



ODISHA UNIVERSITY OF HEALTH SCIENCES, BHUBANESWAR

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F. No. OUHS/CD/321/ 1710 / 2023

Date: 17.11.2023

To

All the Dean & Principals / Directors,
All Dental Colleges affiliated under OUHS.

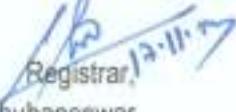
Sub:- Approval of

1. Regulation and Courses of Studies of BDS
2. Regulation and Courses of Studies of MDS

Madam/Sir,

With reference to the DCI guidelines, the document as per above subject matter should be followed by the Dental colleges affiliated under OUHS.

Yours faithfully,


Registrar,
OUHS, Bhubaneswar

Memo No: 1711 / 2023

Date: 17.11.2023

Copy forwarded to:-

1. The Principal Secretary to the Hon'ble Chancellor, Raj Bhavan, Odisha, Bhubaneswar;
2. The Commissioner-Cum-Secretary, Health & Family Welfare, Odisha, Bhubaneswar;
3. Registrars of all universities of State (Previously regulated said courses)

Yours faithfully,


Registrar,
OUHS, Bhubaneswar

Memo No: 1712 / 2023

Date: 17.11.2023

Copy forwarded to OSD to the Vice-Chancellor for information of the Vice-Chancellor.

Yours faithfully,


Registrar,
OUHS, Bhubaneswar

**REGULATIONS & COURSES OF STUDIES
FOR 5 YEARS BACHELOR OF DENTAL SURGERY DEGREE (BDS)
COURSE – 2023**

(Approved in the 1st meeting of the Academic Council held on October, 16, 2023 and
Executive Board held on October, 18, 2023)



Director, Curriculum

DIRECTOR-CURRICULUM
Odisha University of Health Sciences
Bhubaneswar


Registrar
Registrar

Odisha University of Health Sciences,
Bhubaneswar



**THE ODISHA UNIVERSITY OF HEALTH SCIENCES,
BHUBANESWAR- 751009**

**REGULATIONS & COURSES OF STUDIES
FOR 5 YEARS BACHELOR IN DENTAL SURGERY (BDS) DEGREE COURSE – 2023**

1. **Title and commencement of the Program:**
 - (a) These regulations may be called "The Bachelor of Dental Surgery" (In short BDS) Regulations- 2023".
 - (b) These regulations and courses of studies (syllabus) are in conformity with the National Dental Commission (Formerly Dental Council of India) (In Short NDC).
 - (c) They shall come into force from the current academic year 2023-24.
 - (d) The Regulations framed are subject to modification by the Academic Council and Executive Board of the Odisha University of Health Sciences, Bhubaneswar from time to time.
2. **Introduction:** Dentistry or Dental Science is a branch Medicine that consists of the study, diagnosis, prevention, and treatment of oral and dental cavity. The field of dental science is not limited to teeth, but includes other aspect of the craniofacial and temporomandibular joints. The improvements in oral health of the urban population are better as compared to their rural counterparts. Thus, there is a need on the part of oral health professionals to address the rural population and the population that they serve.

The National Dental Commission has now designed the continuing curriculum to competency based. Besides, to encourage, and strengthen, has doubled the Internship period of the Degree Course from six months to twelve months. It is also desirable to follow the Problem-based learning (PBL) which is an approach to learning and used in many health science schools worldwide. PBL is intended to enable students to work in groups to learn a topic in the context of real issues. PBL allows basic science knowledge to be made applicable to students' learning needs by relating it to a clinical problem.

Today's medical education should focus more on bedside teaching, hands on training, interventional skills, technology, project-based learning, etc. Bedside teaching is a vital component of medical education, that the learners should have the opportunities to use their senses to learn holistic medicine, a vital aspect often difficult to communicate in words.

The onus of responsibility lies with educators how to integrate technology, undertake research, and maintain correlation among the basic science subjects relevant to the subject (s) taught to the learners.

3. **Goal:** The dental graduates during training in the institutions should acquire adequate knowledge, necessary skills and reasonable attitudes which are required for carrying out all activities appropriate to general dental practice involving the prevention, diagnosis and treatment of anomalies and diseases of the teeth, mouth, jaws and associated tissues. The graduate also should understand the concept of community oral health education and be able to participate in the rural health care delivery programmes existing in the country.
4. **Objective:** The dental graduates during training in the institutions should acquire adequate knowledge, necessary skills and such attitudes which are required for carrying out all the activities appropriate to general dental practice involving the prevention, diagnosis and treatment of anomalies and diseases of the teeth, mouth, jaws and associated tissues. The objectives are dealt under three headings namely, (a) knowledge and understanding, (b) skills, and (c) attitudes.
 - 4.1.1 **Knowledge and understanding:** The graduate shall acquire the following during the period of training.

4.1.2 Adequate knowledge of the scientific foundations on which dentistry is based and good understanding of various relevant scientific methods, principles of biological functions and shall be able to evaluate and analyze scientifically various established facts and data.

4.1.3 Adequate knowledge of the development, structure and function of the teeth, mouth and jaws and associated tissues both in health and disease and their relationship and effect on the general state of health and also the bearing on physical and social well-being of the patient.

4.1.4 Adequate knowledge of clinical disciplines and methods, which provide a coherent picture of anomalies, lesions and diseases of the teeth, mouth and jaws and preventive, diagnostic and therapeutic aspects of dentistry. Adequate clinical experience required for general dental practice.

4.1.5 Adequate knowledge of biological function and behaviour of persons in health and sickness as well as the influence of the natural and social environment on the state of health so far as it affects dentistry.

Above all, the graduate should also understand the concept of community oral health education and be able to participate in the rural health care delivery programmes existing in the country.

5. Eligibility for admission to the Course: The eligibility criterions prescribed by the National Dental Commission from time to time for admission to the course shall be applicable to the affiliated colleges / institutions under the University mutatis mutandis. In addition, candidate (s) allotted a seat on the basis of qualifying examination and merit, shall be required to submit college leaving certificate, migration certificate (if applicable) in original, physical fitness certificate and a declaration before the Principal / Director of the Institution that

- (i) I am not continuing in any Degree Course under any State, Deemed, Central University and Autonomous Body,
- (ii) I am / have not been involved in any kind of criminal and unlawful activities in the past.

Provided further, after fulfilment of all condition (s), the University on receipt of student detail with prescribed fees, shall issue University Registration Number as per OUHS First Statutes- 2023, which shall be used as Roll Number for End Term Examination (s).

6. Duration: The undergraduate dental programme leading to BDS Degree shall be of 4 (four) Academic years with 240 teaching days in each academic year with one-year rotating Internship in a dental college.

7. Medium of instruction: English shall be the medium of instruction for all the subjects of study and for examination of the course excepting the one Foundation / Ancillary Course – Local Language "Odia".

8. Commencement of the Course: The course will commence from September 1st of every year or as to be prescribed by the National Dental Commission, India from year to year.

9. Academic Year: The academic year shall be twelve months commencing on the first day of enrolment into the course, and shall at least 240 teaching days.

10. Attendance: The component wise minimum attendance percentage shall be as under;
(a) No candidate shall be permitted to any one of the parts of BDS Examinations unless he / she has attended the course in the subject for the prescribed period and produces the necessary certificate of study, attendance and satisfactory conduct from the head of the institution.

(b) A candidate is required to put in a minimum of 75% in both theory and practical/ clinical, separately in each subject to appear in the university examination.

(c) In case of the subject in which there is no examination at the end of the academic year, the percentage of attendance shall be not less than 70 %. However, at the time of appearing for the professional examination in the subject the aggregate percentage of attendance in the subject should be 75 %.

11. **Course Cycle and Structure:** The 5 years course cycle including 1-year compulsory rotating internship and structure is prescribed hereunder Table No 01 (11.2);

11.1. The codes used in this Regulations & Courses of Studies.

- The total number of digits used in the course is 8 and 9 in case of Practicals.
- The 1st two digits (Numerical) indicates the Year of the Courses of Studies.
- The 3rd digit (Letter) indicates the "Faculty" Dental Science.
- The 4th & 5th digits (Letters) indicate the Course Code "BDS".
- The 6th digit (Numerical) indicates the Year of the Course.
- The 7th & 8th digits (Numerical) indicate the sequence of the Theory Subjects of the Year.
- The 9th digit (Letter) indicates the type of the subject i.e. Practical of the Theory Subject.

11.2. **Table No- 01. 5 (Five) Years Course Cycle including 1-year compulsory rotating Internship:**

Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
									1	2	3
									Ind.		
4	5	6	7	8	9	10	11	12	13	14	15
IA			IA			IA		U-Exam	U-Sup		
16	17	18	19	20	21	22	23	24	25	26	27
IA			IA			IA		U-Exam	U-Sup		
28	29	30	31	32	33	34	35	36	37	38	39
IA			IA			IA		U-Exam	U-Sup		
40	41	42	43	44	45	46	47	48	49	50	51
								U-Exam	U-Sup		
52	53	54	55	56	57	58	59	60	RI1	RI2	RI3
RI4	RI5	RI6	RI7	RI8	RI9	RI10	RI11	RI12			

IA: Internal Assessment, The 4th, 7th & 10th months for conducting IA have been proposed keeping poor learners / absentees on extraordinary circumstances in the IA's.



11.2. Table No 02. Structure of Bachelors of Dental Surgery Programme.

Sub Code	Subject	Internal Assessment				University Examination			Aggregate / Overall	
		Theo ry	Practical	Total		Theory	Practical	Oral	*PM	Max
				*PM	Max					
FIRST BACHELOR										
23DBS100	General Human Anatomy including Embryology and Histology	10	10	7	20	70	90	20	100	200
23DBS100P	Practical									
23DBS101 A & B	General Human Physiology and Biochemistry, Nutrition and Dietics	10	10	7	20	70 35+35	90	20	100	200
23OBS101P	Practical									
23OBS102	Dental Anatomy, Embryology and Oral Histology	10	10	7	20	70	90	20	100	200
23DBS102P	Practical									
Total		30	30	21	60	210	270	60	300	600
SECOND BACHELOR										
23DBS200 A & B	General Pathology and Microbiology	10	10	7	20	70 35+35	90	20	100	200
23DBS200P	Practical									
23DBS201	General and Dental Pharmacology and Therapeutics	10	10	7	20	70	90	20	100	200
23OBS201P	Practical									
23OBS202	Dental Materials	10	10	7	20	70	90	20	100	200
23DBS202P	Practical									
23DBS203	Pre-clinical Conservative Dentistry	-	20	7	20	-	60	20	60	100
23DBS203P	Practical									
23DBS204P	Pre-clinical Prosthodontics and Crown & Bridge	-	20	7	20	-	60	20	60	100
XXX										
Total		30	70	35	100	210	390	100	400	800
THIRD BACHELOR										
23DBS300	General Medicine	10	10	7	20	70	90	20	100	200
23DBS300P	Practical									
23DBS301	General Surgery	10	10	7	20	70	90	20	100	200
23DBS301P	Practical									
23DBS302	Oral Pathology and Oral Microbiology	10	10	7	20	70	90	20	100	200
23DBS302P	Practical									
Total		30	30	21	60	210	270	60	300	600
FOURTH BACHELOR										
23OBS400	Orthodontics & dentofacial Orthopaedics	10	10	7	20	70	90	20	100	200
23OBS400P	Practical									

23DBS401	Oral Medicine & Radiology	10	10	7	20	70	90	20	100	200
23DBS401P	Practical									
23DBS402	Paediatric & Preventive Dentistry	10	10	7	20	70	90	20	100	200
23DBS402P	Practical									
23DBS403	Periodontology	10	10	7	20	70	90	20	100	200
23DBS403P	Practical									
23DBS404	Oral & Maxillofacial Surgery	10	10	7	20	70	90	20	100	200
23DBS404P	Practical									
23DBS405	Prosthodontics and Crown & Bridge	10	10	7	20	70	90	20	100	200
23DBS405P	Practical									
23DBS406	Conservative Dentistry and Endodontics	10	10	7	20	70	90	20	100	200
23DBS406P	Practical									
23DBS407	Public Health Dentistry	10	10	7	20	70	90	20	100	200
Total		80	80	56	160	560	720	160	800	1600
	Internship									

NB: PM:Pass Marks. Internal. A Code for a Paper consisting of both theory and Practical / Clinical has been provisioned to maintain the component wise raw marks in the University Management System. There will be two separate questions and answer booklets wherever there are two parts of a subject.

12. Plan of Studies (Teaching, Training & Practice): The first component consists subjects common to medicine and dentistry like anatomy, physiology, biochemistry and behavioral science; leading to pharmacology, pathology, microbiology and then general medicine and general surgery. The first component of the course is intended to provide initially, an appreciation of normal human structure, development, function and behavior, leading to understanding of the diseases, its prevention and treatment. The main objective is to provide the student a broad knowledge of the normal structures and functions of the body, the alterations which take place in disease with particular reference to those conditions in which medical and dental co-operation is essential for proper management. At this stage, the student should also be made aware of the social and psychological aspects of patient care with special reference to the relationship between dentist and patient. The behavioral sciences including both sociology and psychology should be introduced at the initial stages of the training programme, much before the students actually deal with the patients.

The second component runs concurrently with the first and deals with special aspects of oral and dental tissues, oral biology and oral pathology. The second component consists instruction in the subjects dealing with dental and oral aspects to ensure a detailed knowledge of the structure and function of the dental and oral tissues. This enables the student to diagnose, prevent and treat the dental and oral diseases and disorders which were not included in the first component. The subject of oral biology is to be introduced at this level to provide the students a comprehensive knowledge and application of oral physiology, microbiology, biochemistry and oral immunology. Students should be exposed to the basic aspects of forensic odontology at this stage of the course along with oral biology/oral pathology.

