PUBLIC HEALTH DENTISTRY

SYLLABUS

PAPER –I: Applied Basic Sciences

APPLIED ANATOMY AND HISTOLOGY:

A   Applied Anatomy in relation to:

Development of face
Bronchial arches
Muscles of facial expression
Muscles of mastication
TMJ
Salivary gland
Tongue
Salivary gland
Tongue
Hard and soft palate
Infratemporal fossa
Para nasal air sinuses
Pharynx and larynx
Cranial and spinal nerves-with emphasis on trigeminal, facial, glossophayngeal and hypoglossal nerve
Osteology of maxilla and mandible
Blood supply, venous and lymphatic drainage of head and neck
Lymph nodes of head and neck
Structure and relations of alveolar process and edentulous mouth
Genetics – fundamentals

B   Oral Histology

Development of dentition, innervations of dentin and pulp
Periodontium development, histology, blood supply and lymphatic drainage

Oral mucous membrane

Pulp – periodontal complex

**APPLIED PHYSIOLOGY AND BIOCHEMISTRY:**

Cell

Mastication and deglutition

Food and nutrition

Metabolism of carbohydrates, proteins and fats

Vitamins and minerals

Fluid and electrolyte balance

Pain pathway and mechanism – types, properties

Blood composition and functions, clotting mechanism and erythropoiesis, blood groups and transfusions, pulse and blood pressure,

Dynamics of blood flow

Cardiovascular homeostasis – heart sounds

Respiratory system: Normal physiology and variations in health and diseases, Asphyxia and artificial respiration

Endocrinology: thyroid, parathyroid adrenals, pituitary, sex hormones and pregnancy, Endocrine regulation of blood sugar.

**APPLIED PATHOLOGY:**

Pathogenic mechanism of molecular level

Cellular changes following injury

Inflammation and chemical mediators

Oedema, thrombosis and embolism

Hemorrhage and shock

Neoplasia and metastasis

Blood disorders
Histopathology and pathogenesis of dental caries, periodontal disease, oral mucosal lesions, and malignancies, HIV

Propagation of dental infection

**B MICROBIOLOGY:**

Microbial flora of oral cavity

Bacteriology of dental caries and periodontal disease

Methods of sterilization

Virology of HIV, herpes, hepatitis

Parasitology

Basic immunology – basic concepts of immune system in human body

cellular and hum oral immunity

antigen and antibody system

Hypersensitivity

Autoimmune diseases

**C ORAL PATHOLOGY**

Detailed description of diseases affecting the oral mucosa, teeth, supporting tissues and jaws

**PHYSICAL AND SOCIAL ANTHROPOLOGY:**

Introduction and definition

Appreciation of the biological basis of health and disease

Evolution of human race, various studies of different races by anthropological methods

**APPLIED PHARMACOLOGY:**

Definition scope and relations to other branches of medicine, mode of action, bioassay, standardization, pharmacodynamics, pharmacokinetics.

Chemotherapy of bacterial infections and viral infections – sulphonamides and antibiotics

Local anesthesia

Analgesics and anti – inflammatory drugs

Hypnotics, tranquilizers and antipyretics
Important, hormones – ACTH, cortisone, insulin and oral ant diabetics.

Drug addiction and tolerance

Important pharmacological agents in connection with autonomic nervous system – adrenaline, noradrenalin atropine

Brief mention of antihypertensive drugs

Emergency drugs in dental practice

Vitamins and haemopoietic drugs

**RESEARCH METHODOLOGY AND BIOSTATISTICS:**

**HEALTH INFORMATICS** – basic understanding of computers and its components, operating software (windows), Microsoft office, preparation of teaching materials like slides, project, multimedia knowledge.

**RESEARCH METHODOLOGY** – definitions, types of research, designing written protocol for research, objectivity, in methodology, quantification, records and analysis.

**BIOSTATISTICS** – introduction, applications, uses and limitations of bio – statistics in public Health Dentistry, collection of data, presentation of data, measures of of central tendency, measures of dispersion methods of summarizing, parametric and non paramedic tests of significance, correlation and regression, multivariate analysis, sampling and sampling techniques – types, errors, bias, trial and calibration.

