents (40 Mins)	Tongue
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Tongue viscera, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Item: Tongue
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify the parts of the tongue (tip, body, dorsum, root, ventral surface). - Describe the boundaries, surfaces, and divisions (anterior 2/3 and posterior 1/3). - Classify and describe the different types of lingual papillae (filiform, fungiform, circumvallate, foliate). - Relate their distribution with taste and mechanical functions. - Differentiate between intrinsic and extrinsic muscles of the tongue. - Describe their origin, insertion, nerve supply, and actions. - Explain sensory innervation (general and special sensation) of the anterior and posterior parts of the tongue. - Understand motor innervation of tongue muscles. - Describe arterial supply, venous drainage, and clinical importance (e.g., lingual vein for drug absorption). - Outline the lymphatic drainage and its relevance in the spread of oral cancers. - Explain embryological origin of the tongue and its relation to nerve supply.
Purpose (03 Mins)	- To study the gross and microscopic anatomy of the tongue, including muscles, mucosa, papillae, and blood supply. - To correlate its structure with functions like taste, speech, mastication, and swallowing. - To identify common clinical conditions (e.g., tongue cancer, ulcers, glossitis, ankyloglossia). - To understand nerve supply for clinical examination of cranial nerves (especially hypoglossal, lingual, and glossopharyngeal nerves). - To appreciate the tongue as a mirror of systemic diseases (e.g., anemia, vitamin deficiencies, infections). - To use tongue examination as part of physical diagnosis. To apply anatomical knowledge in dental practice, oral surgery, and ENT procedures.
Prerequisite of learning (02 Mins)	- Basic knowledge of general anatomy – terms of position, planes, and movements. - Overview of head and neck anatomy – bones (mandible, hyoid, maxilla, hard palate), and important landmarks. - Basic osteology – particularly mandible, hyoid bone, maxilla, and palate, as they provide attachments. - General histology – structure of skeletal muscle, mucous membrane, and types of papillae. - Fundamentals of neuroanatomy – cranial nerves related to the tongue (V, VII, IX, XII). - Basic embryology – development of pharyngeal arches, since tongue develops from multiple arches.
Contents (40 Mins)	Tongue
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Tongue viscera, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Endocrine gland of the head & neck
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the major endocrine glands in the head and neck region (thyroid, parathyroid, pineal, pituitary). - Understand the anatomical location, structure, and relations of each gland. - Explain the vascular supply, lymphatic drainage, and nerve supply of these glands. - Understand the histological structure and cellular composition of each gland. - Explain the hormones secreted by each gland and their physiological roles. - Correlate anatomical and physiological knowledge with clinical conditions (e.g., hypothyroidism, hyperparathyroidism, pituitary tumors). - Demonstrate the anatomical relations of glands to surrounding structures. - Interpret clinical images (ultrasound, CT, MRI, nuclear scans) related to endocrine pathology. - Relate anatomical knowledge to safe surgical approaches in the head and neck region. - Appreciate the clinical significance of endocrine glands in maintaining body homeostasis. - Develop interest in linking anatomical knowledge with clinical endocrinology. - Recognize the importance of careful examination and treatment planning to avoid complications.
Purpose (03 Mins)	- Understand hormone function: Learn how hormones control metabolism, growth, development, reproduction, and homeostasis. - Recognize clinical relevance: Identify diseases caused by hormonal imbalance (e.g., diabetes, hyperthyroidism, adrenal disorders). - Integrate anatomy with physiology: Know the location, structure, and relationship of endocrine glands with other organs. - Support diagnostic and therapeutic skills: Enable interpretation of lab results, imaging, and clinical signs related to endocrine disorders. - Apply knowledge in medical practice: Use understanding of endocrine function in treatment, surgery, and patient care.
Prerequisite of learning (02 Mins)	- Basic human anatomy terminology (anterior, posterior, superior, inferior, etc.) - Location and structure of major organ systems (especially the head, neck, and abdomen) - Understanding of cell types and tissue organization - Difference between endocrine and exocrine glands at the microscopic level - Basic concepts of homeostasis - Cell signaling and receptor-ligand interactions - General hormone action mechanisms (e.g., steroid vs peptide hormones)
Contents (40 Mins)	Endocrine gland
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Pharynx, Tonsil, Palate, Auditory tube
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	Pharynx: - Understand the anatomical divisions: nasopharynx, oropharynx, and laryngopharynx. - Identify pharyngeal muscles (constrictors and elevators) and their functions in swallowing and speech. - Learn the relationships with adjacent structures: nasal cavity, oral cavity, larynx, esophagus, and cervical vertebrae. Tonsils: - Identify the different tonsils: palatine, pharyngeal (adenoid), lingual, and tubal tonsils. - Understand their location in Waldeyer's ring and role in the immune system. - Learn the blood supply, lymphatic drainage, and nerve supply. Palate: - Differentiate between the hard and soft palate, including their anatomical boundaries. - Identify muscles of the soft palate and their role in swallowing, speech, and preventing nasopharyngeal reflux. - Learn the innervation (cranial nerves V2 and X) and blood supply.
Purpose (03 Mins)	Pharynx: - To understand the structure and function of the upper respiratory and digestive tracts. - To learn the relation of pharynx with adjacent structures (nasal cavity, oral cavity, larynx, and cervical vertebrae). Palate (Hard & Soft): - To understand the separation of oral and nasal cavities. - To learn the role of the soft palate in swallowing and speech. Auditory (Eustachian) Tube: - To understand middle ear ventilation and drainage. - To study its relationship with nasopharynx.
Prerequisite of learning (02 Mins)	- Knowledge of skull bones, especially base of skull, mandible, maxilla, and sphenoid. - Understanding of cranial fossae, nasal cavity, and oral cavity structure. - Muscles involved in swallowing and speech, such as pharyngeal muscles, palatal muscles, and muscles of mastication. - Cranial nerves relevant to these structures: CN V (Trigeminal), CN VII (Facial), CN IX (Glossopharyngeal), CN X (Vagus), CN XI (Accessory), CN XII (Hypoglossal). - Sensory and motor innervation patterns of the pharynx, palate, and tonsils. - Epithelium types in oral, pharyngeal, and auditory structures. - Lymphoid tissue organization (for tonsils).
Contents (40 Mins)	Pharynx, Tonsil, palate, Auditory Tube
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Item: Endocrine & Exocrine gland of the head& neck
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify the major and minor exocrine glands of the head and neck (salivary glands parotid, submandibular, sublingual, and minor glands). - Classify glands based on structure (serous, mucous, mixed) and function. - Describe the anatomical location, relations, and structural organization of the major salivary glands. - Trace the course, opening, and anatomical relations of their ducts (e.g., Stensen's duct, Wharton's duct, Bartholin's duct). - Explain the vascular supply, lymphatic drainage, and nerve supply of each gland. - Describe the microscopic structure of exocrine glands: serous acini, mucous acini, mixed glands, ducts (intercalated, striated, excretory). - Explain the role of salivary secretion in digestion, lubrication, antimicrobial defense, and oral health.
Purpose (03 Mins)	- Understand hormone function: Learn how hormones control metabolism, growth, development, reproduction, and homeostasis. - Recognize clinical relevance: Identify diseases caused by hormonal imbalance (e.g., diabetes, hyperthyroidism, adrenal disorders). - Integrate anatomy with physiology: Know the location, structure, and relationship of endocrine glands with other organs. - Support diagnostic and therapeutic skills: Enable interpretation of lab results, imaging, and clinical signs related to endocrine disorders. - Apply knowledge in medical practice: Use understanding of endocrine function in treatment, surgery, and patient care.
Prerequisite of learning (02 Mins)	- Basic human anatomy terminology (anterior, posterior, superior, inferior, etc.) - Location and structure of major organ systems (especially the head, neck, and abdomen) - Understanding of cell types and tissue organization - Difference between endocrine and exocrine glands at the microscopic level - Basic concepts of homeostasis - Cell signaling and receptor-ligand interactions - General hormone action mechanisms (e.g., steroid vs peptide hormones) - Basic metabolic pathways - Protein synthesis and enzyme function - Understanding of chemical messengers like hormones
Contents (40 Mins)	Endocrine gland
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Dead body, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Larynx
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the cartilages of the larynx: thyroid, cricoid, arytenoid, epiglottis, corniculate, and cuneiform. - Understand the ligaments and membranes. - Recognize the muscles: intrinsic (control voice) and extrinsic (support larynx movement). - Locate laryngeal cavities: vestibule, ventricle, and infraglottic space. - Understand voice production (phonation) and the role of vocal cords. - Comprehend airway protection during swallowing (prevention of aspiration). - Study respiratory roles, such as controlling airflow into the lungs. - Identify nerves supplying the larynx: mainly the recurrent laryngeal and superior laryngeal branches of the vagus nerve. - Learn basic surgical procedures: tracheostomy, laryngectomy, and their indications. - Relate the larynx to pharynx, trachea, and respiratory system. - Understand functional coordination with swallowing and speech mechanisms.
