GEETHANJALI INSTITUTE OF SCIENCE & TECHNOLOGY:: NELLORE

DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

TEACHING AND LEARNING

PEDAGOGY REPORT

Academic Year	**2021-2022**
Name of the Faculty	**Dr.V.Sireesha**
Course Name/Code	**Discrete Mathematics & Graph Theory/20A54304**
Semester/Section	**II-I/CSE-B**
Activity Name	**Participatory Learning -Seminar**
Topic Covered	**Algebraic structures**
Date	**25th Jul y2022**
No.of Participants	**57**
Objectives/Goals	**To improve the self Learning and communication skills of the students.**
ICT Used	**PPTs/Chalk and Talk**

Appropriate Method/Instructional materials/Exam Questions

- Intitially lecture was delivered on Algebraic structures
- In later classes topic assigned to students to express their opinion on various topics of testing

A non empty set S is called an algebraic structure w.r.t binary operation (*) if it follows the following axioms:

Closure:(a*b) belongs to S for all a,b ? S.

Example:

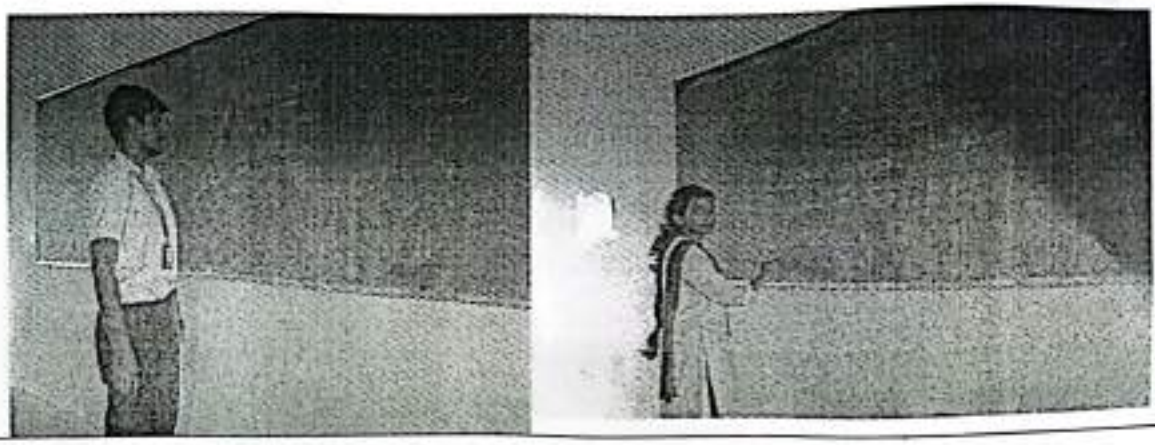
S = {1,-1} is algebraic structure under *

As 1*1 = 1, 1*-1 = -1, -1*-1 = 1 all results belong to S.

But the above is not an algebraic structure under + as 1+(-1) = 0 not belongs to S.

Relevant PO's:	**PO:1,2,3and9,10**
Significance of Results/Outcomes	Students able to understand the concept of algebraic structures
Reflective Critique	With this student can able to understand the concept of algebraic structures

Proofs (Photographs/Videos/Reports/Charts/Models)



Faculty Incharge

HOD

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DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

TEACHING AND LEARNING

PEDAGOGY REPORT

Academic Year	**2021-2022**
Name of the Faculty	**N.Sivanagamani**
Course Name/Code	**Advanced Data Structures and Algorithms**
Semester/Section	**II-ICSE/A**
Activity Name	**Problem Solving-Classroom Exercise Problems**
Topic Covered	**Analyzing recursive algorithms**
Date	**04-01-2022**
No.of Participants	**69**
Objectives/Goals	**To understand the topic through self learning**
ICT Used	**LCD**
Appropriate Method/Instructional materials/Exam Questions The Students of class provided with the following problems which they discussed & solved in classroom. The questions to be answered by them were as follows • How to solve tower of Hanoi problem using recursion? • How to calculate factorial value for a given number using recursion? • How to generate Fibonacci series using Recursion? In this activity, the recursive algorithmic approaches for solving different problems were used by the students.	
Relevant PO's:	**PO:2,3,4,9,10,12**
Significance of Results/Outcomes	Students are able to understand the recursive algorithmic approaches of problem solving steps.
Reflective Critique	The main goal of this problem solving method is how well students will be able to develop problem solving skills and exhibit their capability in front of their peer.

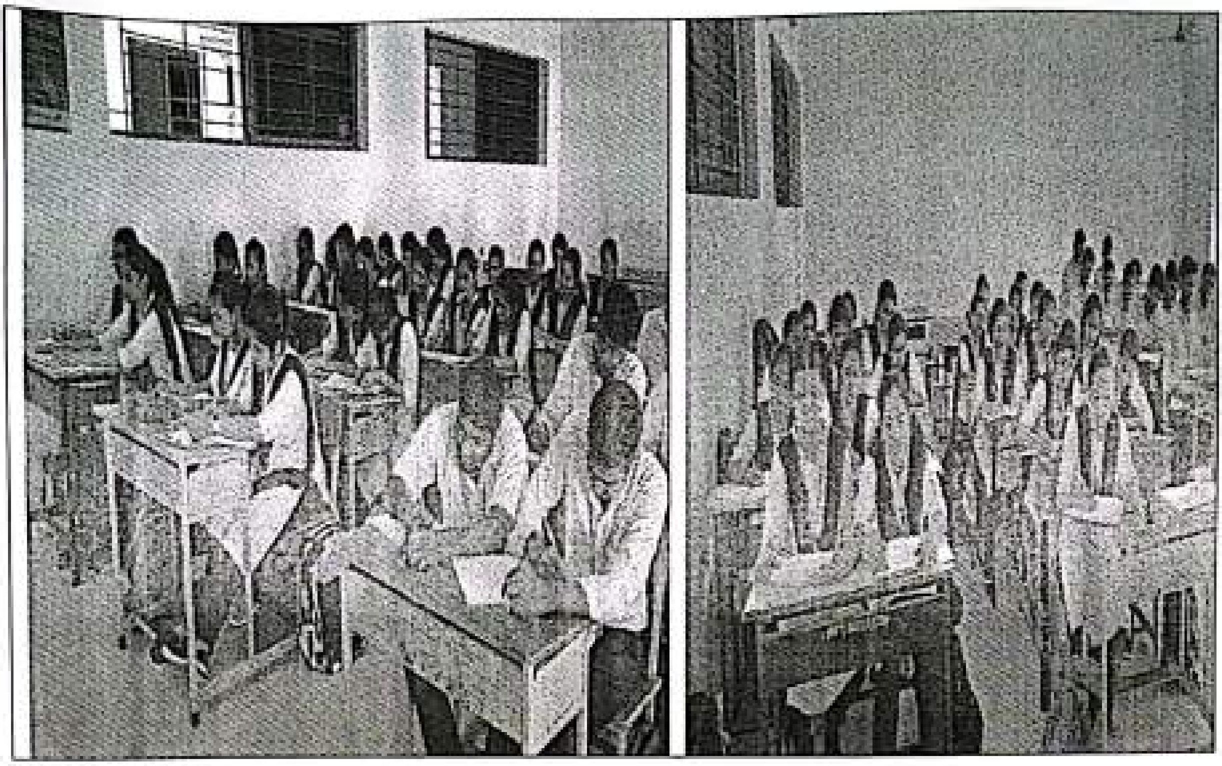

Fig. Photograph of Problem Solving on Analyzing recursive algorithms in Classroom by students

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TEACHING AND LEARNING

PEDAGOGY REPORT

Academic Year	**2021-2022**
Name of the Faculty	**N.Sivanagamani**
Course Name/Code	**Advanced Data Structures and Algorithms**
Semester/Section	**II-I/CSE-A**
Activity Name	**Participatory Learning- Group Task**
Topic Covered	**Sorting and Searching Techniques**
Date	**04-03-2022**
No.of Participants	**69**
Objectives/Goals	**To remember the topics through group discussion in participating Quiz**

Appropriate Method/Instructional materials/Exam Questions

The Students of class were formed into different groups and each group participated in the quiz. Each group asks questions to other group. The questions to be answered by them were as follows

- What is the technique of divide and conquer approach?
- What is the technique of linear search?
- What is the technique of binary search?
- What is the technique of merge sort?
- What is the technique of quick sort?
- How to analyze the time complexity of linear search?
- How to analyze the time complexity of binary search?
- How to analyze the time complexity of merge sort?
- How to analyze the time complexity of quick sort?

Relevant PO's:	**PO:1,2,9,10**
Significance of Results/Outcomes	Students are able to get more knowledge on various sorting and searching techniques.
Reflective Critique	The main goal of this Quiz method is how well students will be able to develop self learning skills and communication skills and also exhibit their capability in front of their peer.

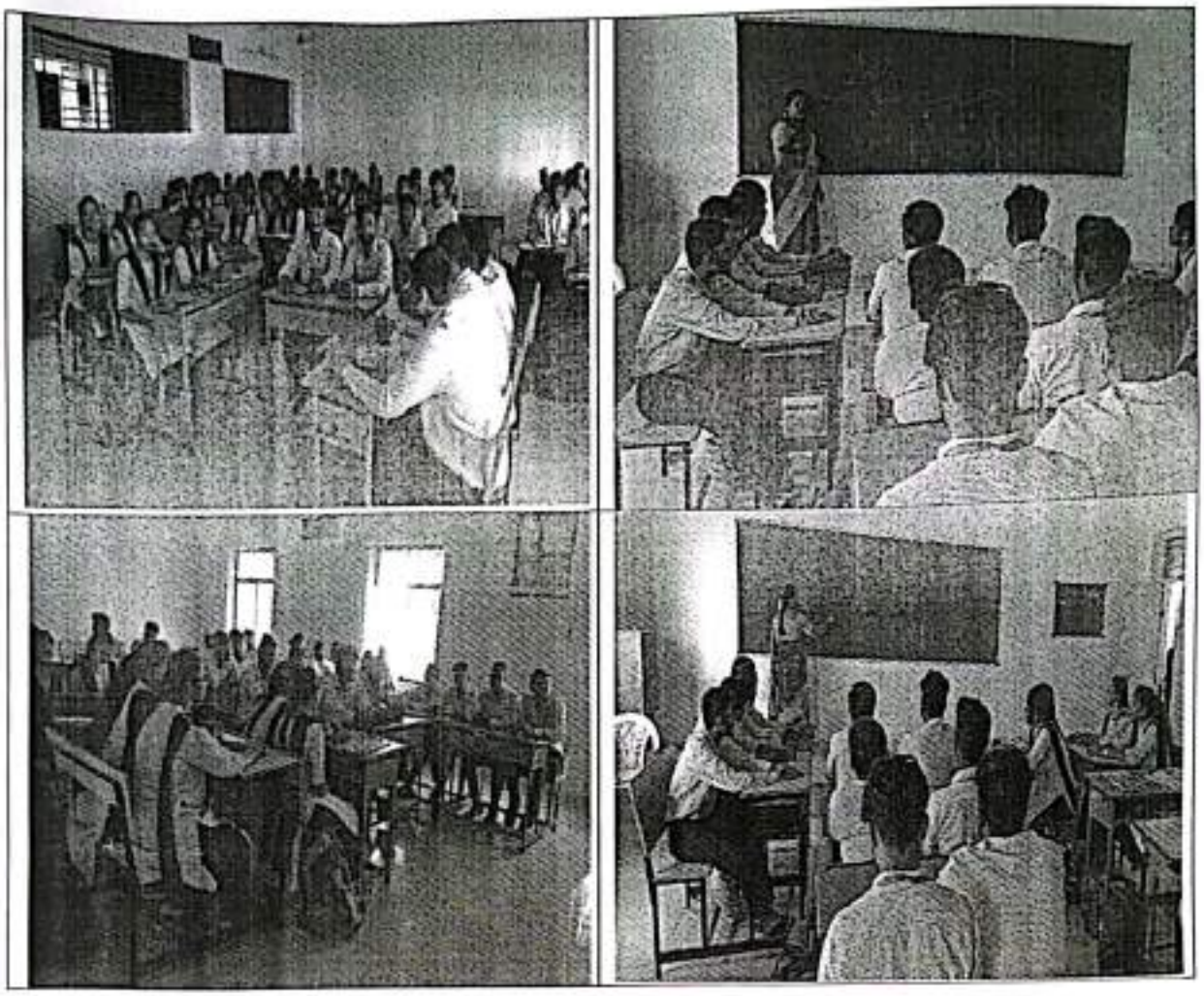

Fig. Photograph of QUIZ on Sorting and Searching Techniques in Classroom by students

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TEACHING AND LEARNING

PEDAGOGY REPORT

Academic Year	**2021-2022**
Name of the Faculty	**N.Sivanagamani**
Course Name/Code	**Advanced Data Structures and Algorithms**
Semester/Section	**II-I/CSE-A**
Activity Name	**Problem Solving-Think-Pair-Share**
Topic Covered	**hash tables & hashing functions**
Date	**22-02-2022**
No.of Participants	**69**
Objectives/Goals	**To understand the topic through cooperative learning**
ICT Used	**LCD**

Appropriate Method/Instructional materials/Exam Questions

The Students of class provided that the faculty pose a question, students first THINK to themselves prior to being instructed to discuss their response with a person sitting near them (PAIR). Finally, the groups SHARE out what they discussed with their partner to the entire class and discussion continues. Students get time to think critically, creating a learning environment that encourages high quality responses from the students.

The questions posed by instructor were as follows:

- What purpose hash tables are used?
- How hashing functions are used in solving problems?
- What are the different kinds of hashing Techniques?

In this activity, the recursive algorithmic approaches for solving different problems were used by the students.

Relevant PO's:	**PO:1,2, 9,10**
Significance of Results/Outcomes	Students are able to understand the concepts of hash tables & hashing functions.
Reflective Critique	The main goal of this Think-Pair-Share activity to work in groups towards a common goal, increasing their own and others' understanding in a safe environment.