The third component based on the foundations of the first two, deals with the clinical and technical aspects of dentistry as it required for general dental practice. The third component of the course comprising the clinical and technical aspects of dentistry actually prepares the student to undertake total oral and dental health care of the patients of all ages. The emphasis at this stage should be on

the prevention of the various dental diseases and how to preserve natural teeth with their supporting structures. The importance of the various preventive methods need to be stressed. The significance of diagnosis of various dental and oral problems needs to be emphasized along with treatment planning before actual treatment procedures are undertaken. In addition to acquiring the knowledge, the students need to gain adequate clinical hands-on experience in extractions and other minor oral surgical procedures, all aspects of conservative dentistry, endodontics, crown and bridge, provision of partial and complete dentures, various periodontal therapeutic procedures and use of removable orthodontic appliances. Familiarity with various radiological techniques, particularly intra-oral methods and proper interpretation of the radiographs, is an essential part of this component of training and has application in clinical diagnosis, forensic identification and age estimation. Towards the final stage of the clinical training, each student should be involved in comprehensive oral health care or holistic approach to enable them to plan and treat patients as a whole, instead of piece-meal treatment provided in each speciality.

12.1. First Bachelor (12 Months): It shall consist of – General Human Anatomy including Embryology and Histology, General Human Physiology and Biochemistry, Nutrition and Dietics, Dental Anatomy, Embryology and Oral Histology. In addition, the training of Second Bachelors papers of Dental Materials - I, and Pre-clinical Prosthodontics and Crown & Bridge will be imparted along with former papers. The total number of teaching hours for Theory, and Practical shall be 415 and 685 (Total 1100) hours respectively. The paper wise lecture, and practical hours is as under Table No 03.

Table No -03. Teaching Hours- First Bachelor- Theory and Practical / Clinical

Teaching Hours- First Bachelor- Theory and Practical / Clinical						
Sl No	Sub Code	Title	Lecture Hours	Practical Hours	Clinical Hours	Total Hours
1	23DBS100	General Human Anatomy including Embryology and Histology	100	175	--	275
2	23DBS101	General Human Physiology A	120	60	--	180
2		Biochemistry, Nutrition and Dietics B	70	60	--	130
3	23DBS102	Dental Anatomy, Embryology and Oral Histology	105	250	--	355
4	23DBS103	Dental Materials -I	20	40	--	60
5	23DBS104	Pre-clinical Prosthodontics and Crown & Bridge	--	100	--	100
Total			415	685	--	1100

12.2. Second Bachelor (12 Months): It will consist of General Pathology and Microbiology, General and Dental Pharmacology and Therapeutics, Dental Materials -II, Pre-clinical Conservative Dentistry, Pre-clinical Prosthodontics and Crown & Bridge. In addition, the training of Third Bachelor paper of Oral Pathology & Oral Microbiology will be imparted in this session along with former papers. The total number of teaching hours for Theory, and Practical shall be 325 and 775 (Total 1100) hours respectively. The paper wise lecture, and practical hours is as under Table No 04.

Table No -04 Teaching Hours- Second Bachelor- Theory and Practical / Clinical

Teaching Hours						
Sl No	Sub Code	Title	Lecture Hours	Practical Hours	Clinical Hours	Total Hours
1	23DBS200	General Pathology -A	55	55	--	110
2		Microbiology- B	65	50	--	115

3	23DBS201	General and Dental Pharmacology and Therapeutics	70	20	--	90
4	23DBS202	Dental Materials -II	60	200	--	260
5	23DBS203	Pre-clinical Conservative Dentistry	25	200	--	225
6	23DBS204	Pre-clinical Prosthodontics and Crown & Bridge	25	200	--	225
7	23DBS205	Oral Pathology & Oral Microbiology	25	50	--	75
			Total	325	775	1100

12.3. Third Bachelor (12 Months): It will consist of General Medicine, General Surgery, and Oral Pathology and Oral Microbiology. In addition, Conservative Dentistry and Endodontics, Oral & Maxillofacial Surgery, Oral Medicine and Radiology, Orthodontics & dentofacial Orthopaedics, Paediatric & Preventive Dentistry, Periodontology, and Prosthodontics and Crown & Bridge. The total number of teaching hours for Theory, Practical and Clinical shall be 410, 80 and 670 (Total 1160) hours respectively. The paper wise lecture, Practical and practical hours is as under Table No 05.

Table No -05. Teaching Hours- Third Bachelor- Theory and Practical / Clinical

Teaching Hours- Third Bachelor- Theory and Practical / Clinical						
Sl No	Sub Code	Title	Lecture Hours	Practical Hours	Clinical Hours	Total Hours
1	23DBS300	General Medicine	60	--	90	150
2	23DBS301	General Surgery	60	--	90	150
3	23DBS302	Oral Pathology and Oral Microbiology	120	80	--	200
4	23DBS303	Conservative Dentistry and Endodontics	30	--	70	100
5	23DBS304	Oral & Maxillofacial Surgery	20	--	70	90
6	23DBS305	Oral Medicine and Radiology	20	--	70	90
7	23DBS306	Orthodontics & dentofacial Orthopaedics,	20	--	70	90
8	23DBS307	Paediatric & Preventive Dentistry	20	--	70	90
9	23DBS308	Periodontology	30	--	70	100
10	23DBS309	Prosthodontics and Crown & Bridge	30	--	70	100
			Total	410	80	670
						1160

12.4. Fourth Bachelor (12 Months): It will consist of Orthodontics & dentofacial Orthopaedics, Oral Medicine & Radiology, Paediatric & Preventive Dentistry, Periodontology, Oral & Maxillofacial Surgery, Prosthodontics and Crown & Bridge, Conservative Dentistry and Endodontics, and Public Health Dentistry. The total number of teaching hours for Theory, and Clinical shall be 440, and 1400 (Total 1840) hours respectively. The paper wise lecture, and Clinical hours is as under Table No 06.

Table No -06 Teaching Hours- Fourth Bachelor- Theory and Practical / Clinical

Teaching Hours						
Sl No	Sub Code	Title	Lecture Hours	Practical Hours	Clinical Hours	Total Hours
1	23DBS400	Orthodontics & dentofacial Orthopaedics	30	--	100	130
2	23DBS401	Oral Medicine & Radiology	45	--	100	145
3	23DBS402	Paediatric & Preventive Dentistry	45	--	100	145

4	23DBS403	Periodontology	50	-	100	150
5	23DBS404	Oral & Maxillofacial Surgery	50	-	200	250
6	23DBS405	Prosthodontics and Crown & Bridge	80	--	300	380
7	23DBS406	Conservative Dentistry and Endodontics	80	--	300	380
8	23DBS407	Public Health Dentistry	60	--	200	260
			Total	440		1400 1840

12.5. Internship: 12 Months: The duration of rotating internship shall be one year. The internship shall be compulsory and rotating as per the regulations prescribed from time to time by the National Dental Commission. The compulsory rotating Internship shall include training in Oral Medicine & Radiology; Oral & Maxillofacial Surgery; Prosthodontics; Periodontics; Conservative Dentistry; Pedodontics; Oral Pathology & Microbiology; Orthodontics and Community Dentistry / Rural Service, and Elective Posting. The duration of posting in Clinical Department (s) to undergo Internship is as under Table No. 07

Table No 07 Compulsory Rotating Internship

SI	Clinical Department	Duration of Posting
1	Oral medicine and radiology	1 Month
2	Oral and Maxillo facial Surgery	1 ½ Month
3	Prosthodontics	1 ½ Month
4	Periodontics	1 Month
5	Conservative dentistry;	1 Month
6	Pedodontics	1 Month
7	Oral Pathology and Microbiology	15 Days
8	Orthodontics	1 Month
9	Community Dentistry / Rural Services	3 Months
10	Elective Posting	15 Days

Provided, in the case of an unsatisfactory performance of an intern during the period of his / her posting in a Unit / Department, the Head of such Unit / Department shall periodically inform the intern regarding his / her unsatisfactory performance. This regulation is being made so that interns are properly warned during their posting regarding their unsatisfactory performance.

