1. Mode of Teaching

i. Lecture Method Only

All the faculty of the college use traditional instructional approach of teaching where the teacher delivers a verbal presentation of the subject matter with the help of traditional chalk and blackboard for demonstration. It also includes question and answer sessions, discussions or problem-solving activities.

ii. Technology Based Teaching Only

Following the rapid advancement of technology in education, the college is equipped with two smart classrooms—one in Room No. 102 and the other in Room No. 201, which also serves as a computer lab. In addition, five interactive panels are available in Physics Theatre-II, Botany Theatre-II, Chemistry Theatre-II, Room No. 203 (Geography), Room No. 303 (Commerce), as well as the Botany Seminar Hall and the BCA Lab, which is also equipped with an overhead projector, to cater to diverse learning styles and needs.

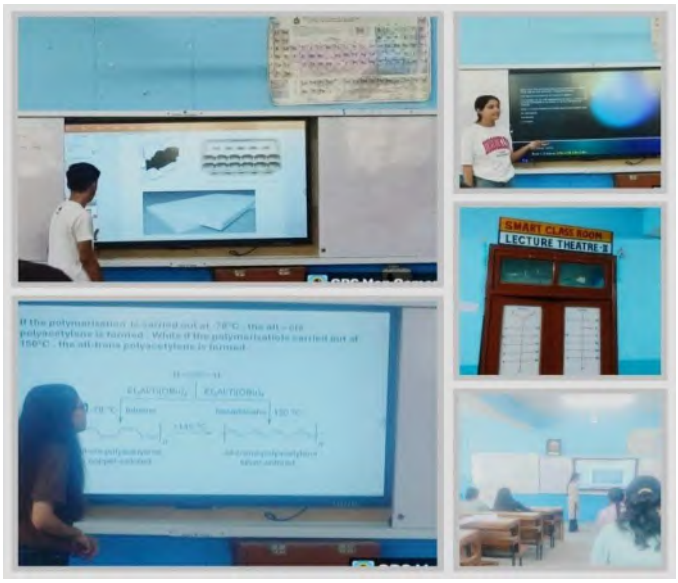
These technology-enabled classrooms combine the features of a traditional whiteboard with the versatility of touch-screen digital tools, allowing teachers to present and interact with digital content during lessons. Teacher **regularly use these tools such as PowerPoint presentations, e-boards, visual data displays, animations, and video streaming to enrich their teaching practices.** The integration of these resources significantly enhances instructional effectiveness and contributes to a dynamic, engaging, and learner-centered classroom environment.

iii. Flipped Classroom

The flipped classroom approach reverses the conventional teaching model by shifting initial content delivery outside the classroom and reserving class time for deeper engagement with the material. In this method, students first explore new topics at home through reading materials, videos, or other digital resources. When they come to class, the time is used for discussions, clarifying doubts, collaborative problem-solving, and applying concepts through activities.

Teachers of the college incorporate elements of the flipped classroom approach in teaching learning. They provide students with learning materials such as videos, PowerPoint presentations, or online articles to review before class. For instance, some faculty members create their own educational videos and upload them to platforms like YouTube. These videos are then shared with students as **pre-class learning resources.** In the classroom, the teacher focuses on interactive discussion and application of the concepts introduced in the assigned materials.

The photographs show students actively engaged in peer discussion and concept explanation during classroom sessions. These activities take place after students have reviewed learning materials shared in advance — an essential component of the flipped classroom approach. In this model, class time is utilized for interactive learning, collaborative problem-solving, and deeper understanding of the topics covered earlier by students on their own.



iv. As Per Need of Different Groups of Students

Remedial classes in the college are designed to help students with different needs and expectations. These classes focus on improving students skills in their respective subjects. The objective of remedial classes to bridge the gap between a student's current academic skills and expectation of course he/she opted for. Besides, Career Counseling and academic guidance is also provided to students in aligning their studies with long term career goals and help them develop time management, organization and study skills.