

DAV UNIVERSITY

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Activity Based Learning Report (2022-23)

S. No.	Department	Page No.
1.	Botany & Environment Science	1
2.	Physics	85
3.	Chemistry	113
4.	Computer Science and Application	117
5.	Mathematics	149
6.	Microbiology	217
7.	Electrical Engineering	249

DAV UNIVERSITY, JALANDHAR

DEPARTMENT OF BOTANY AND ENVIRONMENT SCIENCE

ACTIVITY REPORT

Activity Type	Mind Map activity
Activity Topic	Natural Resources and its types
Class	B.Sc Hons.Botany
Semester	6 th sem.
Academic Year	2022-2023
Course Name	Natural Resources Management
Course Code	BOT 335
Date	7.4.2023
Mapping with Co's	Co1
Faculty In-charge	Dr.Nishi Sondhi

Context:

In this Mind Map activity, which is a group activity, the students of B.Sc. (Hons.) Botany Sem-VI th were divided into three groups and each group was asked to select of a topic of their choice from the syllabus of BOT 335 and create a mind map on the real-world applications of the selected techniques/topic. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Team formation was done as per the choice of students and comfort zone to get better outcome. The students themselves selected the topics and discussed the same with the faculty in-charge, after which the topics were finalized. One hour was given to the students to study on the topic individually, discuss in the group and create the mind map. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on Board or chart paper and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

Step1 – Selection of team members as per your choice and comfort level

Step 2- Finalization of topic in coordination of team members

Step 3- Discussion on solution finding and functioning of it.

Step 4- Finalization of most suitable solution

Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board

Step 6- Presentation of the topic in front of the class

Step 7- Discussion and answering the questions by friends and teacher.

The students were divided into 3 groups namely – Grp I, Grp II and Grp III with 6 members each Group I & II and 5 members in Group III.

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Details of Participants:

S. No.	Group-I participants	Group-II participants
1	Aditi Rana	Anjali Thakur
2	Kanika Katwal	Anjali Dhaiman
3	Harmeem Kaur	Jasmeen Cheema
4	Manveer Kaur	Pooja Kumari

Assessment Rubrics –

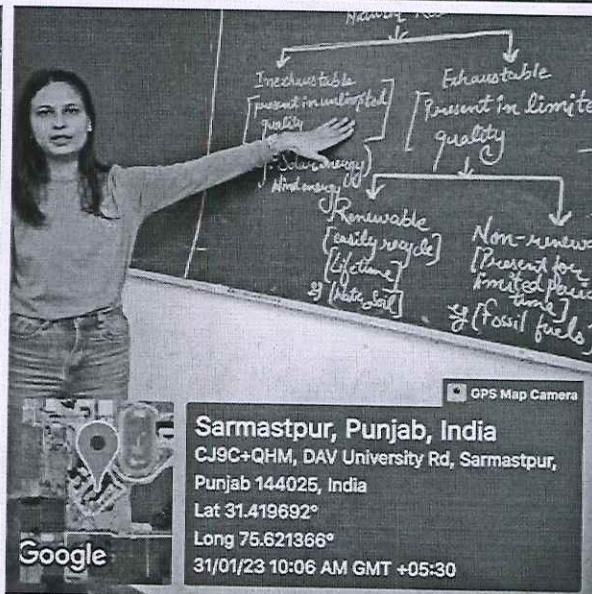
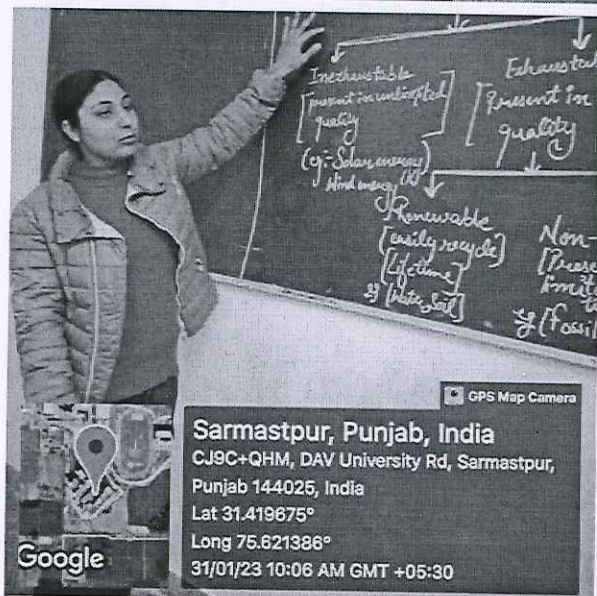
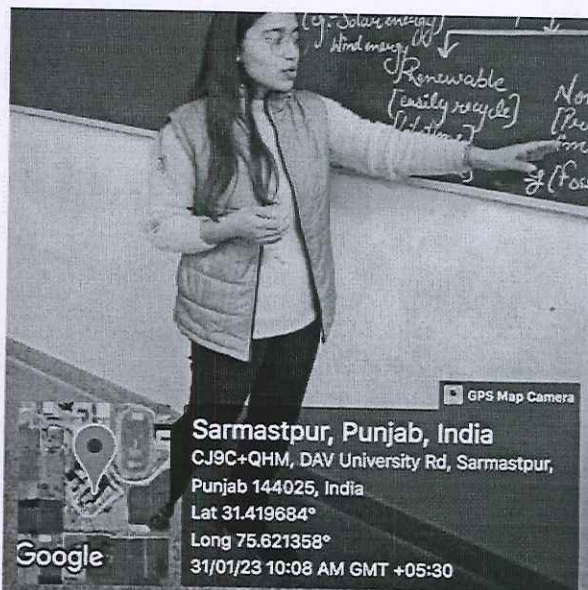
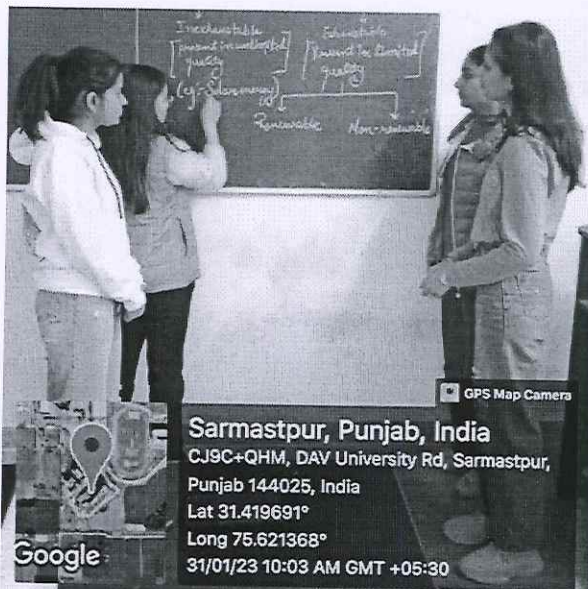
Criteria	Ratings					Points
	5	4	3	1	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	5	4	3	2	1	5
	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	
Total						10

Outcomes of the activity:

This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.

Photos of activity:



Group-I presentation and Mind Map

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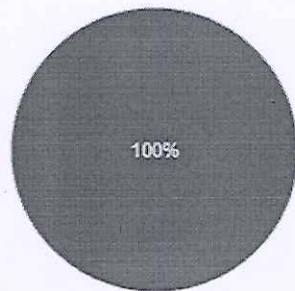
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How well you participated in the activity ?

 Copy

8 responses

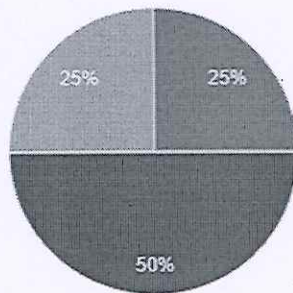


- good
- fair
- poor
- did not participate

what did you enjoy the most in the activity?


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8 responses

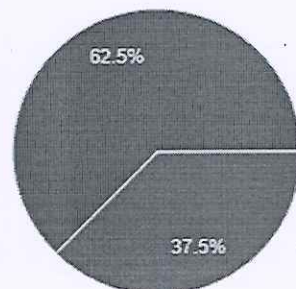


- Mind map preparation
- Team work
- Presenting the mind map
- Group discussion

Do you think this activity was useful in enhancing your knowledge and interest in the subject?

 Copy

8 responses



- Strongly agree
- Agree
- Disagree
- Strongly Disagree

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Name

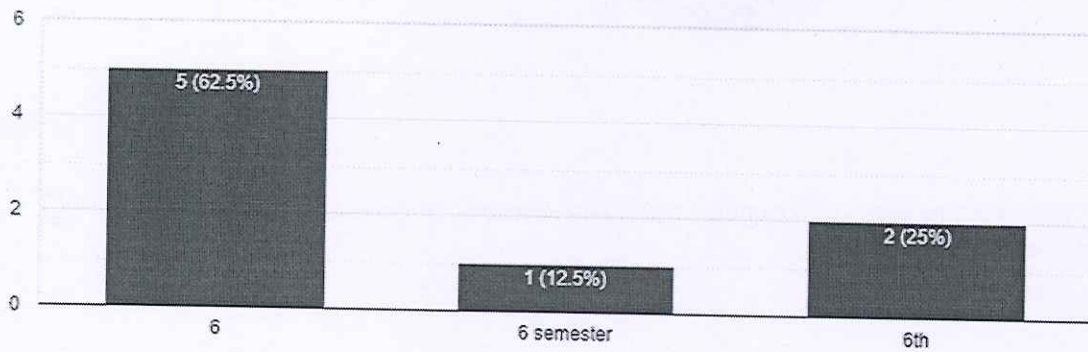
8 responses

Harmeen kaur
Manveer
Kanika katwal
Aditi Rana
Pooja Kumari
Anjali Dhiman
Jasmeen
Anjali thakur

Semester

8 responses

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Registration number

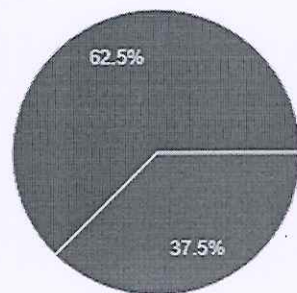
8 responses

12000693
12000484
12001329
12000115
12000475
12000765
12000536
12000090

Do you think this activity was useful in enhancing your knowledge and interest in the subject?

 Copy

8 responses




- Strongly agree
- Agree
- Disagree
- Strongly Disagree

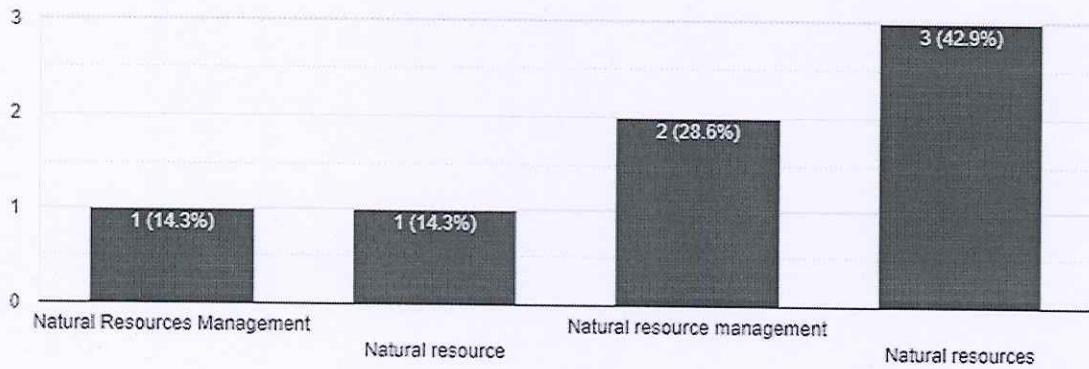
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Course Name

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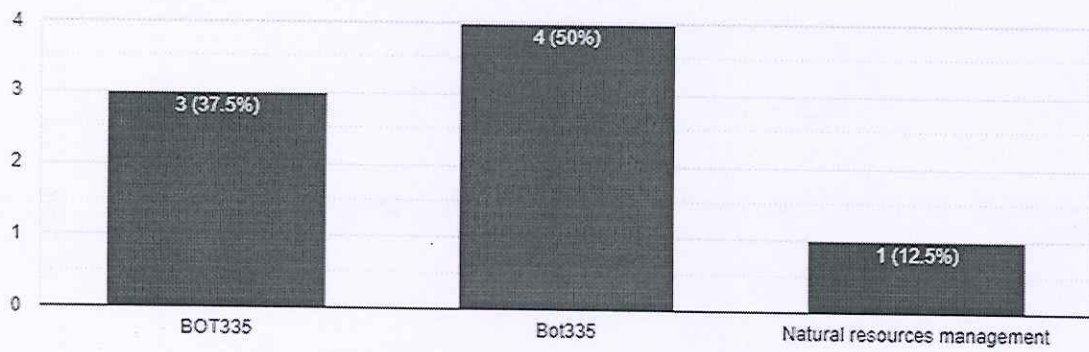
7 responses



Course Code


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8 responses

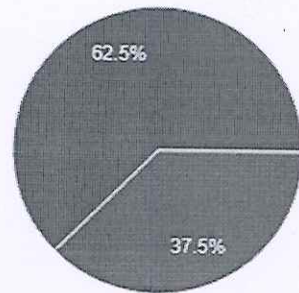


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Are you able to correlate the topics in the activity with the real life problems?


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8 responses

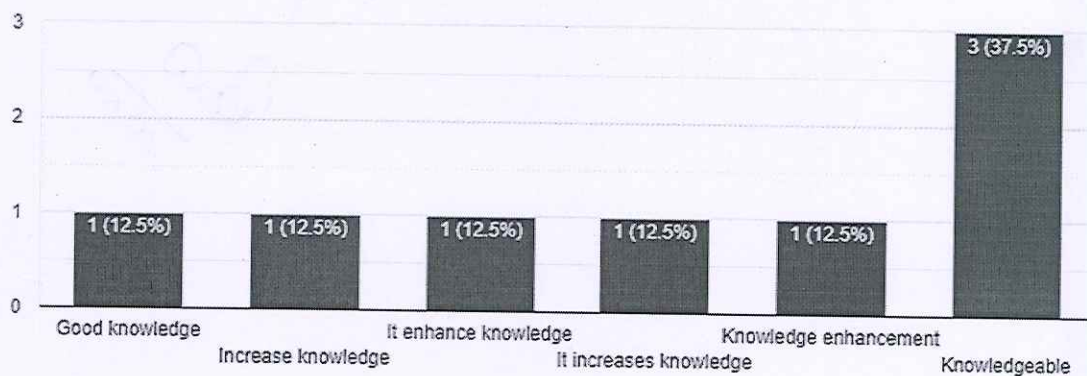


- Strongly Agree
- Agree
- Disagree
- Strongly Disagree


Give one positive aspect of this activity ?

 Copy

8 responses




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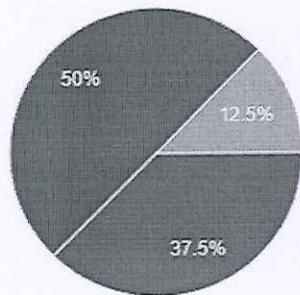
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Rate all overall experience of activity.

 Copy

8 responses



- Excellent
- Good
- very good
- Poor


10952

1000

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DEPARTMENT OF BOTANY AND ENVIRONMENT SCIENCE

ACTIVITY REPORT

Activity Type	Mind Map
Activity Topic	Hydrological Cycle and Food Chain
Class	B.SC Botany
Semester	4
Academic Year	2022-2023
Course Name	Plant Ecology and Phytogeography
Course Code	BOT226
Date	8.april.2023
Mapping with Co's	CO2
Faculty In-charge	Dr.nishi sondhi

Context:

In this Mind Map activity, which is a group activity, the students of B.Sc. (Hons.) Botany Sem-4 were divided into two groups and each group was asked to select a topic of their choice from the syllabus of BOT226 and create a mind map on the real-world applications of the selected techniques/topic. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Team formation was done as per the choice of students and comfort zone to get better outcome. The students themselves selected the topics and discussed the same with the faculty in-charge, after which the topics were finalized. One hour was given to the students to study on the topic individually, discuss in the group and create the mind map. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on Board or chart paper and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

Step 1 – Selection of team members as per your choice and comfort level

Step 2- Finalization of topic in coordination of team members

Step 3- Discussion on solution finding and functioning of it.

Step 4- Finalization of most suitable solution

Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board

Step 6- Presentation of the topic in front of the class

Step 7- Discussion and answering the questions by friends and teacher.

The students were divided into 2 groups namely – Grp I and Grp II with 3 members in Group 1 & 4 member in Group 2.

Details of Participants:

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S. No.	Group-I participants	Group-II participants	
1	Divyanshi	Megha	
2	Navneet kaur	Pooja	
3	Bhargab	Yukti	
4		Harmanjot kaur	

Assessment Rubrics –

Criteria	Ratings					Points
	5	4	3	1	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	5	4	3	2	1	
	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	5
Total						10

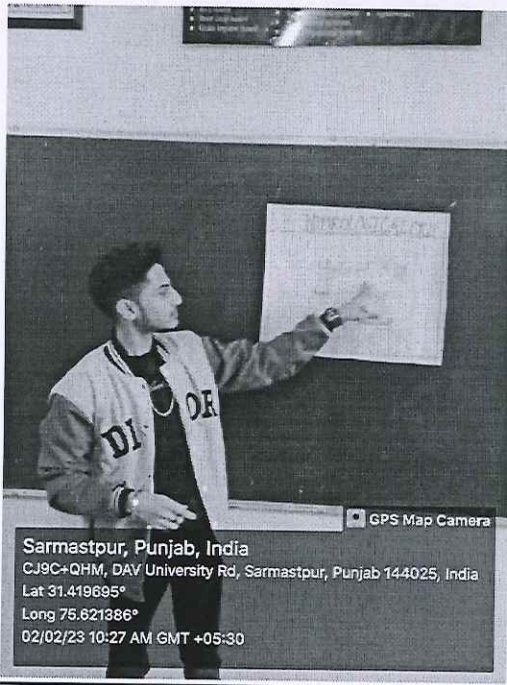
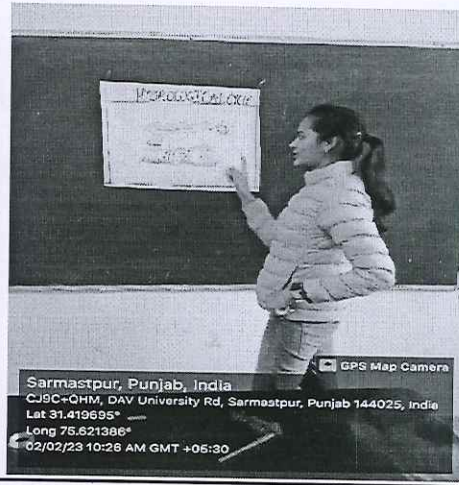
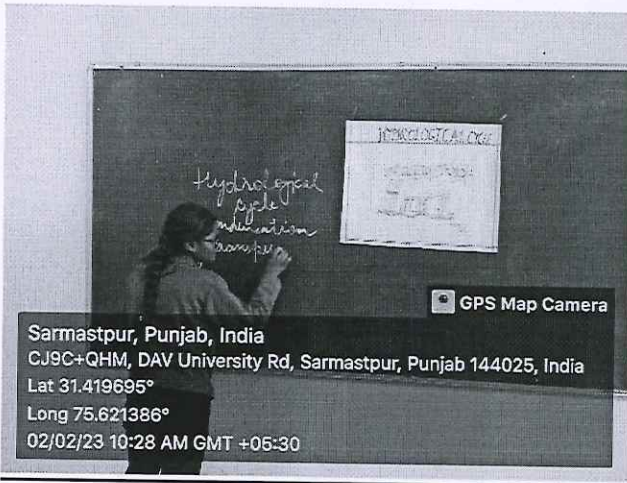
Outcomes of the activity:

This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.

Photos of activity

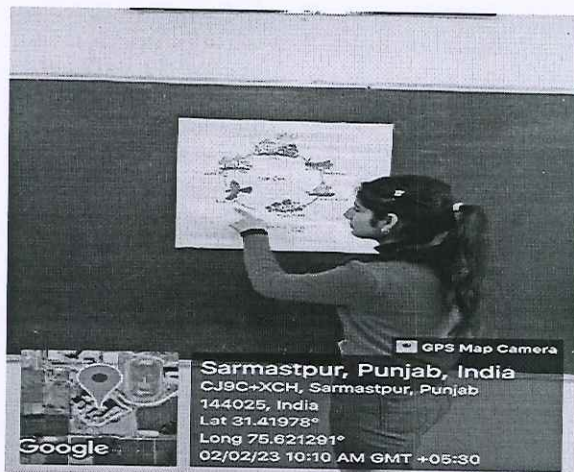
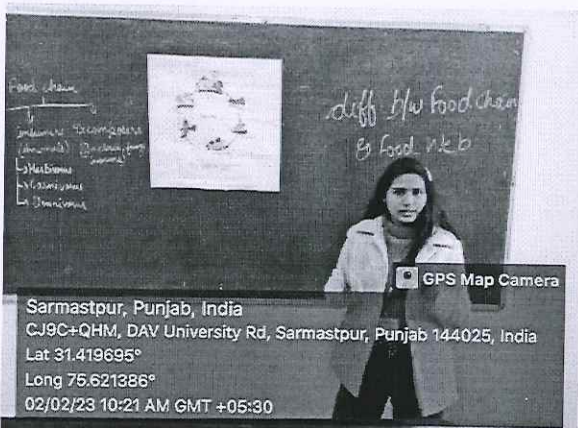
Group-I presentation and Mind Map

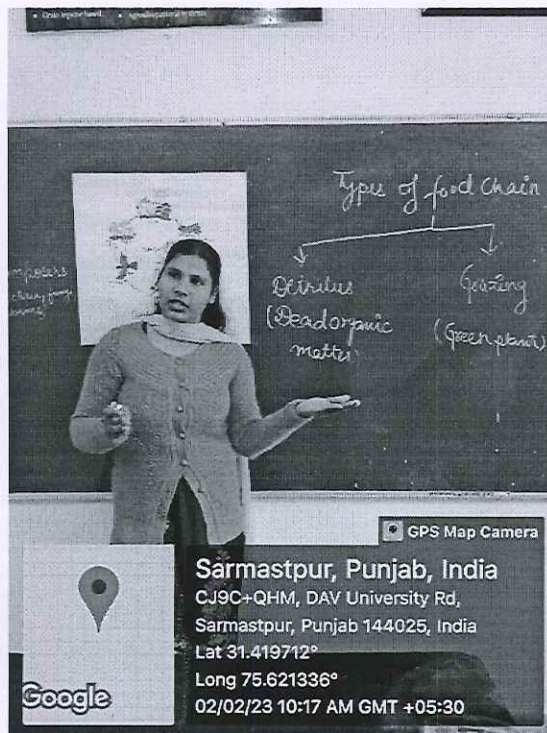
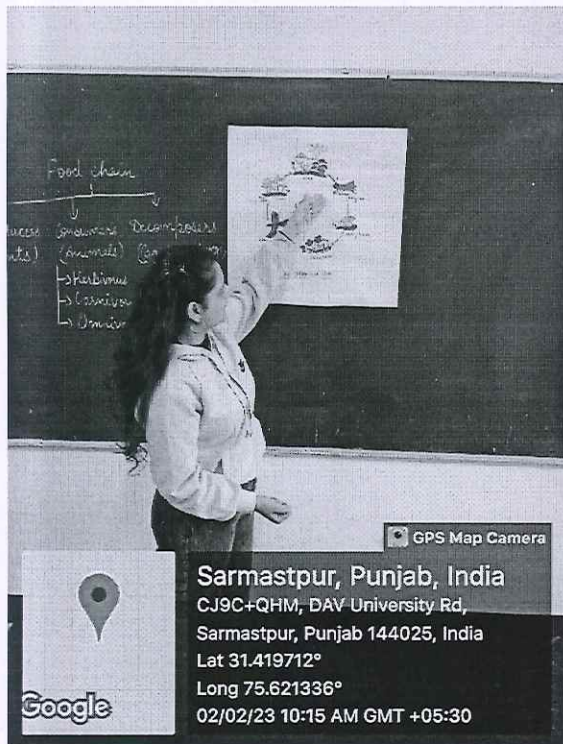


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Group-II presentation and Mind





Points earned by each group:

Sl No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	5	4	9	10
2	II	4	4	8	10

Critics:

Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

Positive observations –

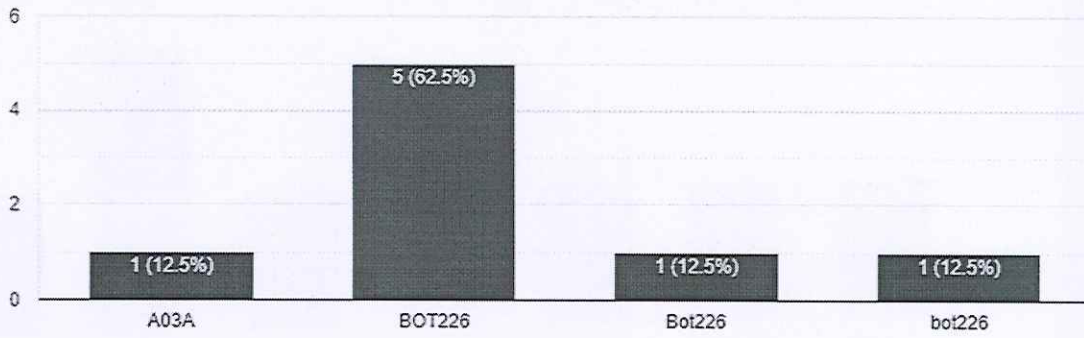
- Students liked team work, involvement and polishing of their presentations skills
- Students learned to cooperate in a team
- Communication skills will be improved
- Students develop problem identification and solving abilities

Result of Google form feedback from Participants:

Course Code

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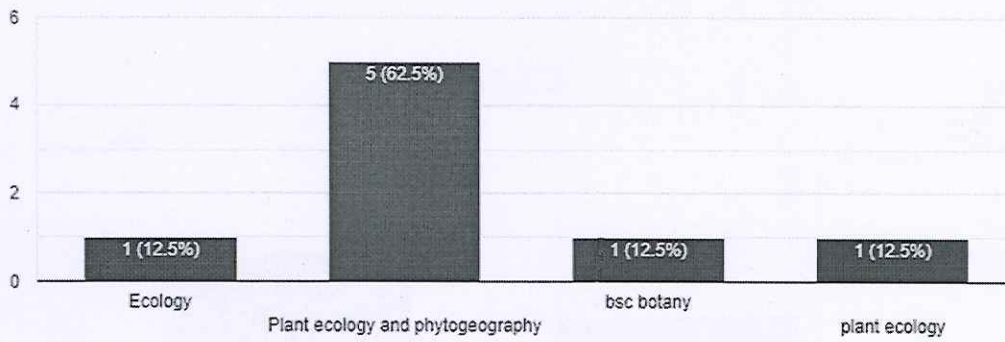
8 responses



Course Name

Copy

8 responses



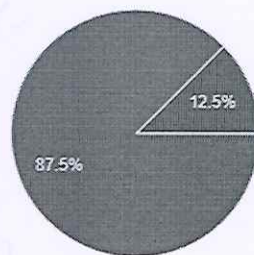
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Rate all overall experience of activity.


Copy

8 responses

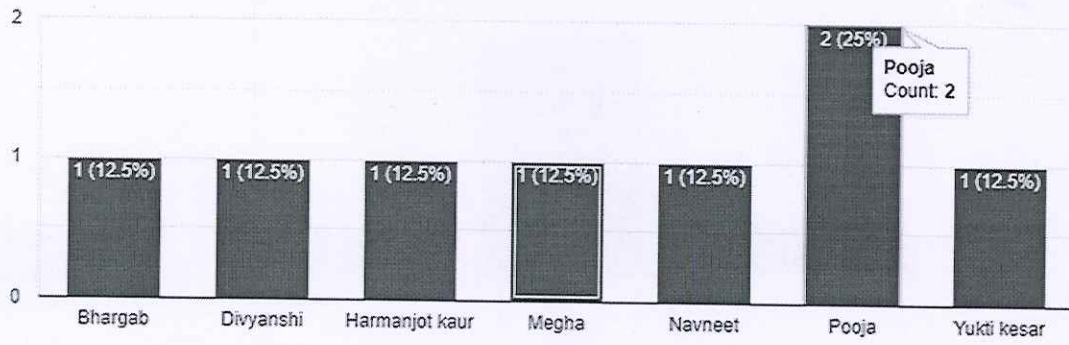


- Excellent
- Good
- very good
- Poor

Name

 Copy

8 responses

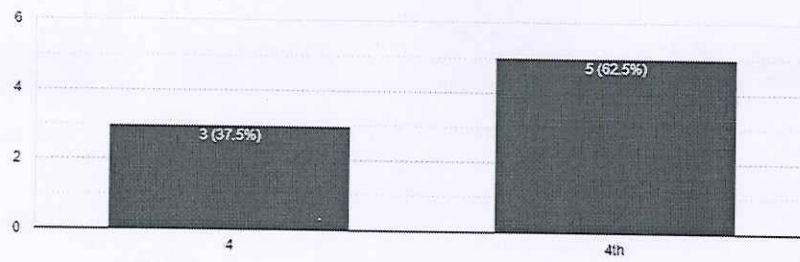


Questions Responses **8** Settings

Semester

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8 responses



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Jalandhar

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10/5/20

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10/5/20

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DEPARTMENT OF BOTANY

ACTIVITY REPORT

Activity Type	Mind Map Activity
Activity Topic	Nuclei division in Endosperm
Class	M.Sc. (Hons.) Botany
Semester	4 th
Academic Year	2022-23
Course Name	Plant Developmental Biology
Course Code	BOT643
Date	05/04/2023
Mapping with Co's	CO3
Faculty In-charge	Harleen kaur

Context:

In this Mind Map activity, which is a group activity, the students of M.Sc. (Hons.) Botany Sem-4th were divided into two groups and each group was asked to select of a topic of their choice from the syllabus of BOT643 and create a mind map on the real-world applications of the selected techniques/topic. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Team formation was done as per the choice of students and comfort zone to get better outcome. The students themselves selected the topics and discussed the same with the faculty in-charge, after which the topics were finalized. One day was given to the students to study on the topic individually, discuss in the group and create the mind map. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on Board or chart paper and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

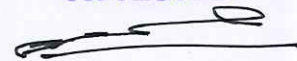
Activity Description:

The activity involved following steps

- Step 1 – Selection of team members as per your choice and comfort level
- Step 2- Finalization of topic in coordination of team members
- Step 3- Discussion on solution finding and functioning of it.
- Step 4- Finalization of most suitable solution
- Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board
- Step 6- Presentation of the topic in front of the class
- Step 7- Discussion and answering the questions by friends and teacher.

The students were divided into 2 groups namely – Grp I, Grp II with 8 members each.

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Details of Participants:

S. No.	Group-I participants	Group-II participants
1	Anjali Verma	Anavi
2	Akshiptika	Madhuri
3	Anjali Devi	Sakshi
4	Rudrpriya	Sunidhi
5	Charu	Priyanka
6	Niharika	Sunchita
7	Isha Sharma	Sonia
8	Nisha	Nisha

Assessment Rubrics –

Criteria	Ratings					Points
	5	4	3	1	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	5	4	3	2	1	5
	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	
Total						10

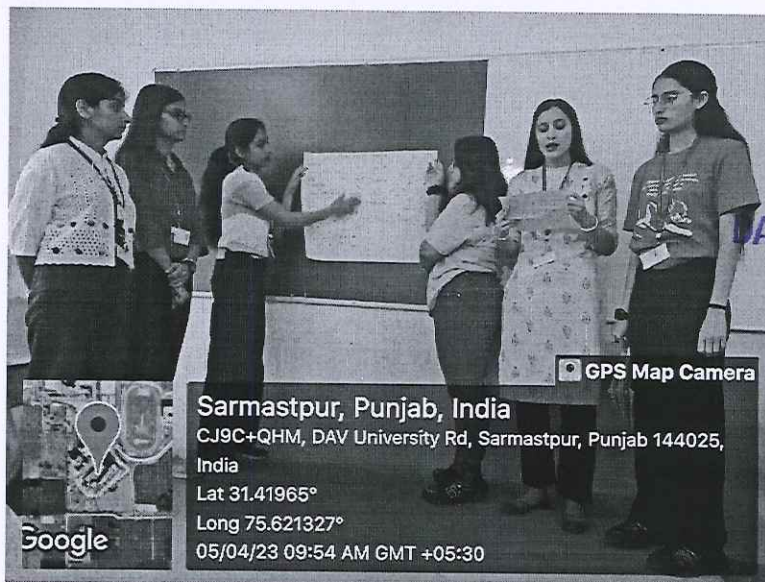
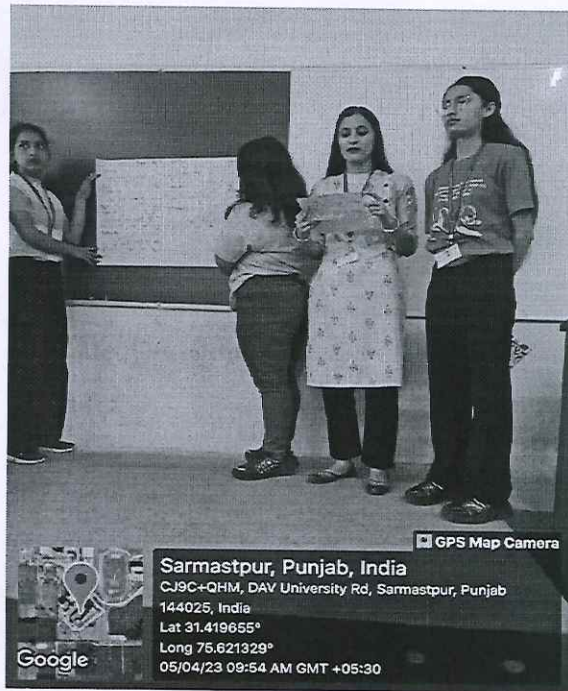
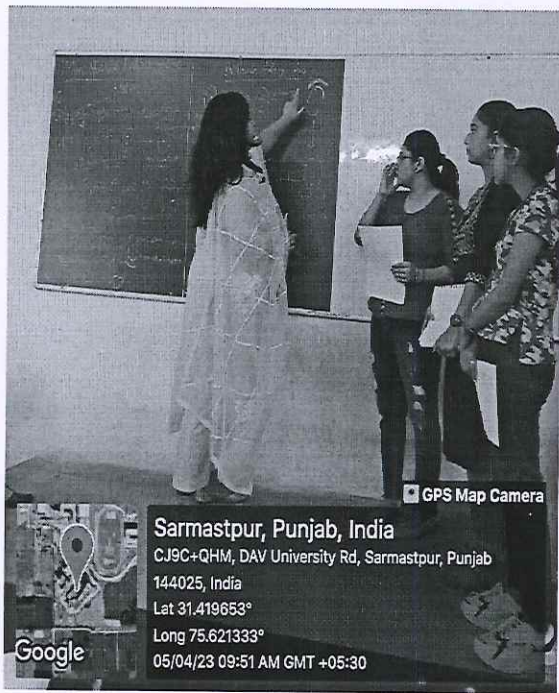
Outcomes of the activity:

This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were

motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.

Photos of activity:



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Points earned by each group:

Sl No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	5	4	9	10
2	II	4	5	9	10

Critics:

Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

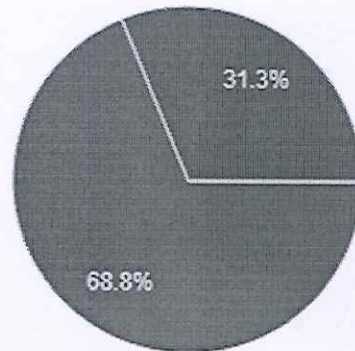
Positive observations –

- Students liked team work, involvement and polishing of their presentations skills
- Students learned to cooperate in a team
- Communication skills will be improved
- Students develop problem identification and solving abilities

Result of Google form feedback from Participants:

You were able to correlate the topics in the activity with real-life problem.

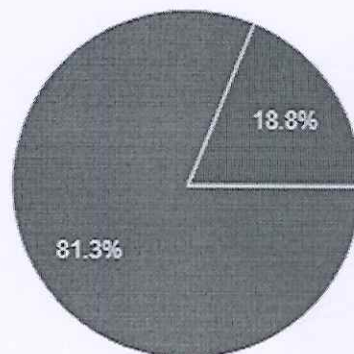
16 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

How well you participated in the activity.

16 responses



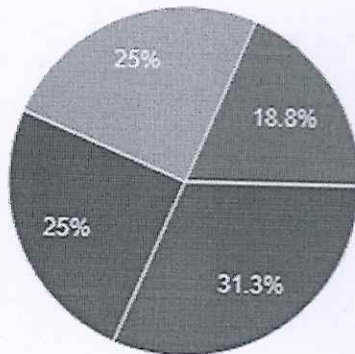
- Good
- Fair
- Poor
- Did not participate

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What did you enjoy the most in the activity

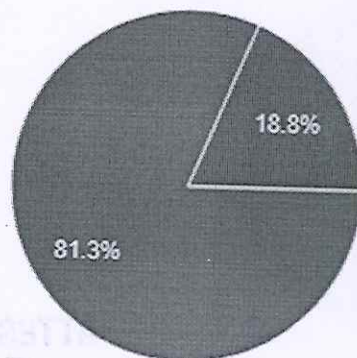
16 responses



- Mind map preparation
- Team work
- Presenting the mind map
- Group discussion

Do you think the activity was useful in enhancing your knowledge.

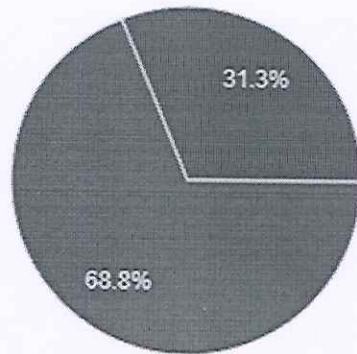
16 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

These activities should be carried out more frequently in all the subjects.

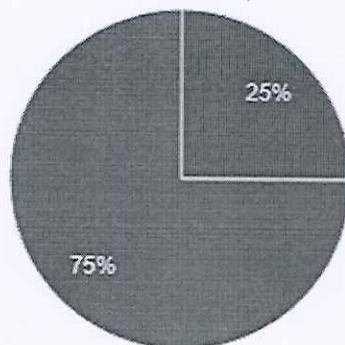
16 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

Rate your overall experience in the activity

16 responses



- Excellent
- Good
- Fair
- Poor

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11/9/13/35



DAV UNIVERSITY, JALANDHAR

DEPARTMENT OF <Botany and Environment Studies>

ACTIVITY REPORT

Activity Type	Mind Map Activity
Activity Topic	Intellectual Property Right
Class	B.Sc. (Hons.) Botany
Semester	4 th
Academic Year	2022-23
Course Name	Intellectual Property Right
Course Code	BOT231
Date	6/04/23
Mapping with Co's	CO 1, CO 2, CO3
Faculty In-charge	Anchal

Context:

In this Mind Map activity, which is a group activity, the students of B.Sc. (Hons.) Botany Sem-IV were divided into two groups and each group was asked to select of a topic of their choice from the syllabus of BOT231 and create a mind map on the real-world applications of the selected techniques/topic. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Team formation was done as per the choice of students and comfort zone to get better outcome. The students themselves selected the topics and discussed the same with the faculty in-charge, after which the topics were finalized. One hour was given to the students to study on the topic individually, discuss in the group and create the mind map. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on Board or chart paper and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

- Step 1 – Selection of team members as per your choice and comfort level
- Step 2- Finalization of topic in coordination of team members
- Step 3- Discussion on solution finding and functioning of it.
- Step 4- Finalization of most suitable solution
- Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board
- Step 6- Presentation of the topic in front of the class
- Step 7- Discussion and answering the questions by friends and teacher.

The students were divided into 2 groups namely – Grp I with 4 members & 3 members in Grp II.

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Details of Participants:

S. No.	Group-I participants	Group-II participants
1	Divyanshi	Bhargab
2	Harmanjot	Megha
3	Yukti	Pooja
4	Navneet	

Assessment Rubrics –

Criteria	Ratings					Points
	5	4	3	1	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	5	4	3	2	1	
	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	5
Total						10

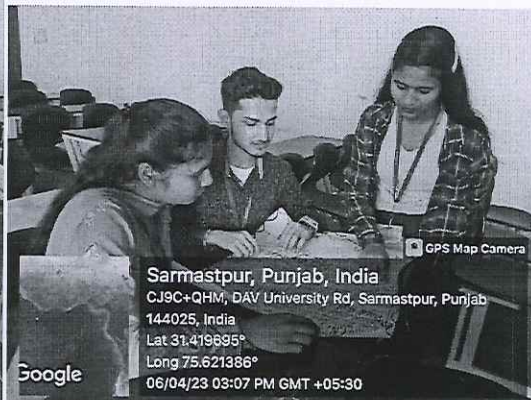
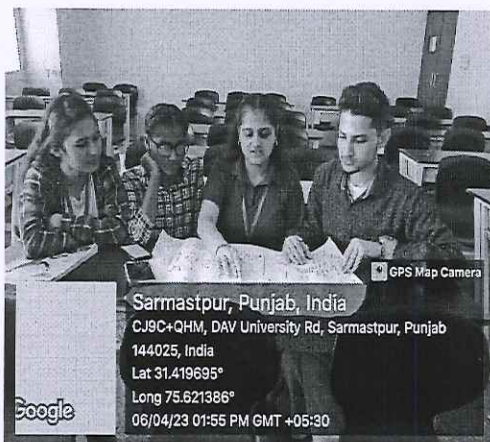
Outcomes of the activity:

This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.

