

S.No	Faculty Name	Subject	Semester	Activity
1	Dr. J.Srinivas	Computer Organisation & Micro Processor	IV	Think Pair Share
2	Dr. J.Srinivas/ V.Gopinath	Micro Processor Lab	IV	Virtual Labs
3	Mr. Vikram Reddy	Java Programming	IV	Guest Lecture
4	Dr. Ramesh Babu	Database Management Systems	IV	Guest Lecture
5	Mr. K. Vikram Reddy	Mini Project	VI	Think-Pair-Share
6	Mr. V. Gopinath	Embedded Design	VI	POGIL
7	Mrs. T. Aruna Jyothi	Cloud Computing	VI	Think-Pair-Share
8	Mrs. Srividya	Network Security & Cryptography	VI	Think- Pair-Share
9	Dr.J.Srinivas	Deep Learning	VIII	Think-Pair-Share
10	Dr. G.Shyama Chandra Prasad	Major Project	VIII	Ideathon
11	Mr. K. Vikram Reddy	Major Project	VIII	Project ideas/Competition

Activity Based Teaching (Think pair Share)

Name of the Course Coordinator(s): Dr. J. Sriniva		Course: CO & MP
Year/Semester: II/ IV	Section: IT	Topic: Arithmetic Operations
Name of the activity: Think Pair Share	Date: 17-04-2023	No. of students attended: 22

Introduction:

Collaborative learning is an instructional method in which student's team together on an assignment. In this method, students can produce the individual parts of a larger assignment individually and then "assemble" the final work together, as a team. Whether for a semester-long project with several outcomes or a single question during class, collaborative learning can vary greatly in scope and objectives. Cooperative learning, sometimes confused with collaborative learning, describes a method where students work together in small groups on a structured activity. Students are individually accountable for their work but also for the work of the group as a whole, and both products are assessed.

Objective of the activity:

- To practice various arithmetic operation using 8085 Trainer Kit.
- To understand how to work with 8085 Trainer Kit.
- To make students understand how to write ALP.
- To develop oral communication skills, Fosters and develops interpersonal relationships.

Execution Plan:

- Given higher-level questions about the topic to the students.
- Gave some time for thinking the answer for questions.
- Now formed teams of team size 2/3.
- Gave some time to share the ideas themselves.
- They shared their ideas to whole class.
- Finally 80% of the groups have completed the task successfully.

Expected Outcomes:

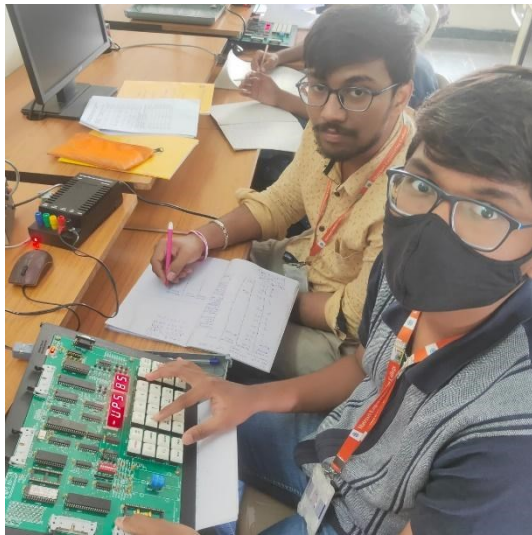
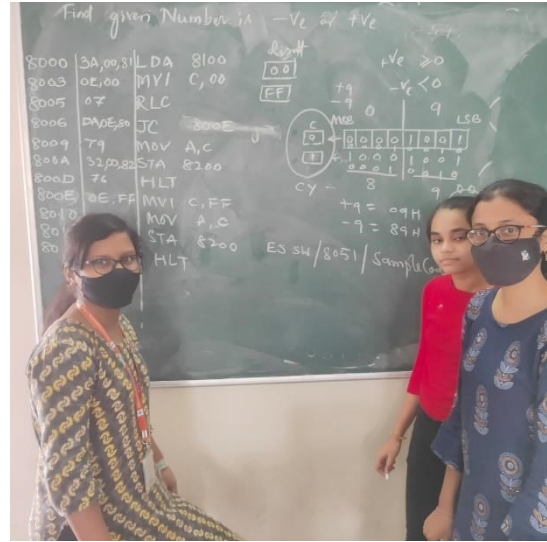
The students can be able to

1. Work with 8085 Trainer Kit.
2. Analyse and solve problems using ALP.

3. Develops higher level thinking skills.
4. Builds self-esteem in students.

Enclosures: Video/Photos while conducting the activity

1. Attached activity photo



**Students participating & sharing in active learning.
(Think Pair Share)**

Activity Based Teaching (Guest Lecture)

Name of the Course Coordinator(s): Dr.Ch.Ramesh Babu & Mr. K. Vikram Reddy		Course: DBS & Java Programming
Year/Semester: II/ IV	Section: IT	Topic: Recent Trends in Data Science for Engineering
Name of the activity: Guest lecture	Date: 13-07-2023	No. of students attended: 66

WEBINARS: Seminars are engaged for students to cover the contents beyond the syllabus.