**COMPUTERS** - basic operative skills in analysis of data and knowledge of multimedia.

**PAPER-II – Public Health**

**Public Health**

Definition concepts and philosophy of dental health

History of public health in and at international level

Terminologies used in public health

**HEALTH:**

Definition, concepts and philosophy of health

Health indicators

Community and its characteristics and relation to health

**DISEASE:**
Definition, concepts
Multifactorial causation, natural history, risk factors
Disease control and eradication, evaluation and causation, infection of specific diseases
Vaccines and immunization

GENERAL EPIDEMIOLOGY
Definition and aims, general principles
Multifactorial causation, natural history, risk factors
Methods in epidemiology, descriptive analytical, experimental and classic epidemiology of specific diseases, uses of epidemiology
Duties of epidemiologist
General idea of method of investigating chronic diseases, mostly non–infectious nature, epidemic, endemic, and pandemic.
Ethical conversation in any study requirement
New knowledge regarding ethical subjects
Screening of diseases and standard procedures used

ENVIRONMENTAL HEALTH:
Impact of important components of the environment of health
Principles and methods of identification, evaluation and control of such health hazards
Pollution of air, water soil, noise, food
Water purification, international standards of water
Domestic and industrial toxins, ionizing radiation
Occupational hazards
Waster disposal –various methods and sanitation

PUBLIC HEALTH EDUCATION:
Definition, aims, principles of health education
Health education, methods, models, contents ,planning health education programs
PUBLIC HEALTH PRACTICE AND ADMINISTRATION SYSTEM IN INDIA.

ETHICS AND JURISPRUDENCE:

Basic principles of law
Contract laws- dentist –patient relationships & legal forms of practice
Dental malpractice
Person identification through dentistry
Legal protection for practicing dentist
Consumer protection act

NUTRITION IN PUBLIC HEALTH:

Study of science of nutrition and its application to human problem
Nutritional surveys and thir evaluations
Influence of nutrition and diet on general health and oral health, dental caries, periodontal disease and oral cancers
Dietary constituents and carcinogenicity
Guidelines for nutrition

BEHAVIORAL SCIENCES:

Definition and introduction
Sociology: social class, social group, family types, communities and social relationships, culture, its effect on oral health
Psychology: definition, development of child psychology, anxiety, fear and phobia, intelligence, learning, motivation, personalities, fear, dentist- patient relationship modeling and experience

HOSPITAL ADMINISTRAION:

Departmental maintenance, organizational structures
Types of practices
Biomedical waste management

HEALTH CARE DELIVERY SYSTEM:

International oral health care delivery systems- Review
Central and state system in general and oral health care delivery system if any
National and health policy

National health programme

Primary health care- concepts, oral health in PHC and its implications

National and international health organizations

Dentists Act 1928, dental council of India, ethics, Indian dental association

Role of W.H.O. and Voluntary organizations in Health Care for the community

**ORAL BIOLOGY AND GENETICS:**

A detailed study of cell structure

Introduction to Genetics, Gene structure, DNA, RNA

Genetic counseling, gene typing

Genetic approaches in the study of oral disorders

Genetic Engineering – Answer to current health problems

**PAPER-III – Dental Public Health**

Dental Public Health

History

Definition and concepts of dental public health

Differences between clinical and community dentistry

Critical review of current practice

Dental problems of specific population groups such as chronically ill, handicapped and institutionalized group.

**EPIDEMIOLOGY OF ORAL DISEASES AND CONDITIONS:**

Dental caries, gingival, periodontal disease malocclusion, dental Fluorosis, oral cancer, TMJ disorders and other oral health related problems.