Photos of activity:

Students having discussion in groups

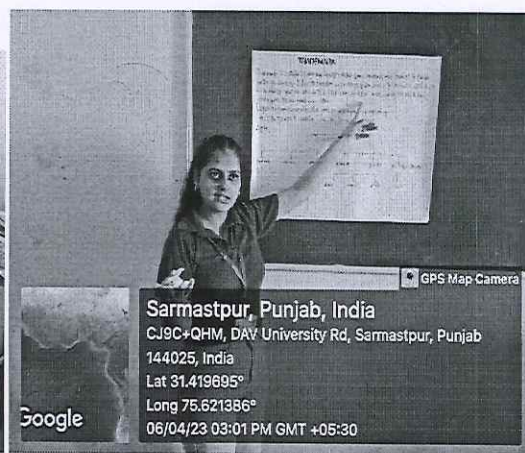
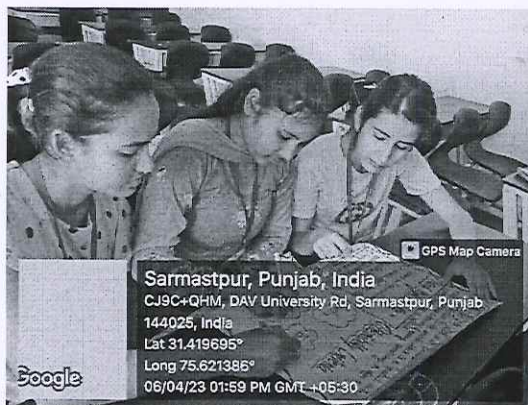


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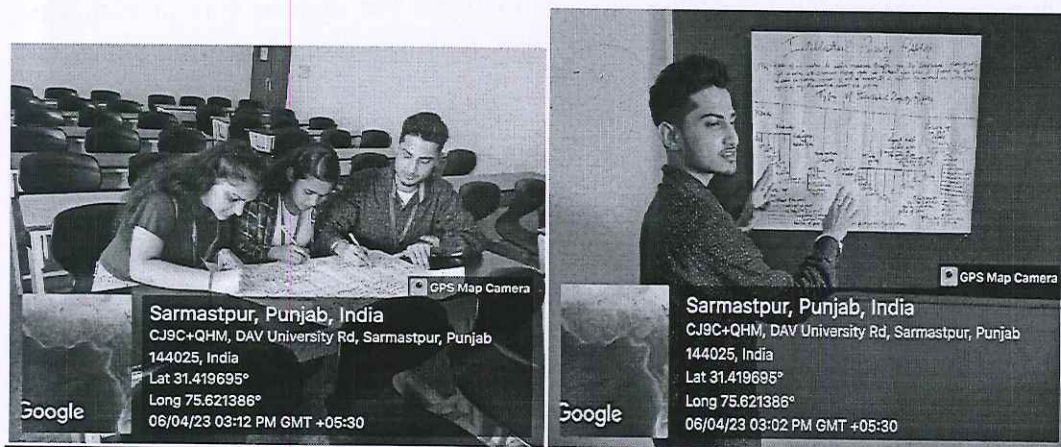
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Registrar

DAV University, Jalandhar

Group-I presentation and Mind Map



Group-II presentation and Mind Map



Points earned by each group:

Sl No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	5	4	9	10
2	II	4	5	9	10

Critics:

Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

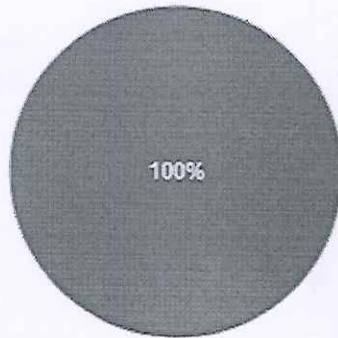
Positive observations –

- Students liked team work, involvement and polishing of their presentations skills
- Students learned to cooperate in a team
- Communication skills will be improved
- Students develop problem identification and solving abilities

Result of Google form feedback from Participants:

How well you participated in the activity

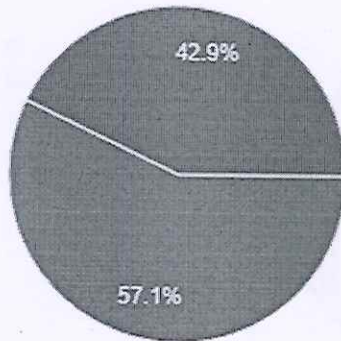
7 responses



- Good
- Fair
- Poor
- Did not participate

What did you enjoy e most in the activity

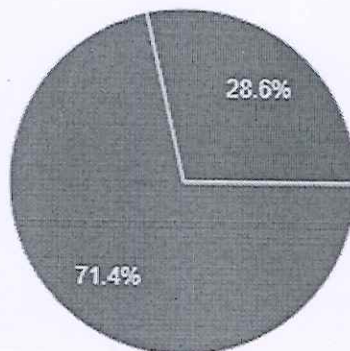
7 responses



- Group discussion
- Team work
- Mind map presentation
- Presenting the mind map
- Other:

Do you think this activity was useful in enhancing you and your interest in the subject?

7 responses



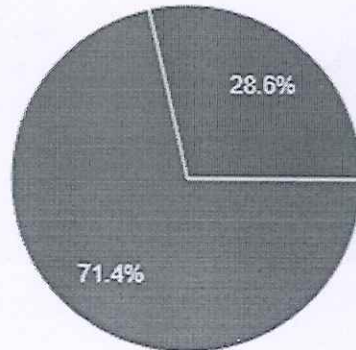
- Strongly agree
- Agree
- Disagree
- Strongly disagree

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These activity should be carried out more frequently in all the subject

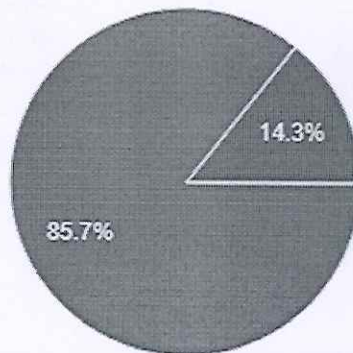
7 responses



- Strongly agree
- agree
- Disagree
- Strongly disagree

Rate you overall experience in the activity

7 responses



- Excellent
- Good
- Fair
- Poor

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DAV UNIVERSITY, JALANDHAR

DEPARTMENT OF BOTANY AND ENVIRONMENT STUDIES

ACTIVITY REPORT

Activity Type	Mind map activity
Activity Topic	Life cycles of archegoniate
Class	M.sc. (Hons.) Botany
Semester	2 nd
Academic Year	2022-23
Course Name	Archegoniate biology
Course Code	BOT 531
Date	06/04/23
Mapping with Co's	CO 1, CO2, CO3
Faculty In-charge	Swapnil Singh

Context:

In this Mind Map activity, which is a group activity, the students of M.Sc. (Hons.) Botany Sem-II were divided into two groups and each group was asked to select of a topic of their choice from the syllabus of BOT531 and create a mind map on the real-world applications of the selected techniques/topic. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Team formation was done as per the choice of students and comfort zone to get better outcome. The students themselves selected the topics and discussed the same with the faculty in-charge, after which the topics were finalized. One hour was given to the students to study on the topic individually, discuss in the group and create the mind map. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on Board or chart paper and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

- Step 1 – Selection of team members as per your choice and comfort level
- Step 2- Finalization of topic in coordination of team members
- Step 3- Discussion on solution finding and functioning of it.
- Step 4- Finalization of most suitable solution
- Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board
- Step 6- Presentation of the topic in front of the class
- Step 7- Discussion and answering the questions by friends and teacher.

The students were divided into 2 groups namely – Grp I and Grp II with 6 members each Group.

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Details of Participants:

S. No.	Group-I participants	Group-II participants
1	Kritika	Akriti
2	Anjali	Rajiwinder
3	Tamanna	Nitankshi
4	Sunaina	Priya
5	Arzoo	Ramandeep
6	Ayushi	Sumiya

Assessment Rubrics –

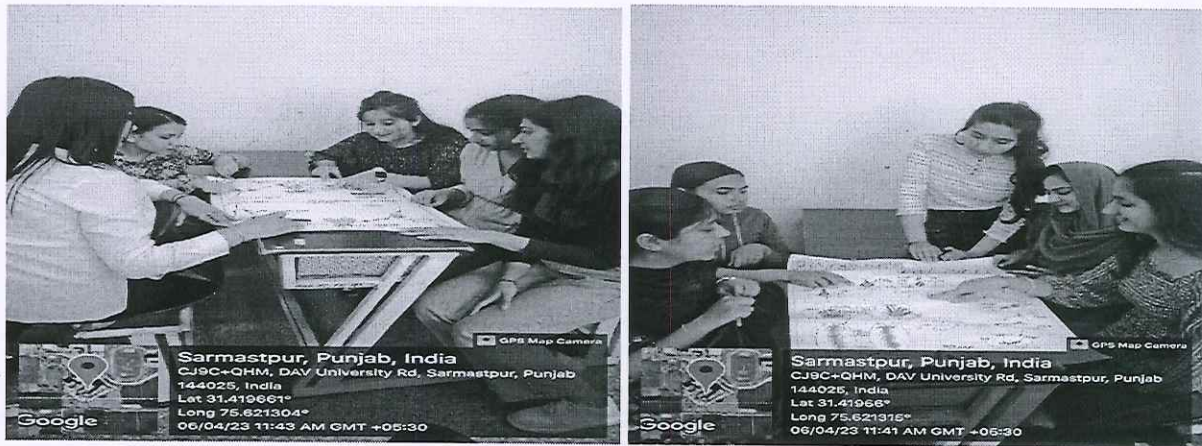
Criteria	Ratings					Points
	5	4	3	2	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	5	4	3	2	1	5
	Poster/Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	
Total						10

Outcomes of the activity:

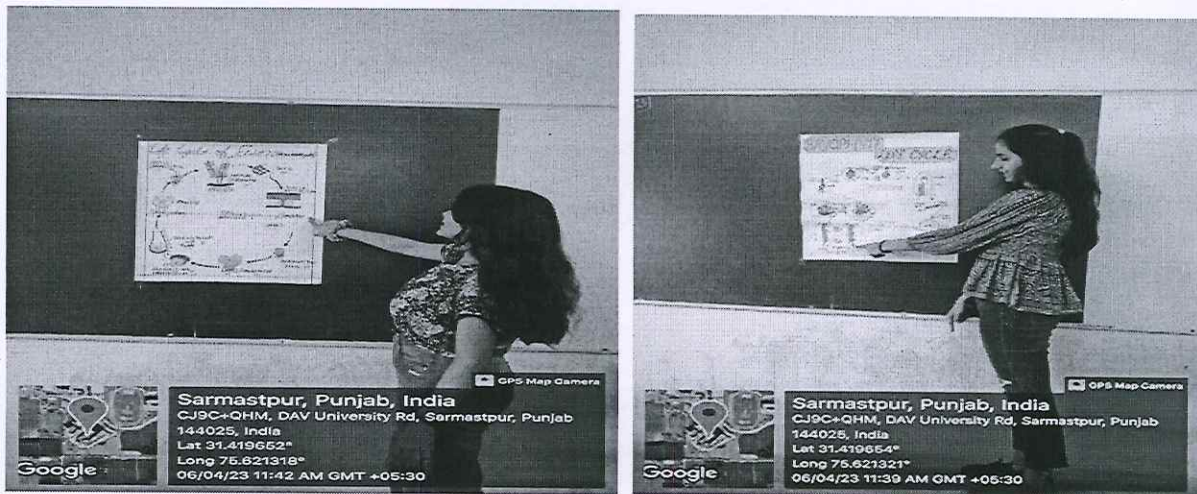
This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.

Photos of activity:



Students having discussion in groups

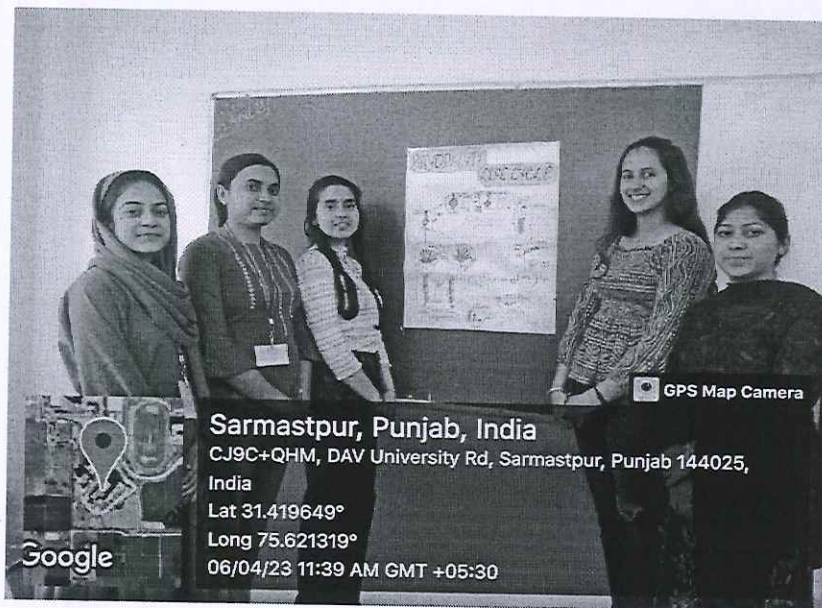


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DAV University, Jalandhar

Group-I presentation and Mind Map



Group-II presentation and Mind Map



Points earned by each group:

Sl No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	5	4	9	10
2	II	4	5	9	10

Critics:

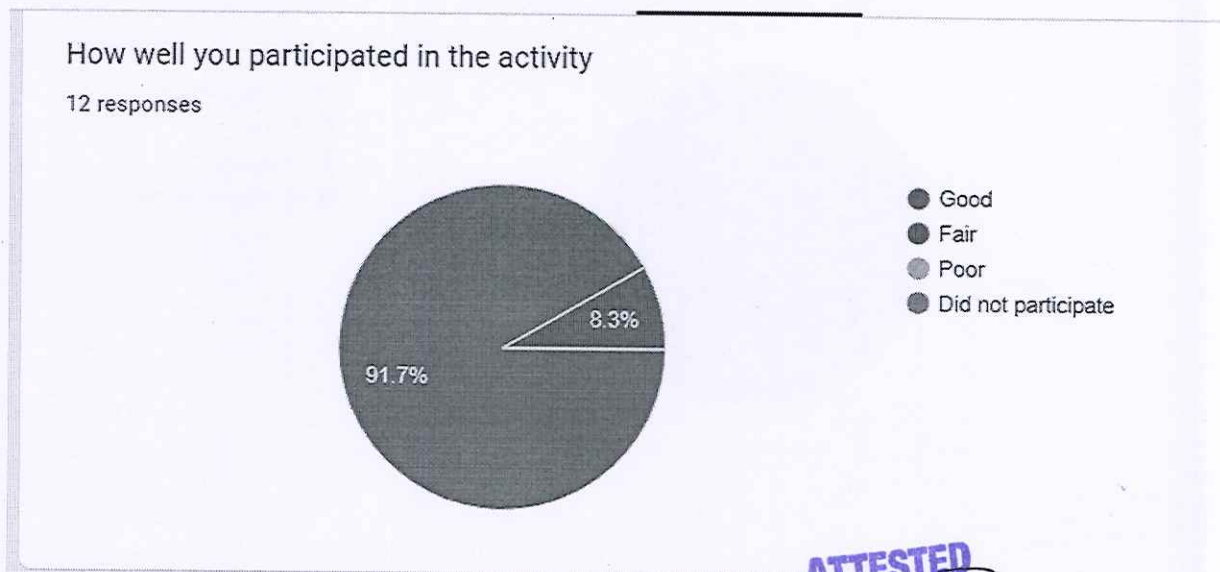
Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

Positive observations –

- Students liked team work, involvement and polishing of their presentations skills
- Students learned to cooperate in a team
- Communication skills will be improved
- Students develop problem identification and solving abilities

Result of Google form feedback from Participants:

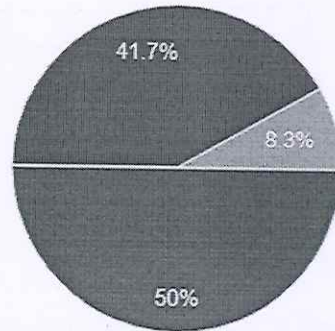


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What did you enjoy he most in the activity

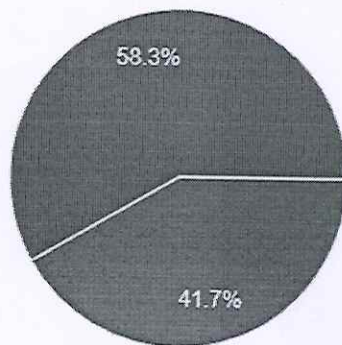
12 responses



- Group discussion
- Team work
- Mind map presentation
- Presenting the mind map

Do you think this activity was useful in enhancing your and interest in the subject?

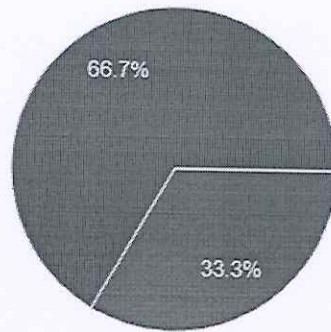
12 responses



- Strongly agree
- Agree
- Disagree
- strongly disagree

These activity should be carried out more frequently in all the subject.

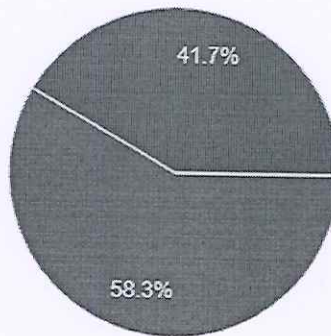
12 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

Rate your overall experience in the activity.


12 responses



- Excellent
- Good
- Fair
- Poor

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DAV University, Jalandhar


(SWAPNIL SINGH)
11801882



DAV UNIVERSITY, JALANDHAR

DEPARTMENT OF BOTANY AND ENVIRONMENT STUDIES

ACTIVITY REPORT

Activity Type	Mind Map Activity
Activity Topic	Breeding methods of self and cross pollinated crops
Class	M.Sc. (Hons.) Botany
Semester	4 th
Academic Year	2022-23
Course Name	Advances in plant breeding
Course Code	BOT 637
Date	08/04/23
Mapping with Co's	CO2,CO3
Faculty In-charge	Swapnil Singh

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DAV University, Jalandhar

Context:

In this Mind Map activity, which is a group activity, the students of M.Sc. (Hons.) Botany Sem-IV were divided into two groups and each group was asked to select of a topic of their choice from the syllabus of BOT 637 and create a mind map on the real-world applications of the selected techniques/topic. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Team formation was done as per the choice of students and comfort zone to get better outcome. The students themselves selected the topics and discussed the same with the faculty in-charge, after which the topics were finalized. One hour was given to the students to study on the topic individually, discuss in the group and create the mind map. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on Board or chart paper and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

- Step1 – Selection of team members as per your choice and comfort level
- Step 2- Finalization of topic in coordination of team members
- Step 3- Discussion on solution finding and functioning of it.
- Step 4- Finalization of most suitable solution.
- Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board
- Step 6- Presentation of the topic in front of the class
- Step 7- Discussion and answering the questions by friends and teacher.

The students were divided into 2 groups namely – Grp I and Grp II with 6 members in Group I and 7 members in Group II.

Details of Participants:

S. No.	Group-I participants	Group-II participants
1	Priyanka	Anjali Verma
2	Isha	Akshipitika
3	Madhuri	Anjali Devi
4	Sucheta	Rudrapriya
5	Nisha	Charu
6	Sunidhi	Niharika
7		Sonia

Assessment Rubrics –

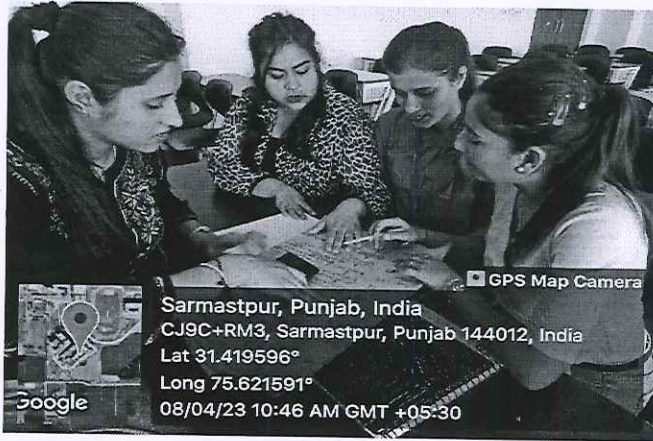
Criteria	Ratings					Points
	5	4	3	1	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	5	4	3	2	1	
	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	5
Total						10

Outcomes of the activity:

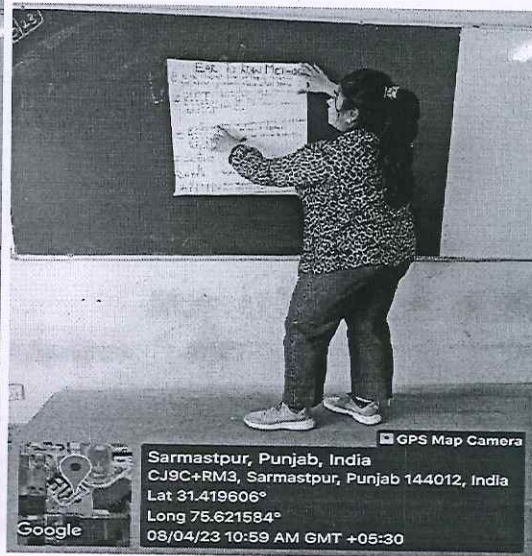
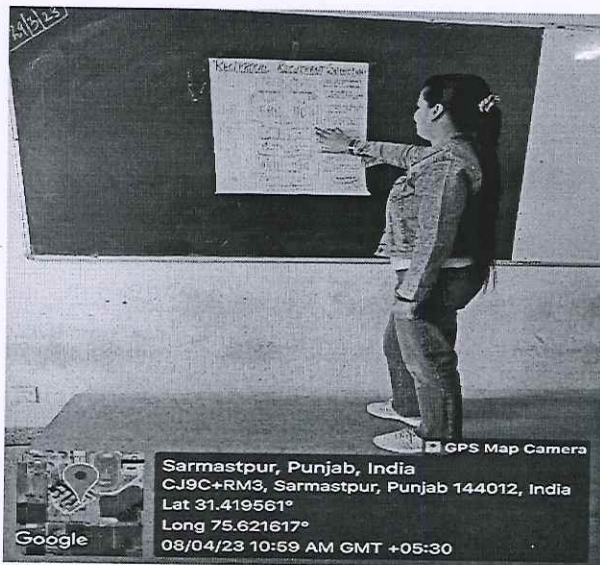
This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.

Photos of activity:



Students having discussion in groups



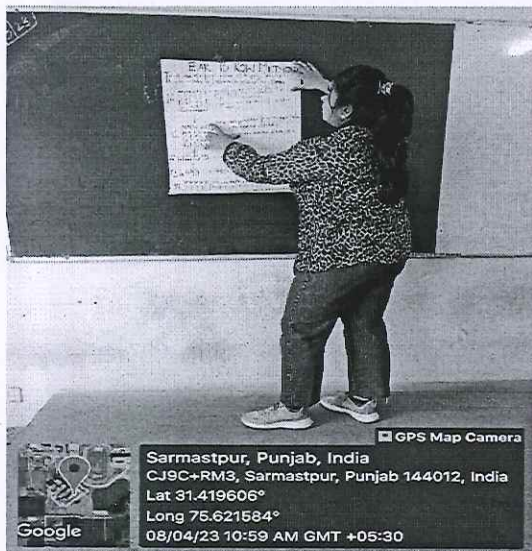
Group-I presentation and Mind Map

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DAV University, Jalandhar



Group-II presentation and Mind Map



Points earned by each group:

Sl No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	5	4	9	10
2	II	4	5	9	10

Critics:

Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

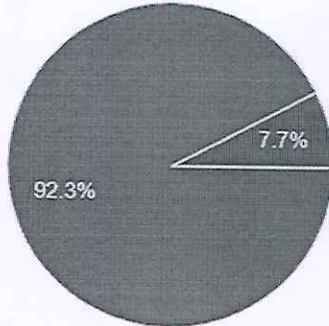
Positive observations –

- Students liked team work, involvement and polishing of their presentations skills
- Students learned to cooperate in a team
- Communication skills will be improved
- Students develop problem identification and solving abilities

Result of Google form feedback from Participants:

How well you participated in the activity

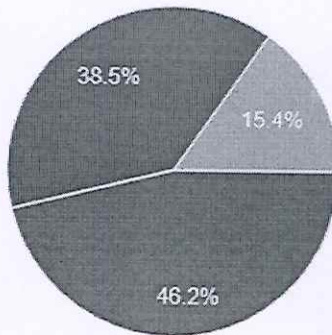
13 responses



- Good
- Fair
- Poor
- Did not participate

What did you enjoy he most in the activity

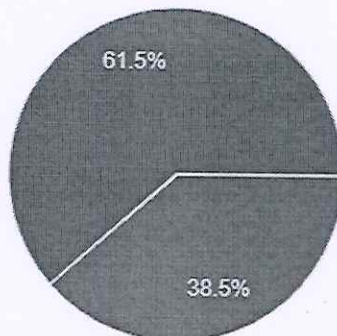
13 responses



- Group discussion
- Team work
- Mind map presentation
- Presenting the mind map

Do you think this activity was useful in enhancing your and interest in the subject?

13 responses

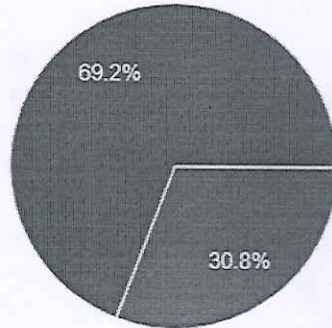


- Strongly agree
- Agree
- Disagree
- strongly disagree

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DAV University, Jodhpur

These activity should be carried out more frequently in all the subject.

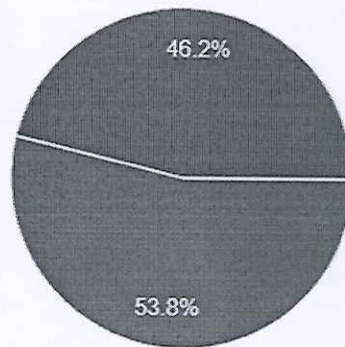
13 responses



- Strongly agree
- Agree
- Disagree
- Strongly disaree

Rate your overall experience in the activity.

13 responses



- Excellent
- Good
- Fair
- Poor

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(SWARNIL SINGH)
11801882

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DAV UNIVERSITY, JALANDHAR

DEPARTMENT OF <BOTANY AND ENVIRONMENTAL STUDIES_>

ACTIVITY REPORT

Activity Type	MIND MAP ACTIVITY
Activity Topic	PHYTOREMEDIATION AND DRIP IRRIGATION
Class	M.Sc (Hons) Botany
Semester	2 nd
Academic Year	2022-2023
Course Name	CONSERVATION OF NATURAL RESOURCES
Course Code	BOT535
Date	6-4-2023
Mapping with Co's	CO ₂ , CO ₃
Faculty In-charge	RAVNEET KAUR

Context:

In this Mind Map activity, which is a group activity, the students of M.Sc. (Hons.) Botany Sem-IIInd were divided into two groups and each group was asked to select a topic of their choice from the syllabus of BOT535 and create a mind map on the real-world applications of the selected techniques/topic. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Team formation was done as per the choice of students and comfort zone to get better outcome. The students themselves selected the topics and discussed the same with the faculty in-charge, after which the topics were finalized. One hour was given to the students to study on the topic individually, discuss in the group and create the mind map. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on Board or chart paper and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

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Activity Description:

The activity involved following steps

Step 1 – Selection of team members as per your choice and comfort level

Step 2- Finalization of topic in coordination of team members

Step 3- Discussion on solution finding and functioning of it.

Step 4- Finalization of most suitable solution

Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board

Step 6- Presentation of the topic in front of the class

Step 7- Discussion and answering the questions by friends and teacher.


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DAV University, Jalandhar

The students were divided into 2 groups namely – Gp I, Gp II with 6 members each Group I & II

Details of Participants:

S. No.	Group-I participants	Group-II participants
1	Ramandeep Kaur	Anjali
2	Nitanshi	Kritika
3	Rajwinder kaur	Tamana
4	Priya	Sunaina
5	Sumia	Arzoo
6	Akriti	Ayushi

Assessment Rubrics –

Criteria	Ratings					Points
	5	4	3	1	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	5	4	3	2	1	
	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	5
Total						10

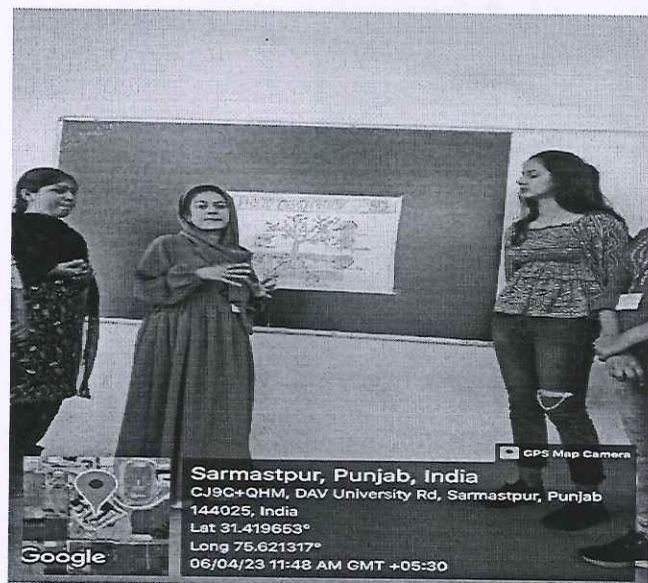
Outcomes of the activity:

This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.

Photos of activity:

Group-I presentation and Mind Map

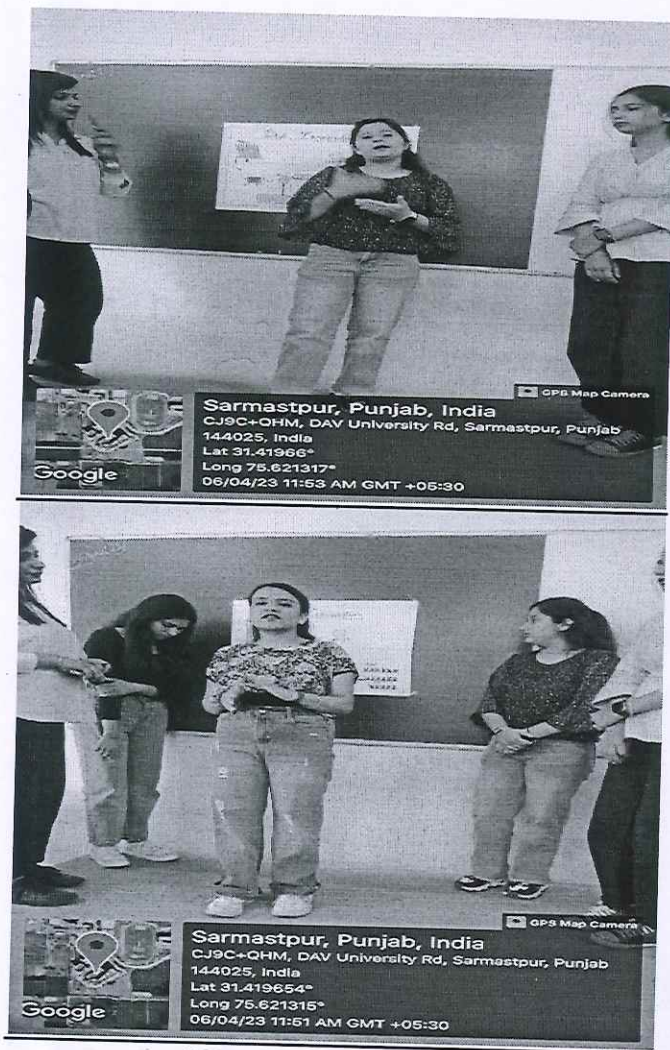


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DAV University, Jalandhar

Group-II presentation and Mind Map



Points earned by each group:

Sl No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	5	4	9	10
2	II	4	5	9	10

Critics:

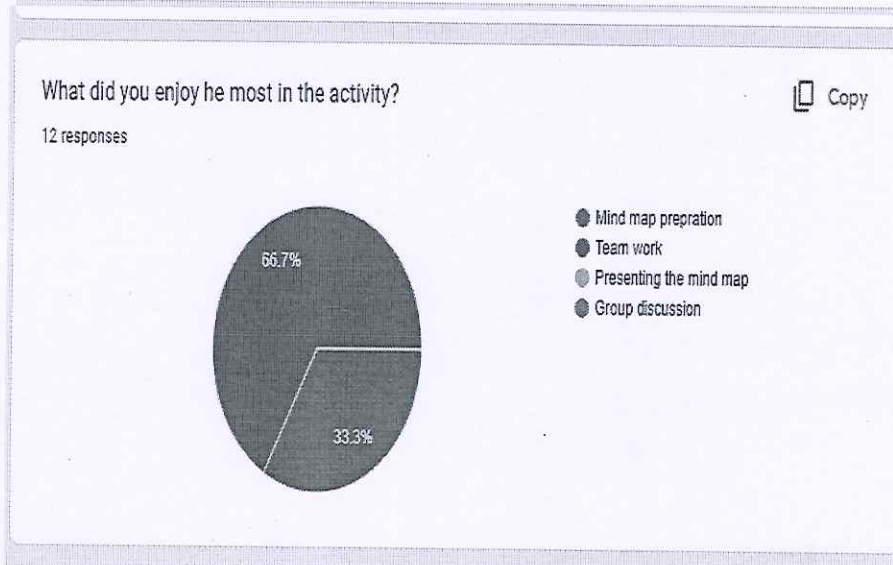
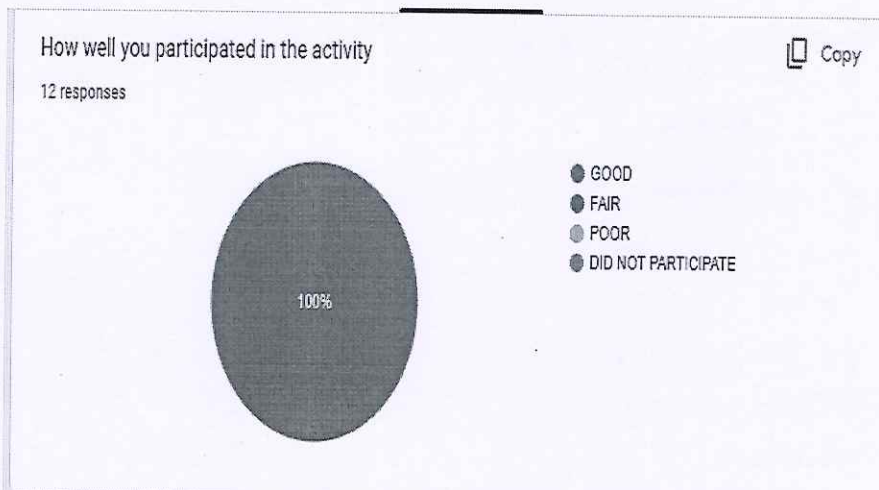
Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

Positive observations –

- Students liked team work, involvement and polishing of their presentations skills
- Students learned to cooperate in a team
- Communication skills will be improved
- Students develop problem identification and solving abilities

Result of Google form feedback from Participants:



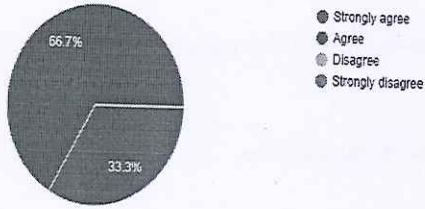
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Do you think this activity was useful in enhancing your knowledge and interest in the subject?

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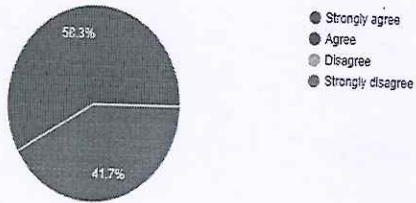
12 responses



These activities should be carried out more frequently in all subjects

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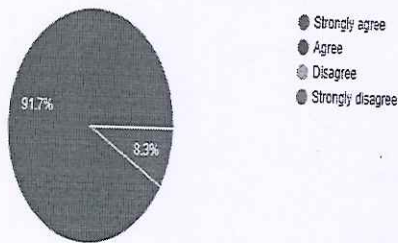
12 responses



You were able to correlate the topics in the activity with real-life problems

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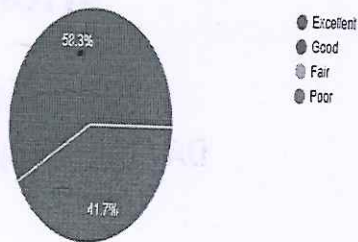
12 responses



Rate your overall experience in the activity

Copy

12 responses



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DAV UNIVERSITY, JALANDHAR

DEPARTMENT OF BOTANY AND ENVIRONMENT

ACTIVITY REPORT

Activity Type	Mind map activity
Activity Topic	Effect of pollutant on plants
Class	Msc (Hons) Botany
Semester	4 th
Academic Year	2021-2023
Course Name	Plant ecology and phytogeography
Course Code	Bot 645
Date	7-04-2023
Mapping with Co's	CO1
Faculty In-charge	Dr Nishi Sondhi

Context:

In this Mind Map activity, which is a group activity, the students of M.sc (Hons.) Botany Sem-IV were divided into three groups and each group was asked to select of a topic of their choice from the syllabus of BOT 645 and create a mind map on the real-world applications of the selected techniques/topic. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Team formation was done as per the choice of students and comfort zone to get better outcome. The students themselves selected the topics and discussed the same with the faculty in-charge, after which the topics were finalized. One hour was given to the students to study on the topic individually, discuss in the group and create the mind map. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on Board or chart paper and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

- Step 1 – Selection of team members as per your choice and comfort level
- Step 2- Finalization of topic in coordination of team members
- Step 3- Discussion on solution finding and functioning of it.
- Step 4- Finalization of most suitable solution
- Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board
- Step 6- Presentation of the topic in front of the class
- Step 7- Discussion and answering the questions by friends and teacher.

The students were divided into 3 groups namely – Grp I, Grp II and Grp III with 6 members each Group I & II and 5 members in Group III.

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Details of Participants:

S. No.	Group-I participants	Group-II participants	Group-III participants
1	Anjali verma	Charu	Anavi
2	Akshptika saini	Niharika	Madhuri
3	Anjali devi	Isha sharma	Sakshi pathania
4	Rudrpriya bharti	Nisha	Sunidhi
5	Priyanka	Suchita	Sonia
6	Nisha devi		

Assessment Rubrics –

Criteria	Ratings					Points
	5	4	3	1	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	5	4	3	2	1	5
	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	
Total						10

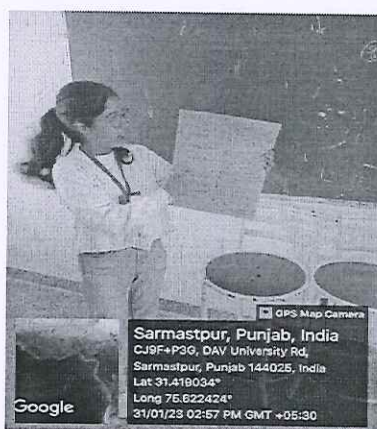
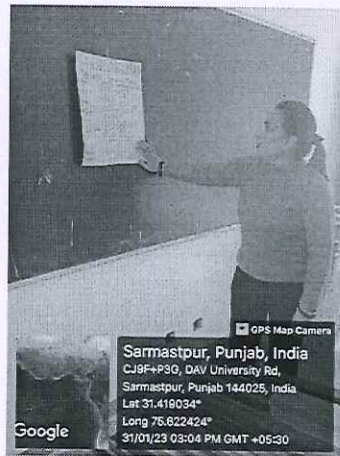
Outcomes of the activity:

This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.

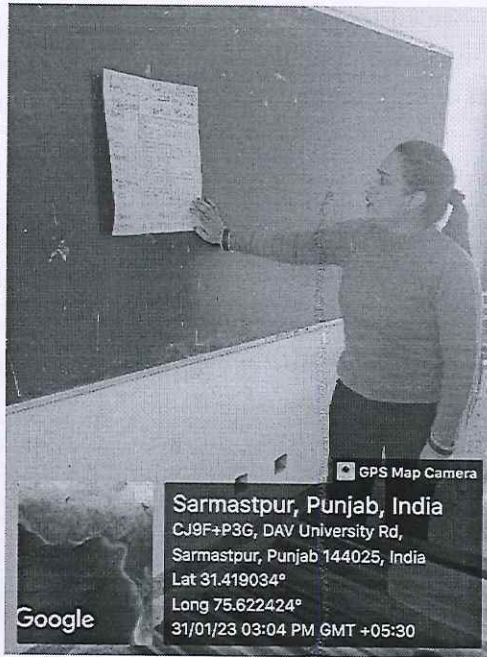
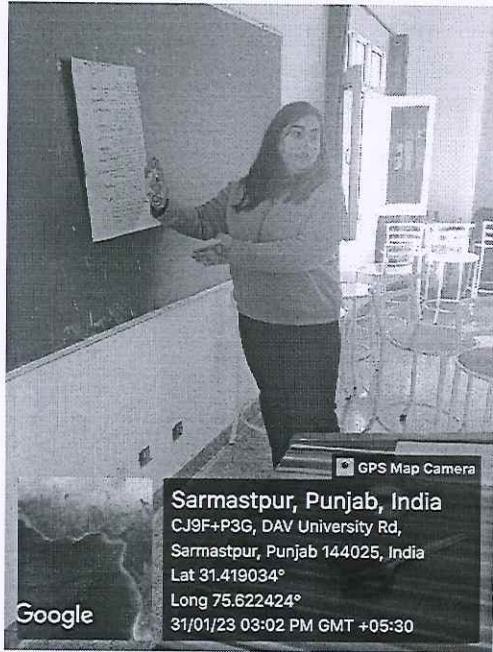
Photos of activity:

Students having discussion in groups

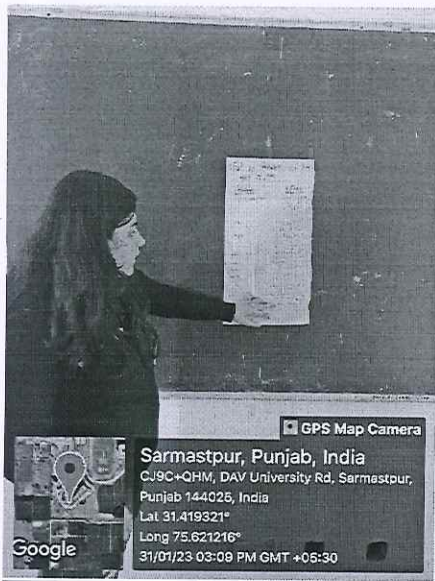


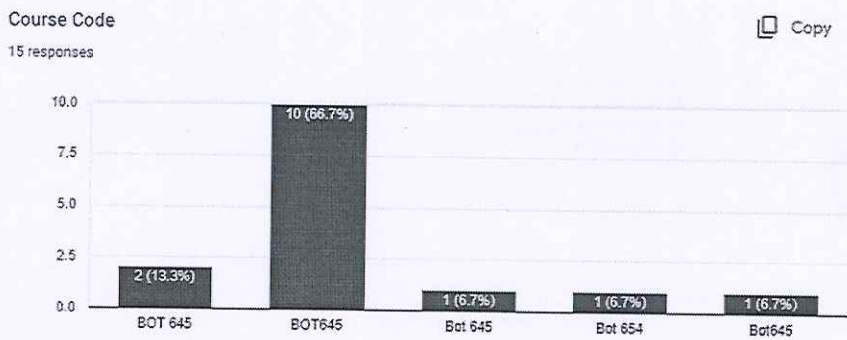
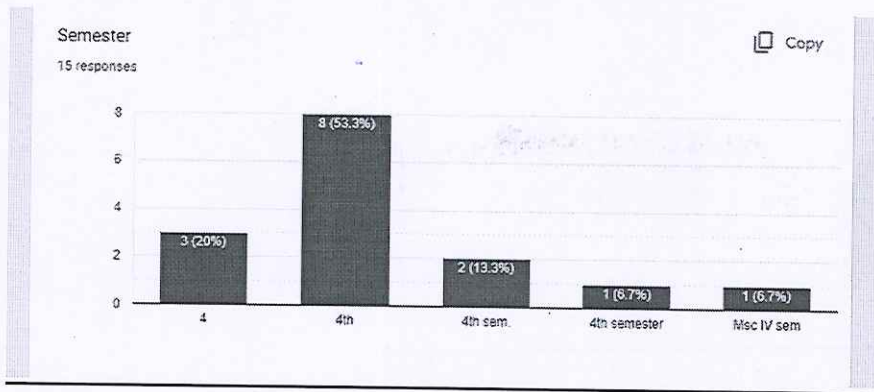
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Group-I presentation and Mind Map





Registration number

15 responses

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12101328
12101293
12100619
12101112
12100818
12101074
12100363
12100376

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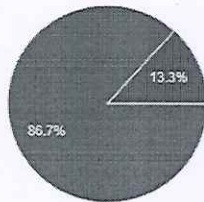
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How well you participated in the activity ?

Copy

15 responses

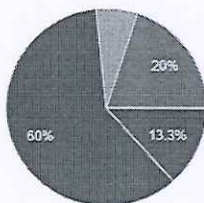


- good
- fair
- poor
- did not participate

what did you enjoy the most in the activity?

Copy

15 responses

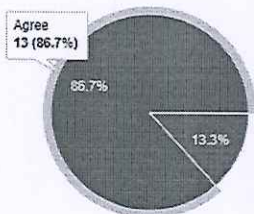


- Mind map preparation
- Team work
- Presenting the mind map
- Group discussion

Do you think this activity was useful in enhancing your knowledge and interest in the subject?