Provided further, if the Principal / Director of the college / institution receives an unsatisfactory report about the performance of an intern in a Unit / Department, such an intern will be informed that he/she will be withheld till such time that his/her performance is certified as satisfactory. The intern may be asked to put extra hours of work in the Department / Unit where the performance has been unsatisfactory. Such an arrangement should have the prior approval of the Heads of Units / Department.

Provided furthermore, the entire block of posting may be repeated subsequent to the completion of one year's internship, and the Principal / Director of the college / institution, on the recommendation of the Head of the concerned Department / Unit, will be the final authority to decide as to which of the above-mentioned courses should be open to a particular intern.

13. Scheme of Internal Assessments and passing criteria: There shall be Internal Assessments in First Bachelor, Second Bachelor, Third Bachelor, and Fourth Bachelor. The continuing assessment examinations shall be held 3 times in a particular year and the average marks of these examinations

should be considered. 10% of the total marks in each subject for both theory, practical and clinical examination separately have been prescribed for the internal assessment examinations. Internal assessment marks (Theory) = 10, and Internal assessment marks (Practical / clinical) = 10.

Evaluation is a continuous process which is based upon criteria developed by the concerned authorities with certain objectives to assess the performance of the learner. This also indirectly helps in the measurement of effectiveness and quality of the concerned BDS program. The methods of assessment shall be conducted using Written test, Practical, Clinical examination, and Viva voce.

Table No -08 University Examination and Internal Assessment (IA)- First Bachelor- Theory and Practical / Clinical.

Sub Code	Sub	Theory				Practicals / Clinicals				Grand Total
		U- Theory	Viva Voce	IA	Total	Practical	Clinical	IA	Total	
23DBS100	General Human Anatomy including Embryology and Histology	70	20	10	100	90	—	10	100	200
23DBS101	General Human Physiology - A	35	10	05	50	45	—	05	50	200
	Biochemistry, Nutrition and Dietics - B	35	10	05	50	45	—	05	50	
23DBS102	Dental Anatomy, Embryology and Oral Histology	70	20	10	100	90	—	10	100	200
Total		210	60	30	300	270		30	300	600

Table No -09 University Examination and Internal Assessment (IA)- Second Bachelor- Theory and Practical / Clinical.

Sub Code	Sub	Theory				Practicals / Clinicals				Grand Total
		U- Theory	Viva Voce	IA	Total	Practical	Clinical	IA	Total	
23DBS200	General Pathology -A	35	10	05	50	45	—	05	50	200
	Microbiology-B	35	10	05	50	45	—	05	50	
23DBS201	General and Dental Pharmacology and Therapeutics	70	20	10	100	90	—	10	100	200
23DBS202	Dental Materials -II	70	20	10	100	90	—	10	100	200
23DBS203	*Pre-clinical Conservative Dentistry	—	20	—	20	60	—	20	80	100
23DBS204	*Pre-clinical Prosthodontics	—	20	—	20	60	—	20	80	100

	and Crown & Bridge									
23DBS302	Oral Pathology & Oral Microbiology									
Total		210	100	30	340	390		70	460	800

*No Theory Paper., Practicals, Viva Voce only.

Table No -10 University Examination and Internal Assessment (IA)- Third Bachelor- Theory and Practical / Clinical.

Sub Code	Sub	Theory					Practicals / Clinicals				Grand Total
		U- Theory	Viva Voce	IA	Total	Practical	Clinical	IA	Total		
23DBS300	General Medicine	70	20	10	100	—	90	10	100	200	
23DBS301	General Surgery	70	20	10	100	—	90	10	100	200	
23DBS302	Oral Pathology and Oral Microbiology	70	20	10	100	90	—	10	100	200	
Total		210	60	30	300	90	180	30	300	600	

Table No -11 University Examination and Internal Assessment (IA)- Fourth Bachelor- Theory and Practical / Clinical.

Sub Code	Sub	Theory					Practicals / Clinicals				Grand Total
		U- Theory	Viva Voce	IA	Total	Practical	Clinical	IA	Total		
23DBS400	Orthodontics & dentofacial Orthopaedics	70	20	10	100	—	90	10	100	200	
23DBS401	Oral Medicine & Radiology	70	20	10	100	—	90	10	100	200	
23DBS402	Paediatric & Preventive Dentistry	70	20	10	100	—	90	10	100	200	
23DBS403	Periodontology	70	20	10	100	—	90	10	100	200	
23DBS404	Oral & Maxillofacial Surgery	70	20	10	100	—	90	10	100	200	
23DBS405	Prosthodontics and Crown & Bridge	70	20	10	100	—	90	10	100	200	
23DBS406	Conservative Dentistry and Endodontics	70	20	10	100	—	90	10	100	200	
23DBS407	Public Health Dentistry	70	20	10	100	—	90	10	100	200	
Total		560	160	80	800		720	80	800	1600	



13.1 CLINICAL ASSESSMENT AT THE END OF POSTING (EOP)

The Clinical Assessment at the end of posting of each paper carrying shall for 10 marks which will be utilized towards Internal Assessment scores.

Table No - 12 INTERNAL PERIODICAL THREE) ASSESSMENTS

Subjects	IA-I		IA II		IA III		Total Theory Marks	Total Practical IA Marks	Total Theory + Practical
	Theory	Practical + Viva + RLB	Theory	Practical + Viva + RLB	Theory P1 + P2	Practical + Viva + RLB			
First Bachelor	50	50	50	50	50	50	150	150	300
Second Bachelor	50	50	50	50	50	50	150	150	300
Third Bachelor	50	50	50	50	50	50	150	150	300
Fourth Bachelor	50	50	50	50	50	50	150	150	300

NB: 10% weightage shall be included from University Examinations. In addition, where a paper of higher Bachelor starts in the preceding Bachelor year, one of the Periodical Assessment shall be pre-conducted in the commencing Bachelor year. Hence, two Periodical Assessment shall be conducted in lieu of three Periodical Assessment.

13.6. Remedial Classes / Assessment: Each College / Institution would arrange remedial classes / sessions for students who are either not able to score qualifying marks or have missed on some assessments due to any valid reason.

Provided, the candidate must have fulfilled the minimum percentage of attendance in the theory, and practical / clinical sessions. This chance would be extended only after thorough analysis of the reasoned grounds for his / her absence or poor performance.