**ORAL SURVEY PROCEDURES:**

Planning

Implementation
WHO basic oral health methods 1997
Indices for dental diseases and conditions
Evaluation

DELIVERY OF DENTAL CARE:
Dental person power – dental auxiliaries
Dentist – population ratios,
Public dental care programs
School dental health programs – Incremental and comprehensive care
Private practice and group practice
Oral health policy – National and international policy

PAYMENT FOR DENTAL CARE:
Prepayment
Post – payment
Reimbursement plans
Voluntary agencies
Health insurance

EVALUATION OF QUALITY OF DENTAL CARE:
Problems in public and private oral health care system program
Evaluation of quality of services, governmental control

PREVENTIVE DENTISTRY:
Levels of prevention
Preventive oral health programs screening, health education and motivation
Prevention of all dental diseases – dental caries, periodontal diseases, oral cancer, malocclusion and Dentofacial anomalies
Role of dentist in prevention of oral diseases at individual and community level.
Fluoride
History
Mechanism of action
Metabolism
Fluoride toxicity
Fluorosis
Systemic and topical preparations
Advantages and disadvantages of each
Update regarding Fluorosis
Epidemiological studies
Methods of fluoride supplements
Defluoridation techniques
Plaque control measures
Health Education
Personal oral hygiene
Tooth brushing technique
Dentifrices, mouth rinses
Pit and fissure sealant, ART
Preventive oral health care for medically compromised individual
Update on recent preventive modalities
Caries vaccines
Dietary counseling

PRACTICE MANAGEMENT:
Definition
Principles of management of dental practice and types
Organization and administration of dental practice
Ethical and legal issues in dental practice
Current trends
FORMATIVE EVALUATION PATTERN

STRUCTURED TRAINING SCHEDULE:

First Year

SEMINARS:
5 seminar in basic sciences subject,
To conduct 10 journal clubs
Library assignment on assigned topics
Submission of synopsis for dissertation within 6 months
Periodic review of dissertation at two monthly intervals

CLINICAL TRAINING
clinical assessment of patient
learning different criteria and instruments used in various oral indices – 5 cases each
Oral Hygiene Index – Greene and vermillion
Oral Hygiene Index – Simplified
DMF – DMF (T), DME (S)
Def
Fluorosis Indices – Dean’s Fluorosis Index, Tooth Surface Index for Fluorosis, Thylstrup and Fejerskov Index
Community Periodontal Index (CPI)
Plaque Index – Silness and Loe
WHO Oral Health Assessment From – 1917
Carrying out treatment (under comprehensive oral health care) of 10 patients – maintaining complete records.

FIELD PROGRAMME:
Carrying out preventive programs and health education for school children of the adopted school.
School based preventive programs –
Topical Fluoride application – sodium Fluoride, Stannous Fluoride, Acidulated Phosphate Fluoride preparations and Fluoride varnishes, Fluoride mouth rinses

Pit and Fissure Sealant – chemically cured (GIC) light cured

Minimal Invasive Treatment – Preventive Resin Restorations (PRR), Atraumatic Restorative Treatment (ART)

Organizing and carrying out dental camps in both urban and rural areas.

Visit to slum, water treatment plant, sewage treatment plant, and Milk dairy, Public Health Institute, Anti-tobacco Cell, Primary Health Center and submitting reports.

In additions the postgraduate shall assist and guide the under graduate students in their clinical and field programs.

Second Year

SEMINARS:

Seminars in Public Health and Dental Public Health topics

Conducting journal clubs

Short-term research project on assigned topics - 2

Periodic review of dissertation at monthly reviews

CLINICAL TRAINING - CONTINUATION OF THE CLINICAL TRAINING:

Clinical assessment of patient

Learning different criteria and instruments used in various oral indices

Oral Hygiene Index – Greene and vermillion

Oral Hygiene Index – Simplified

DMF – DMF (T), DMF (S)

def t,s

Fluorosis Indices – Dean’s Fluorosis Index, Tooth Surface Index for Fluorosis, Thylstrup and Fejerskov Index

Community Periodontal Index (CPI)

Plaque Index – Silness and Loe
WHO Oral Health Assessment From – 1987

Carrying out treatment (under comprehensive oral health care) of 10 patients – maintaining complete records.

FIELD PROGRAM _ CONTINUATION OF FIELD PROGRAM:

carrying out school dental health education

school based preventive programs-

Topical Fluoride application –Sodium Fluoride, Stannous Fluoride, Acidulated Phosphate Fluoride preparations and Fluoride varnishes, Fluoride mouth rinses

Pit and Fissure Sealant – chemically cured ( GIC) light cured

Minimal Invasive Treatment – Preventive Resin Restorations (PRR), Atraumatic Restorative Treatment (ART)

Organizing and carrying out dental camps in both urban and rural areas.