Copy

15 responses

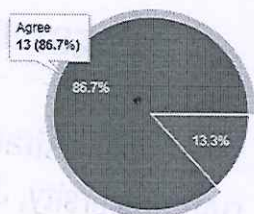


- Strongly agree
- Agree
- Disagree
- Strongly Disagree

Are you able to correlate the topics in the activity with the real life problems?

Copy

15 responses



- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Handwritten signature and date:
10/9/20
Duo

DAV UNIVERSITY, JALANDHAR

DEPARTMENT OF BOTANY

ACTIVITY REPORT

Activity Type	Mind Map Activity
Activity Topic	Metabolism in Plants
Class	B.Sc. (Hons.) Botany
Semester	6 th
Academic Year	2022-23
Course Name	Plant Metabolism
Course Code	BOT331
Date	28/03/2023
Mapping with Co's	CO5
Faculty In-charge	Harleen kaur

Context:

In this Mind Map activity, which is a group activity, the students of B.Sc. (Hons.) Botany Sem-6th were divided into two groups and each group was asked to select a topic of their choice from the syllabus of BOT331 and create a mind map on the real-world applications of the selected techniques/topic. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Team formation was done as per the choice of students and comfort zone to get better outcome. The students themselves selected the topics and discussed the same with the faculty in-charge, after which the topics were finalized. One day was given to the students to study on the topic individually, discuss in the group and create the mind map. Students prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on Board or chart paper and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

Step 1 – Selection of team members as per your choice and comfort level

Step 2- Finalization of topic in coordination of team members

Step 3- Discussion on solution finding and functioning of it.

Step 4- Finalization of most suitable solution

Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board

Step 6- Presentation of the topic in front of the class

Step 7- Discussion and answering the questions by friends and teacher.

The students were divided into 2 groups namely – Grp I, Grp II with 4 members each.

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Details of Participants:

S. No.	Group-I participants	Group-II participants
1	Harmeen kaur	Aditi Rana
2	Anjali Dhiman	Pooja Kumari
3	Jasmeen Cheema	Anjali Thakur
4	Kanika Katwal	Manveer kaur

Assessment Rubrics –

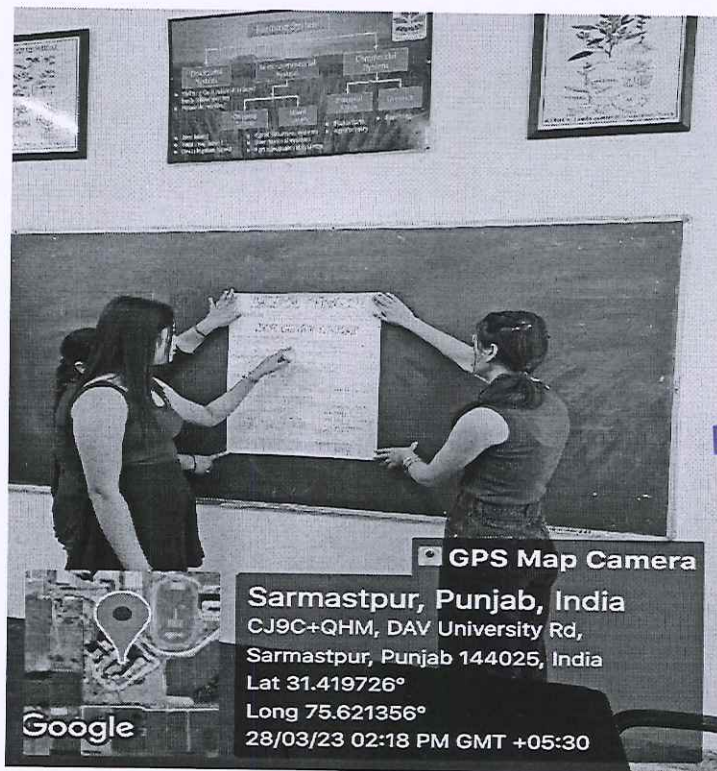
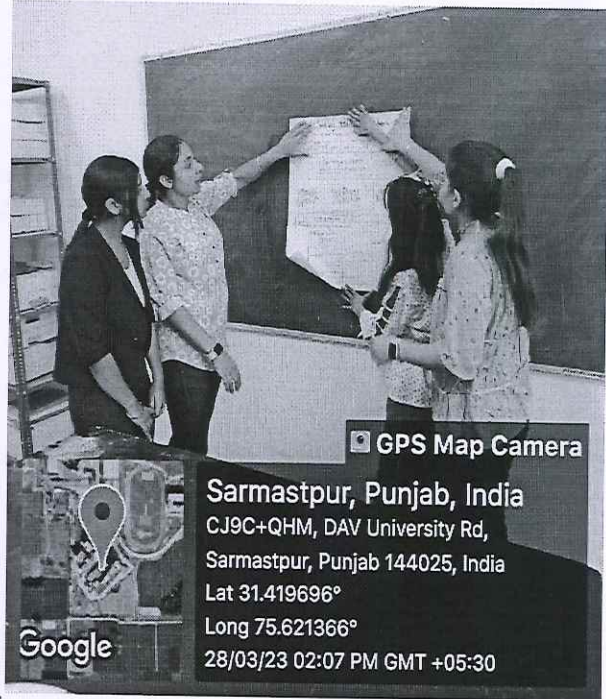
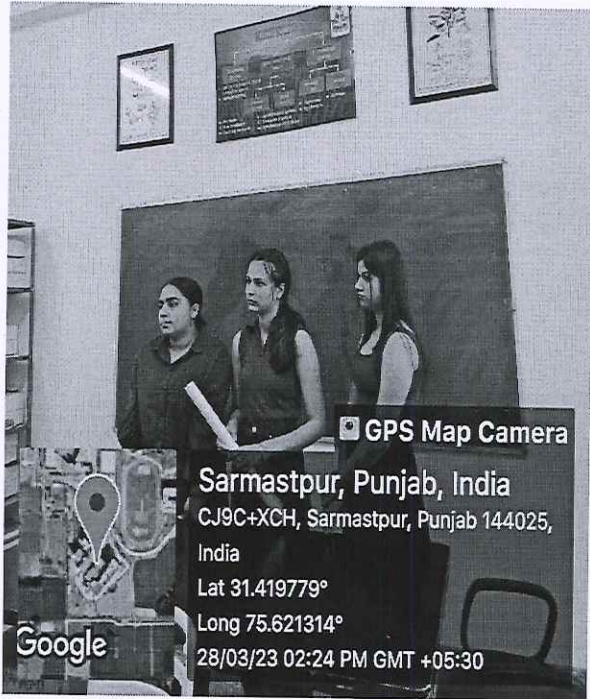
Criteria	Ratings					Points
	5	4	3	1	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical questions asked during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	5	4	3	2	1	5
	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	
Total						10

Outcomes of the activity:

This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.

Photos of activity:



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Points earned by each group:

Sl No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	4	4	8	10
2	II	5	4	9	10

Critics:

Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

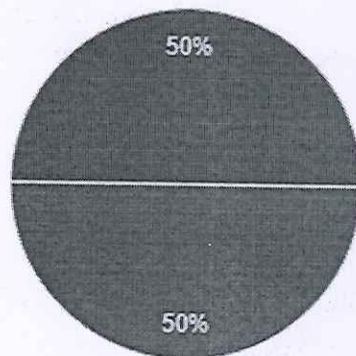
Positive observations –

- Students liked team work, involvement and polishing of their presentations skills
- Students learned to cooperate in a team
- Communication skills will be improved
- Students develop problem identification and solving abilities

Result of Google form feedback from Participants:

You were able to correlate the topics in the activity with real-life problem.

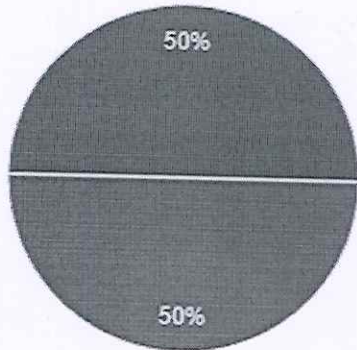
8 responses



- Strongly agree
- Agree
- Disagree
- Strongly Disagree

Do you think the activity was useful in enhancing your knowledge.

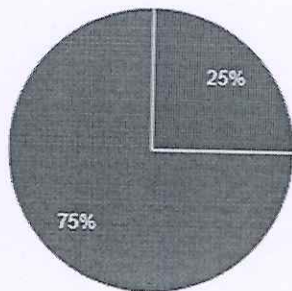
8 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

These activities should be carried out more frequently in all the subjects.

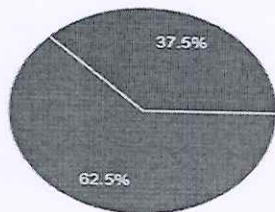
8 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

Rate your overall experience in the activity

8 responses



- Excellent
- Good
- Fair
- Poor

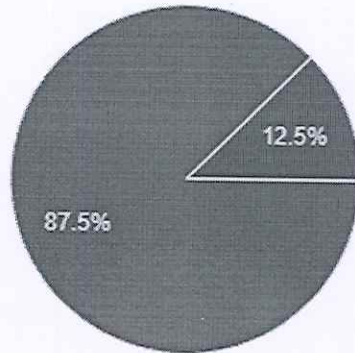
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How well you participated in the activity.

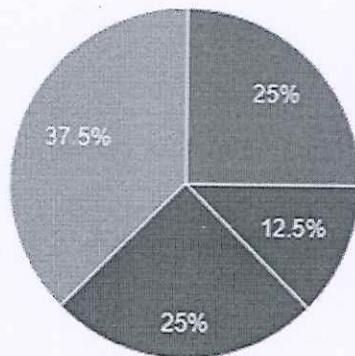
8 responses



- Good
- Fair
- Poor
- Did not participate

What did you enjoy the most in the activity

8 responses



- Mind map preparation
- Team Work
- Presenting the mind map
- Group discussion

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DAV UNIVERSITY, JALANDHAR

DEPARTMENT OF BOTANY

ACTIVITY REPORT

Activity Type	Mind Map Activity
Activity Topic	Evolution of plants with genetic drift and gene flow with special speciation and Urey experiment
Class	M.Sc. (Hons) Botany
Semester	2 nd
Academic Year	2022-2023
Course Name	Evolutionary Biology of Plants
Course Code	BOT540
Date	18-04-2023
Mapping with Co's	CO1 and CO2
Faculty In-charge	Ms. Neetu Jagota

Context:

In this Mind Map activity, which is a group activity, the students of M.Sc. (Hons.) Botany Sem-II were divided into two groups and each group was asked to select of a topic of their choice from the syllabus of BOT 540 and create a mind map on the real-world applications of the selected techniques/topic. The activity included student involvement, thinking on problem statement, group discussion among the team, and solution identification. Team formation was done as per the choice of students and comfort zone to get better outcome. The students themselves selected the topics and discussed the same with the faculty in-charge, after which the topics were finalized. One hour was given to the students to study on the topic individually, discuss in the group and create the mind map. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on Board or chart paper and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

- Step 1 – Selection of team members as per your choice and comfort level
- Step 2- Finalization of topic in coordination of team members
- Step 3- Discussion on solution finding and functioning of it.
- Step 4- Finalization of most suitable solution
- Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board
- Step 6- Presentation of the topic in front of the class
- Step 7- Discussion and answering the questions by friends and teacher.

The students were divided into 2 groups namely – Grp I, and Grp II with 6 members in Group I and 6 members in Group II.

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S. No.	Group-I participants	Group-II participants
1	Anjali	Ayushi
2	Kritika	Arzoo
3	Ramandeep	Akriti
4	Rajwinder	Nitanshi
5	Sunaina	Priya
6	Tamanna	Sumia

Details of Participants:

Assessment Rubrics –

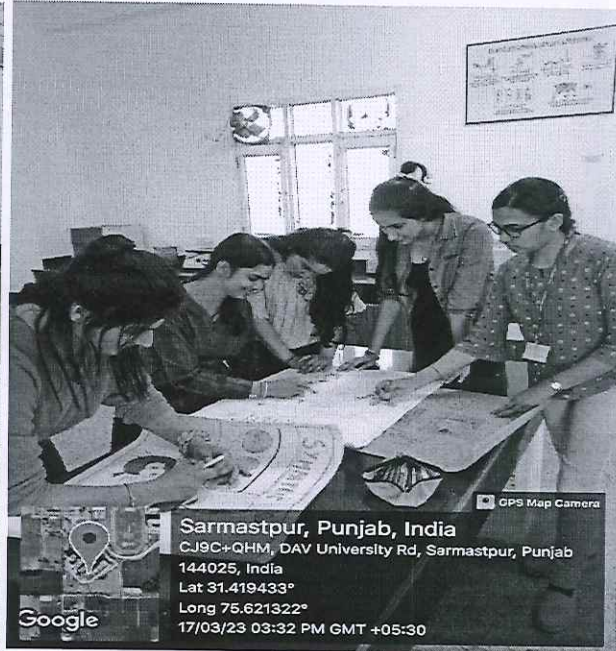
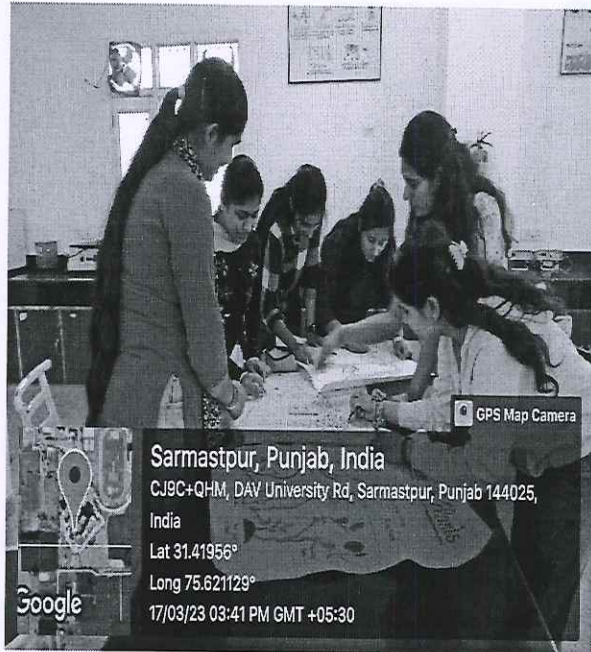
Criteria	Ratings					Points
	5	4	3	1	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	5	4	3	2	1	5
	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	
Total						10

Outcomes of the activity:

This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.

Photos of activity:

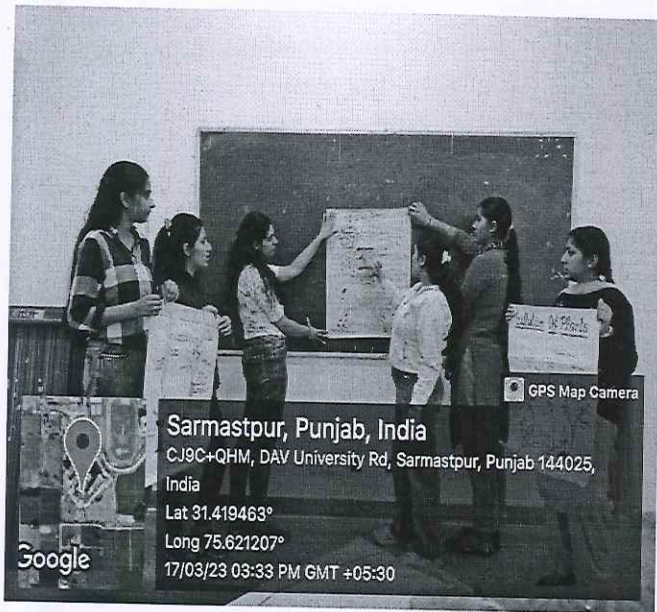


Students having discussions in groups



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Group-I presentation and Mind Map





Group II presentation and Mind Map

Points earned by each group:

Sl No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	5	4	9	10
2	II	5	4	9	10

Critics:

Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

Positive observations –

- Students liked team work, involvement and polishing of their presentations skills
- Students learned to cooperate in a team
- Communication skills will be improved
- Students develop problem identification and solving abilities

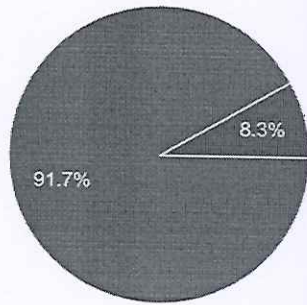
Result of Google Form feedback from Participants:

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How well you participated in the activity ?

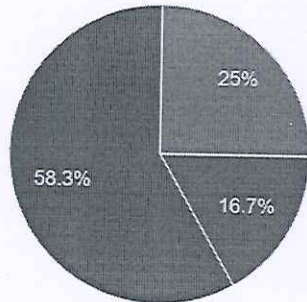
12 responses



- Good
- Fair
- Poor
- Did not participate

What did you enjoy the most in the activity?

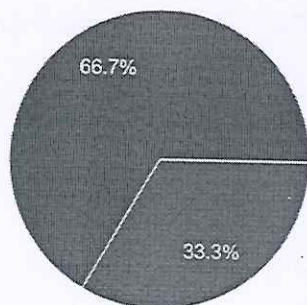
12 responses



- Mind map preparation
- Team work
- Presenting the mind
- Group discussion

Do you think this activity was useful in enhancing your knowledge and interest in the subject?

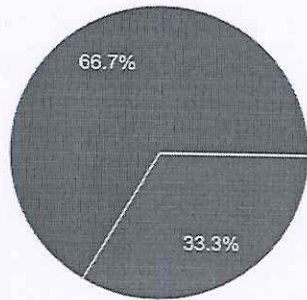
12 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

These activities should be carried out more frequently in all the subjects.

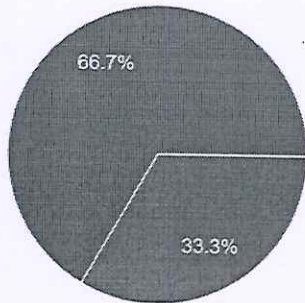
12 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

You were able to correlate the topics in the activity with real-life problem.

12 responses



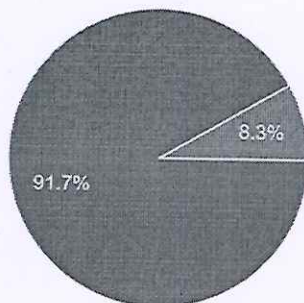
- Strongly agree
- Agree
- Disagree
- Strongly disagree

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Rate your overall experience in the activity.

12 responses



- Good
- Fair
- Poor
- Excellent

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trial
1*

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DAV UNIVERSITY, JALANDHAR

DEPARTMENT OF BOTANY AND ENVIRONMENT SCIENCE

ACTIVITY REPORT

Activity Type	Mind Map Activity
Activity Topic	Discussions on floral formula and floral diagram
Class	B.Sc. (Hons.) Botany
Semester	4 th
Academic Year	2022-23
Course Name	Plant Systematics
Course Code	BOT228
Date	
Mapping with Co's	CO1 and CO2
Faculty In-charge	Dr. Ashish Sharma

Context:

In this Mind Map activity, which is a group activity, the students of B.Sc. (Hons.) Botany Sem-IV were divided into two groups, group 1 was allotted the topic on FLORAL DIAGRAM (which is a very important aspect of studying plants) and the second group was allotted the topic on FLORAL FORMULA (that gives the basic but exact composition of a flower) and each group was asked create a mind map on the ability of the two topics to make people understand the floral characters of plants which is an important feature in identification of the angiospermic plants and developing classifications. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Team formation was done as per the choice of students and comfort zone to get better outcome. The students prepared the charts in consultation with the faculty in-charge. One hour was given to the students to study on the topic individually, discuss in the group and create the mind map. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on Board or chart paper and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

Step 1 – Selection of team members as per your choice and comfort level

Step 2- Allotment of topic in coordination of team members

Step 3- Discussion on solution finding and functioning of it.

Step 4- Finalization of material to be discussed

Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board

Step 6- Presentation of the topic in front of the class

Step 7- Discussion and answering the questions by friends and teacher.

The students were divided into 2 groups namely – Grp I with 4 members & 4 members in Grp II.

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Details of Participants:

S. No.	Group-I participants	Group-II participants
1	Divyanshi	Harmanjot
2	Bhargab	Pooja
3	Navneet	Yukti
4	Megha	Megha

*Megha was allowed to participate in both teams to balance out the teams but was given freedom to let others prepare the chart

Assessment Rubrics –

Criteria	Ratings					Points
	5	4	3	1	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	5	4	3	2	1	5
	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	
Total						10

Outcomes of the activity:

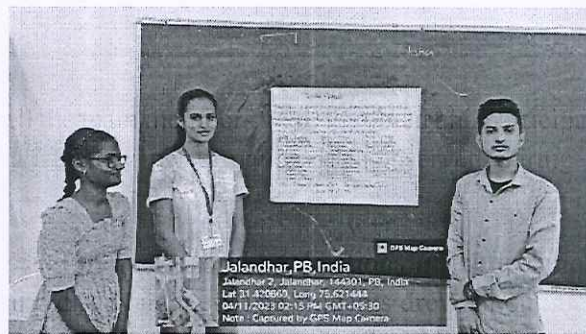
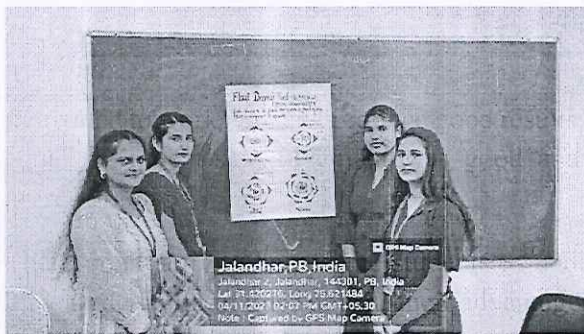
This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were

motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

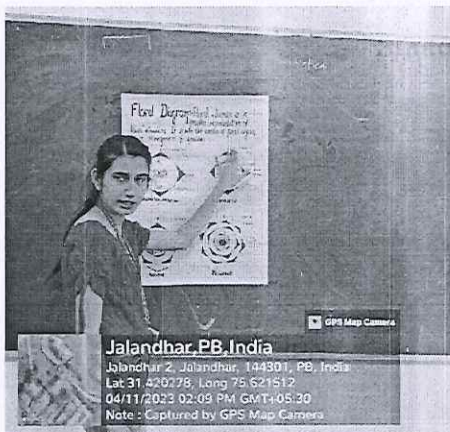
The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.

Photos of activity:

Students having discussion in groups



Group-I presentation and Mind Map

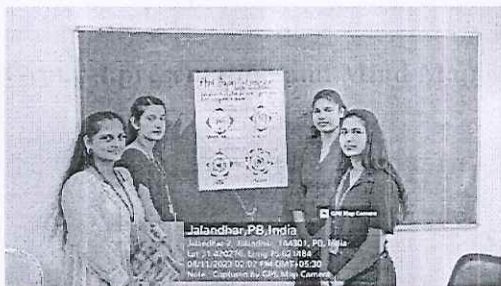


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Registrar

AV University, Jalandhar



Group-II presentation and Mind Map



Points earned by each group:

Sl No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	5	4	9	10
2	II	4	5	9	10

Critics:

Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

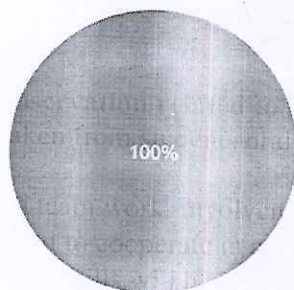
Positive observations –

- Students liked team work, involvement and polishing of their presentations skills
- Students learned to cooperate in a team
- Communication skills will be improved
- Students develop problem identification and solving abilities

Result of Google form feedback from Participants:

How well you participated in the activity ?

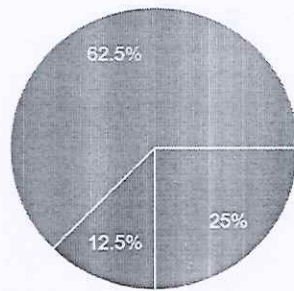
8 responses



- Good
- Fair
- Poor
- Did not participate

What did you enjoy the most in the activity?

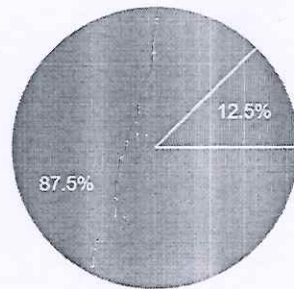
8 responses



- Mind map preparation
- Team work
- Presenting the mind
- Group discussions

Do you think this activity was useful in enhancing your knowledge and interest in the subject?

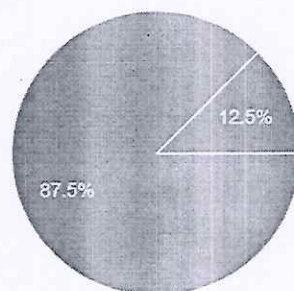
8 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

These activities should be carried out more frequently in all the subjects.

8 responses



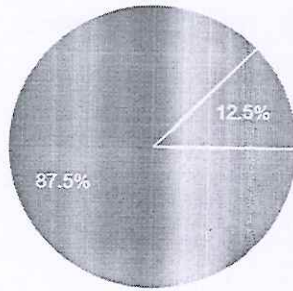
- Strongly agree
- Agree
- Disagree
- Strongly disagree

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You were able to correlate the topics in the activity with real-life problem.

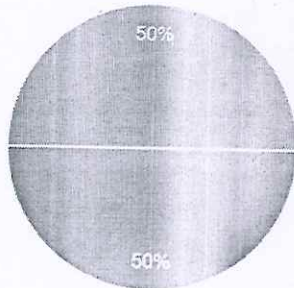
8 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

Rate your overall experience in the activity.

8 responses



- Good
- Fair
- Poor
- Excellent

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DEPARTMENT OF BOTANY AND ENVIRONMENT SCIENCE

ACTIVITY REPORT

Activity Type	Mind Map Activity
Activity Topic	Understanding the technique of regression analysis
Class	B.Sc. (Hons.) Botany
Semester	6 th
Academic Year	2022-23
Course Name	Biostatistics
Course Code	BOT339
Date	
Mapping with Co's	CO2/CO3
Faculty In-charge	Dr. Ashish Sharma

Context:

In this Mind Map activity, which is a group activity, the students of B.Sc. (Hons.) Botany Sem-VI were divided into two groups, group 1 was allotted the topic on Regression analysis and the second group was allotted the topic on Plotting the lines of regression and each group was asked create a mind map on the ability of the two topics to make people understand how the technique of predicting the change in one variable dependent on the other variable. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Team formation was done as per the choice of students and comfort zone to get better outcome. The students prepared the material in consultation with the faculty in-charge. One hour was given to the students to study on the topic individually, discuss in the group and create the mind map. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on Board and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

- Step 1 – Selection of team members as per your choice and comfort level
- Step 2- Allotment of topic in coordination of team members
- Step 3- Discussion on solution finding and functioning of it.
- Step 4- Finalization of material to be discussed
- Step 5- Drawing the complete solution and advantages, disadvantages on board
- Step 6- Presentation of the topic in front of the class
- Step 7- Discussion and answering the questions by friends and teacher.

The students were divided into 2 groups namely – Grp I with 4 members & 4 members in Grp II.

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Details of Participants:

S. No.	Group-I participants	Group-II participants
1	Harmeem	Jasmeen
2	Aditi	Pooja
3	Kanika	Anjali Dhiman
4	Manveer	Anjali Thakur

Assessment Rubrics –

Criteria	Ratings					Points
	5	4	3	1	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	5	4	3	2	1	
	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	5
Total						10

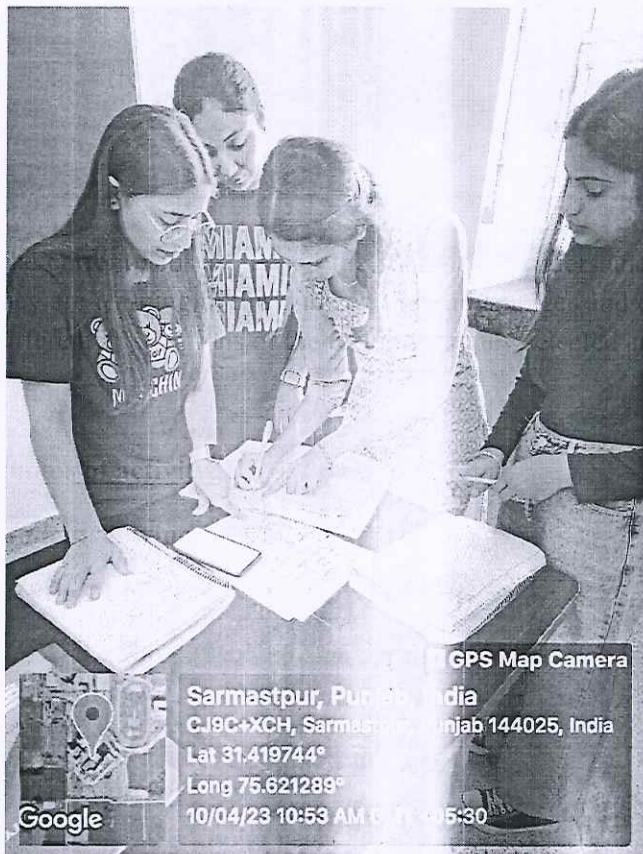
Outcomes of the activity:

This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.

Photos of activity:

Students having discussion in groups

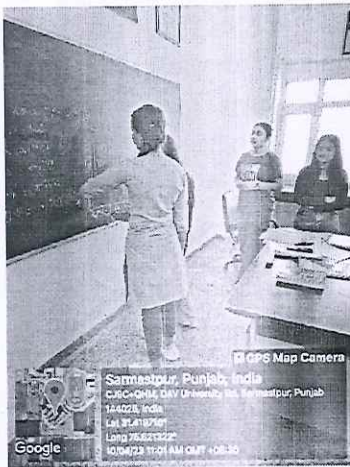


Group presentation and Mind Map



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Points earned by each group:

Sl No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	1	5	4	9	10
2	11	4	5	9	10

Critics:

Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

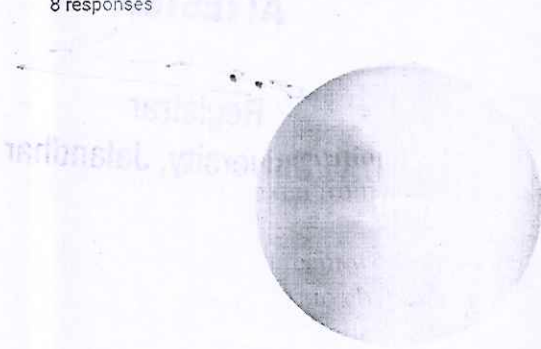
Positive observations –

- Students liked team work, involvement and polishing of their presentations skills
- Students learned to cooperate in a team
- Communication skills will be improved
- Students develop problem identification and solving abilities

Result of Google form feedback from Participants:

How well you participated in the activity?

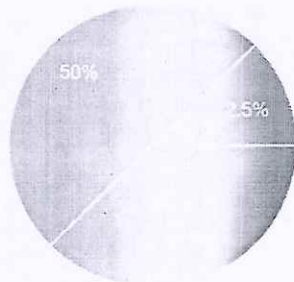
8 responses



- Good
- Fair
- Poor
- Did not participate

What did you enjoy the most in this activity?

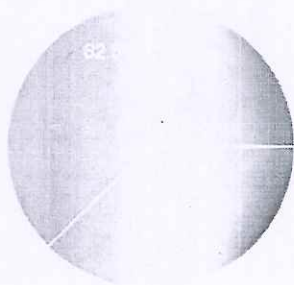
8 responses



- Mind map preparation
- Team work
- Presenting the mind
- Group discussions

Do you think this activity was helpful in enhancing your knowledge and interest in the subject?

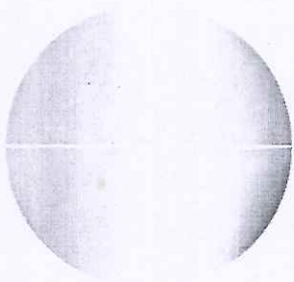
8 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

These activities should be carried out more frequently in all the subjects.

8 responses



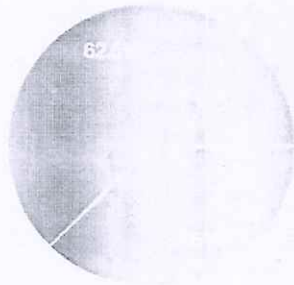
- Strongly agree
- Agree
- Disagree
- Strongly disagree

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You were able to correlate the topics in the activity with real-life problem.

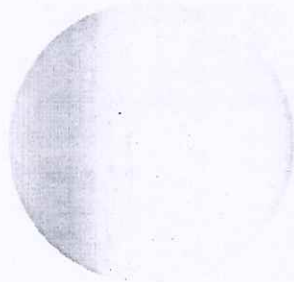
8 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

Rate your overall experience in this program.

8 responses



- Good
- Fair
- Poor
- Excellent

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DEPARTMENT OF BOTANY AND ENVIRONMENT SCIENCE

ACTIVITY REPORT

Activity Type	Mind Map Activity
Activity Topic	Demonstration of carbon fixation pathway
Class	M.Sc. (Hons.) Botany
Semester	2 nd
Academic Year	2022-23
Course Name	Plant Physiology
Course Code	BOT533
Date	
Mapping with Co's	CO ₂ /CO ₃
Faculty In-charge	Dr. Ashish Sharma

Context:

In this Mind Map activity, which is a group activity, the students of M.Sc. (Hons.) Botany Sem-II were divided into three groups, and were allowed to choose the topics from carbon fixation pathway in plants and each group was asked create a mind map on the ability of the topics to make people understand how the atmospheric carbon can be converted into the carbon that can be utilized by the living organisms. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Team formation was done as per the choice of students and comfort zone to get better outcome. The students prepared power point presentations in consultation with the faculty in-charge. One hour was given to the students to study on the topic individually, discuss in the group and create the mind map. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on power point and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

- Step 1 – Selection of team members as per your choice and comfort level
- Step 2- Allotment of topic in coordination of team members
- Step 3- Discussion on solution finding and functioning of it.
- Step 4- Finalization of material to be discussed
- Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on ppt
- Step 6- Presentation of the topic in front of the class
- Step 7- Discussion and answering the questions by friends and teacher.

The students were divided into 2 groups namely – Grp I with 4 members & 4 members in Grp II.

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Details of Participants:

S. No.	Group-I participants	Group-II participants	Group-III participants
1	Anjali	Akriti	Ramandeep
2	Kritika	Arzoo	Rajwinder
3	Tamana	Ayushi	Priya
4	Sunaina	Sumia	Nitanshi

Assessment Rubrics –

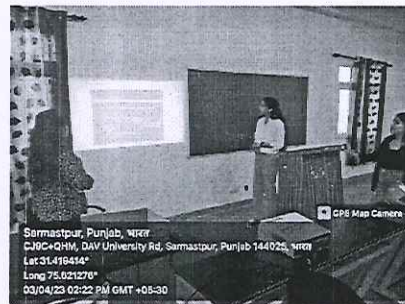
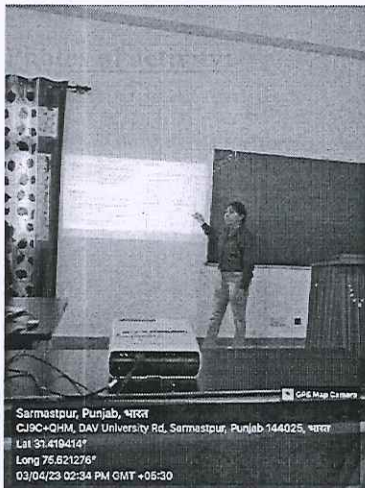
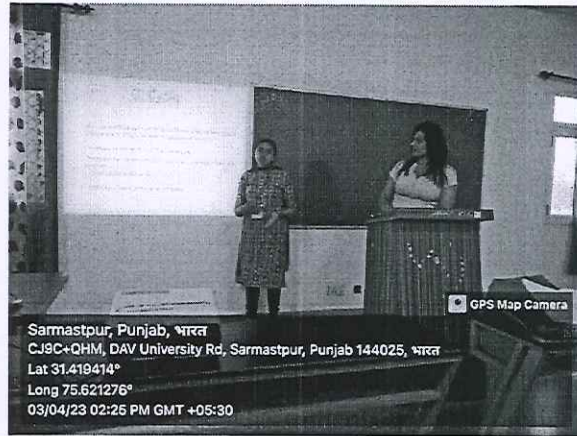
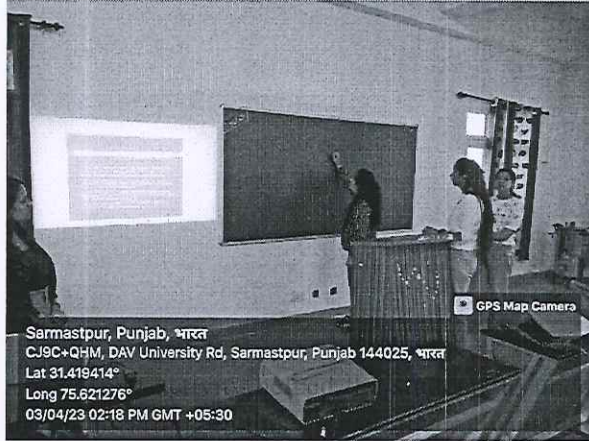
Criteria	Ratings					Points
	5	4	3	1	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical questions asked during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	5	4	3	2	1	5
	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	
Total						10

Outcomes of the activity:

This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.

Photos of activity:



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Points earned by each group:

Sl No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	5	4	9	10
2	II	4	5	9	10
3	III	5	4	9	10

Critics:

Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

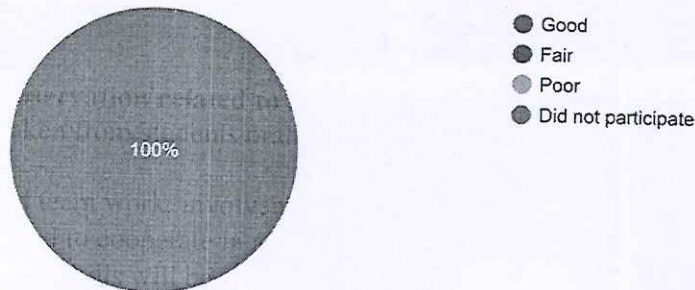
Positive observations –

- Students liked team work, involvement and polishing of their presentations skills
- Students learned to cooperate in a team
- Communication skills will be improved
- Students develop problem identification and solving abilities

Result of Google form feedback from Participants:

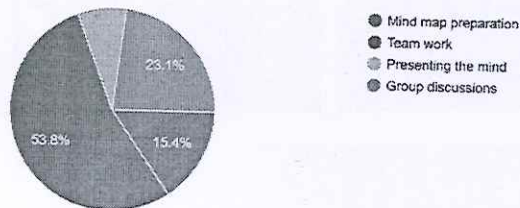
How well you participated in the activity ?

13 responses



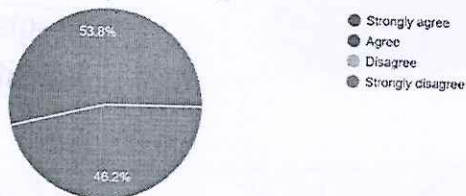
What did you enjoy the most in the activity?

13 responses



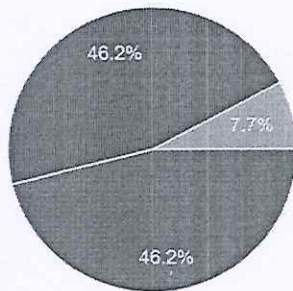
Do you think this activity was useful in enhancing your knowledge and interest in the subject?

13 responses



These activities should be carried out more frequently in all the subjects.

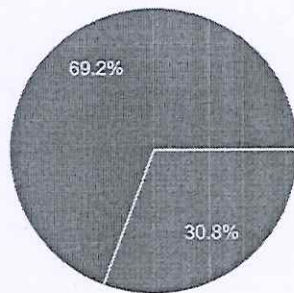
13 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

You were able to correlate the topics in the activity with real-life problem.

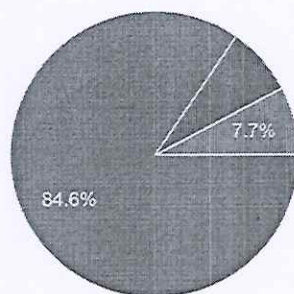
13 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

Rate your overall experience in the activity.

13 responses



- Good
- Fair
- Poor
- Excellent

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DEPARTMENT OF PHYSICS ACTIVITY REPORT

Activity Type	Mind-Map
Activity Topic	Breadth of Spectral Lines
Class	M.Sc (Hons.) Physics
Semester	2
Academic Year	2022-23 (II)
Course Name	Atomic & Molecular Spectroscopy
Course Code	PHY 512
Date	06-04-2023
Mapping with Co's	CO2 -3
Faculty In-charge	Dr.Daljit Kaur

Context:

The activity has been designed so that each group devise an innovative technique to memorize and understand the breadth of spectral lines and their types along with its application in astronomy and atomic physics. Then they discussed different types of spectral lines broadening along with their numerical problems.

1. There were total 4 groups formed of all the 18 participants randomly with 4-5 students in each group.
2. They were asked to collect information regarding the above topic and then prepare the chart in the class assigned for activity on 6th April 2023.
3. The chart preparation was done in class after discussion of 35-40 minutes among group members.
4. The whole group was asked to present and explain their topic in 15 minutes.

This is a group activity. It would involve reading, thinking, discussing and reporting back to the group.

Description of Problem (Problem Statement, Rubrics):

There are several sub-topics related to the problem given for collecting information and presenting to the class:

1. Each group was assigned one type of line broadening like natural, Doppler, collision, pressure etc.
2. Each of them will discuss the type and one application problem related to that type.

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Details of Participants:

S. No.	Group-I participants	Group-II participants	Group-III participants	Group-IV participants
1	Sanya	Mohan	Saloni	Nikhil Mehra
2	Aneesha	Simran Kaur	Minakshi	Shivani Salaria
3	Nikhil Bhatia	Janvi	Nikita	Shivani Sharma
4	Atul Kumar	Prerna	Vishali	Sheetal
5	Himanshi			
6	Aanchal			

Assessment Rubrics -

Criteria	Ratings				Pts.
	10	08	06	04	
Poster preparation and presentation	Excellent Poster presentation and explanation of new memorizing technique, example using 5-6 formulae and rules with application	Moderate Poster presentation And explanation new memorizing technique, example using 4-5 formulae and rules with application	Moderate Poster presentation with limited explanation of memorizing technique and application with no example	Poster presentation only with explanation of memorizing technique	10

Evidence of Success / Post reflection:

- The activity was quite successful in terms of understanding of the topic of breadth of spectral lines
- The exciting way of memorizing different line broadening, were happily shared among students
- The groups have very well presented the various applications of line broadening.
- Overall, this activity gave a boost to their confidence and perception level of the chosen topic.
- There are very good speakers/presenters found in class after this activity.
- The students liked it as it was different from monotonous lecture delivering.
- Group 4 was given maximum marks of 10 due to best presentation, explanation and poster, followed by Group 1 with the best designed example scoring 9 marks.

