

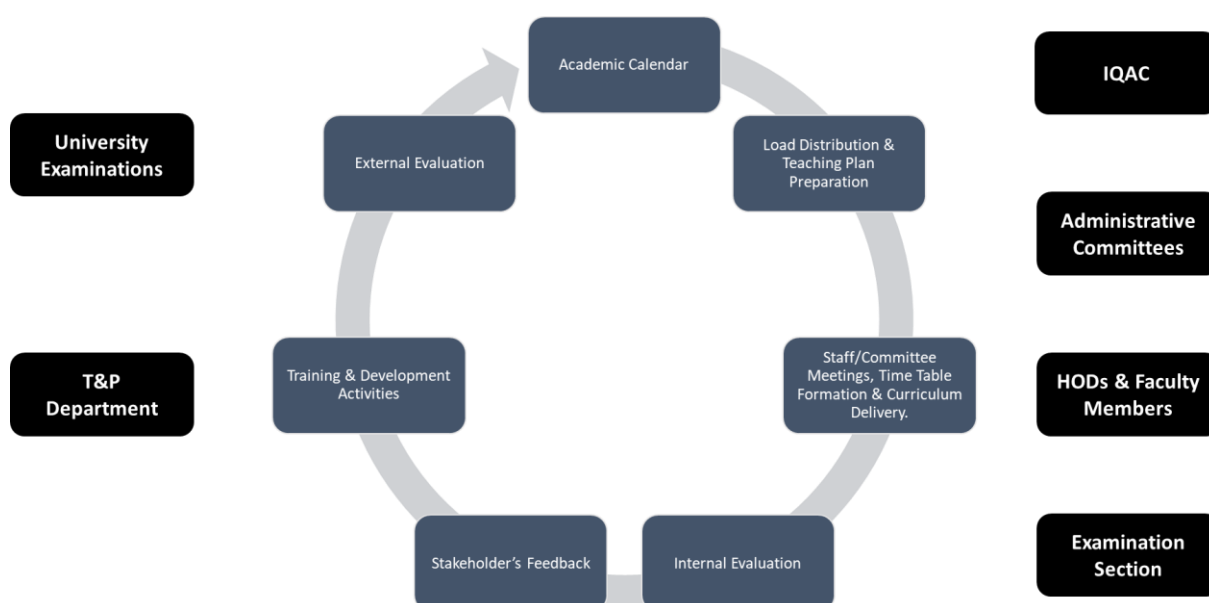
TEACHING & LEARNING PROCESS

The 'Teaching and Learning Process' is pivotal in shaping an institution's academic excellence and student success. This section outlines the methodologies and practices adopted at GDRCT to ensure a dynamic and engaging learning environment. It highlights the integration of innovative pedagogies, robust faculty development programs, and diverse assessment techniques aimed at fostering critical thinking and holistic development. Emphasizing inclusivity and continuous improvement, the objectives are to create a nurturing academic atmosphere that caters to diverse learning needs, enhances student competencies, and prepares them for future challenges.

The teaching & learning process of the institute is comprised of the following:

Teaching, Learning and Evaluation schedules:

The following Teaching, Learning and Evaluation schedules are followed in the institute:



The Process:

1. Academic Calendar & IQAC:

Academic Calendar: This is the schedule of all academic activities for the year, including the start and end dates of semesters, examination periods, holidays, and other important events. GDRCT being the affiliated institute adheres to the Academic Calendar provided by the University (HYU, Durg). The institute then adds schedules of curricular, co-curricular and extra-curricular activities to be carried out during the semester/year.



IQAC (Internal Quality Assurance Cell): This body is responsible for ensuring the quality of education and administrative processes within the institution. It monitors and evaluates the effectiveness of various activities and suggests improvements. IQAC at GDRCT, in coordination with the Academic Committee, monitors and analyses the strengths and weaknesses of various departments and makes suggestions for necessary improvements wherever required. The IQAC also coordinates with all departments regarding the implementation of the various orders issued by the competent authority.

