



Criteria 1

1. Mode of Teaching

The institution follows a **blended mode of teaching**, wherein both the **lecture method** and **technology-based teaching** are effectively integrated. Classroom lectures are complemented with digital tools, online platforms, presentations, and e-resources to enhance understanding and engagement. This approach is adopted to cater to diverse learning needs of students, ensure flexibility, and promote better academic outcomes.

Pictures of Lecture Method:

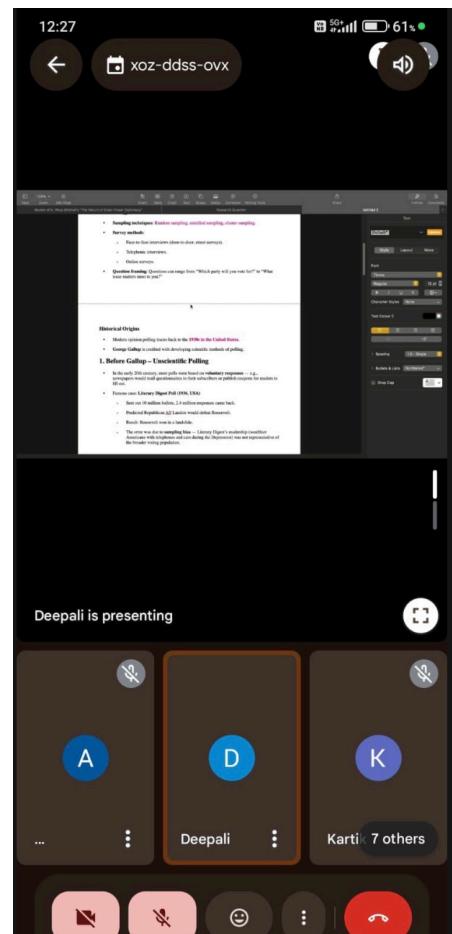
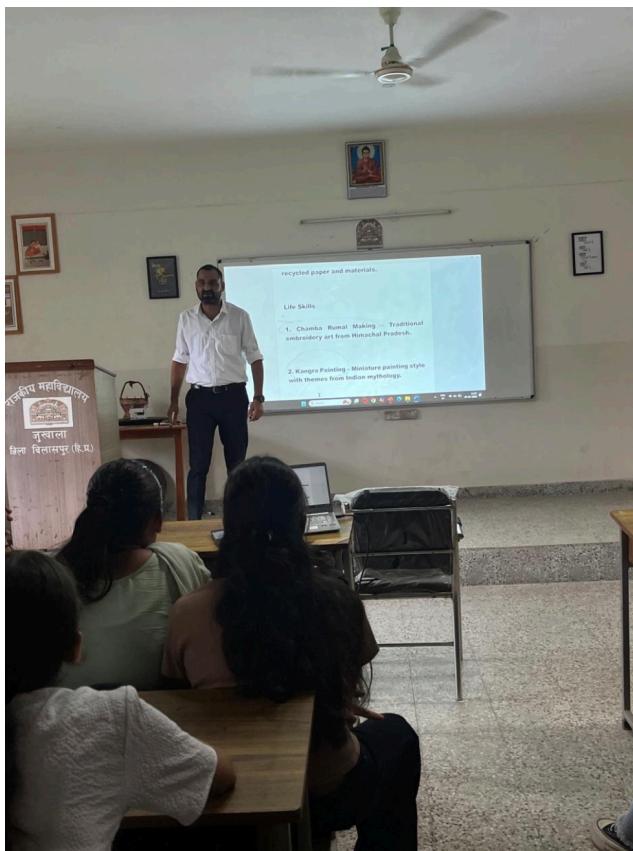
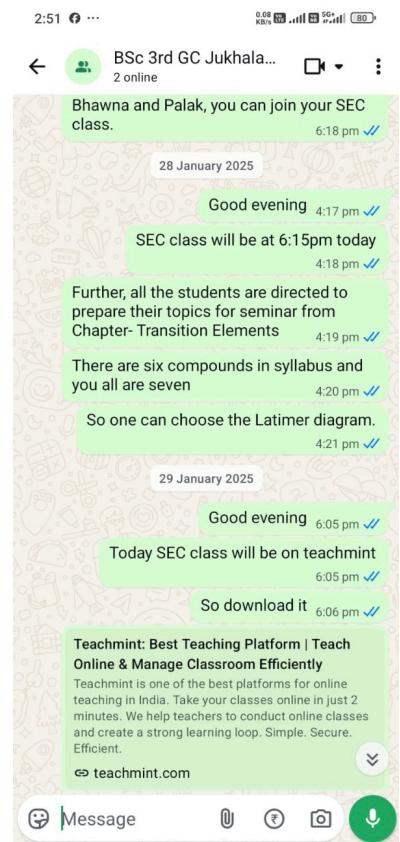
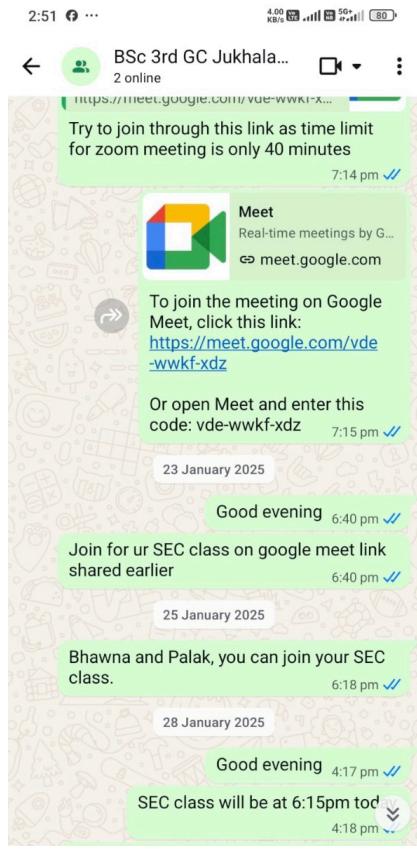
In the **lecture method**, teachers make effective use of the **blackboard/whiteboard, charts, diagrams, and other teaching aids** to explain concepts clearly. These tools help in better visualisation, improved understanding, and active classroom interaction among students.