Photos of the activity:



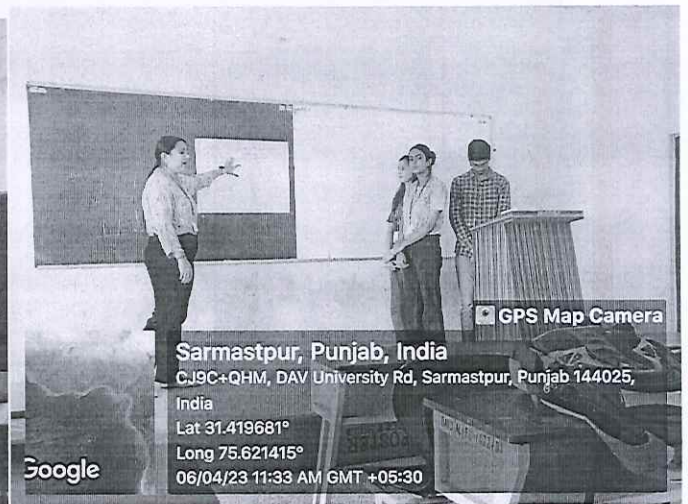
Group 1 Participants



Group 2 Participants



Group 3 Participants

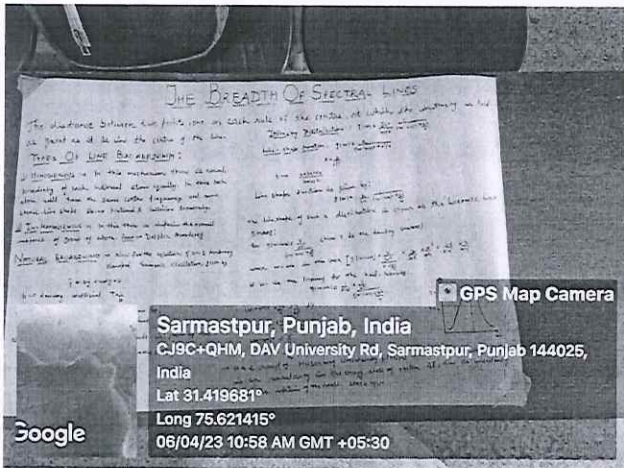


Group 4 Participants

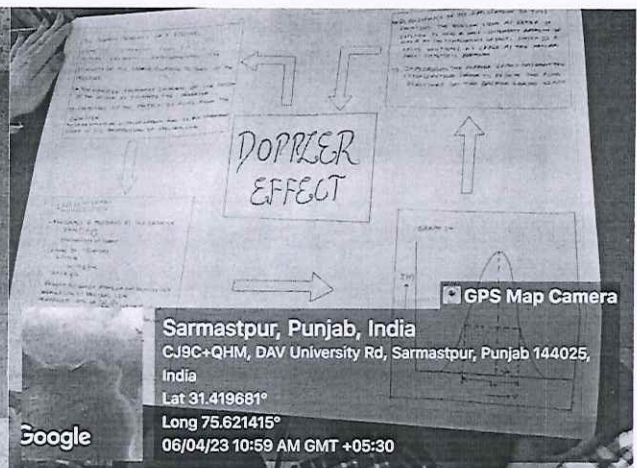
Participants presenting in the class

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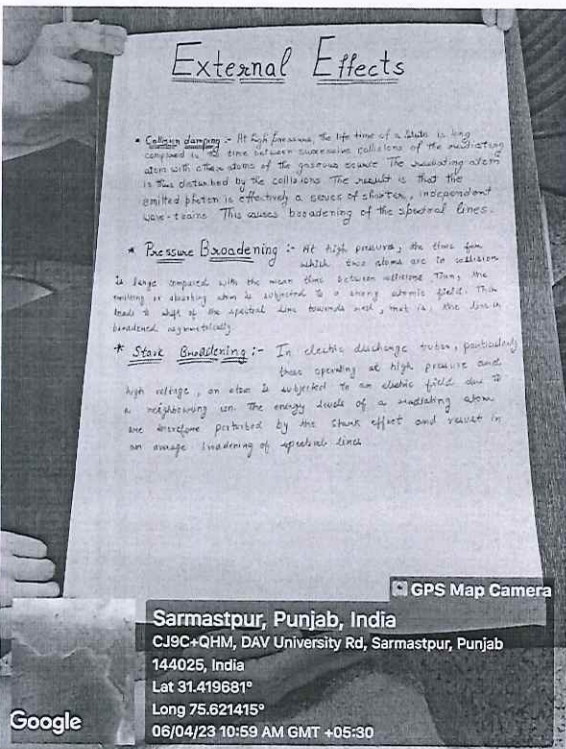
Registrar
DAV University, Jalandhar



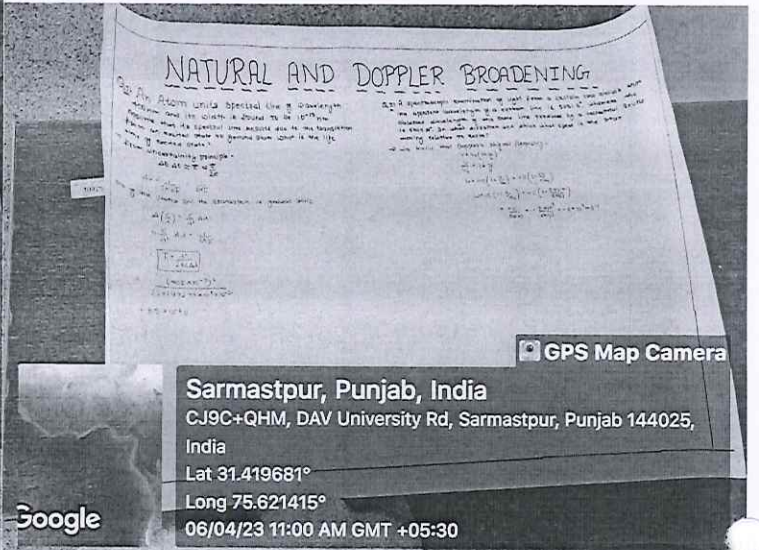
Group 1 Mindmap



Group 2 Mindmap



Group 3 Mindmap

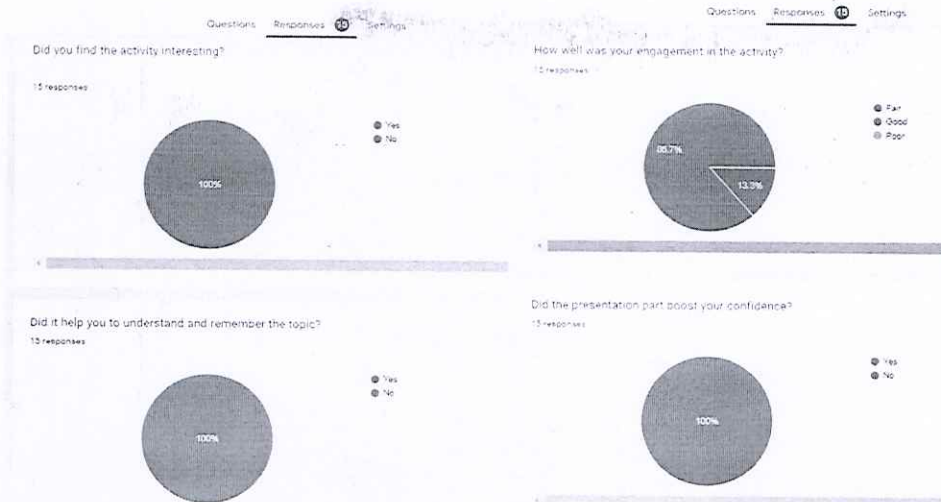


Group 4 Mindmap

Mind Map(s) prepared by the participant

Critics:

The feedback of the above activity has been taken by Google form whose link was shared to the class. This feedback is required for the improvement/refinement of planned activity, and delivery. The following Google form link: This feedback has been treated as critics of the activity. Some of the responses have been shown below:



Pros of the activity:

List two advantages of the activity.

- Increase confidence, team work
- Good teamwork
- Build the confidence
- Built up the confidence level
- Better understanding of topic as we need to define the same topic in front of whole class
- Teamwork. Confidence
- Boosts self confidence
- Indepth understanding of topics
- Confidence
- Team work
- Boost confidence, team work
- build our confidence
- give us fast knowledge about the topic
- Boost our confidence, enhance our knowledge
- Level up our confidence, and knowledge
- Enjoyment
- Team work, confidence
- Confidence, unity
- Boosts confidence and presentation skills

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Suggestions asked:

Write two suggestions for enhancing the exercise.

- Good teamwork
- Healthy Interaction
- Nothing
- PPT presentations
- more time for preparation
- Projector will improve the presentation

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DEPARTMENT OF PHYSICS ACTIVITY REPORT

Activity Type	Mind-Map
Activity Topic	Historical Development of Particle Physics
Class	B.Sc (Hons.) Physics & B.Sc (CS)
Semester	6
Academic Year	2022-23 (II)
Course Name	Electromagnetic Theory
Course Code	PHY 339
Date	31-01-2023
Mapping with Co's	CO1 -3
Faculty In-charge	Dr.Daljit Kaur

Context:

The activity has been designed so that each group devise an innovative way to memorize and understand the historical development of particle physics in different time intervals from 1896 to 2005. Then they discussed different types of Particles that were invented during different timelines.

1. There were total 6 groups formed of all the 15 participants randomly with 4-5 students in each group.
2. They were asked to collect information regarding the above topic and then prepare the chart in the class assigned for activity on 31st January 2023.
3. The chart preparation was done in class after discussion of 35-40 minutes among group members.
4. The whole group was asked to present and explain their topic in 15 minutes.

This is a group activity. It would involve reading, thinking, discussing and reporting back to the group.

Description of Problem (Problem Statement, Rubrics):

There are several sub-topics related to the problem given for collecting information and presenting to the class:

1. Each group was assigned one timeline and the varous particles that were invented during that timeline
2. Each of them will discuss the type and properties of particles discovered related to their timeline.

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Details of Participants:

S. No.	Group-I participants	Group-II participants	Group-III participants	Group-IV participants	Group-V participants	Group-VI participants
1	Nirvair Kaur	Ankita	Arshpreet Singh	Navpreet	Anjali	Kriti
2	Harmanpreet Kaur	Nidhi	Sahil	Jasvir Singh	Ritika	Mansi
3	Bhanu Pratap					Priyanka

Assessment Rubrics -

Criteria	Ratings				Pts.
	10	08	06	04	
Poster preparation and presentation	Excellent Poster presentation and explanation of new memorizing technique, example using 5-6 formulae and rules with application	Moderate Poster presentation And explanation new memorizing technique, example using 4-5 formulae and rules with application	Moderate Poster presentation with limited explanation of memorizing technique and application with no example	Poster presentation only with explanation of memorizing technique	10

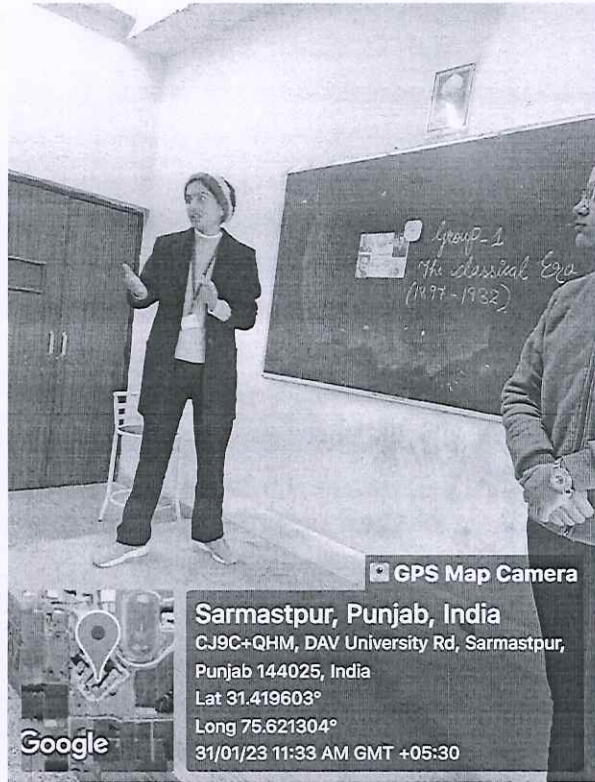
Evidence of Success / Post reflection:

- The activity was quite successful in terms of understanding of the topic of Historical development of particle physics
- The exciting way of memorizing different particles and timelines of development of particles
- The groups have very well presented the various timelines of strange, anti-particles and mesons.
- Overall, this activity gave a boost to their confidence and perception level of the chosen topic.
- There are very good speakers/presenters found in class after this activity.
- The students liked it as it was different from monotonous lecture delivering.
- Group 1 was given maximum marks of 10 due to best presentation, explanation and poster, followed by Group 2.

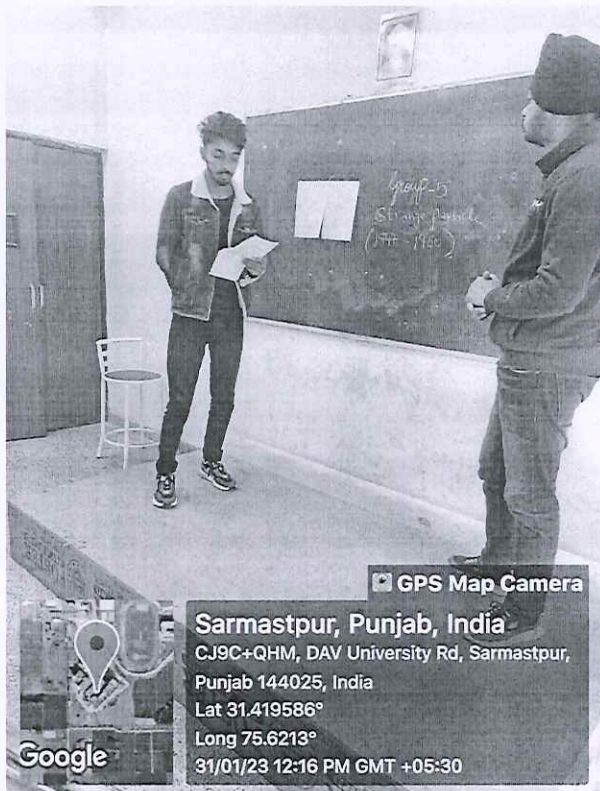
Photos of the activity:



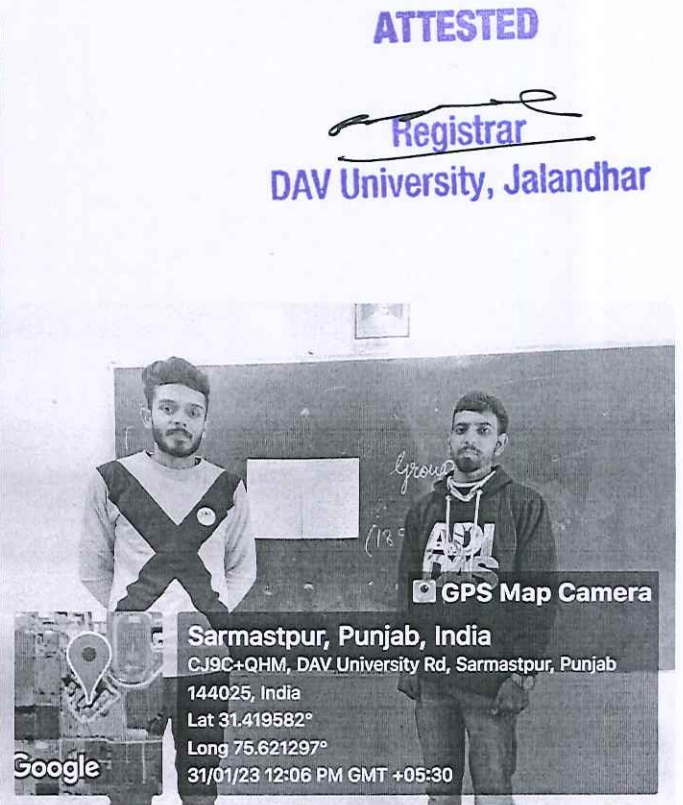
Group 1 Participants



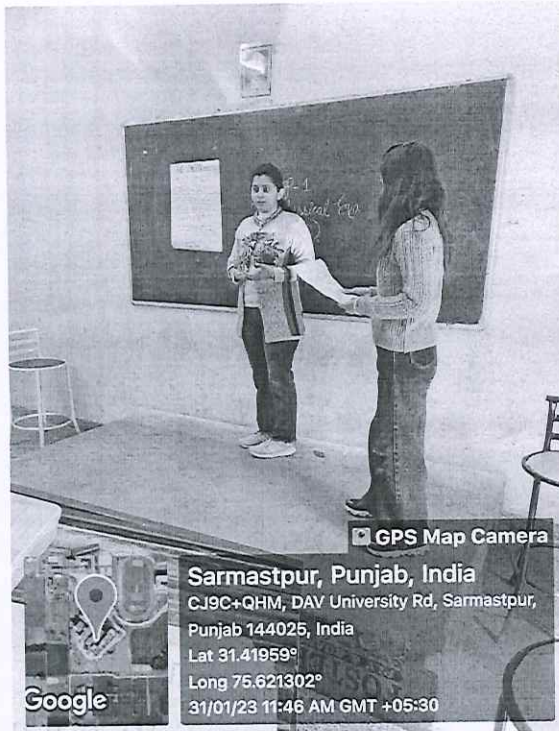
Group 2 Participants



Group 3 Participants

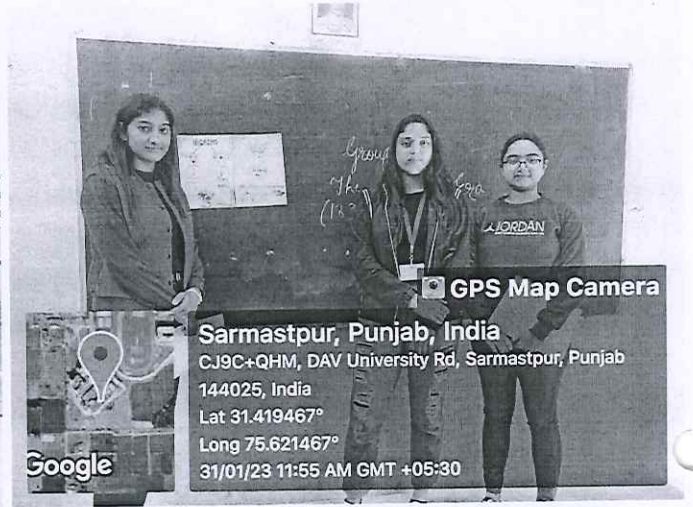


Group 4 Participants



GPS Map Camera
Sarmastpur, Punjab, India
 CJ9C+QHM, DAV University Rd, Sarmastpur,
 Punjab 144025, India
 Lat 31.41959°
 Long 75.621302°
 31/01/23 11:46 AM GMT +05:30

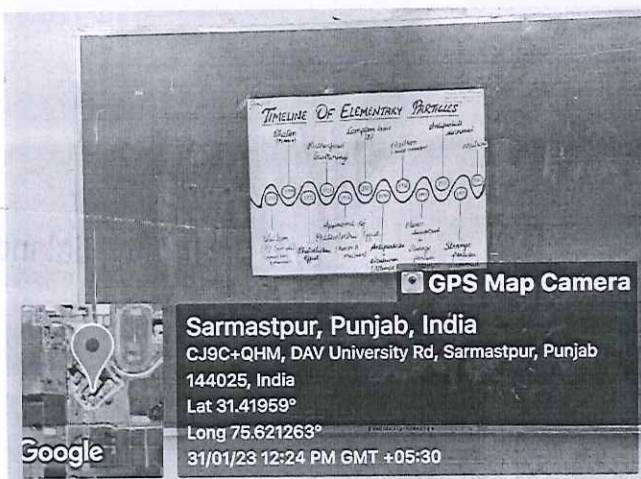
Group 5 Participants



GPS Map Camera
Sarmastpur, Punjab, India
 CJ9C+QHM, DAV University Rd, Sarmastpur, Punjab
 144025, India
 Lat 31.419467°
 Long 75.621467°
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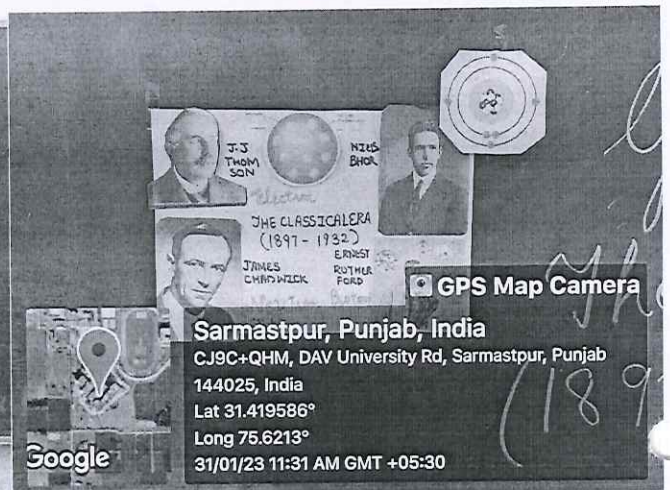
Group 6 Participants

Participants presenting in the class



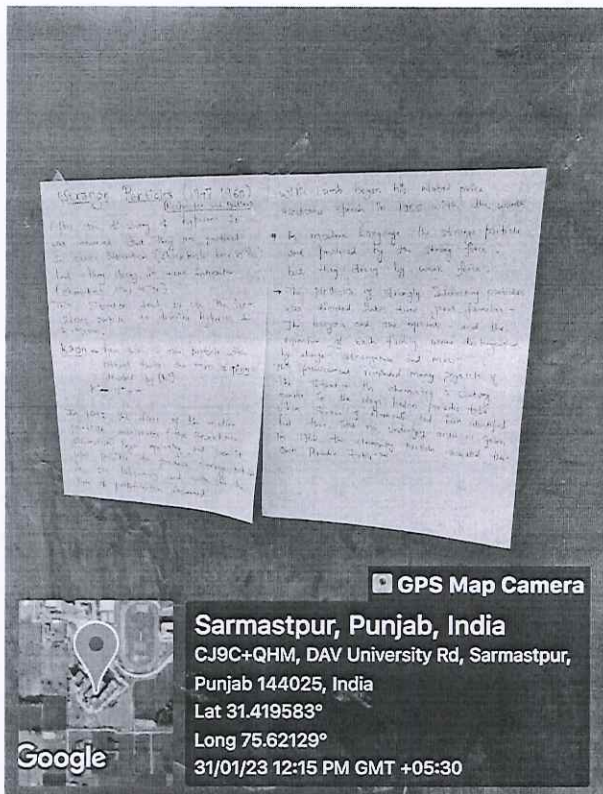
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Group 1 Mindmap

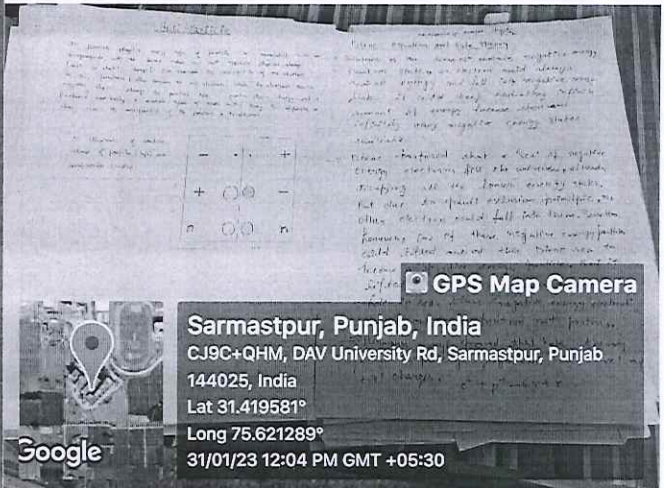


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Group 2 Mindmap



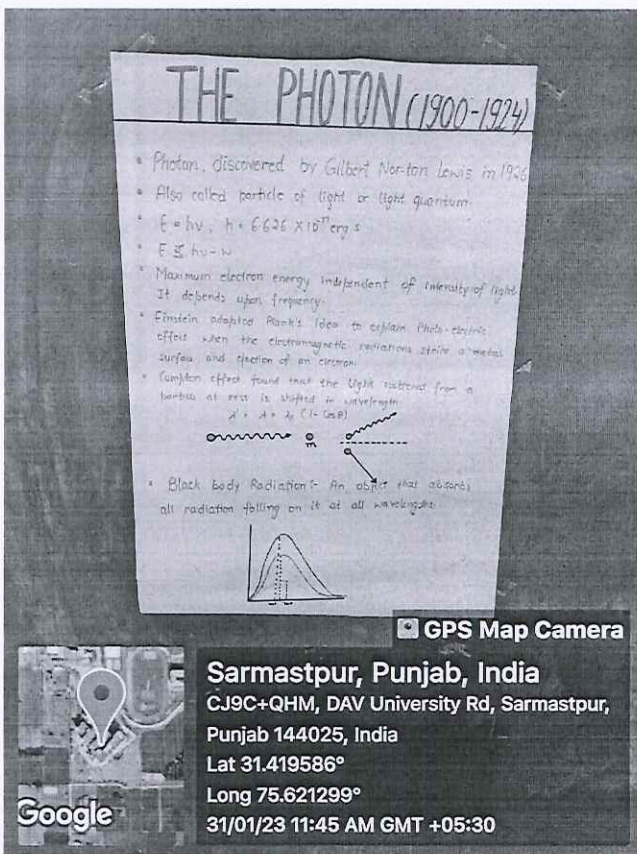
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GPS Map Camera
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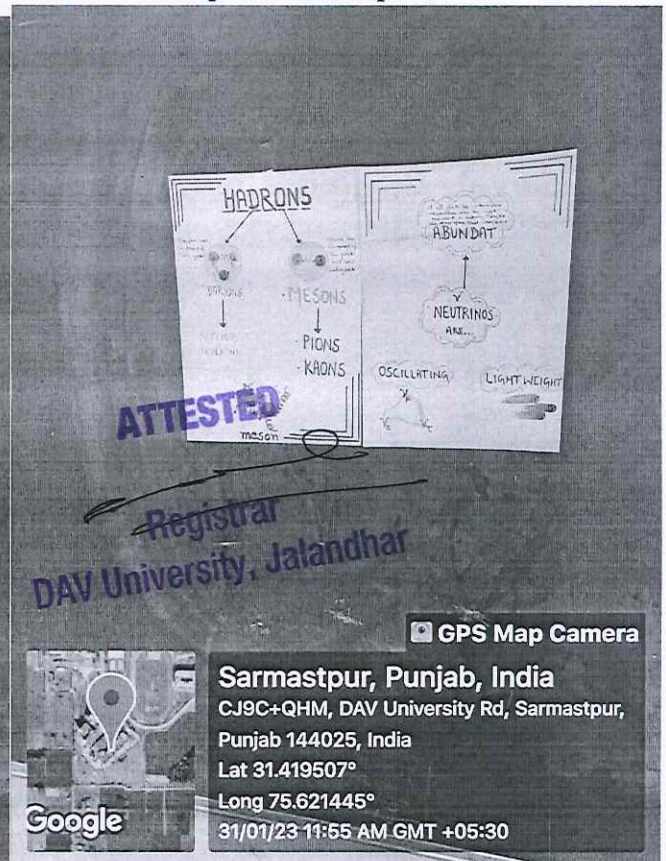
Group 3 Mindmap

Group 4 Mindmap



GPS Map Camera
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 CJ9C+QHM, DAV University Rd, Sarmastpur,
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Group 5 Mindmap



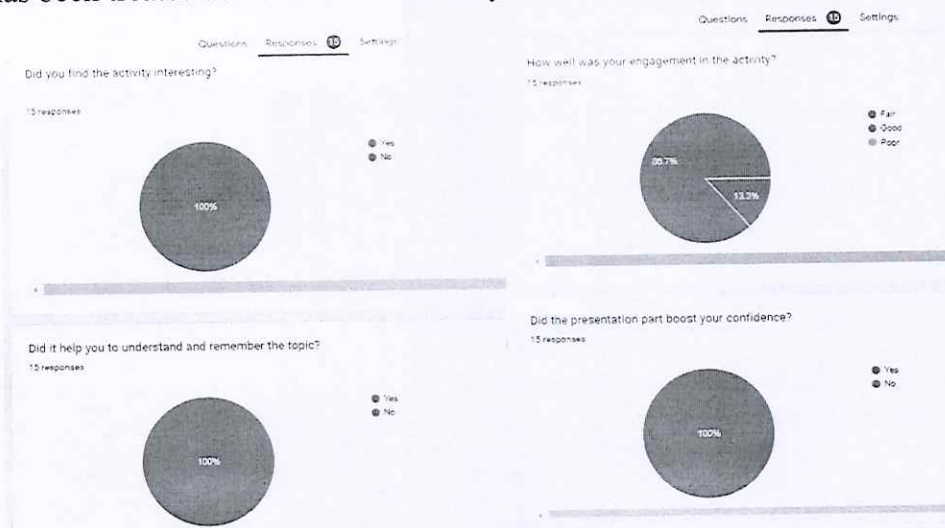
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 Punjab 144025, India
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 Long 75.621445°
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Group 6 Mindmap

Mind Map(s) prepared by the participant

Critics:

The feedback of the above activity has been taken by Google form whose link was shared to the class. This feedback is required for the improvement/refinement of planned activity, and delivery. The following Google form link: This feedback has been treated as critics of the activity. Some of the responses have been shown below:



Pros of the activity:

List two advantages of the activity.

Built up the confidence level
 Better understanding of topic as we need to define the same topic in front of whole class

Teamwork. Confidence

Boosts self confidence
 Indepth understanding of topics

Confidence
 Team work

Boost confidence, team work
 build our confidence
 give us fast knowledge about the topic

Boost our confidence, enhance our knowledge

Level up our confidence, and knowledge

Enjoyment

Team work, confidence

Confidence, unity

Boosts confidence and presentation skills

Suggestions asked:

Write two suggestions for enhancing the exercise.

Good teamwork

Healthy Interaction

Nothing

PPT presentations
 more time for preparation

DAV UNIVERSITY, JALANDHAR

DEPARTMENT OF PHYSICS ACTIVITY REPORT

Activity Type	Mind-Map
Activity Topic	Types, production and detection of Polarization of Light
Class	B.Sc (Hons.) Chemistry
Semester	2
Academic Year	2022-23 (II)
Course Name	Optics & Lasers
Course Code	PHY 153A
Date	28-03-2023
Mapping with Co's	CO3 -3
Faculty In-charge	Dr.Daljit Kaur

Context:

The activity has been designed so that each group devise an innovative technique to understand the **types, production and detection of polarized light**. Then they discussed different types of polarized light and their production using birefringence, scattering, dichroism along with their numerical problems.

1. There were total 3 groups formed of all the 9 participants randomly with 3 students in each group.
2. They were asked to collect information regarding the above topic and then prepare the chart in the class assigned for activity on 28th March 2023.
3. The chart preparation was done in class after discussion of 35-40 minutes among group members.
4. The whole group was asked to present and explain their topic in 15 minutes.

This is a group activity. It would involve reading, thinking, discussing and reporting back to the group.

Description of Problem (Problem Statement, Rubrics):

There are several sub-topics related to the problem given for collecting information and presenting to the class:

1. Each group was assigned one type of polarization, production and detection method
2. Each of them will discuss the topic with illustrative figures and diagrams.

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Details of Participants:

S. No.	Group-I participants	Group-II participants	Group-III participants
1	Shruti Puri	Muskan	Manjot
2	Samiksha	Shaurya	Mehak
3	Aashna	Neha	Kinder

Assessment Rubrics -

Criteria	Ratings				Pts.
	10	08	06	04	
Poster preparation and presentation	Excellent Poster presentation and explanation of new memorizing technique, example using 5-6 formulae and rules with application	Moderate Poster presentation And explanation new memorizing technique, example using 4-5 formulae and rules with application	Moderate Poster presentation with limited explanation of memorizing technique and application with no example	Poster presentation only with explanation of memorizing technique	10

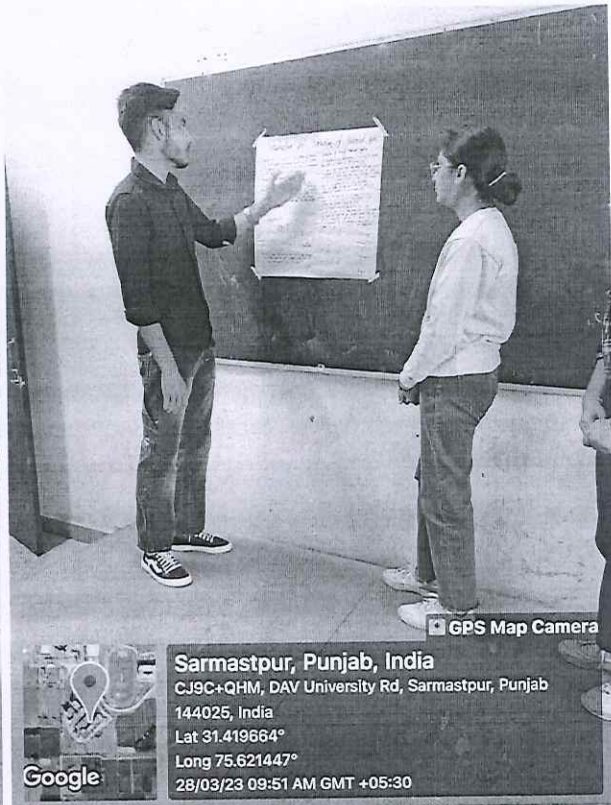
Evidence of Success / Post reflection:

- The activity was quite successful in terms of understanding of the topic of polarized light
- The exciting way of memorizing different types and production of polarized light were shared among students
- The groups have very well presented the various applications of polarized light.
- Overall, this activity gave a boost to their confidence and perception level of the chosen topic.
- There are very good speakers/presenters found in class after this activity.
- The students liked it as it was different from monotonous lecture delivering.
- Group 1 was given maximum marks of 10 due to best presentation, explanation and poster.

Photos of the activity:



Group 1 Participants



Group 2 Participants

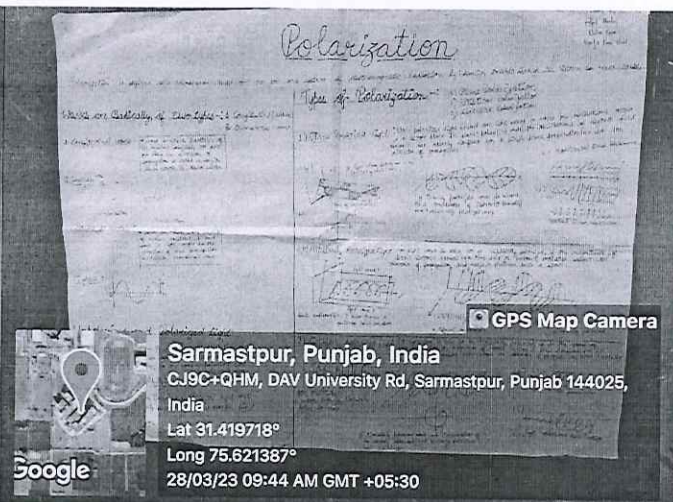
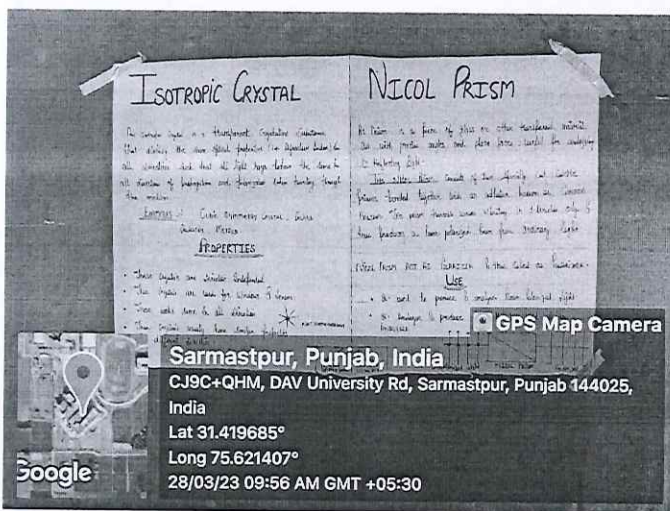


Group 3 Participants

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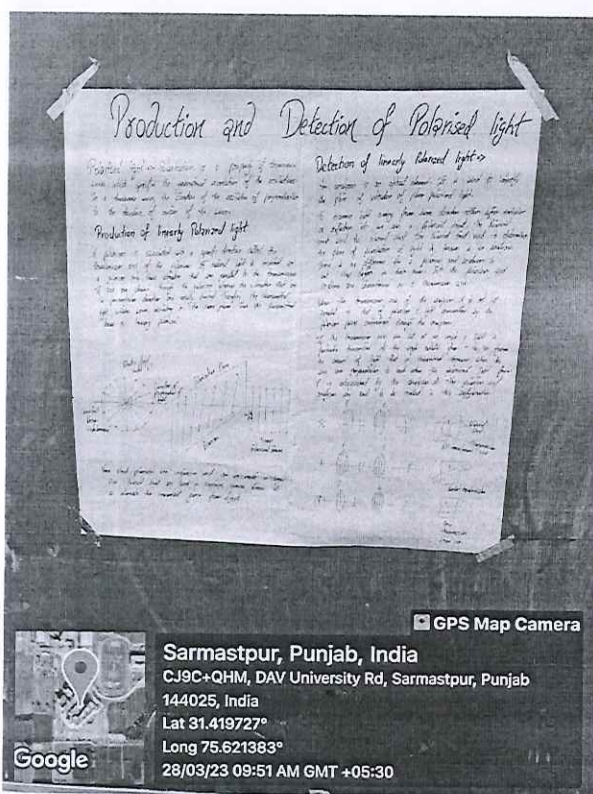
Registrar
DAV University, Jalandhar

Participants presenting in the class



Group 1 Mindmap

Group 2 Mindmap



Group 3 Mindmap

Mind Map(s) prepared by the participant

Critics:

The feedback of the above activity has been taken by Google form whose link was shared to the class. This feedback is required for the improvement/refinement of planned activity, and delivery.

The following Google form link:

This feedback has been treated as critics of the activity. Some of the responses have been shown below:

Pros of the activity:

List two advantages of the activity.

Increase confidence, team work

Good teamwork
Build the confidence
Built up the confidence level
Better understanding of topic as we need to define the same topic in front of whole class
Teamwork. Confidence
Boosts self confidence
Indepth understanding of topics
Confidence
Team work
Boost confidence, team work
build our confidence
give us fast knowledge about the topic
Boost our confidence, enhance our knowledge
Level up our confidence, and knowledge
Enjoyment
Team work, confidence
Confidence, unity
Boosts confidence and presentation skills

Suggestions asked:

Write two suggestions for enhancing the exercise.

Good teamwork
Healthy Interaction
Nothing
PPT presentations
more time for preparation
Projector will improve the presentation

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DAV University, Jalandhar

Department: Physics

CAY: 2022-23(Term II)

DAV UNIVERSITY, JALANDHAR

DEPARTMENT OF <Physics>

ACTIVITY REPORT

Activity Type	Mind Map Activity
Activity Topic	Bioelectromagnetism
Class	BSc Physics
Semester	6 th
Academic Year	2022-23
Course Name	Electromagnetic theory
Course Code	PHY330A
Date	06-04-2023
Mapping with Co's	1,2,3,4
Faculty In-charge	Dr. Rama Gupta

Context:

In this Mind Map activity, which is a group activity, the students of B.Sc. (Hons.) Physics Sem-VI were divided into four groups and each group was asked to select of a topic of their choice from the syllabus of PHY330B and create a mind map on the real-world applications of the selected techniques/topic. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Team formation was done as per the choice of students and comfort zone to get better outcome. The students themselves selected the topics and discussed the same with the faculty in-charge, after which the topics were finalized. One hour was given to the students to study on the topic individually, discuss in the group and create the mind map. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on Board or chart paper and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

Step1 – Selection of team members as per your choice and comfort level

Step 2- Finalization of topic in coordination of team members

Step 3- Discussion on solution finding and functioning of it.

Step 4- Finalization of most suitable solution

Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board

Step 6- Presentation of the topic in front of the class

Step 7- Discussion and answering the questions by friends and teacher.

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DAV University, Jalandhar

Department: Physics

CAY: 2022-23(Term 1)

The students were divided into 3 groups namely – Grp I, Grp II and Grp III with 5 members each Group I & II and 6 members in Group III.

Details of Participants:

S. No.	Group-I participants	Group-II participants	Group-III participants
1	Priyanka	JYOTI BHAGAT	KRITI
2	BALWANT KUMAR	MANSI PATHANIA	ANMOLDEEP CHAHAL
3	Ankita jamwal	sachin	DEEPIKA SAMBYAL
4	Sashank thakur	NIDHI	MEHAK DEEP KAUR
5	HARMANPREET KAUR	ANCHAL DEVI	ANJALI
			ritika

Assessment Rubrics –

Criteria	Ratings					Points
	5	4	3	1	1	
2- Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
3- Quality of mind-map and presentation	5	4	3	2	1	5
	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	
Total						10

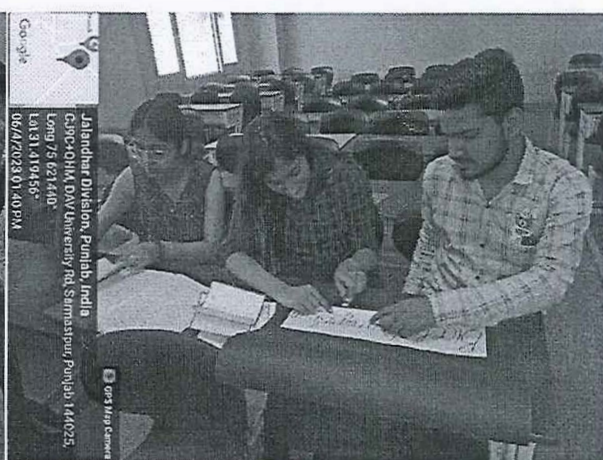
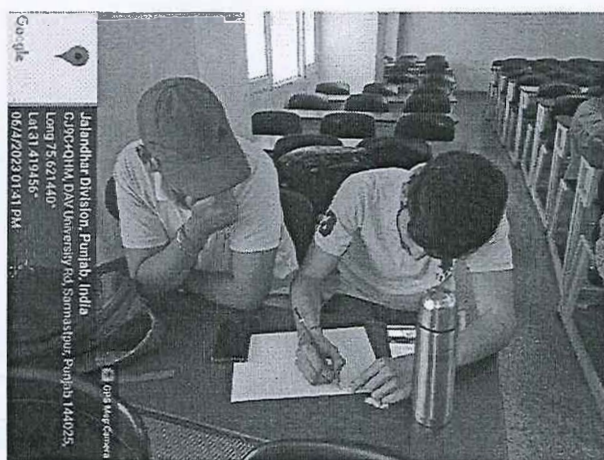
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Department: Physics

CAY: 2022-23(Term 1)

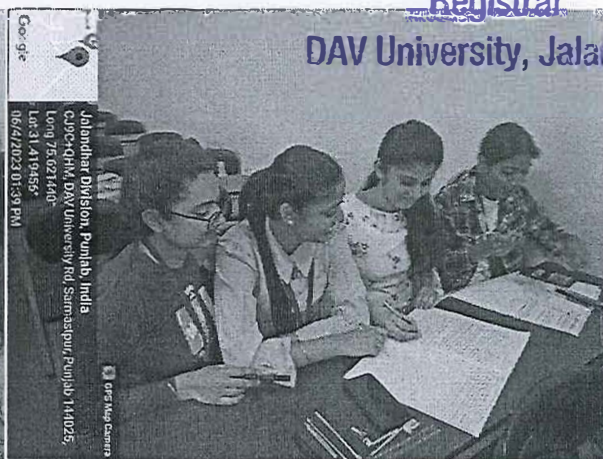
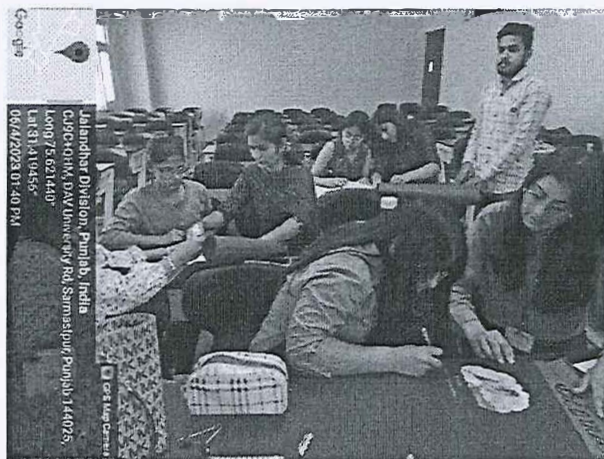
Outcomes of the activity: This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations. The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.