Purpose (03 Mins)	- To identify the anatomical parts of the larynx (cartilages, muscles, ligaments, and membranes). - To understand the spatial relationships of the larynx with the pharynx, trachea, and surrounding structures in the neck. - To understand its role in airway protection during swallowing (prevents aspiration). - To understand surgical approaches like tracheostomy or laryngectomy. - To interpret imaging (CT, MRI) of the larynx in clinical practice. - To correlate its function with neurology (vagus nerve innervation), respiratory system, and digestive system (swallowing).
Prerequisite of learning (02 Mins)	- Understanding the skeletal framework. - Knowledge of muscles of the neck, especially the infrahyoid and suprahyoid muscles. - Familiarity with pharynx anatomy, as the larynx is closely related to it. - Structure and function of the trachea, lungs, and upper respiratory tract. - Understanding different types of cartilage (hyaline vs elastic) since the larynx is largely cartilaginous. - Ligamentous attachments and their roles in movement. - Knowledge of cranial nerves, particularly the vagus nerve (CN X) and its branches - Motor and sensory innervation concepts.
Contents (40 Mins)	Larynx
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Dead body, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Larynx(continuation)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify and describe the cartilages of the larynx: thyroid, cricoid, arytenoid, epiglottis, corniculate, and cuneiform. - Understand the ligaments and membranes: e.g., vocal ligaments, thyrohyoid membrane, cricothyroid ligament. - Recognize the muscles: intrinsic (control voice) and extrinsic (support larynx movement). - Locate laryngeal cavities: vestibule, ventricle, and infraglottic space. - Comprehend airway protection during swallowing (prevention of aspiration). - Study respiratory roles, such as controlling airflow into the lungs. - Identify nerves supplying the larynx: mainly the recurrent laryngeal and superior laryngeal branches of the vagus nerve. - Understand how nerve injury can affect voice and airway protection. - Understand the clinical examination: laryngoscopy, imaging, and voice assessment. - Learn basic surgical procedures: tracheostomy, laryngectomy, and their indications. - Relate the larynx to pharynx, trachea, and respiratory system. - Understand functional coordination with swallowing and speech mechanisms.
Purpose (03 Mins)	- To identify the anatomical parts of the larynx (cartilages, muscles, ligaments, and membranes). - To understand the spatial relationships of the larynx with the pharynx, trachea, and surrounding structures in the neck. - To learn how the larynx contributes to voice production (phonation). - To understand its role in airway protection during swallowing (prevents aspiration). - To study its involvement in breathing and respiratory regulation.
Prerequisite of learning (02 Mins)	- Understanding the skeletal framework - Knowledge of muscles of the neck, especially the infrahyoid and suprahyoid muscles. - Familiarity with pharynx anatomy, as the larynx is closely related to it. - Structure and function of the trachea, lungs, and upper respiratory tract. - Concept of airway protection and airflow. - Understanding different types of cartilage (hyaline vs elastic) since the larynx is largely cartilaginous. - Ligamentous attachments and their roles in movement. - Knowledge of cranial nerves, particularly the vagus nerve (CN X) and its branches - Motor and sensory innervation concepts.
Contents (40 Mins)	Larynx
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Dead body, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Item: Hemisection of head & neck
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	• Visualizing Internal Structures – Enables observation of internal components in relation to each other without obstruction from overlying tissues. • Understanding Spatial Relationships – Helps students comprehend how different structures of the head and neck are positioned and connected, which is crucial for surgery, clinical diagnosis, and imaging interpretation. • Correlation with Function – Allows linking anatomical structures with their physiological roles, e.g., muscles of mastication, salivary glands, pharyngeal spaces. • Clinical Relevance – Aids in understanding surgical approaches, trauma management, and pathological spread in the head and neck region. • Enhancing Memory and Recall – Studying a hemisection gives a 3D perspective, which improves long-term retention of anatomy compared to 2D diagrams.
Purpose (03 Mins)	Understood from both educational and clinical perspectives: • Understanding Three-Dimensional Anatomy • Correlation of Structures • Clinical Relevance • Reinforcement of Theoretical Knowledge • Development of Spatial and Observational Skills
Prerequisite of learning (02 Mins)	• General Anatomy Knowledge • Skull Anatomy • Neck Anatomy • Head and Neck Muscles • Vascular System • Nervous System • Glands & Organs • Basic Histology (Optional but Helpful)
Contents (40 Mins)	Item: Hemi section
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Dead body, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia • Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Nose, PNS
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify the external and internal anatomy of the nose: nasal bones, cartilages, vestibule, and nasal septum. - Describe the nasal cavity: roof, floor, walls, and the meatuses. - Understand the paranasal sinuses: maxillary, frontal, ethmoid, and sphenoid sinuses, including their location, shape, and relationships. - Recognize olfactory region and respiratory region of the nasal cavity. - Explain the functions of the nose: respiration, olfaction, filtration of air, humidification, and warming of inspired air. - Describe the functions of paranasal sinuses: lightening of the skull, resonance of voice, and mucous secretion. - Understand embryological development of the nose and paranasal sinuses. - Identify common clinical conditions: sinusitis, deviated nasal septum, nasal polyps, epistaxis. - Relate anatomical structures to surgical approaches like endoscopic sinus surgery or rhinoplasty.
Purpose (03 Mins)	- Learn the external and internal anatomy of the nose. - Identify the bones forming the nasal cavity and paranasal sinuses. - Understand the mucosal lining, blood supply, and nerve innervation. - Study the communication between the sinuses and nasal cavity. - Comprehend the role of the nose in respiration (air passage, warming, humidifying, and filtering air). - Understand olfaction (sense of smell). - Identify anatomical landmarks important for ENT procedures and surgery. - Understand common conditions like sinusitis, nasal polyps, deviated septum, and epistaxis. - Learn the pathways for spread of infections (e.g., from sinuses to orbit or brain).
Prerequisite of learning (02 Mins)	- Skull bones: Especially nasal bones, maxilla, ethmoid, sphenoid, and frontal bones. - Cranial cavity & cranial base: General layout to locate sinuses. - Facial skeleton: Knowledge of landmarks like piriform aperture, nasal septum, and orbital margins. - Basic understanding of respiratory epithelium (ciliated pseudostratified columnar epithelium, goblet cells) and mucosa. - Knowledge of bone and cartilage structure (since nose has both). - Development of the nose and paranasal sinuses. - Formation of nasal septum and sinuses: Helps understand congenital anomalies
Contents (40 Mins)	Nose, paranasal sinuses
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Hemi section, viscera, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Ear
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify anatomical parts: Recognize the external, middle, and inner ear structures. - Understand relationships: Understand how the ear structures relate to the cranial bones, brain, and surrounding tissues. - Know functions: Comprehend the role of each part in hearing and balance (auditory and vestibular functions). - Understand innervation and blood supply: Learn the nerves (e.g., vestibulocochlear nerve, facial nerve) and vessels associated with the ear. - Dissection/Observation: Be able to identify ear structures in models, cadavers, or imaging studies. - Clinical correlation: Relate anatomical knowledge to common conditions like otitis media, hearing loss, tinnitus, or vertigo.
Purpose (03 Mins)	Understanding Hearing and Balance: - The ear is responsible for hearing and maintaining equilibrium. Learning its anatomy helps understand how sound waves are converted into nerve impulses and how balance is maintained. - Knowledge of ear anatomy is essential for diagnosing and managing conditions like hearing loss, tinnitus, infections (otitis), vertigo, and congenital anomalies. - Detailed anatomical knowledge is crucial for procedures like ear surgeries, tympanoplasty, cochlear implants, and mastoidectomy. - The ear has close connections with the nervous system, respiratory tract (Eustachian tube), and cranial structures. Understanding these relationships aids in comprehensive patient care.
