



**RAMAIAH
UNIVERSITY**
OF APPLIED SCIENCES

M S Ramaiah University of Applied Sciences

Programme Structure and Course Details

Of

Master Dental Surgery

In

Public Health Dentistry

Batch 2022 onwards

M S Ramaiah University of Applied Sciences

Faculty of Dental Sciences



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Approved by the Academic Council at its 26th meeting held on 14th July 2022

Bangalore - 560 054

M.S. Ramaiah University of Applied Sciences Bangalore - 560 054

UNIVERSITY
of Applied Sciences



University's Vision, Mission and Objectives

The M. S. Ramaiah University of Applied Sciences (MSRUAS) will focus on student-centric professional education and motivates its staff and students to contribute significantly to the growth of technology, science, economy and society through their imaginative, creative and innovative pursuits. Hence, the University has articulated the following vision and objectives.

Vision

MSRUAS aspires to be the premier university of choice in Asia for student centric professional education and services with a strong focus on applied research whilst maintaining the highest academic and ethical standards in a creative and innovative environment

Mission

Our purpose is the creation and dissemination of knowledge. We are committed to creativity, innovation and excellence in our teaching and research. We value integrity, quality and teamwork in all our endeavors. We inspire critical thinking, personal development and a passion for lifelong learning. We serve the technical, scientific and economic needs of our Society.

Objectives

1. To disseminate knowledge and skills through instructions, teaching, training, seminars, workshops and symposia in Engineering and Technology, Art and Design, Management and Commerce, Health and Allied Sciences, Physical and Life Sciences, Arts, Humanities and Social Sciences to equip students and scholars to meet the needs of industries, business and society
2. To generate knowledge through research in Engineering and Technology, Art and Design, Management and Commerce, Health and Allied Sciences, Physical and Life Sciences, Arts, Humanities and Social Sciences to meet the challenges that arise in industry, business and society
3. To promote health, human well-being and provide holistic healthcare
4. To provide technical and scientific solutions to real life problems posed by industry, business and society in Engineering and Technology, Art and Design, Management and Commerce, Health and Allied Sciences, Physical and Life Sciences, Arts, Humanities and Social Sciences
5. To instill the spirit of entrepreneurship in our youth to help create more career opportunities in the society by incubating and nurturing technology product ideas and supporting technology backed business
6. To identify and nurture leadership skills in students and help in the development of our future leaders to enrich the society we live in
7. To develop partnership with universities, industries, businesses, research establishments, NGOs, international organizations, governmental organizations in India and abroad to enrich the experiences of faculties and students through research and developmental programmes



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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

Programme Specifications: MDS in Public Health Dentistry

| | |
|------------------------|--------------------------------|
| Faculty | Dental Sciences |
| Department | Public Health Dentistry |
| Programme Code | 071 |
| Programme Name | MDS in Public Health Dentistry |
| Dean of the Faculty | Dr. Silju Mathew |
| Head of the Department | Dr. Pushpanjali K |

1. Title of the Award: MDS in Public Health Dentistry
2. Mode of Study: Full-Time
3. Awarding Institution /Body: M. S. Ramaiah University of Applied Sciences, Bengaluru
4. Joint Award: Not Applicable
5. Teaching Institution: Faculty of Dental Sciences, M. S. Ramaiah University of Applied Sciences, Bengaluru
6. Date of Programme Specifications: July 2022
7. Date of Programme Approval by the Academic Council of MSRUAS: July - 2022
8. Next Review Date: July 2025
9. Programme Approving Regulating Body and Date of Approval:
10. Programme Accredited Body and Date of Accreditation:
11. Grade Awarded by the Accreditation Body:
12. Programme Accreditation Validity:
13. Programme Benchmark:
14. Rationale for the Programme

The present Global scenario has recognized Dental Public health as a core component of the undergraduate dental curricula. This recognition acknowledges that Dental Public Health is an important subject relevant to practice of dentistry.

Oral diseases are few of the most prevalent health problems throughout the world. Dental caries and periodontal disease represent most of the problem, but edentulism, oral cancer, orodental trauma, malocclusion and craniofacial anomalies also contribute to the burden.

Demographic shifts have resulted in differing trends in disease burden among place, person more so pertaining to economic status of the country. These scenarios pose challenging situations and have prompted each of the country to adopt methods relevant to their scenario at political level and community level to combat the disease burden. This burden with differing determinants provides opportunities for research to plan implementation strategies relevant to their scenarios.

Currently, communities are recognizing the need for broad and diverse input into promotion of

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oral health. Hence, Graduates with adequate skills in terms of initiating public/private partnerships, community coalitions and volunteerism and new health communication strategies such as social marketing and media advocacy are required for being incorporated into public health approaches to improving oral health.

This is the specialty which addresses the problems at community level adopting whole population strategy, targeted approach and risk group approach. This substantiates the need for training more graduates to meet these challenges.

15. Programme Mission

Master in Public Health dentistry is designed to equip the graduates with necessary skills (communication, social, political), to identify and to ascertain the burden and plan intervention appropriately. The competencies acquired in terms application, evaluation and synthesis of knowledge will enable the graduate to initiate intervention as, advocacy at Government level, lobby efforts with professional bodies and also at community and individual level. They are also equipped to demonstrate leadership qualities in organizing community based programs and act as effective link between Public and community, working in partnership with different sectors. In a nutshell the graduate should be able to demonstrate transferable skills in his future career prospects. To communicate and work across agencies and function as effective change agents and able to integrate oral health strategies into existing and ongoing public health programs.

16. Graduate Attributes (GAs)

- GA-1. **Oral health knowledge:** Ability to apply knowledge of basic and applied medical and dental science to address oral health issues.
- GA-2. **Problem Analysis:** Ability to analyse oral health problems, interpret data and arrive at meaningful conclusions involving appropriate investigations and diagnosis.
- GA-3. **Provide Solutions:** Ability to understand the etiopathology, clinical features of oral disease and provide solutions considering public health and safety, and the cultural, societal, and environmental considerations
- GA-4. **Conduct Investigations of Complex Problems:** Ability to understand and solve complex clinical situations by conducting experimental investigations
- GA-5. **Modern Tool Usage:** Ability to apply appropriate tools and techniques and understand utilization of resources appropriately to oral health activities
- GA-6. **The Dental Expert and Society:** Ability to understand the effect of oral health solutions on legal, cultural, social, and public health and safety aspects
- GA-7. **Environment and Sustainability:** Ability to develop sustainable solutions and understand their effect on society and environment
- GA-8. **Ethics:** Ability to apply ethical principles to dental practices and professional responsibilities



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- GA-9. Individual and Teamwork:** Ability to work as a member of a team, to plan and to integrate knowledge of various dental and allied disciplines and to lead teams in multidisciplinary settings
- GA-10. Communication:** Ability to make effective oral presentations and communicate technical ideas to a broad audience using written and oral means
- GA-11. Project Management and Finance:** Ability to lead and manage multidisciplinary teams by applying financial principles for practice management.
- GA-12. Life-long learning:** Ability to adapt to the changes and advancements in technology and engage in independent and life-long learning

17. Programme Outcomes (POs)

MDS in Public Health Dentistry graduates will be able to:

- PO1.** Estimate oral disease burden following the principles of epidemiology
- PO2.** Discuss public health and its significance at national and global level
- PO3.** Develop promotive interventions for addressing oral diseases at individual and community level
- PO4.** Demonstrate leadership qualities while organizing and implementing community programs
- PO5.** Apply appropriate measures in terms of advocacy, lobby efforts or interventions (Policy changes) at community level
- PO6.** Demonstrate the competencies and skills essential to function as an effective Public Health Dentist

18. Programme Goal

The programme goal is to produce graduates having critical, analytical and problem-solving skills, and ability to think independently, and to pursue a career in MDS in Public Health Dentistry

19. Program Educational Objectives (PEOs)

The objectives of the MDS in Public Health Dentistry Programme are to:

- PEO-1.** Provide students with a strong foundation in basic and applied medical and dental sciences to address oral health issues to enable them to devise and deliver efficient solutions to challenging problems pertaining to public health dentistry
- PEO-2.** Impart analytic and cognitive skills required to develop innovative solutions for R&D, Industry, and societal requirements as related to public health dentistry
- PEO-3.** Provide sound theoretical and practical knowledge of oral health sciences, managerial and entrepreneurial skills to enable students to contribute to the well-being and welfare of the society
- PEO-4.** Inculcate strong human values and social, interpersonal and leadership skills required for professional success in evolving global professional environments



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20. Programme Specific Outcomes (PSOs)

At the end of the MDS in Public Health Dentistry programme, the graduates will be able to:

PSO-1. Explain the role of social, cultural, environmental, political, legal, economic and other determinants of oral health

PSO-2. Critically appraise evidence to address oral health issues for individuals and populations to plan evidence based programmes relevant to the context

PSO-3. Plan and execute oral health programmes and evaluate the effectiveness of the implemented oral health programme

PSO-4. Initiate advocacy efforts for oral health policy, legislation and regulation to protect and promote the public oral health and overall health

21. Programme Structure:

| Year 1 | | | | | | | |
|---|---------|--|----------------|-------------------|-------------------|---------------|------------|
| Sl. No. | Code | Course Title | Theory (H/W/Y) | Tutorials (H/W/Y) | Practical (H/W/Y) | Total Credits | Max. Marks |
| 1 | DPC501A | Public Health | 05 | 0 | 29 | 48 | 400 |
| 2 | MF501A | Clinical Photography* | - | - | 1 | 1 | 20 |
| 3 | MF502A | Basic and Advanced Life Support* | - | - | 1 | 1 | 20 |
| 4 | MF503A | Personality Development and Soft Skills* | - | - | 1 | 1 | 20 |
| 5 | MF504A | Law for Dental Professionals* | - | - | 1 | 1 | 20 |
| 6 | MR501A | Research Methodology | 1 | - | 1 | 2 | 40 |
| 7 | MR504A | Dissertation | - | 1 | - | 2 | - |
| 8 | | Part I - Programme End Examination | - | - | - | - | 100 |
| Total | | | 6 | 1 | 34 | 56 | 620 |
| Total number of contact hours per week | | | 36 | | | | |

*Faculty Common Modules are conducted for 30 hours as 1 credit module


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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

| Year 2 | | | | | | | |
|---|---------|--|----------------|-------------------|-------------------|---------------|------------|
| Sl. No. | Code | Course Title | Theory (H/W/Y) | Tutorials (H/W/Y) | Practical (H/W/Y) | Total Credits | Max. Marks |
| 1 | DPC502A | Dental Public Health I | 05 | 0 | 27 | 48 | 400 |
| 2 | MR502A | Short term project/Group project | - | - | 1 | 6 | 100 |
| 3 | MR503A | Library Dissertation | - | 1 | - | 4 | 60 |
| 4 | MR504A | Dissertation | - | 1 | 3 | 10 | |
| 5 | MR505A | Conference presentation | - | 1 | - | 1 | 20 |
| 6 | MF505A | Teacher Training Module | 1 | - | - | 1 | 20 |
| 7 | MG501A | Training in any other institution in India or Abroad | 1 | - | - | 3 | 60 |
| Total | | | 7 | 3 | 31 | 73 | 660 |
| Total number of contact hours per week | | | 36 | | | | |

| Year 3 | | | | | | | |
|---|---------|-------------------------------------|----------------|-------------------|-------------------|---------------|-------------|
| Sl. No. | Code | Course Title | Theory (H/W/Y) | Tutorials (H/W/Y) | Practical (H/W/Y) | Total Credits | Max. Marks |
| 1 | DPC503A | Dental Public Health II | 03 | 0 | 33 | 24 | 400 |
| 2 | MR504A | Dissertation | - | 2 | 2 | 6 | 200 |
| 3 | MR506A | Journal Publication | - | 1 | - | 1 | 20 |
| 4 | | Part II - Programme End Examination | - | - | - | 20 | 600 |
| Total | | | 3 | 3 | 35 | 51 | 1220 |
| Total number of contact hours per week | | | 36 | | | | |

22. Course Delivery:

The course is delivered Monday to Saturday of the week according to time table including mandated library/laboratory time towards self-directed learning.

23. Teaching and Learning Methods

- a. Team Teaching/ Integrated Teaching
- b. Face to Face Lectures using Audio-Visuals
- c. Seminars/Journal clubs/e-lectures
- d. Case Based Discussions
- e. Group Discussions, Debates, Presentations
- f. Demonstrations on videos, computers and models
- g. Clinical based learning
- h. Hospital based learning
- i. Laboratory work
- j. Dissertation/ Group Project work


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- k. School visits/Outreach center visits
- l. Interdepartmental meets
- m. Continuing dental education programs/symposiums/workshops
- n. State/National/International conferences and conventions

24. Assessment and Grading

24.1. Components of Grading

Programme Specialization Teaching Course (PSTC) 1 - 3

There are two components-

- a. Component 1 (Continuous Evaluation) for Year 1:

There are 2 components

- i. Theory component consisting of

- a. Assignment to be submitted as a word processed document for 100 marks consisting of Section A and Section B
- b. Assessment as a Mock written examination for Part 1 of component 2 for 100 marks consisting of Section A and Section B

- ii. Clinical component consisting of

- a. Clinical case discussion/clinical examination for 80 marks for Term 1 (Mid-Year) and Term 2 (Year End)
- b. Viva Voce for 20 marks each on the module content including assignment for Term 1 (Mid-Year) and Term 2 (Year End)

Year 2:

There are 2 components

- iii. Theory component consisting of

- a. Assignment to be submitted as a word processed document for 100 marks consisting of Section A and Section B
- b. Assessment as a written examination for 100 marks consisting of Section A and Section B

- iv. Clinical component consisting of

- a. Clinical case discussion/clinical examination for 80 marks for Term 1 (Mid-Year) and Term 2 (Year End)
- b. Viva Voce for 20 marks each on the module content including assignment for Term 1 (Mid-Year) and Term 2 (Year End).

Year 3:

There are 2 components

- v. Theory component consisting of

- a. Assignment to be submitted as a word processed document for 100 marks consisting of Section A and Section B
- b. Assessment as a Mock written examination for Part 2 of Component 2 for 300 marks

- vi. Clinical component consisting of

- a. Clinical case discussion/clinical examination (80 marks) along with Viva Voce (20 marks) on the course content

- b. Assessment as a Mock Clinical examination for Part 2 of Component 2 for 300 marks

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b. Component 2 (Programme End Exam PEE),

Component 2 shall have a theory component, Clinical Component, Pedagogy and Viva Voce.

Theory component

Written examination shall consist of Basic Sciences (Part-I) of three hours duration shall be conducted at the end of First year of MDS course. Part-II Examination shall be conducted at the end of Third year of MDS course. Part-II Examination shall consist of Paper-I, Paper-II and Paper-III, each of three hours duration. Paper-I & Paper-II shall consist of two long answer questions carrying 25 marks each and five questions carrying 10 marks each. Paper-III will be on Essays. In Paper-III three Questions will be given and student has to answer any two questions. Each question carries 50 marks. Questions on recent advances may be asked in any or all the papers. Distribution of topics for each paper will be as follows:

Part-I

Paper-I: Applied Basic Sciences: Applied Anatomy and Histology, Applied Physiology and Biochemistry, Applied Pathology, Microbiology, Oral Pathology, Physical and Social Anthropology, Applied Pharmacology and Research Methodology and Biostatistics

Part-II

Paper-I: Public Health

Paper-II: Dental Public Health

Paper-III: Descriptive and analysis type questions

Clinical Component

Structured clinical exam for different exercises will be assessed for 200 marks.

1. Recording of Case history for at least two patients, who represent the community (To use two relevant indices for the assessment of oral health) and presentation of the observation - 50 Marks
2. Clinical Procedure - 50 Marks
 - a. One of the treatment procedures as per treatment plan. (Restorative, surgical, rehabilitation)
 - b. Preventive Oral Health Care procedure
 - c. One of the procedures specified in the curriculum.
3. Critical evaluation of a given research article published in an international journal - 50 Marks
4. Problem solving - a hypothetical oral health situation existing in a community is given with sufficient data. The student as a specialist in community dentistry is expected to suggest practical solutions to the existing oral health situation of the given community - 50 marks

Pedagogy and Viva Voce Component

Structured Viva Voce exam for 80 marks and pedagogy for 20 marks will be conducted during clinical exam.