2. Load Distribution & Teaching Plan Preparation:

Load Distribution: The course load is distributed among faculty members based on their expertise and availability. This includes assigning subjects, classes, and other responsibilities.

Teaching Plan Preparation: Faculty members then prepare the Detailed Teaching Plan (DTP), course file, and complete course materials, including lecture notes, course descriptions, question banks, quizzes, assignments, and model question papers, all mapped with Course Outcomes (COs).

3. Staff/Committee Meetings, Time Table Formation & Curriculum Delivery:

Staff/Committee Meetings: Various Academic & Administrative Committees (like the Examination Cell, Time-Table & Class Engagement Committee, Anti-Ragging cell, Womens Gravience Cell, Internal Complain Committee (ICC), etc.) were formed and Regular meetings are held to discuss academic and administrative matters, review progress, and address any issues.

Time Table Formation: A timetable is created to schedule classes, ensuring that there are no conflicts and that resources are optimally utilized.

Curriculum Delivery: The curriculum is delivered according to the teaching plans, ensuring that students receive a comprehensive education.

4. Internal Evaluation & Examination Section:

Internal Evaluation: The Institute conducts Continuous Internal Assessment (IA) examinations every year/semester.

- Class Tests (CTs) are conducted twice per semester in semester pattern programs and thrice in yearly pattern programs. The final CT is considered a Pre-Sem/Model Exam.
- Quizzes and assignments are provided to students at the end of each course unit, evaluated by the respective course faculty, with suggestions and tips for improvement.
- Question banks for each course are provided to students.
- Students are encouraged to participate in class activities, PowerPoint presentations, group discussions, T&P workshops, and extra- and co-curricular activities to boost their confidence, creativity, communication, public speaking, leadership, teamwork, innovation, and various other skills.

- The evaluation follows Bloom's Taxonomy, emphasizing experiential learning.

Examination Section: This section is responsible for organizing and conducting internal examinations. It ensures that exams are scheduled, question papers are prepared, and results are processed and published promptly.

5. HODs & Faculty Members:

HODs (Heads of Departments): They oversee the academic and administrative activities of their respective departments, ensuring that everything runs smoothly.

Faculty Members: They are responsible for teaching, mentoring students, conducting Internal evaluation (by monitoring student's performance in Class, CTs, Assignments and quizzes) and academic research, and participating in various institutional activities.

6. Stakeholder's Feedback:

Feedback is collected from various stakeholders, including students, parents, alumni, and employers. This feedback is analyzed to identify areas for improvement and to enhance the overall quality of education and services provided by the institution. **Actions** are taken based on complaints and suggestions from stakeholders, and a comprehensive report is prepared and presented to the relevant committees and the Internal Quality Assurance Cell (IQAC). The feedback process ensures continuous improvement and helps in maintaining transparency and accountability within the institution. Additionally, follow-up actions are monitored to ensure that the implemented changes lead to the desired outcomes.

7. Training & Development Activities:

The Training & Development (T&D) activities aim to enhance the skills, knowledge, and competencies of faculty and staff members. This continuous improvement process ensures that the institution maintains high standards of education and administration.

Internal Evaluation & Requirement Identification: Regular assessments are conducted to identify the training needs of faculty, non-teaching staff and students. This includes performance reviews, result analysis, feedback from HODs (Heads of Departments), and self-assessments.

Training Programs: Based on the needs assessment, specific training programs are designed. These can include workshops, certificate courses and VACs, seminars, online courses, and hands-on training sessions.

Development Plans: Individual development plans are created for faculty, non-teaching staff and students, outlining the training activities they will participate in over a specified period.

Conducting Training: The planned training programs are conducted. This can involve internal trainers or external experts, depending on the nature of the training.

Resource Allocation: Necessary resources, such as training materials, venues, and technological tools, are allocated to ensure effective training delivery.