Assessing oral health status of various target groups like School children, Expectant mothers Handicapped, Underprivileged, and geriatric populations. Planning dental manpower and finaricing dental health care for the above group.

Application of the following preventive measures in clinic – 10 Cases each.

Topical Fluoride application –Sodium Fluoride, Stannous Fluoride, Acidulated Phosphate Fluoride preparations and Fluoride varnishes.

Pit and Fissure Sealant

Planning total health care for school children in an adopted school:

periodic surveying of school children

Incremental dental care

Comprehensive dental care

Organizing and conducting community oral health surveys for all oral conditions-3 surveys

In addition the post graduate shall assist and guide the under graduate students in their clinical and field programs

To take lecture classes (2) for Undergraduate students in order to learn teaching methods (pedagogy) on assigned topic:
**Third Year:**

**SEMINARS:**

Seminars on recent advances in Preventive Dentistry and Dental Public Health

Critical evaluation of scientific articles - 10 articles

Completion and submission of dissertation

**CLINICAL TRAINING:**

Clinical assessment of patient

Learning different criteria and instruments used in various oral indices – 5 each

Oral Hygiene Index – Greene and Vermillion

Oral Hygiene Index – Simplified

DMF – DMF (T), DME (S)

Def t/s

Fluorosis Indices – Dean’s Fluorosis Index, Tooth Surface Index for Fluorosis, Thylstrup and Fejerskov Index

Community Periodontal Index (CPI)

Plaque Index – Silness and Loe

WHO Oral Health Assessment From – 1987

Carrying out treatment (under comprehensive oral health care) of 10 patients – maintaining complete records.

carrying out school dental health education

School based preventive

Topical Fluoride application – Sodium Fluoride, Stannous Fluoride, Acidulated Phosphate Fluoride preparations and Fluoride varnishes, Fluoride mouth rinses

Pit and Fissure Sealant – chemically cured (GIC) light cured

Minimal Invasive Treatment – Preventive Resin Restorations (PRR), Atraumatic Restorative Treatment (ART)

To take lecture classes (2) for Undergraduate students in order to learn teaching methods (pedagogy) on assigned topic:
Exercise on solving community health problems - 10 problems

Application of the following preventive measures in clinic - 10 cases each.

Topical Fluoride application – Sodium Fluoride, Stannous Fluoride, Acidulated Phosphate Fluoride preparations

Pit and Fissure Sealant –

Dental – health education training of school teachers, social workers, health workers,

Posting at dental satellite center/ nodal centers

In addition the post graduate shall assist and guide the under graduate students in their clinical and field programs

Before completing the third year M.D.S. a student must have attended two national conferences. Attempts should be made to present two scientific papers, publication of a scientific article in a journal.

MONITORING LEARNING PROCESS:

It is essential to monitor the learning progress of each candidate through continuous appraisal and regular assessment. It not only helps teachers to evaluate students, but also students to evaluate themselves. The monitoring be done by the staff of the department based on participation of students in various teaching / learning activities. It may be structured and assessment be done using checklists that assess various aspects. Checklists are given in section IV.
Evaluation pattern of the department

M.D.S. PERFORMANCE CHECK LIST-1
MODEL CHECK LIST FOR EVALUATION OF JOURNAL REVIEW PRESENTATIONS

<table>
<thead>
<tr>
<th>Name of the Trainee:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Name of the Faculty/Observer</td>
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<tr>
<td>Title of article</td>
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<th>Below Average 1</th>
<th>Average 2</th>
<th>Good 3</th>
<th>Very Good 4</th>
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<td>Article chosen was</td>
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<td>Extent of understanding of scope &amp; objectives of the paper by the candidate</td>
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<td>Whether cross-references have been consulted</td>
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<td>Whether relevant publications consulted</td>
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<td>5</td>
<td>Ability to respond to questions on the paper/subject</td>
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<td>6</td>
<td>Audio-visual aids used</td>
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<td>7</td>
<td>Ability to defend the paper</td>
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<td>8</td>
<td>Clarity of Presentation</td>
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<td>9</td>
<td>Any other observation</td>
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Total Score