Prerequisite of learning (02 Mins)	- Bones of the skull (especially the temporal bone) - Major foramina and canals - General orientation and planes of the head - Types of epithelial and connective tissue - Cartilage (important for auricle and ear canal) - Cranial nerves (especially CN VII and VIII) - Blood supply and lymphatic drainage of the head and neck - Mechanism of hearing and balance - Structure-function relationship of sensory organs - Foundational knowledge of the nose and pharynx (optional but helpful) - Eustachian (auditory) tube anatomy and function
Contents (40 Mins)	Ear
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Model, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Continuation of Ear
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify anatomical parts: Recognize the external, middle, and inner ear structures. - Understand relationships: Understand how the ear structures relate to the cranial bones, brain, and surrounding tissues. - Know functions: Comprehend the role of each part in hearing and balance (auditory and vestibular functions). - Understand innervation and blood supply: Learn the nerves (e.g., vestibulocochlear nerve, facial nerve) and vessels associated with the ear. - Dissection/Observation: Be able to identify ear structures in models, cadavers, or imaging studies. - Clinical correlation: Relate anatomical knowledge to common conditions like otitis media, hearing loss, tinnitus, or vertigo. - Functional understanding: Analyze how damage to specific parts affects hearing or balance. - Integration: Integrate ear anatomy with adjacent head and neck structures (e.g., temporal bone, cranial nerves).
Purpose (03 Mins)	Understanding Hearing and Balance: - The ear is responsible for hearing and maintaining equilibrium. Learning its anatomy helps understand how sound waves are converted into nerve impulses and how balance is maintained. - Knowledge of ear anatomy is essential for diagnosing and managing conditions like hearing loss, tinnitus, infections (otitis), vertigo, and congenital anomalies. - Detailed anatomical knowledge is crucial for procedures like ear surgeries, tympanoplasty, cochlear implants, and mastoidectomy. The ear has close connections with the nervous system, respiratory tract (Eustachian tube), and cranial structures. Understanding these relationships aids in comprehensive patient care.
Prerequisite of learning (02 Mins)	- Bones of the skull (especially the temporal bone) - Major foramina and canals - General orientation and planes of the head - Cartilage (important for auricle and ear canal) - Cranial nerves (especially CN VII and VIII) - Blood supply and lymphatic drainage of the head and neck - Mechanism of hearing and balance - Structure-function relationship of sensory organs - Foundational knowledge of the nose and pharynx (optional but helpful) ✓ Eustachian (auditory) tube anatomy and function
Contents (40 Mins)	Ear
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Model, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Surface marking and Radiology of Head & Neck
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- To develop a clear understanding of the external landmarks (surface markings) that correspond to internal structures of the head and neck. - To accurately relate surface features to the positions of bones, muscles, vessels, nerves, and organs. - To enable precise localization of structures for clinical examination, diagnosis, and procedures such as injections, catheterizations, or biopsies. - To facilitate early detection of abnormalities by recognizing deviations in surface anatomy. - To understand the radiological appearance of head and neck structures in X-ray, CT, MRI, and ultrasound. - To correlate surface anatomy with radiographic images for better diagnostic accuracy. - To assist in planning surgical approaches, interventions, and minimally invasive procedures. - To improve patient safety by reducing errors in invasive procedures.
Purpose (03 Mins)	- Helps in locating underlying structures (bones, muscles, blood vessels, nerves, glands) using external landmarks. - Aids in physical examination, palpation, and diagnostic procedures like biopsies or injections. - Understanding radiological anatomy enables interpretation of X-rays, CT scans, MRI, and ultrasound images. - Facilitates detection of abnormalities such as tumors, fractures, infections, or vascular anomalies. - Essential for planning surgical approaches in the head and neck region.
Prerequisite of learning (02 Mins)	- Gross anatomy of the head and neck: Knowledge of bones, muscles, nerves, vessels, and organs. - Regional anatomy: Understanding of divisions such as face, scalp, neck, oral cavity, pharynx, larynx, and cervical triangles. - Neuroanatomy basics: Cranial nerves, cervical nerves, and their functional relevance. - Vascular anatomy: Arteries, veins, and lymphatic drainage of head and neck. - Structure of tissues such as skin, muscles, glands, and mucosa. - Correlating microanatomy with imaging (e.g., glandular tissue on CT/MRI). - Blood flow and venous drainage - Muscle movements of facial expression, mastication, and swallowing - Glandular secretion (salivary, endocrine) - Imaging modalities: X-ray, CT, MRI, Ultrasound.
Contents (40 Mins)	Surface anatomy and Radiology
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Model, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Item: Ear
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify anatomical parts: Recognize the external, middle, and inner ear structures. - Understand relationships: Understand how the ear structures relate to the cranial bones, brain, and surrounding tissues. - Know functions: Comprehend the role of each part in hearing and balance (auditory and vestibular functions). - Understand innervation and blood supply: Learn the nerves (e.g., vestibulocochlear nerve, facial nerve) and vessels associated with the ear. - Dissection/Observation: Be able to identify ear structures in models, cadavers, or imaging studies. - Clinical correlation: Relate anatomical knowledge to common conditions like otitis media, hearing loss, tinnitus, or vertigo. - Functional understanding: Analyze how damage to specific parts affects hearing or balance. - Integration: Integrate ear anatomy with adjacent head and neck structures.
Purpose (03 Mins)	- The ear is responsible for hearing and maintaining equilibrium. Learning its anatomy helps understand how sound waves are converted into nerve impulses and how balance is maintained. - Knowledge of ear anatomy is essential for diagnosing and managing conditions like hearing loss, tinnitus, infections (otitis), vertigo, and congenital anomalies. - Detailed anatomical knowledge is crucial for procedures like ear surgeries, tympanoplasty, cochlear implants, and mastoidectomy. - The ear has close connections with the nervous system, respiratory tract (Eustachian tube), and cranial structures. Understanding these relationships aids in comprehensive patient care. - Anatomy forms the basis for understanding the physiology of hearing and balance and the pathological mechanisms of ear diseases.
Prerequisite of learning (02 Mins)	- Bones of the skull (especially the temporal bone) - Major foramina and canals - General orientation and planes of the head - Types of epithelial and connective tissue - Cartilage (important for auricle and ear canal) - Cranial nerves (especially CN VII and VIII) - Blood supply and lymphatic drainage of the head and neck - Mechanism of hearing and balance
Contents (40 Mins)	Ear
Method	Interactive lecture, supported by guided discussion and question-answer session.
Material	Model, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Head & Neck Card
Title	Simulation Lab
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Simulation Lab
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	• Develop a three-dimensional understanding of the head and neck structures. • Correlate surface anatomy with underlying muscles, vessels, nerves, and organs. • Appreciate anatomical relationships that are critical for surgical approaches and clinical procedures. • Accurately identify bones, muscles, vessels, nerves, glands, and lymph nodes of the head and neck. • Recognize anatomical landmarks for clinical procedures (e.g., tracheostomy, central line insertion). • Understand the functional significance of anatomical structures (e.g., muscles of mastication, pharyngeal muscles). • Apply anatomy knowledge to clinical scenarios: trauma management, ENT procedures, imaging interpretation. • Practice locating structures for injections, biopsies, or surgical interventions. • Identify normal anatomy on imaging and anticipate variations or pathologies. • Practice safe handling of instruments in confined spaces of the head and neck. • Work in teams to simulate clinical procedures and anatomical dissections. • Communicate anatomical knowledge effectively to peers and supervisors.
Purpose (03 Mins)	• Visualize 3D anatomy clearly – Simulation allows learners to see spatial relationships of bones, muscles, vessels, nerves, and organs in the head and neck. • Understand functional anatomy – Students can correlate structures with their functions, such as how muscles move the jaw, tongue, or neck. • Practice clinical skills safely – Techniques like palpation, injections, or surgical approaches can be rehearsed without risk to patients.
Prerequisite of learning (02 Mins)	• General human anatomy concepts: planes, directions, and anatomical terminology. • Knowledge of musculoskeletal, vascular, and nervous systems. • Familiarity with major bones, muscles, nerves, and vessels of the head and neck. • Understanding the locations and relationships of organs and structures • Understanding of how surface landmarks correlate with underlying structures. • Basic understanding of functions of the head and neck structures (e.g., muscles of mastication, salivary glands, sensory organs). • Correct use of anatomical terms for regions, muscles, nerves, vessels, and glands. • Ability to read diagrams, charts, and imaging correlates. • Basic knowledge of X-rays, CT, or MRI of head and neck. • Understanding how imaging relates to anatomical structures. • Familiarity with lab safety, handling models or cadaveric specimens, and sterile/non-sterile techniques if applicable.