Feedback Collection: After each training session, feedback is collected from participants to evaluate the effectiveness of the training.

Ongoing Development: The T&D activities are continuously updated based on the latest educational trends, technological advancements, and feedback received.

By following this structured approach, the institution ensures that its faculty, staff and students are well-equipped to meet the evolving demands of education and administration, ultimately contributing to the institution's success and growth.

8. External Evaluation:

Evaluation of Students: The external evaluation of students through university examinations ensures that the academic standards are maintained and that the assessment process is fair, transparent, and unbiased. This evaluation provides an independent review of student performance and helps in maintaining the credibility of the institution's academic programs.

Examinations are scheduled as per the academic calendar, ensuring that all logistical arrangements are in place. Examinations are invigilated to maintain the integrity of the process. External examiners may also be present to oversee the conduct of the exams.

Evaluation of the Institution: External evaluation is conducted to ensure that the academic and administrative processes of the institution meet the required standards and benchmarks set by the university and other academic governing bodies such as NAAC, NIRF, etc. This evaluation provides an objective assessment of the institution's performance and helps in identifying areas for improvement.

The institution prepares all necessary documents and reports that showcase its academic and administrative activities. This includes curriculum details, faculty qualifications, student performance data, and previous evaluation reports. A self-assessment report is created, highlighting the institution's strengths, weaknesses, opportunities, and threats (SWOT analysis). This report serves as a basis for the external evaluation.

A team of external evaluators, often comprising experts from other universities or accreditation bodies, is appointed to conduct the evaluation. These evaluators visit the institution to observe its facilities, interact with faculty, staff, and students, and review the documentation provided. They may also attend classes and meetings to get a comprehensive understanding of the institution's functioning.

Based on the evaluation report, the institution develops an action plan to address the recommendations. This plan outlines specific steps, timelines, and responsibilities for implementing the suggested improvements. The institution regularly monitors the progress of the action plan and makes necessary adjustments. Follow-up evaluations may be conducted to ensure that the recommended changes have been effectively implemented.

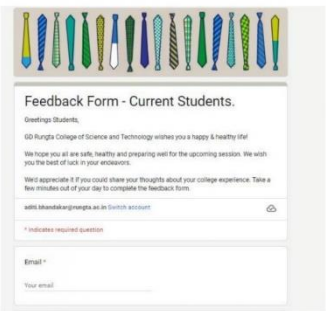
Initiatives to improve instruction methods to focus on student-centric learning:

- **Active Learning Strategies:** Active learning involves engaging students directly in the learning process through activities and discussions, rather than passively listening to lectures. Techniques such as problem-based learning, and case studies encourage students to apply concepts in real-world scenarios, fostering deeper understanding and retention.
- **Personalized Learning Plans:** Personalized learning plans tailor educational experiences to individual student needs, preferences, and goals. By leveraging data and analytics, educators can identify areas where students need additional support and provide targeted interventions. Slow and fast learners are identified, and support activities are planned accordingly. Slow learners receive remedial classes, while fast learners are provided with advanced tools and resources for their development. This approach ensures that each student receives the appropriate level of challenge and support.
- **Formative Assessment:** Formative assessment involves the use of regular, low-stakes assessments to monitor student learning and provide ongoing feedback. Techniques such as quizzes, assignments, PowerPoint Presentations and peer assessments help educators identify areas where students are struggling and adjust instruction accordingly. This continuous feedback loop supports student growth and improvement.
- **Professional Development for Educators:** Ongoing professional development is crucial for educators to stay current with best practices in student-centric learning. Educators are encouraged to attend and participate in conferences, workshops, FDPs, STTPs, seminars, and collaborative planning sessions, as these provide the tools and strategies needed to implement student-centered approaches effectively.
- **Experiential Learning Opportunities:** Experiential learning involves learning through direct experience and reflection. Opportunities such as internships, short-term projects and field trips allow students to apply their knowledge in real-world contexts, enhancing their understanding and skills.
- **Feedback and Reflection:** Encouraging students to reflect on their learning and providing constructive feedback can help them develop self-awareness and self-regulation skills. Techniques such as learning journals, self-assessments, and reflective discussions can support this process.
- **Mindfulness and Well-being:** Incorporating mindfulness and well-being practices into the curriculum can support students' mental and emotional health. Activities such as mindfulness meditation, stress management workshops, and well-being check-ins can help students manage stress and improve their focus and resilience.
- **Library & e-Resources:** The library at GDRCT is a hub of knowledge, boasting 3,216 titles and 13,363 volumes, along with 76 national and 49 international journals, and 23 magazines. Managed by a dedicated Library Team, it uses an ERP system for efficient operations, including acquisition, cataloguing, and circulation. The library offers access to a wide range of e-resources through memberships with NDL, Delnet, and more, supported by a 512 Mbps internet connection. With an average of 214 walk-ins daily and robust digital access, the library is a cornerstone of academic excellence, continuously updating its resources to meet the needs of all departments.
- **Interactive classrooms:** With the help of a laptop and projector, the contents of the syllabus are explained to the students. The students thereafter are given a battery of questions to be answered on the spot which facilitates better learning and understanding of the topic being taught.