MATRUSRI ENGINEERING COLLEGE
Approved by AICTE & Affiliated to Osmania University
Sponsored by Matrusri Education Society

WEBINAR
ON

Date:
13.07.2023
Thursday

Recent Trends in Data Science for Engineering

Timing:
2:00 pm to 4:00 pm

ORGANIZED BY
Department of Information Technology

Speaker:
Mr K Vikram Reddy
Assistant Professor-IT MECS
Dr CH Ramesh babu
Assosiate Professor-IT MECS

CHIEF PATRON
Dr. K. P. Srinivas Rao
Chairman
Matrusri Education Society

PATRON
Dr. D. Hanumantha Rao
Principal
Matrusri Engineering
College

FACULTY CO-ORDINATORS
Mr. K. Vikram Reddy
Assistant Professor-IT

FIG: SEMINAR ON RECENT TRENDS IN DATA SCIENCE FOR ENGINEERING

In this seminar speaker “Dr Ch Ramesh babu Associate Professor –IT”, and myself Mr K Vikram reddy, interacted with students and discussed the topic “Recent Trends in data Science for Engineering” and about the latest opportunities and requirements for opportunities in Data Science, and explained the importance of each resource .

The event works well to bridge the gap between academics and industry. Around 50 students attended and made It a grand success.



FIG: SPEAKER INTERACTION WITH STUDENTS

ACTIVE LEARNING-Think-Pair-Share

Name of the Faculty: K Vikram Reddy	Designation : Asst. Prof	Subject: Mini Project
Year/Semester : VI/ VII	Section: A	Topic: Text To Speech Conversion
Name of the activity:(Think Pair Share)	Date: 28-04-2023	No. of students attended: 30

Introduction:

Collaborative learning is an instructional method in which student's team together on an assignment. In this method, students can produce the individual parts of a larger assignment individually and then "assemble" the final work together, as a team. Whether for a semester-long project with several outcomes or a single question during class, collaborative learning can vary greatly in scope and objectives. Cooperative learning, sometimes confused with collaborative learning, describes a method where students work together in small groups on a structured activity. Students are individually accountable for their work but also for the work of the group as a whole, and both products are assessed.

Objective of the activity:

- To identify the use of various General purpose problem statements.
- To understand how Applications will work in Real time.
- To make students understand complex concepts in Real Environment.
- To develop oral communication skills , and develops interpersonal relationships.

Execution Plan:

- Given higher-level questions about the topic to the students
- Gave some time for thinking the project idea
- Now formed teams of team size6 total 6 teams
- Gave some time to share the ideas themselves and prepare basic PPT on idea
- They shared their ideas to whole class through presentation
- Finally 80% of the groups have completed the task successfully

