



GATES INSTITUTE OF TECHNOLOGY

(Approved by A.I.C.T.E, New Delhi, Affiliated to JNTUA & Accredited by NAAC)

N.H-44, Gootyanantapuram (V), Peddavaduguru (M), Anantapuramu (Dist.), Gooty-515401.

Andhra Pradesh (State), Tel: 08552-200444, Website: www.gatesit.ac.in

DEPARTMENT OF COMPUTER SCIENCE & ENGINEERING

5.5. Innovations by the Faculty in Teaching and Learning

Goals in Teaching:

Goals:

1. In today's rapidly changing world, innovative teaching is crucial for the continued success of education. Higher education must prioritize the long-term intellectual development of its students. This necessitates a critical examination of teaching practices to ensure that they effectively equip students with new knowledge, inspire intellectual exploration, and cultivate the critical and creative thinking skills necessary to thrive in a complex and ever-evolving world."
2. To effectively educate the next generation, all teachers must embrace innovative teaching approaches. However, a teacher's success in implementing these innovative methods hinges on their own competency in this area."
3. "The true goal of education is not just to impart literacy, but to cultivate critical thinking, foster deep knowledge, and empower individuals for independent living. Multimedia, with its ability to integrate various forms of media, provides a powerful tool for engaging learners, fostering deeper understanding, and developing the critical thinking skills necessary for success in today's world."
4. "Our strategy prioritizes collaborative innovation in education. We will actively involve students as key partners in this process, empowering them to co-create new teaching approaches. This will include opportunities for students to serve as teaching assistants, contributing their unique perspectives and insights to both in-person and online learning communities."

The following are the teaching and learning strategies implemented by the faculty.

Table:1 Innovations by the Faculty in Teaching and Learning

Sno	INNOVATION	Purpose/Description
1	Flipped Classroom	Students independently study new content (videos, readings) before class. Class time focuses on active learning: group work, problem-solving, and teacher-guided discussions. This model fosters personalized learning and enhances student engagement.
2	Blog Writing	Blog writing offers numerous benefits for students, including: Improved Writing Skills: Regular blogging helps students refine their writing style, grammar, and vocabulary. <ul style="list-style-type: none">• Enhanced Creativity• Deeper Learning



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		<ul style="list-style-type: none"> • Critical Thinking Development
3	Educational Crossword Puzzle	<p>Educational crossword puzzles serve several key purposes:</p> <ol style="list-style-type: none"> 1. Vocabulary Enrichment 2. Critical Thinking Development 3. Memory Boost 4. Problem-Solving Skills
4	Role Play	<p>Role-play activities offer a multitude of benefits, including:</p> <ul style="list-style-type: none"> • Enhanced Learning • Improved Communication Skills • Increased Confidence • Boosted Creativity • Enhanced Teamwork
5	Visual Quiz	<p>Visual quizzes serve several key purposes:</p> <ul style="list-style-type: none"> • Improved Knowledge Retention • Increased Engagement • Enhanced Comprehension • Assessment of Visual Skills • Differentiation
6	Puzzle-Jumbled Word	<p>Puzzle-jumbled words, also known as anagrams, serve several educational purposes:</p> <ul style="list-style-type: none"> • Vocabulary Building • Cognitive Skills Development • Memory Enhancement • Engagement and Motivation • Spelling Improvement
7	Game of Dice	<p>Quizzes using a game of dice offer several key benefits:</p> <ol style="list-style-type: none"> 1. Increased Engagement 2. Motivation and Excitement 3. Differentiation 4. Teamwork and Collaboration



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The innovations by the faculty in teaching and learning are shown in Table 2.