Contents (40 Mins)	Bones, viscera, blood supply, and dissection of the head and neck region.
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Virtual anatomy of the dissection table
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia • Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Topic	Dissection
Title	Item: Nose, PNS, Clinical Anatomy
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Dissection hall
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Identify the external and internal anatomy of the nose: nasal bones, cartilages, vestibule, and nasal septum. - Describe the nasal cavity: roof, floor, walls, and the meatuses. - Understand the paranasal sinuses: maxillary, frontal, ethmoid, and sphenoid sinuses, including their location, shape, and relationships. - Recognize olfactory region and respiratory region of the nasal cavity. - Explain the functions of the nose: respiration, olfaction, filtration of air, humidification, and warming of inspired air. - Describe the functions of paranasal sinuses: lightening of the skull, resonance of voice, and mucous secretion. - Understand embryological development of the nose and paranasal sinuses. - Relate anatomical structures to surgical approaches like endoscopic sinus surgery or rhinoplasty. - Understand pathways for spread of infections from sinuses to orbit or brain. - Correlate nasal anatomy with olfactory nerve function.
Purpose (03 Mins)	- Learn the external and internal anatomy of the nose. - Identify the bones forming the nasal cavity and paranasal sinuses. - Understand the mucosal lining, blood supply, and nerve innervation. - Study the communication between the sinuses and nasal cavity. - Comprehend the role of the nose in respiration (air passage, warming, humidifying, and filtering air). - Understand olfaction (sense of smell). - Learn how paranasal sinuses lighten the skull and contribute to voice resonance. - Understand the protective role in immune defense (mucus and cilia). - Identify anatomical landmarks important for ENT procedures and surgery. - Learn the pathways for spread of infections - Relate the nose and sinuses to the respiratory system, skull base, and neuroanatomy. - Understand their relationship to the orbit, oral cavity, and cranial cavity, which is important for clinical interventions.
Prerequisite of learning (02 Mins)	- Skull bones: Especially nasal bones, maxilla, ethmoid, sphenoid, and frontal bones. - Cranial cavity & cranial base: General layout to locate sinuses. - Knowledge of bone and cartilage structure (since nose has both). - Development of the nose and paranasal sinuses. - Formation of nasal septum and sinuses: Helps understand congenital anomalies. - Major arteries and veins of the face and nose Sensory innervation (branches of trigeminal nerve) and autonomic fibers.
Contents (40 Mins)	Nose, paranasal sinuses
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Hemisection viscera, Model, Torso, Whiteboard and marker Pdf of course outline/handouts, Speakers, , Diagram
Assessment (10 Mins)	Interactive questioning during the session (oral responses). Short recap questions at the end of key topics. Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Osteology of S. Poddar, Head& neck book of A.K. Datta, Vishram, BD Chaurasia - Text/ Atlas of Human Anatomy, Frank H. Netter Latest Edition.

Lesson Plan for Tutorial Class of Central Nervous System & Eyeball Card

Topic	Central Nervous System & Eyeball
Title	Introduction of nervous system
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of the session, students should be able to: - Identify and describe the components of the central and peripheral nervous system. - Understand the basic anatomical organization of the brain, spinal cord, and peripheral nerves. - Locate major landmarks and structures of the brain and spinal cord on models or cadavers. - Describe the gross features of the spinal cord and brain, including the regions and their functions. - Differentiate between the central nervous system (CNS) and the peripheral nervous system (PNS). - Recognize the functional significance of the nervous system's structures. - Discuss the meninges and their role in protecting the CNS.
Purpose (03 Mins)	The purpose of this lesson is to provide first-phase MBBS students with a foundational understanding of the gross anatomy of the nervous system. This knowledge is essential for their future study of neuroanatomy, clinical applications, and understanding the correlation between structure and function in the human body. A solid grasp of these basic concepts will serve as a stepping stone for more advanced neuroanatomy topics and clinical neurophysiology.
Prerequisite of learning (02 Mins)	Before attending this lecture, students should be familiar with: - Basic human body systems: Basic knowledge of body systems (musculoskeletal, cardiovascular, respiratory) and anatomical terminology. - Basic histology: Understanding basic tissue types and histological structures, especially those relevant to nervous tissue. - Basic terminology: Terminology related to anatomical planes (e.g., sagittal, coronal, transverse), directions (e.g., anterior, posterior, superior, inferior), and general body landmarks. - Embryology: A basic understanding of neural tube development and the early stages of nervous system formation can enhance understanding of later developmental processes.
Contents (40 Mins)	Introduction to the nervous system, cranial cavity and orbit
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	- Whiteboard and marker - Speakers - Model
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Clinical Neuroanatomy, Richard S. Snell - Textbook of Clinical Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Cerebrum
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of the session, students should be able to: • Define the cerebrum and describe its anatomical location in the brain. • Identify the major lobes of the cerebrum and describe their surface anatomy (gyri and sulci). • Name and locate the functional areas of the cerebral cortex (motor, sensory, association areas). • Correlate clinical conditions (e.g., stroke, motor deficits) with affected cerebral areas. • Identify cerebral features in anatomical models or specimens
Purpose (03 Mins)	• To introduce students to the gross anatomical structure and function of the cerebrum, which is the largest and most functionally diverse part of the brain. • To help students understand how different regions of the cerebrum correlate with motor, sensory, cognitive, and emotional functions.
Prerequisite of learning (02 Mins)	Before attending this class, students should be familiar with: • Basic orientation of the brain (anterior, posterior, superior, inferior views). • Major divisions of the nervous system (CNS and PNS). • General anatomical terminology (planes, directions, surface anatomy).
Contents (40 Mins)	Cerebrum: lobes of cerebrum, sulci, gyri & important functional areas
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	• Whiteboard and marker • Viscera (Brain), Speakers • Model
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. • Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Clinical Neuroanatomy, Richard S. Snell • Textbook of Clinical Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Continuation of Cerebrum
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of the session, students should be able to: • Define the cerebrum and describe its anatomical location in the brain. • Identify the major lobes of the cerebrum and describe their surface anatomy (gyri and sulci). • Name and locate the functional areas of the cerebral cortex (motor, sensory, association areas). • Correlate clinical conditions (e.g., stroke, motor deficits) with affected cerebral areas. • Identify cerebral features in anatomical models or specimens
Purpose (03 Mins)	• To introduce students to the gross anatomical structure and function of the cerebrum, which is the largest and most functionally diverse part of the brain. • To help students understand how different regions of the cerebrum correlate with motor, sensory, cognitive, and emotional functions.
Prerequisite of learning (02 Mins)	Before attending this class, students should be familiar with: • Basic orientation of the brain (anterior, posterior, superior, inferior views). • Major divisions of the nervous system (CNS and PNS). • General anatomical terminology (planes, directions, surface anatomy).
Contents (40 Mins)	Cerebrum: lobes of cerebrum, sulci, gyri & important functional areas
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	• Whiteboard and marker • Viscera (Brain), Speakers • Model
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. • Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Clinical Neuroanatomy, Richard S. Snell • Textbook of Clinical Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Meninges
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this lesson, students will be able to: • Define and describe the meninges and their anatomical arrangement. • Identify the three layers of meninges: dura mater, arachnoid mater, and pia mater. • Explain the structural and functional characteristics of each meningeal layer. • Describe the formation and significance of dural folds and dural venous sinuses. • Explain the relationship between meninges and cerebrospinal fluid (CSF). • Understand the clinical relevance of meninges (e.g. meningitis, subdural hematoma, herniation syndromes).
Purpose (03 Mins)	• To provide foundational knowledge of the meninges as protective coverings of the brain and spinal cord. • To help students understand the structural and functional significance of meninges in maintaining CNS health. • To prepare students for understanding clinical correlations (e.g., meningitis, subdural hematoma, lumbar puncture).
Prerequisite of learning (02 Mins)	• Basic understanding of the central nervous system (CNS): brain, spinal cord, and their general locations. • General concept of protective structures of organs (e.g., coverings of the heart, lungs, kidneys).