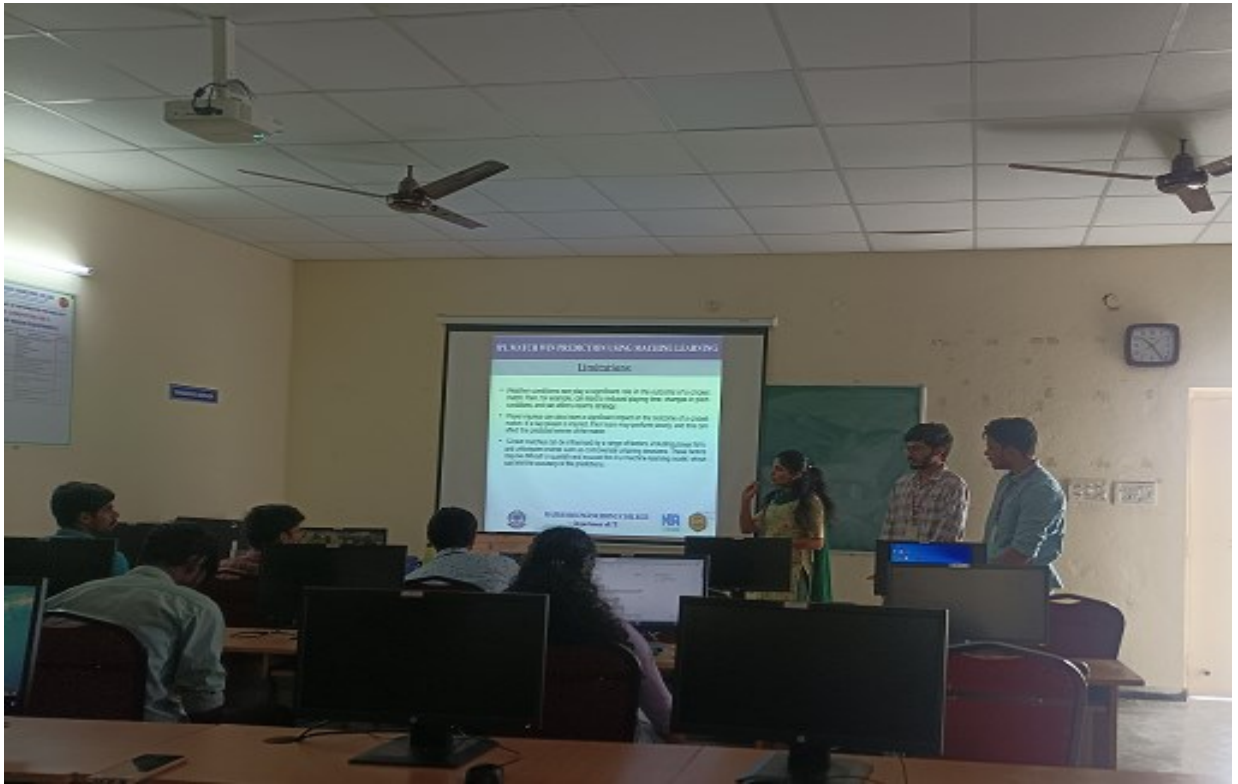
Expected Outcomes:

The students can be able to

1. Generate valid and invalid arguments
2. Analyze the different types of drawbacks and solutions to overcome the problems
3. Develops higher level thinking skills
4. Builds self esteem in students

Enclosures: Photos while conducting the activity

1. Attached activity photos



Activity Based Teaching (Think pair Share)

Name of the Faculty: Dr Ch Ramesh Babu		Date: 04-07-2023
Designation: Associate Professor		
Year/Semester: III/II	Subject: Machine Learning	No. of students
Section: IT		Participated: 48

Introduction:

Activity-Based Teaching (Think-Pair-Share) is a teaching strategy that promotes active engagement and collaboration among students. It involves the following steps:

Think: The teacher presents a question, problem, or prompt related to the topic being studied. Students are given a few minutes to think individually and come up with their own ideas, solutions, or responses. This step encourages students to activate their prior knowledge and engage in critical thinking.

Pair: After the thinking phase, students are paired up with a classmate, preferably someone they don't usually work with. In their pairs, students share and discuss their thoughts, ideas, or responses. They have an opportunity to articulate their thinking, listen to their partner's perspective, and engage in a dialogue about the topic.

Share: Following the pair discussion, the teacher facilitates a whole-class discussion where students share their ideas or solutions. The teacher may ask pairs to share their perspectives, or randomly call on pairs to present their findings to the class. This step encourages active participation, collaboration, and the exchange of diverse ideas within the entire class.

The Think-Pair-Share strategy offers several benefits:

Increased Engagement: By actively thinking about a question or problem, students become more engaged in the learning process. They take ownership of their learning and develop a deeper understanding of the topic.

Enhanced Communication Skills: Pairing students and providing opportunities for discussion promotes communication skills. Students practice articulating their thoughts, listening actively to others, and respectfully responding to different viewpoints.

Increased Participation: In a whole-class discussion, students who might be hesitant to speak up individually are more likely to share their ideas when they have had a chance to discuss them with a partner first. This strategy fosters a more inclusive and participatory classroom environment.

Diverse Perspectives: Through pair discussions and sharing in the whole-class setting, students are exposed to different perspectives and approaches to a problem. This encourages critical thinking, expands their understanding of the topic, and promotes respect for diverse ideas.

Peer Learning: Pairing students allows them to learn from one another. Students can exchange knowledge, clarify misconceptions, and offer support to each other, fostering a peer-learning environment.

The Think-Pair-Share strategy can be applied across various subjects and grade levels. It encourages active learning, collaboration, and critical thinking skills, making it an effective instructional strategy for engaging students in the learning process.