Research, Faculty Common, Elective Modules:

These modules will be assessed as per the assessment norms as specified in the module specification. The assessment for these modules is through tests, presentations or any other method as specified in the module specification.



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25. Student Support for Learning

1. Course Notes
2. Reference Books in the Library
3. Magazines and Journals
4. Internet Facility
5. Computing Facility
6. Laboratory Facility
7. Workshop Facility
8. Staff Support
9. Lounges for Discussions
10. Any other support that enhances their learning

26. Quality Control Measures

1. Review of Course Notes
2. Review of Question Papers and Assignment Questions
3. Student Feedback
4. Moderation of Assessed Work
5. Opportunities for students to see their assessed work
6. Review by external examiners and external examiners reports
7. Staff Student Consultative Committee meetings
8. Student exit feedback
9. Subject Assessment Board (SAB)
10. Programme Assessment Board (PAB)

27. Programme Map (Course-PO-PSO Map)

| Year | Course Title | PO-1 | PO-2 | PO-3 | PO-4 | PO-5 | PO-6 | PSO-1 | PSO-2 | PSO-3 | PSO-4 |
|------|--|------|------|------|------|------|------|-------|-------|-------|-------|
| 1 | Public Health | 3 | 3 | | | | | 3 | 3 | | |
| 1 | Clinical Photography* | | | | | | 1 | | | | 1 |
| 1 | Basic and Advanced Life Support* | | | | | | 1 | | | | 1 |
| 1 | Personality Development and Soft Skills* | | | | | | 3 | | | 2 | |
| 1 | Law for Dental Professionals* | | | | | 2 | | | | | 2 |
| 1 | Research Methodology | | | 3 | | | | | 3 | | |
| 2 | Dental Public Health I | | | 3 | 3 | | | | | 3 | |
| 2 | Short term project/Group project | | | | | | 1 | | 2 | | |
| 2 | Library Dissertation | | 1 | | | | | | 2 | | |
| 2 | Conference presentation | | | | | | 1 | | | | 1 |
| 2 | Teacher Training Module | | | | | | 1 | | | | |
| 2 | Training in any other institution in India or Abroad | | | | | | 1 | | | 1 | |
| 3 | Dental Public Health II | | | 3 | | 3 | | | | 3 | 3 |
| 3 | Dissertation | | | 3 | | | | | 2 | | |
| 3 | Journal Publication | | | | | | 1 | | 2 | | |

3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution



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28. Co-curricular Activities

Students are encouraged to take part in co-curricular activities like seminars, conferences, symposia, paper writing, attending industry exhibitions, project competitions and related activities for enhancing their knowledge and networking.

29. Cultural and Literary Activities

Annual cultural festivals are held to showcase the creative talents in students. They are involved in planning and organizing the activities.

30. Sports and Athletics

Students are encouraged to take part in sports and athletic events regularly. Annual sports meet will be held to demonstrate sportsmanship and competitive spirit.

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Course Specifications

| | |
|--------------|--|
| Course Title | Public Health |
| Course Code | DPC501A |
| Course Type | Program Specialization Teaching Course |
| Department | Public Health Dentistry |
| Faculty | Dental Sciences |

1. Course Summary

This course equips students to use epidemiological tools in public health to estimate the distribution and determinants of health and disease in the community and to measures for prevention.

This course enables the students to study the natural history of disease and application of basic sciences relevant to oral health. The course also enables the students to determine the risk factors and determinants and also suggest probable interventions. The students will be trained to quantify the associated risk factors and determinants of health and disease and interpret the same using appropriate measuring tools. The students will be able to discuss the evolution of healthcare delivery system, and appraise the scope of National health programmes and role of environment in promoting Health of the Nation. The students will be able to assess the health status and beliefs to plan health programmes, integrating framework for evaluation in a systematic way. The students will also be able to provide preventive oral health care, based on the risk assessment at individual and community level.

2. Course Size and Credits:

| | |
|---|---------------------------------|
| Number of Credits | 56 |
| Credit Structure (Lecture: Tutorial: Practical) | 24:0:24 |
| Total Hours of Interaction | 1800 |
| Number of Weeks in a Year | 50 |
| Department Responsible | Public Health Dentistry |
| Total Course Marks | 400 |
| Pass Criterion | As per the Academic Regulations |
| Attendance Requirement | As per the Academic Regulations |

3. Course Outcomes (COs)

After the successful completion of this course, the student will be able to:

- CO-1. Discuss the applied aspects of basic sciences relevant to oral health
- CO-2. Analyze the role of epidemiology in identifying association and causation of oral diseases
- CO-3. Assess risk factors associated with various oral diseases using appropriate tools
- CO-4. Explain the demographic trends as related to oral health
- CO-5. Discuss the planning of health programmes and role of health care delivery system
- CO-6. Provide preventive oral health care to individuals and communities

4. Course Contents

Theory

Unit 1: Applied basic sciences: Anatomy of Head and Neck, Physiology, Biochemistry, Pathology, Microbiology, Pharmacology, Physical and Social Anthropology, Oral biology and genetics.

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Unit 2: Man and Medicine: Medicine in antiquity, Dawn of scientific medicine, Modern medicine, Medical revolution and Healthcare revolution. Concept of Health: Changing concepts, Definition, dimensions, spectrum of health, health indicators & determinants, ecology of health, responsibility of health, health and development, developed and developing regions, health service philosophies. Concept of Disease: Concept of disease, Concept of causation, natural history of disease, concepts of control, concepts of prevention, modes of intervention, changing pattern of disease, population medicine, hospitals and communication, and disease classification.

Unit 3: General Epidemiology: Principles, methods and uses of Epidemiology, tools of measurement, Association and causation, Infectious disease epidemiology, disease transmission, disease prevention and control, Investigation of an epidemic. Epidemiology of oral diseases and conditions: Orofacial anomalies, Dental Caries, Gingival and Periodontal disease, Malocclusion, Dental Fluorosis, Oral Cancer, Temporomandibular joint disorders, and other oral health related problems. Screening for diseases: Concept, uses, criteria for screening, sensitivity and specificity, problems of the borderline cases.

Unit 4: Demographics: World population trends, demographic trends in India. Nutrition and Health: Nutrients, Nutritional profile of principal food, nutritional requirements, balanced diet, nutritional problems in public health, nutritional factors in selected diseases, assessment of nutritional status, nutritional surveillance, social aspects of nutrition, food surveillance, food-borne diseases, food toxicants, community nutrition programmes. Medicine and Social sciences: Definition and introduction, sociology: social class, social group, family types, communities and social relationships, culture and its effect on oral health, psychology: definition, development of child psychology, anxiety, fear and phobia, intelligence, learning, motivation, personalities, dentist-patient relationship, modeling. Environment and Health: Purification of water, water quality-criteria and standards, air, soil, noise, solid wastes. Hospital waste management: Definitions, classifications, health-hazards, treatment and disposal technology.

Unit 5: Health Planning and Management: Health planning, planning cycle, National health policy 2002 and 2017, Health planning in India, planning commission, National health Mission, Niti aayog-2015, Health sector planning, Health system in India-at centre, state and district levels, Panchayat Raj, rural development, evaluation of health services, history of public health in India
Health care of the community: Concepts and levels of health care, primary health care - concepts, health for all, millennium development goals, health status and health problems, Health resources, Health care systems, primary health care in India, manpower distribution of health care system, health insurance, voluntary health agencies.

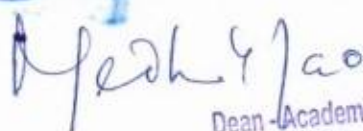
Unit 6: Measurement of Oral diseases: Dental Caries, Gingival disease, Periodontal disease, Malocclusion, Dental Fluorosis, Oral hygiene. Diagnosis and comprehensive treatment plan: Detection and diagnosis of oral diseases, Sequence of therapeutic procedure- Preliminary phase (Emergency Phase), Phase I (Etio-trophic Phase), Phase II (Surgical Phase), Phase III (Restorative phase), Phase IV (Maintenance Phase). Preventive Procedures: Pit and Fissure sealants, Atraumatic Restorative Treatment, Topical Fluorides, various oral health risk assessment tools.

Unit 7: Miscellaneous: Disaster management, occupational health, genetics and health, mental health, International health agencies, Health programmes in India, Health information and basic biostatistics and National health policy.

Clinical and Field Work

Comprehensive case evaluation with complete records, treatment planning with chair side discussion
-10 CASES

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Clinical /Fieldwork/Project work:

1. Case history recording and assessment of patients using following tools – **6 cases each**
 - i. Oral Hygiene Index - Original & Simplified
 - ii. DMF - DMF (T), DMF (S), def
 - iii. Fluorosis Indices - Dean's Fluorosis Index, Tooth Surface Index for Fluorosis, Thylstrup and Fejerskov Index.
 - iv. Community Periodontal Index (CPI)
 - v. Plaque Index-Silness and Loe
 - vi. WHO Oral Health Assessment Form
2. Preventive oral health care for patients at clinical and School settings including oral prophylaxis, Topical Fluoride application, pit and fissure sealants – 10 patients.
3. Comprehensive Oral Health Care -10 patients.
4. Visit to slum, water treatment plant, sewage treatment plant, and Milk dairy, Public Health Institute, Anti-Tobacco Cell, Primary Health Center and submitting reports.
5. School based preventive programme-
 - i. Oral Health Education.
 - ii. Topical Fluoride application-Sodium Fluoride, Stannous Fluoride, Acidulated Phosphate Fluoride preparations and Fluoride varnishes, Fluoride mouth rinses
 - iii. Pit and Fissure Sealant - chemically cured (GIC), light cured
 - iv. Minimal Invasive Treatment-Preventive Resin Restorations (PRR), Atraumatic Restorative Treatment (ART)
 - v. Organizing and carrying out dental camps in both urban and rural areas.
6. Postings at dental satellite centers/ nodal centers
7. In addition the postgraduate shall assist and guide the under graduate students in their clinical and field programs.

5. Course Map (CO-PO-PSO Map)

| | Programme Outcomes (POs) | | | | | | Programme Specific Outcomes (PSOs) | | | |
|------|--------------------------|------|------|------|------|------|------------------------------------|-------|-------|-------|
| | PO-1 | PO-2 | PO-3 | PO-4 | PO-5 | PO-6 | PSO-1 | PSO-2 | PSO-3 | PSO-4 |
| CO-1 | 2 | | | | | | 2 | | | |
| CO-2 | 3 | | | | | | | 2 | | |
| CO-3 | | | 3 | | | | | 1 | | |
| CO-4 | 2 | | | | | | 2 | | | |
| CO-5 | | 2 | | | | | | 2 | | |
| CO-6 | | | 1 | | | | | 2 | | |

3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution



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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

6. Course Teaching and Learning Methods

| Teaching and Learning Methods | | Duration in Hours | |
|--|-----|-------------------|--|
| Classroom Interaction | | | |
| 1. Face to Face Lectures | 05 | 240 | |
| 2. Seminars, Journal clubs, IDM | 150 | | |
| 3. Guest Lecture | 05 | | |
| 4. Brain Storming Sessions / Group Discussions / Discussing Possible Innovations | 50 | | |
| 5. Case Study Presentation | 30 | | |
| Demonstrations | | | |
| 1. Demonstration using Videos | 05 | 1480 | |
| 2. Demonstration using Physical Models/Systems | 05 | | |
| 3. Demonstration on a Computer | 30 | | |
| Clinical Work/Field Work | | | |
| 1. Pre -Clinical area | 100 | | |
| 2. Clinical Area | 420 | | |
| 3. Hospital Setup | 20 | | |
| 4. Dental camp | 300 | | |
| 5. Outreach centres | 400 | | |
| 6. Industry/Field Visit/ Practice observer ship | 200 | | |
| Written Examination, Presentations | | 80 | |
| Total Duration in Hours | | 1800 | |

7. Course Assessment and Reassessment

The details of the components and sub-components of course assessment are presented in the Programme Specifications document pertaining to the MDS in Public Health Dentistry Programme. The procedure to determine the final course marks is also presented in the Programme Specifications document. The evaluation questions are set to measure the attainment of the COs. In either component (CE or PEE) or subcomponent of CE (SC1, SC2, SC3 or SC4), COs are assessed as illustrated in the following Table.

| Focus of COs on each Component or Subcomponent of Evaluation | | | | |
|--|-------------------------|----------------|---|--|
| Component 1: CE | | | | |
| Subcomponent ▶ | Theory | | Practical/Clinical | |
| Subcomponent Type ▶ | SC1 -Written assessment | SC2 Assignment | SC3 - Clinical Assessment and Viva Voce 1 | SC4 - Clinical Assessment and Viva Voce 11 |
| Maximum Marks ▶ | 100 | 100 | 100 | 100 |
| CO-1 | x | | x | x |
| CO-2 | x | | x | x |
| CO-3 | x | x | x | x |
| CO-4 | x | x | x | x |
| CO-5 | x | x | x | x |
| CO-6 | | | x | x |

The details of SC1, SC2, SC3 or SC4 are presented in the Programme Specifications Document.



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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

The Course Leader assigned to the Course, in consultation with the Head of the Department, shall provide the focus of COs in each component of assessment in the above template at the beginning of the year. Course reassessment policies are presented in the Academic Regulations document.

8. Achieving COs

The following skills are directly or indirectly imparted to the students in the following teaching and learning methods:

| S. No | Curriculum and Capabilities Skills | How imparted during the Course |
|-------|------------------------------------|---|
| 1. | Knowledge | Seminars, Journal clubs |
| 2. | Understanding | Seminars, Journal clubs |
| 3. | Critical Skills | Seminars, Journal clubs, and group discussions |
| 4. | Analytical Skills | Problem-solving exercises |
| 5. | Problem Solving Skills | Problem-solving exercises |
| 6. | Clinical Skills | Clinical posting |
| 7. | Group Work | Assignment, Field posting |
| 8. | Self-Learning | Assignment |
| 9. | Written communication Skills | Assignment and reports |
| 10. | Verbal communication Skills | Seminar, JC, clinical postings, field postings and case presentations |
| 11. | Presentation Skills | Clinical posting, Seminars, Journal clubs and IDM |
| 12. | Behavioral Skills | Clinical posting |
| 13. | Information Management | Assignments case documentation and portfolios |
| 14. | Personal Management | Clinical posting |
| 15. | Leadership Skills | Field activities |

9. Course Resources

a. Essential Reading

1. Chaurasia, B.D. (2010) Human Anatomy: Regional and Applied (Dissection and Clinical), Vol. 3: Head, Neck and Brain. 5th Ed. Current Books International: CBS Publication.
2. Inderbir Singh. (1996) Human Embryology, 6th Ed. Mc Milan India Ltd. Delhi.
3. Guyton Arthur. (1999) Textbook of Medical Physiology, 9th Ed. Bangalore: Prism & Sounder's.
4. Harbanslal. (1995) A Text book of Biochemistry for Dental Students, 1st Ed. New Delhi: CBS Pub.
5. Orban. (1990) Oral Histology and Embryology, 10th ed. Canada, Ontario: American Publication.
6. Wheeler. (1993) Dental Anatomy, Physiology and Occlusion, 7th ed. Bangalore: Prism Book Pvt. Ltd.
7. Tripathi K.D. (2008) Essentials of Medical Pharmacology, 6th Ed. New Delhi: Jaypee Brothers Medical Publishers.
8. Park, K. (2007) Park's Textbook of Preventive and Social Medicine. 24th Edition, M/S Banarsidas Bhanot Publishers, Jabalpur.