Contents (40 Mins)	meninges of the brain
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	• Whiteboard and marker • Viscera (Meninges), Speakers
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. • Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Clinical Neuroanatomy, Richard S. Snell • Textbook of Clinical Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Item- (Cerebrum)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this session, the students should be able to: - Identify the external features of the cerebrum (surfaces, borders, poles). - Describe the major lobes and their boundaries. - Demonstrate important sulci and gyri in oral examination. - Locate and name the functional cortical areas (motor, sensory, visual, auditory, speech areas). - Explain briefly the white matter and basal ganglia (introductory). - Correlate common clinical conditions (e.g., stroke affecting motor/speech areas) with cerebral anatomy.
Purpose (03 Mins)	To enable students to develop foundational knowledge of the cerebrum, its parts, surfaces, sulci, gyri, and functional areas, so that they can describe and identify cerebral structures during oral examination and correlate with clinical relevance
Prerequisite of learning (02 Mins)	- Before attending this class, students should already know: - Basic anatomical terms of position, planes, and directions. - General features of the brain and divisions of the central nervous system.
Contents (40 Mins)	- Introduction - External Features of Cerebrum - Lobes of Cerebrum - Important Sulci & Gyri - Functional Areas of Cerebral Cortex - Internal Structures (Introductory for oral exam) - Applied Anatomy (Short correlation)
Method	Question-answer session.
Material	- Viscera (Brain) - Model
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Clinical Neuroanatomy, Richard S. Snell - Textbook of Clinical Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Item- (Cerebrum)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this session, the students should be able to: - Identify the external features of the cerebrum (surfaces, borders, poles). - Describe the major lobes and their boundaries. - Demonstrate important sulci and gyri in oral examination. - Locate and name the functional cortical areas (motor, sensory, visual, auditory, speech areas). - Explain briefly the white matter and basal ganglia (introductory). - Correlate common clinical conditions (e.g., stroke affecting motor/speech areas) with cerebral anatomy.
Purpose (03 Mins)	To enable students to develop foundational knowledge of the cerebrum, its parts, surfaces, sulci, gyri, and functional areas, so that they can describe and identify cerebral structures during oral examination and correlate with clinical relevance
Prerequisite of learning (02 Mins)	Before attending this class, students should already know: - Basic anatomical terms of position, planes, and directions. - General features of the brain and divisions of the central nervous system.
Contents (40 Mins)	- Introduction - External Features of Cerebrum - Lobes of Cerebrum - Important Sulci & Gyri - Functional Areas of Cerebral Cortex - Internal Structures (Introductory for oral exam) - Applied Anatomy (Short correlation)
Method	Question–answer session.
Material	- Viscera (Brain) - Model
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Clinical Neuroanatomy, Richard S. Snell - Textbook of Clinical Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Blood supply of Cerebrum
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	After completion of this lesson, the students should be able to: - List the main arteries supplying the cerebrum. - Describe the origin, course, and distribution of: - Anterior cerebral artery - Middle cerebral artery - Posterior cerebral artery - Identify the cortical areas supplied by the above arteries. - Explain the arterial anastomosis (Circle of Willis). - Describe the venous drainage of the cerebrum (superficial & deep veins, dural venous sinuses). - Correlate arterial occlusion with clinical features (functional deficit).
Purpose (03 Mins)	At the end of the lesson, students will be able to: - Understand the arterial supply of the cerebrum and its functional significance. - Comprehend the venous drainage of the cerebrum. - Correlate the knowledge of cerebral circulation with common clinical conditions (e.g., stroke).
Prerequisite of learning (02 Mins)	Students should already know: - Gross anatomy of the brain (lobes and functional areas). - Basic histology of nervous tissue. - General idea about arteries, veins, and sinuses. - Concept of ischemia, infarction, and hemorrhage.
Contents (40 Mins)	blood supply, formation of Circle of Willis
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	- Whiteboard and marker - Speakers - Viscera (Brain) - Model
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Clinical Neuroanatomy, Richard S. Snell - Textbook of Clinical Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Item- (Introduction to Nervous system & Meninges)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this session, students will be able to: • Acquire a foundational understanding of the nervous system and meninges. • Correlate anatomical structures with their functional significance. • Develop the ability to answer oral/viva questions with clarity and accuracy.
Purpose (03 Mins)	• To reinforce and evaluate the students' understanding of the nervous system and meninges. • To train students in structured oral presentation of anatomical knowledge. • To identify weak areas that require further study or explanation.
Prerequisite of learning (02 Mins)	Before attending this session, students should have: • Basic knowledge of cell biology (neuron as structural & functional unit). • General idea about human body organization (systems overview). • Awareness of protective coverings of body organs (like membranes). • Prior lecture/dissection class on brain, spinal cord, and meninges.
Contents (40 Mins)	• Introduction to nervous system • Definition & classification • Central vs Peripheral Nervous System • Grey matter & white matter • Neuron & neuroglia (basic concept only) • Meninges • Names & layers (dura, arachnoid, pia) • Arrangement in brain vs spinal cord • Spaces (epidural, subdural, subarachnoid) • CSF relation (subarachnoid space & cisterns) • Clinical relevance (e.g., meningitis, hematomas, lumbar puncture relevance)
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	• Viscera (Brain) • Model
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. • Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Clinical Neuroanatomy, Richard S. Snell • Textbook of Clinical Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Diencephalon
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the session, the students will be able to: • Define the boundaries and subdivisions of the diencephalon. • Describe the anatomical relations of the diencephalon. • Enumerate and locate the main components (thalamus, hypothalamus, epithalamus, subthalamus). • Explain the external features of the thalamus and hypothalamus. • State the important connections and functions (in brief, suitable for Phase-I). • Apply knowledge to understand the clinical relevance of diencephalic structures (e.g., hypothalamic syndromes, thalamic lesions).
Purpose (03 Mins)	• To provide foundational knowledge of the diencephalon as a part of the forebrain. • To integrate structural knowledge with physiology and clinical applications. • To prepare students for later understanding of neurophysiology, pathology, and clinical neurology.
Prerequisite of learning (02 Mins)	• Before attending this session, students should have: • Basic knowledge of the divisions of the brain (forebrain, midbrain, hindbrain). • General idea of ventricles of the brain (lateral, third, fourth). • Orientation with midsagittal section of the brain. • Familiarity with terms like “gray matter,” “nuclei,” and “tracts.”
Contents (40 Mins)	Diencephalon: thalamus, hypothalamus, metathalamus, epithalamus and pituitary gland
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	• Whiteboard and marker • Speakers • Viscera (Brain) • Model
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. • Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Clinical Neuroanatomy, Richard S. Snell • Textbook of Clinical Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Cerebellum
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this session, the students should be able to: • Describe the location and gross anatomical relations of the cerebellum. • Identify major external features: surfaces, lobes, fissures, and vermis. • Explain the anatomical subdivisions (anterior, posterior, flocculonodular lobes). • Identify and describe the cerebellar peduncles and their attachments. • Discuss the functional classification of cerebellum (archi-, paleo-, neo-cerebellum). • Demonstrate cerebellar parts on brain specimens/diagrams. • Correlate the gross anatomy with clinical features of cerebellar lesions (brief introduction).
Purpose (03 Mins)	• To provide students with a basic understanding of the gross structure of the cerebellum. • To enable correlation of cerebellar anatomy with physiology (motor control, balance, coordination). • To prepare a foundation for understanding neurological disorders related to cerebellar dysfunction.
Prerequisite of learning (02 Mins)	Students should already have knowledge of: • Gross anatomy of the brain: major divisions (cerebrum, brainstem, cerebellum). • Meninges and ventricular system. • Basic orientation of cranial fossae and brainstem relations.
Contents (40 Mins)	• Introduction • External Features • Subdivisions (Functional & Phylogenetic) • Cerebellar Peduncles • Relations • F. Clinical Correlation (Brief)
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	• Whiteboard and marker • Speakers • Viscera (Brain) • Model
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. • Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Clinical Neuroanatomy, Richard S. Snell • Textbook of Clinical Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Cerebellum
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	• Define the basal ganglia and internal capsule. • Identify the major components of the basal ganglia (caudate nucleus, lentiform nucleus, amygdaloid body, claustrum, etc.). • Describe the anatomical relations, gross features, and subdivisions of the internal capsule. • State the important fiber contents of the internal capsule. • Correlate the functional significance of basal ganglia and internal capsule in movement control. • Identify the basal ganglia and internal capsule in brain specimens, prosected materials, and neuroanatomical diagrams. • Trace the internal capsule in horizontal/transverse brain sections. • Appreciate the clinical relevance of lesions involving the basal ganglia and internal capsule (e.g., Parkinsonism, stroke).
Purpose (03 Mins)	• To provide students with a foundational understanding of the gross structures of the basal ganglia and internal capsule. • To prepare students for future integration of neuroanatomy with physiology, pathology, and clinical medicine. • To enable early appreciation of the clinical importance of these structures in neurological disorders.
Prerequisite of learning (02 Mins)	Students should already have knowledge of: • Basic orientation of the brain and its major subdivisions (cerebrum, diencephalon, brainstem, cerebellum). • General layout of gray matter and white matter in the CNS. • Basic sectional anatomy of the cerebrum. • Blood supply of the brain (introductory level).
Contents (40 Mins)	Basal nuclei, internal capsule
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	• Whiteboard and marker • Speakers • Model
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. • Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Clinical Neuroanatomy, Richard S. Snell • Textbook of Clinical Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Brainstem
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the session, the students will be able to: • Identify the external features of the brainstem (midbrain, pons, medulla oblongata). • Describe the gross anatomical relations of each part of the brainstem. • List the cranial nerves attached to the brainstem and their points of emergence. • Explain the surface landmarks, sulci, and elevations of the brainstem. • Correlate the brainstem anatomy with its functional importance in relation to cranial nerves and pathways.
Purpose (03 Mins)	• To provide a clear understanding of the structural organization of the brainstem. • To help students relate external anatomy to internal structures that will be studied later (tracts, nuclei, cross-sections). • To prepare students for clinical application (e.g., localizing lesions in the brainstem).
Prerequisite of learning (02 Mins)	Students should already know: • Basic anatomical terminology (anterior, posterior, dorsal, ventral, rostral, caudal, etc.). • Gross anatomy of the brain: parts of the brain, cerebral hemispheres, cerebellum, and meninges. • General features of cranial nerves (names, numbering). • Orientation of spinal cord and its continuity with the medulla.
Contents (40 Mins)	Brainstem, Cranial Nerve Attachment
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	• Whiteboard and marker • Speakers • Viscera (Brain) • Model
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. • Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Clinical Neuroanatomy, Richard S. Snell • Textbook of Clinical Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Item- (Diencephalon & Basal Ganglia)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe the gross anatomical features of the diencephalon (thalamus, hypothalamus, subthalamus, epithalamus). - Explain the anatomical position, boundaries, and relations of the diencephalon. - Identify the nuclei and functional components of the basal ganglia. - Describe the connections, circuitry, and major pathways (direct & indirect) of basal ganglia. - Discuss common clinical correlations (Parkinsonism, Huntington's chorea, thalamic syndrome). - Identify important structures of the diencephalon and basal ganglia in models, charts, and brain specimens.
Purpose (03 Mins)	- To emphasize the structural–functional relationship of the diencephalon and basal ganglia. - To prepare students for effective clinical examination, diagnosis, and interpretation of neurological disorders. - To link basic anatomical knowledge with clinical conditions and radiological imaging.
Prerequisite of learning (02 Mins)	- Students should already have knowledge about: - Gross anatomy of the brain and brainstem. - General organization of the central nervous system (CNS). - Basic concepts of white matter tracts and gray matter nuclei.
Contents (40 Mins)	Diencephalon & Basal Ganglia
Method	Question–answer session.
Material	- Viscera (Brain) - Model
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Clinical Neuroanatomy, Richard S. Snell - Textbook of Clinical Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Brainstem
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the session, the students will be able to: • Identify the external features of the brainstem (midbrain, pons, medulla oblongata). • Describe the gross anatomical relations of each part of the brainstem. • List the cranial nerves attached to the brainstem and their points of emergence. • Explain the surface landmarks, sulci, and elevations of the brainstem. • Correlate the brainstem anatomy with its functional importance in relation to cranial nerves and pathways.
Purpose (03 Mins)	• To provide a clear understanding of the structural organization of the brainstem. • To help students relate external anatomy to internal structures that will be studied later (tracts, nuclei, cross-sections). • To prepare students for clinical application (e.g., localizing lesions in the brainstem).
Prerequisite of learning (02 Mins)	Students should already know: • Basic anatomical terminology (anterior, posterior, dorsal, ventral, rostral, caudal, etc.). • Gross anatomy of the brain: parts of the brain, cerebral hemispheres, cerebellum, and meninges. • General features of cranial nerves (names, numbering). • Orientation of spinal cord and its continuity with the medulla.
Contents (40 Mins)	Brainstem, Cranial Nerve Attachment
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	• Whiteboard and marker • Speakers • Viscera (Brain) • Model
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. • Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Clinical Neuroanatomy, Richard S. Snell • Textbook of Clinical Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Reticular formation, Limbic system
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this class, the students should be able to: • Define and locate the reticular formation in the brainstem. • Describe the gross anatomical subdivisions of the reticular formation. • Enumerate the main nuclei groups and their functional associations. • Define the limbic system and identify its main components. • Describe the gross anatomical relations of the limbic system. • Explain the basic functional roles of the limbic system in emotion, memory, and behavior. • Outline the clinical importance of lesions involving the reticular formation and limbic system.
Purpose (03 Mins)	• To provide the anatomical basis for understanding arousal, consciousness, sleep–wake cycle, autonomic control, and emotional behavior.
Prerequisite of learning (02 Mins)	Before attending this class, students should already know: • Basic organization of the brainstem (midbrain, pons, medulla). • Gross anatomy of cerebral hemispheres (lobes, gyri, sulci). • Major white matter tracts (ascending and descending pathways). • Basic nuclei and gray matter organization in the CNS.
Contents (40 Mins)	Reticular Formation & Limbic System: • Definition & Location • Gross Anatomy & Subdivisions • Important Nuclei & Functional Groups • Functions (overview) • Clinical Correlation
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	• Whiteboard and marker • Speakers • Viscera (Brain) • Model
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. • Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Clinical Neuroanatomy, Richard S. Snell • Textbook of Clinical Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Item- (Brainstem & Reticular formation, Limbic system)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of the lesson, students should be able to: Brainstem: ○ Identify the external and internal features of the midbrain, pons, and medulla oblongata. ○ Describe the nuclei of cranial nerves within the brainstem. ○ Correlate brainstem anatomy with clinical syndromes (e.g., medial medullary, lateral medullary). Reticular Formation: ○ Define and describe the reticular formation and its subdivisions. ○ Explain functions: arousal, sleep-wake cycle, autonomic regulation, and motor control. Limbic System: ○ Identify main components: hippocampus, amygdala, cingulate gyrus, fornix, etc. ○ Explain the role in emotion, behavior, memory, and autonomic functions.
Purpose (03 Mins)	• To provide students with a clear understanding of the structural and functional anatomy of the brainstem, reticular formation, and limbic system. • To prepare students for oral and written examinations in Anatomy.
Prerequisite of learning (02 Mins)	Before attending this session, students should already have knowledge of: • Basic gross anatomy of the central nervous system. • Meninges, ventricles, and cerebrospinal fluid circulation. • Fundamental concepts of neurons, synapses, and neuroglia. • Cranial cavity and cranial nerves (basic introduction).
Contents (40 Mins)	Brainstem & Reticular formation, Limbic system
Method	Question–answer session.
Material	• Viscera (Brain) • Model
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. • Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Clinical Neuroanatomy, Richard S. Snell • Textbook of Clinical Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Ventricles & CSF
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	Describe the anatomical features of the ventricular system of the brain. - Identify the lateral, third, and fourth ventricles along with their boundaries, parts, and communications. - Explain the anatomical relations and openings of ventricles. - Discuss the production, circulation, and absorption of cerebrospinal fluid (CSF). - Correlate the applied aspects of ventricular system and CSF (e.g., hydrocephalus, lumbar puncture). - Identify the ventricles in brain specimens, models, and diagrams. - Demonstrate the pathway of CSF flow through the ventricular system.
Purpose (03 Mins)	- To provide students with fundamental knowledge of the ventricular system, which is crucial for understanding neuroanatomy. - To enhance understanding of CSF physiology and its significance in protecting the brain and spinal cord. - To prepare students for interpreting imaging techniques (CT/MRI) involving ventricular anatomy. - To link theoretical anatomy with practical and clinical relevance (e.g., hydrocephalus, meningitis, raised intracranial pressure).
