



दयानन्द वैदिक कॉलेज

उरई (जालौन) उ०प्र०, 285001

(सम्बद्ध: बुन्देलखण्ड विश्वविद्यालय, झाँसी, उ०प्र०)

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1.1.1 The institution ensures effective curriculum delivery through a well-planned and documented process.

Dayanand Vedic College, Orai adheres to the curriculum prescribed by the Bundelkhand University, Jhansi through its Boards of Studies. Our faculty members actively participate in these boards and significantly contribute to curriculum development. Additionally, the college employs systematic and transparent mechanisms to ensure efficient curriculum delivery via;

Academic Calendar:

The college adheres to the academic calendar issued by the Bundelkhand University, Jhansi and the Directorate of Higher Education, U.P.

At the beginning of the Academic year, the Incharge of Departments conducts meetings to distribute workload, allot subjects, plan departmental activities, and review completed syllabi.

The principal monitors calendar implementation through formal meetings with the Incharge of the departments and informal discussions with faculty members.

Time-Table Committee:

The college has a Timetable committee responsible for making general college timetables.

Respective departments prepare their departmental timetables, which are displayed on notice boards and uploaded on the college website.

The Internal Quality Assurance Cell (IQAC) periodically assesses curriculum delivery through the meeting of department heads.

The college teachers follow the teaching plan in the schedule of their working hours. The syllabus is already divided by the number of hours each teacher is supposed to engage. The periodic tutorial/class test/examination is conducted to assess the students' understanding.

The University has changed the pattern of examination it is now both objective as well as subjective. The examination pattern is strictly followed by the college. The transparency in the examination is followed by the college. As per the regulations of the affiliated university, the assessment is in two ways:

1. **Internal Assessment (25 Marks):** The breakup for 25 marks is 10 Marks for objective tests, 10 Marks for Assignments & 5 Marks for Attendance.
2. **External Assessment (75 Marks):** The external assessment is based on the semester-end examinations conducted by the university.

Teaching Aids:

Faculty members utilize various teaching aids, including charts, maps, models, and specimens along with traditional boards.

Seminars, group discussions, quizzes, and case studies enhance curriculum delivery.

Study materials, notes, and question banks are accessible both in classes and through online platforms if required.

Educational field visits, industrial tours, and group projects contribute to holistic and experiential learning.

Social platforms like YouTube and WhatsApp are used for effective teaching, and ICT-based materials are available on the college website.

Guest lectures, expert talks, and guidance from departmental retired faculty enrich the learning experience.

Internet, computers, LCD projectors, and other audio-visual aids are regularly employed.

The library is informed of required textbooks, reference books and e-journals for the forthcoming semester/academic year.

Department Library:

Many departments maintain a library with the latest books relevant to subjects and topics.

Students can borrow books as needed, and records are meticulously maintained.

Teacher Support:

Faculty members are encouraged to participate in Orientation and Refresher courses to stay updated.

Attending Board of Studies (BOS) and syllabus restructuring meetings are encouraged.

Meetings/Seminars organized by the University as well as by the college aid in effectively implementing the Choice Based Credit System (CBCS). This system (CBCS) is introduced in the year 2021-22, under NEP-2020.

Feedback and Assessment:

The college collects feedback from faculty and students. The collected feedback is analysed using different parameters and the performance of the students and faculty. Action taken report is prepared by concerned committees and reviewed in college meetings for timely action taken and for further development of the college.

Mentoring the students at the departmental level supports slow learners, while advanced learners are engaged in co-curricular activities.

The achievements of the objectives of the syllabus are measured through students' performance in Internal tests, Group discussions, Presentations and University examinations.



Principal
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