Name of the Faculty	Innovation	Implementation Details	Impact
Ms.S.Razia	Crossword Puzzle	<p>Crossword puzzles can be a fun and engaging way to reinforce learning in a variety of subjects. Here's how it can be implemented :</p> <p>1. Design the Puzzle:</p> <ul style="list-style-type: none">• Content: Align the crossword clues with the syllabus covered in class. This could include vocabulary, definitions, key concepts, scientific terms, etc.• Difficulty: Adjust the difficulty of the clues to match the students' level. A mix of easy and more challenging clues to cater to different abilities can be included.• Format: Create a visually appealing crossword grid.• Clues should be clear and concise . Consider using different types of clues, such as definitions, synonyms, antonyms, or even riddles.	<p>Crossword puzzles, when integrated effectively into teaching methodologies, can have a significant positive impact on student learning and engagement.</p> <p>Key effects: Improved Cognitive Skills, Increased Student Engagement, Versatility and Adaptability</p>
Mr.M.Inayathulla	Flipped Classroom	<p>The flipped classroom model is a pedagogical approach where direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where</p>	<p>The flipped classroom model, when implemented effectively, can have a significant positive impact on student learning and engagement.</p> <p>Key effects: Enhanced</p>



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		<p>the educator guides students as they apply concepts and engage creatively in the subject matter.</p> <ul style="list-style-type: none"> Identify the Content: Determine which topics or lessons are suitable for flipping Create or Curate Content: Develop engaging and informative materials for students to access outside of class. This may include Videos, Articles, book excerpts, or online resources etc Introduce the Flipped Classroom: Explain the concept to students and emphasize the benefits of this approach. Monitor Student Engagement: Track student participation and progress in both the individual and group learning spaces. Provide Feedback: Offer constructive feedback to students on their work and provide opportunities for them to revise and improve. 	<p>Learning and Deeper Understanding, Improved Cognitive Skills, Increased Student Engagement and More Effective Use of Class Time</p>
Mr.G.Raju	Quiz	<p>Quizzes are a versatile and effective tool in teaching, serving various purposes from gauging understanding to sparking engagement. Here's how to implement them effectively:</p> <ol style="list-style-type: none"> Define the Purpose: <ul style="list-style-type: none"> Employ quizzes to evaluate learning at the end of a unit or topic. Utilize quizzes as a fun and 	<p>Quizzes, when implemented effectively, can have a significant positive impact on the learning process. Here's a breakdown of their key effects:</p> <ul style="list-style-type: none"> Knowledge Consolidation



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		<p>interactive way to review material or introduce a new topic.</p> <p>2. Design the Quiz:</p> <ul style="list-style-type: none"> • Content: Align questions with learning objectives and the material covered. • Question Types: Vary question types to assess different levels of understanding for example Multiple Choice, True/False, Matching. • Quiz will be conducted through Paper-based or online (through google forms or LMS)for individuals • Review Answers: Go over the answers together, clarifying any misconceptions and reinforcing learning. • Analyze Results: Use quiz results to identify areas where students need more support. 	<ul style="list-style-type: none"> • Error Correction • Critical Thinking • Motivation and Enjoyment • Active Learning • Identify Learning Gaps • Adjust Teaching Strategies
Mrs.S.Ruksana	Visual Quiz	<p>Visual quizzes can be a dynamic and engaging way to assess learning and reinforce concepts. Here's a breakdown of how to implement them effectively:</p> <ul style="list-style-type: none"> • Use visual quizzes to check for understanding during a lesson, especially for visual learners or when dealing with visual content like diagrams, maps, or images. • Employ visual quizzes to evaluate learning at the end of a unit, 	<p>Visual quizzes, when implemented effectively, can have a significant positive impact on learning, especially for visual learners and when dealing with visual content. Here's a breakdown of their key effects:</p> <ul style="list-style-type: none"> • Visual quizzes tap into



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		<p>focusing on visual elements and their interpretation.</p> <ul style="list-style-type: none"> Utilize visual quizzes as a fun and interactive way to review material or introduce a new topic, sparking interest and curiosity. Content: Align questions with learning objectives and the syllabus covered, focusing on visual aspects. Visual Elements: Use a variety of visuals to create engaging questions like images & diagrams. Difficulty: Adjust the difficulty to match students' level, including a mix of easy and challenging questions. Slideshow: Project visuals on a screen and ask questions orally or through a separate worksheet. Timing: Decide if the quiz will be timed or untimed, depending on the purpose and complexity of the questions. Review Answers: Go over the answers together, discussing the visuals in detail and reinforcing learning. Analyze Results: Use quiz results to identify areas where students need more support. Team-Based Quizzes: Have students work in teams to analyze visuals and answer questions, promoting collaboration and 	<p>the dual coding theory, which suggests that information is processed and stored in both visual and verbal forms.</p> <ul style="list-style-type: none"> Visuals are often easier to remember than text, making visual quizzes a powerful tool for enhancing memory and recall. Visual quizzes engage the sense of sight, making learning more multi-sensory and potentially more effective. Visual Literacy: Visual quizzes can help develop visual literacy skills, which are essential for interpreting and understanding visual information in various contexts.. Making Learning Fun: Visuals can make learning more fun and engaging, sparking interest and curiosity.
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	discussion.	
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Report on Cross word Puzzle