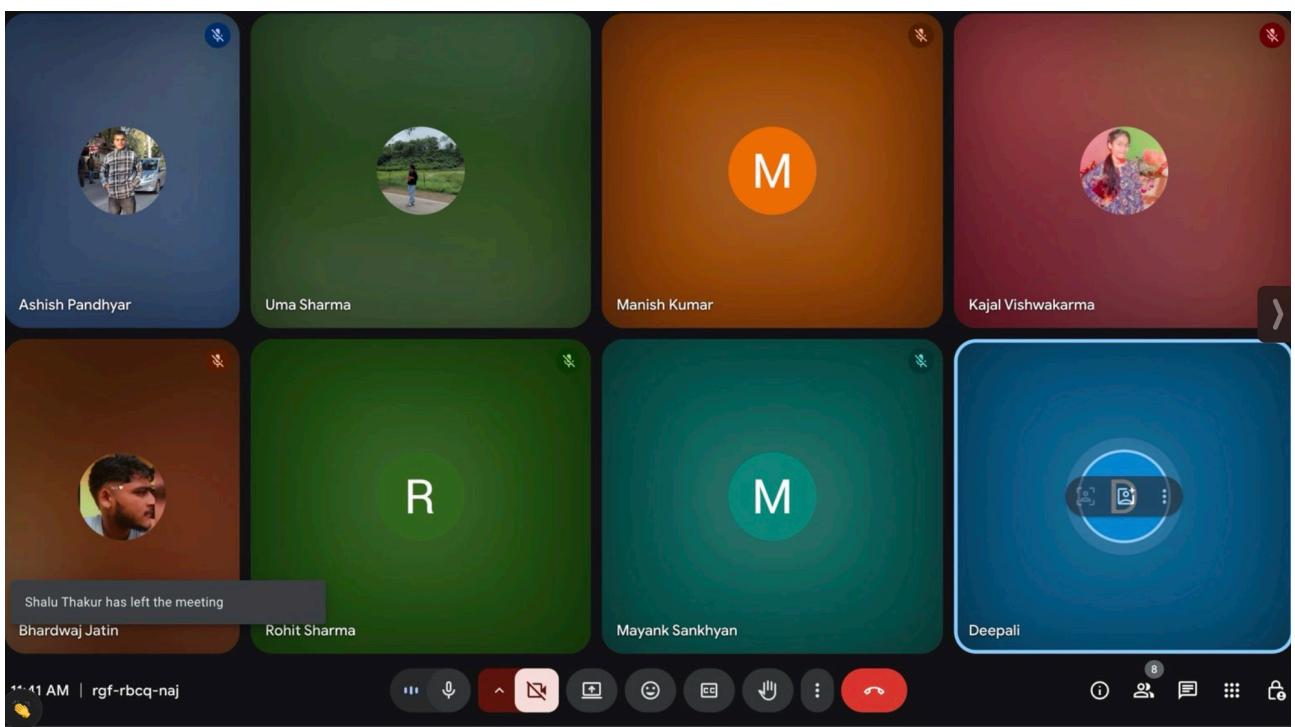
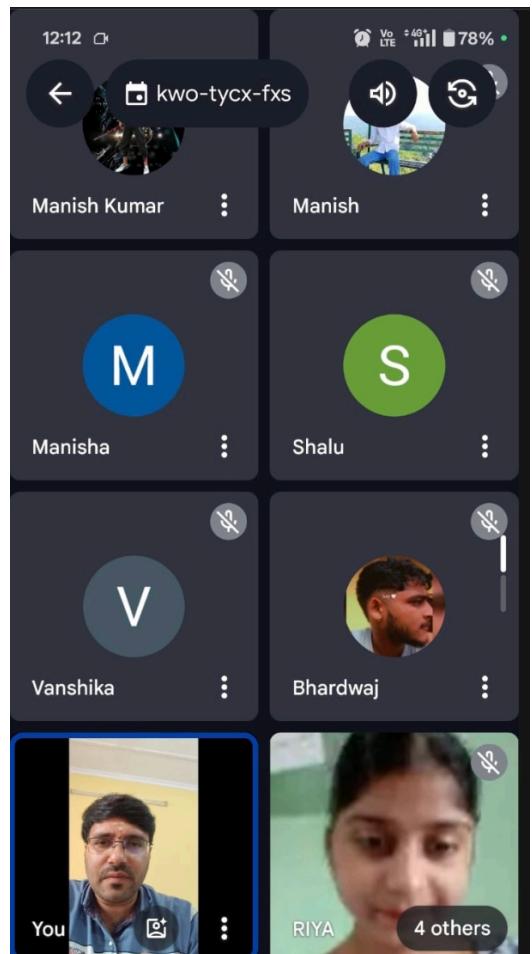