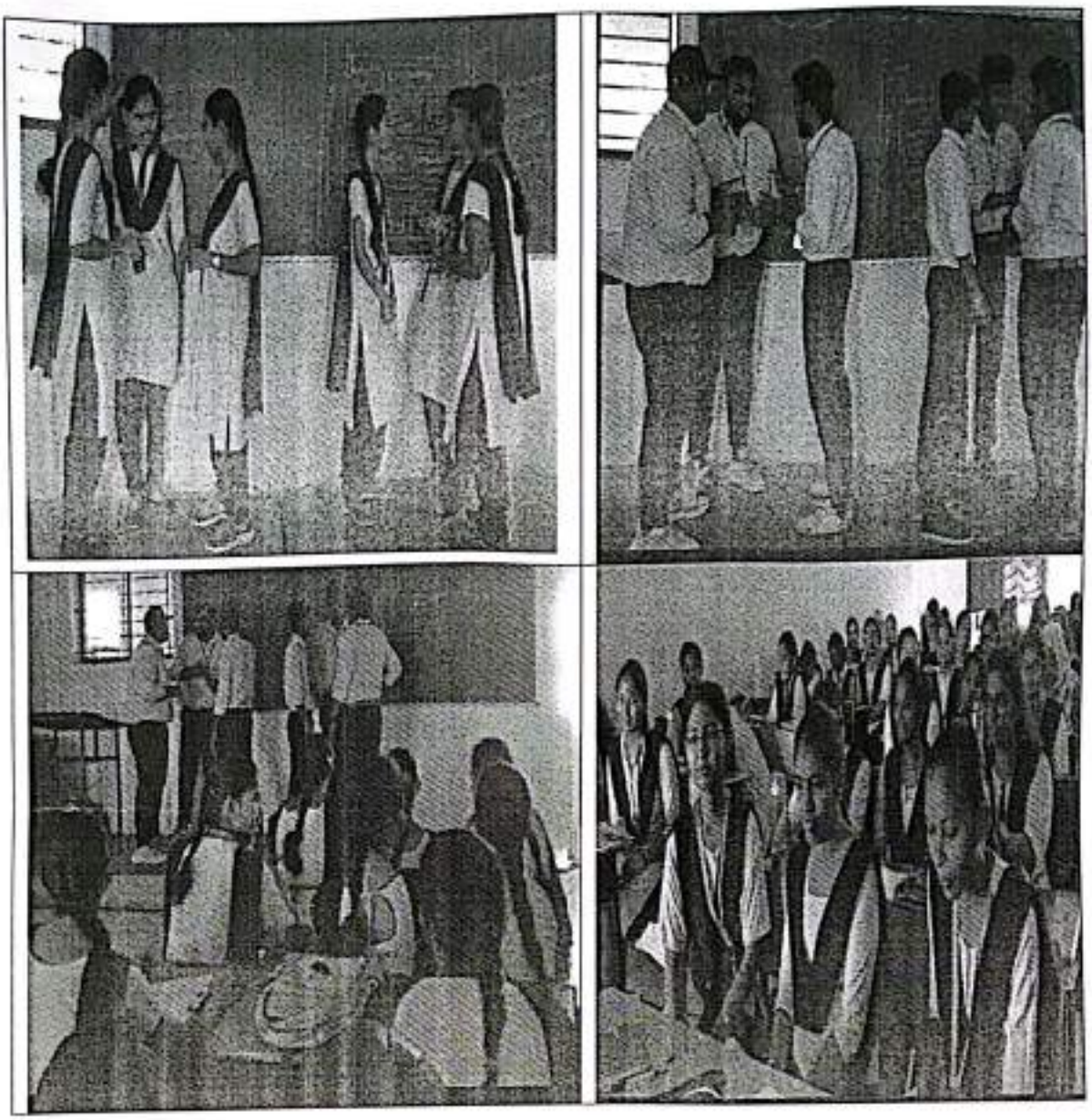

Fig. Photograph of Think-Pair-Share on hash tables & hashing functions in Classroom by students

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TEACHING AND LEARNING

PEDAGOGY REPORT

Academic Year	**2021-2022**
Name of the Faculty	**N.Sivanagamani**
Course Name/Code	**Advanced Data Structures and Algorithms**
Semester/Section	**II-I/A**
Activity Name	**Participatory Learning – Peer Assisted learning**
Topic Covered	**All pairs shortest paths problem**
Date	**03-02-2022**
No.of Participants	**69**
Objectives/Goals	**To understand the topic more precisely through self learning**

Appropriate Method/Instructional materials/Exam Questions

The Students of class were engaged with new material individually at home to use classroom time to expand upon the topic under the guidance of the faculty. The flipped classroom allows faculty to spend less time explaining foundational knowledge and more time using their expertise to dig deeper into topics and further explore concepts. This new approach has proven popular with both faculty and students as it removes a large amount of lecture-style teaching and opens class time to a variety of group-based activities where students can take a more active role in their learning.

In this activity, the students have prior knowledge about graph problems and they analyze the solutions for All pairs shortest path problem.

Relevant PO's:	**PO:1,2,3 4,9,10**
Significance of Results/Outcomes	Students are able to understand and analyze the solutions of graph problems
Reflective Critique	The main goal of this Flipped classroom method is greater development of independent skills.

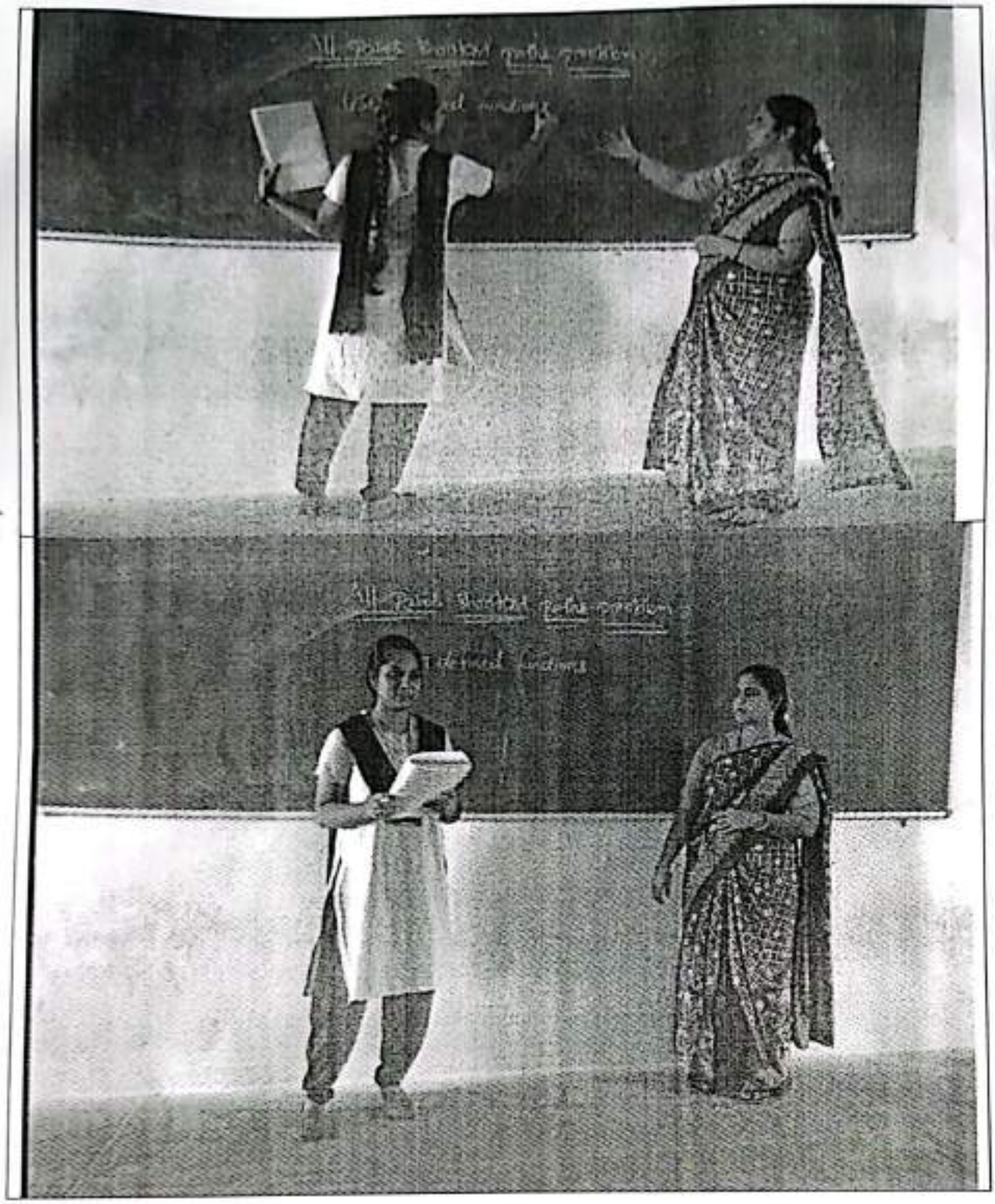

Fig. Photograph of Flipped Classroom on All pairs shortest paths problem in Classroom by students

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TEACHING AND LEARNING

PEDAGOGY REPORT

Academic Year	2021-2022
Name of the Faculty	Dr. P.NAGENDRA KUMAR
Course Name /Code	OBJECT ORIENTED PROGRAMMING THROUGH JAVA/20A05302T
Semester/Section	II-I CSE A
Activity Name	Participatory Learning - Group Task
Topic Covered	Arrays, Operators, Control statements and Method Overloading
Date	
No. of Participants	66 out of 71
Objectives/Goals	To understand the topic through self-learning
ICT Used	LCD and Board

Appropriate Method/Instructional materials/Exam Questions

Students are asked 30 quiz questions with multiple choice options in class room in the presence of concerned faculty. The quiz is conducted for 45 minutes. The entire class students are grouped as 4 Teams. The student coordinator asked a questions one by one to each team in round fashion. When all the questions are over, the team will score more and the team will be declared the winner.

The sample Questions in the Quiz are

1. Which of the following is not a valid method declaration?

   A. building{}
   B. Building()
   C. Both
   D. None

2. Which of the following is the valid for statement?

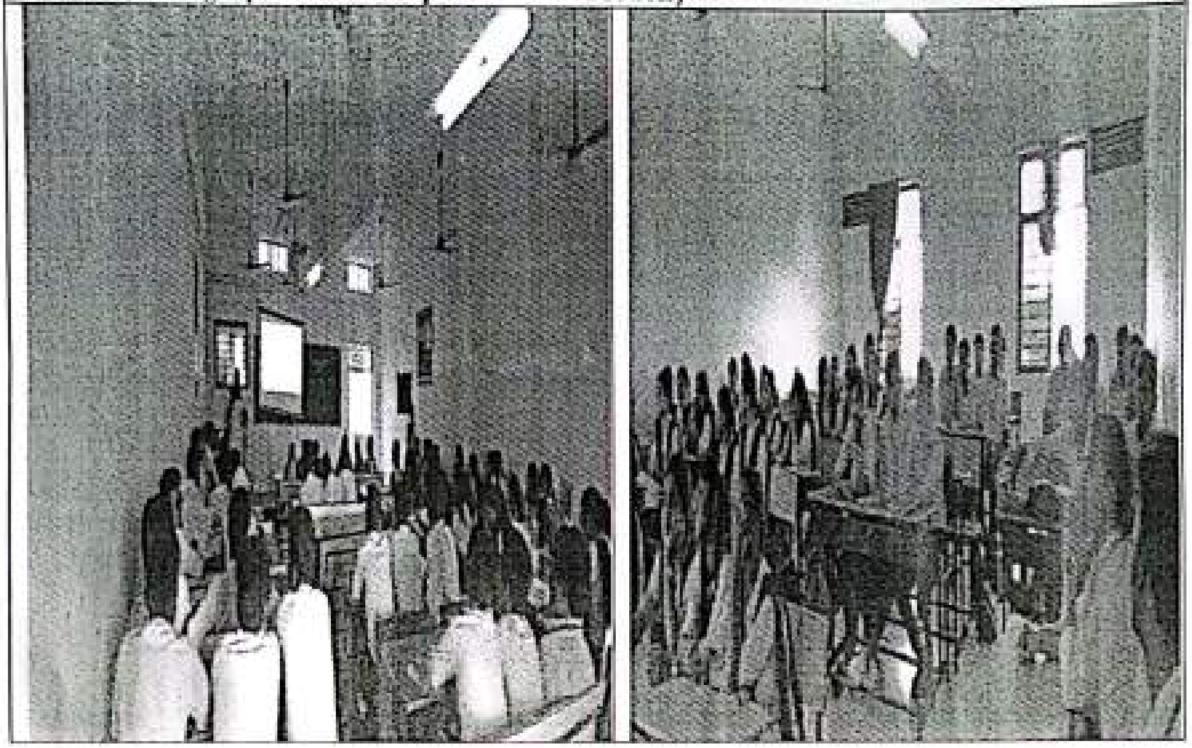
A. for(int i=3;i<4:i++)

B. for(int i=3;i<4:)

C. for(;i<4:i++)

D. All the above

Relevant PO's:	**PO: 1,2,3,8,9** **PSO:2**
Significance of Results/Outcomes	Students were able to recollect the topics. Students are motivated to attend more of such quizzes in future.
Reflective Critique	The main goal of this this quiz is how the students understood the concepts and manage the time which is useful online test in placements

Proofs (Photographs/Videos/Reports/Charts/Models)


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TEACHING AND LEARNING

PEDAGOGY REPORT

Academic Year	2021-2022
Name of the Faculty	Dr. P.NAGENDRA KUMAR
Course Name /Code	OBJECT ORIENTED PROGRAMMING THROUGH JAVA/20A05302T
Semester/Section	II-I CSE B
Activity Name	Participatory Learning - Group Task
Topic Covered	Arrays, Operators, Control statements and Method Overloading
Date	
No. of Participants	64 out of 70
Objectives/Goals	To understand the topic through self-learning
ICT Used	LCD and Board

Appropriate Method/Instructional materials/Exam Questions

Students are asked 30 quiz questions with multiple choice options in class room in the presence of concerned faculty. The quiz is conducted for 45 minutes. The entire class students are grouped as 4 Teams. The student coordinator asked a questions one by one to each team in round fashion. When all the questions are over, the team will score more and the team will be declared the winner.