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Department of Computer Science & Engineering

A REPORT ON TEACHING LEARNING METHODOLOGY

Class: III B. Tech II Sem CSE A & B Academic Year: 2024-25 Date: 18/01/2025
 Subject: Advanced Computer Architecture (20A05604b) CO: CO1

SNO	PARTICULARS	
1.	NAME OF THE EVENT	Innovative Teaching Learning Method: Cross word Puzzle activity
2.	DATES OF THE EVENT	17/01/2025 & 18/01/2025
3.	DETAILS OF THE EVENT	To understand the concept, to evaluate the perception of the students.
4.	NO. OF PARTICIPANTS ATTENDED	122
5.	OUTCOME	The crossword puzzle is a teaching tool and an active learning strategy. A crossword is a word puzzle that usually takes the form of a square or a rectangular grid of white and black-shaded squares. The game's goal is to fill the white squares with letters, forming words or phrases, by solving clues, which lead to the answers.

Course Co-Ordinator

HEAL
 Head of Computer Science & Engineering
 GATES Institute of Technology
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 Anantapuramu (Dt)

Name: _____
 Roll No: _____

UNIT - 1
Complete the crossword puzzle below

Across

1. A set of guiding principles that shape modern computer architecture.
5. The unseen mechanisms working beneath abstractions.
6. Tests used to evaluate system performance, like those for Intel Core i7.
8. A significant transition from single-core to multiple processing units.
10. The challenge in computing due to energy and thermal constraints

Down

2. Introduction to the idea of layering for simplicity in computer systems.
3. Misleading beliefs or errors in understanding computer systems.
4. A measure of how fast and efficient a computing system is.
7. Materials and methods used for creating processors and memory.
9. What exists below the software you write.

Fig 2: Puzzle Activity Sheet

Scanned with OKEN Scanner

Scanned with OKEN Scanner



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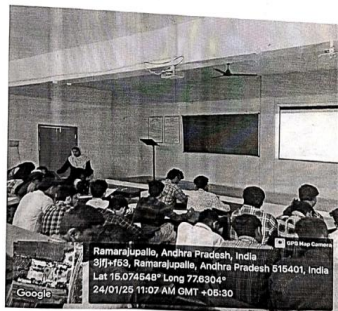


Fig 1: Activity on Crossword puzzle

Scanned with OKEN Scanner

Report on Visual Quiz:



A REPORT ON VISUAL QUIZ

S.NO	PARTICULARS	
1.	DEPARTMENT	COMPUTER SCIENCE AND ENGINEERING
2.	NAME OF THE EVENT	QUIZ TIME
3.	DATES OF THE EVENT	4/2/2025
4.	DETAILS OF THE EVENT	THE EVENT WAS CONDUCTED TO 2 ND YEAR 2 ND SEM CSE STUDENTS
5.	NO. OF PARTICIPANTS ATTENDED	65
6.	OUTCOME	It increases their ability to analyze the things by visualizing and memorizing the things in a better way by identifying them correctly.

Course Coordinator

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DETAILED REPORT ON VISUAL QUIZ:

The activity is conducted for II year -II semester CSE students as a part of applying a learning methodology where students enthusiastically participated and responded which made the activity interactive.



Students participating in Quiz Time-Visual Quiz Activity



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OUTCOME:

The event made the students to communicate and actively participate in the quiz. The participants enthusiastically identified the visuals displayed on the screen and even explained how and where it exists and used. This provided them their ability to be intellectual and build up their confidence levels. The students also learned time management and everyone actively participated and coordinated. Winning is not the only purpose of any game. But maintaining team spirit was seen in every participant. This is one of the teaching methodologies which make students learning effective and make them remembers things by watching them in images than explained theoretically.