M.D.S. PERFORMANCE CHECK LIST-2
MODEL CHECK LIST FOR EVALUATION OF SEMINAR PRESENTATIONS

<table>
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<th>Sr. No</th>
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<th>Below Average 1</th>
<th>Average 2</th>
<th>Good 3</th>
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<td>Sr. No</td>
<td>Items for observation during presentation</td>
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<td>Regularity of attendance</td>
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<td>2</td>
<td>Punctuality</td>
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<td>3</td>
<td>Interaction with colleagues and supportive staff</td>
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<td>4</td>
<td>Maintenance of case records</td>
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<tr>
<td>5</td>
<td>Presentation of cases</td>
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<tr>
<td>6</td>
<td>Investigations work-up</td>
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<td>7</td>
<td>Chair side manners</td>
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### M.D.S. PERFORMANCE CHECK LIST-4
#### EVALUATION FROM THE CLINICAL CASE PRESENTATION

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<th>Nr. No</th>
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<td>Completeness of history</td>
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<td>2</td>
<td>Whether all relevant points elicited</td>
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<td>3</td>
<td>Clarity of presentations</td>
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<td>4</td>
<td>Logical order</td>
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<td>5</td>
<td>Mentioned all positive and negative findings</td>
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<td>6</td>
<td>Accuracy of general physical examination</td>
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<td>7</td>
<td>Diagnosis: Whether it follows logically from history and findings</td>
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<td>8</td>
<td>Investigations required</td>
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<td>Complete list</td>
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<td>Relevant order</td>
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<td></td>
<td>Interpretation of investigations</td>
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<td>9</td>
<td>Ability to react to questioning whether it follows logically from history and findings</td>
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<td>10</td>
<td>Ability to defend diagnosis</td>
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<td>11</td>
<td>Ability to justify differential diagnosis</td>
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<tr>
<td>12</td>
<td>Others</td>
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</tbody>
</table>

**Grand Total**

Please use a separate sheet for each faculty member.
**M.D.S. PERFORMANCE CHECK LIST-5**  
**MODEL CHECK LIST FOR EVALUATION OF TEACHING SKILL**

Name of the Trainee:  
Name of the Faculty/Observer

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Points to be considered</th>
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<th>Average</th>
<th>Good</th>
<th>Very Good</th>
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<tbody>
<tr>
<td>1</td>
<td>Communication of the purpose of the talk</td>
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<tr>
<td>2</td>
<td>Evokes audience interest in the subject</td>
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<td>3</td>
<td>The introduction</td>
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<td>4</td>
<td>The sequence of ideas</td>
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<tr>
<td>5</td>
<td>The use of practical examples and/or illustrations</td>
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<tr>
<td>6</td>
<td>Speaking style (Enjoyable, monotonous, etc. specify)</td>
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<tr>
<td>7</td>
<td>Attempts audience participation</td>
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<td>8</td>
<td>Summary of the main points at the end</td>
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<tr>
<td>9</td>
<td>Asks questions</td>
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<tr>
<td>10</td>
<td>Answers questions asked by the audience</td>
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<tr>
<td>11</td>
<td>Rapport the speaker with his audience</td>
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<tr>
<td>12</td>
<td>Effectiveness of the talk</td>
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<tr>
<td>13</td>
<td>Uses AV aids appropriately</td>
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</table>

**M.D.S. PERFORMANCE CHECK LIST-6**  
**MODEL CHECK LIST FOR TERM DISSERTATION PRESENTATION**

Name of the Trainee:  
Name of the Faculty/Observer

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<th>Sr. No</th>
<th>Points to be considered</th>
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<th>Below Average</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interest shown in selecting topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Appropriate review</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Discussion with guide and other faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Quality protocol</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Preparation of proforma</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
M.D.S. PERFORMANCE CHECK LIST-7
CONTINUOUS EVALUATION OF DISSERTATION WORK BY GUIDE/CO-GUIDE

Name of the Trainee: Date:
Name of the Faculty/Observer

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Points to be considered</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Periodic consultation with guide/co-guide</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Regular collection of case material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Depth analysis/discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Department presentation/findings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Quality of final output</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Score