Photos of activity:



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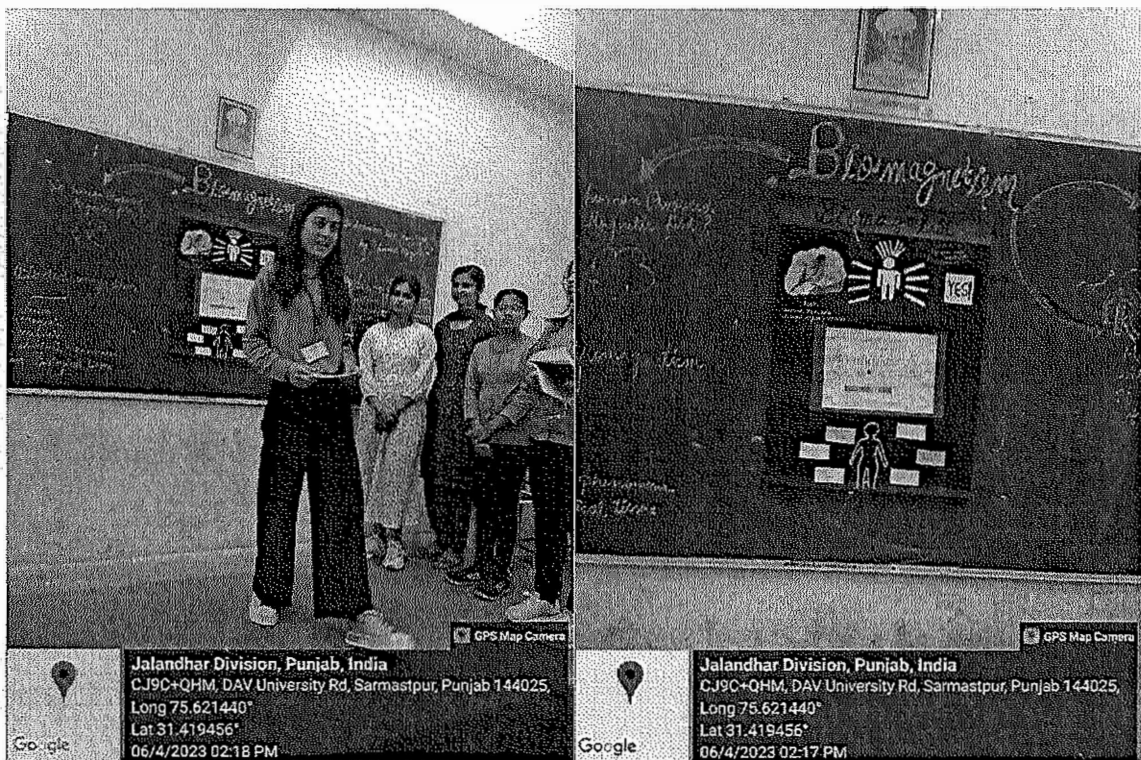


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Department: Physics

CAY: 2022-23(Term 1)

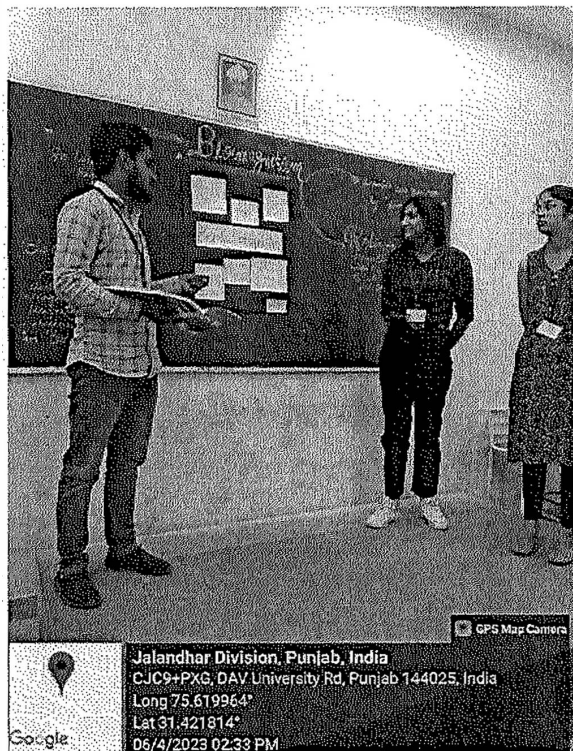
Students having discussion in groups



DAV University, Jalandhar

Department: Physics

CAY: 2022-23(Term 1)



Group-III presentation and Mind Map

Points earned by each group:

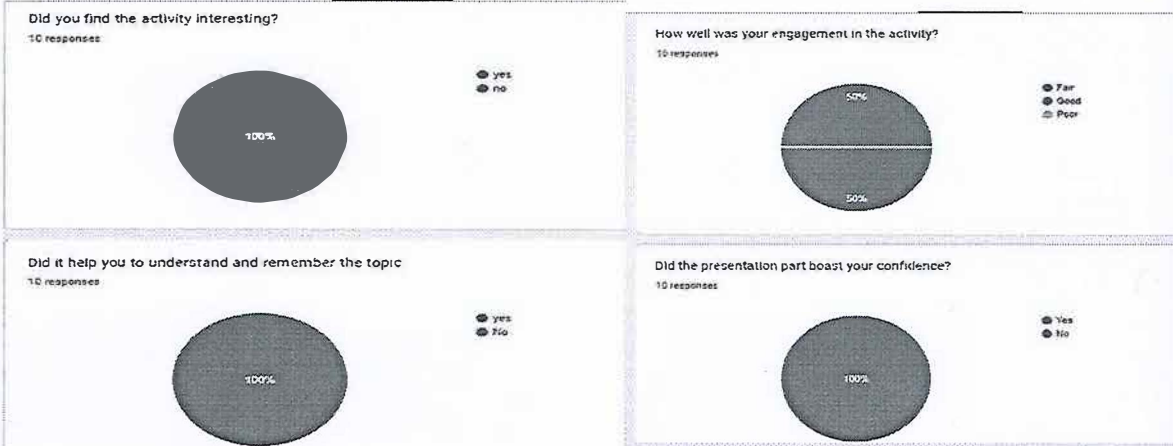
Sl No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	5	4	9	10
2	II	4	4	8	10
3	III	5	4	9	10

Critics:

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Department: Physics

CAY: 2022-23(Term 1)



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DAV University, Jalandhar

Department: Physics

CAY: 2022-23(Term II)

DAV UNIVERSITY, JALANDHAR

DEPARTMENT OF <Physics>

ACTIVITY REPORT

Activity Type	Mind Map activity
Activity Topic	Correlation between Quantum field theory and particle physics
Class	M.Sc. Physics
Semester	IV
Academic Year	2022-23
Course Name	Particle Physics
Course Code	PHY604A
Date	16 March, 2023
Mapping with Co's	1,2,3,4
Faculty In-charge	Dr. Rama Gupta

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Context:

In this Mind Map activity, which is a group activity, the students of M.Sc. (Hons.) Physics Sem-IV were divided into two groups and each group was asked to find the correlation between quantum field theory and particle physics and create a mind map. The activity included student involvement, thinking on developing a correlation between mathematics and physical aspects of topic concerned, group discussion among the team and identification of various relations. In order to get better results, teams were formed based on the preferences and comfort zones of the students. One hour was given to the students to study on the topic individually, discuss in the group and create the mind map. Students sat together and prepared the solutions for the given problem statement. Once the solution was ready, the students drew the complete details on Board or chart paper and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

Step 1: Choose the team members that best suit your preferences and comfort level. Step 2: Discussion of the problem-solving process and its operation. Step 3: Selecting the best course of action Step 4: Sketch down the entire flow diagram, the solution, and the topic's benefits and drawbacks on a chart or board.

Step 5: Present the material to the class.

Step 6: Discussion between teachers and students.

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Department: Physics

CAY: 2022-23(Term I)

Details of Participants: The students were divided into 2 groups namely – Grp I, Grp II with 6 members each Group I & II

S. No.	Group-I participants	Group-II participants
1	Ritika	Ravneet
2	Anamika	Shivali
	Vijay Lakshmi	Jaspreet
3	Priya	Dushali
4	Komal	Riya
5	Mansi	
6		

Assessment Rubrics –

Criteria	Ratings					Points
	5	4	3	1	1	
3- Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical questions asked during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
4- Quality of mind-map and presentation	5	4	3	2	1	
	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	5
Total						10

DAV University, Jalandhar

Department: Physics

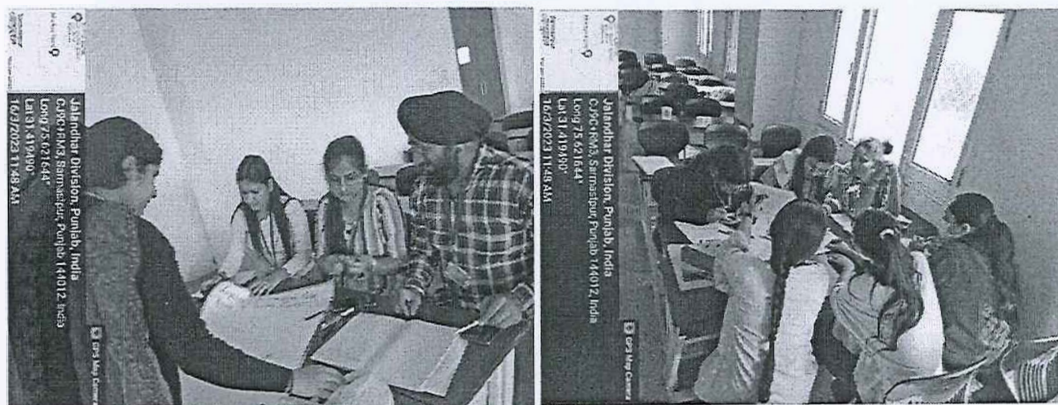
CAY: 2022-23(Term II)

Outcomes of the activity:

This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

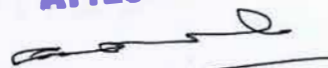
The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.

Photos of activity:



Students having discussion in groups

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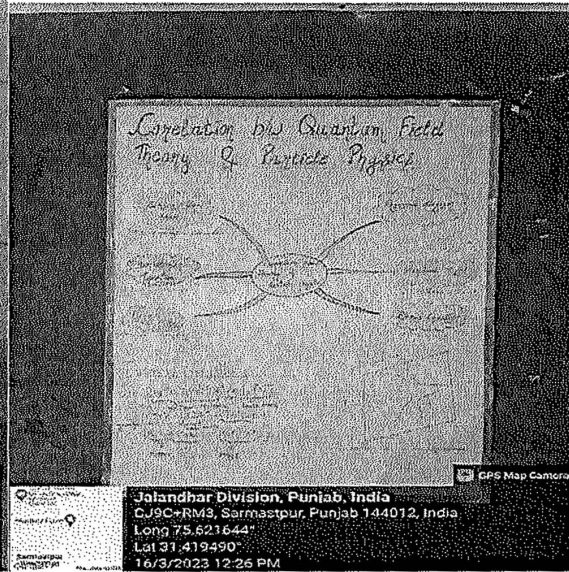
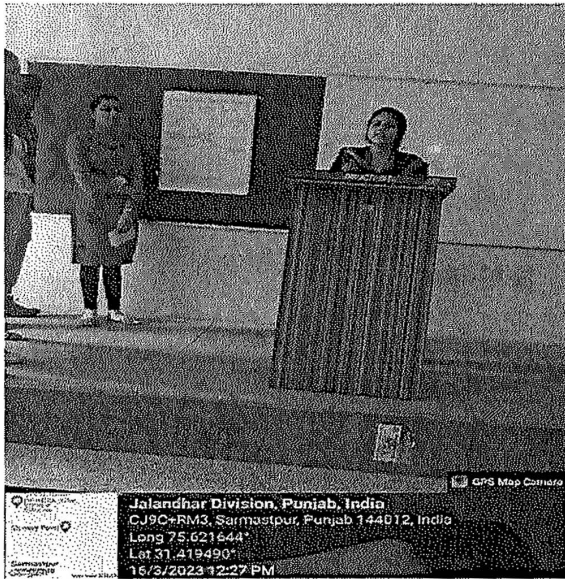
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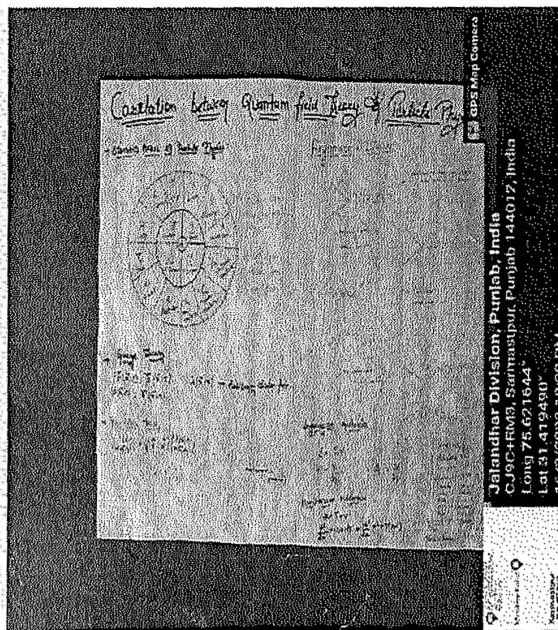
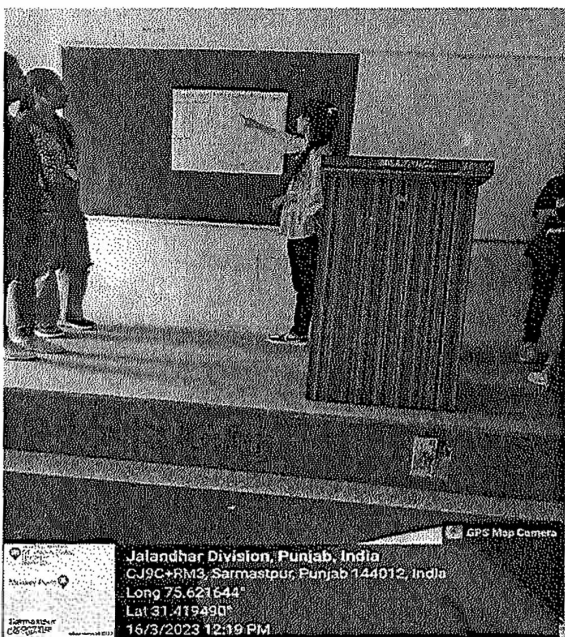
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Department: Physics

CAY: 2022-23(Term II)



Group-I presentation and Mind Map



Group-II presentation and Mind Map

Points earned by each group:

Sl No	Group No.	Criteria Ratings	Points Acquired	Total Points
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DAV University, Jalandhar

Department: Physics

CAY: 2022-23(Term I)

		1	2		
1	I	4	4	8	10
2	II	5	4	9	10

Critics:

Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

Positive observations –

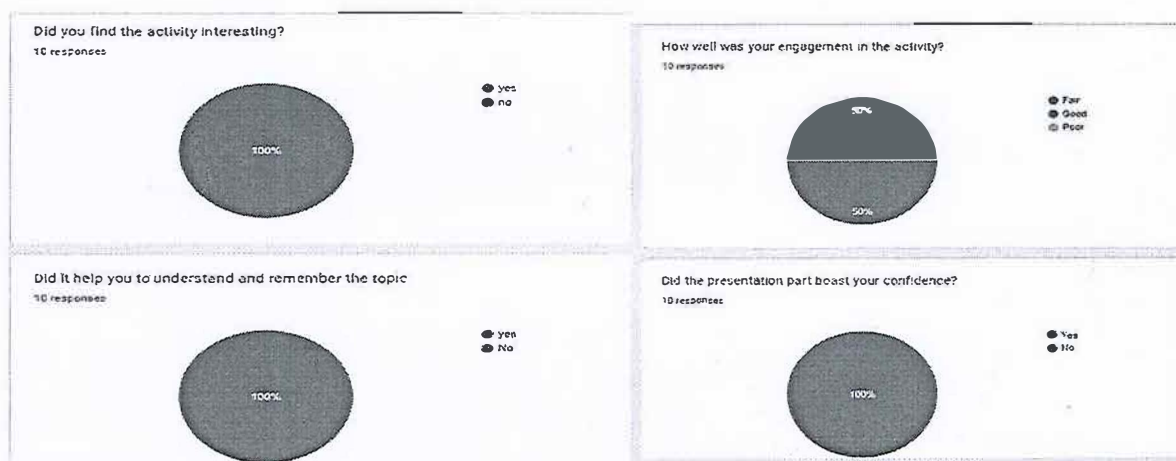
50. Students liked team work, involvement and polishing of their presentations skills

51. Students learned to cooperate in a team

52. Communication skills will be improved

53. Students develop problem identification and solving abilities

Result of Google form feedback from Participants:



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DEPARTMENT OF <Chemistry>

ACTIVITY REPORT

Activity Type	Mind Map activity
Activity Topic	Unification of electricity and magnetism
Class	BSc Chemistry
Semester	IV
Academic Year	2022-23 (II)
Course Name	Electricity, magnetism and electronics
Course Code	PHY253A
Date	06-04-2023
Mapping with Co's	1,2
Faculty In-charge	Dr. Rama Gupta

Context:

In this Mind Map activity, which is a group activity, the students of B.Sc. (Hons.) Chemistry Sem-IV were divided into two groups and each group was asked to create a mind map on the unification of electricity and magnetism. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Team formation was done as per the choice of students and comfort zone to get better outcome. One hour was given to the students to study on the topic individually, discuss in the group and create the mind map. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on Board or chart paper and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

Step 1 – Selection of team members as per your choice and comfort level

Step 2- Finalization of topic in coordination of team members

Step 3- Discussion on solution finding and functioning of it.

Step 4- Finalization of most suitable solution

Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board

Step 6- Presentation of the topic in front of the class

Step 7- Discussion and answering the questions by friends and teacher.

The students were divided into 2 groups namely – Grp I and Grp II with 4 members each Group

Details of Participants: **Group 1** : Mehak, Sejal, Khushi, Mitali

Group:II Daljit, Rajneesh, Kiran, Aastha

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Assessment Rubrics –

Criteria	Ratings					Points
	5	4	3	1	1	
1- Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2- Quality of mind-map and presentation	5	4	3	2	1	
	Poster/ Map prepared with correct	Poster prepared with	Poster prepared with	Poster prepared with Partially correct design and	No Poster prepared with	5

	points & neat & complete explanation	correct points or design & incomplete explanation	partially correct points or design & incomplete explanation	poor explanation	incorrect design and explanation	
	Total					10

Outcomes of the activity:

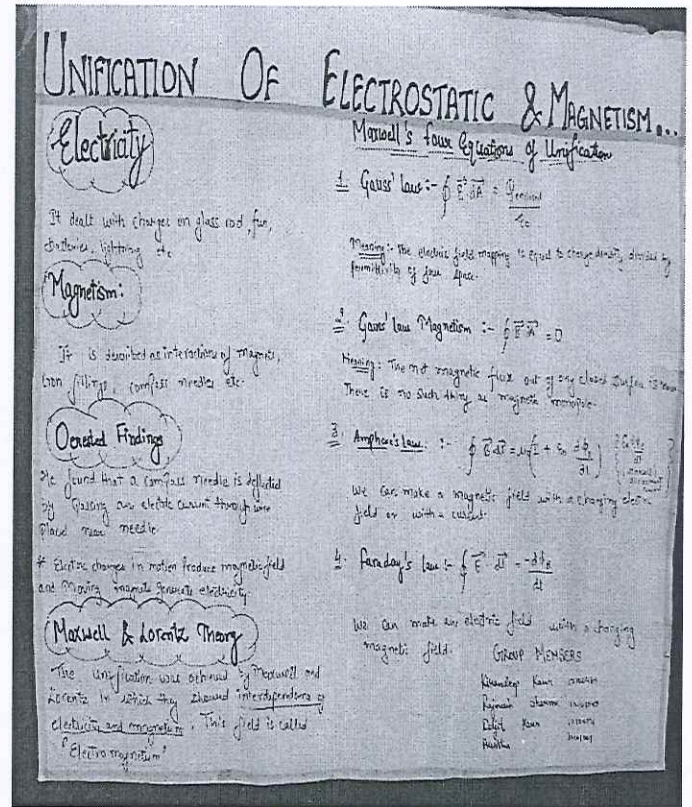
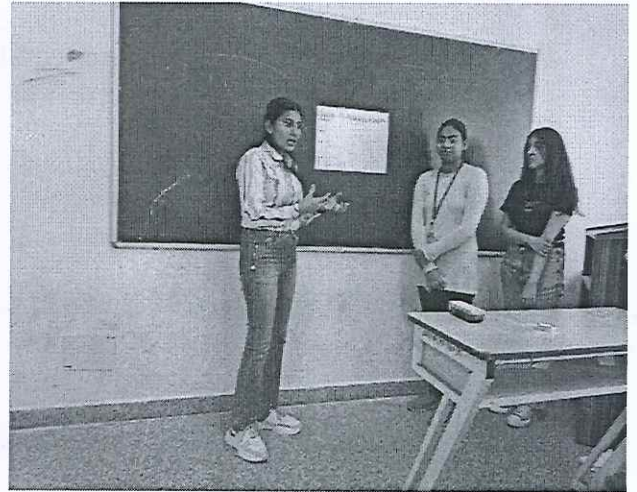
This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.

Photos of activity:



Students having discussion in groups



Mind Map prepared by students

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Points earned by each group:

Sl No	Group No.	Criteria Ratings	Points Acquired	Total Points
		1	2	
1	I	5	4	9
2	II	4	4	8

Critics:

*

Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

Positive observations –

Students liked team work, involvement and polishing of their presentations skills

Students learned to cooperate in a team

Communication skills will be improved

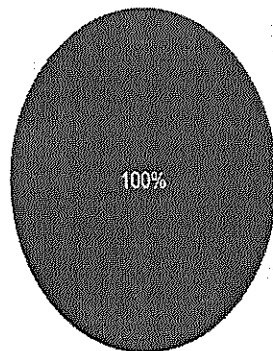
Result of Google form feedback from Participants:

Critics:

The feedback of the above activity has been taken by Google form whose link was shared to the class. This feedback is required for the improvement/refinement of planned activity, and delivery.

did you like the activity

8 responses



- Yes
- No

DAV University, Jalandhar
Department: Computer Science & Applications

CAY: 2022-23

	ACADEMIC YEAR: 2022-23	Moderator: Dr. Rajdeep Kaur Assistant Professor
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Name of the Activity: Discussion MS Excel and Its Features.

Participants: All students of BPED 6th Semester

COMPUTER APPLICATIONS IN PHYSICAL EDUCATION Course Code:CSA265

Context: The activity has been designed so that each student must become aware of design of flowcharting comprehend the debugging and testing, and insight into data types and array in C.

1. There were total 34 students in the class. Seven groups were made, Six groups with 5 students and 1 group consist of 4 students
2. They were asked to collect information regarding the above topic.
3. They discussed the topics with each other in the group.
4. Then each group prepared a chart based on the topic.
5. After chart preparation, the participants have understood about the subject.
6. The whole group was asked to present and explain their topic.

This is a group activity. It would involve reading, thinking, discussing and reporting back to the group.

Practice (Problem Statement, Rubrics):

There were five topics given for collecting information and presenting to the class:

1. Study the MS Excel.
2. Explain the features of MS Excel.


Questions :

Question 1. What is MS Excel?

Question 2. Explain various features of MS Excel?

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DAV University, Jalandhar

Signature of Subject In-charge: 

DAV University, Jalandhar
Department: Computer Science & Applications
 CAY: 2022-23

Assessment Rubrics -

Criteria	Rating s				Pts.
	10	09	06	04	
Poster preparation and presentation	Excellent Poster presentation and explanation and with good answers to queries asked.	Moderate Poster presentation and explanation on the given topic	Moderate Poster presentation with limited explanation on the given topic	Poster presentation only without much explanation	10

Evidence of Success / Outcome / Post reflection:

- The activity was quite successful in terms of understanding of the topic of flowchart, debugging and testing, C constants, datatypes and array.
- The various types of debugging, constant array, and datatype are now very clearly imbibed by the students of the class.
- Overall, this activity gave a increase their self-confidence and perception level of a topic.
- There are very good speakers/presenters found in class after this activity
- All the participants liked this activity as it was different from tedious lecture delivering.

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 Registrar
 DAV University, Jalandhar

DAV University, Jalandhar
Department: Computer Science & Applications
CAY: 2022-23

Photos of the activity:



Participants presenting in front of the Peer Group

Critics:

The feedback of the above activity has been taken by Google form whose link was shared to the class. This feedback is required for the improvement/refinement of planned activity, and delivery.

The following Google form link:

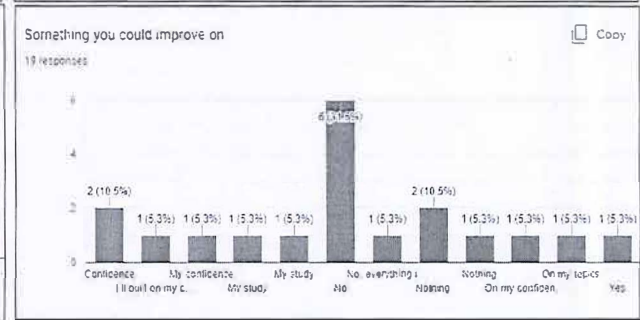
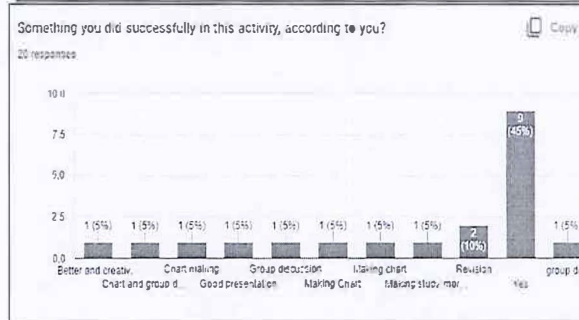
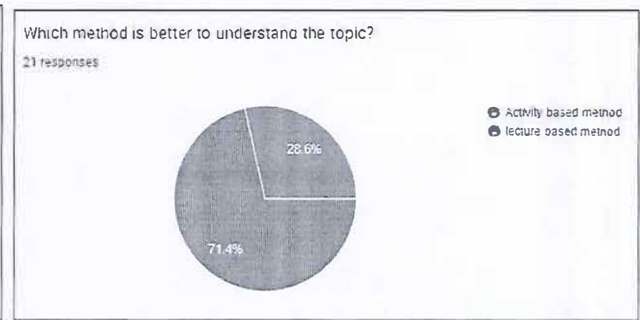
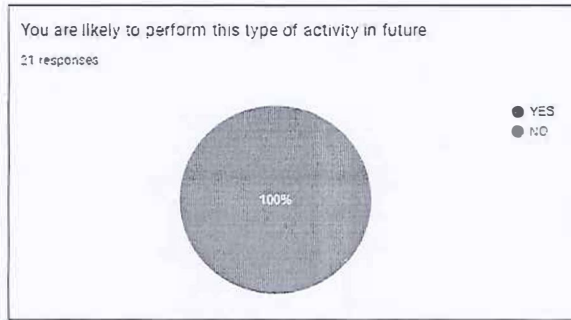
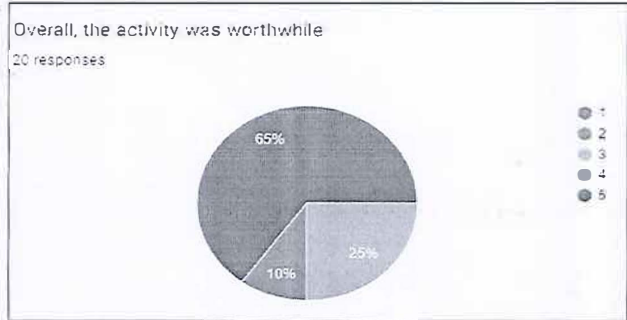
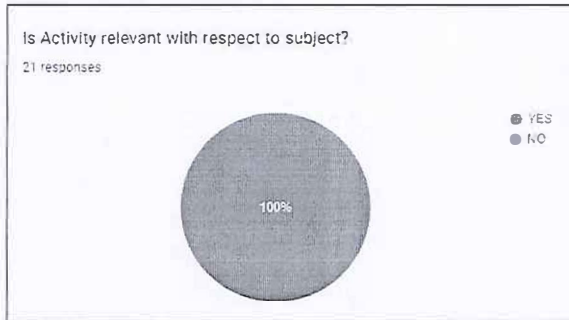
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DAV University, Jalandhar

This feedback has been treated as critics of the activity. Some of the responses have been shown below:

DAV University, Jalandhar
Department: Computer Science & Applications
 CAY: 2022-23



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 DAV University, Jalandhar

DAV UNIVERSITY, JALANDHAR

DEPARTMENT OF COMPUTER SCIENCE & APPLICATIONS ACTIVITY REPORT

Name of Activity	Mind Map Activity For Students
Class	MCA/MSc.CS (Semester 2)
Academic Year	2022-23
Course name	Design and Analysis of Algorithms (CSA577)
Date of Activity	21-3-23
Mapping with Cos	CO-2
Faculty Incharge	Dr. Hiteshwari Sabrol

Context: The basis of the activity is for each participant to become aware of the problem in the cited subject & derive the learning from the topic discussed and then share that information to their peers. We have group all the participants randomly and not according to their choice. It can be an excellent resource when you need to convey a lot of information in a short amount of time and it helps build up “team work” and “coordination” among students.

1. Group the participants and give each group a paper to record the summary and regarding the aspect of the subject.
2. Have the participants read the information online within the stipulated time of 10 minutes and take notes to help them organize the information. This should be followed by 5 minutes for a team meeting among the team members and then another 10 minutes for recording information on chart papers, followed by presentations by all groups.
3. The tricky part is numbering adequately. For example, if you have 36 participants, there should not be more than 3-5 participants in each group.
4. In the groups, the "participants" will have to teach their peers about the information (again, it is best for all participants to have noted down the key points & the lessons learnt and more importantly, how they map the topic to their real-life situation.
5. In the end, evaluate what the participants have understood about the subject.

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This is a group activity. It would involve reading, thinking, discussing and reporting back to the group.

Practice (Problem Statement, Rubrics):

String Matching Algorithm is also called "String Searching Algorithm." This is a vital class of string algorithm is declared as "this is the method to find a place where one or several strings are found within the larger string." Given a text array, T [1.....n], of n character and a pattern array, P [1.....m], of m characters. The problems are to find an integer s, called **valid shift** where $0 \leq s < n-m$ and $T [s+1.....s+m] = P [1.....m]$. In other words, to find even if P in T, i.e., where P is a substring of T. The item of P and T are character drawn from some finite alphabet such as {0, 1} or {A, BZ, a, b..... z}.

Given a string T [1.....n], the **substrings** are represented as T [i.....j] for some $0 \leq i \leq j \leq n-1$, the string formed by the characters in T from index i to index j, inclusive. This process that a string is a substring of itself (take i = 0 and j =m).

The **proper substring** of string T [1.....n] is T [1.....j] for some $0 < i \leq j \leq n-1$. That is, we must have either $i > 0$ or $j < m-1$.

Using these descriptions, we can say given any string T [1.....n], the substrings are

1. T [i.....j] = T [i] T [i +1] T [i+2].....T [j] for some $0 \leq i \leq j \leq n-1$.

And proper substrings are

1. T [i.....j] = T [i] T [i +1] T [i+2].....T [j] for some $0 \leq i \leq j \leq n-1$.

Note: If $i > j$, then T [i.....j] is equal to the empty string or null, which has length zero.

Algorithms used for String Matching:

There are different types of method is used to finding the string

1. The Rabin-Karp-Algorithm
2. The Knuth-Morris-Pratt Algorithm
3. The Boyer-Moore Algorithm

Questions :

Question 1. What is the need of string matching algorithms?

Question 2. Which principle is used by RKP?

Question 3. What is difference between three algorithms?

Question 4. Explain the working of algorithms with Mind Map.

Question 5. What are the applications of these algorithms?

Details of Participants:

S. No.	Group-I participants	Group-II participants	Group-III participants
1	Satinder Kaur	Garima	Simran
2	Akshipa	Nitin	Kiran
3	Loveleen	Manpreet	Manvi
4	Janiket	Amrik	Anita
5	Rubby	Priyanka	
S. No.	Group-IV participants	Group-V participants	Group-VI participants
1	Dimple	Ramandeep kaur	Manit
2	Himanshu	Satnam	Megha
3	Preet Kaur	Maninder kaur	Jaslen
4	Neha	Sunil	Ranjan
5		Naval	Diljeet

Assessment Rubrics -

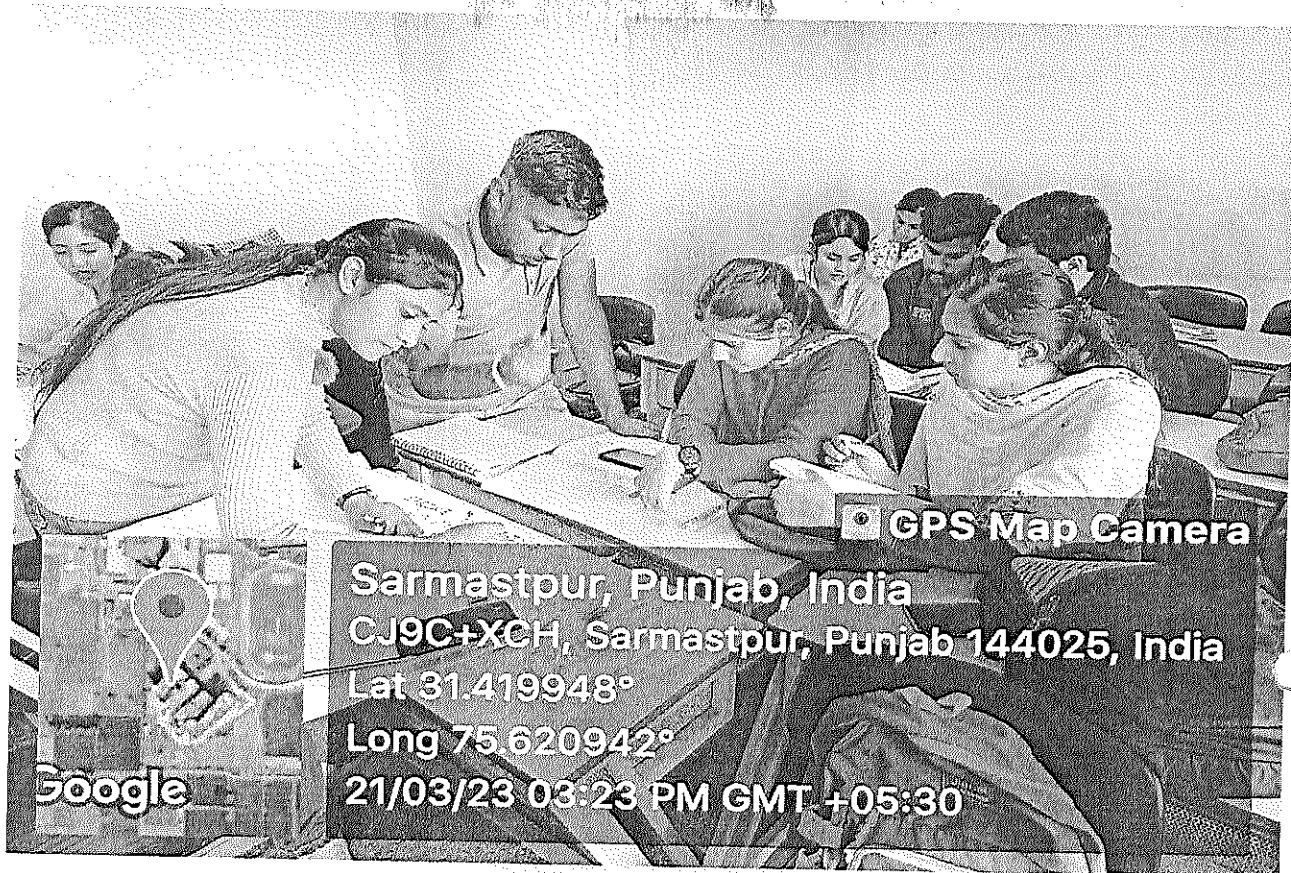
Criteria	Ratings				Pts.
	10	08	06	04	
Poster preparation and presentation	Excellent Poster presentation and explained the topic with proper description and gave answers to all questions asked during the presentation.	Moderate Poster presentation and good explanation and gave answers to all questions asked during the presentation.	Moderate Poster presentation with limited explanation and gave answers to all questions asked during the presentation.	Moderate Poster presentation with partial explanation and didn't give answers to all questions	10

Evidence of Success / Outcome / Post reflection:

- The final discussion is critical for several reasons. First, the main points can be drawn out, bringing the activity to a logical conclusion, the topic learnt and more importantly, how they map the topic to their example.
- Moreover, participants can still learn from other groups, as it is unlikely that each group had the same discussion and derive the lessons from it. Importantly, the final discussion allows the moderator to clarify points and address issues or limitations, and in this sense allows for assessment of participants' learning, as well as evaluation of the effectiveness of the process itself.
- Timing can be challenging, and there will be a need for keeping participants on track. It may be useful to have a timer, or clock.

Photos of the activity:

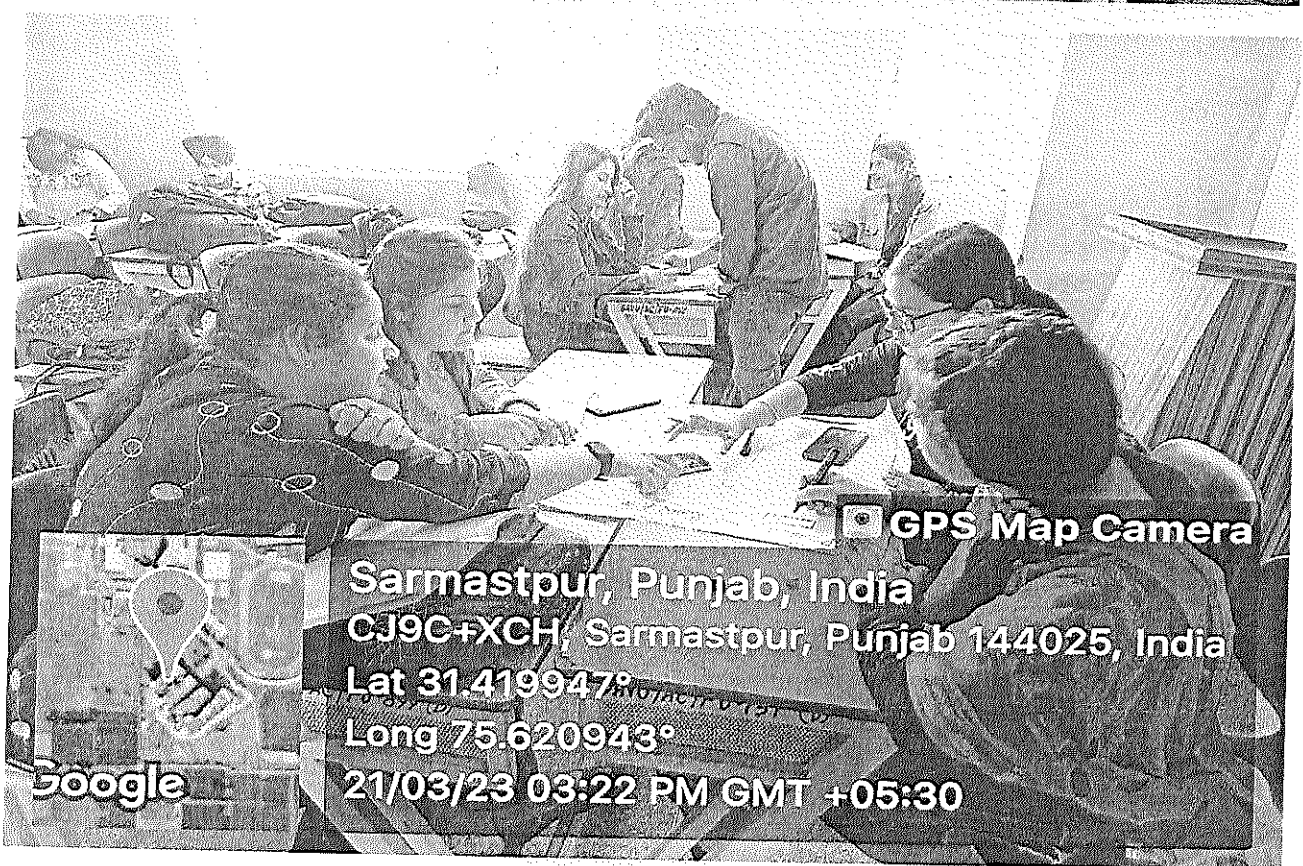




GPS Map Camera

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CJ9C+XCH, Sarmastpur, Punjab 144025, India
Lat 31.419948°
Long 75.620942°
21/03/23 03:23 PM GMT +05:30

Google

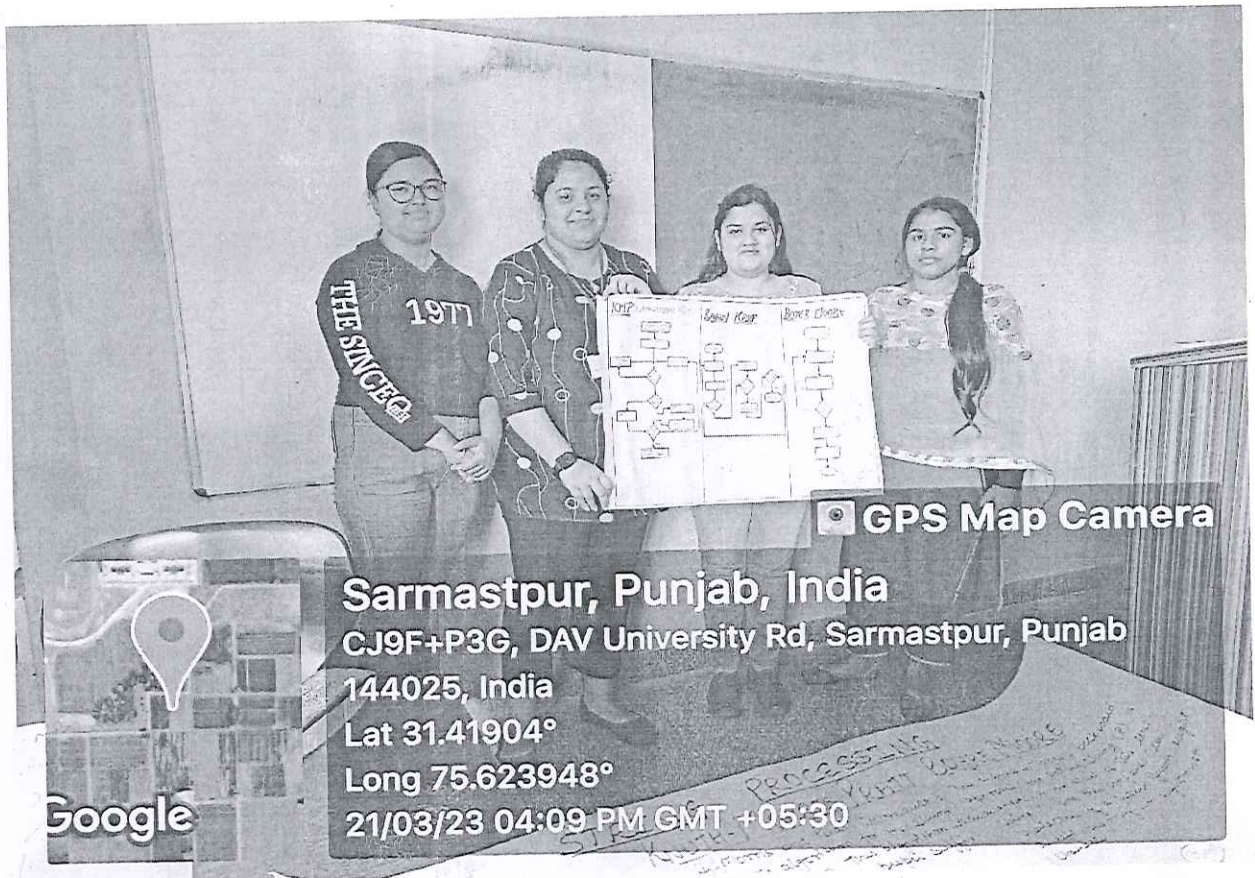


GPS Map Camera

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CJ9C+XCH, Sarmastpur, Punjab 144025, India
Lat 31.419947°
Long 75.620943°
21/03/23 03:22 PM GMT +05:30

Google

Participants having discussions in the group



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Sarmastpur, Punjab, India

CJ9F+P3G, DAV University Rd, Sarmastpur, Punjab

144025, India

Lat 31.41904°

Long 75.623948°

21/03/23 04:09 PM GMT +05:30

Google



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DAV University, Jalandhar

GPS Map Camera

Sarmastpur, Punjab, India

CJ9C+XCH, Sarmastpur, Punjab 144025, India

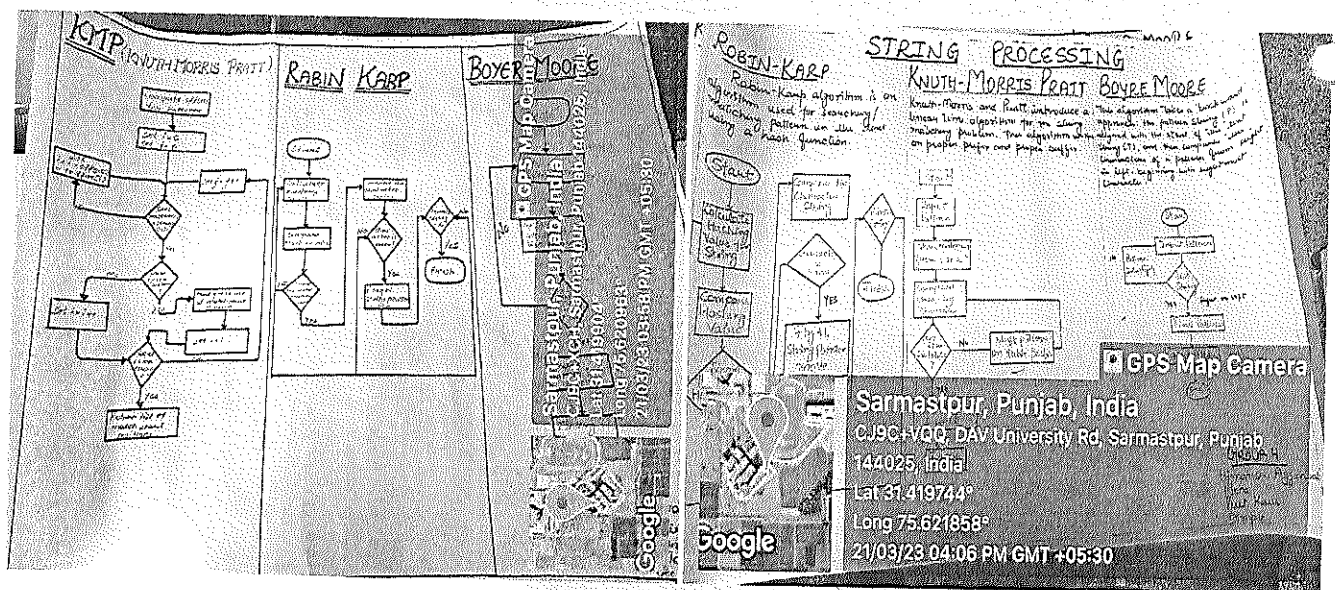
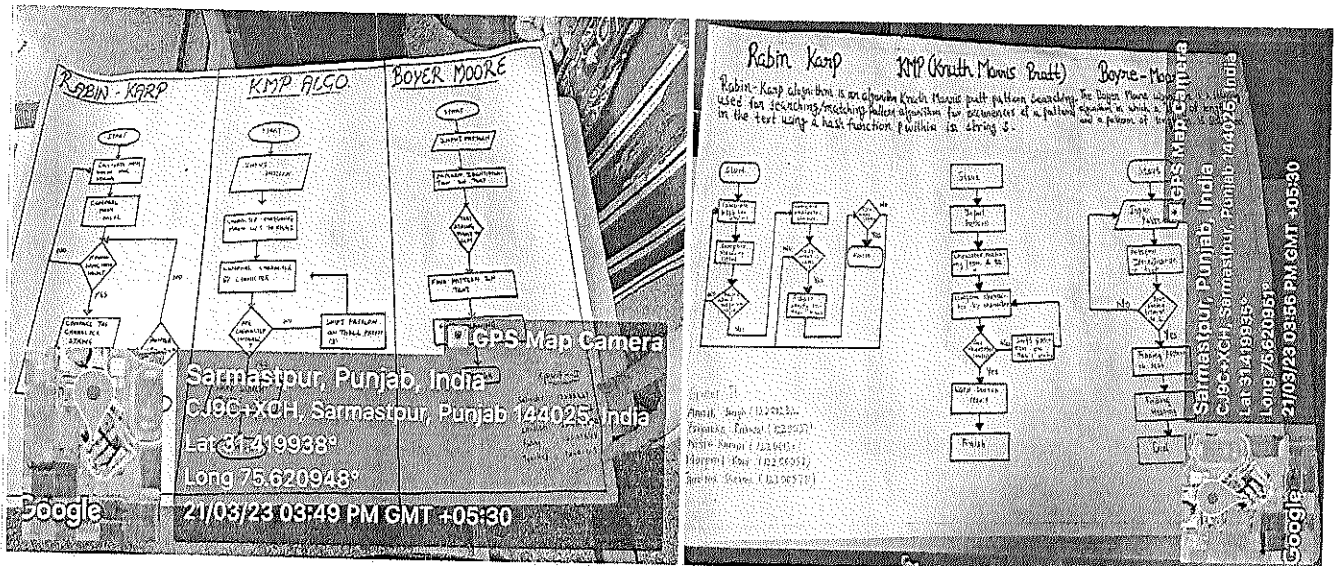
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21/03/23 03:49 PM GMT +05:30

Google

Participants presenting in front of the Peer Group



Mind Map(s) prepared by the participant

Critics:

We need to take feedback on the above activity. This feedback can be taken from participants.