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Attendance Sheet

Attendance Sheet

S.No	Roll Number	Name	Signature
1.	23F21A05C8	B. Vijaya Lakshmi	B. Vijaya Lakshmi
2.	23F21A05B1	M. Wasim	M. Wasim
3.	23F21A0575	L. Nagaraj	L. Nagaraj
4.	23F21A0581	K. Anshu Teja	K. Anshu Teja
5.	23F21A05CC	C. Varshitha	C. Varshitha
6.	23F21A0567	M. Meghana	M. Meghana
7.	23F21A0588	T. Divya Ananthi	T. Divya Ananthi
8.	23F21A0586	M. Pavithra	M. Pavithra
9.	23F21A0586	S. Subhara Nageshwar	S. Subhara Nageshwar
10.	23F21A05AD	S. Saranya Anoop	S. Saranya Anoop
11.	23F21A05M1	G. Sindhu	G. Sindhu
12.	23F21A0598	S. Sameera	S. Sameera
13.	23F21A05C2	P. Uma Sree	P. Uma Sree
14.	23F21A0591	A. Rajeswari	A. Rajeswari
15.	23F21A0590	K. Nandya Raja	K. Nandya Raja
16.	23F21A0526	M.V. Vishnavi	M.V. Vishnavi
17.	23F21A0513	P. Mythra	P. Mythra
18.	23F21A0580	N. Siva Madini	N. Siva Madini
19.	23F21A05B2	C. Sree Lakshmi	C. Sree Lakshmi
20.	23F21A0584	A. Akshaya	A. Akshaya
21.	23F21A0581	K. Saranya	K. Saranya
22.	23F21A0504	C. Varsha Sree Reddy	C. Varsha Sree Reddy
23.	23F21A058U	K. Darshana	K. Darshana
24.	23F21A0566	V. Madhavi Begum	V. Madhavi Begum
25.	23F21A0571	K.S. Maula Bee	K.S. Maula Bee
26.	23F21A0585	M. Sobitha	M. Sobitha
27.	23F21A0596	S. Saikumar	S. Saikumar
28.	23F21A0587	K. Saranya	K. Saranya
29.	23F21A0584	T. Prathapali	T. Prathapali
30.	23F21A05B7	H. Sushama Sai	H. Sushama Sai
31.	23F21A0581	L. Shruvani	L. Shruvani
32.	23F21A0586	M. Surayya	M. Surayya
33.	23F21A05C4	G. Uday Kumar	G. Uday Kumar
34.	23F21A0577	M. Nandya	M. Nandya
35.	23F21A0589	P. Nikhila Rishi	P. Nikhila Rishi
36.	23F21A0576	G. Madhu Sathya Pradeep	G. Madhu Sathya Pradeep
37.	24F25A0503	A. Harsha Varadhan	A. Harsha Varadhan
38.	24F25A0501	D.P. Das2023	D.P. Das2023
39.	23F21A0574	C. Nagalakshmi	C. Nagalakshmi
40.	23F21A05B3	S. Theerth Kumar	S. Theerth Kumar
41.	24F25A0501	K. Anam Kumari	K. Anam Kumari
42.	23F21A0583	S. Pannatata	S. Pannatata
43.	23F21A05D1	S. Hemanth Dayan	S. Hemanth Dayan
44.	23F21A0597	S. Madu Sameer	S. Madu Sameer