M.D.S. PERFORMANCE CHECK LIST-8
OVERALL ASSESSMENT SHEET

Date:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Faculty Member</th>
<th>Name of trainee and mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>A  B  C  D  E  F  G  H  I  J</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of HOD   Signature of guide   Signature of Principal

The above overall assessment sheet used alongwith the logbook should form the basis for certifying satisfactory completion of course of study, in addition to the attendance requirement.
KEY:

**Faculty member:** Name of the faculty doing the assessment

**Mean score:** Is the sum of all the scores of checklists 1 to 7

A, B,…. Name of the trainees

---

**LOG BOOK**

**TABLE – 1**

**ACADEMIC ACTIVITIES ATTENDED**

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Date</th>
<th>Type of activity specify seminar, Journal club, presentation, UG teaching</th>
<th>Particulars</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LOG BOOK**

**TABLE - 2**

**ACADEMIC PRESENTATIONS MADE BY THE TRAINEE**

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Date</th>
<th>Topic</th>
<th>Type of activity specify seminar, Journal club, presentation, UG Teaching etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Monthly test Exam pattern by the department:**

<table>
<thead>
<tr>
<th>Part</th>
<th>Frequency</th>
<th>Marks</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDS Part I</td>
<td>Once every three Months</td>
<td>100</td>
<td>3 hours</td>
</tr>
<tr>
<td>MDS Part II</td>
<td>Once every Two Month.</td>
<td>100</td>
<td>3 hours</td>
</tr>
<tr>
<td>MDS Part III</td>
<td>Once Every month.</td>
<td>100</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

**Term end Exam pattern by the department:**

<table>
<thead>
<tr>
<th>Part</th>
<th>Frequency</th>
<th>Marks</th>
<th>Duration</th>
<th>Theory</th>
<th>Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDS Part I</td>
<td>Once every Six Months</td>
<td>100</td>
<td>3 hours</td>
<td>200</td>
<td>75</td>
</tr>
<tr>
<td>MDS Part II</td>
<td></td>
<td>100</td>
<td>3 hours</td>
<td>400</td>
<td>150</td>
</tr>
<tr>
<td>MDS Part III</td>
<td></td>
<td>100</td>
<td>3 hours</td>
<td>400</td>
<td>250</td>
</tr>
</tbody>
</table>

Practical examination is conducted accordingly.

**SUMMATIVE EVALUATION PATTERN**

Deemed University Examination pattern for MDS (Public Health Dentistry)

**MDS Theory Examination:**

<table>
<thead>
<tr>
<th>Paper</th>
<th>Syllabus</th>
<th>Marks</th>
<th>Pattern</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Applied Basic Science</td>
<td>100</td>
<td>2 long questions (20 marks each )</td>
<td>3 Hrs each</td>
</tr>
<tr>
<td>II</td>
<td>Public Health</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Dental Public Health</td>
<td>100</td>
<td>6 Short essays (10 marks each)</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>Essay</td>
<td>100</td>
<td>One Essay Question</td>
<td></td>
</tr>
</tbody>
</table>

**Total 400**

Classification grades for pass/fail : Min 50% ( 200/400)
MDS Practical Examination:

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Marks</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed clinical examination of 1 patient representing community with</td>
<td>75</td>
<td>1 ½ hour each</td>
</tr>
<tr>
<td>case history, diagnosis and treatment planning</td>
<td>marks</td>
<td></td>
</tr>
<tr>
<td>Short case history, performing treatment, preventive care or any other</td>
<td>75</td>
<td>1 ½ hour each</td>
</tr>
<tr>
<td>oral care procedure</td>
<td>marks</td>
<td></td>
</tr>
<tr>
<td>Critical evaluation of a manuscript from an international journal and</td>
<td>50+50</td>
<td>1+1 hour each</td>
</tr>
<tr>
<td>problem solving.</td>
<td>marks</td>
<td></td>
</tr>
<tr>
<td>Dissertation presentation and</td>
<td>25+</td>
<td>45 minutes each</td>
</tr>
<tr>
<td>Pedagogy.</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>MDS Viva – Voce</td>
<td>100</td>
<td>1 hour each</td>
</tr>
</tbody>
</table>

400 marks

Classification grades for pass/fail : Min 50% (200/400)

Grand Total = 800