Objective of the activity:

- To identify various Machine Learning Technologies
- To understand how regression algorithm works?
- To make students understand complex concepts.
- To develop oral communication skills, Fosters and develops interpersonal relationships.

Execution Plan:

- Given higher-level questions about the topic to the students
- Gave some time for thinking the answer for questions
- Now formed teams with team size of 4
- Gave some time to share the ideas themselves
- They shared their ideas to whole class
- Finally 80% of the groups have completed the task successfully

Expected Outcomes:

The students can be able to

1. Generate differentiate between supervised and unsupervised learning
2. Analyse and understand real time problems in supervised learning
3. Develops higher level thinking skills
4. Builds self-esteem in students.

Sample Photos while conducting the activity



**Students participating & sharing in active learning
(Think Pair Share)**

Sample Outcome from the given task

Regression Algorithm V. SREENIDHI
1608-20-737-025

It is a supervised algorithm

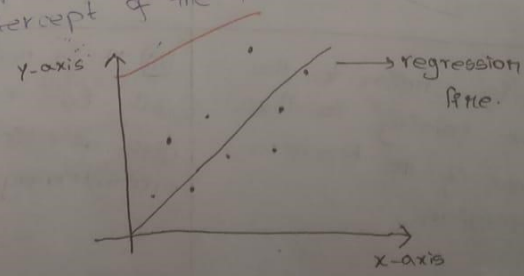
- ⇒ Used to predict the data
- ⇒ It is of 2 types, they are
 - i) linear regression algorithm
 - ii) Polynomial regression algorithm.
- ⇒ It needs the external supervision to predict an algorithm's data and give it an accurate output with increased performance.

Linear regression:

- ⇒ It is used to predict the regression problems with external supervision.
- ⇒ It predicts the continuous values only.
- ⇒ It shows the difference between the dependent and independent variables.
- ⇒ shows how a dependent 'y' variable is different from the independent 'x' variable.
- ⇒ It forms a best-fit line in graph, which is actually called as the "Regression line".

⇒
$$Y = a_0 + a^1x + D$$

where,
y = dependent variable
x = independent variable
a₀ = intercept of the line.



List of Students participated in active learning (Think Pair Share)

Batch no	Roll no	Student name	Individual score (10)	Avg.group score (10)
1	1608-20-737-001	Kandula manmadh reddy	8	8
	1608-20-737-002	Bobbala pardhu chowdary	7	
	1608-20-737-003	Chidharala rishwant gupta	9	
	1608-20-737-053	Kotha reethika	8	
2	1608-20-737-051	Sambari manideep	10	9
	1608-20-737-006	Srinadhuni sri siri	10	
	1608-20-737-060	Anugula aravind	8	
	1608-20-737-008	Samudrala dinesh	7	
3	1608-20-737-009	Banda deekshitha reddy	7	8
	1608-20-737-004	Tanmai shah	8	
	1608-20-737-011	Indavarapu shiva	7	
	1608-20-737-012	Manvitha vasikarla	7	
4	1608-20-737-013	Prateek kumar singh	9	8
	1608-20-737-059	Bade ashrit	8	
	1608-20-737-015	Adepu chaitanya	8	
	1608-20-737-016	N snehalatha	6	
5	1608-20-737-017	Ponnala rohit	7	7
	1608-20-737-018	Ashish yadav	6	
	1608-20-737-014	Vennamaneni akshaya rao	7	
	1608-20-737-019	Kotla sanjay	7	
6	1608-20-737-010	Shinde nikitha	10	9
	1608-20-737-049	Gudisay pranitha	8	
	1608-20-737-005	Sakilam shiva raj	7	

	1608-20-737-303	Sai chaithanya	9	
7	1608-20-737-024	Puttapaka anshu	7	8
	1608-20-737-048	Gurram thanmayee	7	
	1608-20-737-026	Chowtapalli sai teja	8	
	1608-20-737-027	Shanmukha sree koumudi	7	
8	1608-20-737-028	Mohammed abdul rahman	8	7
	1608-20-737-029	Kokkala akshitha	6	
	1608-20-737-055	Nutalapati avinash	7	
	1608-20-737-031	Sana javeed	7	
9	1608-20-737-032	Koduru somanadh	7	7
	1608-20-737-033	P mrudula priyanka	6	
	1608-20-737-006	Srinadhuni sri siri	7	
	1608-20-737-306	Lavanya	8	
10	1608-20-737-035	R kranthi kumar	10	9
	1608-20-737-025	Vemula sreenidhi	10	
	1608-20-737-037	Kompelli ajay	7	
	1608-20-737-038	Chimpiri yeshwanth kumar	8	
11	1608-20-737-039	Akula sravan kumar	9	9
	1608-20-737-040	Bhukya Anjali	10	
	1608-20-737-047	Ramjelli shalini	7	
	1608-20-737-042	Chennupati krishna shashank	8	
12	1608-20-737-043	Kallepally vineeth kumar	10	9
	1608-20-737-041	Harshita	8	