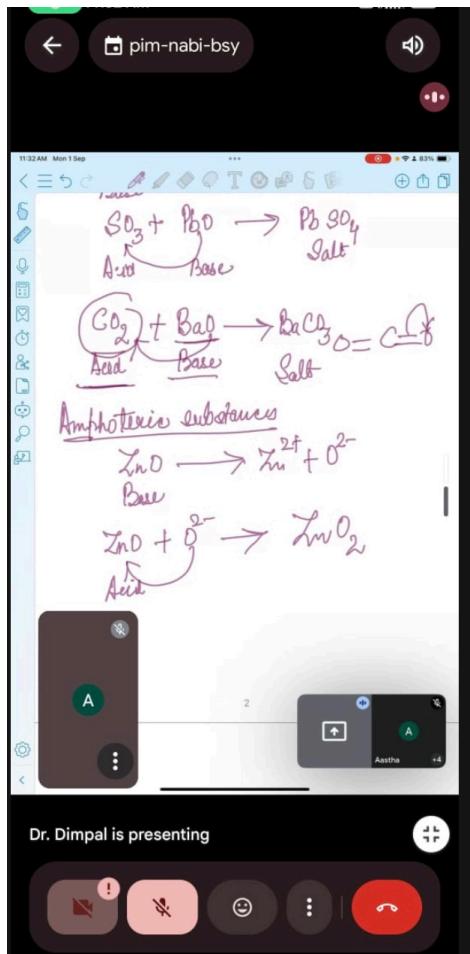
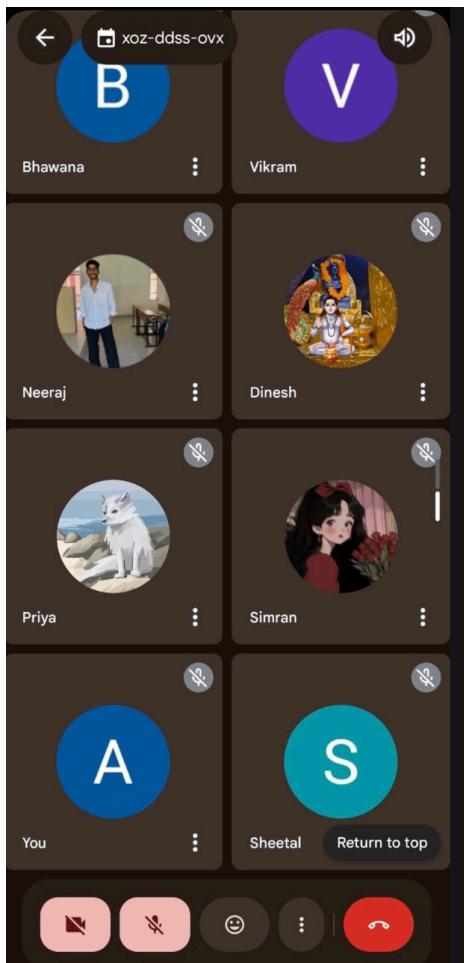