The sample Questions in the Quiz are

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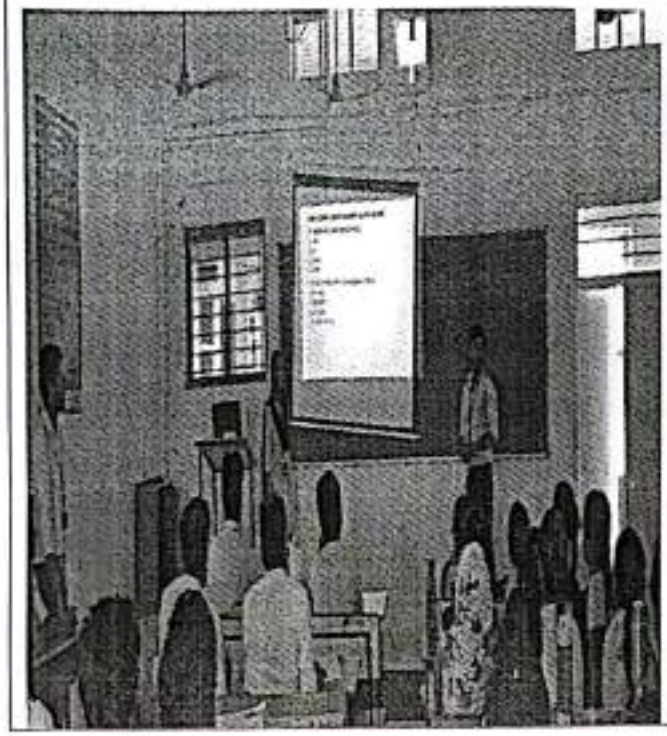
C. for(;i<4:i++)

D. All the above

Relevant PO's:	**PO: 1,2,3,8,9,PSO:2**

Significance of Results/Outcomes	Students were able to recollect the topics. Students are motivated to attend more of such quizzes in future.
Reflective Critique	The main goal of this quiz is how the students understood the concepts and manage the time which is useful online test in placements

Proofs (Photographs/Videos/Reports/Charts/Models)



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TEACHING AND LEARNING

PEDAGOGY REPORT

Academic Year	2021-2022
Name of the Faculty	Dr. P.NAGENDRA KUMAR
Course Name /Code	OBJECT ORIENTED PROGRAMMING THROUGH JAVA/20A05302T
Semester/Section	II-I CSE A
Activity Name	Problem Solving-Classroom Exercise Problems
Topic Covered	User defined exceptions
Date	
No. of Participants	61 out of 71
Objectives/Goals	The ability to improve coding skills and self-learning
ICT Used	Chalk and Board

Appropriate Method/Instructional materials/Exam Questions

1. Write a Java program to implement user defined exception handling.
2. Write a Java program that creates a user interface to perform integer division. The user enters two numbers in the text fields, Num1 and Num2. The division of Num1 and Num2 is displayed in the Result field when the Divide button is clicked. If Num1 and Num2 were not integers, the program would throw a Number Format Exception. If Num2 were zero, the program would throw an Arithmetic Exception Display the exception in a message dialog box.

Relevant PO's:	**PO: 1,2,3,9 and 10** **PSO:1,2**
Significance of Results/Outcomes	Students are very enthusiastic and improve coding skills
Reflective Critique	The students are improve their ability to analyze problem and coding skills by self-practicing which is useful for placements

Proofs (Photographs/Videos/Reports/Charts/Models)

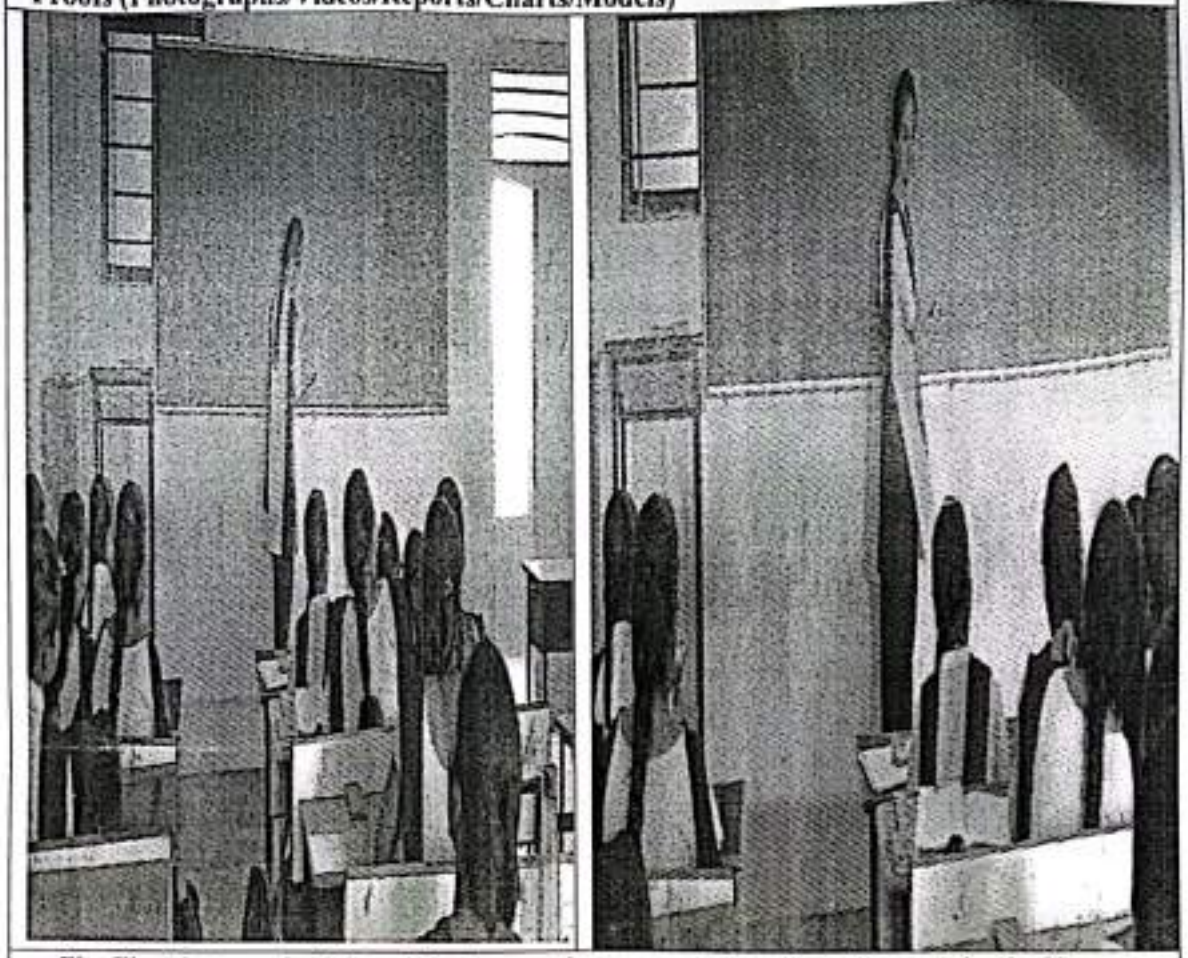

Fig. Fig. Photograph of User defined exceptions concept through problem solving in Class room Number SB-204 by student.

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PEDAGOGY REPORT

Academic Year	2021-2022
Name of the Faculty	Dr. P.NAGENDRA KUMAR
Course Name /Code	OBJECT ORIENTED PROGRAMMING THROUGH JAVA/20A05302T
Semester/Section	II-I CSE A
Activity Name	Participatory Learning-Seminar
Topic Covered	Exception Handling
Date	
No. of Participants	54 out of 71
Objectives/Goals	To understand the topic through self-learning
ICT Used	Chalk and Board

Appropriate Method/Instructional materials/Exam Questions

Students are given some topics for seminar. The seminar was conducted for 30 minutes. After

Their seminar, the same topics were discussed by faculty with some real time examples.

The questions to be answered by them were as follows:

1. What is Exception handling?

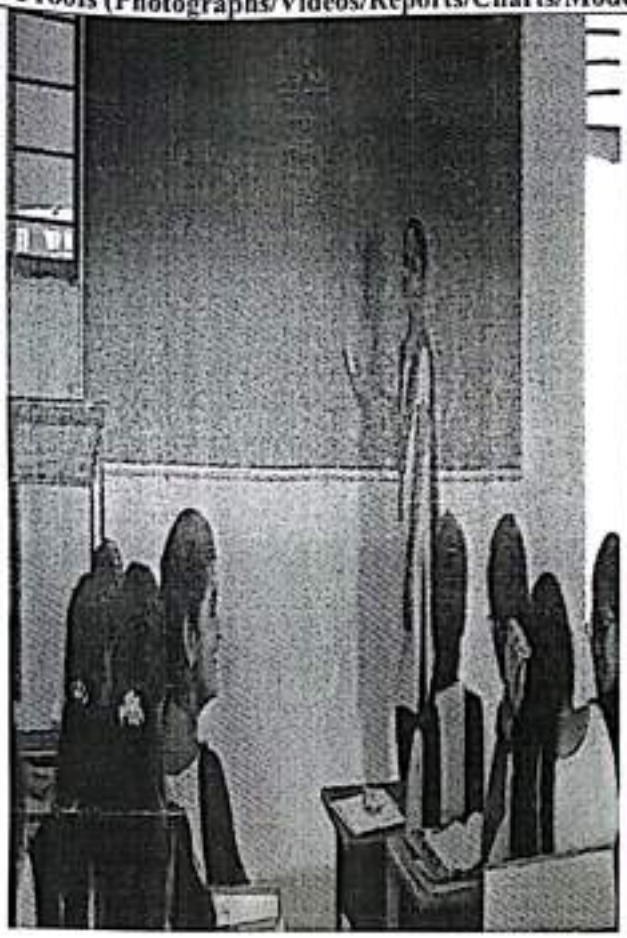
2. What are the types of Exceptions?

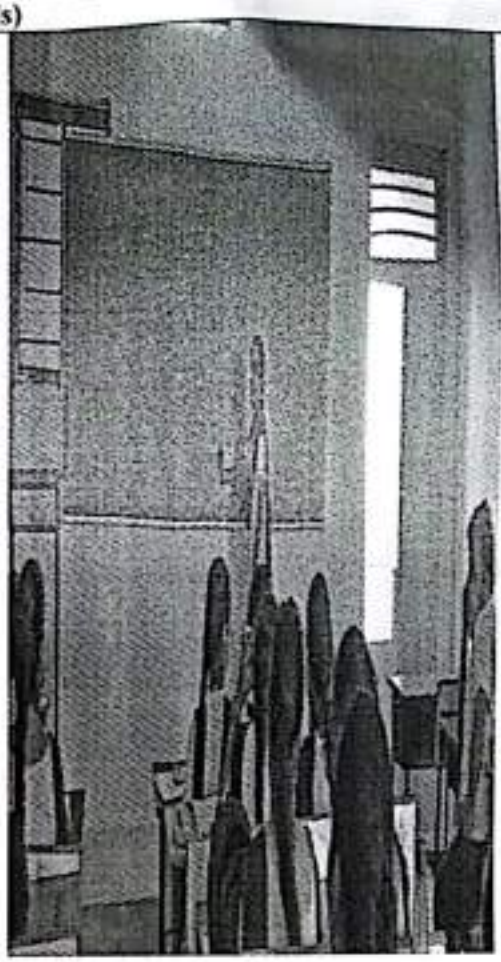
3. What is Error and Difference between error and exceptions?

In this activity, key questions are exception, Error, Exception handling Etc

Relevant PO's:	**PO: 1,2,3,9 and 10** **PSO:2**
Significance of Results/Outcomes	Students able to understand exception and how to handle the exceptions in java
Reflective Critique	The main goal of this Seminar method is how well students will be able to Encouraging passionate dialogue and active engagement, Enhancing students' skills and knowledge, Improving communication skills, Gaining expert knowledge.

Proofs (Photographs/Videos/Reports/Charts/Models)





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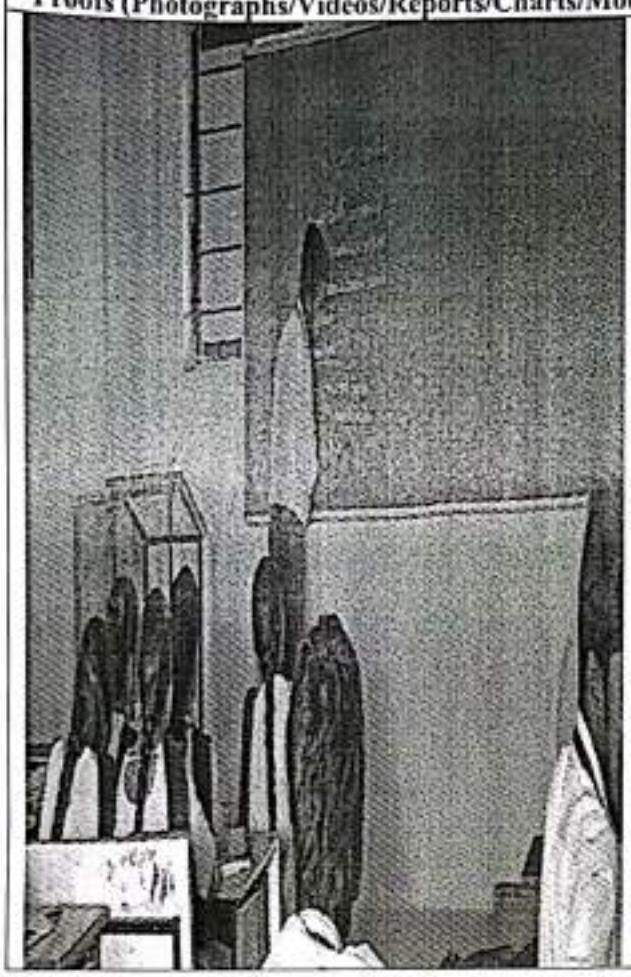
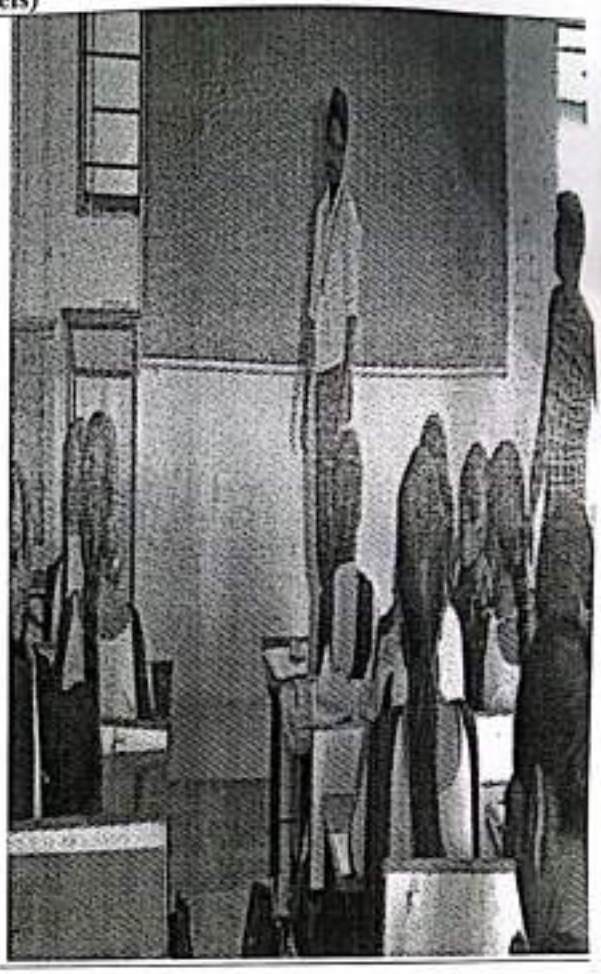
PEDAGOGY REPORT