	1608-20-737-020	Gottapu sai nitish	9	
	1608-20-737-045	Masood khan patan	7	

Sample Batch details :

Batch no: 06	Date: 04-01-2023	
Team Role	Team Member Name	
Recorder: records all answers & questions, and provides copies to team & faculty.	S Nikitha (1608-20-737-010)	
Speaker: talks to faculty and other teams.	K Rithika (1608-20-737-053)	
Manager: keeps track of time and makes sure everyone contributes appropriately.	S Shiva Raj(1608-20-737-005)	
Other:	K Sai Chaithanya (1608-20-737-303)	

Analysis:

No. of Students Scored 10	No. of Students Scored ≥ 8 and < 10	No. of Students Scored ≥ 5 and $= < 7$	No. of Students Scored < 5
7	25	23	0

Signature of the faculty

Dr Ch Ramesh Babu

HOD-IT

Dr Shyma Chandra Prasad

Matrusri Engineering College

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ACTIVE LEARNING

Name of the activity: POGIL TASK

Name of the Faculty: Mr V. Gopinath		Date: 10-07-2023
Designation: Asst. Prof		
Year/ Semester: III/II	Subject: Embedded Systems	No. of students attended: 56
Section: IT		

Process Oriented Guided Inquiry Learning (POGIL) is a student-centered, group-learning instructional strategy and philosophy developed through research on how students learn best. POGIL was devised in 1994 to better teach general chemistry.

About POGIL:

There are two crucial aspects to the design of a POGIL activity. First, sufficient appropriate information must be provided for the initial "Exploration" so that students are able to develop the desired concepts. Second, the guiding questions must be sequenced in a carefully constructed manner so that not only do students reach the appropriate conclusion, but at the same time various process and learning skills are implemented and developed.

Typically the first few questions build on students' prior knowledge and direct attention to the information provided by the model. This is followed by questions designed to help promote the recognitions of relationships and patterns in the data, leading toward some concept development. The final questions may involve applying the concepts to new situations and generalizing students' new knowledge and understanding. Thus, POGIL activities follow the structure of the learning cycle of exploration, concept invention and application, and has a strong basis in constructivism.

In contrast to traditional classrooms, students in a POGIL classroom work in small groups (of 3 or 4) on a specially designed activity. Each student is assigned a role, such as manager, recorder, spokesperson or reflector. The instructor serves as a facilitator who listens to the discussion and intervenes at appropriate times to guide student learning. In groups, students discuss the answers to carefully crafted questions that lead them to consider the general ideas in question and to construct their own understanding of important course concepts. As ideas are formulated, groups share their findings and understanding to new and increasingly difficult problems or contexts.

Rather than having the instructor begin class by defining terms and laying out concepts, students work actively to master material and formulate a deeper understanding of content. Built into the experience is the support of a variety of important process skills, including communication, teamwork, and critical thinking, which translates to a more complete understanding of the entire concept, and a lasting understanding of the material.

Sample Photographs of POGIL Task Activity:





Sample Document on POGIL TASK:

Matrusri Engineering College
Department of Information Technology

Subject: Embedded System Year: III Sem: VI

Pogil Task on: Shared data

Faculty Information: Mr. V. Gopinath, Asst. Professor.

Batch: 11	Date: 10-07-2023
Team Role	Team Members Name
Recorder: Records all answers and questions and provides copies to team & faculty	Saichal tanya (1608-20-737-303)
Speaker: Talks to faculty and other teams.	Masood Khan (1608-20-737-045)
Manager: Keeps track of time and makes sure everyone contributes appropriately	B. Ashut (1608-20-737-059)
Other:	Siviah (1608-20-737-301)

Learning Objective:

- It involves understanding how to effectively manage and synchronize data access to ensure reliable and deterministic operation in RTOS.
- Understand the challenges associated with concurrent access to shared data.
- Develop a clear understanding of Mutexes and Semaphores.

Introduction :

In real time operating system (RTOS), shared data refers to the data elements that are accessed and modified by multiple tasks or threads concurrently. These data elements can include variables, buffers, queues, flag.