Provided further, such cases shall be placed before the Examination Committee of the College / Institution whose decision shall be final and binding.

13.7. Internship: 12 Months: The duration of internship shall be one year. The internship shall be compulsory and rotating as per the regulations prescribed from time to time by the DCI. The Curriculum and evaluation methods prescribed by the Commission shall be applicable mutatis and mutandis. The total number of hours during Internship is – 240 x 8 hours-1920 clinical hours.

During the rotational posting (s), the performance of an intern in a Unit / Department shall be assessed as satisfactory or un-satisfactory. If, unsatisfactory, s/he may be required to repeat the ones or whole subject to approval of competent authority of the Unit / Department.

14. Eligibility criterions for appearing University Examinations:

14.1. The final First Bachelor, Second Bachelor, Third Bachelor and Fourth Bachelor Examinations shall be conducted by the University. A student is required fulfill the following to be eligible for appearing final Bachelors University Examination;

- (i) Attended 75 % theory and 75% practical classes,
- (ii) Completed required certifiable competencies including log book/records for the concerned phases of training,
- (ii) Secure at least 35% of marks in theory and practical / clinical; separately for the internal assessment in a particular subject in order to be eligible for appearing at the final University examination of that subject.

- (iv) An average of the marks scored in all internal assessment examinations and the average of all marks scored in the end of posting clinical assessment will be considered as the final internal assessment scores and eligibility for University examinations.
- (v) Not been debarred for any objectionable mis-conduct or malpractice by the Institution, and University, and

Provided further, if a candidate has not secured requisite aggregate in the internal assessment may be subjected to remedial measures by the institution. If he/she successfully completes their mediation measures, he/she will be eligible to appear for University Examination. Remedial measures will be completed before submitting the internal assessment marks off / online to the university.

- 14.2. A candidate to be eligible, shall be required to pass in the first Bachelor Examination for Second Bachelor, Second Bachelor for Third Bachelor, and third Bachelor for Fourth Bachelor in Dental Surgery Examination.
- 15. **Examinations:** There shall be one main examination at the end of an academic year, and a supplementary to be processed not later than 3- 6 weeks from the date of the declaration of the results of the main examination for every professional year. The University shall conduct examinations for 1st Year (1st Bachelor), 2nd Year (2nd Bachelor), 3rd Year (3rd Bachelor) and 4th Year - Final year (4th Bachelor) Examinations.

15.1. End Term University Examinations:

- (i) **First Bachelor:** The first Bachelor examination shall be held at the end of first Professional training (12 months), in the subjects of General Human Anatomy including Embryology and Histology, General Human Physiology and Biochemistry, Nutrition and Dietics, Dental Anatomy, Embryology and Oral Histology.
- (ii) **Second Bachelor:** The second Bachelor examination shall be held at the end of second professional training (12 months including examination), in the subjects of General Pathology and Microbiology, General and Dental Pharmacology and Therapeutics, Dental Materials -II, Pre-clinical Conservative Dentistry, Pre-clinical Prosthodontics and Crown & Bridge.
- (iii) **Third Bachelor:** Third Bachelor examination shall be held at end of third Bachelor's training (12 months) in the subjects of General Medicine, General Surgery, and Oral Pathology and Oral Microbiology.
- (iv) **Fourth Bachelor:** Fourth Bachelor examination shall be held at end of fourth bachelor training (12 months including examination) in the subjects of Orthodontics & dentofacial Orthopedics, Oral Medicine & Radiology, Pediatric & Preventive Dentistry, Periodontology, Oral & Maxillofacial Surgery, Prosthodontics and Crown & Bridge, Conservative Dentistry and Endodontics, and Public Health Dentistry

The internal assessment marks (theory and practical) conducted by college / institution i.e. 1st, 2nd, 3rd & 4th Bachelor, and secured by a student will be added to respective university marks for final result.

- 15.2. **Formative and Internal Assessment / Examinations (College / Institution):** There shall be three numbers of college / institution level formative and internal assessments of both theory and practical preceding to First, Second, Third & Fourth Bachelors University Examinations.

- i. A minimum of 35% of internal assessment marks is required for a student to be permitted to appear for the University examination.
- ii. A candidate should secure a minimum of 7 marks out of the 20 marks allotted for the internal assessment exam (Theory 10 marks & practical / clinical 10 marks).
- iii. In case of students who have failed in one or more than one subject, the internal marks that they have obtained in the first appearance will not be valid and the students should appear for the internal assessment test (theory and practical) and obtain new internal assessment marks, however the marks obtained by these students for the record in their first appearance can be carried over to the subsequent appearance.

15.2.1 Theory - Internal Assessment (IA) will include:

- (i) Written tests, should have essay questions, short notes and creative writing experiences.
- (ii) Practical / Clinical IA can include: practical / clinical tests, Objective Structured Clinical Examination (OSCE) / Objective Structured Practical Examination (OSPE), Directly Observed Procedural Skills (DOPS), Mini Clinical Evaluation Exercise (mini-CEX), records maintenance and attitudinal assessment.
- (iii) Assessment of Log-book. Log book should record all activities like seminar, symposia, quizzes and other academic activities. Achievement of certifiable competencies should also be recorded in logbooks. It should be assessed regularly and submitted to the department. Up To twenty per cent IA marks (Theory and Practical) should be from Log book assessment.
- (iv) OSCE based clinical scenarios and/or viva voce. Skill competencies acquired during the Professional Development Programme must be tested during the clinical, practical and viva voce in every subject.

15.3. Scheme of Theory Examinations (Summative):

- (i) The Nature of questions will include different types such as structured essays (Long Answer Questions - LAQ), Short Answers Questions (SAQ) and objective type questions (Selection / Supplied) (e.g. Multiple Choice Questions - MCQ). Marks for each part should be indicated separately. MCQs shall be accorded a weightage of not more than 20% of the total theory marks.
- (ii) The Practical / clinical examinations will be conducted in the laboratories and /or hospital wards.

The Viva / oral examination should assess approach to patient management, emergencies, attitudinal, ethical and professional values.

15.4. Uniform Formats / Templates: The University, therefore, has prescribed following uniform format (s) to be followed at the college / institution level, and university end for all purposes under Annexure A (Series).

15.5. Preservation of Evidences: All evidences (Questions, Answer Booklets, and other records) maintained at College / Institution and University level shall be preserved at respective end as a part of record (Electronic / Hard Copy) for the whole tenure of 09 years of the Course and shall be subject to scrutiny at the time of verification.



16. Registration (Formative & Summative):

(i) The College / Institution shall register the subjects of eligible students with the University on payment of a fee as to be notified by the University towards conduct of main Bachelors (Regular / Supplementary / Attempt / Detained) Examinations. The College / Institution shall retain 15% of the University fees towards Examination Centres expenditures. However, such retention of fees @ 15% shall not be applicable in case of Supplementary / Attempt / Detained Examinations.

(ii) The College / Institution shall follow uniform Question pattern / template / Answer Booklets and Records for conducting Part Completion Theory, and Practical / Clinical Assessments.