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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

9. Cynthia Pine, Rebecca Harris. (2007) Community oral health, Quintessence publishing company.
10. Striffler D, Young W, Burt B. (1983) Dentistry, dental practice, and the community, 3rd Ed. Saunders Company.
11. Jill Mason. (2005) Concepts in dental public health, Lippincott Williams and Wilkins.
12. George M Gluck, Warren M Morganstein. (2003) Jong's community dental health, 5th ed.
13. Mosby. An imprint of Elsevier science. Brian A Burt, Stephen A Eklund. (2005) Dentistry, dental practice and community, 6th ed. Elsevier Saunders.
14. Blanaid Daly, Richard Watt, Paul Batchelor and Elizabeth Treasure. (2016) Essential dental public health, Oxford university press.
15. Slack G L. Dental Public Health, An introduction to community dental health, 2nd Ed.
16. Jekel J.F., Katz D.L., Elmore J.G. And Wild D.M.G. (2007) Epidemiology, biostatistics, and preventive medicine. Elsevier Health Sciences.
17. J Kishore. (2014) National Health Programmes in India, 11th Ed. Century Publications.
18. Sunder Lal, Pankaj, Adarsh. Textbook of Community Medicine: Preventive and Social Medicine, 1st Ed.
19. Abramson J.H. Survey and methods in community medicine, 6th ed. Wiley Publications.

b. Recommended Reading

1. Kothia NR, Bommireddy VS, Devaki T, Vinnakota NR, Ravoori S, Sanikommu S, et al. Assessment of the status of national oral health policy in India. Int J Health Policy Manag. 2015; 4:575-81.
2. Petersen PE, Bourgeois D, Ogawa H, Estupinan-Day S, Ndiaye C. The global burden of oral diseases and risks to oral health. Bull World Health Organ. 2005;83:661-9
3. Bali RK, Mathur VB, Talwar PP, Chanana HB. National Oral Health Survey and Fluoride Mapping, 2002-2003, India. Delhi: Dental Council of India; 2004.
4. Shah N, Pandey R, Duggal R, Mathur U, Kumar R. Oral Health Survey in India: A Report of Multicentric Study, WHO – Oral Health Survey 2004. Geneva, Switzerland: World Health Organization; 2005.
5. Mohamed S, Joseph J. Public health dentistry education program in India. Indian J Public Health. 2014;58:206
6. Vundavalli S. Dental manpower planning in India: Current scenario and future projections for the year 2020. Int Dent J. 2014;64:62-7
7. World Health Organisation (2008) Commission on Social Determinants of Health. Closing the gap in a generation: health equity through action on social determinants of health.
8. Stallard RE (1982.) A textbook of preventive dentistry. 2nd ed. Saunders, Philadelphia
9. Shear J & Walters L (1991) Law & ethics in dentistry by John Wright Publishers
10. Roger Detels, Robert Beaglehole, Mary Ann Lansang, Martin Gulliford (2009) Oxford
11. Textbook of Public Health Oxford University Press; 5 edition Accessed online at http://apps.who.int/iris/bitstream/10665/43943/1/9789241563703_eng.pdf



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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

c. Journals

1. Journal of Dental Research
2. Quintessence International
3. International Dental Journal
4. Journal of American Dental Association
5. British Dental Journal
6. Australian dental journal
7. Journal of Canadian Dental Association
8. Caries Research
9. Dental Traumatology
10. Special Care Dentistry
11. Community Dentistry Oral Epidemiology
12. Journal of Public Health Dentistry
13. Oral Health and Preventive Dentistry
14. Community Dental Health- Dennis Barber Ltd
15. Journal of Indian Association of Public Health Dentistry
16. Journal of Pedodontics and Preventive Dentistry

d. Websites

1. www.who.org
2. www.cdc.org
3. www.cochrane.org
4. www.aaphd.org
5. [www.cdc.gov/oral health](http://www.cdc.gov/oral%20health)

e. Other electronic resources

1. HELINET
2. EBSCO

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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

Course Specifications

| | |
|--------------|--|
| Course Title | Dental Public Health 1 |
| Course Code | DPC502A |
| Course Type | Program Specialization Teaching Course |
| Department | Public Health Dentistry |
| Faculty | Dental Sciences |

1. Course Summary

The aim of this course is to train students to assess, plan and provide comprehensive oral health care to individuals. This module aims at training the students to be competent in developing oral health promotion programmes.

The students will learn to apply appropriate Risk assessment models and indices for detection and diagnosis of oral diseases. The students will be able to draw a comprehensive treatment plan comprising of Preliminary phase (Emergency Phase), Phase I (Etio-trophic Phase), Phase II (Surgical Phase), Phase III (Restorative Phase), Phase IV (Maintenance Phase) and delivery treatment according to the treatment plan. The students will be also learn about managerial aspects of practice management with emphasis on doctor-patient relationship.

The students will be trained to assess the situation and plan programme considering the available resources, barriers, alternate strategies for the barriers, suggesting strategies for implementation and sustainability including relevant evaluation framework. Students will be trained on the economics of health programmes and to execute the programme at macro and micro levels, selectively.

2. Course Size and Credits:

| | |
|---|---------------------------------|
| Number of Credits | 73 |
| Credit Structure (Lecture: Tutorial: Practical) | 24:0:24 |
| Total Hours of Interaction | 1800 |
| Number of Weeks in a Year | 50 |
| Department Responsible | Public Health Dentistry |
| Total Course Marks | 400 |
| Pass Criterion | As per the Academic Regulations |
| Attendance Requirement | As per the Academic Regulations |

3. Course Outcomes (COs)

After the successful completion of this Course, the student will be able to:

- CO-1. Discuss Principles of Dental Public Health including determinants and public health approaches
- CO-2. Apply principles of oral epidemiology and conduct needs assessment/situation analysis, adopting relevant tools
- CO-3. Discuss the principles of oral health promotion in the light of sustainable development goals, universal health coverage
- CO-4. Develop, and implement evidence based Oral health promotion programmes for the given communities
- CO-5. Develop evaluation strategies for the oral health promotion programme implemented
- CO-6. Plan and provide comprehensive oral health care at the individual level

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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

4. Course Contents

Theory

Unit 1-Principles of Dental Public Health: Definition of DPH, Differences between Private practice and Dental Public Health, Core themes of Dental public health practice, the broader picture of Dental public health, Social determinants of General and Oral health, Principles of strategy design, Strategic approaches to Dental Public Health

Unit 2- Principles of Oral Epidemiology: Study designs in Oral epidemiology- Observational and experimental, Situation analysis/Needs assessment, Measuring Oral Diseases-Dental indices, Trends in Oral diseases- Dental caries, periodontal disease, oral cancer, fluorosis and malocclusion, Oral health inequalities, Evidence based Medicine and Dentistry, Critical appraisal of Literature- Quantitative and Qualitative literature

Unit 3-Principles of Oral health Promotion: Key principles of OHP, Ottawa Charter, Potential partnerships and different settings, Oral Health promotion in action, differing approaches to OHP, Evidenced Based OHP, **Sustainable Development goals, Universal health coverage, Health promotion**-Definition and principles, Differing approaches to health promotion, **Oral health promotion**- Principles of oral health promotion, Practical aspects of oral health promotion, Evidence on oral health promotion programmes/community oral health projects, Oral health promoting schools, Primary oral health care, Oral health promotion for targeted groups, **Behavioral science**- Introduction, Theories of change

Unit 4: Steps in Planning, Implementation and evaluation of Oral Health promotion programmes- Theory based approaches to the planning and evaluation of oral health education, Oral health needs assessment and tools, Tools for oral health Promotion-Ottawa charter declaration, London charter declaration, National and local oral health promotion models developed, Implementation strategies for oral health promotion, Evaluation and tools for Oral health promotion programmes

Unit 5: Health Economics- Principles and practice of health economics, Costs in economic evaluation, Budget planning, Different structures of economic evaluations, Programme budgeting and marginal analysis, evaluating published health economic studies, Economic concept of particular relevance to oral health- supplier-induced demand, Comparing economic evaluations of Dental technologies, Economic modelling, Future development of economic evaluations in oral health care

Unit 6- Oral Health Inequalities: The social context for oral health, Principles and methods of oral epidemiology, Public health aspects of oral diseases and disorders- Dental caries, periodontal disease, oral cancer, Dental trauma, dentofacial irregularities, tooth wear and developmental enamel defects, trends in oral health.

Unit 7- Comprehensive Oral Health Care: Risk assessment for oral diseases, Dietary cocounseling and guidelines for food policies, **Health Education** -Principles of health education, methods, models, contents, and planning health education programs, **Plaque** control measures, diet and dental caries, **Fluorides** in Dentistry- History and discovery, Methods of fluoride delivery, Fluoride toxicity and safety measures, **Dental materials** like Glass Ionomer cements, Composite resins,



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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

Sealant materials and Fluorides. **Recent advances** in Preventive Dentistry-Materials and procedures, **Minimal Intervention Dentistry**-Pit-and-Fissure Sealants, Atraumatic Restorative Dentistry, Preventive Resin Restoration, **Levels of Prevention** – Primary, secondary and tertiary, **Evidence based activities**

Unit 8: Public and Private Health organizations- Voluntary and non-voluntary health agencies, Functions, collaborations, partnerships

Field Work/ Clinical work

1. Case history recording and assessment of the patients using the following tools– **2 cases each**
 - i. Oral Hygiene Index - Original & Simplified
 - ii. DMF - DMF (T), DMF (S), def
 - iii. Fluorosis Indices - Dean's Fluorosis Index, Tooth Surface Index for Fluorosis, Thystrup and Fejerskov Index.
 - iv. Community Periodontal Index (CPI)
 - v. Plaque Index-Silness and Loe
 - vi. WHO Oral Health Assessment Form
 - vii. Comprehensive oral health care –03 patients.
2. School based preventive programme-
 - i. Oral health education
 - ii. Topical Fluoride application-Sodium Fluoride, Stannous Fluoride, Acidulated Phosphate Fluoride preparations and Fluoride varnishes, Fluoride mouth rinses
 - iii. Pit and Fissure Sealant - chemically cured (GIC), light cured
 - iv. Minimal Invasive Treatment-Preventive Resin Restorations (PRR), Atraumatic Restorative Treatment (ART)
3. Organizing and carrying out dental camps in both urban and rural areas.
4. Postings at dental satellite centers/ nodal centers
5. To take lecture class for Undergraduate students in order to learn teaching methods (pedagogy) on assigned topic-01.
6. In addition the postgraduate shall assist and guide the under graduates in their clinical and field programs.

5. Course Map (CO-PO-PSO Map)

| | Programme Outcomes (POs) | | | | | | Programme Specific Outcomes (PSOs) | | | |
|------|--------------------------|------|------|------|------|------|------------------------------------|-------|-------|-------|
| | PO-1 | PO-2 | PO-3 | PO-4 | PO-5 | PO-6 | PSO-1 | PSO-2 | PSO-3 | PSO-4 |
| CO-1 | | 2 | | | | | 3 | | | |
| CO-2 | 3 | | | | | | | 1 | | |
| CO-3 | | | 3 | | | | | 2 | | |
| CO-4 | | | | 2 | | 2 | | | 3 | |
| CO-5 | | | | | 2 | 2 | | | 3 | |
| CO-6 | | | 1 | 2 | 2 | | | | 3 | |

3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution

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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

6. Course Teaching and Learning Methods

| Teaching and Learning Methods | | Duration in Hours | |
|--|-----|-------------------|--|
| Classroom Interaction | | | |
| 1. Face to Face Lectures | 05 | 240 | |
| 2. Seminars, Journal clubs, IDM | 150 | | |
| 3. Guest Lecture | 05 | | |
| 4. Brain Storming Sessions / Group Discussions / Discussing Possible Innovations | 50 | | |
| 5. Case Study Presentation/ Field Study presentations | 30 | | |
| Demonstrations | | | |
| 1. Demonstration using Videos | - | 1480 | |
| 2. Demonstration using Physical Models/Systems | - | | |
| 3. Demonstration on a Computer | 40 | | |
| Clinical Work/Field Visit | | | |
| 1. Pre -Clinical area | - | | |
| 2. Clinical Area | 420 | | |
| 3. Hospital Setup | 20 | | |
| 4. Dental camp | 350 | | |
| 5. Outreach centres | 450 | | |
| 6. Industry/Field Visit/ Practice observer ship | 200 | | |
| Written Examination, Presentations | | 80 | |
| Total Duration in Hours | | 1800 | |

7. Course Assessment and Reassessment

The details of the components and subcomponents of course assessment are presented in the Programme Specifications document pertaining to the MDS in Public Health Dentistry Programme. The procedure to determine the final course marks is also presented in the Programme Specifications document. The evaluation questions are set to measure the attainment of the COs. In either component (CE or SEE) or subcomponent of CE (SC1, SC2, SC3 or SC4), COs are assessed as illustrated in the following Table.

| Focus of COs on each Component or Subcomponent of Evaluation | | | | |
|--|-------------------------|----------------|---|--|
| Subcomponent ▶ | Component 1: CE | | | |
| | Theory | | Practical/Clinical | |
| Subcomponent Type ▶ | SC1 -Written assessment | SC2 Assignment | SC3 - Clinical Assessment and Viva Voce 1 | SC4 – Clinical Assessment and Viva Voce 11 |
| Maximum Marks ▶ | 100 | 100 | 100 | 100 |
| CO-1 | x | | | x |
| CO-2 | x | | | x |
| CO-3 | x | x | x | x |
| CO-4 | x | x | | x |
| CO-5 | x | x | x | x |
| CO-6 | | | x | x |

The details of SC1, SC2, SC3 or SC4 are presented in the Programme Specifications Document.



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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

The Course Leader assigned to the Course, in consultation with the Head of the Department, shall provide the focus of COs in each component of assessment in the above template at the beginning of the year. Course reassessment policies are presented in the Academic Regulations document.

8. Achieving COs

The following skills are directly or indirectly imparted to the students in the following teaching and learning methods:

| S. No | Curriculum and Capabilities Skills | How imparted during the Course |
|-------|------------------------------------|---|
| 1. | Knowledge | Seminars, Journal clubs |
| 2. | Understanding | Seminars, Journal clubs |
| 3. | Critical Skills | Seminars, Journal clubs and group discussions |
| 4. | Analytical Skills | Problem-solving exercises |
| 5. | Problem Solving Skills | Problem-solving exercises |
| 6. | Practical Skills | Clinical posting |
| 7. | Group Work | Assignment, Field posting |
| 8. | Self-Learning | Assignment |
| 9. | Written Communication Skills | Assignment and reports |
| 10. | Verbal Communication Skills | Seminar, JC, clinical postings, field postings and case presentations |
| 11. | Presentation Skills | Clinical posting, Seminars, Journal clubs and IDM |
| 12. | Behavioral Skills | Clinical posting |
| 13. | Information Management | Assignments and Case documentation and portfolios |
| 14. | Personal Management | Clinical posting |
| 15. | Leadership Skills | Field activities |

9. Course Resources:

a. Essential Reading

1. Park, K. (2007) Parks Textbook of Preventive and Social Medicine. 24th Edition, M/S Banarsidas Bhanot Publishers, Jabalpur.
2. Cynthia Pine, Rebecca Harris. (2007) Community oral health, Quintessence publishing company.
3. Striffler D, Young W, Burt B. (1983) Dentistry, dental practice, and the community, 3rd Ed. Saunders Company.
4. Jill Mason. (2005) Concepts in dental public health, Lippincott Williams and Wilkins.
5. George M Gluck, Warren M Morganstein. (2003) Jong's community dental health, 5th ed.
6. Mosby. An imprint of Elsevier science. Brian A Burt, Stephen A Eklund. (2005) Dentistry, dental practice and community, 6th ed. Elsevier Saunders.
7. Blanaid Daly, Richard Watt, Paul Batchelor and Elizabeth Treasure. (2016) Essential dental public health, Oxford university press.
8. Slack G L. Dental Public Health, An introduction to community dental health, 2nd Ed.
9. Jekel J.F., Katz D.L., Elmore J.G. And Wild D.M.G. (2007) Epidemiology, biostatistics, and preventive medicine. Elsevier Health Sciences

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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

b. Recommended Reading

1. World Health Organization technical report series 846. Fluorides and oral health, World Health Organization. Geneva 1994.
2. Pollock, Krawity. Nutrition in oral health & diseases.
3. Jayanth V Kumar, Mark E Moss. Fluorides in dental public health programmes, Dental clinics of North America. 2008
4. Sheiham A, Watt RG. The common risk factor approach: A rational basis for promoting oral health. Community Dentistry and Oral Epidemiology. 2000;28(6):399-406
5. Kay L, Locker D. 1998. A systematic review of the effectiveness of health promotion aimed at improving oral health. Community Dental Health 15: 132-44.
6. Truman BI, Gooch BF, Sulemana I, et al. 2002. Reviews of evidence on interventions to prevent dental caries, oral and pharyngeal cancers, and sports-related craniofacial injuries. American Journal of Preventive Medicine 23 (Suppl 1): 21-54.
7. World Health Organization (2003). Diet, Nutrition and the Prevention of Chronic Diseases. Report of a Joint WHO/FAO Expert Consultation. WHO Technical Report Series: 916, 2003b.

c. Journals

1. Journal of Dental Research
2. Quintessence International
3. International Dental Journal
4. Journal of American Dental Association
5. Journal of Pedodontics and Preventive Dentistry
6. Australian dental journal
7. Journal of Canadian Dental Association
8. Caries Research
9. Dental Traumatology
10. Special Care Dentistry
11. Community Dentistry Oral Epidemiology. Wiley Blackwell.
12. Journal of Public Health Dentistry. Wiley Blackwell
13. Oral Health and Preventive Dentistry - Quintessence Publications.
14. Community Dental Health- Dennis Barber Ltd
15. Journal of Indian Association of Public Health Dentistry

d. Websites

1. [www.quintpub.com / Journals /OHPD](http://www.quintpub.com/Journals/OHPD).
2. www.journalonweb.com/jisppd.
3. www.who.int/oral_health/action/risks/en/index1.html.
4. <http://www.ada.org/en/publications/ada-news/2014-archive/september/cdc-childrens-preventive-dental-care-effective-use-low>.
5. www.cdc.gov/chronicdisease/resources/publications/aag/doh.htm.
6. www.cochrane.org.

e. Other Electronic Resources

1. HELINET
2. PUBMED



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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

Course Specifications

| | |
|--------------|--|
| Course Title | Dental Public Health- 2 |
| Course Code | DPC503A |
| Course Type | Program Specialization Teaching Course |
| Department | Public Health Dentistry |
| Faculty | Dental Sciences |

1. Course Summary

The aim of the course is to familiarize students with the health care delivery systems including Oral health care delivery system at National level and International level, such that they will be able to suggest approaches to integrate Oral health into the existing system. The course also aims to equip students with the additional skill sets required to become competent Public Health Dentist.