Academic Year	2021-2022
Name of the Faculty	Dr. P.NAGENDRA KUMAR
Course Name /Code	OBJECT ORIENTED PROGRAMMING THROUGH JAVA/20A05302T
Semester/Section	II-I CSE B
Activity Name	Participatory Learning-Seminar
Topic Covered	Exception Handling
Date	
No. of Participants	62 out of 70
Objectives/Goals	To understand the topic through self-learning
ICT Used	Chalk and Board
Appropriate Method/Instructional materials/Exam Questions Students are given some topics for seminar. The seminar was conducted for 30 minutes. After their seminar, the same topics were discussed by faculty with some real time examples. The questions to be answered by them were as follows: 1. What is Exception handling? 2. What are the types of Exceptions? 3. What is Error and Difference between error and exceptions? In this activity, key questions are exception, Error, Exception handling Etc.	
Relevant PO's:	**PO: 1,2,3,9 and 10** **PSO:2**
Significance of Results/Outcomes	Students able to understand exception and how to handle the exceptions in java

Proofs (Photographs/Videos/Reports/Charts/Models)





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DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

TEACHING AND LEARNING

PEDAGOGY REPORT

Academic Year	**2021-2022**
Name of the Faculty	**Ms.N.Divya Sruthi**
Course Name/Code	**COMPUTER ORGANIZATION 20A05303**
Semester/Section	**II-I/CSE-A**
Activity Name	**Problem Solving-Classroom Exercise Problems**
Topic Covered	**Signed-Operand Multiplication**
Date	**28-01-2022**
No.of Participants	**69**
Objectives/Goals	**To understand the topic through self learning**
ICT Used	**Chalk & Duster**

Appropriate Method/Instructional materials/Exam Questions

The Students of class provided with the following problems which they discussed & solved in classroom. The questions to be answered by them were as follows

- How to solve Signed Operand Multiplication?
- How to solve Booth's Algorithm?

In this activity, the Booth's Algorithm approaches for solving different problems were used by the students.

Relevant PO's:	**PO:2,3,4,9,10,12**
Significance of Results/Outcomes	Students are able to understand the recursive algorithmic approaches of problem solving steps.
Reflective Critique	The main goal of this problem solving method is how well students will be able to develop problem solving skills and exhibit their capability in front of their peer.

Proofs (Photographs/Videos/Reports/Charts/Models)

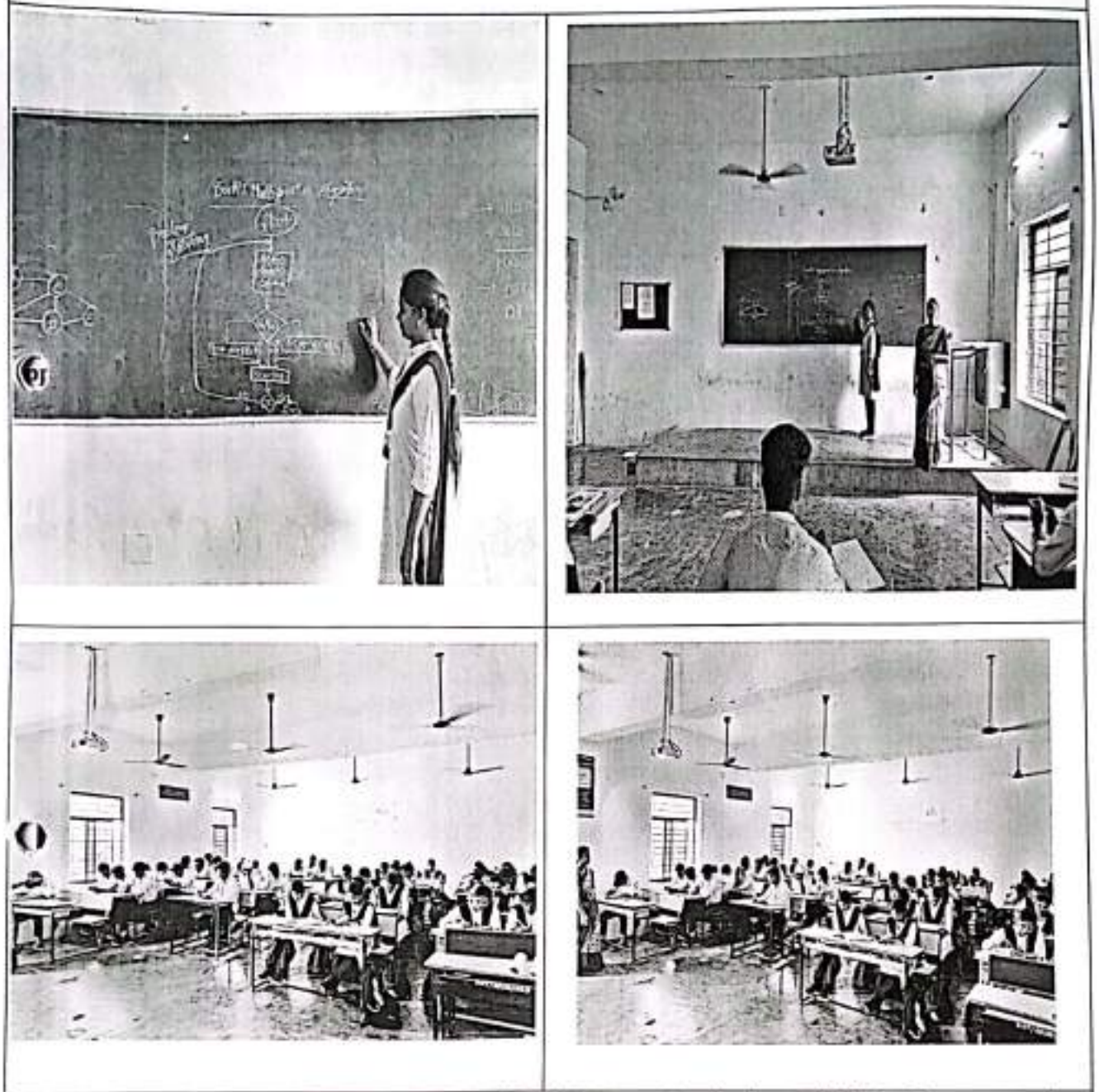

Fig. Photograph of Problem Solving on Booth's Algorithm in Computer Organization, Activities in Class room number SB-205 by Students.

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PEDAGOGY REPORT

Academic Year	2021-2022
Name of the Faculty	Ms.N.Divya Sruthi
Course Name/Code	COMPUTER ORGANIZATION/ 20A05303
Semester/Section	II-I/CSE-A
Activity Name	Participatory Learning-Case Study
Topic Covered	Arithmetic Operations and Programs
Date	10th March 2022
No.of Participants	65
Objectives/Goals	To Understand the topics in Arithmetic Operations and Programs
ICT Used	Chalk and Talk

Appropriate Method/Instructional materials/Exam Questions

The Students were provided with the following Case Study which they had solve and present:

Data is manipulated by using the arithmetic instructions in digital computers. Data is manipulated to produce results necessary to give solution for the computation problems. The Addition, subtraction, multiplication and division are the four basic arithmetic operations. If we want then we can derive other operations by using these four operations.

To execute arithmetic operations there is a separate section called arithmetic processing unit in central processing unit. The arithmetic instructions are performed generally on binary or decimaldata.

Fixed-point numbers are used to represent integers or fractions. We can have signed or unsigned negative numbers. Fixed-point addition is the simplest arithmetic operation.

In this case study, key questions to be examined will be Arithmetic Operations and Programs.The following questions should be answered:

- Signed Magnitude addition And Subtraction
- Signed 2's Complement Addition And Subtraction

Relevant PO's:	PO:1,2,3,9 and 10
Significance of Results/Outcomes	Students able to understand the Computer Organization and also know the Arithmetic Operations
Reflective Critique	With the Case Study Question the main goal of computer organization.

Proofs (Photographs/Videos/Reports/Charts/Models)

Fig. Photograph of Case Study on Arithmetic Operations and Programs in Computer Organization, Activities in Class room number SB-205 by Students.

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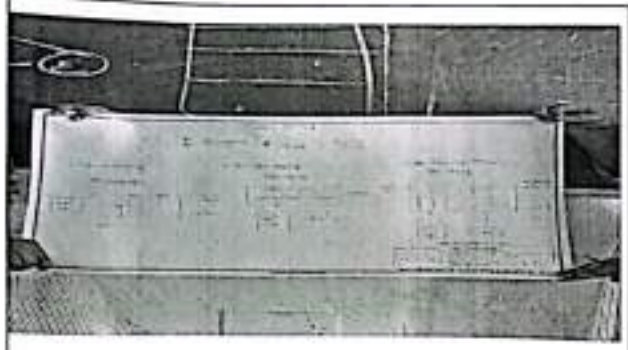
PEDAGOGY REPORT

Academic Year	**2021-2022**
Name of the Faculty	**Ms.N.Divya Sruthi**
Course Name/Code	**COMPUTER ORGANIZATION/ 20A05303**
Semester/Section	**II-I/CSE-B**
Activity Name	**Participatory Learning -Poster Presentation**
Topic Covered	**Cache Memories and Virtual Memories**
Date	**21 Feb 2022**
No.of Participants	**66**
Objectives/Goals	• To Improve the self-learning and Presentation skills of students. • To Improve the Communication skills of students.
ICT Used	**Posters**
Appropriate Method/Instructional materials/Exam Questions • Initially delivered lectures on Memory System and their Types Of Memories • Later students were formed into groups, assigned with a topics(**Cache Memories and Virtual Memories**), asked to prepare A3 size Poster, and give oral presentation. • Students are given with additional Information/Sources from which they can prepare.	
Relevant PO's:	**PO:1,2,3and9,10**
Significance of Results/Outcomes	Students tried to explore the importance of Memories in Computer Organization.
Reflective Critique	• The activity improved the self-learning of students. • The activity provided a platform for students to interact with peers, improve their communication skills and work as Individuals and as team.

Proofs (Photographs/Videos/Reports/Charts/Models)



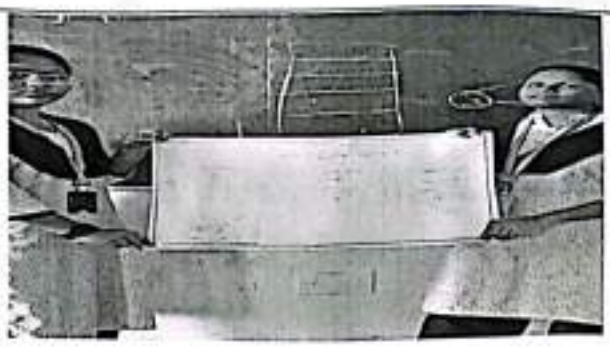


Fig. Photograph of Poster on Cache Memory and Virtual Memory in Computer Organization , Activities in Class room number SB-205 by Students.

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PEDAGOGY REPORT

Academic Year	**2021-2022**
Name of the Faculty	**Dr V.Sireesha**
Course Name/Code	**Formal languages and Automata Theory / 19A05501**
Semester/Section	**III-I/CSE A**
Activity Name	**Problem Solving**
Topic Covered	**Simplification of CFG**
Date	**23rd NOV 2021**
No.of Participants	**60**
Objectives/Goals	**To improve the self Learning and communication skills of the students.**
ICT Used	**PPTs/Chalk and Talk**

Appropriate Method/Instructional materials/Exam Questions

- Faculty explained concept of simplification of CFG
- The students were assigned a new problem to solve in the concept of simplification of CFG.

Relevant PO's:	**PO:1,2,3and9,10**
Significance of Results/Outcomes	The students will be able to analyze the given concept clearly and solve the given problem
Reflective Critique	The main goal of this activity is to inculcate problem solving skills and to improve communication and soft skills.

Proofs (Photographs/Videos/Reports/Charts/Models)

Course Incharge

HOD

Head of the Department
Department of Computer Science & Engg.
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SCIENCE & TECHNOLOGY
SAKUNTHALA NAGAR, AVADI
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GEETHANJALI INSTITUTE OF SCIENCE & TECHNOLOGY:: NELLORE

DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

TEACHINGANDLEARNING

PEDAGOGY REPORT

Academic Year	**2021-2022**
Name of the Faculty	**Dr V.Sireesha**
Course Name/Code	**Formal languages and Automata Theory / 19A05501**
Semester/Section	**III-I/CSE B**
Activity Name	**Participatory Learning- Seminar**
Topic Covered	**Chomsky Hierarchy**
Date	**15th NOV 2021**
No.of Participants	**67**
Objectives/Goals	**To improve the self Learning and communication skills of the students.**
ICT Used	**PPTs/Chalk and Talk**

Appropriate Method/Instructional materials/Exam Questions

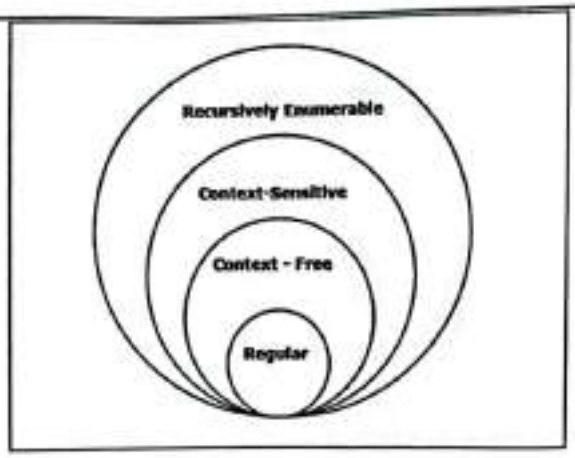
- Initially delivered lecture on Chomsky Hierarchy
- Later topic is assigned to students to express their views on Chomsky Hierarchy Using Seminars.