It is essential in RTOS applications as it enables inter-task communication, coordination, allowing tasks to exchange information, synchronize the activities, and collaborate effectively.

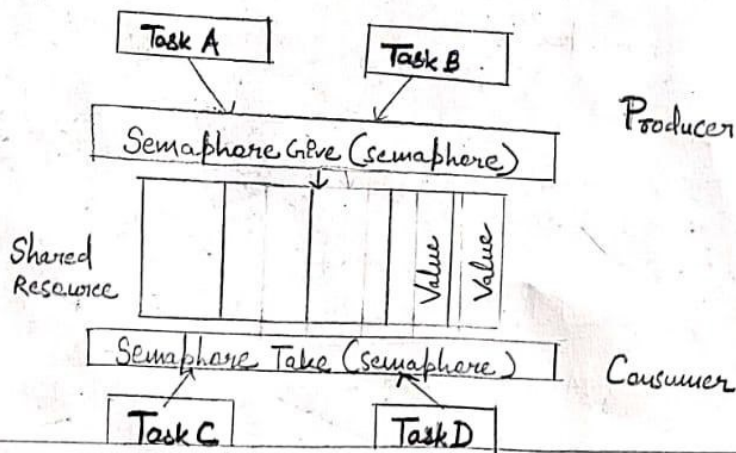
It refers to data that is accessible by multiple tasks or threads in an RTOS environment. This data can be variables, structures, or other types of information that need to be accessed and manipulated by different tasks can be challenging due to potential issues such as data corruption, race conditions, priority inversion.

Procedure to Solve :

- Analyze and identify shared data .
- Establish mutual exclusion
- Protect critical section
- use atomic operations
- Implement proper data sharing protocols
- Test and debug

Design Principles

- Define Data structure
- use Mutexes or semaphores
- Access control
- Handle priority Inversion
- Scheduling Consideration
- Avoid data corruption
- Testing & debugging



Result: We have learned how to effectively manage and synchronize data access in RTOS and develop a clear understanding of Mutexes & Semaphore.

Activity based Learning

Name of the Faculty: T.Aruna Jyothi	Designation: Asst. Prof	Subject: Cloud Computing
Year/ Semester: III/II	Section: IT	Topic: Compare AWS,Azure,Google Cloud
Name of the activity: (Think Pair Share)	Date: 04-07-2023	No. of students attended: 14

Introduction:

Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. ... Learning flourishes in a social environment where conversation between learners takes place.

Objective of the activity:

- To identify various Cloud Services.
- To understand difference between different services Like AWS,Google Cloud,Azure.
- To make students understand Pricing ,Scaling of different cloud services.
- To develop oral communication skills, Fosters and develops interpersonal relationships.

Execution Plan:

- Given higher-level questions about the topic to the students
- Gave some time for thinking the answer for questions
- Now formed teams of team size 7
- Gave some time to share the ideas themselves
- They shared their ideas to whole class.
- Finally 70% of the groups have completed the task successfully

Expected Outcomes:

The students can be able to

1. Generate differentiate between Cloud servers.
2. Analyze and understand real time implementation of cloud in AWS.
3. Develops higher level thinking skills
4. Builds self esteem in students

Enclosures: Video/Photos while conducting the activity

1. Attached activity photos
2. Student Document proof



IMPACT ANALYSIS

S.NO	RollNo	TEAM	ScoreIndividual(10M)	TeamScore(10M)	
1	160820737001	A	8	8	Improvement
2	160820737010		8		Improvement
3	160820737053		8		Improvement
4	160820737006		7		Improvement
5	160820737020		8		Improvement
6	160820737023		8		Improvement
7	160820737025		8		Improvement
8	160820737027		8		Improvement
9	160820737031	B	8	8	Improvement
10	160820737034		8		Improvement
11	160820737015		8		Improvement
12	160820737012		8		Improvement
13	160820737306		8		Improvement
14	160820737040		8		Improvement

Activity Based Teaching (Think pair Share)

Name of the Course Coordinator: M.Srividya	Designation : Asst. Professor	Course: Network Security and Cryptography
Year/Semester :III/VI	Section:	Topic: RSA
Name of the activity:(Think Pair Share)	Date: 27-04-2023	No. of students attended: 27

Introduction:

Collaborative learning is an instructional method in which student's team together on an assignment. In this method, students can produce the individual parts of a larger assignment individually and then "assemble" the final work together, as a team. Whether for a semester-long project with several outcomes or a single question during class, collaborative learning can vary greatly in scope and objectives. Cooperative learning, sometimes confused with collaborative learning, describes a method where students work together in small groups on a structured activity. Students are individually accountable for their work but also for the work of the group as a whole, and both products are assessed.