17. Passing Heads: Fifty percent of the total marks in any subject computed as aggregate for theory, i.e., written, viva voce, internal assessment and practicals including internal assessment, separately is essential for a pass in all years of study. For declaration of pass in a subject, a candidate shall secure 50% marks in the University examination both in Theory and Practical / Clinical examinations separately, as stipulated below:

(i) A candidate shall secure 50% marks in aggregate in University theory including Viva Voce and Internal assessment obtained in University written examination combined together.

(ii) In the University Practical/ clinical examination, a candidate shall secure 50% of University practical marks and Internal Assessment combined together.

(iii) In case of pre-clinical Prosthetic Dentistry and Pre-clinical conservative dentistry in Second Bachelor, where there is no written examination, minimum for pass is 50% of marks in Practical and Viva voce combined together in University examination including Internal Assessment i.e. 50/100 marks.

18. Promotion, Carry over benefit and Re-admission:

18.1. (i) For First Bachelor and Second Bachelor (BDS): Any candidate who fails in one subject in an examination is permitted to go to the next higher class and appear for the subject and complete it successfully before he is permitted to appear for the next higher examination.

(ii) For Third (III) Bachelor (BDS): Any candidate who fails in one subject in the III BDS examination is permitted to go to the Final year BDS for training. However, he/she has to complete all the third-year subjects successfully before being permitted to appear final year BDS examination.

(iii) For Fourth (IV) Bachelor (BDS): Any candidate who fails in any subject in final year examination is to re- appear for the subject and complete it successfully before entering the internship programme.

18.2. A candidate who has failed in any one subject only, may be permitted to go to next higher B.D.S. class and may be allowed to pass the subject in subsequent examinations. However, he/she has to complete such an examination by a pass in that subject before he/she is allowed to take the next higher B.D.S class examination.

18.3.(i) Candidates having a break of study of 2 years and above or more than two spells of break will be considered for re-admission.

(ii) The calculation of the break of study of the candidate for re-admission shall be calculated from the date of first discontinuance of the course.

(iii) Candidate having break of study shall be considered for re-admission provided that they are not subjected to any disciplinary action and no charges are pending or contemplated against them.



19. **Supplementary Examination:** A supplementary examination will be held within 3 - 6 weeks after the date of declaration of the results of the main Bachelor examination for every professional year.
20. **Classification of successful candidates and award of Degree:** The University shall follow the Class pattern till the adoption of Grading System in the Academic Council and Executive Board.
 - 20.1. **Declaration of Class:** Candidates who have passed all the subjects, at the first appearance and obtained 75% of marks and above, in all subjects he/she had appeared shall be awarded with first class with distinction.
 - 20.2. Candidates who have passed all the subjects at the first appearance and obtained 65% of marks and above, in all subjects he/she appeared shall be awarded with first class. All other successful candidates shall be declared to have passed in second class.
 - 20.3. The theory, practical and Viva Voce marks secured by a student in all Bachelors, subject title of subject (s) and medium of instruction shall be suitably reflected in the final Mark Sheet (s) to be issued to the successful students by the University.
 - 20.4. A candidate shall be awarded **Bachelor in Dental Surgery** after passing all the examinations and completion of the laid down internship over the laid down period of tenure i.e. 8 years.
21. **Log Book, Record and Evaluation Guidelines:** The Log Book, Record, and guidelines as prescribed in the National Dental Commission (DCI), vis a vis University shall be strictly followed mutatis mutandis by the Examiners when assessing a theory and practical component etc.
22. **Withdrawal from Course, Struck off from the rolls of the College / Institution Admitted and withdrawal of Degree:**
 - 22.1. The University upon application, shall cancel the registration number issued to the candidate, and issue migration certificate on payment of fee to be prescribed by the University.
 - 22.2. A student's name will be struck off from the rolls of the College / Institution in any of the following cases if he/ she does not qualify / pass within the permitted tenure of the Course.
 - 22.3. A student without intimation remained absent for more than one year.
 - 22.4. Any student found to have obtained admission in fraudulent manner, if the documents furnished for gaining admission by any student are found to be forged/ false / doctored at any stage of study.
 - 22.5. If any student is found to be involved in serious breach of discipline.
 - 22.6. A degree awarded by the University may be withdrawn; if it is found at the later stage that the candidate has submitted any forged document or ineligible at the time of admission to the course.
23. **Medal (s), Award (s) & Prize (s):** The University shall notify as and when decided by the Executive Board from time to time.
24. **Discretionary Power:** Notwithstanding anything contained in the above, in case of any doubt or difficulty as to the interpretation of these Regulation (s), the matter shall be referred to the Vice Chancellor and his / her decision in this behalf, subject to the provisions of the OUHS Act - 2021, and 1st Statute - 2023 shall be final.

25. Glossary of Terms Used:

Table No 13. Words

1	Case Based Learning	Case-Based Learning involves diving into real-life situations. Here, students engage with a case, often drawn from clinical practice or real-life scenarios, as a starting point for learning. These cases encourage students to apply their knowledge and think critically. They analyze the situation, consider different angles, and propose solutions. This approach transforms learning into a practical adventure where students put their knowledge to the test by solving genuine problems.
2	Case Presentation	Presentations offer a multifaceted assessment platform. They not only gauge students' depth of subject knowledge but also hone their verbal communication, organization, and public speaking abilities, fostering well-rounded development.
3	Case Taking	Assessing students' interactions with simulated patients or cases evaluates their clinical and communication skills. It demonstrates their ability to gather information, diagnose, and recommend appropriate solutions.
4	Checklist-Based Assessments	Checklist-based assessments provide structured evaluation criteria for various skills or tasks. They offer a systematic way to measure performance against predefined standards, ensuring comprehensive coverage of essential competencies.
5	Class Presentation	Presentations offer a multifaceted assessment platform. They not only gauge students' depth of subject knowledge but also hone their verbal communication, organization, and public speaking abilities, fostering well-rounded development.
6	Clinical Cases	Clinical case exams present scenarios resembling real patient encounters. Students diagnose, analyze, and propose treatment plans based on the provided information, demonstrating clinical reasoning and decision-making skills.
7	Clinical Video Cases	Clinical video cases provide a virtual insight into real-world scenarios, testing students' diagnostic and decisionmaking skills. By evaluating their ability to analyze and respond to complex patient situations, this assessment mirrors clinical practice.
8	Compilations	Compilations involve students gathering and presenting a collection of their work or accomplishments. This assessment method showcases their achievements, growth, and learning journey, offering a holistic view of their progress.
9	Course Code	A Code allotted by the University for smooth management of courses.
10	Creativity Writing	Creative writing assessments tap into students' imaginative prowess, challenging them to apply theoretical concepts in innovative ways. This approach fosters expression, original thinking, and the synthesis of diverse ideas.
11	Critical Reading of Papers	Critical reading of papers hones students' analytical skills as they assess research articles. This method evaluates their capacity to extract meaningful insights, identify strengths and limitations, and engage with scholarly literature.
12	CWS	Case-Writing Skills assesses students' ability to construct comprehensive clinical cases. It evaluates their understanding of