Prerequisite of learning (02 Mins)	Before studying this topic, students should have basic knowledge of: - Gross anatomy of the brain (cerebrum, diencephalon, brainstem, cerebellum). - General structure and coverings of the brain (meninges). - Basic embryology of the neural tube (formation of brain vesicles and ventricles). - General physiology of CSF (functions and protective role).
Contents (40 Mins)	Ventricles and cerebrospinal fluid
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	- Whiteboard and marker - Speakers - Viscera (Brain) - Model
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Clinical Neuroanatomy, Richard S. Snell - Textbook of Clinical Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Item- (Cerebellum)
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this session, the students will be able to: - Describe the external features and gross anatomy of the cerebellum. - Identify the lobes, lobules, and major fissures of the cerebellum. - Demonstrate the method of oral examination of a specimen of cerebellum. - Point out the relations of cerebellum with brainstem and fourth ventricle. - Correlate the anatomical features with functional divisions of the cerebellum. - Apply knowledge of cerebellar anatomy in understanding clinical conditions (e.g., cerebellar lesions, ataxia).
Purpose (03 Mins)	- To familiarize students with the morphology and gross features of the cerebellum. - To develop the ability to handle, orient, and describe a cerebellar specimen in an oral/practical exam. - To prepare students for future clinical correlation of cerebellar function and pathology. - To train students in systematic oral presentation during practical/oral examinations.
Prerequisite of learning (02 Mins)	Before attending this class, students should have: - Basic understanding of general features of the brain. - Knowledge of meningeal coverings and ventricles of the brain. - Preliminary idea about the divisions of the hindbrain (medulla, pons, cerebellum). - Awareness of the anatomical terms: lobes, fissures, surfaces, gray matter, white matter.
Contents (40 Mins)	- Introduction - External Features - Divisions of the Cerebellum - Microscopic and Internal Features (brief) - Relations Method of Oral Examination: - How to orient the specimen. - Stepwise description: surfaces → fissures → lobes → relations. - Emphasis on systematic presentation in exams. - Clinical Correlation
Method	Question–answer session.
Material	- Viscera (Brain) - Model
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Clinical Neuroanatomy, Richard S. Snell - Textbook of Clinical Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Cranial Nerve
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of the session, the students will be able to: • Define cranial nerves and state their number, names, and general functions. • Describe the site of origin (nuclear origin and apparent origin) of each cranial nerve. • Identify the functional components (sensory, motor, mixed) of cranial nerves. • Trace the anatomical course of each cranial nerve in relation to the brainstem, cranial cavity, and extracranial pathways. • List the foramina of exit/entry for each cranial nerve in the skull. • Correlate the gross anatomy of cranial nerves with their clinical importance (brief mention of applied aspects).
Purpose (03 Mins)	• To provide students with a fundamental understanding of the cranial nerves as part of the peripheral nervous system. • To help students appreciate the anatomical basis of cranial nerve lesions, which is essential for clinical years.
Prerequisite of learning (02 Mins)	Students should already have: • Basic knowledge of the gross anatomy of the brain and brainstem. • Knowledge of meninges and cranial cavity foramina. • General concept of nerve fibers (sensory, motor, mixed). • Introductory knowledge of peripheral nervous system anatomy.
Contents (40 Mins)	Cranial nerves: • Definition and classification of cranial nerves. • Cranial foramina and their transmitting cranial nerves. • Common cranial nerve lesions (e.g., Bell's palsy, trigeminal neuralgia, oculomotor palsy, optic nerve lesions).
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	• Whiteboard and marker • Speakers • Viscera (Brain) • Model
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. • Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Clinical Neuroanatomy, Richard S. Snell • Textbook of Clinical Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Continuation of Cranial Nerve
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of the session, the students will be able to: • Define cranial nerves and state their number, names, and general functions. • Describe the site of origin (nuclear origin and apparent origin) of each cranial nerve. • Identify the functional components (sensory, motor, mixed) of cranial nerves. • Trace the anatomical course of each cranial nerve in relation to the brainstem, cranial cavity, and extracranial pathways. • List the foramina of exit/entry for each cranial nerve in the skull. • Correlate the gross anatomy of cranial nerves with their clinical importance (brief mention of applied aspects).
Purpose (03 Mins)	• To provide students with a fundamental understanding of the cranial nerves as part of the peripheral nervous system. • To help students appreciate the anatomical basis of cranial nerve lesions, which is essential for clinical years.
Prerequisite of learning (02 Mins)	Students should already have: • Basic knowledge of the gross anatomy of the brain and brainstem. • Knowledge of meninges and cranial cavity foramina. • General concept of nerve fibers (sensory, motor, mixed). • Introductory knowledge of peripheral nervous system anatomy.
Contents (40 Mins)	Cranial nerves: • Definition and classification of cranial nerves. • Cranial foramina and their transmitting cranial nerves. • Common cranial nerve lesions (e.g., Bell's palsy, trigeminal neuralgia, oculomotor palsy, optic nerve lesions).
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	• Whiteboard and marker • Speakers • Viscera (Brain) • Model
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. • Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Clinical Neuroanatomy, Richard S. Snell • Textbook of Clinical Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Spinal Cord & Tract
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this lesson, the students will be able to: • Describe the external features, extent, and coverings of the spinal cord. • Identify and explain the gross divisions (cervical, thoracic, lumbar, sacral). • Describe the enlargement areas and their clinical significance. • Explain the gross anatomy of gray and white matter of the spinal cord. • Identify and describe the major ascending (sensory) and descending (motor) tracts, with emphasis on their location and function. • Correlate the anatomical features of the spinal cord and tracts with common clinical conditions (e.g., spinal cord injury, hemisection). • Demonstrate the gross parts of the spinal cord in models, charts, or specimens. • Identify the arrangement of gray and white matter and locate major tracts in cross-sections.
Purpose (03 Mins)	• To provide foundational knowledge of the spinal cord, essential for understanding the central nervous system. • To help students integrate anatomy with physiology and clinical neurology.
Prerequisite of learning (02 Mins)	Students should already be familiar with: • Basic organization of the nervous system (CNS & PNS). • Structure and functions of neurons & neuroglia. • General features of vertebral column and meninges.
Contents (40 Mins)	• Introduction • External Features • Coverings of Spinal Cord • Internal Structure • Ascending Tracts (Sensory Pathways) • Descending Tracts (Motor Pathways) • Applied Anatomy
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	• Whiteboard and marker • Speakers • Viscera (Spinal Cord)
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. • Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Clinical Neuroanatomy, Richard S. Snell • Textbook of Clinical Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Item- Ventricles and CSF
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe the anatomical location, boundaries, and subdivisions of the ventricular system of the brain. - Explain the production, circulation, and absorption of cerebrospinal fluid (CSF). - State the functions of CSF. - Identify the applied anatomy related to ventricles and CSF (e.g., hydrocephalus, lumbar puncture, meningitis). - Demonstrate (in diagrams/models) the ventricular system and the flow of CSF. - Point out ventricular structures on brain specimens, models, or neuroimaging
Purpose (03 Mins)	- To understand the anatomical basis of CSF circulation, which is vital for interpreting clinical conditions like hydrocephalus, meningitis, raised intracranial pressure, etc. - To prepare students for clinical procedures such as lumbar puncture.
Prerequisite of learning (02 Mins)	Students should already know— - Basic gross anatomy of the brain (major parts: cerebrum, cerebellum, brainstem). - Basic histology of nervous tissue (neurons, glia, meninges). - Knowledge of protective coverings of the brain (dura, arachnoid, pia).
Contents (40 Mins)	- Introduction - Ventricular System - Cerebrospinal Fluid (CSF) - Applied Anatomy
Method	Question–answer session.
Material	- Viscera (Brain) - Model
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Clinical Neuroanatomy, Richard S. Snell - Textbook of Clinical Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Radiology & Surface marking
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	At the end of the lesson, students should be able to: - Identify normal radiological features of the brain and spinal cord in plain X-ray, CT, and MRI. - Describe the radiological anatomy of major CNS structures (ventricles, sulci, gyri, brainstem, cerebellum). - Demonstrate the surface marking of important CNS structures such as: - Central sulcus - Lateral sulcus (Sylvian fissure) - Cortical areas (motor, sensory, speech, vision) - Correlate surface markings with underlying functional areas. - Interpret normal vs. abnormal findings in common CNS radiographs.