Chomsky Hierarchy

According to Noam Chomosky, there are four types of grammars–Type 0, Type 1, Type 2 and Type 3. The following table shows how they differ from each other –

Grammar Type	Grammar Accepted	Language Accepted	Automaton
Type 0	Unrestricted grammar	Recursively enumerable language	Turing Machine
Type 1	Context-sensitive grammar	Context-sensitive language	Linear-bounded automaton
Type 2	Context-free grammar	Context-free language	Pushdown automaton
Type 3	Regular grammar	Regular language	Finite state automaton

Take a look at the following illustration. It shows the scope of each type of grammar –



Type - 3 Grammar:

Type-3 grammars generate regular languages. Type-3 grammars must have a single non-terminal on the left-hand side and a right-hand side consisting of a single terminal or single terminal followed by a single non-terminal.

The productions must be in the form $X \rightarrow a$ or $X \rightarrow aY$

where $X, Y \in N$ (Non terminal)

and $a \in T$ (Terminal)

The rule $S \rightarrow \varepsilon$ is allowed if S does not appear on the right side of any rule.

Example:

$X \rightarrow \varepsilon$

$X \rightarrow a \mid aY$

$Y \rightarrow b$

Type - 2 Grammar:

Type-2 grammars generate context-free languages.

The productions must be in the form $A \rightarrow \gamma$

where $A \in N$ (Non terminal)

and $\gamma \in (T \cup N)^*$ (String of terminals and non-terminals).

These languages generated by these grammars are be recognized by a non-deterministic pushdown automaton.

Example:

$S \rightarrow X\,a$

$X \rightarrow a$

$X \rightarrow aX$

$X \rightarrow abc$

$X \rightarrow \varepsilon$

Type - 1 Grammar:

Type-1 grammars generate context-sensitive languages. The productions must be in the form

$\alpha A \beta \rightarrow \alpha \gamma \beta$

where $A \in N$ (Non-terminal)

and $\alpha, \beta, \gamma \in (T \cup N)^*$ (Strings of terminals and non-terminals)

The strings α and β may be empty, but γ must be non-empty.
The rule S → ε is allowed if S does not appear on the right side of any rule. The languages generated by these grammars are recognized by a linear bounded automaton.

Example
AB → AbBc
A → bcA
B → b

Type - 0 Grammar
Type-0 grammars generate recursively enumerable languages. The productions have no restrictions. They are any phase structure grammar including all formal grammars.
They generate the languages that are recognized by a Turing machine.
The productions can be in the form of α → β where α is a string of terminals and nonterminals with at least one non-terminal and α cannot be null. β is a string of terminals and non-terminals.

Example:
S → ACaB
Bc → acB
CB → DB
aD → Db

Relevant PO's:	**PO:1,2,3and9,10**
Significance of Results/Outcomes	Students able to understand the Chomsky Hierarchy
Reflective Critique	With the Seminar Question the main goal of Chomsky Hierarchy.

Proofs (Photographs/Videos/Reports/Charts/Models)

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DEPARTMENT OF COMPUTER SCIENCE & ENGINEERING
TEACHING AND LEARNING

PEDAGOGY REPORT

Academic Year	**2021-2022**
Name of the Faculty	**T.Prasanth**
Course Name/Code	**Artificial Intelligence/ 19A05502T**
Semester/Section	**III-I CSE/A**
Activity Name	**Participatory Learning -Seminar**
Topic Covered	**Reinforcement Learning**
Date	**2nd January 2022**
No. of Participants	**65**
Objectives/Goals	**To understand the topics through self learning**
ICT Used	**Board and Chalk**

Appropriate Method/Instructional materials/Exam Questions

Students are given some topics for seminar. The seminar was conducted for 30 minutes. After their seminar, the same topics were discussed by faculty with some real time examples.
The questions to be answered by them were as follows:

1. What is Reinforcement Learning?
2. What are the types of RL?
3. What is Generalization in RL?

Relevant PO's:	**PO:1,2,3and 10**
Significance of Results/Outcomes	Students able to understand how the reinforcement learning learns the data from the executed data.
Reflective Critique	The main goal of this Seminar method is how well students will be able to: Encouraging passionate dialogue Active engagement Enhancing students skills and knowledge Improving communication skills Gaining expertise knowledge

Proofs(Photographs/Videos/Reports/Charts/Models)

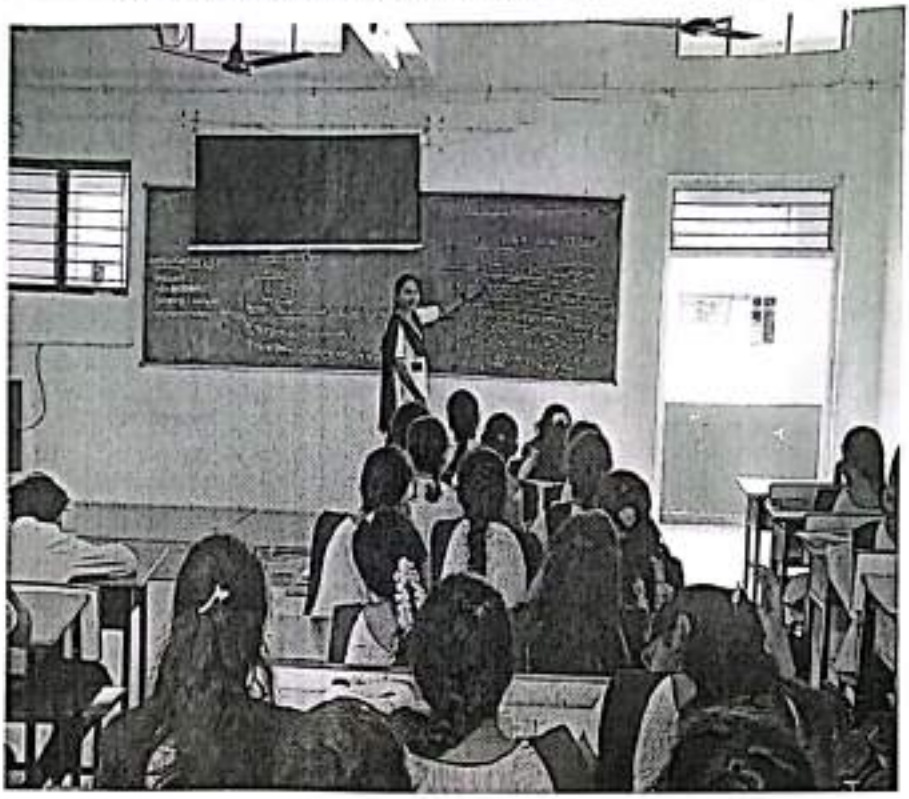

Fig. Photograph of Seminar on Reinforcement Learning in classroom SB-204

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DEPARTMENT OF COMPUTER SCIENCE & ENGINEERING
TEACHING AND LEARNING

PEDAGOGY REPORT

Academic Year	**2021-2022**
Name of the Faculty	**T.Prasanth**
Course Name/Code	**Artificial Intelligence/ 19A05502T**
Semester/Section	**III-I CSE/B**
Activity Name	**Participatory Learning -Seminar**
Topic Covered	**Reinforcement Learning**
Date	**2nd January 2022**
No. of Participants	**62**
Objectives/Goals	**To understand the topics through self learning**
ICT Used	**Board and Chalk**

Appropriate Method/Instructional materials/Exam Questions

Students are given some topics for seminar. The seminar was conducted for 30 minutes. After their seminar, the same topics were discussed by faculty with some real time examples.
The questions to be answered by them were as follows:

1. What is Reinforcement Learning?
2. What are the types of RL?
3. What is Generalization in RL?

Relevant PO's:	**PO:1,2,3and 10**
Significance of Results/Outcomes	Students able to understand how the reinforcement learning learns the data from the executed data.
Reflective Critique	The main goal of this Seminar method is how well students will be able to Encouraging passionate dialogue and active engagement, Enhancing students' skills and knowledge, Improving communication skills, Gaining expert knowledge

Proofs(Photographs/Videos/Reports/Charts/Models)

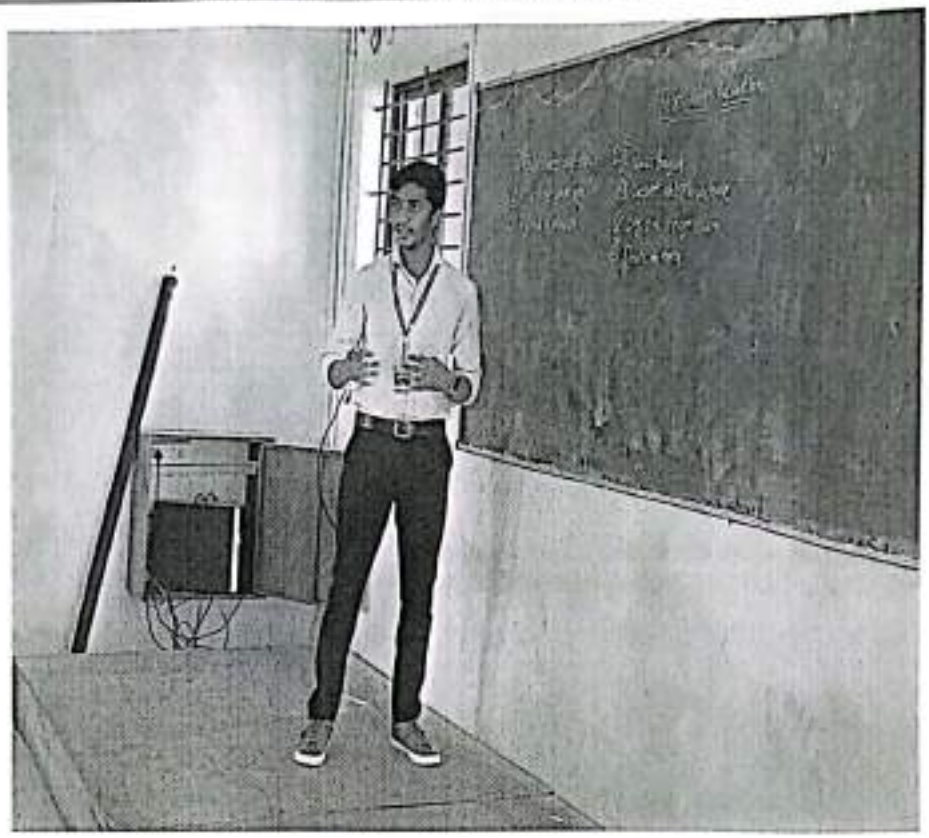

Fig. Photograph of Seminar on Reinforcement Learning in classroom SB-205

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TEACHING AND LEARNING

PEDAGOGY REPORT

Academic Year	**2021-2022**
Name of the Faculty	**T.Prasanth**
Course Name/Code	**Artificial Intelligence/ 19A05502T**
Semester/Section	**III-I CSE/A**
Activity Name	**Participatory Learning -PPT**
Topic Covered	**Knapsack Problem**
Date	**6th January 2022**
No. of Participants	**65**
Objectives/Goals	**To understand the topics through self learning**
ICT Used	**LCD**

Appropriate Method/Instructional materials/Exam Questions

Students are given some topics for power point presentation. The presentation was conducted for 20 minutes. After their presentation, the same topics were discussed by faculty with some real time examples.

The questions to be answered by them were as follows:

1. What is Knapsack Problem?
2. What is Text classification?
3. How to retrieve the information?
4. What are the methods for Information Extraction?

Relevant PO's:	**PO:1,2,3and 10**
Significance of Results/Outcomes	Students able to understand the processing of Knapsack Problem given by the user.
Reflective Critique	The main goal of this PPT method is how well students will be able to convey a lot of information to a group of students and are created with instructional design principles to keep the audience engaged for a long period.

Proofs(Photographs/Videos/Reports/Charts/Models)

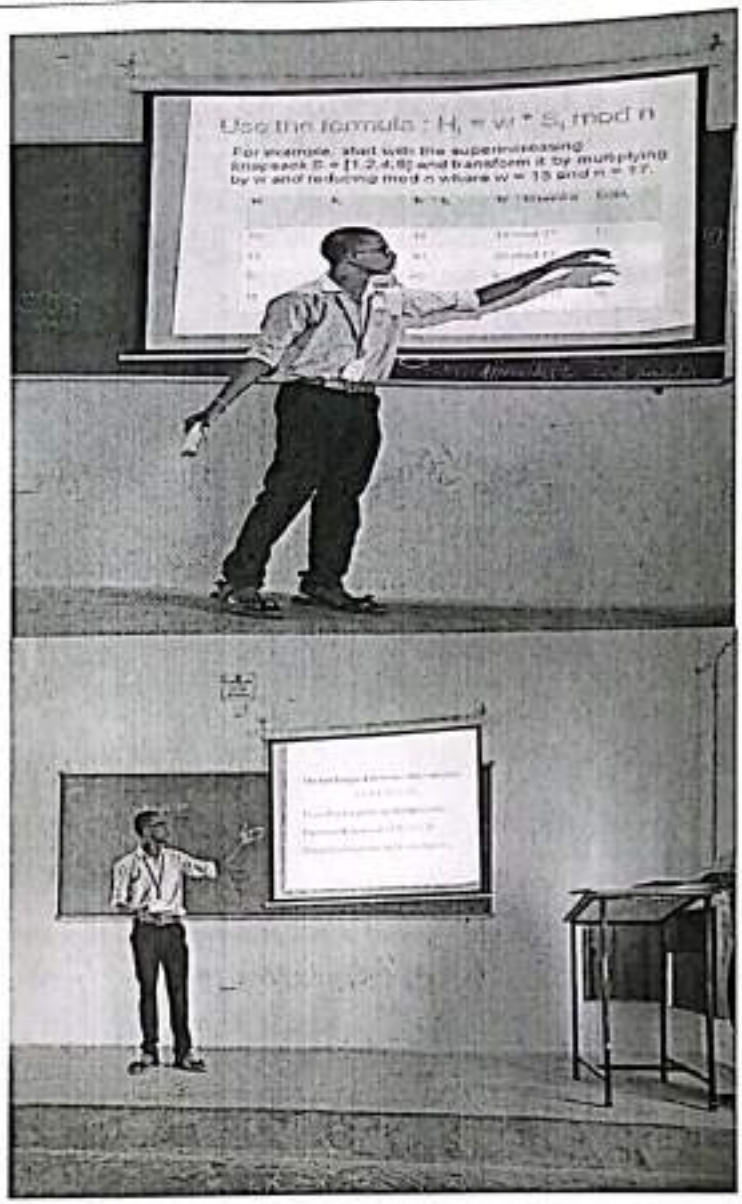

Fig. Photographs of PPT on Knapsack Problem in classroom SB-204

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TEACHING AND LEARNING

PEDAGOGY REPORT

Academic Year	**2021-2022**
Name of the Faculty	**T.Prasanth**
Course Name/Code	**Artificial Intelligence/ 19A05502T**
Semester/Section	**III-I CSE/B**
Activity Name	**Participatory Learning -PPT**
Topic Covered	**Knapsack Problem**
Date	**6th January 2022**
No. of Participants	**62**
Objectives/Goals	**To understand the topics through self learning**
ICT Used	**LCD**