		clinical concepts, communication skills, and their capacity to present complex medical scenarios.
13	Debate	Debates immerse students in dynamic discussions, honing research skills, critical analysis, and effective articulation of viewpoints. They encourage in-depth exploration of theoretical topics while evaluating persuasive capabilities.
14	Formative Assessment	An assessment conducted during the instruction with the primary purpose of providing feedback for improving learning.
15	Hands-On Skills	Practical assessments involve performing specific procedures or tasks. Students demonstrate psychomotor skills, accuracy, and attention to detail, showcasing their competence in applying theoretical knowledge in real-world settings.
16	Home Assignments	Any task given to learners beyond regular hours with an instruction for evaluation.
17	DOPS	Directly Observed Procedural Skills assesses procedural skills under supervision. Trained assessors directly observe and evaluate students' performance, ensuring competence in performing practical tasks and procedures.
18	Identification	Identification tasks assess students' knowledge of different elements, such as specimens, objects, or components relevant to their field. It evaluates their recognition and categorization skills. Problem Solving: Practical problem-solving tasks replicate real-world challenges. Students apply their theoretical understanding to find solutions, showcasing their critical thinking and analytical skills.
19	Interactions	Interactions foster dynamic engagement by assessing students' ability to communicate, collaborate, and respond effectively to diverse situations. These interactions can encompass discussions, debates, and role plays, evaluating their interpersonal and teamwork skills.
20	Internal Assessment	Range of assessments conducted by the teachers teaching a particular subject with the express purpose of knowing what is learnt and how it is learnt. Internal assessment can have both formative and summative functions.
21	Practical Record	Practical Record, or case sheet
22	LAQ	Long Answer Questions assess in-depth understanding and critical analysis. Students are expected to provide detailed, structured responses that demonstrate their grasp of complex topics.
23	Library Assignments	Self-directed learning based on the identified learning resources in the physical and e-library.
24	Log Book	Log books provide a chronological record of students' practical experiences, activities, and accomplishments. This assessment method offers insight into their hands-on training, clinical exposure, and the development of practical skills.
25	Making of Charts	Designing charts showcases students' data interpretation and presentation skills. These assessments demand clarity in conveying complex information visually, assessing their ability to communicate effectively.
26	Making of Model	Crafting models bridges the gap between theory and practicality, evaluating students' ability to translate abstract concepts into tangible representations. This method fosters creativity, attention to detail, and spatial understanding.

27	Making of Posters	Posters amalgamate creativity and communication skills. Crafting visually compelling representations of theoretical concepts evaluates students' visual design abilities and their capacity to synthesize and present information.
28	MCQ	Multiple Choice Questions evaluate a wide range of content efficiently. They test students' recall, application, and analytical skills, offering a diverse assessment of their understanding.
29	Mini-CEX	Mini Clinical Evaluation Exercise evaluates clinical skills through direct observation in real clinical settings. It provides immediate feedback on students' performance, assessing clinical decision-making, patient interaction, and problem-solving.
30	Model	Using models, students demonstrate their understanding of complex structures, systems, or processes. This hands-on approach assesses their ability to manipulate and interact with physical representations of theoretical concepts.
31	Online Quiz	Online quizzes blend technology with assessment, catering to tech-savvy learners. They provide immediate insights into students' understanding, making it a convenient tool for self-assessment and targeted improvement.
32	Online Game-Based Assessment	Game-based assessments leverage the allure of gaming to evaluate learning outcomes. By embedding educational objectives into interactive games, they enhance engagement while measuring knowledge application.
33	OSPE	Objective Structured Practical Examination evaluates practical skills in controlled settings. It involves multiple stations, each assessing specific skills or techniques, providing a well-rounded assessment of students' proficiency.
34	OSCE	Objective Structured Clinical Examination evaluates clinical skills through a series of stations, each focusing on specific tasks. This method rigorously assesses students' ability to perform practical procedures, communicate effectively, and demonstrate critical thinking under timed conditions.
35	Patient Problems Management	Patient management problems simulate real clinical challenges, evaluating students' ability to diagnose, treat, and manage patient conditions. This method assesses their clinical reasoning and application of theoretical concepts.
36	Peer Assessment	Peer assessment involves students evaluating their peers' work, performance, or contributions. This method encourages collaboration, teamwork, and a deeper understanding of assessment criteria.
37	Portfolios	Portfolios are curated collections of students' work that showcase their achievements, reflections, and growth over time. This method encourages self-assessment, critical thinking, and the documentation of diverse learning experiences.
38	Poster	Poster presentations require students to visually present information, combining textual and visual elements. This method evaluates their capability to organize and convey complex concepts in a clear and concise manner.
39	Presentation	Presentations require students to communicate their understanding of a topic to an audience. This method enhances public speaking and communication skills, while also assessing the

		student's grasp of the subject matter and their ability to synthesize information effectively.
40	Practical Exam	Spotting, Identifications, Clinical Cases, Hands-On Skills Spotting and Identifications: These assessments test students' ability to identify and label specific elements, such as anatomical structures or specimens. They focus on recognition and recall of visual information.
41	Practical Performance	Practical performance evaluations gauge students' competency in applying acquired skills. Whether in a laboratory, clinical setting, or workshop, students are observed as they execute tasks, demonstrating their proficiency and practical application of knowledge.
42	Practical Survey	Practical surveys involve students collecting data from real-world scenarios. They learn how to design surveys, gather information, and analyze results. This method offers a hands-on experience in data collection and analysis, aligning theory with practical research skills.
43	Professional	Annual Examination is termed as Professional Examination.
44	Puzzles	Puzzles: Problem-solving puzzles push students to apply theoretical understanding in innovative ways. By challenging them to unravel intricate scenarios, these assessments nurture critical thinking, analytical skills, and adaptive reasoning.
45	Quiz	Quizzes serve as efficient assessments, evaluating students' grasp of core concepts and reinforcing theoretical fundamentals through repeated practice. They prompt ongoing review, aiding memory consolidation and providing immediate feedback on knowledge gaps.
46	Rating Scales	Rating scales provide a structured approach to evaluating students' performance across predefined criteria. They offer a quantifiable assessment of skills, behaviors, or competencies, allowing for consistent and standardized evaluation.
47	Record Keeping	Record keeping assessments focus on accurate documentation of clinical encounters, procedures, and patient interactions. This method evaluates students' attention to detail, organization, and communication skills in maintaining comprehensive records.
48	Role Play	Role-playing scenarios assess students' ability to apply theoretical concepts to real-life situations. It tests their problem-solving, communication, and interpersonal skills by immersing them in simulated scenarios.
49	SAQ	Short Answer Questions require concise written responses to specific prompts. They assess students' ability to provide focused answers, showcasing their comprehension and application of key concepts.
50	SDL	Self-Directed Learning which a learner learns in absence of a teacher guided by the identified objectives and learning resources.
51	Self-Assessment	Self-assessment encourages students to reflect on their own learning and performance. By evaluating their strengths, weaknesses, and areas for improvement, students take an active role in their educational journey.
52	SGL	Small Group Learning formed to facilitate one to one guidance of the learners and to support identified poor learners and encourage