The students will be trained to critically appraise health care including Oral health care delivery systems at National and countries of differing economies. Students will be trained to identify the components and their significance in health care delivery system, including structure, function, personnel, funding, reimbursement and target population that contributes to health status of the Nation. The students will also be trained to propose measures to integrate Oral health into existing system and also suggest alternative strategies to individual components of health care delivery system to improve the oral health status of the population. The students will be trained to design oral health programmes applying knowledge of oral health inequities and inequalities, write policy statements for the prioritized needs, identify different stakeholders for implementing the oral health programme while emphasizing on negotiating skills. Students will explore the funding agencies available for the identified oral health related issues and draft proposals for the same.

2. Course Size and Credits:

| | |
|---|---------------------------------|
| Number of Credits | 51 |
| Credit Structure (Lecture: Tutorial: Practical) | 12:0:12 |
| Total Hours of Interaction | 1800 |
| Number of Weeks in a Year | 50 |
| Department Responsible | Public Health Dentistry |
| Total Course Marks | 400 |
| Pass Criterion | As per the Academic Regulations |
| Attendance Requirement | As per the Academic Regulations |

3. Course Outcomes (COs)

After the successful completion of this Course, the student will be able to:

CO-1. Compare the health care delivery system at National and International level

CO-2. Suggest alternative strategies to individual components of health care delivery system to improve the oral health status of the population

CO-3. Propose measures to integrate Oral health into existing health care delivery system

CO-4. Evaluate the unit of oral health care delivery system and suggest measures to strengthen the services

CO-5. Write policy statement and Memorandum of Understanding (MOU's) related to oral health relevant to given context

CO-6. Explore the opportunities for funding of oral and public health issues of the population and write proposals for funding



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4. Course Contents

Theory

Unit 1: Organization and Models of Delivery of Oral Health Care- The Systems Concept, Historical Perspective and Characteristics of the Oral Health Care System, Policies and Objectives, Organization, Oral Health Care Personnel, Financing, Reimbursement, and Remuneration

Unit 2: Private practice management- Opportunities in Private Practice, Tips on writing and building Curriculum Vitae, Tips on writing application and facing interview, Dental Health Care Delivery System. Managerial areas in Private Practice Management, Regulations for private practice, Patient management skills, Entrepreneurial aspects of dental practice

Unit 3: Health care Services- Components of Health Care Systems-Structure Functions, Personnel, Funding, Reimbursement Systems and Target Population, Problems with Health Services

Unit 4: Planning Dental Services - Introduction, Principles of planning, Information requirements for planning, oral health needs assessment, socio-dental measures of dental health. Emerging markets of economy, principles and practices of health economics

Unit 5: Oral health inequities and inequalities: Health inequality and health inequities, Theoretical frameworks, models and conceptual frameworks

Unit 6: Health and Oral health Policy writing - The need for oral health policy, Key attributes of health policy, steps of policy writing, composition of oral health policy including choosing strategies and interventions, Preamble, Vision for oral health, Principles governing oral health care, Guidelines/mechanisms for implementation, Conclusion, Appendices, Executive summary, Sustaining the policy process, Evaluation of policy

Unit 7: Partnerships, Coalitions & Collaborations (Based on CDC material), Oral health coalition's representatives - Governmental and non-governmental organization, medical organizations, Social service, Local and regional education organizations Colleges and universities and Foundations

Unit 8: Memorandum of Understanding -Purpose, Definitions , Legal authorities and mandates, Agency/Sector classification for collaboration, Guiding principles, Accountability relationships, Conflict of interests, Roles and responsibilities of collaborating agencies/sectors, Planning for resources including manpower, finance and materials, Details on audits for the programmes

Unit 9: Research proposal writing

Unit 10: Funding Agencies - Indian and International platforms

Clinical /Fieldwork/Project work: Comprehensive case evaluation with complete records, treatment planning with chair side discussion – 5 CASES

Case history recording and assessment of the patients using the following tools – 3 cases each.

- i. Oral Hygiene Index - Original & amp; Simplified
- ii. DMF - DMF (T), DMF (S), def
- iii. Fluorosis Indices – Dean's Fluorosis Index, Tooth Surface Index for Fluorosis, Thylstrup and Fejerskov Index.
- iv. Community Periodontal Index (CPI)
- v. Plaque Index-Silness and Loe
- vi. WHO Oral Health Assessment Form
- vii. Comprehensive Oral Health Care – 08 patients.

School Based Preventive Programme-

- i. Oral health education.

Topical Fluoride Application - Sodium Fluoride, Stannous Fluoride, Acidulated Phosphate Fluoride, preparations and Fluoride varnishes, Fluoride mouth rinses

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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

- iii. Pit and Fissure Sealant - chemically cured (GIC), light cured
- iv. 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 and plan dental manpower and financing dental health care for the above group.

- i. School children
- ii. Expectant mothers
- iii. Handicapped and Underprivileged
- iv. Geriatric populations

Planning total health care for school children in an adopted school

- i. Periodic surveying of school children
- ii. Incremental dental care
- iii. Comprehensive Oral Health Care

Postings at dental satellite centers/ nodal centers

Pedagogy - 04

In addition, the postgraduate shall assist and guide the under graduates in their clinical and field programmes.

5. Course Map (CO-PO-PSO Map)

| | Programme Outcomes (POs) | | | | | | Programme Specific Outcomes (PSOs) | | | |
|------|--------------------------|------|------|------|------|------|------------------------------------|-------|-------|-------|
| | PO-1 | PO-2 | PO-3 | PO-4 | PO-5 | PO-6 | PSO-1 | PSO-2 | PSO-3 | PSO-4 |
| CO-1 | | 1 | | | | | | 1 | | |
| CO-2 | | | 2 | | | | | 1 | | |
| CO-3 | | | | 3 | | | | | 2 | |
| CO-4 | | | | | 1 | | | | | |
| CO-5 | | | | | 2 | | | | | 3 |
| CO-6 | | | | | | 3 | | | | |

3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution

6. Course Teaching and Learning Methods

| Teaching and Learning Methods | Duration in Hours |
|--|-------------------|
| Classroom Interaction | |
| 1. Face to Face Lectures | -- |
| 2. Seminars, Journal clubs, IDM | 75 |
| 3. Guest Lecture | -- |
| 4. Brain Storming Sessions / Group Discussions / Discussing Possible Innovations | 40 |
| 5. Case Study Presentation/ Field Study presentations | 25 |
| Demonstrations | |
| Demonstration using Videos | - |



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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

| | | |
|---|-------------|------|
| 2. Demonstration using Physical Models/Systems | - | 1480 |
| 3. Demonstration on a Computer | 40 | |
| Clinical Work/Field Visit | | |
| 1. Pre -Clinical area | - | |
| 2. Clinical Area | 420 | |
| 3. Hospital Setup | 40 | |
| 4. Dental camp | 350 | |
| 5. Outreach centres | 450 | |
| 6. Industry/Field Visit/ Practice observer ship | 200 | |
| Written Examination, Presentations | 160 | |
| Total Duration in Hours | 1800 | |

7. Course Assessment and Reassessment

The details of the components and subcomponents of course assessment are presented in the Programme Specifications document pertaining to the MDS in Public Health Dentistry Programme. The procedure to determine the final course marks is also presented in the Programme Specifications document. The evaluation questions are set to measure the attainment of the COs. In either component (CE or SEE) or subcomponent of CE (SC1, SC2, SC3 or SC4), COs are assessed as illustrated in the following Table.

| Focus of COs on each Component or Subcomponent of Evaluation | | | | | |
|---|------|------------------------------|--------------------|-------------------------------|--------------------|
| | | Component 1: CE | | | |
| Subcomponent ▶ | | Theory | Practical/Clinical | | |
| Subcomponent | Type | SC1 Written assessment | SC2 Assignment | SC3 Clinical Assessment | SC4 – Viva Voce |
| Maximum Marks ▶ | | 100 | 100 | 100 | 100 |
| CO-1 | | x | | | x |
| CO-2 | | x | x | | x |
| CO-3 | | | x | x | x |
| CO-4 | | x | x | | x |
| CO-5 | | x | | x | x |
| CO-6 | | | | x | x |
| The details of SC1, SC2, SC3 or SC4 are presented in the Programme Specifications Document. | | | | | |

The Course Leader assigned to the Course, in consultation with the Head of the Department, shall provide the focus of COs in each component of assessment in the above template at the beginning of the year. Course reassessment policies are presented in the Academic Regulations document.



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8. Achieving COs

The following skills are directly or indirectly imparted to the students in the following teaching and learning methods:

| S. No | Curriculum and Capabilities Skills | How imparted during the Course |
|-------|------------------------------------|---|
| 1. | Knowledge | Seminars, Journal clubs |
| 2. | Understanding | Seminars, Journal clubs |
| 3. | Critical Skills | Seminars, Journal clubs and group discussions |
| 4. | Analytical Skills | Problem-solving exercises |
| 5. | Problem Solving Skills | Problem-solving exercises |
| 6. | Practical Skills | Clinical posting |
| 7. | Group Work | Assignment, Field posting |
| 8. | Self-Learning | Assignment |
| 9. | Written Communication Skills | Assignment and reports |
| 10. | Verbal Communication Skills | Seminar, JC, clinical postings, field postings and case presentations |
| 11. | Presentation Skills | Clinical posting, Seminars, Journal clubs and IDM |
| 12. | Behavioral Skills | Clinical posting |
| 13. | Information Management | Assignments and Case documentation and portfolios |
| 14. | Personal Management | Clinical posting |
| 15. | Leadership Skills | Field activities |

9. Course Resources

a. Essential Reading

1. Park, K. (2007) Parks Textbook of Preventive and Social Medicine. 24th Edition, M/S Banarsidas Bhanot Publishers, Jabalpur.
2. Cynthia Pine, Rebecca Harris. (2007) Community oral health, Quintessence publishing company.
3. Striffler D, Young W, Burt B. (1983) Dentistry, dental practice, and the community, 3rd Ed. Saunders Company.
4. Jill Mason. (2005) Concepts in dental public health, Lippincott Williams and Wilkins.
5. George M Gluck, Warren M Morganstein. (2003) Jong's community dental health, 5th ed.
6. Mosby. An imprint of Elsevier science. Brian A Burt, Stephen A Eklund. (2005) Dentistry, dental practice and community, 6th ed. Elsevier Saunders.
7. Blanaid Daly, Richard Watt, Paul Batchelor and Elizabeth Treasure. (2016) Essential dental public health, Oxford university press.
8. Slack G L. Dental Public Health, An introduction to community dental health, 2nd Ed.
9. Jekel J.F., Katz D.L., Elmore J.G., Wild D.M.G. and Lucan C (2013) Epidemiology, Biostatistics, Preventive Medicine and Public Health. 4th Edition.

b. Recommended Reading

1. Kothia NR, Bommireddy VS, Devaki T, Vinnakota NR, Ravoori S, Sanikommu S, et al. Assessment of the status of national oral health policy in India. Int J Health Policy



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Manag. 2015; 4:575–81.

2. Petersen PE, Bourgeois D, Ogawa H, Estupinan-Day S, Ndiaye C. The global burden of oral diseases and risks to oral health. Bull World Health Organ. 2005; 83:661–9
3. Bali RK, Mathur VB, Talwar PP, Chanana HB. National Oral Health Survey and Fluoride Mapping, 2002-2003, India. Delhi: Dental Council of India; 2004.
4. Shah N, Pandey R, Duggal R, Mathur U, Kumar R. Oral Health Survey in India: A Report of Multicentric Study, WHO – Oral Health Survey 2004. Geneva, Switzerland: World Health Organization; 2005.
5. Mohamed S, Joseph J. Public health dentistry education program in India. Indian J Public Health. 2014; 58:206
6. Vundavalli S. Dental manpower planning in India: Current scenario and future projections for the year 2020. Int Dent J. 2014; 64:62–7
7. World Health Organisation (2008) Commission on Social Determinants of Health. Closing the gap in a generation: health equity through action on social determinants of health.
8. Stallard RE (1982.) A textbook of preventive dentistry. 2nd ed. Saunders, Philadelphia
9. Shear J & Walters L (1991) Law & ethics in dentistry by John Wright Publishers
10. Roger Detels, Robert Beaglehole, Mary Ann Lansang, Martin Gulliford (2009) Oxford

c. Journals

1. Journal of Dental Research
2. Quintessence International
3. International Dental Journal
4. Journal of American Dental Association
5. British Dental Journal
6. Australian dental journal
7. Journal of Canadian Dental Association
8. Caries Research
9. Dental Traumatology
10. Special Care Dentistry
11. Community Dentistry Oral Epidemiology
12. Journal of Public Health Dentistry
13. Oral Health and Preventive Dentistry
14. Community Dental Health - Dennis Barber Ltd
15. Journal of Indian Association of Public Health Dentistry
16. Journal of Pedodontics and Preventive Dentistry

d. Other Electronic Resources

1. www.who.org
2. www.cdc.org
3. www.cochrane.org
4. www.aaphd.org
5. www.cdc.gov/oral health



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Module Specifications

| | |
|--------------|--|
| Module Title | Clinical Photography |
| Module Code | MF501A |
| Module Type | Faculty Common Module |
| Department | Orthodontics and Dentofacial Orthopedics |
| Faculty | Dental Sciences |

1. Module Summary

The aim of this module is to promote the use of digital photography in dental practices, and to give the necessary information and techniques to achieve good quality and consistent results. This module will cover all aspects of the use of digital photography in dental practice and will be taken through photography from the basics to choosing correct equipment, setting up equipment to optimum settings, techniques for consistent imaging and the safe storage of images.

The student will be able to gain skills and experience of Clinical Photography through introduction to the range of services provided in the specialism and the interaction with patients and patient-centred practice. On completion of this module the student will be able to perform some routine standardized representational photography of patients.

2. Module Size and Credits:

| | |
|---|--|
| Number of Credits | 1 |
| Credit Structure (Lecture: Tutorial: Practical) | 0:0:30 |
| Total Hours of Interaction | 30 |
| Number of Weeks in a Term | 26 |
| Department Responsible | Orthodontics and Dentofacial Orthopedics |
| Total Module Marks | 20 |
| Pass Criterion | As per the Academic Regulations |
| Attendance Requirement | As per the Academic Regulations |

3. Module Outcomes (MOs)

After the successful completion of this Module, the student will be able to:

- MO-1. Describe the basic parts and functions of the camera, Principles behind the working of a camera, types of camera and components of a SLR camera.
- MO-2. Demonstrate how to use a DSLR.
- MO-3. Perform the skills of taking both intraoral and extraoral photographs of the module.

4. Module Contents

Theory

1. Introduction: why take photography in dentistry, why go Digital
2. Basic terms: Resolution, focal depth, shutter speed, macro function, lens
3. Camera basics: Types of cameras, parts of camera, working mechanism, suggested cameras



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for dental photography, standardization of photography, components of a SLR camera

4. Photographic set up: background, lighting, flash, room specifications
5. Clinical requirements for photographic records: Digital camera setup/ring flash/macro lens, special cheek retractors, dental mirrors
6. Clinical photography: extraoral and intraoral photography, helpful hints
7. Post processing your digital images: Downloading to the computer, editing of photographs, saving the images

Practical Work

1. Demonstration of the parts of the camera
2. Choosing the settings for photography
3. Extraoral and intraoral profiling of the patient

5. Module Map (MO-PO-PSO Map)

| MOs | Programme Outcomes (POs) | | | | | | Programme Specific Outcomes (PSOs) | | | |
|------|--------------------------|------|------|------|------|------|------------------------------------|-------|-------|-------|
| | PO-1 | PO-2 | PO-3 | PO-4 | PO-5 | PO-6 | PSO-1 | PSO-2 | PSO-3 | PSO-4 |
| MO-1 | 3 | 3 | | | | | 2 | 2 | | |
| MO-2 | 3 | | | 3 | | | 3 | 3 | | |
| MO-3 | | | 3 | | 3 | 3 | | 3 | | 3 |

3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution

6. Module Teaching and Learning Methods

| Teaching and Learning Methods | Duration in Hours |
|---|-------------------|
| Face to Face Lectures | 6 |
| Demonstration using Physical Models/Systems | 7 |
| Assessment and practical project | 2 |
| Total Duration in Hours | 15 |

7. Module Assessment and Reassessment

The details of the components and subcomponents of Module assessment are presented in the Programme Specifications document pertaining to the MDS (respective specialty) Programme. The procedure to determine the final Module marks is also presented in the Programme Specifications document. The evaluation questions are set to measure the attainment of the MOs. In CE component or subcomponent of CE (SC1, SC2), MOs are assessed as illustrated in the following Table.



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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

| Focus of MOs on each Component or Subcomponent of Evaluation | | |
|--|------------------|------------------|
| Component 1: CE | | |
| Subcomponent ▶ | Theory | |
| Subcomponent Type ▶ | SC1 - Assessment | SC2 - Assignment |
| Maximum Marks ▶ | 10 | 10 |
| MO-1 | x | x |
| MO-2 | x | x |
| MO-2 | x | x |

The Module Leader assigned to the Module, in consultation with the Head of the Department, shall provide the focus of MOs in each component of assessment in the above template at the beginning of the year. Module reassessment policies are presented in the Academic Regulations document.

8. Achieving MOs

The following skills are directly or indirectly imparted to the students in the following teaching and learning methods:

| S. No | Curriculum and Capabilities Skills | How imparted during the Module |
|-------|------------------------------------|--------------------------------|
| 1. | Knowledge | Classroom lectures |
| 2. | Understanding | Classroom lectures, Self-study |
| 3. | Critical Skills | Assignment |
| 4. | Analytical Skills | Assignment |
| 5. | Problem Solving Skills | Assignment, Examination |
| 6. | Practical Skills | Assignment |
| 7. | Group Work | -- |
| 8. | Self-Learning | Self-study |
| 9. | Written Communication Skills | Assignment, Examination |
| 10. | Verbal Communication Skills | -- |
| 11. | Presentation Skills | -- |
| 12. | Behavioral Skills | -- |
| 13. | Information Management | Assignment |
| 14. | Personal Management | -- |
| 15. | Leadership Skills | -- |

9. Module Resources

a. Essential Reading

1. Graber, Vanarsdall. Orthodontics Current Principles Techniques; 4th Ed
2. Matrishva B. Vyas. Clinical photography in dentistry. Jaypee publication.
3. Wolfgang Bengal. Mastering Digital Dental Photography. Quintessence 2006.
4. Shadi S. Samawi. A Short Guide to Clinical Digital Photography in Orthodontics
5. Eduardo C. Digital Dental Photography: A Clinician's Guide. Wiley-Blackwell. 2010.
6. Ahmad, Irfan . Digital and Conventional Dental Photography - A Practical Clinical Manual. Quintessence Publishing Company.
7. Gábor Matyasi. Interactive Dental Photography. Truewhy saloon.
8. Warren Rosenberg. How to Master Digital Dental Photography
9. Eliakim Mizrahi, Taylor & Francis Group. Orthodontic pearls: A selection of practical tips and clinical expertise. 2004



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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

| | |
|---------------------|---------------------------------|
| Module Title | Basic and Advanced Life Support |
| Module Code | MF502A |
| Module Type | Faculty Common Module |
| Department | Oral and Maxillofacial Surgery |
| Faculty | Dental Sciences |

1. Module Summary

The Basic Life Support Program aims to educate health care work force to provide emergency life support, cardiopulmonary resuscitation and the use of automatic external defibrillator in adults, children and infants as applicable. The student also learns the basics of airway management, relief of choking, use of adjuvant for rescue breathing for adult, child and infants.

2. Module Size and Credits:

| | |
|--|---------------------------------|
| Number of Credits | 1 |
| Credit Structure (Lecture: Tutorial: Practical) | 0:0:30 |
| Total Hours of Interaction | 30 |
| Number of Weeks in a Term | 26 |
| Department Responsible | Oral and Maxillofacial Surgery |
| Total Module Marks | 20 |
| Pass Criterion | As per the Academic Regulations |
| Attendance Requirement | As per the Academic Regulations |

3. Module Outcomes (MOs)

After the successful completion of this Module, the student will be able to:

- MO-1.** Describe and demonstrate effective cardio pulmonary resuscitation with automatic External Defibrillator use for adults and children with 1 rescuer and 2 rescuers.
- MO-2.** Describe and demonstrate effective cardio pulmonary resuscitation for infants with 1 rescuer and 2 rescuers.
- MO-3.** Differentiate between adult, child and infant rescue techniques.
- MO-4.** Demonstrate rescue breathing for adult, child and infant
- MO-5.** Demonstrate bag mask technique for adult, child and infant
- MO-6.** Demonstrate relief of choking for adult, child and infant

4. Module Contents

Unit 1: Cardio pulmonary resuscitation with automatic External Defibrillator use for adults with 1 and 2 rescuer Signs and symptoms, Steps of CPR and demonstration, Steps of AED use and demonstration

Unit 2: Cardio pulmonary resuscitation with automatic External Defibrillator use for children with 1 and 2 rescuers Signs and symptoms, Steps of CPR with 1 rescuer, Steps of CPR with 2 rescuer, Steps of CPR and AED demonstration with 2 rescuers

Unit 3: Differences between adult, child and infant techniques, Rescue breathing for adults, Rescue breathing for infants and children Signs and symptoms, causes, methods, Bag mask technique for Adults, children and infants Rationale and method of use Demonstration, Relief of choking for adults, children and infants Signs and symptoms, causes Demonstration and Methods of rescue



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5. Module Map (MO-PO-PSO Map)

| MOs | Programme Outcomes (POs) | | | | | | Programme Specific Outcomes (PSOs) | | | |
|------|--------------------------|------|------|------|------|------|------------------------------------|-------|-------|-------|
| | PO-1 | PO-2 | PO-3 | PO-4 | PO-5 | PO-6 | PSO-1 | PSO-2 | PSO-3 | PSO-4 |
| MO-1 | 3 | 3 | | | | | 2 | 2 | | |
| MO-2 | 3 | | | 3 | | | 3 | 3 | | |
| MO-3 | | | 3 | | 3 | 3 | | 3 | | 3 |
| MO-4 | 3 | 3 | | | 3 | | 2 | 2 | | |
| MO-5 | | | | | 3 | | | 2 | | |
| MO-6 | | | | | 3 | | | | 2 | |

3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution

6. Module Teaching and Learning Methods

| Teaching and Learning Methods | Duration in Hours |
|---|-------------------|
| Face to face lectures | 4 |
| Advanced Learning Centre | 24 |
| Term Tests, Laboratory Examination/Written Examination, Presentations | 2 |
| Total Duration in Hours incl assessment | 30 |

7. Module Assessment and Reassessment

The details of the components and subcomponents of Module assessment are presented in the Programme Specifications document pertaining to the MDS (respective specialty) Programme. The procedure to determine the final Module marks is also presented in the Programme Specifications document. The evaluation questions are set to measure the attainment of the MOs. In CE component or subcomponent of CE (SC1, SC2), MOs are assessed as illustrated in the following Table.

| Focus of MOs on each Component or Subcomponent of Evaluation | | | |
|--|------------------|------------------|--|
| Subcomponent ▶ | Component 1: CE | | |
| | Theory | | |
| | SC1 - Assessment | SC2 - Assignment | |
| Maximum Marks ▶ | 10 | 10 | |
| MO-1 | x | x | |
| MO-2 | x | x | |
| MO-3 | x | x | |
| MO-4 | x | x | |
| MO-5 | x | x | |
| MO-6 | x | x | |

The Module Leader assigned to the Module, in consultation with the Head of the Department, shall provide the focus of MOs in each component of assessment in the above template at the beginning of the year. Module reassessment policies are presented in the Academic Regulations document.



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8. Achieving MOs

The following skills are directly or indirectly imparted to the students in the following teaching and learning methods:

| S. No | Curriculum and Capabilities Skills | How imparted during the Module |
|-------|------------------------------------|--------------------------------|
| 1. | Knowledge | Classroom lectures |
| 2. | Understanding | Classroom lectures, Self-study |
| 3. | Critical Skills | Assignment |
| 4. | Analytical Skills | Assignment |
| 5. | Problem Solving Skills | Assignment, Examination |
| 6. | Practical Skills | Assignment |
| 7. | Group Work | -- |
| 8. | Self-Learning | Self-study |
| 9. | Written Communication Skills | Assignment, Examination |
| 10. | Verbal Communication Skills | -- |
| 11. | Presentation Skills | -- |
| 12. | Behavioral Skills | -- |
| 13. | Information Management | Assignment |
| 14. | Personal Management | -- |
| 15. | Leadership Skills | -- |

9. Module Resources

Essential Reading

1. Emergency Response Manual



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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

| | |
|---------------------|---|
| Module Title | Personality Development and Soft Skills |
| Module Code | MF503A |
| Module Type | Faculty Common Module |
| Department | Directorate of Transferable Skills and Leadership Development |
| Faculty | Dental Sciences |

1. Module Summary

This module aims to help the student understand the nuances of interpersonal skills and orients them to handle work situations in a professional manner.

2. Module Size and Credits:

| | |
|--|---|
| Number of Credits | 1 |
| Credit Structure (Lecture: Tutorial: Practical) | 0:0:30 |
| Total Hours of Interaction | 30 |
| Number of Weeks in a Term | 26 |
| Department Responsible | Directorate of Transferable Skills and Leadership Development |
| Total Module Marks | 20 |
| Pass Criterion | As per the Academic Regulations |
| Attendance Requirement | As per the Academic Regulations |

3. Module Outcomes (MOs)

After the successful completion of this Module, the student will be able to:

- MO-1.** Explain the concept of interpersonal effectiveness
- MO-2.** Identify the nuances of working in teams, conflict handling, and time management
- MO-3.** Apply the principles of interpersonal communication towards professional betterment
- MO-4.** Apply time management tools for optimal usage of time

4. Module Contents

Unit 1: Communication Skills for Interpersonal Effectiveness: Explanation of interpersonal effectiveness and its importance, working in teams, Understanding self – Johari Window, Conflict handling at workplace

Unit 2: Time Management: The concept of time management and self-management, time management matrix, time management tools

5. Module Map (MO-PO-PSO Map)

| MOs | Programme Outcomes (POs) | | | | | | Programme Specific Outcomes (PSOs) | | | |
|------|--------------------------|------|------|------|------|------|------------------------------------|-------|-------|-------|
| | PO-1 | PO-2 | PO-3 | PO-4 | PO-5 | PO-6 | PSO-1 | PSO-2 | PSO-3 | PSO-4 |
| MO-1 | 3 | 3 | | | | | 2 | 2 | | |
| MO-2 | 3 | | | | | | 3 | 3 | | |
| MO-3 | | | 3 | | 3 | 3 | | 3 | | 3 |
| MO-4 | 3 | 3 | | | 3 | | 2 | 2 | | |

3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution



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36

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6. Module Teaching and Learning Methods

| Teaching and Learning Methods | Duration in Hours |
|--|-------------------|
| Face to Face Lectures | 10 |
| Group discussions | 4 |
| Assessment | 1 |
| Total Duration in hours including assessment | 15 |

7. Module Assessment and Reassessment

The details of the components and subcomponents of Module assessment are presented in the Programme Specifications document pertaining to the MDS (respective specialty) Programme. The procedure to determine the final Module marks is also presented in the Programme Specifications document. The evaluation questions are set to measure the attainment of the MOs. In CE component or subcomponent of CE (SC1, SC2), MOs are assessed as illustrated in the following Table.

| Focus of MOs on each Component or Subcomponent of Evaluation | | |
|--|------------------|------------------|
| Subcomponent ▶ | Component 1: CE | |
| | Theory | |
| Subcomponent Type ▶ | SC1 - Assessment | SC2 - Assignment |
| Maximum Marks ▶ | 10 | 10 |
| MO-1 | x | x |
| MO-2 | x | x |
| MO-3 | x | x |
| MO-4 | x | x |

The Module Leader assigned to the Module, in consultation with the Head of the Department, shall provide the focus of MOs in each component of assessment in the above template at the beginning of the year. Module reassessment policies are presented in the Academic Regulations document.

8. Achieving MOs

The following skills are directly or indirectly imparted to the students in the following teaching and learning methods:

| S. No | Curriculum and Capabilities Skills | How imparted during the Module |
|-------|------------------------------------|--------------------------------|
| 1. | Knowledge | Classroom lectures |
| 2. | Understanding | Classroom lectures, Self-study |
| 3. | Critical Skills | Assignment |
| 4. | Analytical Skills | Assignment |
| 5. | Problem Solving Skills | Assignment, Examination |
| 6. | Practical Skills | Assignment |
| 7. | Group Work | -- |
| 8. | Self-Learning | Self-study |
| 9. | Written Communication Skills | Assignment, Examination |
| 10. | Verbal Communication Skills | -- |
| 11. | Presentation Skills | -- |
| 12. | Behavioral Skills | -- |



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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

| | | |
|-----|------------------------|------------|
| 13. | Information Management | Assignment |
| 14. | Personal Management | -- |
| 15. | Leadership Skills | -- |

9. Module Resources

Essential Reading

Modules notes and ppt



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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

| | |
|---------------------|------------------------------|
| Module Title | Law for Dental Professionals |
| Module Code | MF501A |
| Module Type | Faculty Common Module |
| Department | School of Law |
| Faculty | Dental Sciences |

1. Module Summary

This Course creates awareness regarding ethical and professional behaviour in both clinical and societal setups while keeping in mind the legal aspects of their behaviour. The students are taught to identify various situations that may present an ethical dilemma in everyday clinical life and act in a professional manner. The students are also trained to understand the legal system in India and its functioning especially in relation to medicolegal situations.