Appropriate Method/Instructional materials/Exam Questions

Students are given some topics for power point presentation. The presentation was conducted for 20 minutes. After their presentation, the same topics were discussed by faculty with some real time examples.
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Relevant PO's:	**PO:1,2,3and 10**
Significance of Results/Outcomes	Students able to understand the processing of Knapsack Problem given by the user.
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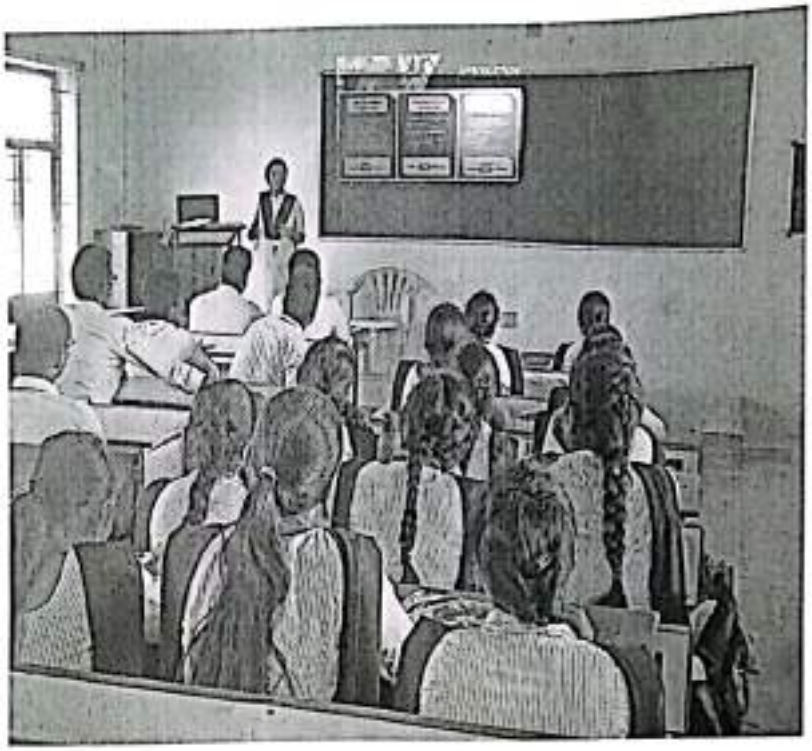

Fig. Photographs of PPT on Knapsack Problem in classroom SB-205

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TEACHING AND LEARNING

PEDAGOGY REPORT

Academic Year	**2021-2022**
Name of the Faculty	**T.Prasanth**
Course Name/Code	**Artificial Intelligence/ 19A05502T**
Semester/Section	**III-I CSE/B**
Activity Name	**Participatory Learning-Case Study**
Topic Covered	**Augmented Grammars & Semantic Interpretation**
Date	**21st January 2022**
No. of Participants	**58**
Objectives/Goals	**To understand the topic through case study**
ICT Used	**LCD, Board and Chalk**

Appropriate Method/Instructional materials/Exam Questions

The Students were provided with the following Case Study which they solved and presented.

Augmented Grammars & Semantic Interpretation involves processing an image into fundamental components to extract meaningful information. Image analysis can include tasks such as finding shapes, detecting edges, removing noise, counting objects, and calculating statistics for texture analysis or image quality.

The content analysis of images is accomplished by two primary methods: image processing and pattern recognition. Image processing is a set of computational techniques for analyzing, enhancing, compressing, and reconstructing images.

In this case study, key questions to be examined will be analyzing the image using artificial intelligence and perceptions , the following questions should be answered:

1. How to analyze the Augmented Grammars & Semantic Interpretation?
2. What are the methods for Augmented Grammars & Semantic Interpretation?

Relevant PO's:	**PO:1,2,3,9and 10**
Significance of Results/Outcomes	Students able to understand how to analyze the Augmented Grammars & Semantic Interpretation methods for processing.
Reflective Critique	The main goal of Case Study method is how well students will be able to: Encouraging passionate dialogue Active engagement Enhancing students skills and knowledge Improving communication skills Gaining expertise knowledge

Proofs(Photographs/Videos/Reports/Charts/Models)

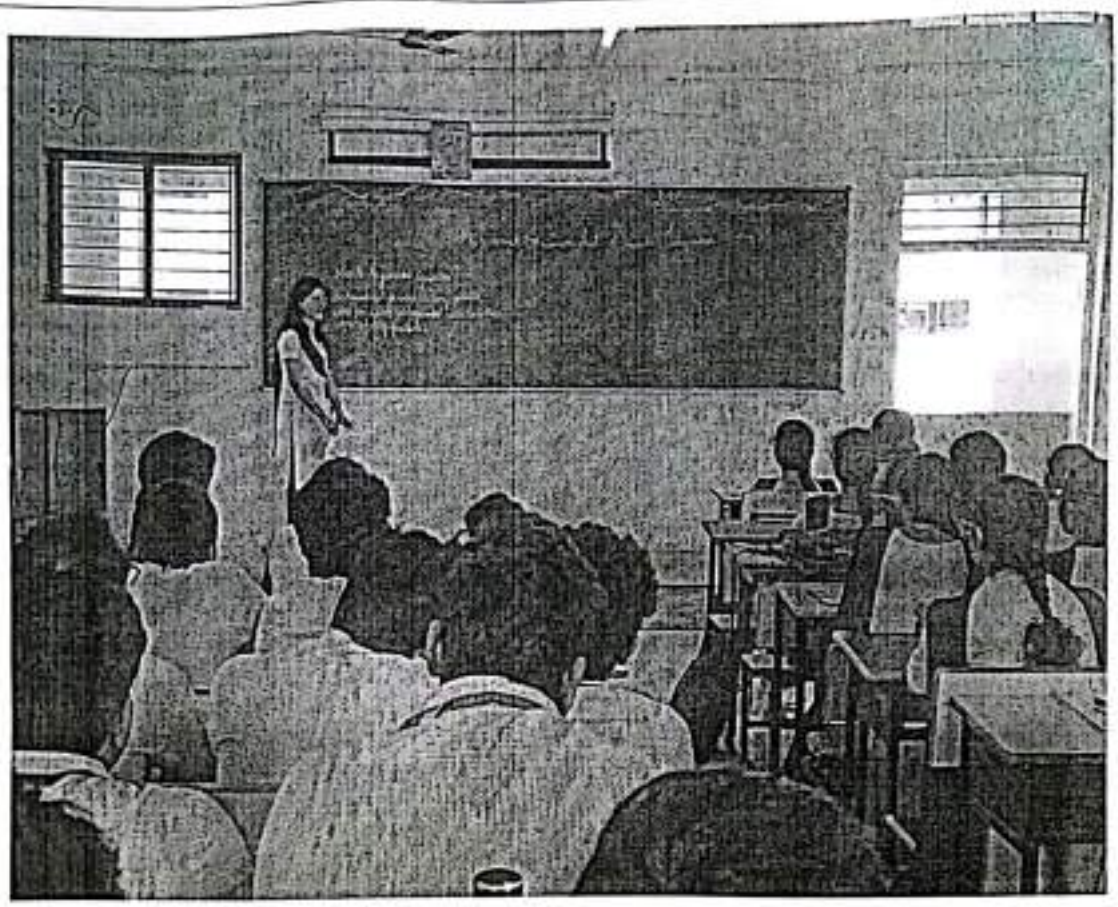

Fig. Photograph of Case Study on Augmented Grammars & Semantic Interpretation in classroom SB-205

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DEARTMENT OF COMPUTER SCIENCE & ENGINEERING
TEACHING AND LEARNING

PEDAGOGY REPORT

Academic Year	**2021-2022**
Name of the Faculty	**T.Prasanth**
Course Name/Code	**Artificial Intelligence/ 19A05502T**
Semester/Section	**III-I CSE/A**
Activity Name	**Participatory Learning-Case Study**
Topic Covered	**Augmented Grammars & Semantic Interpretation**
Date	**21st January 2022**
No. of Participants	**61**
Objectives/Goals	**To understand the topic through case study**
ICT Used	**LCD, Board and Chalk**

Appropriate Method/Instructional materials/Exam Questions

The Students were provided with the following Case Study which they solved and presented.

Augmented Grammars &Semantic Interpretation involves processing an image into fundamental components to extract meaningful information. Image analysis can include tasks such as finding shapes, detecting edges, removing noise, counting objects, and calculating statistics for texture analysis or image quality.

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In this case study, key questions to be examined will be analyzing the image using artificial intelligence and perceptions , the following questions should be answered:

1. How to analyze the Augmented Grammars & Semantic Interpretation?
2. What are the methods for Augmented Grammars & Semantic Interpretation?

Relevant PO's:	**PO:1,2,3,9 and 10**
Significance of Results/Outcomes	Students able to understand how to analyze Augmented Grammars & Semantic Interpretation methods for processing.
Reflective Critique	The main goal of Case Study method is how well students will be able to: Encouraging passionate dialogue Active engagement Enhancing students skills and knowledge Improving communication skills Gaining expertise knowledge

Proofs(Photographs/Videos/Reports/Charts/Models)

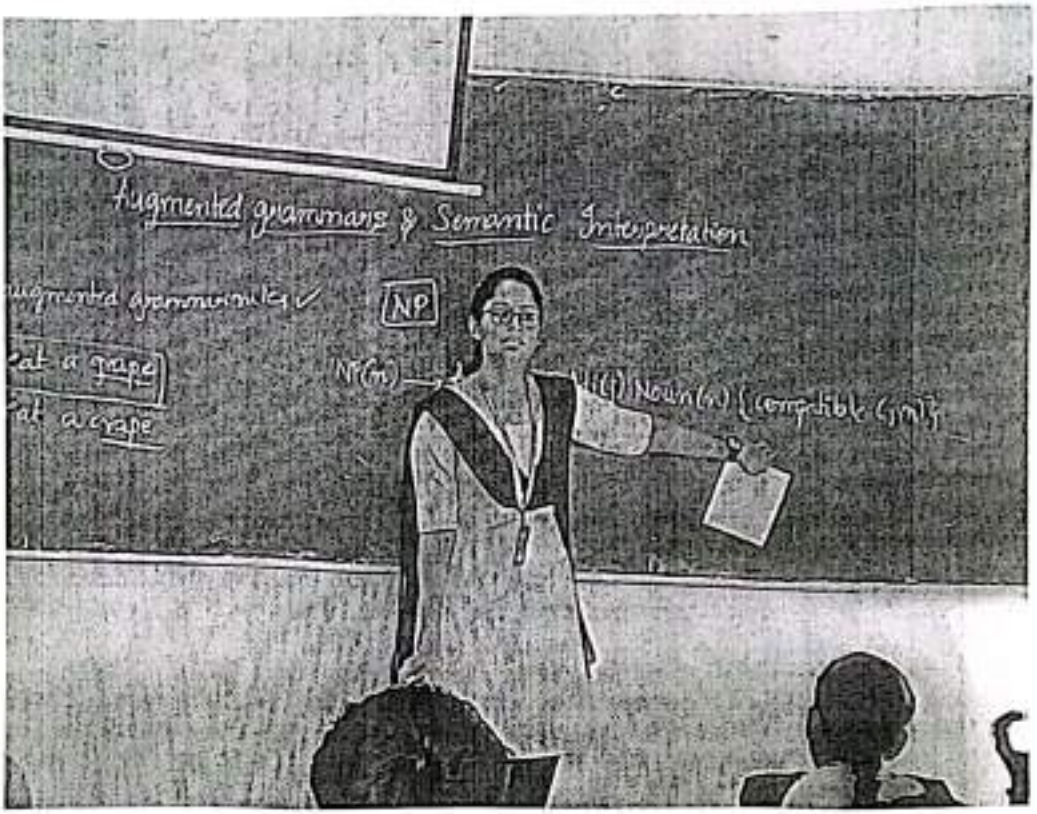

Fig. Photograph of Case Study on Augmented Grammars & Semantic interpretation in classroom SB-204

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TEACHING AND LEARNING

PEDAGOGY REPORT

Academic Year	**2021-2022**
Name of the Faculty	**N.Sivanagamani**
Course Name/Code	**DATA WAREHOUSING & MINING**
Semester/Section	**III-I/A**
Activity Name	**Participatory Learning - Group Task**
Topic Covered	**Basic Concepts and Data Warehousing Components,Data Mining Systems**
Date	**04-11-2021**
No.of Participants	**61**
Objectives/Goals	**To remember the topics through group discussion in participating Quiz**

Appropriate Method/Instructional materials/Exam Questions

The Students of class were formed into different groups and each group participated in the quiz. Each group asks questions to other group. The questions to be answered by them were as follows

- What are the uses of statistics in data mining?
- What is the main goal of statistics?
- What are the factors to be considered while selecting the sample in statistics?
- Name some advanced database systems?
- Name some specific application oriented databases?
- Define Data mining.
- What are the other terminologies referring to data mining?
- List out the applications of data mining
- Differentiate data mining tools and query tools.
- List out the data mining processing steps.

Relevant PO's:	**PO:1,2,9,10**
Significance of Results/Outcomes	Students are able to get more knowledge on various sorting and searching techniques.
Reflective Critique	The main goal of this Quiz method is how well students will be able to develop self learning skills and communication skills and also exhibit their capability in front of their peer.

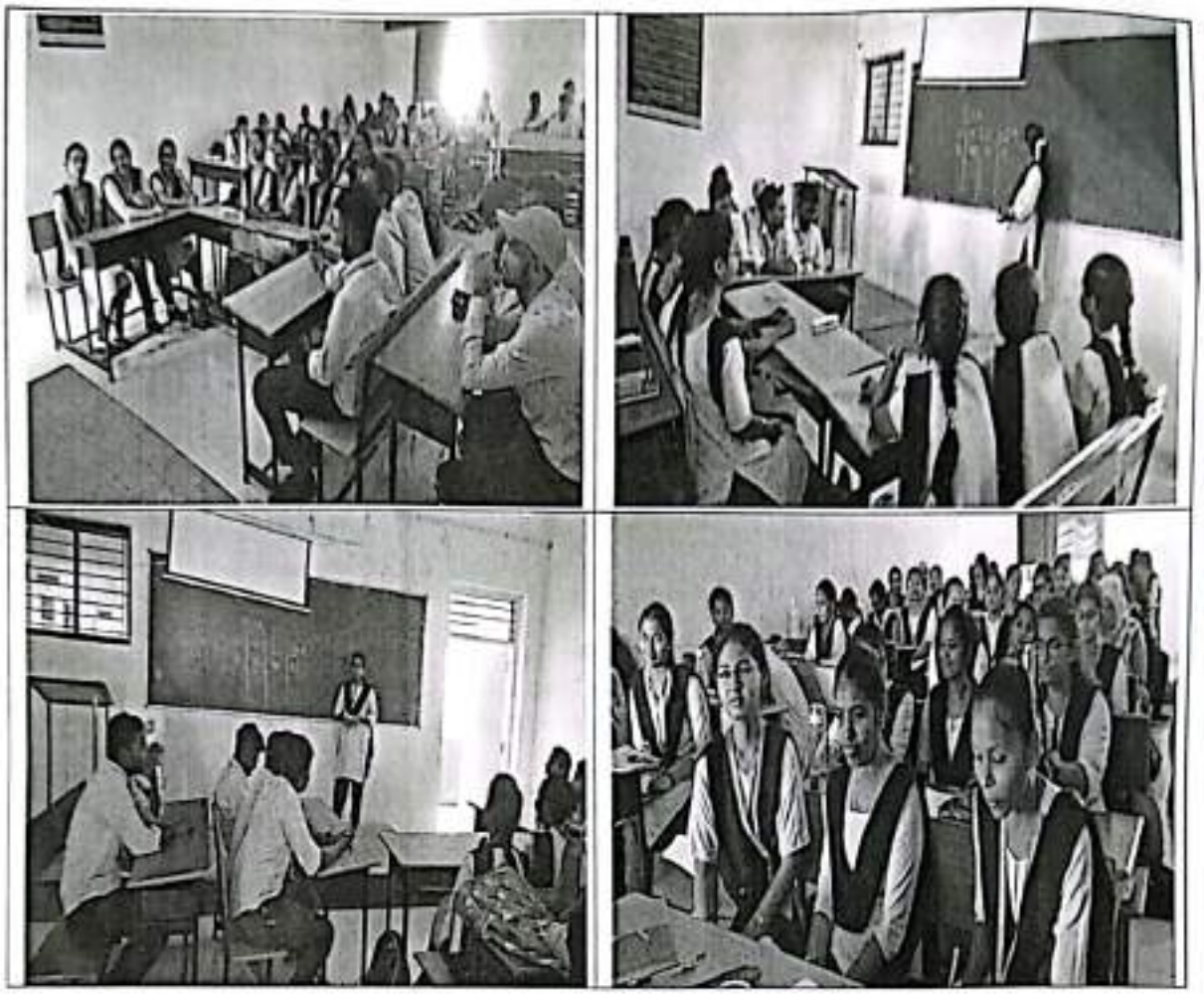

Fig. Photograph of Participatory Learning - Group Task on Basic Concepts and Data Warehousing Components, Data Mining Systems in Classroom by students

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TEACHING AND LEARNING

PEDAGOGY REPORT

Academic Year	2021-2022
Name of the Faculty	Mr. Sk Asiff
Course Name/Code	OBJECT ORIENTED ANALYSIS DESIGN AND TESTING/19A05503T
Semester/Section	III-I CSEA
Activity Name	Participatory Learning -PPT
Topic Covered	Polymorphism and Dynamic Binding
Date	22nd October 2019
No.of Participants	54
Objectives/Goals	To understand the topic through self learning
ICT Used	LCD

AppropriateMethod/Instructionalmaterials/ExamQuestions

The students of class provided with the following concepts which they presented and discussed in classroom. The questions to be answered by them were as follows

- What is Polymorphism?
- List types of polymorphism and examples
- What is Dynamic Binding?

In this activity,key questions are polymorphism, static and dynamic binding.

Relevant PO's:	**PO:1,2,9and10**
Significance of Results/Outcomes	Students able to understand the concepts of polymorphism and dynamic bunding.
Reflective Critique	The main goal of this PPT method is how well students will be able to convey a lot of information to a group of students and are created with instructional design principles to keep the audience engaged for a long period.

Proofs(Photographs/Videos/Reports/Charts/Models)

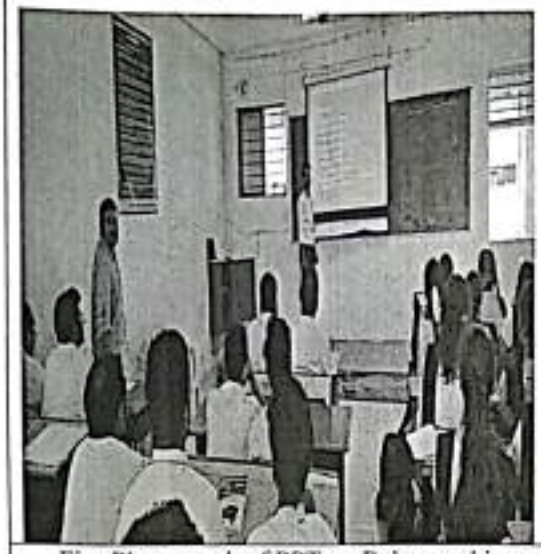

Fig. Photograph of PPT on Polymorphism and Dynamic Binding in Classroom Number SB-204 by students.

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DEARTMENT OF COMPUTER SCIENCE & ENGINEERING
TEACHING AND LEARNING

PEDAGOGY REPORT

Academic Year	2021-2022
Name of the Faculty	Mr. Sk Asiff
Course Name/Code	OBJECT ORIENTED ANALYSIS DESIGN AND TESTING/19A05503T
Semester/Section	III-I CSEB
Activity Name	PPT
TopicCovered	Polymorphism and Dynamic Binding
Date	21st October 2019
No.of Participants	52
Objectives/Goals	To understand the topic through self learning
ICT Used	LCD

AppropriateMethod/Instructionalmaterials/ExamQuestions

The students of class provided with the following concepts which they presented and discussed in classroom. The questions to be answered by them were as follows

- What is Polymorphism?
- List types of polymorphism and examples
- What is Dynamic Binding?

In this activity,key questions are polymorphism, static and dynamic binding.

RelevantPO's:	**PO:1,2,9and10**
SignificanceofResults/Outcomes	Students able to understand the concepts of polymorphism and dynamic bunding.
ReflectiveCritique	The main goal of this PPT method is how well students will be able to convey a lot of information to a group of students and are created with instructional design principles to keep the audience engaged for a long period.

Proofs(Photographs/Videos/Reports/Charts/Models)

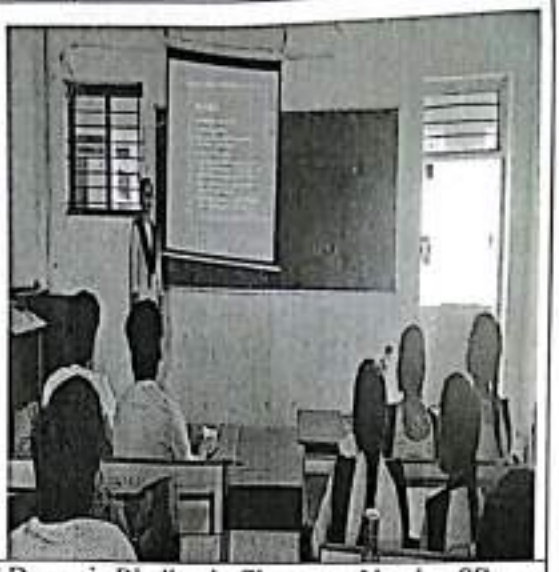

Fig. Photograph of PPT on Polymorphism and Dynamic Binding in Classroom Number SB-205 by students.

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TEACHING AND LEARNING

PEDAGOGYREPORT

Academic Year	2021-2022
Name of the Faculty	Mr. Sk Asiff
Course Name/Code	OBJECT ORIENTED ANALYSIS DESIGN AND TESTING/19A05503T
Semester/Section	III-I CSEA
Activity Name	Participatory Learning -Seminar
TopicCovered	Types Of Patterns
Date	26th Nov 2021
No.of Participants	54
Objectives/Goals	To understand the topic through self learning
ICT Used	Chalk and Board

AppropriateMethod/Instructionalmaterials/ExamQuestions

Thes tudents of classprovided with the following concepts which they delivered and discussed classroom. The questions to be answered by themwere as follows

- What is design pattern and list the types of design patterns?
- What is expert?
- What is creator?
- What is façade?

In this activity,key questions are pattern, expert, façade and creator.

Relevant PO's:	**PO:1,9and10**
Significance of Results/Outcomes	Students able to understand the different patterns used in industry.
Reflective Critique	The main goal of thisSeminar method is how well students will be able to encouraging passionate dialogue and active engagement, enhancing students' skills and knowledge, Improving communication skills, Gaining expert knowledge.

Proofs(Photographs/Videos/Reports/Charts/Models)

Fig. Photograph of Seminar on Types of Patterns in Classroom Number SB-204 bystudents.

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SignatureofHODCSE

Department of Computer Science & Engg.
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GEETHANJALI INSTITUTE OF SCIENCE AND TECHNOLOGY
DEPARTMENT OF COMPUTER SCIENCE & ENGINEERING
TEACHING AND LEARNING

PEDAGOGYREPORT

Academic Year	2021-2022
Name of the Faculty	Mr. Sk Asiff
Course Name/Code	OBJECT ORIENTED ANALYSIS DESIGN AND TESTING/19A05503T
Semester/Section	III-I CSEB
Activity Name	Participatory Learning -Seminar
TopicCovered	Types Of Patterns
Date	27th Nov 2021
No.of Participants	57
Objectives/Goals	To understand the topic through self learning
ICT Used	Chalk and Board

AppropriateMethod/InstructionalmaterialsExamQuestions

Thes tudents of classprovided with the following concepts which they delivered and discussed classroom. The questions to be answered by themwere as follows

- What is design pattern and list the types of design patterns?
- What is expert?
- What is creator?
- What is façade?

In this activity,key questions are pattern, expert, façade and creator.

RelevantPO's:	**PO:1,9and10**
SignificanceofResults/Outcomes	Students able to understand the different patterns used in industry.
ReflectiveCritique	The main goal of thisSeminar method is how well students will be able to encouraging passionate dialogue and active engagement, enhancing students' skills and knowledge, Improving communication skills, Gaining expert knowledge.

Proofs(Photographs/Videos/Reports/Charts/Models)

Fig. Photograph of Seminar on Types of Patterns in Classroom Number SB-205 bystudents.

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Department of Chemical Science & Engg.

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DEPARTMENT OF COMPUTER SCIENCE & ENGINEERING
TEACHING AND LEARNING

PEDAGOGY REPORT

Academic Year	2021-2022
Name of the Faculty	Mr. Sk Asiff
Course Name/Code	OBJECT ORIENTED ANALYSIS DESIGN AND TESTING/19A05503T
Semester/Section	III-I /CSE-A
Activity Name	Participatory Learning – Peer Assisted learning
TopicCovered	Various Relationships among Classes
Date	16th Nov 2021
No.of Participants	56
Objectives/Goals	To understand the topic through self learning
ICT Used	Chalk and Board

AppropriateMethod/Instructionalmaterials/ExamQuestions

The students of class provided with the following concepts which they discussed classroom. The questions to beanswered by them were as follows

- List the relationships?
- What is association with example?
- What is Generalization with example?
- What is aggregation and composition with examples?

In this activity,key questions Association, Generalization, Aggregation and Composition.

Relevant PO's:	**PO:1,5,9and10**
Significance of Results/Outcomes	Students able to understand how to draw relationships among classes in UML diagrams.
Reflective Critique	The main goal of this Flipped classroom method is how well students will be able toin active learning, wherein they can work on pertinent, well-designed exercises, participate in group work, and/or explore the implications of concepts raised in the lecture in order to promote a deeper understanding of a concept.

Proofs(Photographs/Videos/Reports/Charts/Models)

Fig. Photograph of Flipped classroom on Various Relationships among ClassesinClassroom Number SB-204 bystudents.

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TEACHING AND LEARNING

PEDAGOGY REPORT

Academic Year	2021-2022
Name of the Faculty	Mr. Sk Asiff
Course Name/Code	OBJECT ORIENTED ANALYSIS DESIGN AND TESTING/19A05503T
Semester/Section	III-I /CSE-B
Activity Name	Participatory Learning – Peer Assisted learning
TopicCovered	Various Relationships among Classes
Date	15th Nov 2021
No.of Participants	54
Objectives/Goals	To understand the topic through self learning
ICT Used	Chalk and Board

Appropriate Method/Instructional materials/Exam Questions

The students of class provided with the following concepts which they discussed classroom. The questions to beanswered by them were as follows

- List the relationships?
- What is association with example?
- What is Generalization with example?
- What is aggregation and composition with examples?

In this activity,key questions Association, Generalization, Aggregation and Composition

Relevant PO's:	**PO:1,5,9and10**
Significance of Results/Outcomes	Students able to understand how to draw relationships among classes in UML diagrams.
Reflective Critique	The main goal of this Flipped classroom method is how well students will be able toin active learning, wherein they can work on pertinent, well-designed exercises, participate in group work, and/or explore the implications of concepts raised in the lecture in order to promote a deeper understanding of a concept.

Proofs(Photographs/Videos/Reports/Charts/Models)

Fig. Photograph of Flipped classroom on Various Relationships among Classes inClassroom Number SB-205 bystudents.

Signature of Course Incharge

Signature of HOD

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TEACHING AND LEARNING

PEDAGOGYREPORT

Academic Year	**2021-2022**
Name of the Faculty	**Ms.N.Sireesha**
Course Name/Code	**COMPUTER NETWORKS/19A05504T**
Semester/Section	**III-I/CSE**
Activity Name	Role Play-Seminar
Topic Covered	**Routing in the Internet**
Date	**05-01-2022**
No.of Participants	**66**
Objectives/Goals	**To improve the self Learning and communication skills of the students.**
ICT Used	**PPTs/Chalk and Talk**

Appropriate Method/Instructional materials/Exam Questions

- Initially delivered lecture on Routing in the Internet,.
- Later topic is assigned to students to express their views on Routing in the Internet Using Seminars.