- **Problem-based learning:** Student-directed learning: Attempts are made to create excitement in the classroom by posing problems related to the topic and finding solutions thereby presenting and learning the topic, which ensures students do more than listening through active participation.
- **Develop a lifelong learning attitude:** Focus is given to developing abilities/ skills which are central to the discipline and help prepare the student on what is important to the discipline and also developing lifelong learning skills. This ability is developed by giving specific assignments that help students learn/ unlearn/ relearn and adapt new technology/ knowledge as the field evolves.
- **Web-based learning:** The internet is an open information system from where the students can obtain various kinds of information, media and materials such as texts, images, and video sequences which can help them in a diverse way for generating self-learning environments. Due to its interactivity, learners can gather information which is important in learning and helpful in accomplishing their learning objectives. Hence, the potential of the Internet self-learning mode is considered to be very high. Therefore, the Institute provides internet facilities in both the academic and hostel campuses for 24 hr. The availability of internet facilities allows them to learn and to gather information from worldwide networks without any interruptions.
- **Presentations:** Every course encourages students to prepare and present topics from the curriculum as well as non-technical subjects. This practice enhances their knowledge, general awareness, communication, and presentation skills, boosts their confidence, and helps them overcome stage fear.
- **Real-World Connections:** Connecting classroom learning to real-world applications can make the material more relevant and engaging for students. Inviting guest speakers, organizing industry visits, and incorporating current events into the curriculum can help students see the practical implications of their studies.
- **Cultural Competence:** Promoting cultural competence among students and educators can create a more inclusive and respectful learning environment. Activities such as cultural awareness workshops, diversity training, and multicultural events can help build understanding and appreciation for different cultures and perspectives.
- **Certificate Courses & VAC for Student Skill Enhancement:** Certificate courses and Value-Added Courses (VAC) provide students with opportunities to enhance their skills and knowledge beyond the regular curriculum. Examples include Digital Marketing certificate courses, which equip students with industry-relevant skills. VACs like Grooming Skills and etiquettes, Public speaking, Anchoring and News Reading, etc. help students develop essential soft skills. These programs prepare students for the job market and foster lifelong learning.
- **Pedagogical Initiatives:** The following are some pedagogical initiatives taken by the department in addition to Chalk & Talk, Lectures, Assignments, PowerPoint presentations, and tutorials;
 - Seminars/ presentations
 - Lab experiments beyond the syllabus
 - Group Discussions
 - Working model/Visual charts
 - E-tutorial

Apart from the methods listed above, while developing and delivering the Course/Lecture objectives, the faculty considered cognitive aspects of Bloom's Taxonomy i.e. the faculty listed what they wanted the students to know- knowledge and development of intellectual skills.