45.	23F21A05A4	SHAIK SHANVAZ	S. Shanvar
46.	24F25A0510	G. Sai Varshita	G. Sai Varshita
47.	24F25A0509	B. Raghavendra Reddy	B. Raghavendra Reddy
48.	23F21A0590	H. Manish Rao	H. Manish Rao
49.	23F21A0585	C. Pavan Kumar	C. Pavan Kumar
50.	23F21A0579	K. Naveen Kumar	K. Naveen Kumar
51.	23F21A0576	N. Nandya Kishore	N. Nandya Kishore
52.	23F21A05A2	B. Sandeep Reddy	B. Sandeep Reddy
53.	23F21A0573	S.M.D. Nudumrith	S.M.D. Nudumrith
54.	23F21A0568	B. Mohith	B. Mohith
55.	23F21A05A4	S. Shabhen	S. Shabhen
56.	23F21A0590	N. Rabal	N. Rabal
57.	23F21A05A7	N. Nandya Simha Raju	N. Nandya Simha Raju
58.	23F21A05C0	J. Thirilok	J. Thirilok
59.	23F21A05A3	P. Rudrasai	P. Rudrasai
60.	23F21A05C9	A. Vinay Kumar	A. Vinay Kumar
61.	23F21A0591	P. Ramu	P. Ramu
62.	24F25A0511	G. Vishnu Varadhan	G. Vishnu Varadhan
63.	23F21A05A4	G. Subhastan	G. Subhastan
64.	24F25A0512	P. Yagobhan	P. Yagobhan
65.	23F21A05A1	M. Sarjeyanayudu	M. Sarjeyanayudu

Coordinator

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The institute follows ICT enabled teaching in addition to the traditional classroom education.

Subsequent efforts are taken by the institute to provide e-learning atmosphere in the classroom.

1. In addition to chalk and talk method of teaching, the faculty members are using the IT enable learning tools such as PPT, Video clippings, Audio system, online sources, to expose the students for advanced knowledge and practical learning.
2. Classrooms are fully furnished with projectors.
3. All the faculty use interactive methods for teaching. The major emphasis is on classroom interaction in terms of research paper presentations, seminars, debates, group discussions, assignments, quiz/tests/viva and laboratory work.

Institute premises are Wi-Fi enabled

1. Specialized computer laboratory with an internet connection has been provided to promote independent learning. MAC-ID based Wi-Fi facility for access of internet is provided on individual laptop and mobile devices.
2. Well security is provided to Wi-Fi users. Its access is controlled by the system administrator.

Digital Library:

The Digital Library has 15 systems with Internet connectivity to access various National and International Journals & e-journals. The following materials can be accessed in the Digital Library.

1. NPTEL (National Programme on Technology Enhanced Learning resources) Video Lectures delivered by eminent professors from different IIT's can be accessed here.
2. CD's of Textbooks, Personality Development materials and materials provided by AIMA (All India Management association) and many more are available in the digital library.

Use of ICT By Faculty

1. PowerPoint presentations- Faculties are encouraged to use power-point presentations in their teaching by using projectors. They are also equipped by digital library, online search engines and websites to prepare effective presentations.
2. Industry Connect- Seminar and Conference room are digitally equipped where guest lectures, expert talks and various competitions are regularly organized for students



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3. Online quiz- Faculties prepare online quiz for students after the completion of each unit with the help of google forms
4. Video Conferencing-Students are counseled with the help of Zoom / Google meet applications. Faculties use google meet application as teaching tool and deliver lectures when required.
5. Video Lecture-Recording of video lectures is made available to students for long term learning and future referencing.
6. LMS (Learning Management System) use- Faculties use google classroom application as LMS and make teaching-learning process effective.

Faculty generally uses ICT as the presentation tools for their teaching as each classroom is equipped with LCD Projector and Wi-Fi connection. Digital classrooms integrate teaching methods with the technology to capture students attention. The idea of these digital classrooms is to retain students attention in a lesson by presenting the material through presentations. Institute has E-learning facility which is used for students to access online materials that are shared by faculty and they can submit assignments to teachers through this facility. For example, use of Google Classroom

This E-learning facility improves quality of education as communication becomes faster and smoother between teacher and student-learning facility uses ICT based tools like internet, computer,telephone,video etc., Faculty and Students are encouraged to refer to online video lectures or presentations from the below mentioned websites for corresponding courses which improves their self-learning ability and 'learn by doing'.