Pictures of Technology-based teaching: The **technology-based teaching method** is followed to enhance the effectiveness of the teaching–learning process. It enables the use of digital resources, presentations, online platforms, and multimedia content, which help students understand concepts more clearly. This method also ensures easy access to study material, supports self-paced learning, and keeps students engaged and updated with modern learning practices.



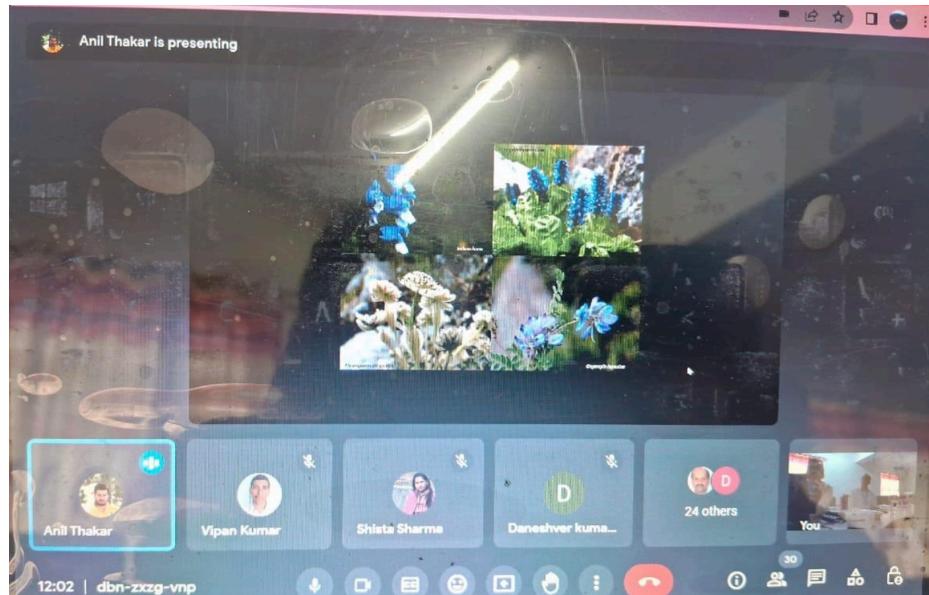


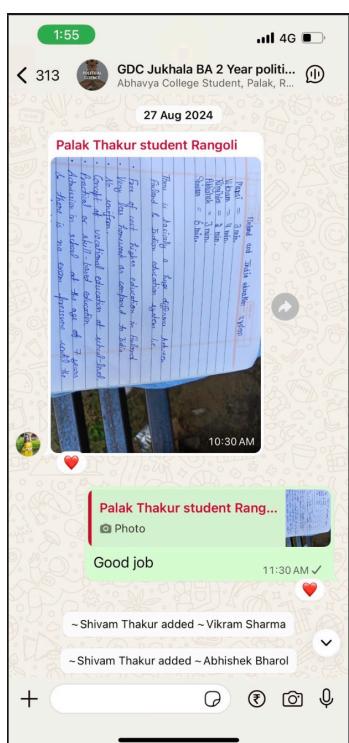
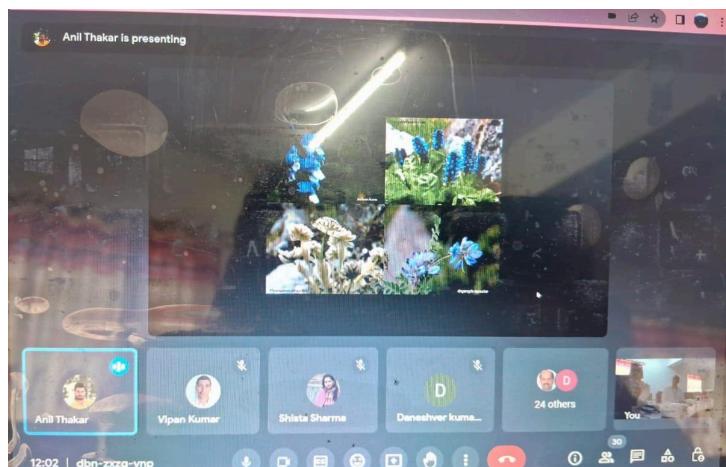


IV. Flipped Classroom

The **flipped classroom approach** is followed to make the learning process more engaging and interactive. Students are encouraged to study learning materials, videos, or reading resources in advance, while classroom time is utilized for discussions, doubt clarification, and application of concepts. As part of this approach, students also prepare **presentations and deliver lectures**, which enhances their confidence, communication skills, and deeper understanding of the subject matter.

Pictures of students delivering lectures:





V. As per need of different groups of students

Fast and Slow Learner Identification and Support Mechanism

Within the class, students were divided into small groups, and **fast learners as well as slow learners were identified**. The fast learners were assigned the role of **group leaders**, while other students were placed in the same groups for support. The group leaders regularly sat with their groups and **revised and discussed the topics**, helping peers understand difficult concepts. It was observed that the performance of slow learners **improved gradually**, and after a few group discussions, they started preparing the topics themselves and confidently explaining them during class interactions.