- Quality of Laboratory Experiments:** All labs are equipped with relevant equipment with standard operation procedures. Students conduct experiments in groups of 2-3. Each student prepares a lab record which is assessed by the teacher immediately after the completion of the experiment or before the commencement of the next practical. Each student in the practical record indicates the collection of data and analysis along with the conclusion. The students wherever applicable submit the developed product.
- Student Feedback Mechanisms:** Implementing mechanisms for collecting and acting on student feedback can help educators understand students' needs and preferences. Techniques such as surveys, focus groups, and suggestion boxes can provide valuable insights into how to improve instruction and support student learning.



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Feedback Form - Current Students.

Greetings Students,
GD Rungta College of Science and Technology wishes you a happy & healthy life!
We hope you all are safe, healthy and preparing well for the upcoming session. We wish you the best of luck in your endeavours.
We'd appreciate it if you could share your thoughts about your college experience. Take a few minutes out of your day to complete the feedback form.

sahilshinde@rungta.ac.in Switch account

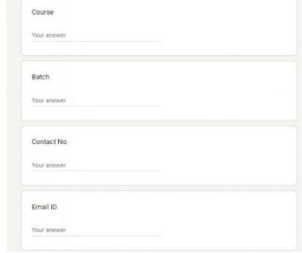
* Indicates required question

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Course
Your answer

Batch
Your answer

Contact No
Your answer

Email ID
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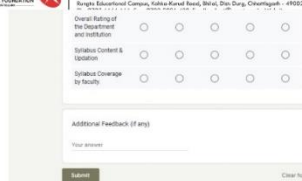
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Please rate the following on the scale of 1 to 5 (1 being the lowest and 5 being the highest)

	1	2	3	4	5
College Infrastructure and facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectiveness of Teaching Methodology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departmental Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty Members/Mentors promptness, approachability in case of problem/grievance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library and e-resource facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training & Placement Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Rating of the Department and Institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syllabus Content & Update	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Overall Rating of the Department and Institution

Syllabus Content & Update

Syllabus Coverage by faculty

Additional Feedback (If any)

Your answer

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- **Slow and Fast Learning Students Identification:** Weak and bright students are identified by the teachers through classroom interactions, practical viva, group discussions, assignments, quizzes, sessional exams etc. Moreover, each faculty (mentor) is assigned the responsibility of 10-15 students. The mentor identifies the advanced learners and slow learners of his/her group.

Weak student support strategy: Teachers attempt to enhance the performance of weak students as follows;

- For Students admitted from Hindi medium and rural areas, activity classes are held to improve English communication and personality development. Students are encouraged to deliver presentations in class which help them to develop the ability to gather information, make decisions and interact with others.
- Regular counselling is provided by a mentor teacher. Mentors discuss the personal and professional issues of the students and provide moral support. Also, mentors provide valuable suggestions to improve the performance of students in the examinations.
- Doubt-clearing sessions are conducted by the teachers.
- Performance in internal tests has been constantly monitored and corrective counseling is provided by the subject teachers.
- Extra classes (remedial classes) are arranged for weak students.

Bright student support strategy: Faculty members make efforts to boost the performance of bright students by:

- Encouraging them to score good percentages in their final examination for which teachers provide assignments.
- Encouraging them to participate in events in different institutes.
- Encouraging them to participate in state and national-level quiz and debate competitions. Many students have participated in such competitions in the last five years.
- The advanced learners are also guided to pursue higher education and motivated to appear for CAT/ATMA/MAT, NIMSET, CTET/CGTET, IBPS, etc. examinations.
- The institute has a library enriched with books, e-books, and e-journals.
- Guest lectures are frequently organized. Students are motivated to interact with eminent resource persons.
- Students in the final year of MSc, BCA, BBA & BCom are inspired to take up some small projects.