1. NPTEL (<https://nptel.iitm.ac.in>(<https://nptel.iitm.ac.in>))
2. DELNET (<https://www.delnet.in>(<https://www.delnet.in>))
3. Spoken Tutorial (<https://spoken-tutorial.org>(<https://spoken-tutorial.org>))
4. COURSERA (<https://coursera.org>(<https://coursera.org>))
5. MOOC (<https://www.mooc.org>(<https://www.mooc.org>))

Instructional delivery methods and Teaching techniques:

Faculty applies various instructional methods to deliver the lectures to students and keep them motivated throughout the hour. The following table describes various instructional methods followed by faculty.



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<i>Technique</i>	<i>Focus</i>
PPT & Lecture Videos	Faculty prepares power point presentations for their corresponding subjects with animations. For certain topics lecturer prepares videos and are shown to provide better understanding
Oral Quiz	Oral Quiz is used as an assessment tool to improve the interaction between faculty and student in teaching and learning process. Randomly, faculty poses questions to students whenever applicable to test the attention of students in the class.
Report Writings & Debate	Report Writing competitions & Debate on technical topics are conducted for students to improve their writing and oral skills related to the subject in the class so that they can improve academic knowledge with soft skills.
Modern Tool Usage and Hackathons	From the respective subject such as Java, Jupyter-Python, CISCO Packet tracker, WEKA Tool, Software testing(Selenium) demo is provided. Hackathon competitions are conducted regularly to improve students coding skills and innovative thinking
Application / Project building	Based on the subject (Java,Python,DBMS,OOAD) Approaches such as Software Models Building. Based on the set of materials students are asked to build the project model such as Library Management System, Front end & Backend Development.
Guest Lectures	Guest lectures are provided for students on the required topics of the subject and on latest technologies
Reverse Teaching / Flip Technique	Students are grouped into 4 – 5 members and each group is assigned a topic of the subject. Each group will understand, and discuss among themselves and the same topic will be discussed with other group members.
Technology Sharing	Once the teacher finishes syllabus corresponding to his/her subject, next day students are given an opportunity to express the latest technologies or updates related to the course to speak for 5-10 minutes
Advanced Teaching and Forward Teaching	Sometimes faculty informs the students about the next class topics in advance. And students will refer textbooks and prepare a few queries they encounter with the topic and they need to clear the same in the class with teacher so that other students are aware of the questions and the answers when it is explained.
Inquiry-based learning	Students learn by posing questions, problems or scenarios in the class.



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Google Classroom	Faculty utilize the Google Classroom App to Share the instructional material related to the subject Giving assignments or home works for students Submission of Home works or assignments by students Grading of Assignments and send the acknowledgement of evaluated copy to students
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PPT & Videos:

Faculty applies various instructional methods to deliver the lectures to students and keep them motivated throughout the hour. The following table describes various instructional methods followed by faculty.

<i>Technique</i>	<i>Focus</i>
PPT & Videos	Faculty prepares power point presentations for their corresponding subjects with animations. For certain topics videos are shown to provide realistic view and better understanding



Sample image explaining through Power Point Presentation



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Video Lecture by the Faculty uploaded in the youtube

Dr Namratha Java Class

Namratha CSE
14 subscribers

73 views · 4 days ago
No description has been added to this video.
...more

2 Comments

@shaikruksana 4 days ago
Got a clear perspective of Object Oriented Programming concepts

@srilakshmi6435 3 days ago
Thank you so much, ma'am, for this wonderful session. Your explanation was very clear, and I feel truly fortunate to learn from you. The way you taught classes and objects made it so easy to understand. I sincerely appreciate your time, effort, and dedication in teaching us. Looking forward to the next class. Grateful for your guidance and support!

Viewers Comments for the video lecture class



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Oral Quiz

<i>Technique</i>	<i>Focus</i>
Oral Quiz	Oral Quiz is used as an assessment tool to improve the interaction between faculty and student in teaching and learning process. Randomly, faculty poses questions to students whenever applicable to test the attention of students in the class.