Dept. of Chemistry, Govt. College Jukhala, Distt. Bilaspur (H.P.)

Aim & Objective: This activity was done with the aim to develop interest among students for the subject of Chemistry and also to promote peer learning, so that they can learn better. Further, this exercise was designed keeping in mind particularly the dull students, so that they can learn atleast few concepts and slowly develop interest for the subject. For this, Prof. Ram Prakash Chauhan, Assistant Professor in Chemistry gave a detailed Lecture in Class on the topic "Conductometric Titrations" on 19/09/2025 to introduce students about:

1. What are the Conductometric titrations are?
2. What are the advantages of Conductometric Titrations?
3. How to draw Conductometric titration curves for the titration of:
 - (a) Strong Acid vs Strong Base
 - (b) Weak Acid vs Strong Base
 - (c) Strong Acid vs Weak Base
 - (d) Weak Acid vs Weak Base
 - (e) Mixture of Strong Acid & Weak Acid vs Strong Base

After delivering Lecture, I found that some students were able to understand the concept/topic to a good extent while some were able to grasp the topic fifty-2 and some a little only. In order to make the concept clear to even these slow and poor learners, I divided all students into groups in such a way a way that each group is having a Fast Learner (Assigned as Group Leader) and other students in the group were slow, poor learners.

Following Class groups were prepared:

Group-I: Anjali Sharma (Fast Learner assigned role of Group Leader), Manisha Sharma, Irani.

Group-II: Ranjita Sharma (Fast Learner assigned role of Group Leader), Ruchika, Mansi.

Group-III: Rashmi (Fast Learner assigned role of Group Leader), Akshit, Ritesh.