Purpose (03 Mins)	- To enable students to integrate knowledge of gross anatomy with modern radiological imaging. - To prepare students for clinical training where radiology and surface anatomy are essential tools.
Prerequisite of learning (02 Mins)	Before attending this session, students should already know: - Basic osteology of the skull and vertebral column. - Gross anatomy of the brain and spinal cord (external and internal features). - Major sulci, gyri, lobes of brain, ventricles, and brainstem landmarks. - General introduction to imaging modalities (X-ray, CT, MRI). - Principles of surface anatomy.
Contents (40 Mins)	Radiology & Surface marking
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	- Whiteboard and marker - Speakers - Human Body - Torso
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Clinical Neuroanatomy, Richard S. Snell - Textbook of Clinical Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Item – Cranial nerve
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of the session, the students will be able to: - Identify the cranial nerves that can be examined intra-orally (CN V, VII, IX, X, XII). - Correlate the functional anatomy of cranial nerves with clinical examination findings. - Interpret normal vs abnormal findings during oral cranial nerve assessment. - Relate clinical signs to possible lesions of specific cranial nerves.
Purpose (03 Mins)	- To integrate anatomical knowledge of cranial nerves with clinical application. - To prepare students for future clinical examination of patients in neurology, ENT, and oral & maxillofacial surgery.
Prerequisite of learning (02 Mins)	Before attending this lesson, students should already know: - Basic anatomy of the cranial nerves (origin, course, nuclei, branches, and distribution). - Functional components of cranial nerves (motor, sensory, parasympathetic, special sensory). - Oral cavity anatomy (tongue, palate, pharynx, muscles, mucosa, innervation).
Contents (40 Mins)	- Cranial nerves examined intra-orally - Clinical demonstration of oral examination - Correlation with common clinical conditions
Method	Question–answer session.
Material	- Viscera (Brain) - Model
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Clinical Neuroanatomy, Richard S. Snell - Textbook of Clinical Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Eyeball
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	- Describe the anatomical position, dimensions, and external features of the eyeball. - Identify and classify the tunics (layers) of the eyeball – fibrous, vascular, and nervous. - Explain the important structures of each tunic: - Cornea and sclera (fibrous coat) - Choroid, ciliary body, iris (vascular coat) - Retina (nervous coat) - Describe the chambers of the eyeball, aqueous and vitreous humors, and lens. - Correlate the anatomical features with their functional significance in vision. - Identify applied aspects related to common clinical conditions (e.g., glaucoma, cataract, retinal detachment).
Purpose (03 Mins)	- To provide students with a foundational understanding of the gross anatomy of the eyeball as a vital organ of special sense (vision). - To build the anatomical base for clinical subjects such as Ophthalmology, Physiology (visual pathway & reflexes), and Pathology. - To help students understand the clinical importance of structures like cornea, lens, retina, and aqueous humor in common eye diseases.
Prerequisite of learning (02 Mins)	- General anatomical terms and planes (anatomical position, sectioning, surfaces). - Basic histological understanding of connective tissue and nervous tissue. - General knowledge of sensory organs. - Basic physiology of vision (light perception, role of retina).
Contents (40 Mins)	- Introduction & Orientation - External Features of Eyeball - Tunics (Layers of Eyeball) - Internal Structures - Applied Anatomy
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	- Whiteboard and marker - Speakers - Viscera (Eyeball) - Model
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Clinical Neuroanatomy, Richard S. Snell - Textbook of Clinical Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Item – Spinal Cord
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	• Describe the gross anatomical features of the spinal cord. • Identify the external morphology: length, extent, enlargements, grooves, and surfaces. • Explain the internal structure at different levels (cervical, thoracic, lumbar). • Recognize the gray and white matter organization (horns, funiculi, commissures). • State the functional significance of ascending and descending tracts. • Relate the anatomical knowledge with clinical correlations (spinal cord injuries, segmental lesions, etc.).
Purpose (03 Mins)	• To provide students with a systematic understanding of the spinal cord as a vital part of the central nervous system. • To enable students to identify anatomical landmarks during oral and practical examinations.
Prerequisite of learning (02 Mins)	Students should already be familiar with: • Basic orientation of the nervous system (CNS and PNS). • General features of the vertebral column and meninges. • Concept of white vs. gray matter in the nervous system. • General idea of neurons and neuroglia from histology.
Contents (40 Mins)	• Introduction to Spinal Cord • External Features • Internal Structure • Functional Anatomy • Clinical Anatomy
Method	Question–answer session.
Material	✓ Viscera (Spinal Cord)
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. • Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Clinical Neuroanatomy, Richard S. Snell • Textbook of Clinical Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Simulation Lab
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Simulation Lab
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of this session, students will be able to: - Identify the major external features of the brain and spinal cord using models and simulation. - Describe the gross divisions of the brain: cerebrum, cerebellum, brainstem, and spinal cord. - Demonstrate the anatomical orientation of cerebral hemispheres, lobes, and sulci/gyri. - Recognize important external landmarks: corpus callosum, ventricles (on models), cranial nerves' emergence, and spinal cord enlargements. - Develop basic skill in handling brain and spinal cord models in the simulation lab.
Purpose (03 Mins)	- To familiarize students with the three-dimensional orientation of the CNS through simulation models. - To encourage interactive, skill-based learning using simulation-based teaching methods.
Prerequisite of learning (02 Mins)	Students should already have: - Basic knowledge of general anatomy (planes, anatomical positions, directional terms). - Concept of central vs. peripheral nervous system. - Awareness of major body cavities and general organization of organ systems. - Basic understanding of neurons and nervous tissue (from histology).
Contents (40 Mins)	- Introduction to CNS in Simulation Lab - Brain - Spinal Cord - Applied/Clinical Correlation - Hands-on Practice in Simulation Lab
Method	Interactive lecture, supported by guided discussion and question–answer session.
Material	Virtual anatomy dissection table
Assessment (10 Mins)	- Interactive questioning during the session (oral responses). - Short recap questions at the end of key topics. - Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. - Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	- Clinical Neuroanatomy, Richard S. Snell - Textbook of Clinical Anatomy, Vishram Singh - Human Anatomy, BD Chaurasias.

Topic	Central Nervous System & Eyeball
Title	Item- Eyeball
Teacher's Name	Dr. Shirin/ Dr. Nasrin/ Dr. Tahmina/ Dr. Taskina/ Dr Sayma/ Dr. Barsha/ Dr. Mahedi
Place	Tutorial class room
Time and date	08:00 am to 09:30 am
Duration	1 hour 30 minutes
Target	First year MBBS students (Session: 2025-2026) A/B/C/D Batch
Total Students	50
Objectives (02 Mins)	By the end of the session, students will be able to: • Describe the external anatomical features of the eyeball visible on oral examination. • Identify the normal position, size, and symmetry of the eyeballs. • Detect common abnormal findings during eyeball examination (e.g., strabismus, nystagmus, exophthalmos, ptosis). • Correlate anatomical knowledge of the eyeball and orbit with its clinical examination.
Purpose (03 Mins)	• To bridge theoretical anatomy of the eyeball with its practical clinical application. • To prepare students for future clinical practice and OSPE/Oral exams. • To enable students to develop observation and examination skills essential for detecting ocular abnormalities.
Prerequisite of learning (02 Mins)	Before attending this class, students should have: • Basic knowledge of the gross anatomy of the eyeball (layers, poles, axes, and segments). • Knowledge of extra-ocular muscles and their nerve supply. • Understanding of cranial nerves related to vision and eye movement (II, III, IV, VI, VII). • Preliminary understanding of normal visual reflexes (pupillary light reflex, accommodation).
Contents (40 Mins)	• General Inspection • Assessment of Ocular Movements • Pupil Examination • Common Abnormalities Noted in Oral Examination • Clinical Correlation • Summary & Key Points
Method	Question–answer session.
Material	• Viscera (Eyeball) • Model
Assessment (10 Mins)	• Interactive questioning during the session (oral responses). • Short recap questions at the end of key topics. • Observation of engagement to note attentiveness, eye contact, note-taking, and verbal participation. • Ask one or two students to summarize the session briefly before closing.
Summary (03 Mins)	Key point of lecture
References	• Clinical Neuroanatomy, Richard S. Snell • Textbook of Clinical Anatomy, Vishram Singh • Human Anatomy, BD Chaurasias.