Sample Image conducting Oral Quiz



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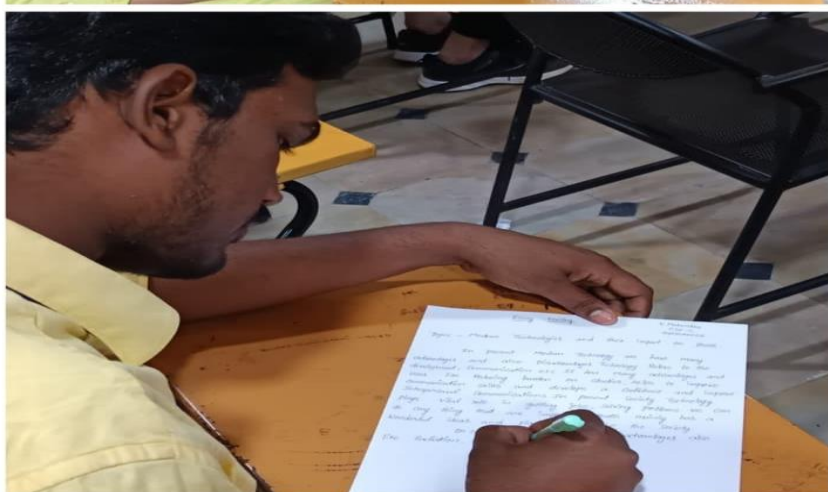
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Report Writings & Debate

<i>Technique</i>	<i>Focus</i>
Report Writings & Debate	Report Writing competitions & Debate on technical topics are conducted for Students to improve their writing and oral skills related to the subject in the class so that they can improve academic knowledge with soft skills.



Sample image for Report writing



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Modern Tool Usage

<i>Technique</i>	<i>Focus</i>
Modern Tool Usage and Hackathons	<p>From the respective subject such as Java, Jupyter-Python, CISCO Packet tracker, WEKA Tool, Software testing(Selenium) demo is provided.</p> <p>Hackathon competitions are conducted regularly to improve students coding skills and innovative thinking.</p>



Sample image for usage of modern tools by students



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Students participating in the Hackathon and Prize distribution for winners

Application / Project building

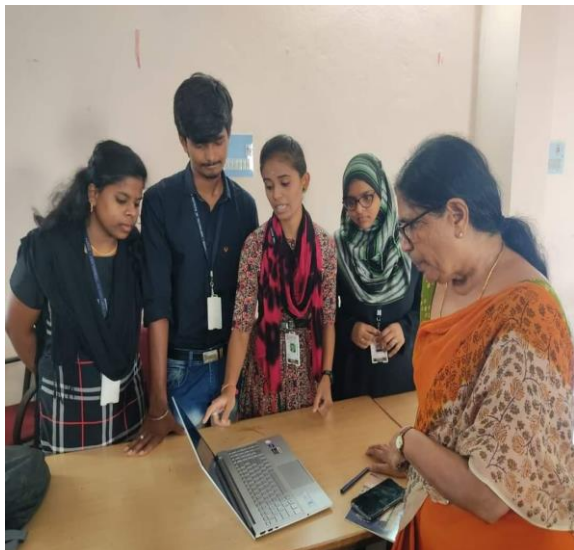
<i>Technique</i>	<i>Focus</i>
Application / Project building	Based on the subject (Java,Python,DBMS,OOAD) Approaches such as Software Models Building. Based on the set of materials students are asked to build the project model such as Library Management System, Front end & Backend Development.



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Students explaining their projects



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Students executing their project

Guest Lectures

<i>Technique</i>	<i>Focus</i>
Guest Lectures	Guest lectures are provided for students on the advanced topics of the subject and on latest technologies



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Guest Lectures by Industry Experts

Reverse Teaching / Flip Technique

<i>Technique</i>	<i>Focus</i>
Reverse Teaching / Flip Technique	Students are grouped into 4 – 5 members and each group is assigned a subject. Each group will understand, and discuss among themselves and the results will be discussed with other group members.



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Students participating in flipped classroom activity

Technology Sharing

<i>Technique</i>	<i>Focus</i>
Technology Sharing	Once the teacher finishes syllabus corresponding to his/her subject, next day students are given an opportunity to express the latest technologies or updates related to the course to speak for 5-10 minutes



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Sample image for technology sharing views

Advanced Teaching & Forward Teaching

<i>Technique</i>	<i>Focus</i>
Advanced Teaching & Forward Teaching	Sometimes faculty informs the students about the next class topics in advance. And students will refer textbooks and prepare a few queries they encounter with the topic and they need to clear the same in the class with teacher so that other students are aware of the questions and the answers when it is explained.