		bright scholars.
53	Simulated Patients:	Simulated patients offer a controlled environment for students to interact with lifelike scenarios. This assessment method assesses clinical skills, communication, empathy, and the application of theoretical knowledge in a practical context.
54	Sub Code	A Code allotted by the University for smooth management of theory and practical subjects.
55	Structured Viva	Structured viva exams have predetermined questions and evaluation criteria. This focused approach ensures consistent assessment across students and covers specific learning objectives.
56	Summative Assessment:	An assessment conducted at the end of a term to check how much the student has learnt and here undertaken by the University applicable for promotion and certification.
57	SVL Lab activity	Student Virtual Labs, which is a platform that enables students to engage in interactive, and hands-on learning.
58	Team-Based Learning	In Team-Based Learning, learning is a team effort. Students prepare for class on their own, then come together in small groups to apply what they've learned. It's like a structured group activity where everyone contributes. The cool part is that it encourages students to be ready before class and helps them use what they've learned in a practical way. It's all about teamwork and applying knowledge to solve problems.
59	Theory	Theory exams assess students' understanding of fundamental concepts and principles. They often require comprehensive written responses that showcase students' knowledge, critical thinking, and ability to communicate ideas clearly.
60	Theory Extended Matching Item (EMI)	Theory Extended Matching Items present students with scenarios or clinical cases along with a list of possible responses. Students are tasked with matching the most suitable response to each scenario, thereby demonstrating their comprehension of theoretical concepts in practical contexts. This assessment method not only evaluates students' ability to recall information but also tests their application of knowledge to real-world situations, encouraging critical thinking and decision-making skills.
61	Theory Essay Writing	Theory essay writing provides students with an opportunity to explore topics in-depth. By crafting well-structured essays, students not only showcase their theoretical understanding but also their ability to analyze, synthesize, and present coherent arguments. This method assesses not just knowledge retention but also the higher-order cognitive skills of analysis, evaluation, and effective communication.
62	Theory Modified Essay Questions (MEQs)	Theory Modified Essay Questions challenge students to address complex scenarios that require the integration of theoretical concepts. By applying their theoretical knowledge to practical situations, students demonstrate their aptitude for critical thinking, problem-solving, and decision-making. This method goes beyond surface-level understanding, probing into students' ability to synthesize information and apply it effectively.

63	Theory Response (CRQs)	Constructed Questions	Theory Constructed Response Questions require students to provide detailed written responses to specific prompts. This method assesses not only students' comprehension of theoretical material but also their capability to apply that knowledge to real-world scenarios. CRQs demand thoughtful analysis and application of theories, providing insights into students' ability to translate theoretical concepts into practical solutions.
64	Trainers' Report		Trainers' reports offer valuable insights into students' performance from the perspective of educators or supervisors. These assessments provide an external perspective on students' progress, clinical skills, and overall competence.
65	Viva Exams		General and Structured General Viva: General viva exams involve oral questioning on various subjects. Students must articulate their knowledge, reasoning, and problem-solving abilities in response to questions posed by examiners.
66	Word Puzzle		Word puzzles inject an element of entertainment into vocabulary acquisition. Alongside assessing knowledge of essential terms, these puzzles stimulate cognitive connections, making learning engaging and memorable.
67	360-Degree Evaluation		360-degree evaluation gathers feedback from multiple sources, including trainers, peers, and self-assessment. This comprehensive approach provides a well-rounded view of students' competencies, behaviors, and interactions.



Registration no:

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Total Number of Pages: (XX)		Course: BDS
		SUB_CODE:
1 st / 2 nd / 3 rd / 4 th Bachelor Regular / Supplementary/ Attempt / Detained Examination: 20 ___ -		
SUBJECT NAME:		
BRANCH:		
Max Time: 2 ½ Hours		Sitting: 1 st 10.00 AM to 1.00 PM
Max Marks: 70		
Q. CODE: (To be allotted by the University)		
All Questions are compulsory. Illustrate answer with diagrams wherever relevant / required (Applicable for Theory Subjects where there is one Paper)		
The figures in the right-hand margin indicate marks.		
Q 1	Long Answer Question	
a)		
Q 2	Long Answer Question	
a)		
Q 3	Short Answer Questions (Focused)	
a)		
b)		
Q 4	Short Answer Questions (Applied)	
a)		
b)		
Q 5	Short Answer Case based question	
a)		
b)		
Q 6	Short Answer problem-based question	
a)		
b)		
Q 7	Objective Type (Selection / Supplied)	
a)		
b)		
c)		
d)		
e)		
f)		
g)		
h)		
i)		
j)		



Registration no:

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Total Number of Pages: (XX)		Course: BDS
		SUB_CODE:
1 st / 2 nd / 3 rd / 4 th Bachelor Regular / Supplementary/ Attempt / Detained Examination: 20 ___		
SUBJECT NAME:		
BRANCH:		
Max Time: 3 Hours	Sitting: 1 st 10.00 AM to 1 PM	
Max Marks: 70		
Q. CODE: (To be allotted by the University)		
Medium of Writing: English		
(Applicable for Theory Subjects where there are two Parts)		
Any Question having parts should be answered as whole at one place only. Illustrate answer with diagrams wherever relevant / required if any)		
The figures in the right-hand margin indicate marks.		
Section- A		
1	Objective Type (Selection / Supplied)	
a)		
b)		
c)		
d)		
e)		
Q 2	Structured Long Answer Questions	
a)		
Q 3	Structured Long Answer Questions	
a)		
Q 4	Short Answer Questions (Focused) / (Applied) Case based/ problem-based question	
a)		
b)		
c)		
d)		
e)		
Section- B		
5	Objective Type (Selection / Supplied)	
a)		
b)		
c)		
d)		
e)		
6	Structured Long Answer Questions	
a)		
7	Structured Long Answer Questions	
a)		
8	Short Answer Questions (Focused) / (Applied) Case based/ problem-based question	
a)		
b)		
c)		
d)		
e)		



Registration no:

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Total Number of Pages: (XX)		Course: BDS
		SUB_CODE:
1 st / 2 nd / 3 rd / 4 th Bachelor Regular / Supplementary/ Attempt / Detained Examination: 20		
SUBJECT NAME:		
BRANCH:		
Max Time: 1 30 Hours	Sitting: 1 st 10.00 AM to 11.30 AM	
Max Marks: 35		
Q. CODE: (To be allotted by the University)		
Medium of Writing: English		
(Applicable for Theory Subjects where there are two Parts)		
Any Question having parts should be answered as whole at one place only. Illustrate answer with diagrams wherever relevant / required if any)		
The figures in the right-hand margin indicate marks.		
1	Objective Type (Selection / Supplied) (5 x 1 Marks)	
a)		
b)		
c)		
d)		
e)		
Q 2	Structured Long Answer Questions (1 x 10 Marks)	
a)		
Q 3	Structured Long Answer Questions (1 x 10 Marks)	
a)		
Q 4	Short Answer Questions (Focused) / (Applied) Case based/ problem-based question (5 x 2 Marks)	
a)		
b)		
c)		
d)		
e)		