2. Module Size and Credits:

| | |
|--|---------------------------------|
| Number of Credits | 1 |
| Credit Structure (Lecture: Tutorial: Practical) | 3:0:1 |
| Total Hours of Interaction | 15 |
| Number of Weeks in a term | 20 |
| Department Responsible | School of Law |
| Total Course Marks | 100 |
| Pass Criterion | As per the Academic Regulations |
| Attendance Requirement | As per the Academic Regulations |

3. Module Outcomes (MOs)

After the successful completion of this course, the student will be able to:

MO-1. Describe the structure and functioning of legal system of India

MO-2. Differentiate between various laws relevant to dentistry

MO-3. Identify clinical situations that pose ethical dilemma to be resolved with sound ethical principles

MO-4. Apply principles of professionalism in the practice of dentistry

MO-5. Communicate effectively with patients, colleagues and public to instill a positive dental attitude

MO-6. Prepare plan of action in case of litigation against the doctor

4. Module Contents

| | | | |
|---|---|------|--|
| 1 | Introduction to Constitution of India | | |
| 2 | Laws relevant to dentistry | i. | Civil, criminal laws and code of Procedure |
| | | ii. | Laws relevant to consent |
| | | iii. | Laws relevant to care |
| | | iv. | Laws relevant to confidentiality |
| | | v. | Consumer protection act |
| 3 | Ethics and code of conduct in dentistry | i | In clinical scenario |
| | | ii | In research |
| 4 | Professionalism in dentistry | i | Concept and principles of professionalism |
| 5 | Communicating effectively | | |



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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

5. Module Map (MO-PO-PSO Map)

| MO's | Programme Outcomes (POs) | | | | | | Programme Specific Outcomes (PSOs) | | | |
|------|--------------------------|------|------|------|------|------|------------------------------------|-------|-------|-------|
| | PO-1 | PO-2 | PO-3 | PO-4 | PO-5 | PO-6 | PSO-1 | PSO-2 | PSO-3 | PSO-4 |
| MO-1 | | | | | | 1 | | | | 1 |
| MO-2 | | | | | | 1 | | | | 1 |
| MO-3 | | | | | 2 | 3 | | | | 3 |
| MO-4 | | | | | | 3 | | | | 3 |
| MO-5 | | | | 2 | 2 | 3 | | | | 3 |
| MO-6 | | | | | 2 | 2 | | | | 2 |

3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution

6. Module Teaching and Learning Methods

| Teaching and Learning Methods | Duration in hours | Total Duration in Hours |
|---|-------------------|-------------------------|
| Face to Face Lectures | | 10 |
| Demonstrations | | 00 |
| 1. Demonstration using Videos | 00 | |
| 2. Demonstration using Physical Models /Patients | 00 | |
| Practical Work | | 00 |
| Pre-Clinical laboratories | 00 | |
| Clinical Area – FDS | 00 | |
| Workplace based assessment methods | 00 | |
| Hospital Setup – MSRH | 00 | |
| Field work/dental camp | 00 | |
| Outreach centres | 00 | |
| Advanced Learning Centre | 00 | |
| Projects | 00 | |
| Innovative methods – DOPS, mini CEX, OSCE/OSPE | 00 | |
| Others | | 4 |
| 1. Case Study Presentation | 04 | |
| 2. Guest Lecture | 00 | |
| 3. Industry / Field Visit | 00 | |
| 4. Brain Storming Sessions | 00 | |
| 5. Group Discussions | 05 | |
| 6. Discussing Possible Innovations | 00 | |
| Term Tests, Laboratory Examination/Written Examination, Presentations | | 1 |
| Total Duration in Hours | | 15 |

7. Module Assessment and Reassessment

The details of the components and subcomponents of Module assessment are presented in the Programme Specifications document pertaining to the MDS (respective specialty) Programme. The procedure to determine the final Module marks is also presented in the Programme Specifications document. The evaluation questions are set to measure the attainment of the MOs. In CE component or subcomponent of CE (SC1, SC2), MOs are assessed as illustrated in the following Table.



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| Focus of MOs on each Component or Subcomponent of Evaluation | | |
|--|------------------|------------------|
| | Component 1: CE | |
| Subcomponent ▶ | Theory | |
| Subcomponent Type ▶ | SC1 - Assessment | SC2 - Assignment |
| Maximum Marks ▶ | 10 | 10 |
| MO-1 | x | X |
| MO-2 | x | X |
| MO-3 | x | X |
| MO-4 | x | X |
| MO-5 | x | X |
| MO-6 | x | X |

The Module Leader assigned to the course, in consultation with the Head of the Department, shall provide the focus of MOs in each component of assessment in the above template at the beginning of the year. Module reassessment policies are presented in the Academic Regulations document.

8. Achieving MOs

The following skills are directly or indirectly imparted to the students in the following teaching and learning methods:

| S. No | Curriculum and Capabilities Skills | How imparted during the course |
|-------|------------------------------------|--------------------------------|
| 1. | Knowledge | Classroom lectures |
| 2. | Understanding | Classroom lectures, Self-study |
| 3. | Critical Skills | Assignment |
| 4. | Analytical Skills | Assignment |
| 5. | Problem Solving Skills | Assignment, Examination |
| 6. | Practical Skills | Assignment |
| 7. | Group Work | -- |
| 8. | Self-Learning | Self-study |
| 9. | Written Communication Skills | Assignment, Examination |
| 10. | Verbal Communication Skills | -- |
| 11. | Presentation Skills | -- |
| 12. | Behavioral Skills | -- |
| 13. | Information Management | Assignment |
| 14. | Personal Management | -- |
| 15. | Leadership Skills | -- |

9. Module Resources

a. Essential Reading

1. Module notes
2. Paul G. Medical Law for the Dental Surgeons. 1st Ed., Jaypee Publishers.



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| | |
|--------------|-------------------------|
| Module Title | Teacher Training Module |
| Module Code | MF505A |
| Module Type | Elective Module |
| Faculty | Dental Sciences |

1. Module Summary

The aim of this module is to equip students with necessary skills and competencies to deliver pedagogy by making him/her experience teaching. The student is trained to develop notes, plan lesson, use teaching learning methods and media effectively. The student is also trained to develop teaching or training content and session notes on an allotted topic and deliver the same to a group of students. They have to reflect on the student feedback and discuss the corrective measures with the supervisors.

2. Module Size and Credits:

| | |
|---|----------------------------------|
| Number of Credits | 1 |
| Credit Structure (Lecture: Tutorial: Practical) | 0:0:30 |
| Total Hours of Interaction | 30 |
| Number of Weeks in a Term | 26 |
| Department Responsible | Health Profession Education Unit |
| Total Module Marks | 20 |
| Pass Criterion | As per the Academic Regulations |
| Attendance Requirement | As per the Academic Regulations |

3. Module Outcomes (MOs)

After the successful completion of this Module, the student will be able to:

- MO-1. Develop teaching notes on the allotted topic
- MO-2. Deliver lecture to a group of students
- MO-3. Submit questions for assessment relevant to the allotted topic
- MO-4. Analyze student feedback to initiate corrective actions.

4. Module Contents

Unit 1: Educational objectives - Cognitive, Psychomotor, Affective

Unit 2: Writing learning outcomes

Unit 3: Teaching learning methods - Large group, small group, individual and domain based, teacher centered and student centered methods

Unit 4: Media - Power point presentations, use of chalk and board, handouts etc.

Unit 5: Tips for effective presentation

Unit 6: Assessment methodology - Different assessment methods, aligning with learning outcomes



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5. Module Map (MO-PO-PSO Map)

| MOs | Programme Outcomes (POs) | | | | | | Programme Specific Outcomes (PSOs) | | | |
|------|--------------------------|------|------|------|------|------|------------------------------------|-------|-------|-------|
| | PO-1 | PO-2 | PO-3 | PO-4 | PO-5 | PO-6 | PSO-1 | PSO-2 | PSO-3 | PSO-4 |
| MO-1 | 3 | 3 | | | | | 2 | 2 | | |
| MO-2 | 3 | | | 3 | | | 3 | 3 | | |
| MO-3 | | | 3 | | 3 | 3 | | 3 | | 3 |
| MO-4 | | 3 | | 3 | | | 2 | | 3 | |

3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution

6. Module Teaching and Learning Methods

| Teaching and Learning Methods | Duration in Hours | |
|---|-------------------|----|
| Theory | 20 | |
| 1. Lectures | | 10 |
| 2. Symposium/panel discussion | | |
| 3. Small Group discussion | | 5 |
| 4. Team teaching | | 5 |
| 5. Role Play/Case based discussion | | |
| Self-directed learning | 10 | |
| 1. Assignment | | |
| 2. Conferences/ seminars/CDE's | | - |
| 3. Workshops | | - |
| 4. Information Centre | | 5 |
| 5. Observership | | |
| Term Tests, Laboratory Examination/Written Examination, Presentations | 5 | |
| Total Duration in Hours incl. assessment | 30 | |

7. Module Assessment and Reassessment

The details of the components and subcomponents of Module assessment are presented in the Programme Specifications document pertaining to the MDS (respective specialty) Programme. The procedure to determine the final Module marks is also presented in the Programme Specifications document. The evaluation questions are set to measure the attainment of the MOs. In CE component or subcomponent of CE (SC1, SC2), MOs are assessed as illustrated in the following Table.

| Focus of MOs on each Component or Subcomponent of Evaluation | | |
|--|------------------|--------------------|
| Subcomponent ▶ | Component 1: CE | |
| | Theory | |
| Subcomponent Type ▶ | SC1 - Assessment | SC2 - Presentation |
| Maximum Marks ▶ | 10 | 10 |
| MO-1 | X | x |
| MO-2 | X | x |
| MO-3 | X | x |
| MO-4 | X | x |



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The Module Leader assigned to the Module, in consultation with the Head of the Department, shall provide the focus of MOs in each component of assessment in the above template at the beginning of the year.

Module reassessment policies are presented in the Academic Regulations document.

8. Achieving MOs

The following skills are directly or indirectly imparted to the students in the following teaching and learning methods:

| S. No | Curriculum and Capabilities Skills | How imparted during the Module |
|-------|------------------------------------|--------------------------------|
| 1. | Knowledge | Classroom lectures |
| 2. | Understanding | Classroom lectures, Self-study |
| 3. | Critical Skills | Assignment |
| 4. | Analytical Skills | Assignment |
| 5. | Problem Solving Skills | Assignment, Examination |
| 6. | Practical Skills | Assignment |
| 7. | Group Work | -- |
| 8. | Self-Learning | Self-study |
| 9. | Written Communication Skills | Assignment, Examination |
| 10. | Verbal Communication Skills | -- |
| 11. | Presentation Skills | -- |
| 12. | Behavioral Skills | -- |
| 13. | Information Management | Assignment |
| 14. | Personal Management | -- |
| 15. | Leadership Skills | -- |

9. Module Resources

Essential Reading

1. Srinvasa D.K., Ananthakrishnan N, Sethuraman K.R, Santosh Kumar. (eds.) *Medical Education: Principles & Practice, (Revised Edition)* 1995.
2. Ananthakrishnan N, Sethuraman K.R, Santosh Kumar. (eds.) *Medical Education: Principles & Practice , Volume II –Trainers' Manual*, National Teacher Training Centre, Jawaharlal Institute of Medical Education and Research, (JIPMER), Pondicherry
3. Singh T., Gupta P., Singh D.(eds.) *Principles of Medical Education*, Fourth edition IAP National Publication House, Gwalior, JAYPEE Brothers, 2013



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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

| | |
|---------------------|-----------------------------|
| Module Title | Research Methodology |
| Module Code | MR501A |
| Module Type | Research Module |
| Department | Public Health Dentistry |
| Faculty | Dental Sciences |

1. Module Summary

This module deals with the principles of research, research methodology and significant phases of research including sampling methodologies and its importance and development and validation of study tools. The students will be taught the significant role of Literature Review in a research cycle and the expectations from good literature review as well as procedure for systematic literature review. The essential aspects of technical communication to develop desirable writing skills for the preparation of research document including research paper as well as the skills for an effective presentation will also be discussed. The module also emphasizes the desirable close knit relation between innovation and concept of out of the box thinking. Students will get an insight into the privilege, honor and the associated responsibilities of a researcher.

2. Module Size and Credits:

| | |
|--|---------------------------------|
| Number of Credits | 2 |
| Credit Structure (Lecture: Tutorial: Practical) | 15:0:30 |
| Total Hours of Interaction | 45 |
| Number of Weeks in a Term | 1 |
| Department Responsible | Public Health Dentistry |
| Total Module Marks | 100 |
| Pass Criterion | As per the Academic Regulations |
| Attendance Requirement | As per the Academic Regulations |

3. Module Outcomes (MOs)

After the successful completion of this Module, the student will be able to:

- MO-1.** Describe the value, scope, relevance and mandatory steps of research as well as principles of effective research
- MO-2.** Apply the procedures outlined for systematic literature review
- MO-3.** Develop and present well-structured research proposal and research paper invoking clearly outlined principles
- MO-4.** Identify and apply the essential skills desirable for an effective technical presentation

4. Module Contents

Unit 1 : Foundations of Research – Definitions of Research, Mandatory Steps in Research, Types of Research, Relevance of Research for Innovation and Technology Development, Effective Research and Self Discipline.



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Unit 2 : Out Of the Box Thinking and Systematic approach in Research – Transformation to Impossible Thinking, Convergent and Divergent Thinking, Generation, Evaluation and Selection of Ideas.

Unit 3: Literature Review – Importance of Literature Review, Constituents of Good Literature Review, Strategies for Literature Search, Referencing, Paraphrasing, and Summarizing Academic Standards and Ethics Statistical Methods and Data Analysis

Unit 4: Research Proposal – Structure of a Good Research Proposal, Getting Started, Tips for Compilation of Good Research Proposal. Technical Communication - Research Paper for Publication- Significance of Problem Statement and its scope, Formulation of Hypothesis, Adequacy of Methodology, Significance of Presentation and Discussion of Results, Relevance and Importance of references.

Unit 5 : Effective Presentation – Preparation, Templates, Balance between Good Design and Good Content, Planning and Sequencing, PAMPERS (Projection, Articulation, Modulation, Punctuation, Enunciation, Repetition and Speed) rule, PEOPLE (Position & Gestures, Eye Contact, Orientation, Proximation, Looks & Appearance, and Expressions & Emotion) rule, 4P's Rule (Plan, Prepare, Practice and Present), Essentials of Effectiveness, Effective Pausing and Inclusive Answering.

5. Module Map (MO-PO-PSO Map)

| MO's | Programme Outcomes (POs) | | | | | | Programme Specific Outcomes (PSOs) | | | |
|------|--------------------------|------|------|------|------|------|------------------------------------|-------|-------|-------|
| | PO-1 | PO-2 | PO-3 | PO-4 | PO-5 | PO-6 | PSO-1 | PSO-2 | PSO-3 | PSO-4 |
| MO-1 | 3 | 3 | | | | | 2 | 2 | | |
| MO-2 | 3 | | | 3 | | | 3 | 3 | | |
| MO-3 | | | 3 | | 3 | 3 | | 3 | | 3 |
| MO-4 | 3 | 3 | | | 3 | | 2 | 2 | | |

3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution

6. Module Teaching and Learning Methods

| Teaching and Learning Methods | Duration in Hours |
|--|-------------------|
| Face to Face Lecture | 15 |
| Interaction/tutorial | 26 |
| Written Examination, Assignment, Presentations | 4 |
| Total Duration in Hours | 45 |



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7. Module Assessment and Reassessment

The details of the components and subcomponents of Module assessment are presented in the Programme Specifications document pertaining to the MDS (respective specialty) Programme. The procedure to determine the final Module marks is also presented in the Programme Specifications document. The evaluation questions are set to measure the attainment of the MOs. In CE component or subcomponent of CE (SC1, SC2), MOs are assessed as illustrated in the following Table.

| Focus of MOs on each Component or Subcomponent of Evaluation | | |
|---|--------------------------|------------------|
| Component 1: CE | | |
| Subcomponent ▶ | Theory | |
| Subcomponent Type ▶ | SC1 - Written assessment | SC2 - Assignment |
| Maximum Marks ▶ | 50 | 50 |
| MO-1 | x | x |
| MO-2 | x | x |
| MO-3 | x | x |
| MO-4 | x | x |
| The details of SC1, SC2, SC3 or SC4 are presented in the Programme Specifications Document. | | |

The Module Leader assigned to the Module, in consultation with the Head of the Department, shall provide the focus of MOs in each component of assessment in the above template at the beginning of the year. Module reassessment policies are presented in the Academic Regulations document.