This feedback will be treated as critics of the activity. This feedback is required for the improvement/refinement of planned activity, and delivery using google forms.

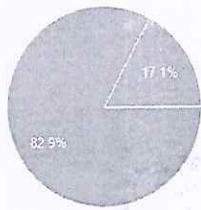
Please use the following Google form link or QR Code for valued feedback:

<https://forms.gle/j9puRC7CobcmtkL9A>

How well you participated in the Mind Map Activity

Copy

35 responses

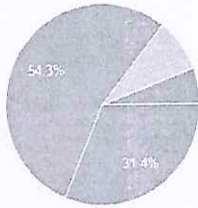


- Good
- Fair
- Poor
- Didn't Participated

What did you enjoy the most in the activity

Copy

35 responses

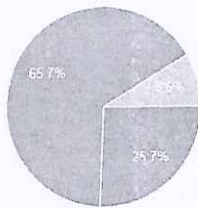


- Mind map preparation
- Discussions in the group meetings
- Explaining back to the peer group
- Diversity in the group formation

The composition of the question asked and the rubrics designed for the assessment?

Copy

35 responses



- Excellent
- Good
- Fair
- Not Justified



CSA577-Mind Map Activity



All changes saved in Drive

Questions Responses **35** Settings

Were you able to co-relate/map with the string matching algorithms?

35 responses



- Yes
- NO

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DAV University, Jalandhar

One of the most challenging things you find to explain/ relate the concept?

- Nothing
- Nothing
- Few topics are there which are not properly explained by other groups
- I learn new things

Give us the three positive aspects of this mind map activity

- Build up confidence, teamwork, improvement in public confidence
- Giving knowledge
- Build up in confidence Improvement in public communication skills Team work
- Build up in confidence Improvement in public communication skills Team work
- Build up in Confidence, improvement in public communication, teamwork
- Helps to boost the confidence
- Teamwork
- More ideas and knowledge I gain from this activity

Give us the three negative aspects of this mind map activity

- Sometimes time management is quite difficult
- Some topics need full attention but there are simply covered in these activities
- Time consuming

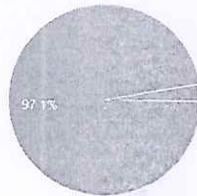
CSA577-Mind Map Activity

Questions Responses 35 Settings

Nothing

Did you understand the topic with this mind map activity?

25 responses



Yes
No

Prof. Ceew
15/11/23 (100/14)
Faculty Incharge

Amel
12/5/23
Coordinator

Emar
10/3/20

DAV UNIVERSITY, JALANDHAR

DEPARTMENT OF COMPUTER SCIENCE & APPLICATIONS
ACTIVITY REPORT

Name of Activity	Mind Map Activity For Students
Activity Topic	Image Compression Techniques
Class	MCA/MSc.CS (Semester 4)
Academic Year	2022-23
Course name	Digital Image Processing (CSA678)
Date of Activity	09-3-23
Mapping with Cos	CO-4
Faculty Incharge	Dr. Hiteshwari Sabrol

Context: The basis of the activity is for each participant to become aware of the problem in the cited subject & derive the learning from the topic discussed and then share that information to their peers. We have group all the participants randomly and not according to their choice. It can be an excellent resource when you need to convey a lot of information in a short amount of time and it helps build up "team work" and "coordination" among students.

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5. In the end, evaluate what the participants have understood about the subject.

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[Signature]
Registrar
DAV University, Jalandhar

This is a group activity. It would involve reading, thinking, discussing and reporting back to the group.

Practice (Problem Statement, Rubrics):

Image compression has two prime categories - lossless and lossy image compression. These vary based on the image file resizing process. While the former ensures the image quality remains intact, the latter removes some parts to get a smaller size.

Lossless Compression: Lossless compression refers to a process of resizing the images into a smaller version. This technique does not fiddle with the image quality. Though it is an excellent method to resize your image files, the outcome may still not be too small. That is because lossless compression does not eliminate any part of the image. **For example**, it will convert an image of 15 MB to 10 MB. However, it will still be too large to display on a webpage. Lossless image compression is particularly useful when compressing text. That is because a small change in the original version can dramatically change the text or data meaning.

Lossy Compression: Lossy compression reduces the image size by removing some of the image parts. It eliminates the tags that are not very essential. If you opt for this method, you can get a significantly smaller version of an image with a minimal quality difference. Additionally, you can enjoy a faster loading speed. Lossy compression works with a quality parameter to measure the change in quality. In most cases, you have to set this parameter. If it is lower than 90, the images may appear low quality to the human eye. **For example**, you can convert an image of 15 MB into 2200 Kb as well as 400 Kb. That said, Image optimization services like Gumlet do not require you to enter the quality parameter. We use a new technique developed through machine learning - **Perceptually Lossless Compression**.

Questions :

- Question 1. What is Image Compression?
- Question 2. Why Do We Need Image Compression?
- Question 3. Basic steps in image compression?
- Question 4. What is a transformation?
- Question 5. Why Transformation of the Image is Important?
- Question 6. What are compression techniques?
- Question 7. How lossless compression is different from lossy?

Details of Participants:

S. No.	Group-I participants	Group-II participants	Group-III participants
1	Manjiner Kaur	Shalini	Jaskaran Singh
2	Neeti Kumari	Jaskamal Singh	Rahmeet kaur
3	Sakshi	Mahima	Jasdeep kaur
4		Sunanda	Rakshit Pangotra
5		Anjali	Kuber Passi
6		Rajveer	Loveleen Kaur
S. No.	Group-IV participants	Group-V participants	Group-VI participants
1	Devansh	Prabhir kaur	Aaysush
2	Rohini	Vishal Ghai	Ankita
3	Komal Thakur	Alka	Samiksha
4	Naisi Kumari	Ritik Shrama	Manpreet Kaur
5	Komalpreet	Tanvi	Kanika Rajput
6	Anmol	Kunal Singh	

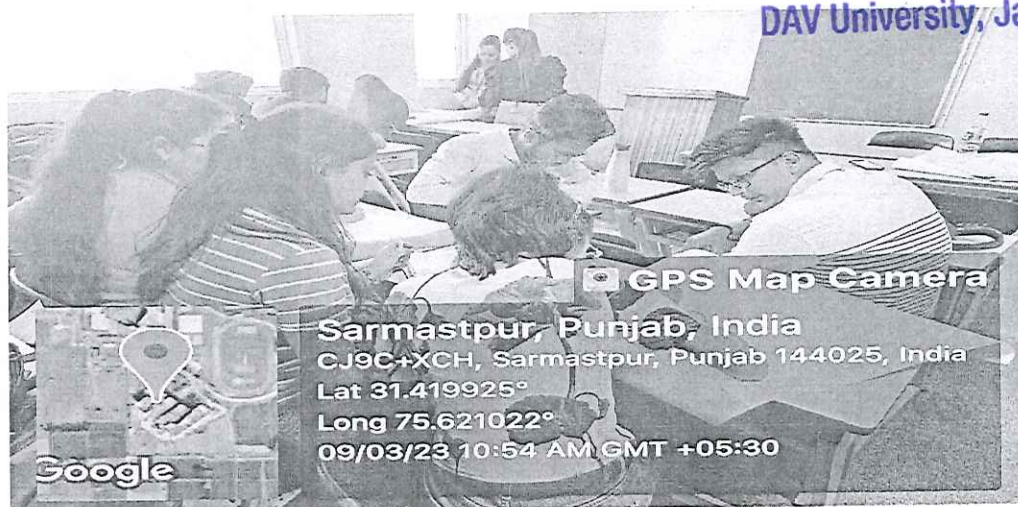
Assessment Rubrics -

Criteria	Ratings				Pts.
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Evidence of Success / Outcome / Post reflection:

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- Timing can be challenging, and there will be a need for keeping participants on track. It may be useful to have a timer, or clock.

Photos of the activity:



Participants having discussions in the group

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Questions :

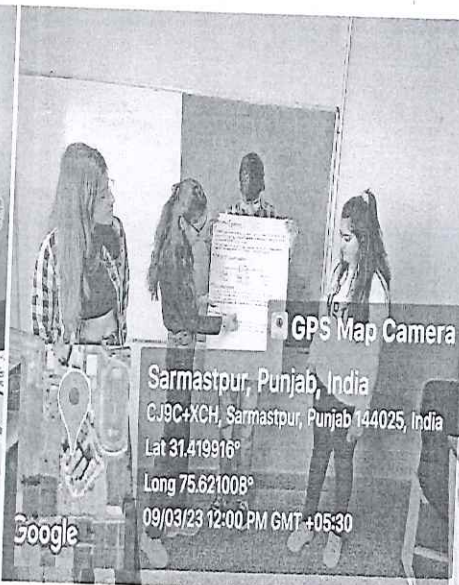
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2	Rohini	Vishal Ghai	Ankita
3	Komal Thakur	Alka	Samiksha
4	Naisi Kumari	Ritik Shrama	Manpreet Kaur
5	Komalpreet	Tanvi	Kanika Rajput
6	Anmol	Kunal Singh	



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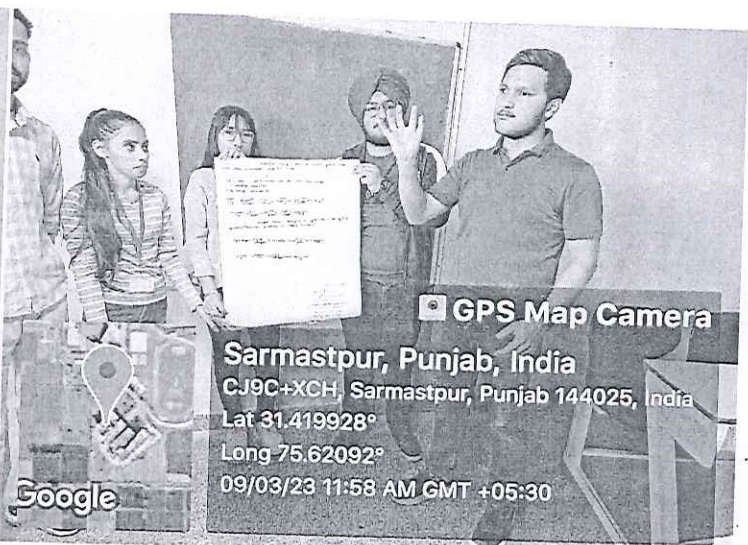
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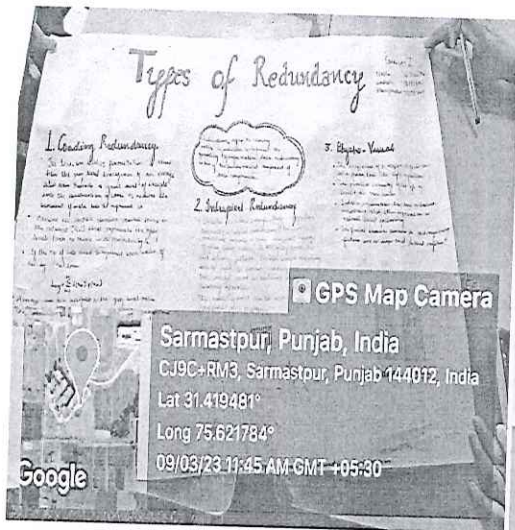


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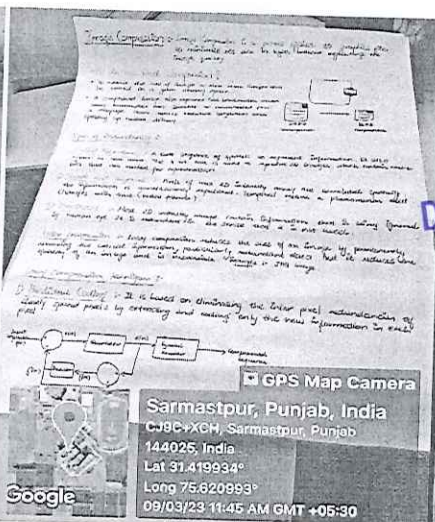


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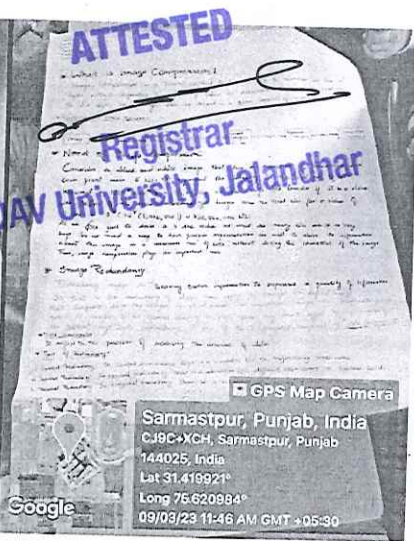
Participants presenting in front of the Peer Group



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 144025, India
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GPS Map Camera
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 CJ9C+XCH, Sarmastpur, Punjab
 144025, India
 Lat 31.419921°
 Long 75.620984°
 09/03/23 11:46 AM GMT +05:30



Mind Map(s) prepared by the participant

Critics:

We need to take feedback on the above activity. This feedback can be taken from participants. This feedback will be treated as critics of the activity. This feedback is required for the improvement/refinement of planned activity, and delivery using google forms. Please use the following Google form link or QR Code for valued feedback:

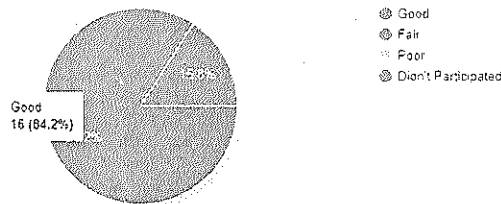
<https://forms.gle/DZqfw4VEcPwnD8GG7>



Questions Responses 19 Settings

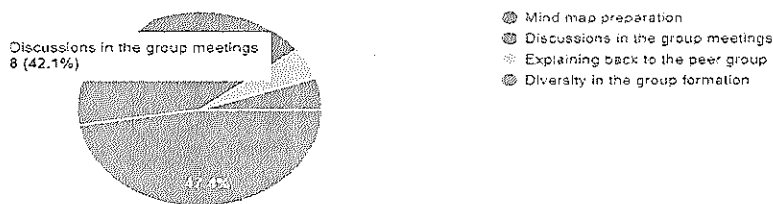
How well you participated in the Mind Map Activity

19 responses

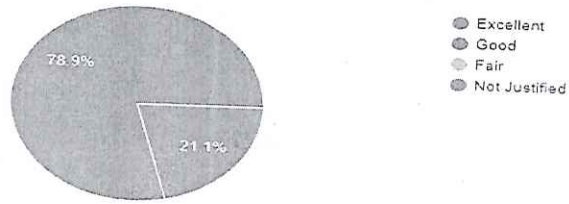


What did you enjoy the most in the activity

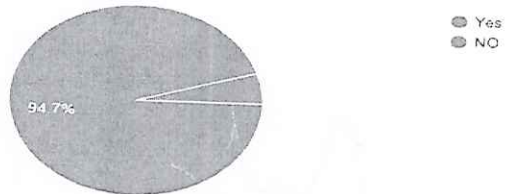
19 responses



The composition of the question asked and the rubrics designed for the assessment?
19 responses



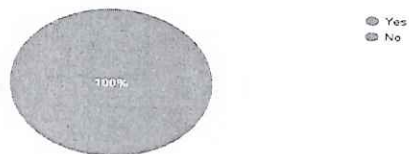
Were you able to co-relate/map the Compression Techniques?
19 responses



CSA678-Mind Map Activity

Questions Responses (19) Settings
Some time topics are not clear that much to us
Less content

Did you understand the topic with this mind map activity?
19 responses



CSA678-Mind Map Activity

Questions Responses (19) Settings

Give us the three positive aspects of this mind map activity
19 responses

Team work , extra knowledge , interaction wd the classmates

Knowledgeable
Interesting
Useful

1.Knowlagble
2.Interesting
3.Sharpens the mind

It was very great activity we learnt a lot about image compression
Got to knowledge about all the techniques
And how applications of image compression works in real world

Knowledgeable information usefull

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Give us the three negative aspects of this mind map activity

15 responses

- No negative aspects
 - Less time and less interaction
 - Dont know
 - Group activity, Questions answer, team efforts
 - Time-consuming
It can get messy.
 - Time consuming
Some time topics are not clear that much to us
Less content
 - Time consuming
Sometimes topics are not clear
Less content
-

[Handwritten signature]
 Faculty Incharge
 10/14/23
 (1/1/14)

[Handwritten signature]
 Coordinator
 1-2-28

[Handwritten signature]
 Dean Faculty

DAV UNIVERSITY, JALANDHAR

DEPARTMENT OF COMPUTER SCIENCE & APPLICATIONS
ACTIVITY REPORT

Name of Activity	Group Discussion & Seminar
Activity Topic	<ul style="list-style-type: none"> • Object Oriented Programming • Multi Threading • Exception Handling • Applet Programming • File Handling
Class	BCA/BSc.CS (Semester 6)/PGDCA(Semester 2)
Academic Year	2022-23
Course name	Core Java (CSA302/CSA510P)
Date of Activity	31-3-23
Mapping with Cos	CO-2, CO-3, CO-4
Faculty Incharge	Dr. Hiteshwari Sabrol

Context: The groups are created on the marks obtained in MST exam and topic for discussion is given on the basis of marks (Advanced Learners and Slow Learners). Group I (20-25), Group II(15-20), Group III (10-15) and Group (Below 10).

Group I : Multi Threading and Applet Programming

Group II: Exception Handling

Group III: File Handing

Group IV: Concepts of Object Oriented Programming using Java

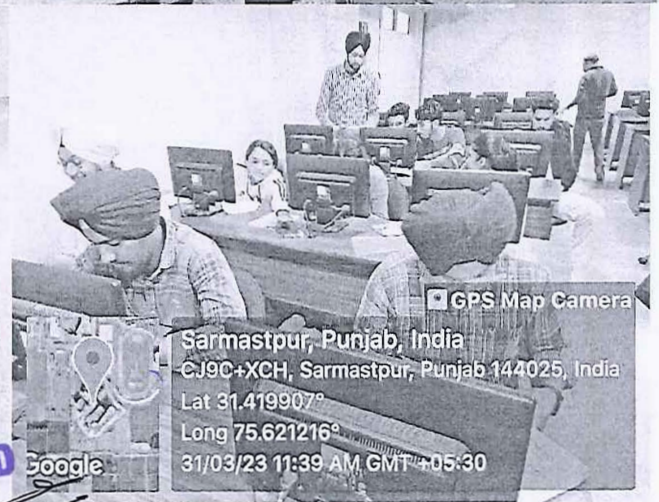
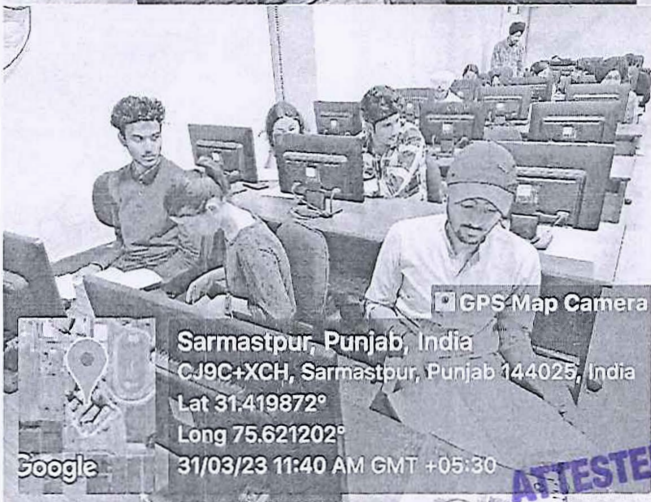
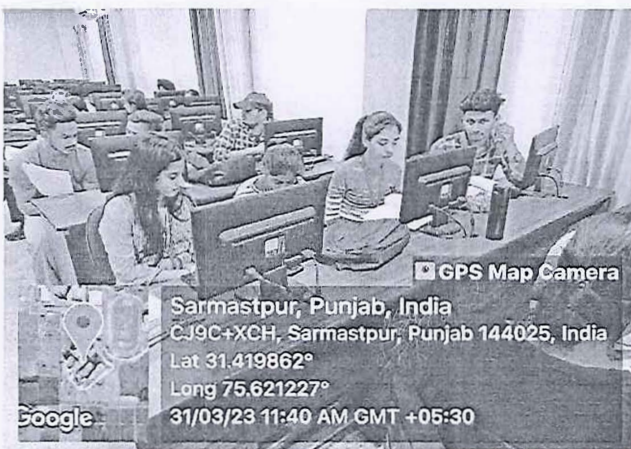
Details of Participants:

S. No.	Group-I participants	Group-II participants	Group-III participants	Group-IV participants
1	ADARSH RAJ MOHIT KAPOOR SANDEEP KAUSHAL	AMANVIR ONISHA RAHUL KASHYAP NIRVAIR KAUR RISHAV SHARMA SANAMPREET SINGH AGAMJOT SINGH MANKARANDEEP KAUR SANOVA CHAUDHARY SIMAR BHARDWAJ SAHIL KUMAR	AMANDEEP SINGH SIMRAN SAINI SIMRAN JASPREET KAUR JASVIR SINGH ANAMIKA THAKUR RIMPLE ISHAN BHUTANI NAVPREET AMANDEEP ARORA ROHIT JOSHI URVASHI SHARMA AKASH KUMAR RAM MANISH KUMAR ADITI	LOVEDEEP SINGH PRABHJOT TARUN JASHAN PREET SINGH RISHIT CHAWLA RAJINDER KUMAR SAHIL PRAJAPATI GURSEWAK SINGH MUNDH VARINDER SINGH RAKSHIT DIVISHA SHUBHAM RAM MANTHAN CHOPRA TARANPREET SINGH KARAN SINGH GEHLON RAJINDER KUMAR

Assessment Rubrics -

Criteria	Ratings	Pts.
Group Discussion	Subject Knowledge (5)	20
	Skills and Confidence (5)	
	Attitude (5)	
	Listening power, presenting & sharing knowledge (5)	

Photos of the activity:



Participants having discussions in the group and Student initiating the discussion

[Handwritten Signature]
Faculty Incharge
10/03/23

Registrar
DAV University, Jalandhar

[Handwritten Signature]
Coordinator

Details of Participants:

S. No.	Group-I participants	Group-II participants	Group-III participants	Group-IV participants	Group V participants	Group VI participants
1	Neelam	Nikhil Chadha	Aryan	Shivam Babbar	Muskan	Rahul Sharma
2	Ashish Dadwal	Muskan	Kamalpreet	Garima	Sunaina	Suman
3	Karan	Ankush	Navneet	Rushil	Tarandeep	Amisha
4	Sapna	Rupali	Rachit	Jastin Mathew	Simran Nishu	Rachita
6	Jayant	Nikhil Walia	Siddharth	Bhawna	Sonia	Rahul Kalia
7		Ashish Sharma	Nischay			

Assessment Rubrics –

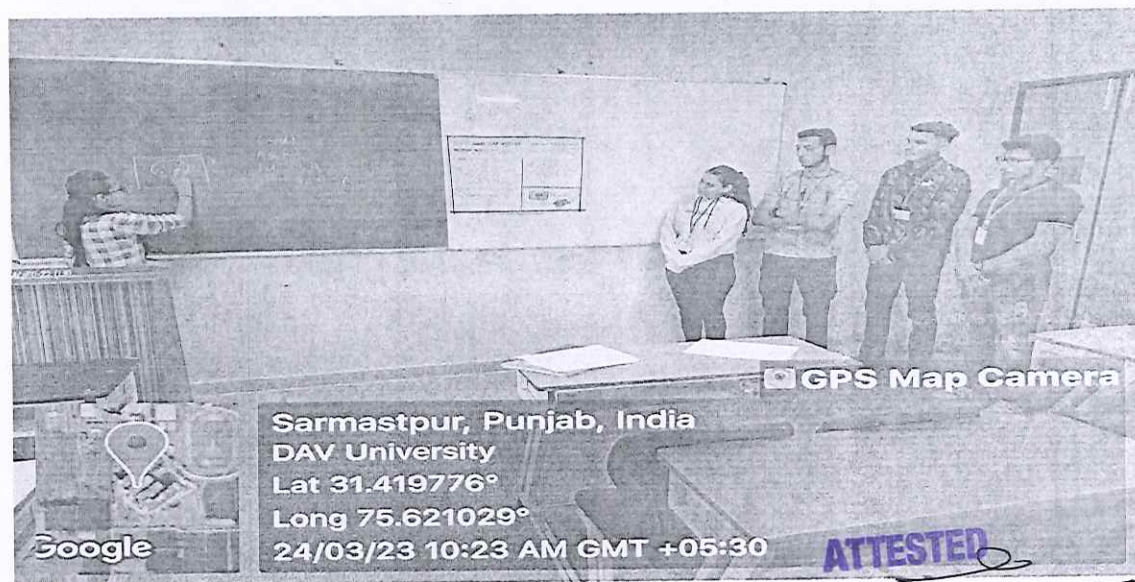
Criteria	Ratings					Points
	5	4	3	1	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	5	4	3	2	1	5
	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	
Total						10

Outcomes of the activity:

This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

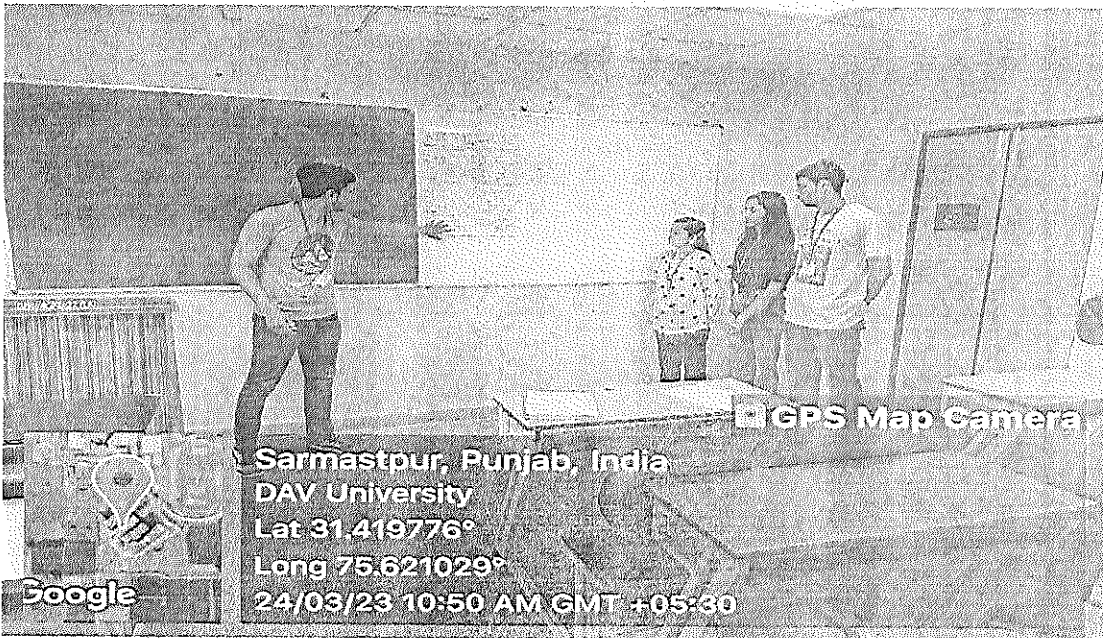
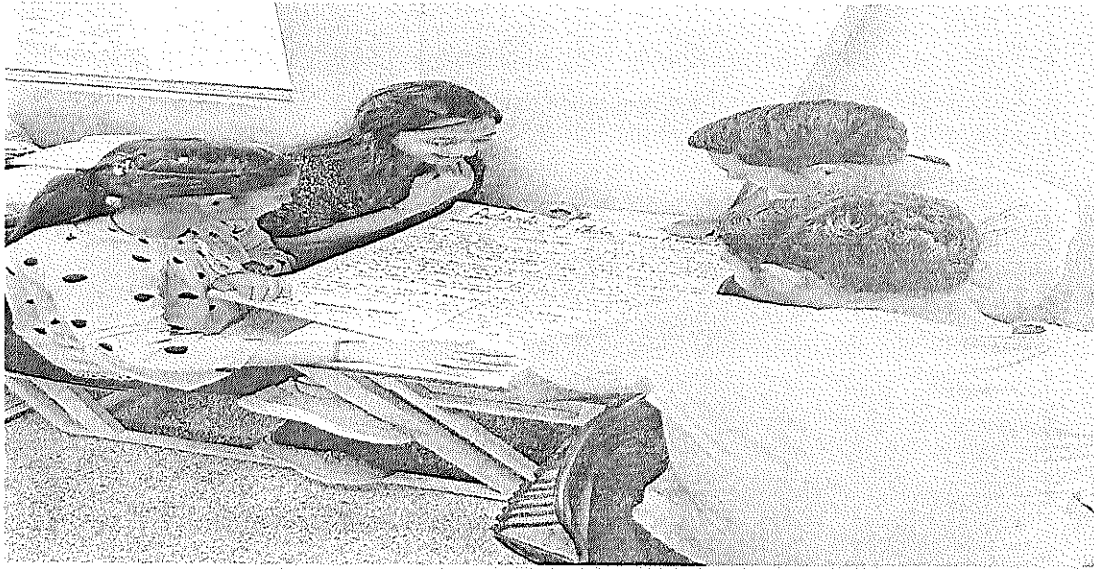
Photos of activity:

Group I: Discussion and Presentation



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Group II: Discussion and Presentation



Group III: Discussion and Presentation




GPS Map Camera

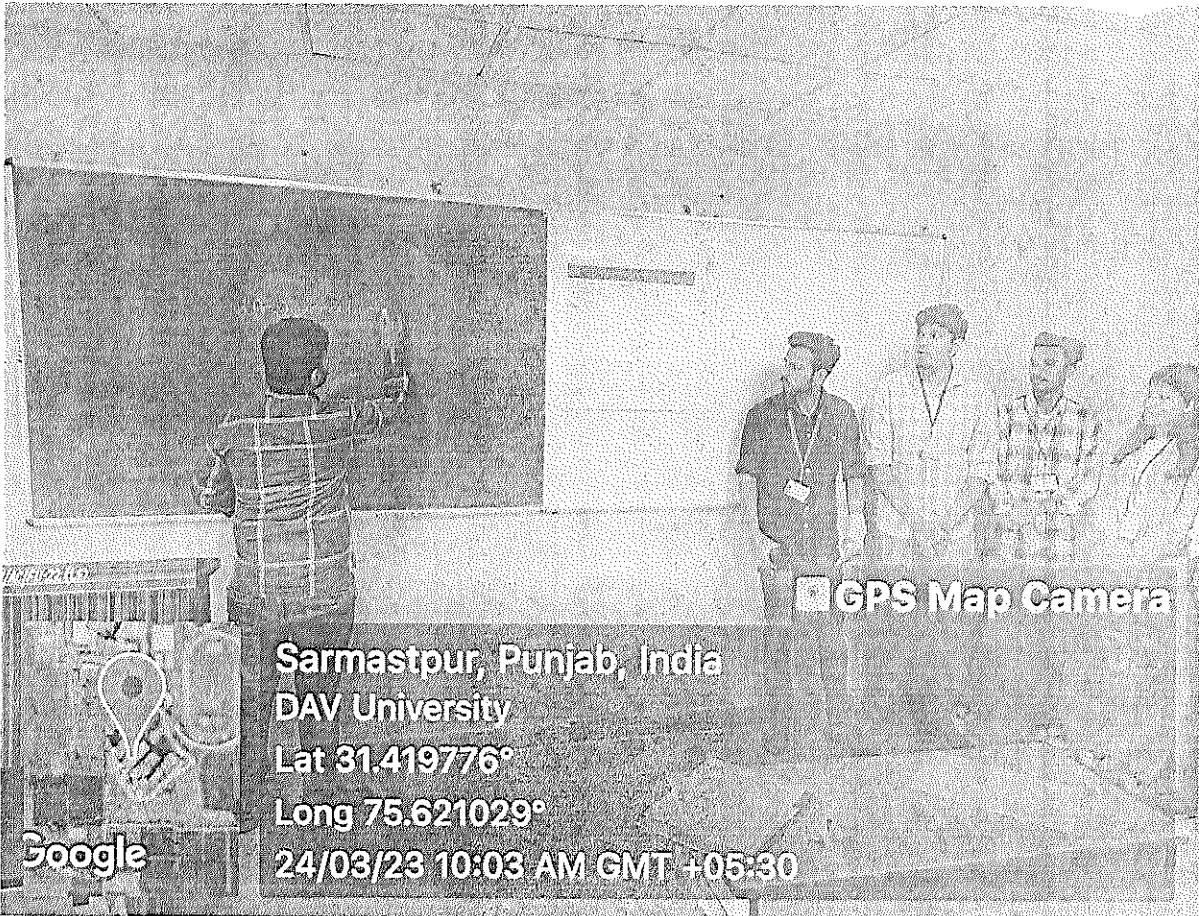
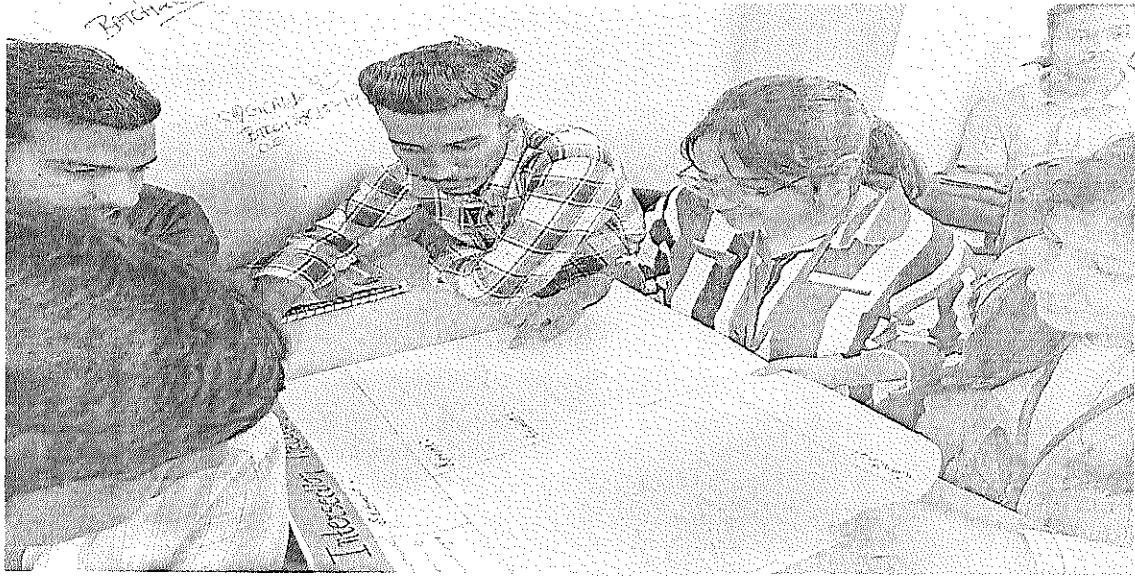
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DAV University
Lat 31.419776°
Long 75.621029°
24/03/23 10:33 AM GMT +05:30