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Sample image for session on familiar topics for forward teaching

Inquiry-based learning

<i>Technique</i>	<i>Focus</i>
Inquiry-based learning	Students learn by posing questions, problems or scenarios in the class.



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Sample image for inquiry based teaching learning process



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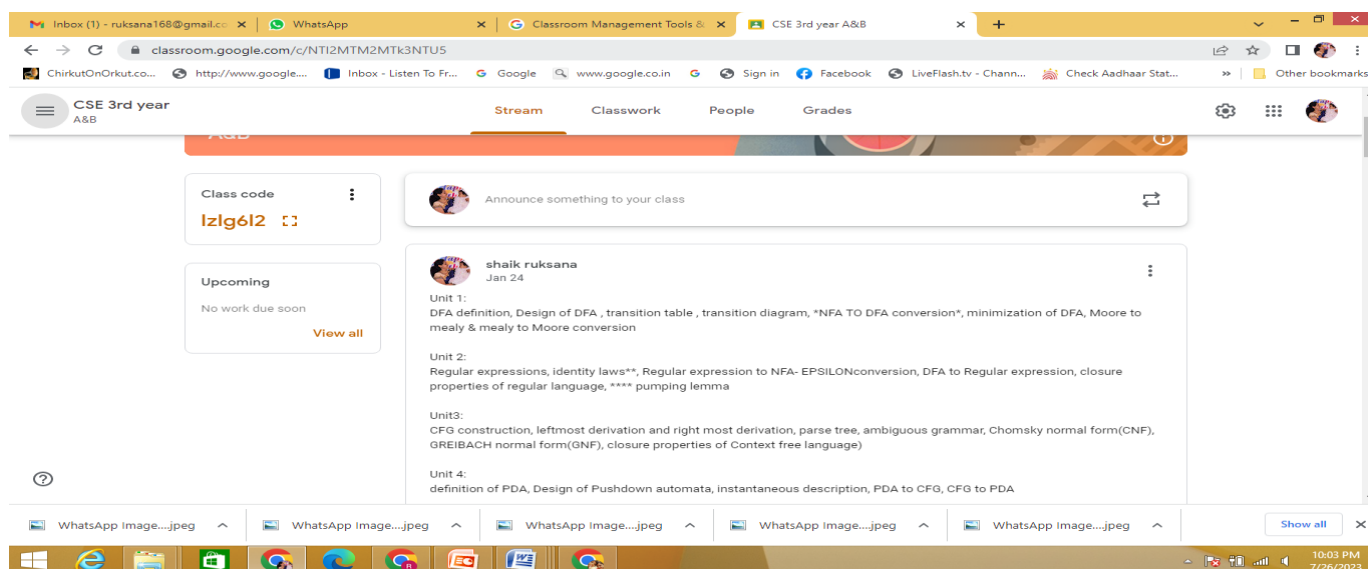
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Google Classroom

<i>Technique</i>	<i>Focus</i>
Google Classroom	<p>Faculty utilize the Google Classroom App to</p> <ul style="list-style-type: none">● Share the instructional material related to the subject● Giving assignments or home works for students● Submission of Home works or assignments by students● Grading of Assignments and send the acknowledgement of evaluated copy to students



Sample image for usage of google classroom for conducting assignments and data sharing



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Availability of Innovative teaching methodologies in the College Website:

The screenshot shows a web browser window with the URL gatesit.ac.in/cse-events-and-activities/. The page features a header with the text "Computer Science and Engineering" and a navigation menu on the left. The main content area is titled "Events & Activities" and contains the following text:

Department of CSE regularly conducts symposiums, workshops, seminars, guest lectures and training programs for staff faculty. The details of all the events conducted are listed below.

Innovative Teaching Methodologies [Click Here](#)

Symposiums

The Department conducts a National Level Technical Symposium for the students every year. We invite an expert in computer science as the chief guest and conduct contests in Paper presentations, Poster Presentations, Technical Quiz, Code Debugging, etc.

The Symposiums organized by the CSE department are as follows:

Innovative Teaching methodologies available in the Institute website