8. Achieving MOs

The following skills are directly or indirectly imparted to the students in the following teaching and learning methods:

| S. No | Curriculum and Capabilities Skills | How imparted during the Module |
|-------|------------------------------------|--------------------------------|
| 1. | Knowledge | Classroom lectures |
| 2. | Understanding | Classroom lectures, Self-study |
| 3. | Critical Skills | Assignment |
| 4. | Analytical Skills | Assignment |
| 5. | Problem Solving Skills | Assignment, Examination |
| 6. | Practical Skills | Assignment |
| 7. | Group Work | -- |
| 8. | Self-Learning | Self-study |
| 9. | Written Communication Skills | Assignment, Examination |
| 10. | Verbal Communication Skills | -- |
| 11. | Presentation Skills | -- |
| 12. | Behavioral Skills | -- |
| 13. | Information Management | Assignment |
| 14. | Personal Management | -- |
| 15. | Leadership Skills | -- |



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47



9. Module Resources

Essential Reading

1. Class notes
2. Booth WC, Colomb and GG Williams. (2005) The craft of Research, Chicago University.
3. William MK and Trochim. (2003) Research methods, 2nd edition, Biztantra Publications
4. Jonathan Grix. (2004) The foundation of Research, Palgrave Study Guides
5. Park's text book of Preventive and Social Medicine by K.Park. 2013, Banarasidas Bhanot Publishers 22nd Edition ISBN-10: 9382219021, ISBN-13: 978-9382219026.
7. Jekel's Epidemiology, Biostatistics, Preventive Medicine, and Public Health by David L.
8. Katz, Joann G.Elmore, Dorothea M.G.Wild, Sean C.Lucan. 2014, Saunders Elsevier publication 4th Edition ISBN-13: 978-1455706587, ISBN-10: 1455706582.
9. Health research methodology: a guide for training in research methods (western pacific education in action series no.5) by WHO, 2001, World Health Organization 2nd edition ISBN-10: 929061157X, ISBN-13: 978-9290611578.
10. Research Methodology: Methods & Techniques Kothari C.R., Gaurav Garg 2013, New Age International Publishers, 3rd edition ISBN-13: 978-8122436235.
11. Introduction to Biostatistics by Mahajan B.K. 2010 7th Edition JPB Publishers ISBN-10: 8184487134, ISBN-13: 978-818448713.
12. Oral health Surveys basic methods by WHO, 2013, 5th edition World Health Organisation ISBN: 978 92 4 154864 9.

Recommended Reading

1. Wisker Gina. (2001) The post graduate research handbook, Palgrave
2. Rogg G and Petre M (2004) The unwritten rules of PhD research, open university



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| | |
|---------------------|--|
| Module Title | Short Term Project/ Group Project |
| Module Code | MR502A |
| Module Type | Research Module |
| Department | Respective Department |
| Faculty | Dental Sciences |

1. Module Summary

The aim of the module is that the student group should be able to design a research project either individually or as a group in their areas of specialization with in short period. The students are required to develop a report for assessment. The student is expected to finalize the report in form of a manuscript and submit to the constituted committee. Students can choose a project from the priority areas of research of the Faculty.

2. Module Size and Credits:

| | |
|--|---------------------------------|
| Number of Credits | 6 |
| Credit Structure (Lecture: Tutorial: Practical) | 15:0:30 |
| Total Hours of Interaction | 150 |
| Number of Weeks in a Term | 1 |
| Department Responsible | Respective Department |
| Total Module Marks | 100 |
| Pass Criterion | As per the Academic Regulations |
| Attendance Requirement | As per the Academic Regulations |

3. Module Outcomes (MOs)

After the successful completion of this Module, the student will be able to:

- MO-1.** Work in a team and undertake a project in their area of specialization
- MO-2.** Apply the design methods and techniques for executing the project
- MO-3.** Apply appropriate methodology while formulating a project

4. Module Contents

Need for undertaking a project, design specifications, design, analysis, design evaluation and presentation

Project Management

Costing, Finance Management, Procurement, Project Development, Testing, Project Evaluation, Exhibition, Presentation

Team building, Team work, Leadership skills

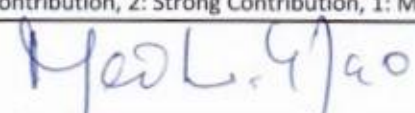
5. Module Map (MO-PO-PSO Map)

| MO's | Programme Outcomes (POs) | | | | | | Programme Specific Outcomes (PSOs) | | | |
|------|--------------------------|------|------|------|------|------|------------------------------------|-------|-------|-------|
| | PO-1 | PO-2 | PO-3 | PO-4 | PO-5 | PO-6 | PSO-1 | PSO-2 | PSO-3 | PSO-4 |
| MO-1 | 3 | 3 | | | | | 2 | 2 | | |
| MO-2 | 3 | | | | | | 3 | 3 | | |
| MO-3 | | | 3 | | 3 | 3 | | 3 | | 3 |

3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution



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 49

6. Module Teaching and Learning Methods

| Teaching and Learning Methods | | Duration in Hours |
|------------------------------------|----|-------------------|
| Face to Face Lectures | - | 60 |
| Others | | |
| 1. Guest Lecture | - | |
| 2. Industry/Field Visit | | |
| 3. Brain Storming Sessions | 10 | |
| 4. Group Discussions | 40 | |
| 5. Discussing Possible Innovations | 10 | |
| Report writing, Presentations | | 90 |
| Total Duration in Hours | | 150 |

7. Module Assessment and Reassessment

The details of the components and subcomponents of Module assessment are presented in the Programme Specifications document pertaining to the MDS (respective specialty) Programme. The procedure to determine the final Module marks is also presented in the Programme Specifications document. The evaluation questions are set to measure the attainment of the MOs. In CE component or subcomponent of CE (SC1, SC2), MOs are assessed as illustrated in the following Table.

| Focus of MOs on each Component or Subcomponent of Evaluation | | |
|--|--------------------|--------------|
| Subcomponent ▶ | Component 1: CE | |
| | Theory | |
| Subcomponent Type ▶ | SC1 - Presentation | SC2 - Report |
| Maximum Marks ▶ | 50 | 50 |
| MO-1 | x | x |
| MO-2 | x | x |
| MO-3 | x | x |

The details of SC1, SC2, SC3 or SC4 are presented in the Programme Specifications Document.

The Module Leader assigned to the Module, in consultation with the Head of the Department, shall provide the focus of MOs in each component of assessment in the above template at the beginning of the year. Module reassessment policies are presented in the Academic Regulations document.



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8. Achieving MOs

The following skills are directly or indirectly imparted to the students in the following teaching and learning methods:

| S. No | Curriculum and Capabilities Skills | How imparted during the Module |
|-------|------------------------------------|--------------------------------|
| 1. | Knowledge | Classroom lectures |
| 2. | Understanding | Classroom lectures, Self-study |
| 3. | Critical Skills | Assignment |
| 4. | Analytical Skills | Assignment |
| 5. | Problem Solving Skills | Assignment, Examination |
| 6. | Practical Skills | Assignment |
| 7. | Group Work | -- |
| 8. | Self-Learning | Self-study |
| 9. | Written Communication Skills | Assignment, Examination |
| 10. | Verbal Communication Skills | -- |
| 11. | Presentation Skills | -- |
| 12. | Behavioral Skills | -- |
| 13. | Information Management | Assignment |
| 14. | Personal Management | -- |
| 15. | Leadership Skills | -- |

9. Module Resources

Essential Reading

Class notes

Relevant books, articles and electronic resources

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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

| | |
|---------------------|-----------------------|
| Module Title | Library Dissertation |
| Module Code | MR503A |
| Module Type | Research Module |
| Department | Respective Department |
| Faculty | Dental Sciences |

1. Module Summary

This module deals with survey, review and critical appraisal of literature. The students will be able to use various search engines to identify and select literature with good scientific value. This module emphasizes the student to apply good practices and guidelines of a systematic and structured literature review to collect, comprehend, sort and document the available information in open literature. In the context of reviewed contemporary research work, student acquires wider breadth of knowledge and will be able to formulate research question to be addressed in the main dissertation. The module insists on the preparation and submission of manuscript for publication

2. Module Size and Credits:

| | |
|--|---------------------------------|
| Number of Credits | 4 |
| Credit Structure (Lecture: Tutorial: Practical) | 15:0:30 |
| Total Hours of Interaction | 120 |
| Number of Weeks in a Term | 26 |
| Department Responsible | Respective Department |
| Total Module Marks | 100 |
| Pass Criterion | As per the Academic Regulations |
| Attendance Requirement | As per the Academic Regulations |

3. Module Outcomes (MOs)

After the successful completion of this Module, the student will be able to:

- MO-1. Differentiate types of scientific literature, search strategies and research designs
- MO-2. Select topic relevant to the field of study
- MO-3. Select literature utilising different search engines
- MO-4. Review the selected literature and compile it
- MO-5. Formulate a research question based on the outcome of literature review
- MO-6. Prepare scientific manuscript for publication

4. Module Contents

Core specialty content

5. Module Map (MO-PO-PSO Map)

| MO's | Programme Outcomes (POs) | | | | | | Programme Specific Outcomes (PSOs) | | | |
|------|--------------------------|------|------|------|------|------|------------------------------------|-------|-------|-------|
| | PO-1 | PO-2 | PO-3 | PO-4 | PO-5 | PO-6 | PSO-1 | PSO-2 | PSO-3 | PSO-4 |
| MO-1 | 3 | 3 | | | | | 2 | 2 | | |
| MO-2 | 3 | | | | | | 3 | 3 | | |
| MO-3 | | | 3 | | 3 | 3 | | 3 | | 3 |
| MO-4 | 3 | 3 | | | 3 | | 2 | 2 | | |
| MO-5 | | 2 | | | 3 | | | 2 | | 2 |
| MO-6 | | | 2 | | | | | | 2 | |

3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution



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6. Module Teaching and Learning Methods

| Teaching and Learning Methods | Duration in Hours |
|---|-------------------|
| Interaction/tutorial/self-directed learning | 114 |
| Term Tests, Laboratory Examination/Written Examination, Presentations | 6 |
| Total Duration in Hours | 120 |

7. Module Assessment and Reassessment

The details of the components and subcomponents of Module assessment are presented in the Programme Specifications document pertaining to the MDS (respective specialty) Programme. The procedure to determine the final Module marks is also presented in the Programme Specifications document. The evaluation questions are set to measure the attainment of the MOs. In CE component or subcomponent of CE (SC1, SC2), MOs are assessed as illustrated in the following Table.

| Focus of MOs on each Component or Subcomponent of Evaluation | | | |
|--|--------------------|--------------|--|
| Component 1: CE | | | |
| Subcomponent ▶ | Theory | | |
| Subcomponent Type ▶ | SC1 - Presentation | SC2 - Report | |
| Maximum Marks ▶ | 50 | 50 | |
| MO-1 | x | x | |
| MO-2 | x | x | |
| MO-3 | x | x | |
| MO-4 | x | x | |
| MO-5 | x | x | |
| MO-6 | x | x | |

The Module Leader assigned to the Module, in consultation with the Head of the Department, shall provide the focus of MOs in each component of assessment in the above template at the beginning of the year. Module reassessment policies are presented in the Academic Regulations document.

8. Achieving MOs

The following skills are directly or indirectly imparted to the students in the following teaching and learning methods:

| S. No | Curriculum and Capabilities Skills | How imparted during the Module |
|-------|------------------------------------|--------------------------------|
| 1. | Knowledge | Classroom lectures |
| 2. | Understanding | Classroom lectures, Self-study |
| 3. | Critical Skills | Assignment |
| 4. | Analytical Skills | Assignment |
| 5. | Problem Solving Skills | Assignment, Examination |
| 6. | Practical Skills | Assignment |



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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

| | | |
|-----|------------------------------|-------------------------|
| 7. | Group Work | -- |
| 8. | Self-Learning | Self-study |
| 9. | Written Communication Skills | Assignment, Examination |
| 10. | Verbal Communication Skills | -- |
| 11. | Presentation Skills | -- |
| 12. | Behavioral Skills | -- |
| 13. | Information Management | Assignment |
| 14. | Personal Management | -- |
| 15. | Leadership Skills | -- |

9. Module Resources

Essential Reading

Relevant books, articles and electronic resources

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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

| | |
|--------------|-----------------------|
| Module Title | Dissertation |
| Module Code | MRS04A |
| Module Type | Research Module |
| Department | Respective Department |
| Faculty | Dental Sciences |

1. Module Summary

This module is intended to give an insight to the students on application of principles of research methodology, preparation of research project proposal, research project management, execution of research project and effective technical communication and presentation. It also emphasizes the need and the relevance of a structured approach to identify a research topic and undertake research. This module provides an opportunity for students to apply theories and techniques learnt during programme work. It involves in-depth work in the chosen area of study.

2. Module Size and Credits:

| | |
|---|---------------------------------|
| Number of Credits | 18 |
| Credit Structure (Lecture: Tutorial: Practical) | 15:0:30 |
| Total Hours of Interaction | 360 |
| Number of Weeks in a Term | 52 |
| Department Responsible | Respective Department |
| Total Module Marks | 100 |
| Pass Criterion | As per the Academic Regulations |
| Attendance Requirement | As per the Academic Regulations |

3. Module Outcomes (MOs)

After the successful completion of this Module, the student will be able to:

- MO-1. Critically review scholarly literature collected from various sources for the dissertation purpose and formulate a research problem
- MO-2. Prepare and present a research proposal
- MO-3. Conduct research to achieve research objectives
- MO-4. Propose new ideas/methodologies or procedures for further improvement of the research undertaken
- MO-5. Create research document and write research papers for publications
- MO-6. Defend the research findings in front of scholarly audience

4. Module Contents

1. Research Methodology
2. Information search, retrieval and review
3. Project definition and project planning
4. Use of conceptual models and frameworks
5. Problem solving and Evaluation



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6. Interpretations and drawing conclusions
7. Proposing ideas or methods for further work
8. Thesis writing
9. Oral presentation
10. Authoring Research paper

5. Module Map (MO-PO-PSO Map)

| MO's | Programme Outcomes (POs) | | | | | | Programme Specific Outcomes (PSOs) | | | |
|------|--------------------------|------|------|------|------|------|------------------------------------|-------|-------|-------|
| | PO-1 | PO-2 | PO-3 | PO-4 | PO-5 | PO-6 | PSO-1 | PSO-2 | PSO-3 | PSO-4 |
| MO-1 | 3 | 3 | | | | | 2 | 2 | | |
| MO-2 | 3 | | | | | | 3 | 3 | | |
| MO-3 | | | 3 | | 3 | 3 | | 3 | | 3 |
| MO-4 | 3 | 3 | | | 3 | | 2 | 2 | | 3 |
| MO-5 | | 3 | | | | 3 | | 3 | | |
| MO-6 | | | 3 | | | | | | 3 | 2 |

3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution

6. Module Teaching and Learning Methods

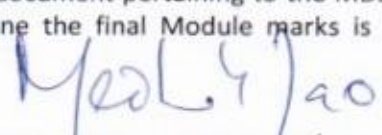
| Teaching and Learning Methods | | Duration in Hours |
|---|---|-------------------|
| Information search, retrieval and review, Project definition and project planning | Reading Journal papers , books and other relevant materials and problem formulation | 80 |
| Use of conceptual models and Frameworks | Individual work with supervisors guidance | 40 |
| Problem solving and Evaluation | Individual work with supervisors guidance | 60 |
| Interpretations and drawing Conclusions | Individual work with supervisors guidance | 40 |
| Proposing ideas or methods for further work | Individual work with supervisors guidance | 20 |
| Presentation, Thesis/Report Writing and Viva Voce, Authoring Research paper | Presentation and Viva voce | 110 |
| | Thesis/Report writing, Authoring research paper | |
| Tests/Examinations/presentations | | 10 |
| Total Duration in Hours | | 360 |

7. Module Assessment and Reassessment

The details of the components and subcomponents of Module assessment are presented in the Programme Specifications document pertaining to the MDS (respective specialty) Programme. The procedure to determine the final Module marks is also presented in the Programme



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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

Specifications document. The evaluation questions are set to measure the attainment of the MOs. In CE component or subcomponent of CE (SC1, SC2), MOs are assessed as illustrated in the following Table.

| Focus of MOs on each Component or Subcomponent of Evaluation | | |
|---|--------------------|--------------|
| Component 1: CE | | |
| Subcomponent ▶ | Theory | |
| Subcomponent Type ▶ | SC1 - Presentation | SC2 - Report |
| Maximum Marks ▶ | 50 | 50 |
| MO-1 | x | x |
| MO-2 | x | x |
| MO-3 | x | x |
| MO-4 | X | X |
| MO-5 | x | x |
| MO-6 | x | x |
| The details of SC1, SC2, SC3 or SC4 are presented in the Programme Specifications Document. | | |

The Module Leader assigned to the Module, in consultation with the Head of the Department, shall provide the focus of MOs in each component of assessment in the above template at the beginning of the year. Module reassessment policies are presented in the Academic Regulations document.