ATTESTED

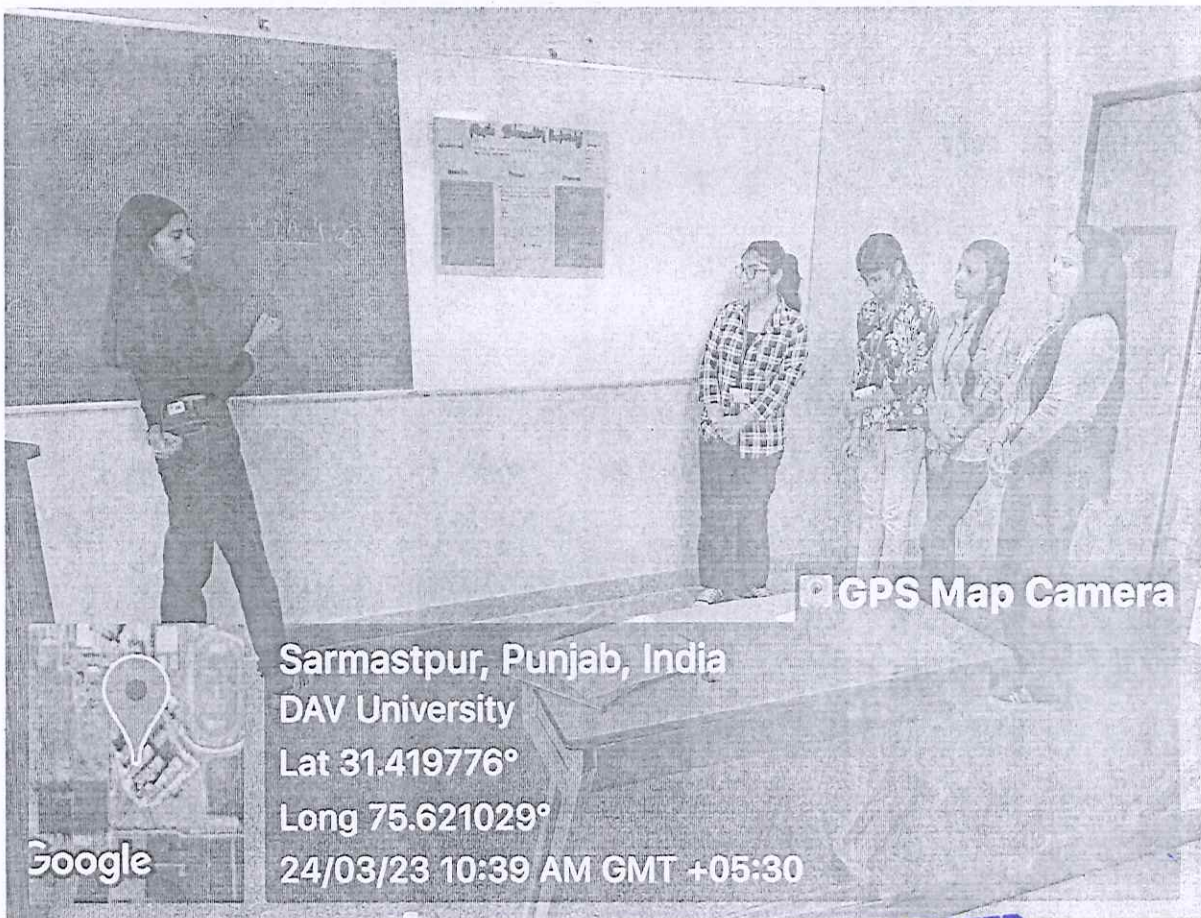
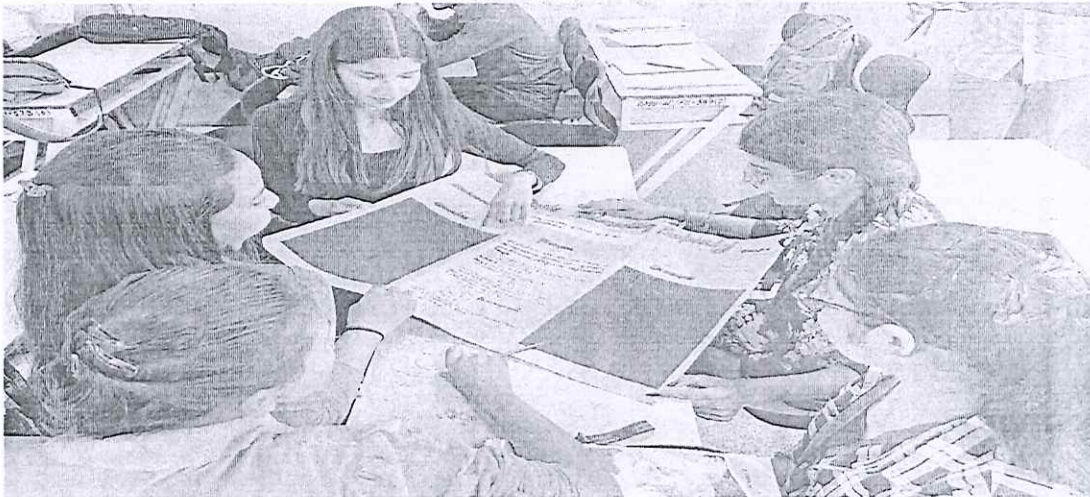
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Group IV: Discussion and Presentation



Group V: Discussion and Presentation



GPS Map Camera

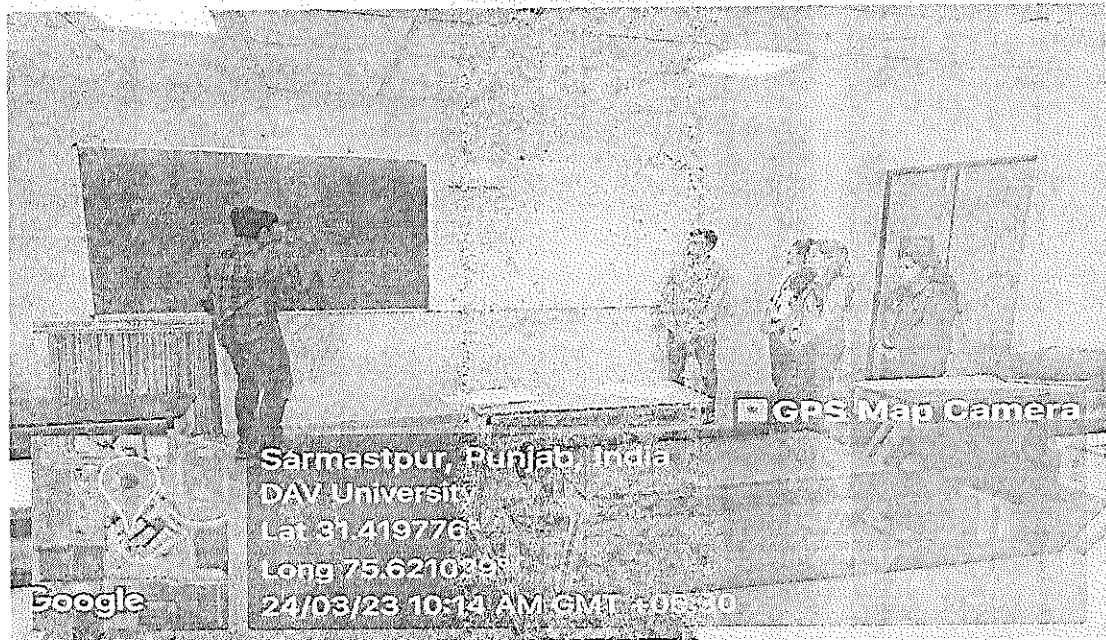
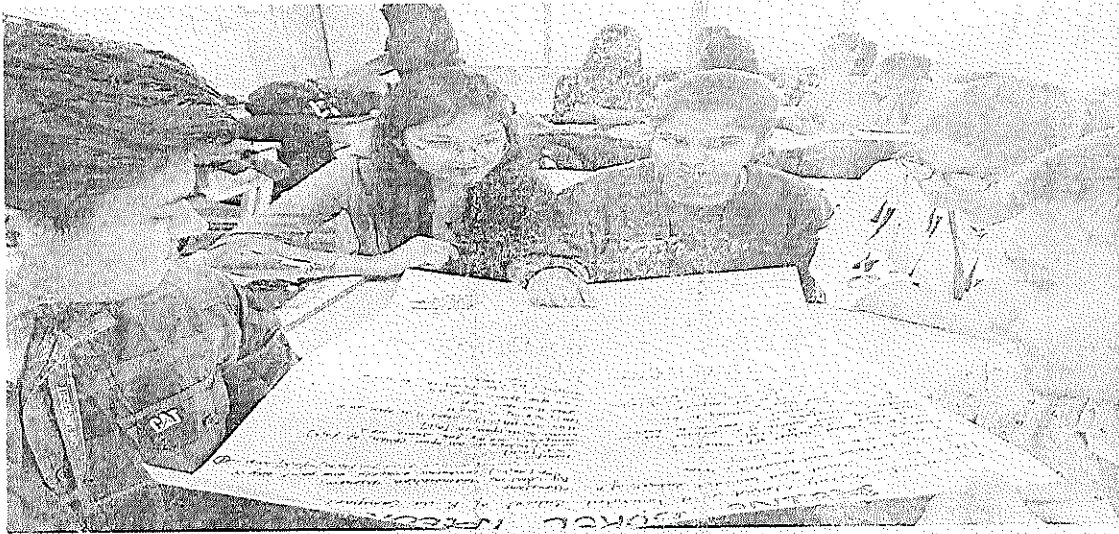
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DAV University
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Google

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Group VI: Discussion and Presentation



Points earned by each group:

Sl No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	5	4	9	10
2	II	4	4	8	10
3	III	5	4	9	10
4	IV	4	2	8	10
5	V	5	4	9	10
6	VI	5	4	9	10

Critics:

Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

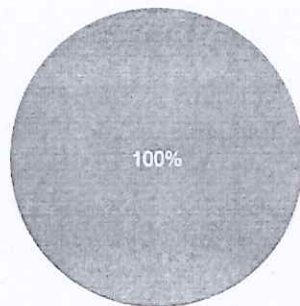
Positive observations –

- Students liked team work, involvement and polishing of their presentation's skills
- Students learned to cooperate in a team
- Communication skills will be improved
- Students develop problem identification and solving abilities

Result of Google form feedback from Participants:

Did you find it interesting?

33 responses



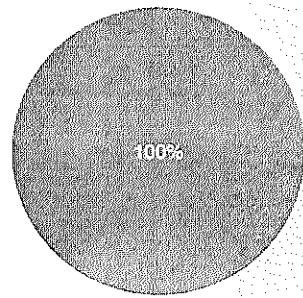
- No
- Yes

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Did the presentation boost your confidence?

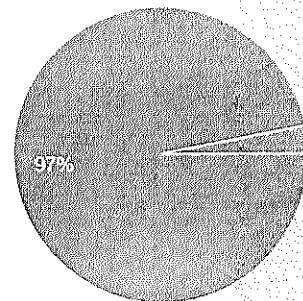
33 responses



● Yes
● No

Did it help you to understand and remember the topic?

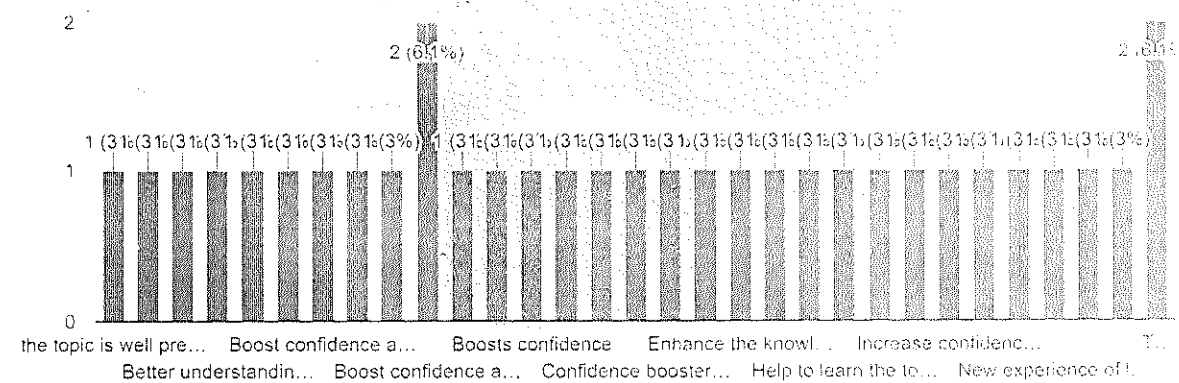
33 responses



● Yes
● No

List two advantages of the activity.

33 responses



Positive Accepts of this Activity (Collected from Feedback Form)

- Improved confidence
- New way of Learning
- Collecting ideas from others thinking

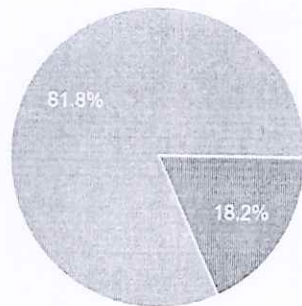
Negative Accepts of this Activity (Collected from Feedback Form)

- Time Consuming
- Activity must be standalone i.e. 1-1 manner

Overall Activity Performance

How well was your engagement in the activity?

33 responses



- Poor
- Fair
- Good

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DEPARTMENT OF <MATHEMATICS>

ACTIVITY REPORT

Activity Type	Mind Map
Activity Topic	Fundamental theorem of finitely generated abelian group, Dihedral group and Symmetric group, Sylow's First Theorem
Class	M.Sc. (Hons.) Mathematics
Semester	II
Academic Year	2023
Course Name	Algebra-I
Course Code	MTH552
Date	16-03-2023
Mapping with Co's	CO2, CO3
Faculty In-charge	Mr. Arun Kochar

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Context:

In this Mind Map activity, which is a group activity, the students of M.Sc. (Hons.) Mathematics Sem-II were divided into three groups and each group was asked to select of a topic of their choice from the syllabus of MTH552 and create a mind map on the real-world applications of the selected techniques/topic. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Team formation was done as per the choice of students and comfort zone to get better outcome. The students themselves selected the topics and discussed the same with the faculty in-charge, after which the topics were finalized. One hour was given to the students to study on the topic individually, discuss in the group and create the mind map. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on Board or chart paper and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

- Step1 – Selection of team members as per your choice and comfort level
- Step 2- Finalization of topic in coordination of team members
- Step 3- Discussion on solution finding and functioning of it.
- Step 4- Finalization of most suitable solution
- Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board
- Step 6- Presentation of the topic in front of the class
- Step 7- Discussion and answering the questions by friends and teacher.

The students were divided into 3 groups namely – Grp I, Grp II and Grp III with 3 members each.

Details of Participants:

S. No.	Group-I participants	Group-II participants	Group-III participants
1	Anamika (12201056)	Shivani (12201133)	Tanvi Jain(12201258)
2	Sonali (12201303)	Gunjita (12200046)	Anjali (12200591)
3	Vishva (12201340)	Lakhwinder (12201335)	Anshika Thakur (12201145)

Assessment Rubrics –

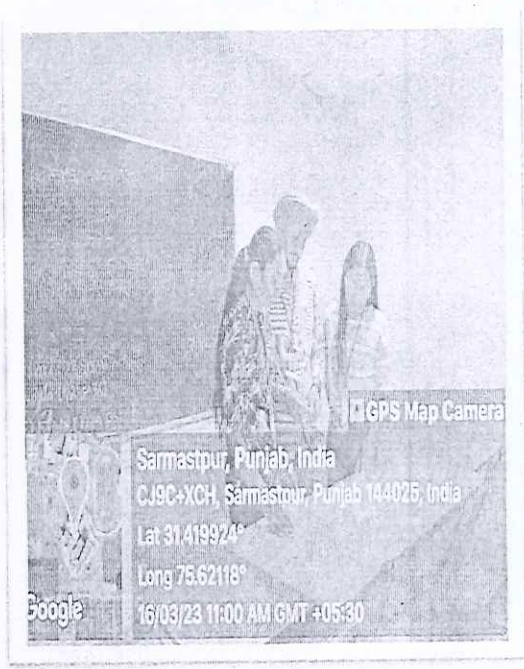
Criteria	Ratings					Points
	5	4	3	2	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	5
Total						10

Outcomes of the activity:

This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.

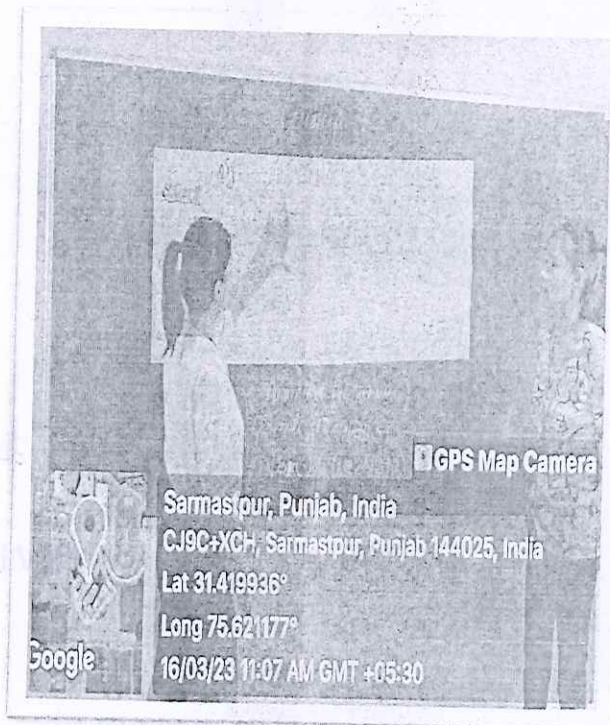
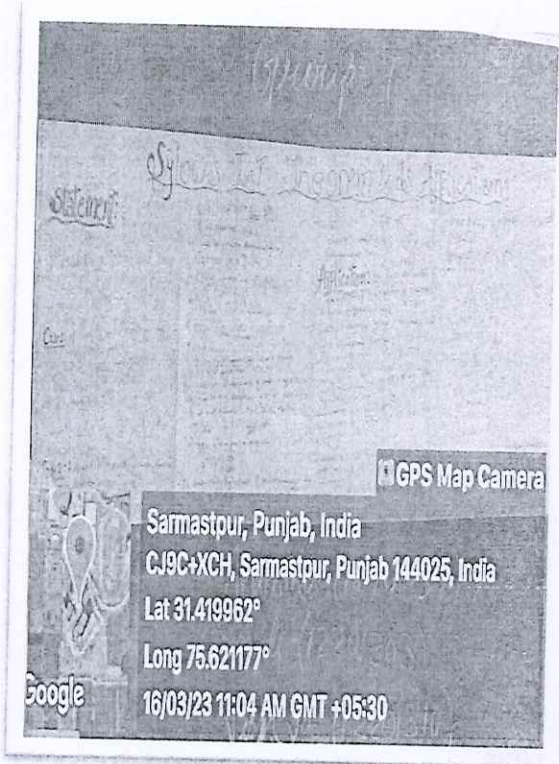
Photos of activity:



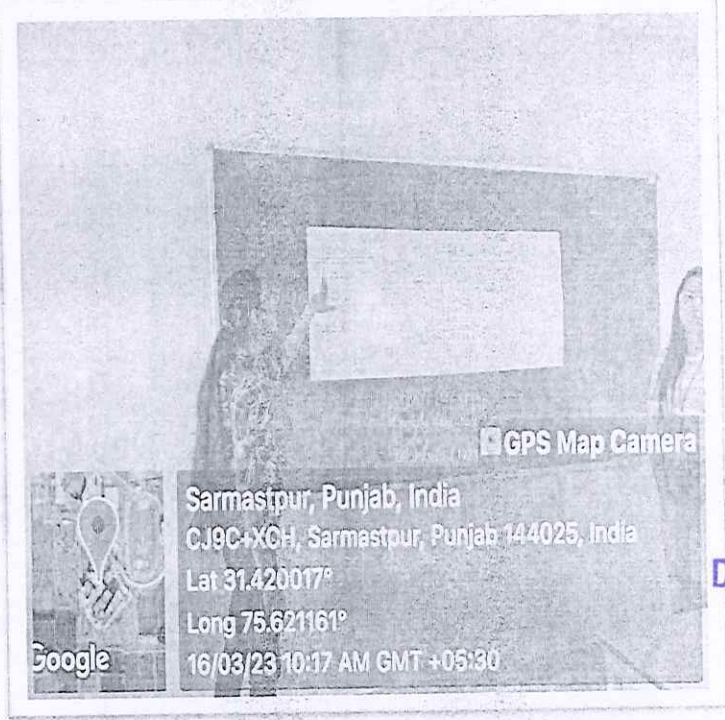
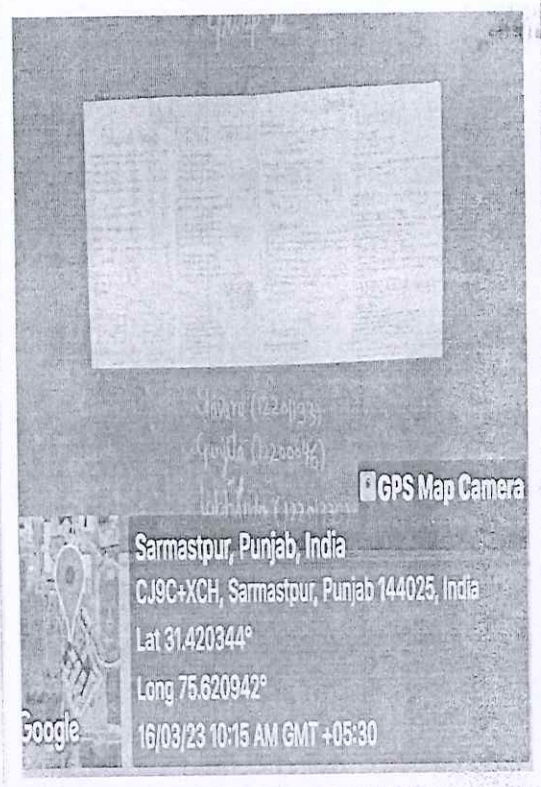
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Students having discussion in groups



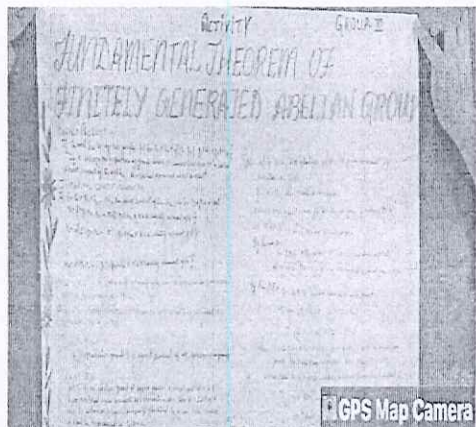
Group-I presentation and Mind Map



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DAV University, Jalandhar**

Group-II presentation and Mind Map



GPS Map Camera

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Lat 31.419919°
Long 75.621178°
16/03/23 09:51 AM GMT +05:30

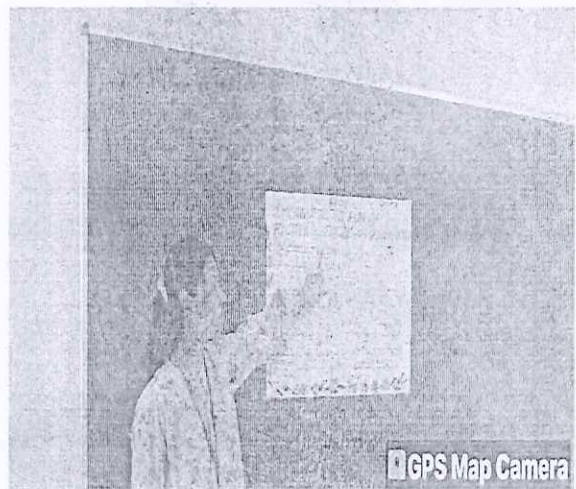
Google



GPS Map Camera

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Google



GPS Map Camera

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Lat 31.419947°
Long 75.621178°
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Google

Group-III presentation and Mind Map

Points earned by each group:

Sl No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	4	4	8	10
2	II	4.5	4	8.5	10
3	III	4	4.5	8.5	10

Critics:

Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

Positive observations –

- Students liked team work, involvement and polishing of their presentations skills
- Students learned to cooperate in a team
- Communication skills will be improved
- Students develop problem identification and solving abilities

Result of Google form feedback from Participants:

List two advantages of the activity:

1. Build confidence
2. Boost confidence
3. Helps to boost the confidence
4. Helps to boost our confidence, enhances team work
5. It enhances the confidence level and helps in understanding the topic better
6. Boost our confidence
7. Boost our confidence
8. It helps in enhancing the confidence level.
9. Build confidence
Good for teaching skills

Write two suggestions for enhancing the exercise:

1. NIL
2. Use of ICT
3. Use of ICT
4. Use of ICT
5. No
6. No
7. No
8. Use of ICT
9. Nil..

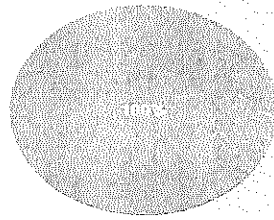
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How well was your engagement in the activity?

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9 responses

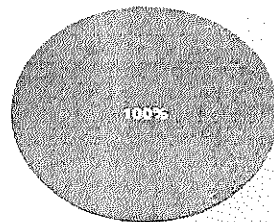


- POOR
- FAIR
- GOOD

Did the presentation part boost your confidence?

 Copy

9 responses

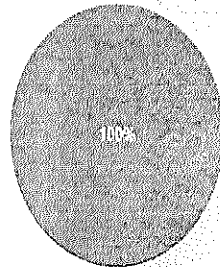


- YES
- No

Did you find it interesting?

 Copy

9 responses

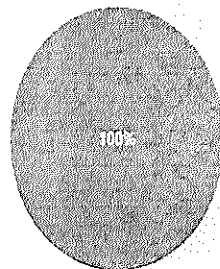


- YES
- No

Did it help you to understand and remember the topic?

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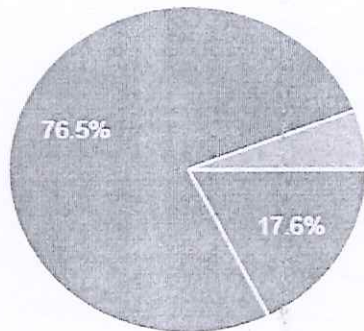
9 responses



- YES
- No

Do you think this activity was useful in enhancing your knowledge and interest in the subject?

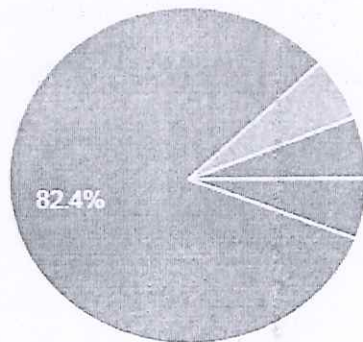
17 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

These activities should be carried out more frequently in all the subjects.

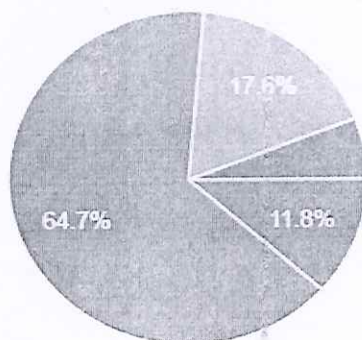
17 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

You were able to correlate the topics in the activity with real-life problems.

17 responses



- Strongly agree
- Agree
- Disagree
- Strongly disagree

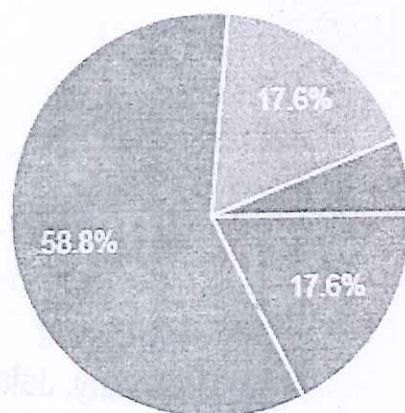
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Give two positive aspects of this activity.	Give two negative aspects of this activity.	Give you suggestions on scope of improvements in such activities.
Group discussion and team work	No	Good
Good mind map making	No	Got to know new facts and something interesting
Easy to understand the topics	No negative aspect	No suggestion
Overcome fear and learn to work with team Knowledge enhancement and overcoming fear or public speaking	No negative aspect in it No negative aspects	
Good and interesting mind map making Will enhance the ability to interact with each other socially 2 will make intellectual definitely.	No negative aspects easily so i don't think so their are amy negatives	No suggestions Weightage should be given more on discussions.
encourage to work in teams	No	need to decrease the burden of activities.
Encourage to work in teams	No	No
Students learned the team work and interaction with the classmates	Time consuming, and Confusion regarding the topic	Distribution of the topic one day before
Team work	Time consuming and gather v. Less knowledge because of flow charts...	Topic must distribute and discuss one day before should also discuss the topic at last so that students can grab more knowledge about important points that are left by
1.Enhance public speaking 2.develop team work Team work, interaction, group discussion, better understanding of the concept	we have to cooperate with other subjects as well	Distribution of topic must be done one day before
Interaction with friends	Extra burden	Give the topic one day before activity
Teamwork and self confidence increases	Activities should start from next semester as exams are from next month so students are focusing less in studies	No

Rate your overall experience in the activity.

17 responses



- Excellent
- Good
- Fair
- Poor

Asim Kochar

DAV UNIVERSITY, JALANDHAR

DEPARTMENT OF MATHEMATICS

ACTIVITY REPORT

Activity Type	Mind Map
Activity Topic	Applications of Vector calculus
Class	B.Sc. (Hons.) (Mathematics)
Semester	VI
Academic Year	2022-2023
Course Name	Multivariate Calculus
Course Code	MTH321
Date	27-03-2023
Mapping with Co's	CO4
Faculty In-charge	Mr. Arun Kochar

Context:

In this Mind Map activity, which is a group activity, the students of B.Sc. (Hons.) (Mathematics) Sem-VI were divided into 6 groups and a topic of "Applications of Vector calculus" from the syllabus of MTH321 given to them. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on chart paper and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

- Step 1 – Selection of team members as per your choice and comfort level
- Step 2- Finalization of topic in coordination of team members
- Step 3- Discussion on solution finding and functioning of it.
- Step 4- Finalization of most suitable solution
- Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board
- Step 6- Presentation of the topic in front of the class
- Step 7- Discussion and answering the questions by friends and teacher.

The students were divided into 6 groups namely – Grp I, Grp II, Grp III and Grp IV Grp V and Grp VI. Grp I- Grp IV contain 5 members each and Grp V, and Grp VI contain 6 members each.

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DAV University, Jalandhar

Details of Participants:

S. No.	Group-I participants	Group-II participants	Group-III participants	Group-IV participants	Group-V participants	Group-VI participants
1	Ashish 12000021	Muskan 12000065	Rahul 12000389	Nikhil Walia 12000346	Navneet 12000569	Nikhil 12000896
2	Sunaina 12000035	Kamalpreet 12000132	Ashish 12000632	Muskan 12000552	Shivam 12001346	Aryan 12000989
3	Neelam 12000062	Sonia 12000055	Tarandeep 12000534	Rahul Kalia 12000401	Suman 12000880	Amisha 12000828
4	Simran 12000667	Justin Mathew 12000095	Nischay 12000788	Bhawna 12000637	Ankush 12000770	Rachita 12000840
5	Sapna 12000110	Rushil 12000027	Rupali 12000141	Rachit Sharma 12000823	Karan 12000831	Jayant 12000452
6					Garima 12000365	Siddharth 12000885

Assessment Rubrics –

Criteria	Ratings					Points
	5	4	3	2	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
	5	4	3	2	1	

2. Quality of mind-map and presentation	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	5
	Total					10

Outcomes of the activity:

This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.

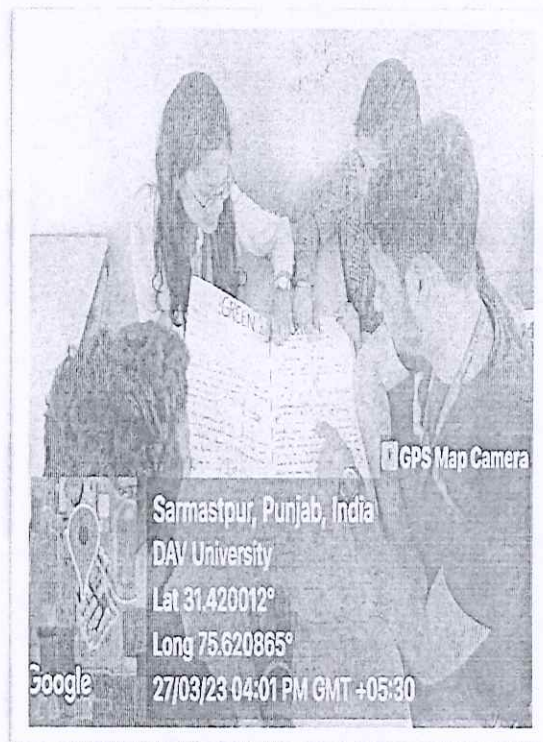
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Photos of activity:



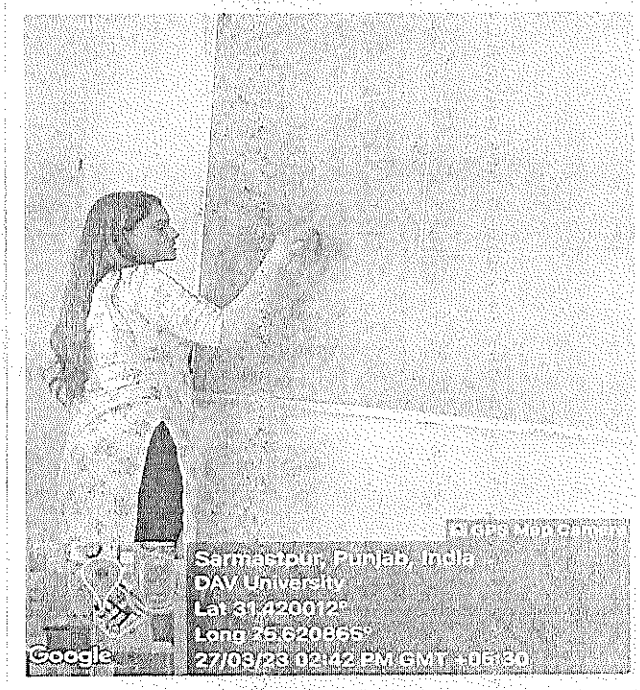
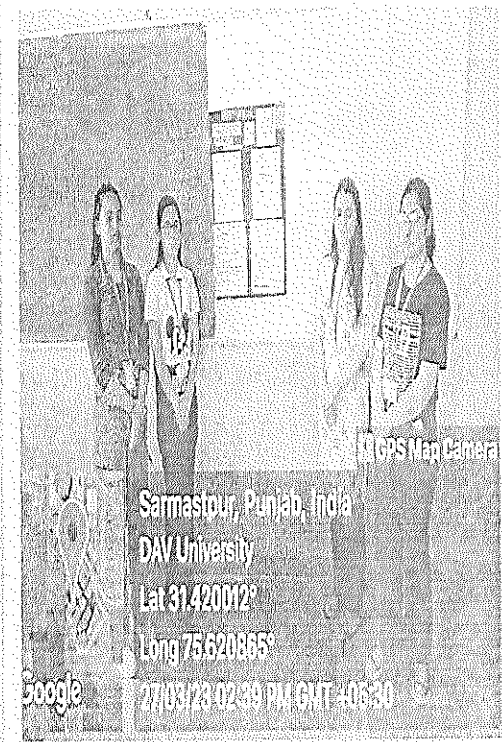
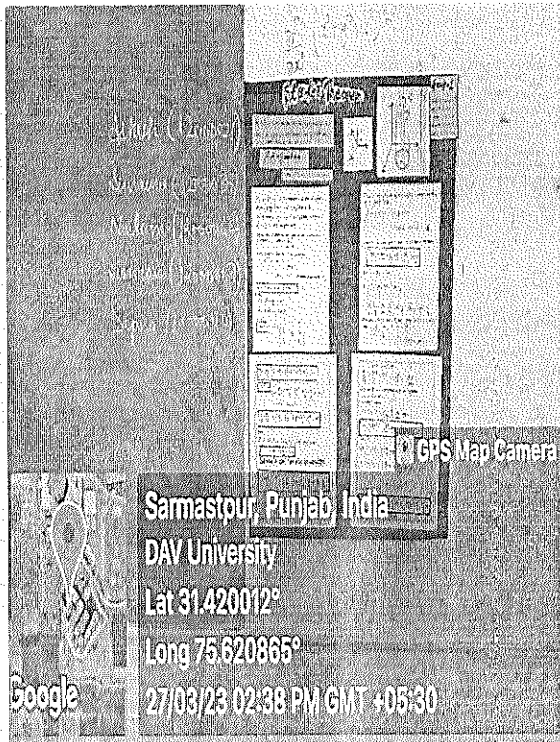
Students having discussion in groups



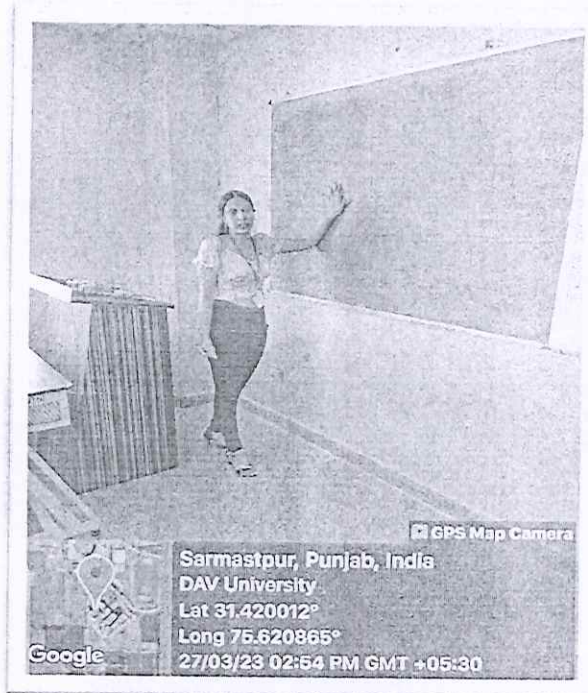
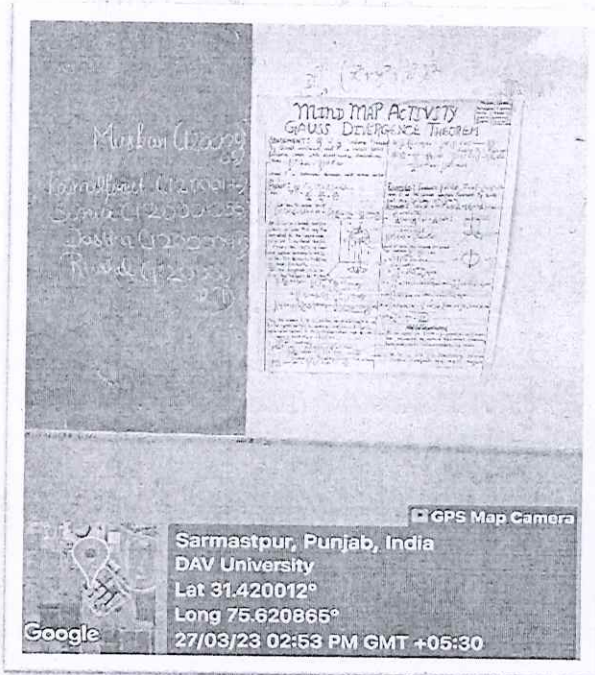
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Students having discussion in groups



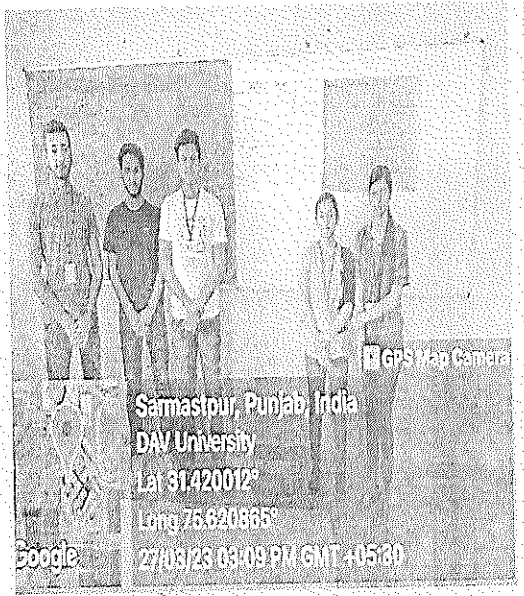
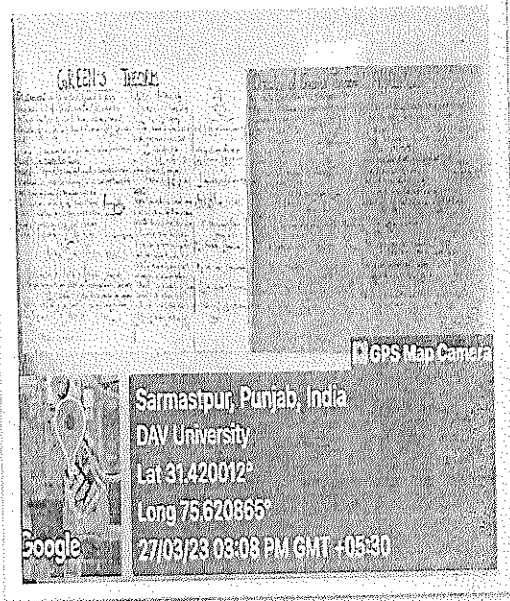
Group-I presentation and Mind Map



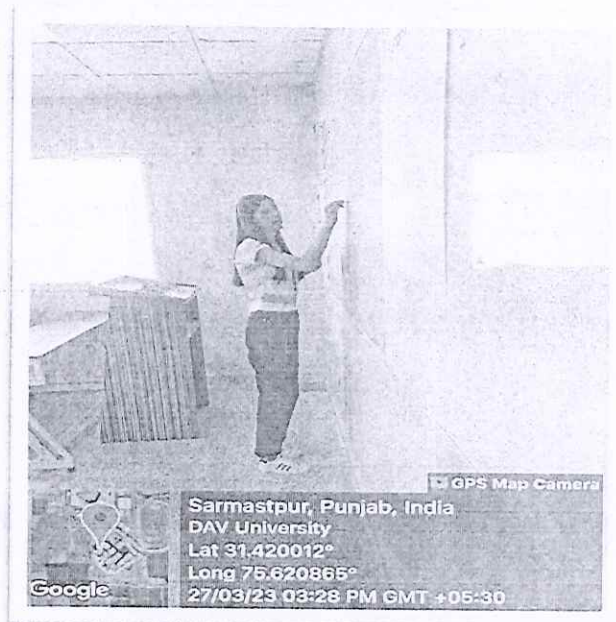
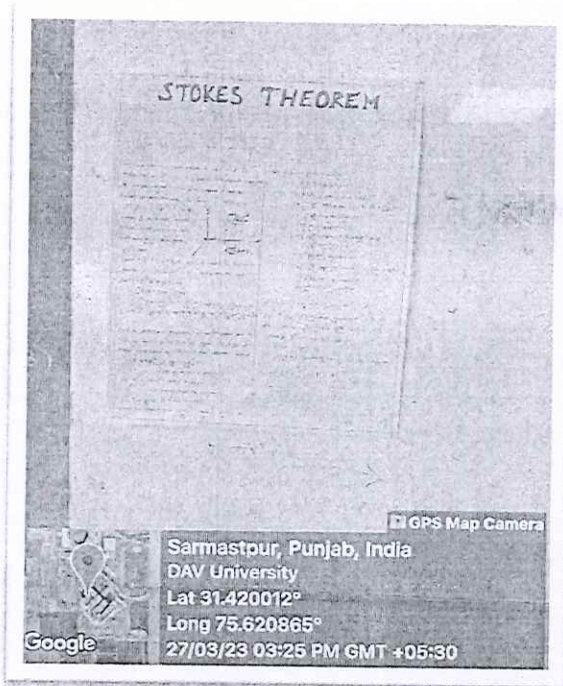
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Group-II presentation and Mind Map



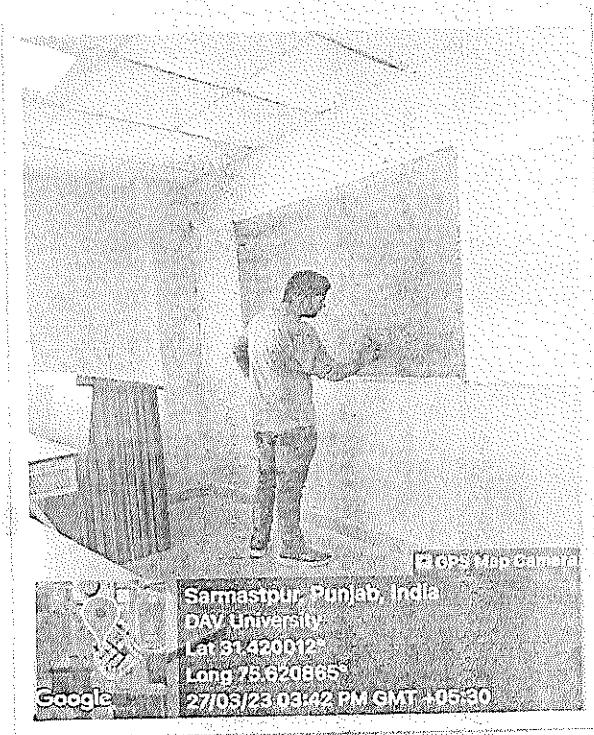
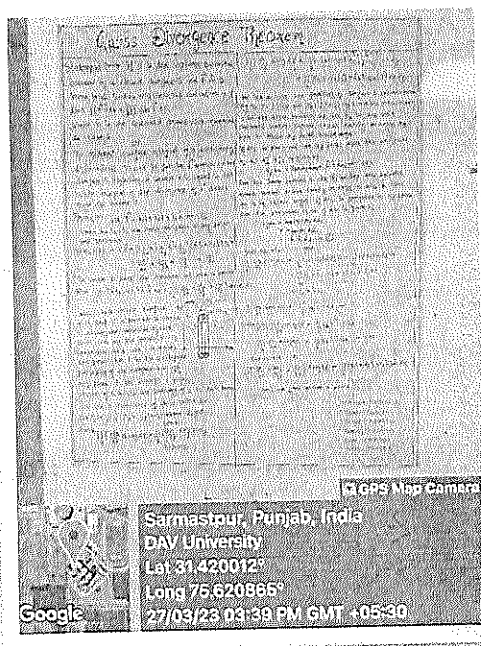
Group-III presentation and Mind Map



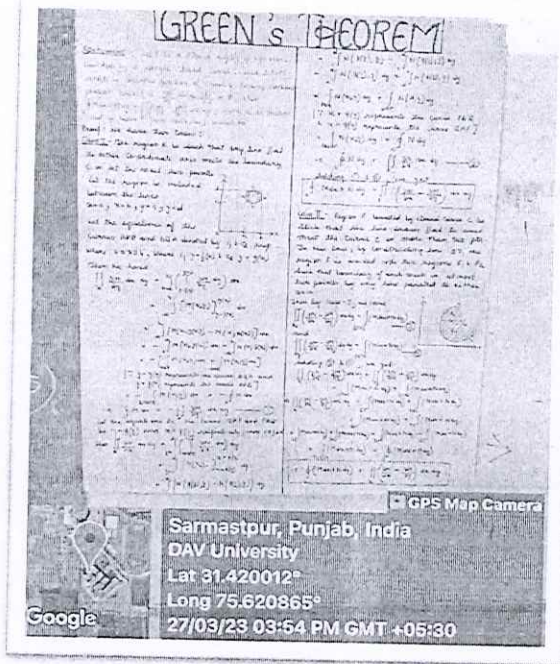
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Group-IV presentation and Mind Map



Group-V presentation and Mind Map



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Group-VI presentation and Mind Map

Points earned by each group:

S. No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	4.5	4.5	9	10
2	II	4.5	4	8.5	10
3	III	4.5	4	8.5	10
4	IV	4	4.5	8.5	10
5	V	3.5	5	8.5	10
6	VI	4.5	4	8.5	10

Critics:

Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

Positive observations –

- Students liked team work, involvement and polishing of their presentation's skills
- Students learned to cooperate in a team.
- Communication skills will be improved
- Students develop problem identification and solving abilities

Result of Google form feedback from Participants:

List two advantages of the activity.