Objective of the activity:

- i. To develop an optimized algorithm using the 5 prime numbers to generate encryption keys to enhance data security.
- ii. Simulation of presented algorithm to ascertain encryption and decryption execution time.
- iii. Comparison of the approach/results with existing ones.

Execution Plan:

- Given higher-level questions about the topic to the students
- Gave some time for thinking the answer for questions
- Now formed teams of team size 2
- Gave some time to share the ideas themselves
- They shared their ideas to whole class
- Finally 80% of the groups have completed the task successfully

Expected Outcomes:

The students can be able to

1. Generate differentiate between privacy and security.
2. Analyze and understand real time problems in security.
3. Develops higher level thinking skills
4. Builds self esteem in students

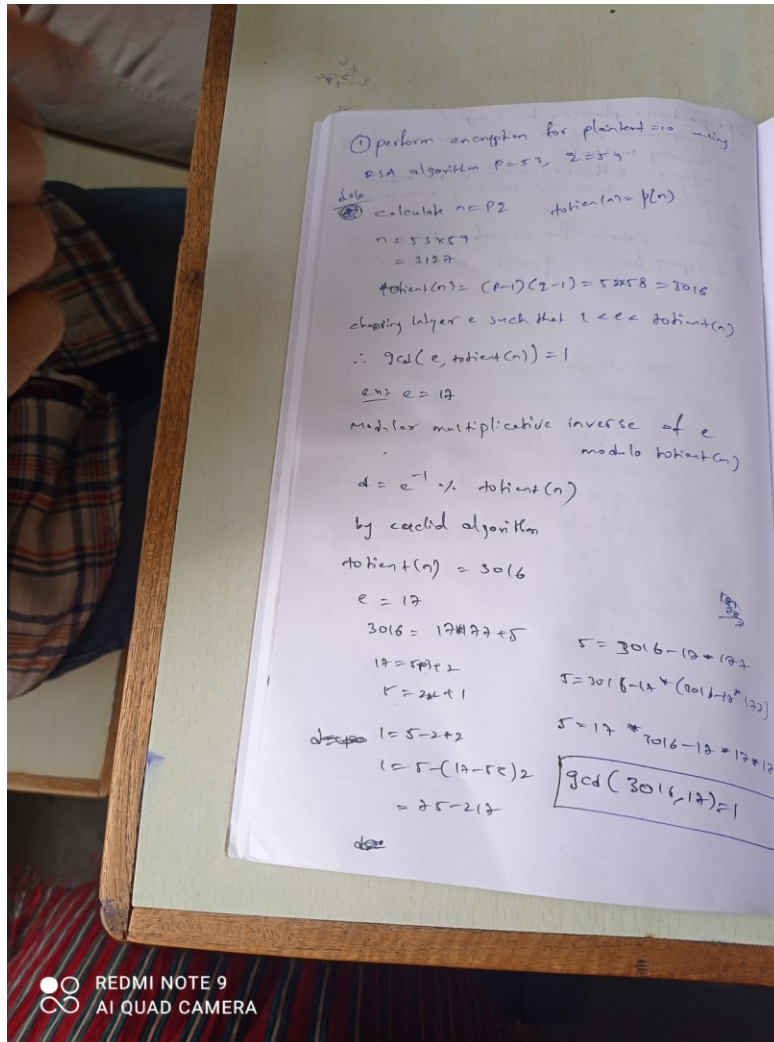
Enclosures: Video/Photos while conducting the activity

1. Attached activity photo



**Students participating & sharing in active learning
(Think Pair Share)**





Sample Outcome from the given ta

List of Students participated in active learning

S.N O	Roll No	T E A M	Score Individual (10M)	Team Score(10M)	Improvement /No change /Negative change
1	1608-20-737-001	A	8	8	Improvement
2	1608-20-737-002		8		Improvement
3	1608-20-737-003		8		Improvement
4	1608-20-737-004		8		Improvement
5	1608-20-737-005	B	8	8	Improvement
6	1608-20-737-006		8		Improvement
7	1608-20-737-007		8		Improvement
8	1608-20-737-008		8		Improvement
9	1608-20-737-009	C	8	8	Improvement
10	1608-20-737-010		8		Improvement
11	1608-20-737-011		8		Improvement
12	1608-20-737-012		8		Improvement
13	1608-20-737-013		8		Improvement
14	1608-20-737-014		8		Improvement
15	1608-20-737-015	D	8.5	8.5	Improvement
16	1608-20-737-016		8.5		Improvement
17	1608-20-737-017		8.5		Improvement
18	1608-20-737-018		8.5		Improvement
19	1608-20-737-019		8.5		Improvement
20	1608-20-737-020	E	6	6	Improvement
21	1608-20-737-021		6		Improvement
22	1608-20-737-022		6		Improvement
23	1608-20-737-023		6		Improvement

All the 27 students improved in their knowledge on the topic Security in cloud.

Activity Based Teaching (Think pair Share)

Name of the Course Coordinator: Dr. J. Srinivas	Designation : Associate Professor	Course: Deep Learning
Year/Semester : IV/ VIII	Section:	Topic: ANN
Name of the activity: Think Pair Share	Date: 04-04-2023	No. of students attended: 26

Introduction:

Collaborative learning is an instructional method in which student's team together on an assignment. In this method, students can produce the individual parts of a larger assignment individually and then "assemble" the final work together, as a team. Whether for a semester-long project with several outcomes or a single question during class, collaborative learning can vary greatly in scope and objectives. Cooperative learning, sometimes confused with collaborative learning, describes a method where students work together in small groups on a structured activity. Students are individually accountable for their work but also for the work of the group as a whole, and both products are assessed.

Objective of the activity:

- To identify various features of ANN.
- To understand how ANN Work.
- To make students understand concepts of DL.
- To develop oral communication skills, Fosters and develops interpersonal relationships.

Execution Plan:

- Given higher-level questions about the topic to the students.
- Gave some time for thinking the answer for questions.
- Now formed teams of team size 2.
- Gave some time to share the ideas themselves.
- They shared their ideas to whole class.
- Finally 80% of the groups have completed the task successfully.

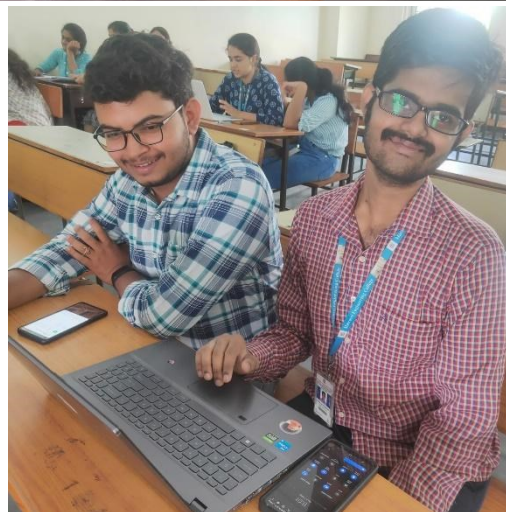
Expected Outcomes:

The students can be able to

1. Generate differentiate between CNN, RNN, and RCNN.
2. analyse and understand real time problems in ANN.
3. Develops higher level thinking skills.
4. Builds self-esteem in students.

Enclosures: Video/Photos while conducting the activity

1. Attached activity photo



**Students participating & sharing in active learning.
(Think Pair Share)**

Activity Based Teaching (Presentation)

Name of the Course Coordinator(s): Dr. G. Shyama Chandra Prasad		Course: Project Work -II
Year/Semester: IV/ VIII	Section: IT	Topic: Major Project Work
Name of the activity: Project Presentation	Date: 06-05-2023	No. of Batches attended: 04

Introduction:

Collaborative learning is an instructional method in which student’s team together on an assignment. In this method, students can produce the individual parts of a larger assignment individually and then “assemble” the final work together, as a team. Whether for a semester-long project with several outcomes or a single question during class, collaborative learning can vary greatly in scope and objectives. Cooperative learning, sometimes confused with collaborative learning, describes a method where students work together in small groups on a structured activity. Students are individually accountable for their work but also for the work of the group as a whole, and both products are assessed.

Expected Outcomes:

The students can be able to

1. Improve communication skills.
2. Showcase project related results.
3. Develops higher level thinking skills.
4. Builds teamwork in students.

Enclosures: Video/Photos while conducting the activity

1. Attached activity photo



Activity Based Teaching (Presentation)

Name of the Course Coordinator(s): Dr. G. Shyama Chandra Prasad		Course: Project Work -II
Year/Semester: IV/ VIII	Section: IT	Topic: Project Ideas
Name of the activity: Project Presentation	Date: 06-05-2023	No. of Batches attended: 04

Project ideas/ Competitions

Students are involved in projects bringing out innovative ideas and implementation. Team work development is made through this kind of instructional method. Students are also exposed to participate in competitions at different levels.



Fig: Project competition presentation by IT VIII semester Students