Group No. -I							
Name of Student	Roll No.	Learning Level	Role Assigned	Teacher's evaluation after delivering lecture	Initiative taken by Teacher for improvement of learning of slow learners	Feedback/Teachers evaluation after group discussion	Student's Sign with feedback and date
Anjali Sharma	2415001	Fast	Student Group Leader	The student has learned the topic well through delivered lecture.	Anjali is tasked with to discuss the taught topic with other members of group (i.e. slow learners).	Group leader Anjali discussed the topic with Manisha and Irani in free time and feedback was obtained from Manisha and Irani on 20/09/2025. After the group discussion Irani and Manisha were able to explain the topic in very good manner.	It is a good initiative. It enhances my confidence & ability to teach others. Anjali Sharma
Manisha Sharma	2414001	Slow	Member	Student has learned the topic through lecture upto an extent or fifty-2.	Student is asked to discuss the topic with her Group Leader in free time.	Same as above.	Manisha after the discussion I learned the topic very well. It is such a very good initiative.
Irani		Slow	Member	Student has learned the topic through lecture only upto a little extent.			Irani after group discussion I learned the topic very well. It is such a very good & enhances basics as well.



Group No. -II							
Name of Student	Roll No.	Learning Level	Role Assigned	Teacher's evaluation after delivering lecture	Task given to Group	Feedback/Teachers evaluation after group discussion	Student's Sign
Ranjita Sharma	2411001	Fast	Group Leader	Student learned the topic well through delivered lecture.	Ranjita is tasked with to discuss the taught topic with other members of group.	Group leader Ranjita discussed the topic with Ruchika and Mansi in free time and feedback was obtained from Ruchika and Mansi on 22/09/2025. After the discussion exercise Ruchika and Mansi were able to explain the topic in very good manner.	<p>It is good way to teach who are student which are slow learners. If we discuss in group then it's one opportunity of confidence.</p> <p>Ranjita</p>
Ruchika	2413001	Intermediate	Member	Student has learned the topic through lecture upto an extent or fifty-2.	Student is asked to discuss the topic with her Group Leader in free time.		<p>Ruchika</p>
Mansi	2415002	Slow	Member	Student has learned the topic through lecture only upto a little extent.	Same as above.		<p>It is very difficult to explain my knowledge and ability to teach others. It's very useful to me.</p> <p>Mansi</p>



Group No. -III							
Name of Student	Roll No.	Learning Level	Role Assigned	Teacher's evaluation after delivering lecture	Task given to Group	Feedback/Teachers evaluation after group discussion	Student's Sign
Rashmi	2411003	Fast	Group Leader	Student learned the topic well through delivered lecture.	Rashmi is tasked with to discuss the taught topic with other members of group.	Group leader Rashmi discussed the topic with Akshit and Ritesh in free time. Though the group took six days to learn hence feedback was obtained from Akshit and Ritesh on 24/09/2025. After the discussion exercise even slow learners Akshit and Ritesh explained the titration curve for weak acid vs weak base and weak acid vs strong base respectively, in a satisfactory way.	<p>It is very impressive and skill building technique by our teacher. After this activity I feel confident to help others.</p>
Akshit	2412003	Slow	Member	Student has learned the topic through lecture only upto a little extent.	Student is asked to discuss the topic with her Group Leader in free time.		<p>I am very grateful to this knowledge. I always thank you to you.</p>
Ritesh	2412001	Slow	Member	Student has learned the topic through lecture only upto a little extent.	Same as above.		<p>Ritesh</p>

Signature
(Dr. R.P. Chauhan, Deptt. of Chemistry)

Principal,
G.C. Jukhala
Distt. Bilaspur (H.P.)

Principal
G.C. Jukhala
Bilaspur (H.P.)



Need-Based Customised Feedback and Academic Support

Keeping in view the individual learning needs of students, **customised academic support** was provided to each learner. After the evaluation of the **house examinations during the session 2024–25**, **specific and constructive feedback** was given to students to help them understand their strengths and areas requiring improvement. Based on this feedback, necessary academic steps and guidance were taken as per the needs of each student, ensuring targeted support and improvement in performance.

