S. No	Faculty Name	Course	Topic	Innovative methods adopted	Goals	Preparation	The significance of Result	Availability of review and critique	Reproducibility and Reusability
1	Dr.A. Obulesu	OOAD	All Topics	Learning – Ticket Google Form-Online	To make to understand all	Prepared Google form for every concept and mention two questions and take the data from students	Complete pulse of the class will came to know to the faculty	All responses are in google sheet to review	We can take this dataset and estimate students mind with natural language models
2	Mrs. Deepthi	Python Programing	Data structures like list, tuple and dictionary	Technology based learning	To make the students more understand in programming skills	Prepare the questions needed more logic thinking	The level of understanding of technical concepts of the students is depicted	Report on concept demonstrate will be availed for the references	Students of upcoming batches can refer the report
3	Mr. Srinivas Reddy	Software Engineering (II-II)	Concept of Process Models	ICT Based learning	To involve students in understanding Project Development Phases	Students will come with the basic preparation on a topic	The level of understanding of technical concepts of the students is depicted	Report on concept demonstrate will be availed for the references	Students of upcoming batches can refer the report
4	Dr. Marlene	Data Structu	Searching and Sorting	Demonstration Based	To get the clear	Basic understanding	The level of understa	Report on concep	It can be modified by other

	5Grace	res (II-I)	Techniques	Learning	idea about the concept	of Programming	nding of technical concepts of the students is depicted	t demonstrate will be availed for the references	methodologies
5	Mrs. Indira Priya Darshini	Web Technologies (III-I)	Programming using JDBC	Interactive Learning	Able to understand connectivity to Database	Basics of Java Programming	To involve studentto develop Project	Report on concept of JDBC Connectivity	Continuous learning
6	Mr. Eswar	Java (II-II)	Object oriented concepts	Demonstration Based Learning	To demonstrate the concept with some results	Accessories need to make ready for that concept	Enhances the analysis capacity	Report on concept demonstrate will be available for the references	The accessories can be reused for upcoming years with additional consumables
7	Mrs.Bramaramba	Big Data Analysis (IV-I)	Hadoop Environment	Demonstration Based Learning	To demonstrate the concept with some outcome	Need to work on suitable methods	Demonstrate and configure the Hadoop	Report on concept demonstrate will be availed for the references	Basic knowledge will reflect while doing the project
8	Mr. Anil	Programming through Problem Solving (I-I)	Conditional Statements	Demonstration Based Learning	To involve students in self-understanding	Students will come with the basic preparation on a topic	The level of understanding of technical concepts of the students is	Report on concept demonstrate will be availed for the referen	Students must implement the topic

							depicted	ces	
9	Mrs.Deepthi Reddy	Design and Analysis of Algorithms (II-II)	Dynamic Programming	Interactive Learning	Improve students in understand technical way	Preparation for the basic topic	Understanding the real time design	Report on concept demonstrate will be availed for the references	Students learn implementation part
10	Mrs. Vijaya Lakshmi	Artificial Intelligence (III-II)	Types of Agents	Interactive Learning	Role of Artificial Intelligence in real life	Basics of Machine Learning	Understand the Agents role	Report on concept demonstrate will be availed for the references	Students of upcoming batches can refer the report
11	Dr.Masrath Parveen	Internet of Things (IV-I)	Types of Sensors	Collaborative Learning	To make students understand through Practical approach	Students will come with the basic preparation on a topic	Understand students the working principle	Report on concept will be available for the references	Continuous learning and illustration in practical site
12	Mrs. Shireesha	Computer Networks (III-II)	Protocols	ICT based Learning	To make students understand through Presentation	Students will come with the basic preparation on a topic	Understand the purpose of Protocols	Report on concept will be available	Active learning and practical illustration

Various pedagogical initiatives to achieve the outcomes of teaching are:

- ICT based learning
- Interactive Learning
- Collaborative learning

- Flipped Classroom
- MOODLE
- CANVAS
- Role Play
- Think-Pair-Share
- Project Based
- Case Studies and Problem based learning
- NPTEL Videos

Content Delivery (method of instruction)

i) **ICT based learning:** ICT based learning use of LCD projectors provision for interactive and teaching learning.

ii) **Interactive Learning**: **Interactive Learning** is a pedagogical approach that incorporates social networking and urban computing into course design and delivery. Interactive Learning has evolved out of the hyper-growth in the use of digital technology and virtual communication, particularly by students.

iii) **Collaborative learning**: This approach actively engages learners to process and synthesize information and concepts, rather than using rote memorization of facts and figures. Learners work with each other on projects, where they must collaborate as a group to understand the concepts being presented to them.

iv) **Flipped Classroom:** A flipped classroom is a type of blended learning where students are introduced to content at home and practice working through it at Institute. This is the reverse of the more common practice of introducing new content at Institute, then assigning homework and projects to be completed by the students independently at home.

v) **MOODLE**

Moodle is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalized learning environments. Faculty can upload the software, notes and materials so that students can download them onto their own web server.

vi) **CANVAS :**

Canvas is the learning management system (LMS), which provides many learning guides and tutorial videos for students new to Canvas. A Canvas course site is created for every course taught at UIS. All online and blended courses use Canvas, though not all instructors of face-to-face classes choose to use the tool. Faculty can conduct discussions among class students, conduct quizzes and ask

i) **Role Play:** Role-play is a technique that allows students to explore realistic situations by interacting with other people in a managed way to develop experience and trial different

strategies in a supported environment. Depending on the intention of the activity, participants might be playing a role similar to their own (or their likely one in the future) or could play the opposite part of the conversation or interaction. Both options provide the possibility of significant learning, with the former allowing experience to be gained and the latter encouraging the student to develop an understanding of the situation from the 'opposite' point of view.

ii) **Think-Pair-Share**: Think-pair-share (TPS) is a collaborative learning strategy, where students work together to solve a problem or answer a question about an assigned reading. This strategy requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates. Discussing with a partner maximizes participation, focuses attention, and engages students in comprehending the reading material.

iii) **Project Based**: Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects.