


SURENDERA DENTAL COLLEGE & RESEARCH INSTITUTE
H.H. GARDENS, SRI GANGANAGAR 335001

The standards and quality of education in Surendera Dental College & Research Institute (SDCRI) is governed by the principles and policies of the parent university (i.e.) Rajasthan University of Health Sciences, Jaipur as well as regulations of DCI. This includes BDS and MDS in selected specialty. The curriculum design is directed with an aim to provide a comprehensive learning smoothly amalgamated with development of skill based competencies. The curriculum design recognizes the importance of the teaching-learning methodology fosters the development, stimulation, and maturation of critical thinking, scientific reasoning, digital literacy, communication skills, problem-solving skills, team and group working, self-directed learning skills.

The curricular philosophy relies on defining the program outcomes, program specific outcomes and course outcomes of all the programs through the mechanism involving feedback obtained from the faculty, students and other stakeholders to understand whether the program brings out the attributes and competencies defined in the students besides giving inputs on optimal sequencing, alignment, reinforcement, coordination of content across disciplines and progressive development of competencies in students.

The curriculum also provides educational experiences in actual and or simulated practice setting to develop and demonstrate achievements of desired competencies under academic staff responsibility and practitioner guidance. The institute ensures curriculum planning, delivery and evaluation as prescribed by the regulatory bodies. Annual academic calendar is made every year before the commencement of the academic session. The academic calendar is based on the timeframe provided by the university. The calendar ensures sufficient time allocation for acquiring theoretical, pre-clinical and clinical knowledge in each of the subjects prescribed by the statutory bodies.


Yearly lecture planning is a complex process where faculty defines intended learning outcomes, assessments, content and pedagogic requirements necessary for student success across an entire curriculum. The faculty members are encouraged to prepare an active plan for their classroom


DIRECTOR PRINCIPAL
SURENDERA DENTAL COLLEGE
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teachings of the entire year before the academic year commences. The Head of departments are directed to make sure of the same. The preparation of such a plan helps with equal and effective distribution of lectures engaging all the faculty members actively in the teaching process. This helps in keeping the clarity of distribution of curriculum and timely completion of the course well before the start of the final examination at the end of the curriculum year to allow for revision of topics decided after student's feedback. The curricula developed and implemented have relevance to local, regional, national and global healthcare needs leading to well defined graduate attributes.

Enrichment Methodology: Undergraduate and postgraduate Students are encouraged to attend Conferences and Workshops and present scientific papers, posters and table clinics. Postgraduate students are encouraged to publish research in journals of repute. At the institutional level along with the regular fulfillment of curriculum, academic flexibility is enabled by holding integrated lectures, clinco-pathological meetings and interdisciplinary interactions between specialties

Assessment methods: The exam cell committee of the institute formulates the internal assessment timetable and monitors the evaluation of theory and practical/clinical examinations for both undergraduate and post graduate students.


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