8. Achieving MOs

The following skills are directly or indirectly imparted to the students in the following teaching and learning methods:

| S. No | Curriculum and Capabilities Skills | How imparted during the Module |
|-------|------------------------------------|--------------------------------|
| 1. | Knowledge | Classroom lectures |
| 2. | Understanding | Classroom lectures, Self-study |
| 3. | Critical Skills | Assignment |
| 4. | Analytical Skills | Assignment |
| 5. | Problem Solving Skills | Assignment, Examination |
| 6. | Practical Skills | Assignment |
| 7. | Group Work | -- |
| 8. | Self-Learning | Self-study |
| 9. | Written Communication Skills | Assignment, Examination |
| 10. | Verbal Communication Skills | -- |
| 11. | Presentation Skills | -- |
| 12. | Behavioral Skills | -- |
| 13. | Information Management | Assignment |
| 14. | Personal Management | -- |
| 15. | Leadership Skills | -- |

9. Module Resources

Essential Reading

Relevant books, articles and electronic resources



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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

| | |
|---------------------|-------------------------|
| Module Title | Conference Presentation |
| Module Code | MR505A |
| Module Type | Research Module |
| Department | Respective Department |
| Faculty | Dental Sciences |

1. Module Summary

The aim of this module is to make a student submit and present a research paper in a conference based on his/her research work during his/her programme. The student is required to carry out original research, author a conference paper and present it. The student is also required to submit the paper to a conference approved by the department and make a presentation to the examiners in the faculty.

2. Module Size and Credits:

| | |
|--|---------------------------------|
| Number of Credits | 1 |
| Credit Structure (Lecture: Tutorial: Practical) | 0:0:30 |
| Total Hours of Interaction | 30 |
| Number of Weeks in a Term | 26 |
| Department Responsible | Respective Department |
| Total Module Marks | 100 |
| Pass Criterion | As per the Academic Regulations |
| Attendance Requirement | As per the Academic Regulations |

3. Module Outcomes (MOs)

After the successful completion of this Module, the student will be able to:

- MO-1.** Choose a contemporary topic in his/her area of study for research
- MO-2.** Write a conference paper based on research and present in the conference

4. Module Contents

1. Selection of topic for research
2. Critical review on the chosen topic
3. Collection of relevant data
4. Presentation and Analysis of data
5. Interpretation of data

5. Module Map (MO-PO-PSO Map)

| MO's | Programme Outcomes (POs) | | | | | | Programme Specific Outcomes (PSOs) | | | |
|------|--------------------------|------|------|------|------|------|------------------------------------|-------|-------|-------|
| | PO-1 | PO-2 | PO-3 | PO-4 | PO-5 | PO-6 | PSO-1 | PSO-2 | PSO-3 | PSO-4 |
| MO-1 | 3 | 3 | | | | | 2 | 2 | | |
| MO-2 | 3 | | | | | | 3 | 3 | | |

3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution



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6. Module Teaching and Learning Methods

| Teaching and Learning Methods | | Duration in Hours |
|--|-------------------------------------|-------------------|
| Conference Publication | Research work | 10 |
| | Authoring and Presentation of paper | 5 |
| | Presentation preparations | 10 |
| Evaluation of Report and Presentations | | 5 |
| Total Duration in Hours | | 30 |

7. Module Assessment and Reassessment

The details of the components and subcomponents of Module assessment are presented in the Programme Specifications document pertaining to the MDS (respective specialty) Programme. The procedure to determine the final Module marks is also presented in the Programme Specifications document. The evaluation questions are set to measure the attainment of the MOs. In CE component or subcomponent of CE (SC1, SC2), MOs are assessed as illustrated in the following Table.

| Focus of MOs on each Component or Subcomponent of Evaluation | | |
|---|--------------------|--------------|
| Subcomponent ▶ | Component 1: CE | |
| | Theory | |
| Subcomponent Type ▶ | SC1 - Presentation | SC2 - Report |
| Maximum Marks ▶ | 50 | 50 |
| MO-1 | x | x |
| MO-2 | x | x |
| The details of SC1, SC2, SC3 or SC4 are presented in the Programme Specifications Document. | | |

The Module Leader assigned to the Module, in consultation with the Head of the Department, shall provide the focus of MOs in each component of assessment in the above template at the beginning of the year. Module reassessment policies are presented in the Academic Regulations document.

8. Achieving MOs

The following skills are directly or indirectly imparted to the students in the following teaching and learning methods:

| S. No | Curriculum and Capabilities Skills | How imparted during the Module |
|-------|------------------------------------|--------------------------------|
| 1. | Knowledge | Classroom lectures |
| 2. | Understanding | Classroom lectures, Self-study |
| 3. | Critical Skills | Assignment |



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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

| | | |
|-----|------------------------------|-------------------------|
| 4. | Analytical Skills | Assignment |
| 5. | Problem Solving Skills | Assignment, Examination |
| 6. | Practical Skills | Assignment |
| 7. | Group Work | -- |
| 8. | Self-Learning | Self-study |
| 9. | Written Communication Skills | Assignment, Examination |
| 10. | Verbal Communication Skills | -- |
| 11. | Presentation Skills | -- |
| 12. | Behavioral Skills | -- |
| 13. | Information Management | Assignment |
| 14. | Personal Management | -- |
| 15. | Leadership Skills | -- |

9. Module Resources

Essential Reading

Relevant books, articles and electronic resources

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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

| | |
|---------------------|-----------------------|
| Module Title | Journal Publication |
| Module Code | MR506A |
| Module Type | Research Module |
| Department | Respective Department |
| Faculty | Dental Sciences |

1. Module Summary

The aim of this module is to make a student submit a research paper to a journal based on his/her research work during the programme. The student is required to carry out original research, author a journal paper for publication. The student is also required to submit the research paper to a peer reviewed, indexed journal approved by the department and make a presentation to the examiners in the faculty

2. Module Size and Credits:

| | |
|--|---------------------------------|
| Number of Credits | 1 |
| Credit Structure (Lecture: Tutorial: Practical) | 0:0:30 |
| Total Hours of Interaction | 30 |
| Number of Weeks in a Term | 26 |
| Department Responsible | Respective Department |
| Total Module Marks | 100 |
| Pass Criterion | As per the Academic Regulations |
| Attendance Requirement | As per the Academic Regulations |

3. Module Outcomes (MOs)

After the successful completion of this Module, the student will be able to:

MO-1. Choose a contemporary topic in his/her area of study for research

MO-2. Write a research paper based on research and publish in a journal

4. Module Contents

1. Selection of topic for research
2. Critical review on the chosen topic
3. Collection of relevant data
4. Presentation and Analysis of data
5. Interpretation of data

5. Module Map (MO-PO-PSO Map)

| MO's | Programme Outcomes (POs) | | | | | | Programme Specific Outcomes (PSOs) | | | |
|------|--------------------------|------|------|------|------|------|------------------------------------|-------|-------|-------|
| | PO-1 | PO-2 | PO-3 | PO-4 | PO-5 | PO-6 | PSO-1 | PSO-2 | PSO-3 | PSO-4 |
| MO-1 | 3 | 3 | | | | | 2 | 2 | | |
| MO-2 | 3 | | | | | | 3 | 3 | | |

3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution



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6. Module Teaching and Learning Methods

| Teaching and Learning Methods | | Duration in Hours |
|--|-------------------------------------|-------------------|
| Journal Publication | Research work | 10 |
| | Authoring and Presentation of paper | 10 |
| | Presentation preparations | 5 |
| Evaluation of Report and Presentations | | 5 |
| Total Duration in Hours | | 30 |

7. Module Assessment and Reassessment

The details of the components and subcomponents of Module assessment are presented in the Programme Specifications document pertaining to the MDS (respective specialty) Programme. The procedure to determine the final Module marks is also presented in the Programme Specifications document. The evaluation questions are set to measure the attainment of the MOs. In CE component or subcomponent of CE (SC1, SC2), MOs are assessed as illustrated in the following Table.

| Focus of MOs on each Component or Subcomponent of Evaluation | | |
|---|--------------------|--------------|
| Component 1: CE | | |
| Subcomponent ▶ | Theory | |
| Subcomponent Type ▶ | SC1 - Presentation | SC2 - Report |
| Maximum Marks ▶ | 50 | 50 |
| MO-1 | x | x |
| MO-2 | x | x |
| The details of SC1, SC2, SC3 or SC4 are presented in the Programme Specifications Document. | | |

The Module Leader assigned to the Module, in consultation with the Head of the Department, shall provide the focus of MOs in each component of assessment in the above template at the beginning of the year. Module reassessment policies are presented in the Academic Regulations document.

8. Achieving MOs

The following skills are directly or indirectly imparted to the students in the following teaching and learning methods:

| S. No | Curriculum and Capabilities Skills | How imparted during the Module |
|-------|------------------------------------|--------------------------------|
| 1. | Knowledge | Classroom lectures |
| 2. | Understanding | Classroom lectures, Self-study |
| 3. | Critical Skills | Assignment |
| 4. | Analytical Skills | Assignment |



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| | | |
|-----|------------------------------|-------------------------|
| 5. | Problem Solving Skills | Assignment, Examination |
| 6. | Practical Skills | Assignment |
| 7. | Group Work | -- |
| 8. | Self-Learning | Self-study |
| 9. | Written Communication Skills | Assignment, Examination |
| 10. | Verbal Communication Skills | -- |
| 11. | Presentation Skills | -- |
| 12. | Behavioral Skills | -- |
| 13. | Information Management | Assignment |
| 14. | Personal Management | -- |
| 15. | Leadership Skills | -- |

9. Module Resources

Essential Reading

Relevant books, articles and electronic resources,

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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

| | |
|---------------------|--|
| Module Title | Training in any other institution in India or Abroad |
| Module Code | MG501A |
| Module Type | Elective Module |
| Faculty | Dental Sciences |

1. Module Summary

The aim of this module is to make a student undergo training in an area of his/her interest to develop proficiency within the faculties available in any other institution in India or abroad. The student will choose a topic for training and undergo training in a professional setup. The student should develop a report and make a presentation on his/her training undergone.

2. Module Size and Credits:

| | |
|--|---------------------------------|
| Number of Credits | 3 |
| Credit Structure (Lecture: Tutorial: Practical) | 0:0:90 |
| Total Hours of Interaction | 90 |
| Number of Weeks in a Term | 26 |
| Department Responsible | Respective Department |
| Total Module Marks | 20 |
| Pass Criterion | As per the Academic Regulations |
| Attendance Requirement | As per the Academic Regulations |

3. Module Outcomes (MOs)

After the successful completion of this Module, the student will be able to:

MO-1. Apply tools and techniques proficiently in the area of the training undergone for efficient execution of the stated objective

MO-2. Make presentation on training obtained

4. Module Contents

Related to training programme

5. Module Map (MO-PO-PSO Map)

| MO's | Programme Outcomes (POs) | | | | | | Programme Specific Outcomes (PSOs) | | | |
|------|--------------------------|------|------|------|------|------|------------------------------------|-------|-------|-------|
| | PO-1 | PO-2 | PO-3 | PO-4 | PO-5 | PO-6 | PSO-1 | PSO-2 | PSO-3 | PSO-4 |
| MO-1 | 3 | 3 | | | | | 2 | 2 | | |

3: Very Strong Contribution, 2: Strong Contribution, 1: Moderate Contribution

6. Module Teaching and Learning Methods

| Teaching and Learning Methods | Duration in Hours |
|--|--------------------------|
| Training | Training |
| | Report writing |
| | Presentation preparation |
| | 80 |
| Evaluation of Report and Presentations | 10 |
| Total Duration in Hours | 90 |



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7. Module Assessment and Reassessment

The details of the components and subcomponents of Module assessment are presented in the Programme Specifications document pertaining to the MDS (respective specialty) Programme. The procedure to determine the final Module marks is also presented in the Programme Specifications document. The evaluation questions are set to measure the attainment of the MOs. In CE component or subcomponent of CE (SC1, SC2), MOs are assessed as illustrated in the following Table.

| Focus of MOs on each Component or Subcomponent of Evaluation | | |
|--|------------------|------------------|
| Component 1: CE | | |
| Subcomponent ▶ | Theory | |
| Subcomponent Type ▶ | SC1 - Assessment | SC2 - Assignment |
| Maximum Marks ▶ | 10 | 10 |
| MO-1 | X | x |

The Module Leader assigned to the Module, in consultation with the Head of the Department, shall provide the focus of MOs in each component of assessment in the above template at the beginning of the year. Module reassessment policies are presented in the Academic Regulations document.

8. Achieving MOs

The following skills are directly or indirectly imparted to the students in the following teaching and learning methods:

| S. No | Curriculum and Capabilities Skills | How imparted during the Module |
|-------|------------------------------------|--------------------------------|
| 1. | Knowledge | Classroom lectures |
| 2. | Understanding | Classroom lectures, Self-study |
| 3. | Critical Skills | Assignment |
| 4. | Analytical Skills | Assignment |
| 5. | Problem Solving Skills | Assignment, Examination |
| 6. | Practical Skills | Assignment |
| 7. | Group Work | -- |
| 8. | Self-Learning | Self-study |
| 9. | Written Communication Skills | Assignment, Examination |
| 10. | Verbal Communication Skills | -- |
| 11. | Presentation Skills | -- |
| 12. | Behavioral Skills | -- |
| 13. | Information Management | Assignment |
| 14. | Personal Management | -- |
| 15. | Leadership Skills | -- |

9. Module Resources

Relevant books, articles and electronic resources



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Programme Structure and Course Details of MDS in Public Health Dentistry 2022

Annexure I - MDS in Public Health Dentistry
Curriculum Framework and Assessment

| S. No. | Course Code | Course Title | Credits | Assessment Marks |
|--------|---|--|---------|------------------|
| I | Programme Specialization Teaching Course | | | |
| 1 | DPC501A | Public Health | 48 | 400 |
| 2 | DPC502A | Dental Public Health I | 48 | 400 |
| 3 | DPC503A | Dental Public Health II | 24 | 400 |
| II | Research Modules | | | |
| 1 | MR501A | Research Methodology | 2 | 40 |
| 2 | MR502A | Short term project/Group project | 6 | 100 |
| 3 | MR503A | Library Dissertation | 4 | 60 |
| 4 | MR504A | Dissertation | 10 | 200 |
| 5 | MR505A | Conference Presentation | 1 | 20 |
| 6 | MR506A | Journal Publication | | 20 |
| III | Faculty-Common Modules | | | |
| 1 | MF501A | Clinical Photography | 1 | 20 |
| 2 | MF502A | Basic and Advanced Life Support | 1 | 20 |
| 3 | MF503A | Personality Development and Soft Skills | 1 | 20 |
| | MF504A | Law for Dental Professionals | 1 | 20 |
| IV | Elective Modules | | | |
| 1 | MG501A | Training in any other institution in India or Abroad | 3 | 60 |
| 2 | MF505A | Teacher Training Module | 1 | 20 |
| V | Programme End Examination | | | |
| 1 | a. Part I Programme End Examination | | 20 | 700 |
| | b. Part II Programme End Examination | | | |
| | Total | | 180 | 2500 |



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