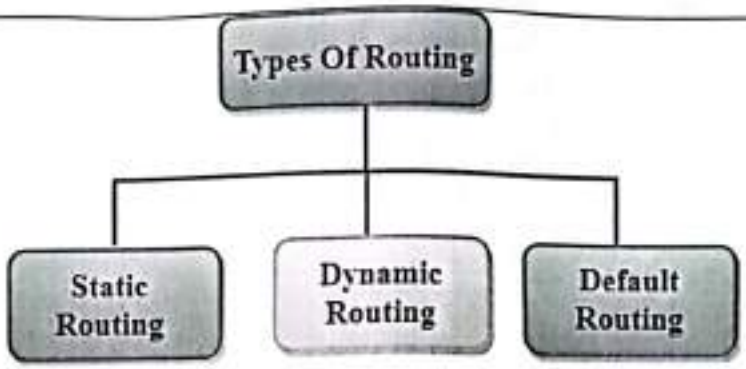
Routing in the Internet:

Routing is the process of path selection in any network. A computer network is made of many machines, called nodes, and paths or links that connect those nodes. Communication between two nodes in an interconnected network can take place through many different paths.

Types of Routing

Routing can be classified into three categories:

- Static Routing
- Default Routing
- Dynamic Routing



Static Routing

- Static Routing is also known as Non adaptive Routing.
- It is a technique in which the administrator manually adds the routes in a routing table.

Default Routing

- Default Routing is a technique in which a router is configured to send all the packets to the same hop device, and it doesn't matter whether it belongs to a particular network or not. A Packet is transmitted to the device for which it is configured in default routing.
- Default Routing is used when networks deal with the single exit point.

Dynamic Routing

- It is also known as Adaptive Routing.
- It is a technique in which a router adds a new route in the routing table for each packet in response to the changes in the condition or topology of the network.

Relevant PO's:	**PO:1,2,3and9,10**
Significance of Results/Outcomes	Students able to understand the computer networks and also know the IPv4 and IPv6.
Reflective Critique	With the Seminar Question the main goal of IPv4 and IPv6.

Proofs (Photographs/Videos/Reports/Charts/Models)

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METHANJALI INSTITUTE OF SCIENCE & TECHNOLOGY
GANGAVARAM (V), KODAVALUR (M)
SPSR Nellore Dt., A.P.

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DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

TEACHING AND LEARNING

PEDAGOGYREPORT

Academic Year	**2021-2022**
Name of the Faculty	**Ms.N.Sireesha**
Course Name/Code	**COMPUTER NETWORKS/19A05504T**
Semester/Section	**III-I/CSE**
Activity Name	Role Play-Seminar
Topic Covered	**Routing in the Internet**
Date	**05-01-2022**
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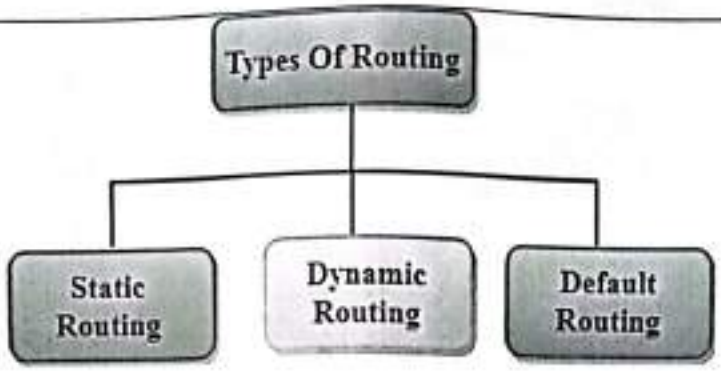

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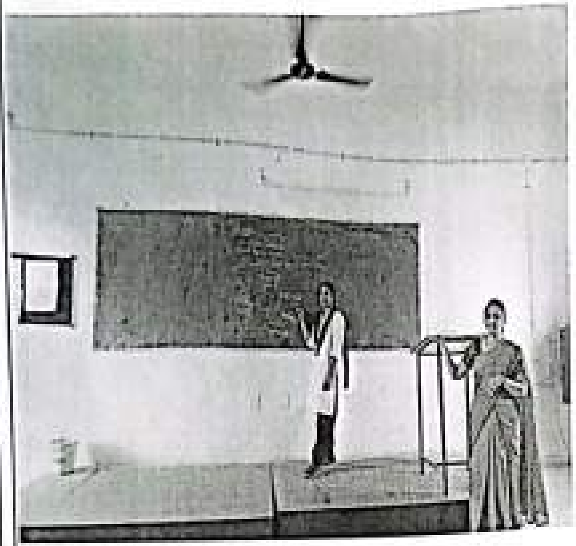
Relevant PO's:	**PO:1,2,3and9,10**
Significance of Results/Outcomes	Students able to understand the computer networks and also know the IPv4 and IPv6.
Reflective Critique	With the Seminar Question the main goal of IPv4 and IPv6.

Proofs (Photographs/Videos/Reports/Charts/Models)



N. Sireesha
Signature of Course In Charge

Signature of HoD

Department of ... GEETHANJALI INSTITUTE OF SCIENCE & TECHNOLOGY GANGAVARAM (V), KOVUR (M), S.P.S.R. Nellore Dt. A.P. Pin-524 137

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DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

TEACHING AND LEARNING

PEDAGOGY REPORT

Academic Year	**2021-2022**
Name of the Faculty	**Ms.N.Sireesha**
Course Name/Code	**COMPUTER NETWORKS/19A05504T**
Semester/Section	**III-I/CSE**
Activity Name	Participatory Learning-Case Study
Topic Covered	HTTP, File transfer: FTP, Electronic mail in the internet
Date	08-11-2021
No.of Participants	**60**
Objectives/Goals	**To Understand the topics in HTTP, File transfer: FTP, Electronic mail in the internet**
ICT Used	**LCD**

Appropriate Method/Instructional materials/Exam Questions

The Students were provided with the following Case Study which they had solve and present:

Case study of HTTP, File transfer: FTP, Electronic mail in the internet:

1. HTTP is the backbone of the World Wide Web (WWW). It defines the format of messages through which Web Browsers (like Firefox, Chrome) and Web Servers communicate, whilst also defining how a web browser should respond to a particular web browser request.
2. FTP is the underlying protocol that is used to, as the name suggests, transfer files over a communication network. It establishes two TCP connections: Control Connection to authenticate the user, and Data Connection to transfer the files.
3. SMTP is what is used by Email servers all over the globe to communicate with each other so that the assignment you submitted at 11:59 pm reaches your professor's inbox within the deadline.

Relevant PO's:	**PO:1,2,3and9**
Significance of Results/Outcomes	Students able to understand the computer networks and also know the types of a networks.
Reflective Critique	With the Case Study Question the main goal of computer networks and examples of Networks.

Proofs (Photographs/Videos/Reports/Charts/Models)

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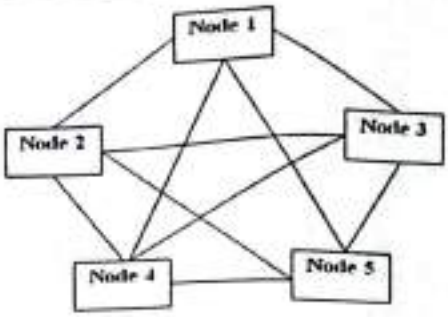
PEDAGOGY REPORT

Academic Year	**2021-2022**
Name of the Faculty	**Ms.N.Sireesha**
Course Name/Code	**COMPUTER NETWORKS/19A05504T**
Semester/Section	**III-I/CSE**
Activity Name	Participatory Learning -PPT
Topic Covered	**Peer-to-Peer Applications**
Date	**22-11-2021**
No.of Participants	**69**
Objectives/Goals	• To Improve the Presentation skills of students. • To Improve the communication skills of students.
ICT Used	**PPTs**

Appropriate Method/Instructional materials/Exam Questions

- Topics given to students were covered earlier in class.
- Later groups of minimum four students were formed and assigned with a topic, and were informed to prepare PPTS and Present.

Applications of Peer-to-Peer Network: In the P2P network architecture, the computers connect with each other in a workgroup to share files, and access to internet and printers.



P2P Architecture

Below are some of the common uses of P2P network:

- **File sharing:** P2P network is the most convenient, cost-efficient method for file sharing for businesses. Using this type of network there is no need for intermediate servers to transfer the file.
- **Blockchain:** The P2P architecture is based on the concept of decentralization. When a peer-to-peer network is enabled on the block chain it helps in the maintenance of a complete replica of the records ensuring the accuracy of the data at the same time. At the same time, peer-to-peer networks ensure security also.
- **Direct messaging:** P2P network provides a secure, quick, and efficient way to communicate. This is possible due to the use of encryption at both the peers and access to easy messaging tools.
- **Collaboration:** The easy file sharing also helps to build collaboration among other peers in the network.
- **File sharing networks:** Many P2P file sharing networks like G2, and eDonkey have popularized peer-to-peer technologies.
- **Content distribution:** In a P2P network, unline the client-server system so the clients can both provide and use resources. Thus, the content serving capacity of the P2P networks can actually increase as more users begin to access the content.
- **IP Telephony:** Skype is one good example of a P2P application in VoIP.

Relevant PO's:	**PO:1,2,3and9,10**
Significance of Results/Outcomes	Students were able to analyze the Peer-to-Peer Applications.
Reflective Critique	• The activity improved their Presentation Skills. • The activity Provided a platform for students to interact improve their communication skills, work in group.

Proofs (Photographs/Videos/Reports/Charts/Models)

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PEDAGOGY REPORT

Academic Year	**2021-2022**
Name of the Faculty	**Ms.N.Sireesha**
Course Name/Code	**COMPUTER NETWORKS/19A05504T**
Semester/Section	**III-I/CSE**
Activity Name	Participatory Learning -Poster Presentation
Topic Covered	**Protocol Layers and their Service Models**
Date	**16-10-2021**
No.of Participants	**68**
Objectives/Goals	• To Improve the self-learning and Presentation skills of students. • To Improve the Communication skills of students.
ICT Used	**Posters**

Appropriate Method/Instructional materials/Exam Questions

- Initially delivered lectures on Protocol Layers and their Service Models.
- Later students were formed into groups, assigned with a topic, asked to prepare A3 size Poster, and give oral presentation.
- Students are given with additional Information/Sources from which they can prepare.

Relevant PO's:	**PO:1,2,3and9,10**
Significance of Results/Outcomes	Students tried to explore the importance of Reference Models.
Reflective Critique	• The activity improved the self-learning of students. • The activity provided a platform for students to interact with peers, improve their communication skills and work as Individuals and as team.

Proofs (Photographs/Videos/Reports/Charts/Models)

N. Sireesha
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PEDAGOGY REPORT

Academic Year	**2021-2022**
Name of the Faculty	**N.Sivanagamani**
Course Name/Code	**DATA WAREHOUSING & MINING/ 19A05505a**
Semester/Section	**III-I/A**
Activity Name	**Participatory Learning -PPT**
Topic Covered	**Data Warehouse Schemas for Decision Support**
Date	**28-11-2021**
No.of Participants	**62**
Objectives/Goals	**To understand the topic more precisely**
ICT Used	**LCD**

Appropriate Method/Instructional materials/Exam Questions

The Students of class provided with the knowledge on Data Warehouse Schemas for Decision Support. The questions to be answered by them were as follows:

- What is Star Schema?
- What is Snowflake Schema?
- What is Fact Constellation Schema?
- Schema Definition and difference between schemas?

In this activity, the students acquire knowledge on Data Warehouse Schemas for Decision Support more precisely.

Relevant PO's:	**PO: 1,2,9,10**
Significance of Results/Outcomes	Students are able to understand the Data Warehouse Schemas for Decision Support.
Reflective Critique	The main goal of this power point presentation method is the students will clearly identify and understood Data Warehouse Schemas for Decision Support .so that they can acquire more knowledge.

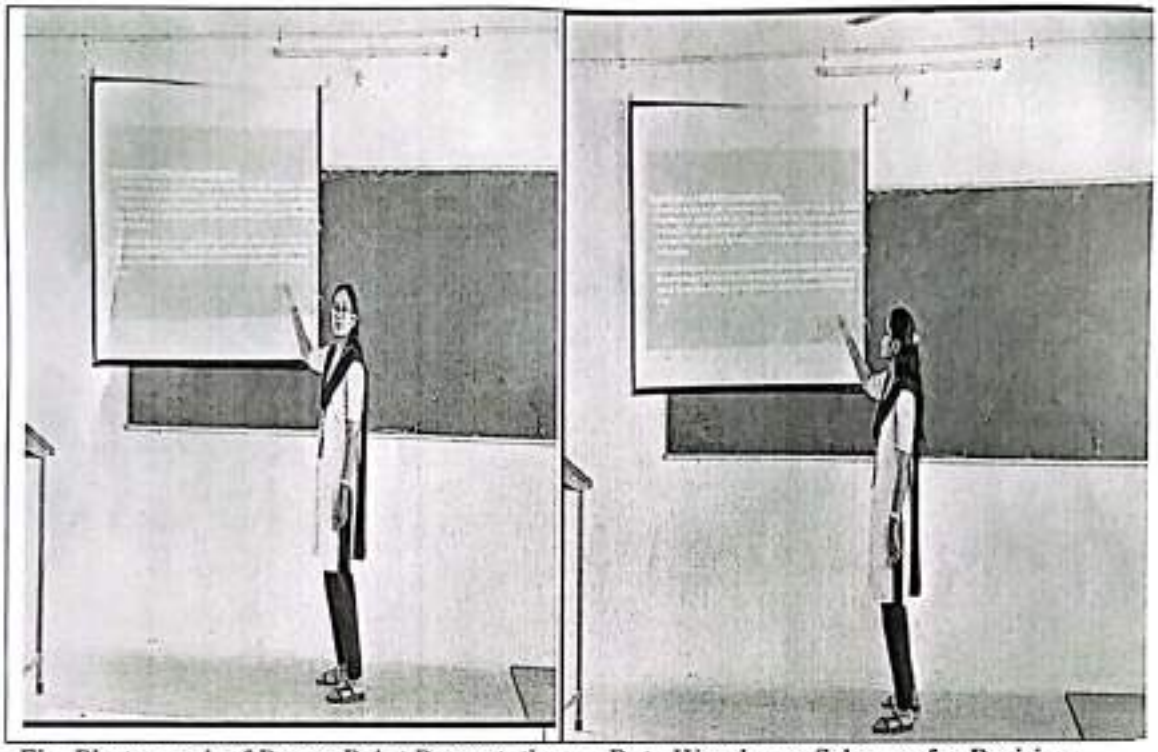

Fig. Photograph of Power Point Presentation on Data Warehouse Schemas for Decision Support in Classroom by student

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