1. Confidence building and creative thinking
2. Engaging and fun
3. Boost confidence and better understanding of topic
4. Enhance confidence , and presenting skills
5. 1) this topic has not covered yet in class by sir 2) sir asked practical life examples.
6. Enhances concept and speaking skills
7. 1 Enhance leadership qualities 2 enhance our skills
8. Enhance confidence
9. Boosts confidence and understanding to the topic
10. It helps to remember a topic.
11. Boost confidence and help in remember the topic
12. Increase confidence and manner of presentation.
13. the topic is well prepared
14. Boosted Confidence

15. Helps in better coordination and in understanding properly
16. Topic revised and self confidence
17. Learn more things
Confidence boost
18. Helps to build confidence
19. Made it more understanding to understand the concept
20. Boost confidence and enhance team spirit
21. Confidence booster activity
22. Helps in boosting confidence

Write two suggestions for enhancing the exercise.

1. Equal representation and more creative
2. More practical usage can be given of the topic and more participation of students
3. Should be less time consuming
4. Presentation chart should be neat and understandable
5. Non.
6. No comments
7. I make it more competitive 2.add debate activities in it
8. No suggestions
9. Chart preparation should not be included
10. Healthy participation of all members of group should be there.
11. Participation should be fair
12. Fair participation should be there
13. None
14. It should be less time consuming
15. Gaining personality
16. More efforts of students
17. No suggestions, activity went well
18. More activities like these to be conducted
19. Everything was fine
20. It should be conducted before mse

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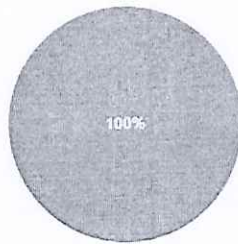
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Did you find it interesting?

Copy

22 responses

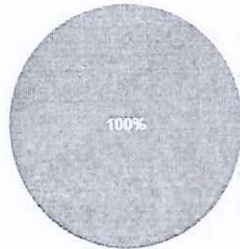


- YES
- No

Did it help you to understand and remember the topic ?

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22 responses

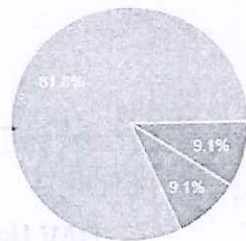


- YES
- No

How well was your engagement in the activity?

Copy

22 responses

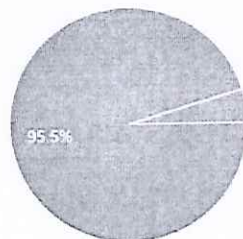


- POOR
- FAIR
- GOOD

Did the presentation part boost your confidence?

Copy

22 responses



- YES
- No

Arun Kochar

DAV UNIVERSITY, JALANDHAR

DEPARTMENT OF MATHEMATICS

ACTIVITY REPORT

Activity Type	Mind Map
Activity Topic	Applications of Partial differential equations
Class	M.Sc. (Hons.) (Mathematics)
Semester	IV
Academic Year	2023
Course Name	Partial differential equations
Course Code	MTH677
Date	24-03-2023
Mapping with Co's	CO3, CO4
Faculty In-charge	Mr. Arun Kochar

Context:

In this Mind Map activity, which is a group activity, the students of M.Sc. (Hons.) (Mathematics) Sem-IV were divided into three groups and a topic of "Applications of Partial differential equations" from the syllabus of MTH677 given to them. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on Board or chart paper and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

- Step 1 – Selection of team members as per your choice and comfort level
- Step 2- Finalization of topic in coordination of team members
- Step 3- Discussion on solution finding and functioning of it.
- Step 4- Finalization of most suitable solution
- Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board
- Step 6- Presentation of the topic in front of the class
- Step 7- Discussion and answering the questions by friends and teacher.

The students were divided into 3 groups namely – Grp I, Grp II and Grp III with 4 members each Group.

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Details of Participants:

Sr. No.	Group-I participants	Group-II participants	Group-III participants
1	Tania 12100331	SIMRAN 12100609	Reena Kumari 12100415
2	MANSI 12100550	SURBHA CHAUDHARY 12100610	AMOL GULERIA 12101215
3	BHAVYA THAKUR 12100889	SHABNAMDEEP KAUR 12100509	SUMEDHA SHARMA 12101335
4	SIMRAN 12101205	SHUBHAM 12100783	KINJAL VACHHER 12100566

Assessment Rubrics –

Criteria	Ratings					Points
	5	4	3	2	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	5	4	3	2	1	
	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	5
Total						10

Outcomes of the activity:

The basis of the activity is for each participant to become aware of different ways to solve Heat equation, Wave equation and Laplace equation.

Background The three basic linear partial differential equations with constant coefficients are

(1) The Heat Equation, also called the Diffusion Equation:

$$\frac{\partial u}{\partial t} = \frac{\partial^2 u}{\partial x^2} \quad (1)$$

(2) The Wave Equation:

$$\frac{\partial^2 u}{\partial t^2} = \frac{\partial^2 u}{\partial x^2} \quad (2)$$

(3) Laplace's Equation:

$$\frac{\partial^2 u}{\partial t^2} + \frac{\partial^2 u}{\partial x^2} = 0. \quad (3)$$

These types of the equations are helpful to solve many engineering problems. Solution of Heat equation, wave equation and Laplace equation is useful for experiment seismologist in exploration of valuable materials such as mineral, crystal and metals.

This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

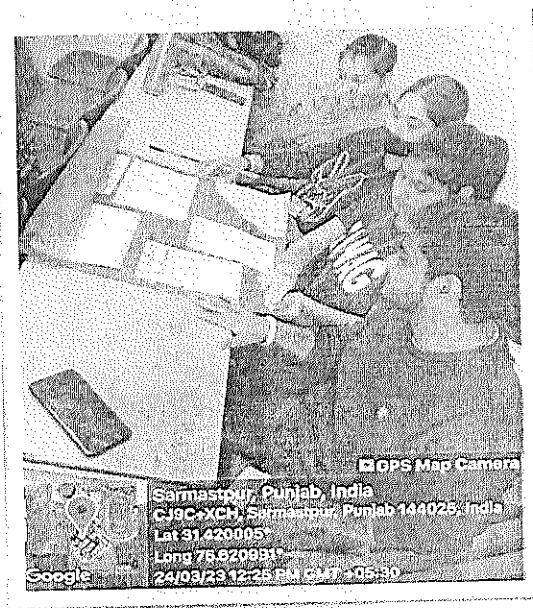
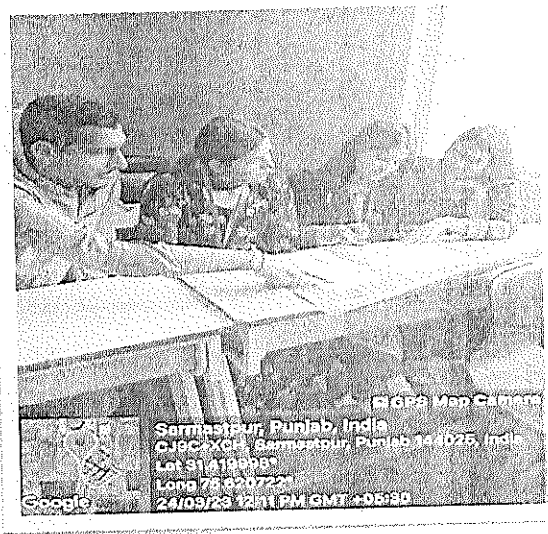
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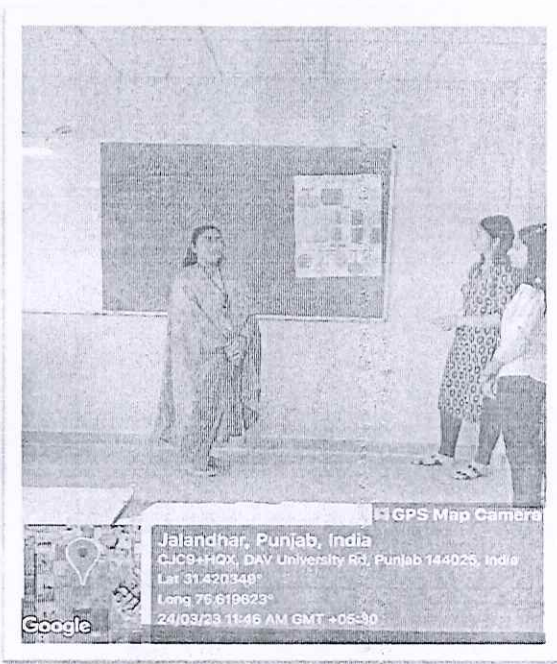
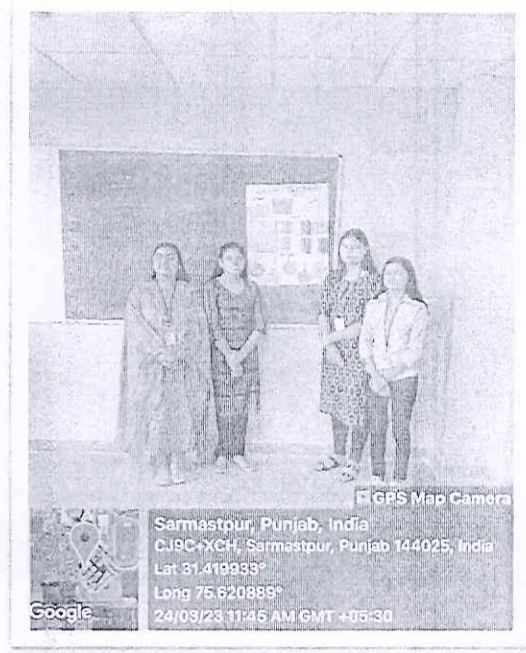
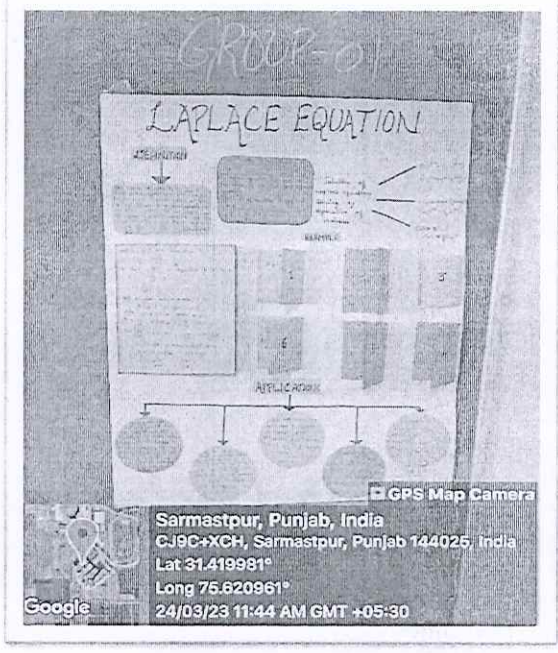
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Photos of activity:



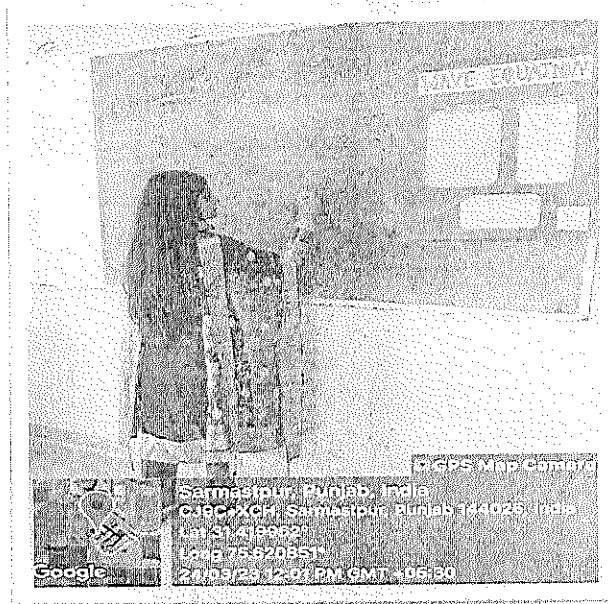
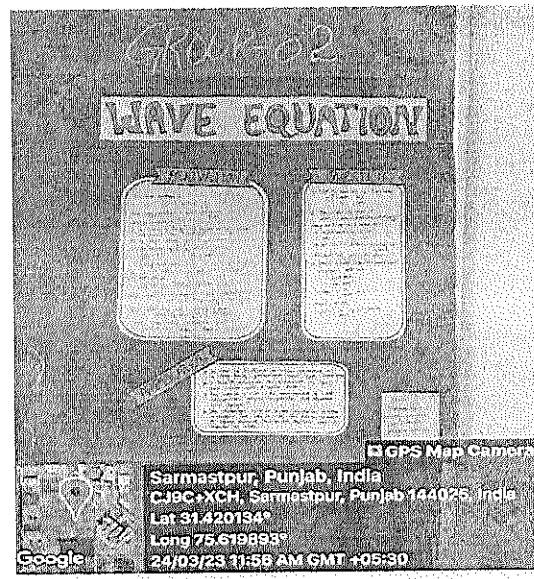
Students having discussion in groups



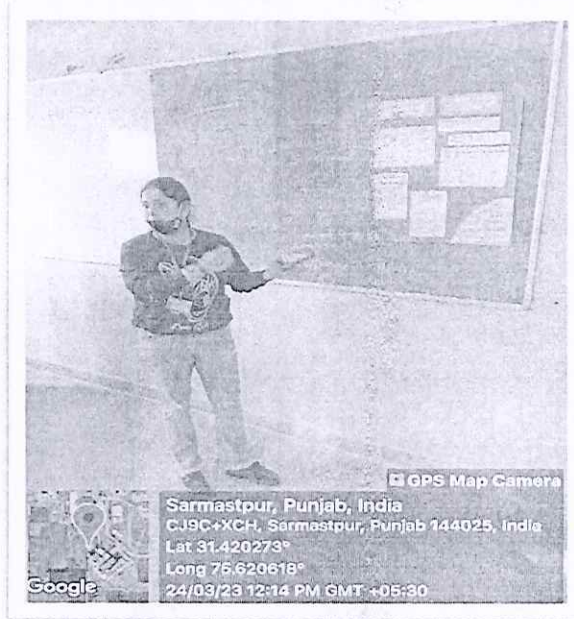
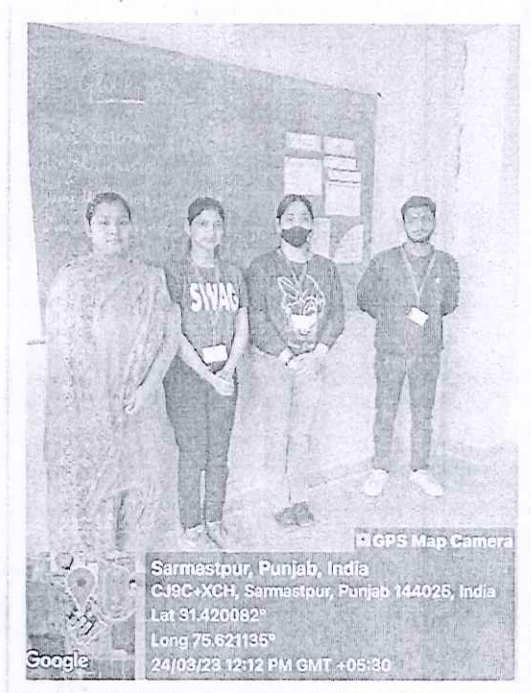
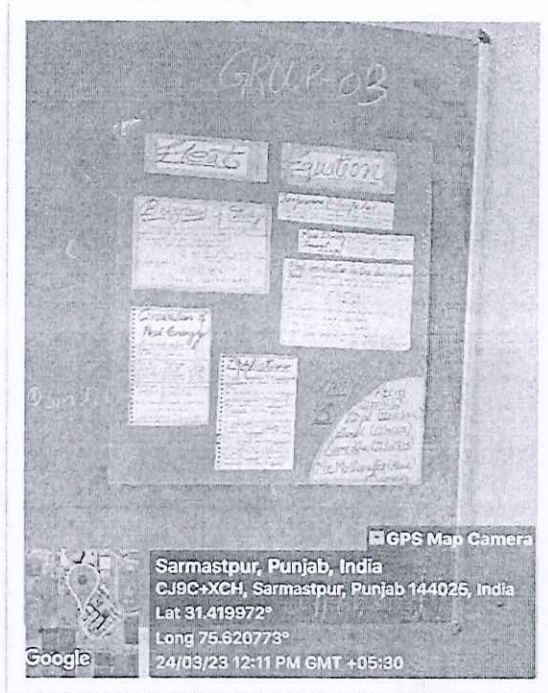
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Group-I presentation and Mind Map



Group-II presentation and Mind Map



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Group-III presentation and Mind Map

Points earned by each group:

S. No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	4	4	8	10
2	II	4	4	8	10
3	III	4.5	4	8.5	10

Critics:

Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

Positive observations –

- Students liked team work, involvement and polishing of their presentation's skills
- Students learned to cooperate in a team
- Communication skills will be improved
- Students develop problem identification and solving abilities

Result of Google form feedback from Participants:

List two advantages of the activity:

1. Boost confidence; better understanding
2. Helps in understand the concept more effectively.
3. Boost confidence, better understanding
4. Team work and increase confidence
5. It boosts our confidence and helps to understand the topic well
6. Learn to communicate with other, emphasize key points.
7. good communicating skills
8. team work and boosten up confidence
9. Increases Confidence

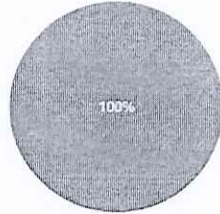
Write two suggestions for enhancing the exercise:

1. No
2. None
3. no
4. Everything is perfect so need of any suggestion
5. Nothing
6. Positive Interaction between students

Did you find it interesting?

 Copy

9 responses

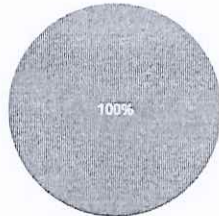


- YES
- No

Did it help you to understand and remember the topic?

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9 responses

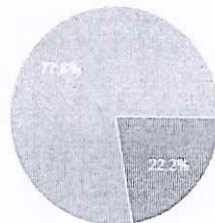


- YES
- No

How well was your engagement in the activity?

 Copy

9 responses



- POOR
- FAIR
- GOOD

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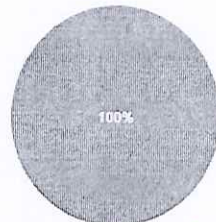
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Did the presentation part boost your confidence?

 Copy

9 responses



- YES
- No

Arun Kocher

DAV UNIVERSITY, JALANDHAR

DEPARTMENT OF MATHEMATICS

ACTIVITY REPORT

Activity Type	Mind Map
Activity Topic	Boolean Algebra, Fundamental Product & Complete Sum of Products
Class	M.Sc.(Hons)(Maths)
Semester	4 th
Academic Year	2023
Course Name	Discrete Mathematics
Course Code	MTH666A
Date	27-03-2023
Mapping with Co's	CO4
Faculty In-charge	Dr. Vinod Kumar

Context:

In this Mind Map activity, which is a group activity, the students of M.Sc. (Hons.)(Mathematics), Sem-IV were divided into four groups and a topic of "Boolean Algebra, Fundamental Product and Complete Sum of Products" from the syllabus of MTH666 given to them. The basis of this activity to learn the Boolean Algebra. This is a group activity so that activity would be helpful in building "team work" and "coordination" among the students. It would involve reading, thinking, discussing, solving and reporting back to the group.

Activity Description:

The activity involved following steps

Step 1 – Selection of team members as per your choice and comfort level

Step 2- Finalization of topic in coordination of team members

Step 3- Discussion on solution finding and functioning of it.

Step 4- Finalization of most suitable solution

Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board

Step 6- Presentation of the topic in front of the class

Step 7- Discussion and answering the questions by friends and teacher.

The students were divided into 03 groups namely – Group I, Group II, Group III, and 04 members each in a group.

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Details of Participants:

S. No.	Group-I participants	Group-II participants	Group-III participants
1	Tania (12100331)	Amol (12101215)	Shabnamdeep Kaur (12100509)
2	Mansi	Reena	Shubham
3	Bhavya	Kinjal	Simran
4	Simran Rana	Sumedha	Surbha

Assessment Rubrics –

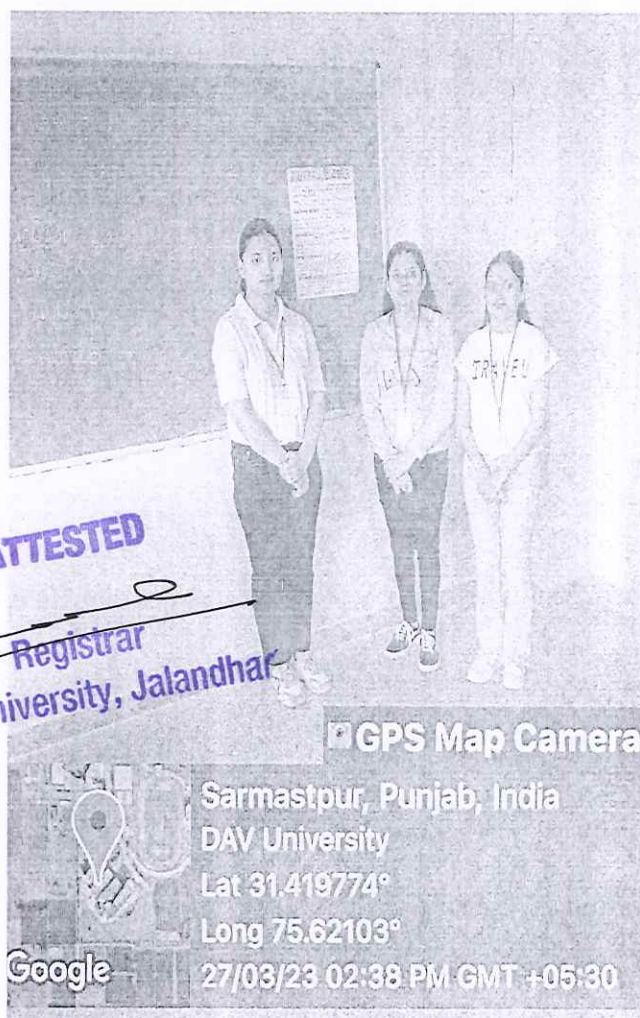
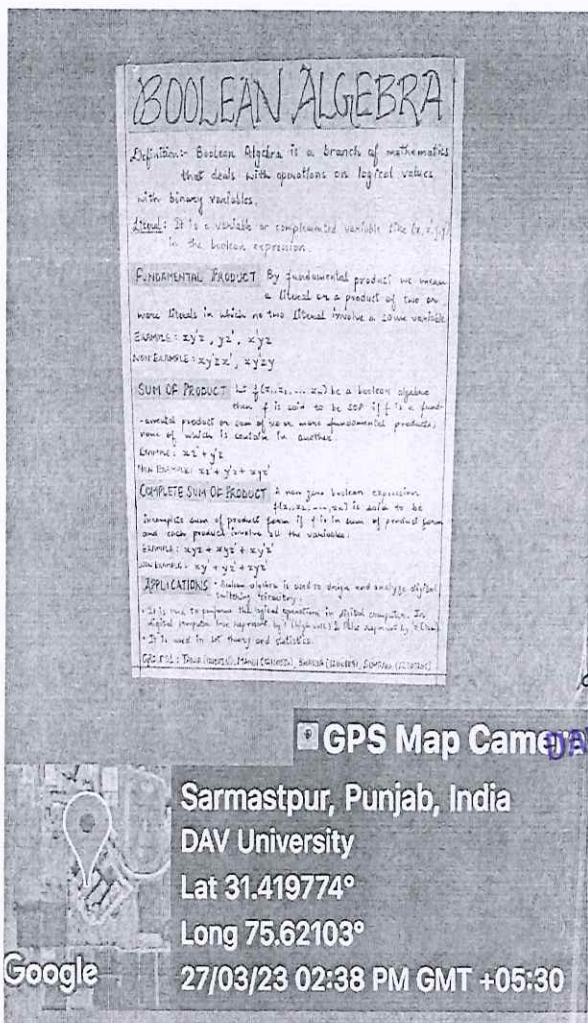
Criteria	Ratings					Points
	5	4	3	1	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	5	4	3	2	1	5
	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	5
	Total					10

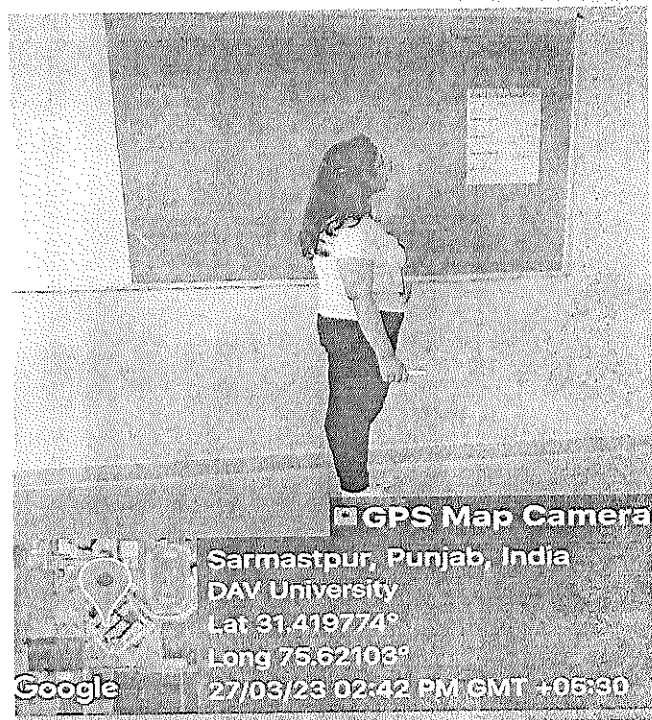
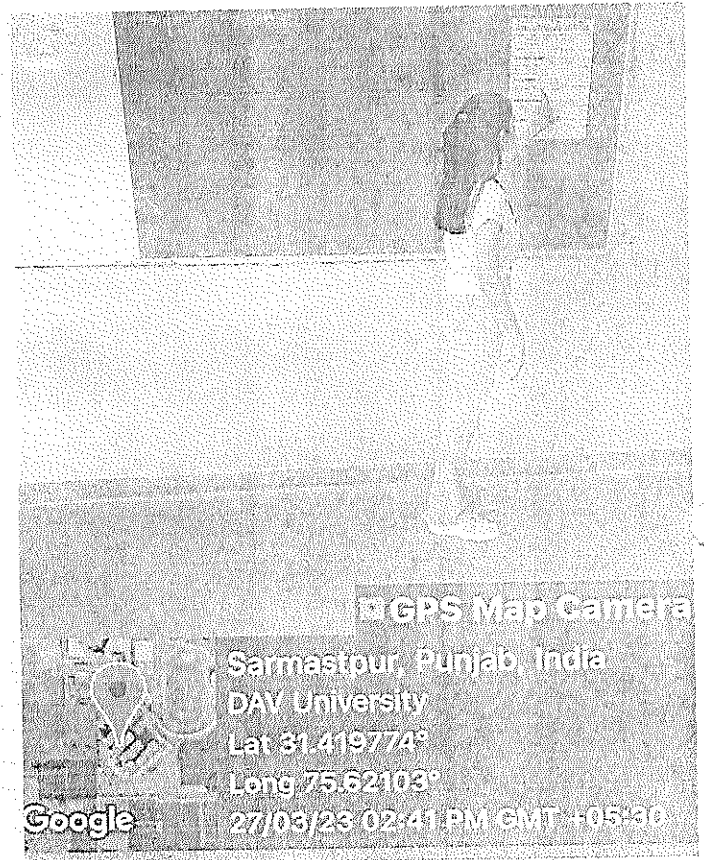
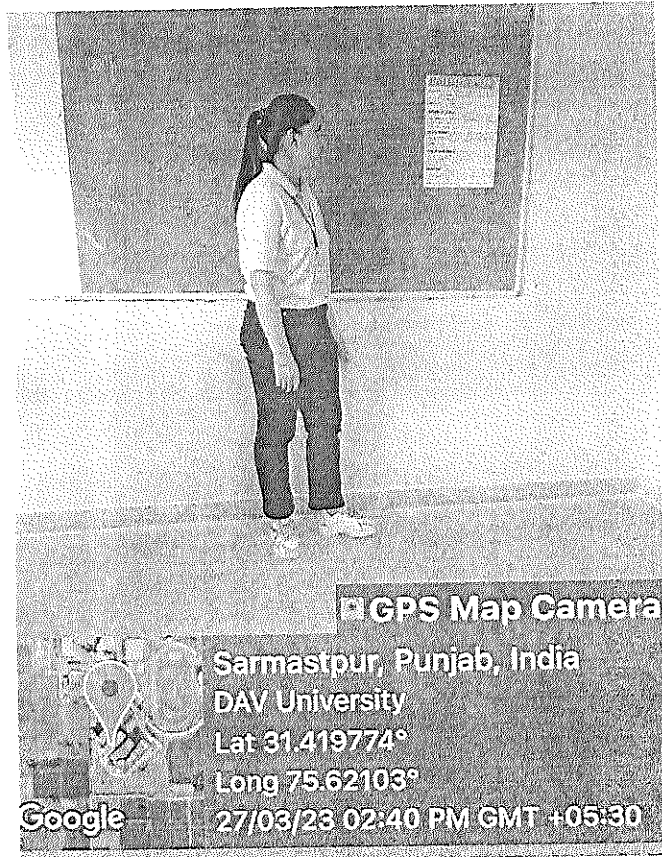
Outcomes of the activity:

This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

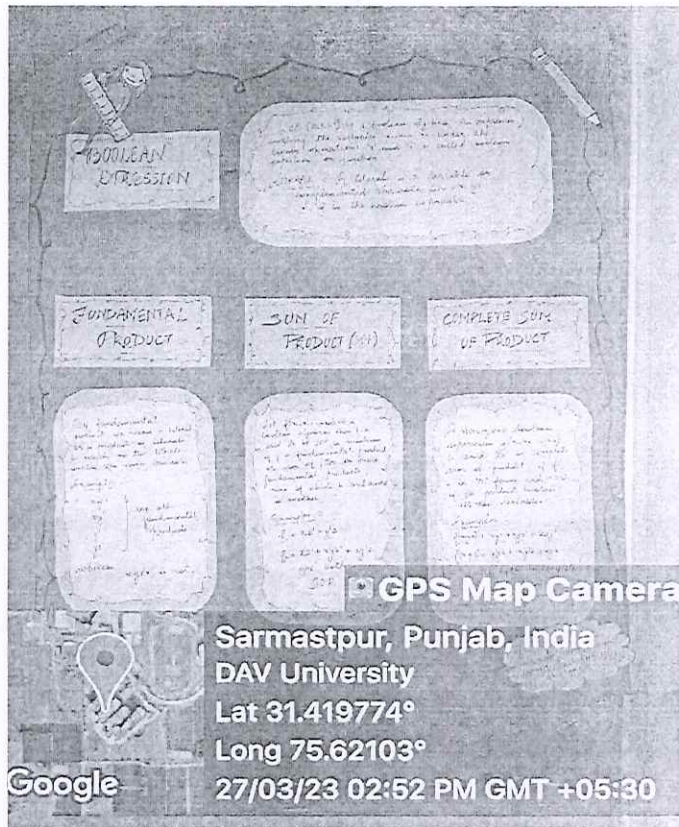
The current activity helped the students to understand Boolean Algebra, Fundamental Product and Complete Sum of Products.

Photos of activity:





Group-I presentation and Mind Map



Google

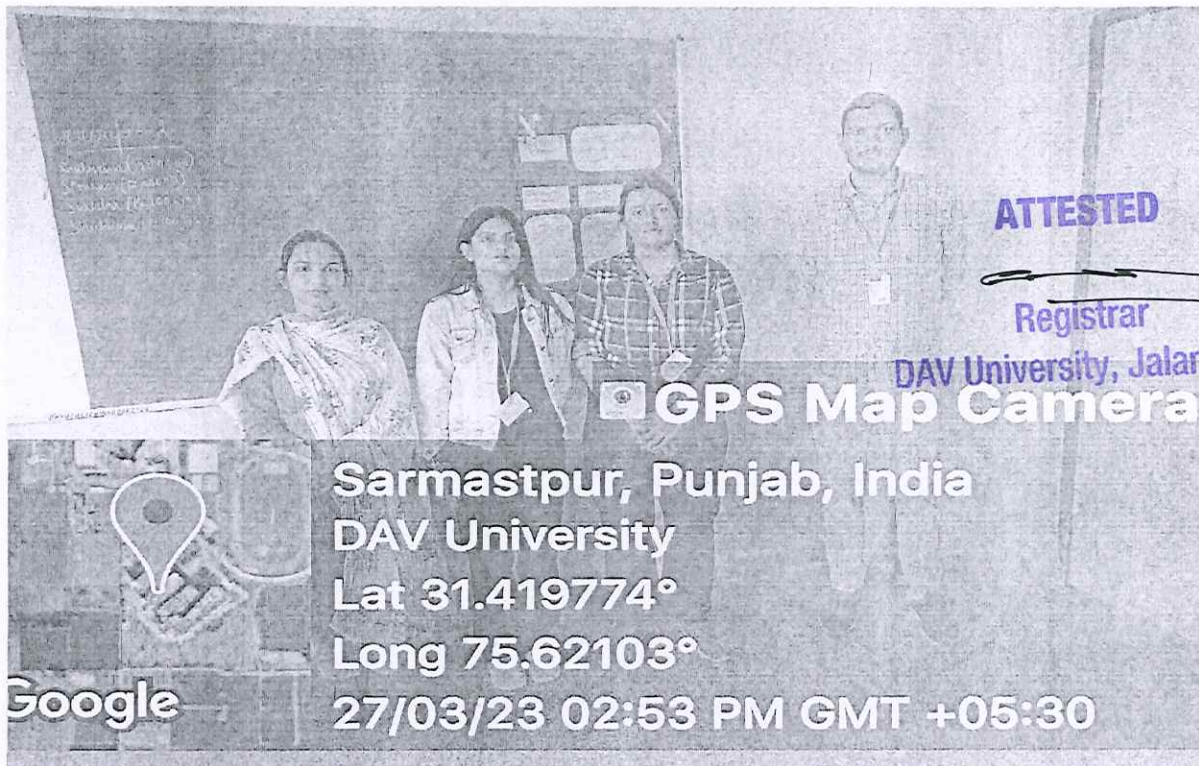
Sarmastpur, Punjab, India

DAV University

Lat 31.419774°

Long 75.62103°

27/03/23 02:52 PM GMT +05:30



Google

Sarmastpur, Punjab, India

DAV University

Lat 31.419774°

Long 75.62103°

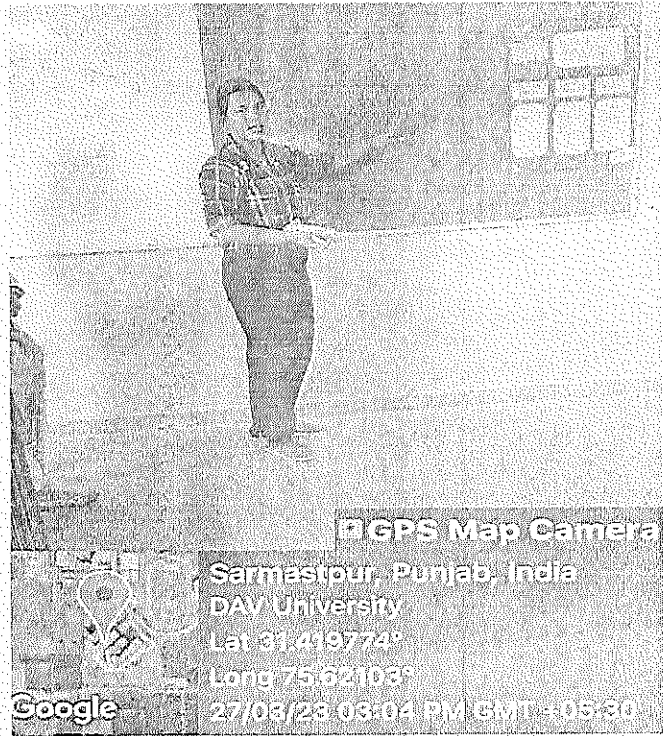
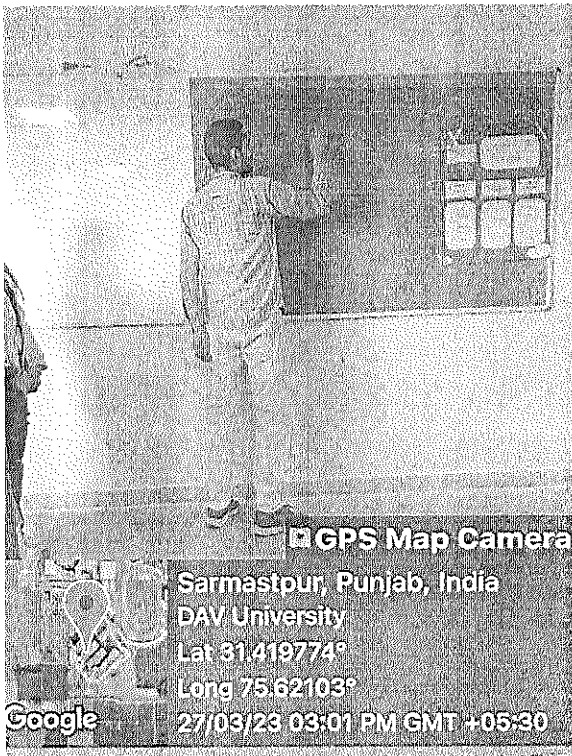
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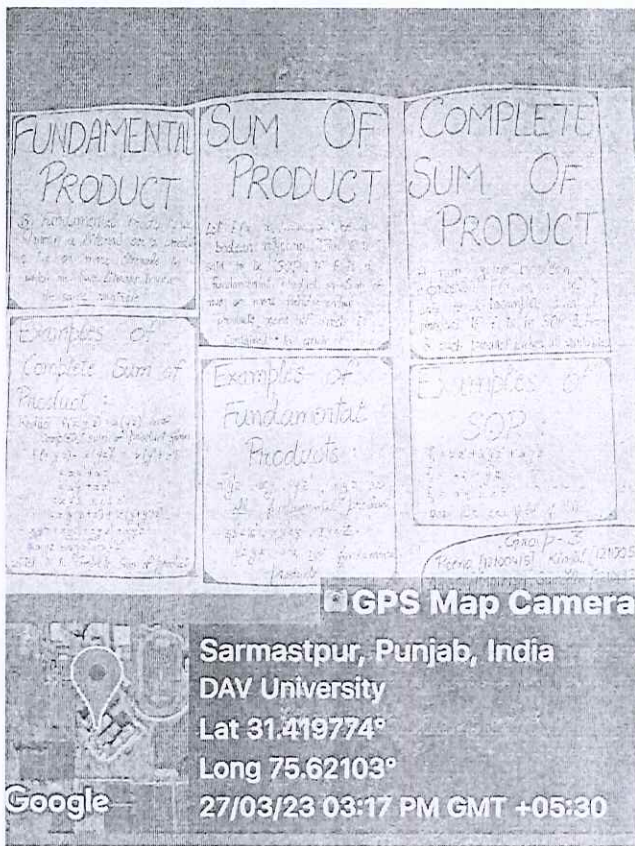
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GPS Map Camera

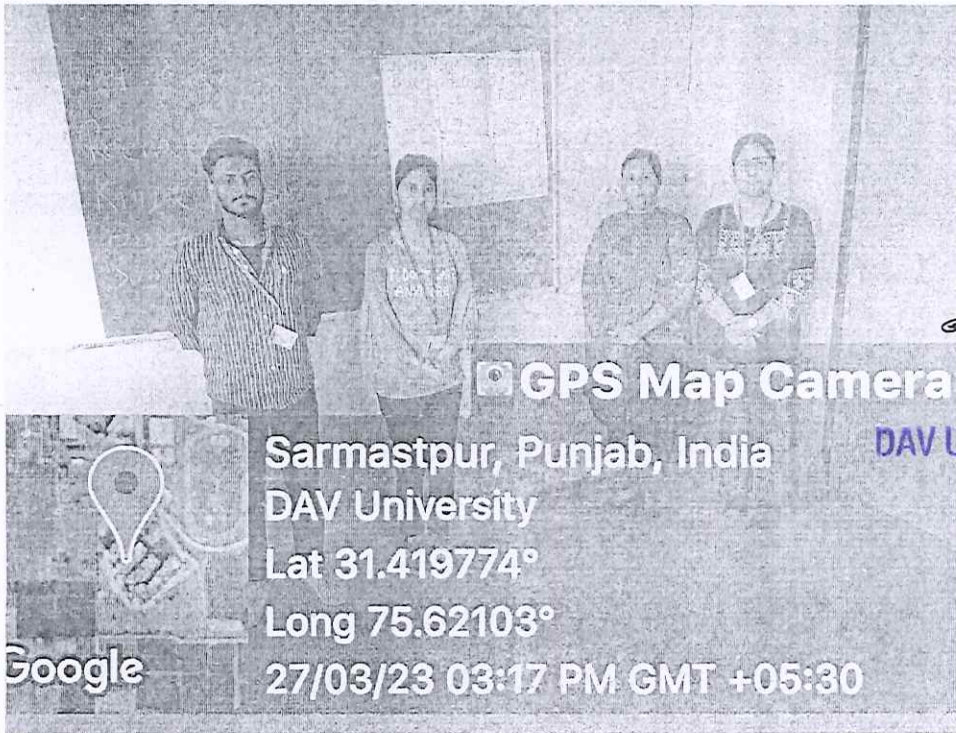


Group-II presentation and Mind Map



GPS Map Camera

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 DAV University
 Lat 31.419774°
 Long 75.62103°
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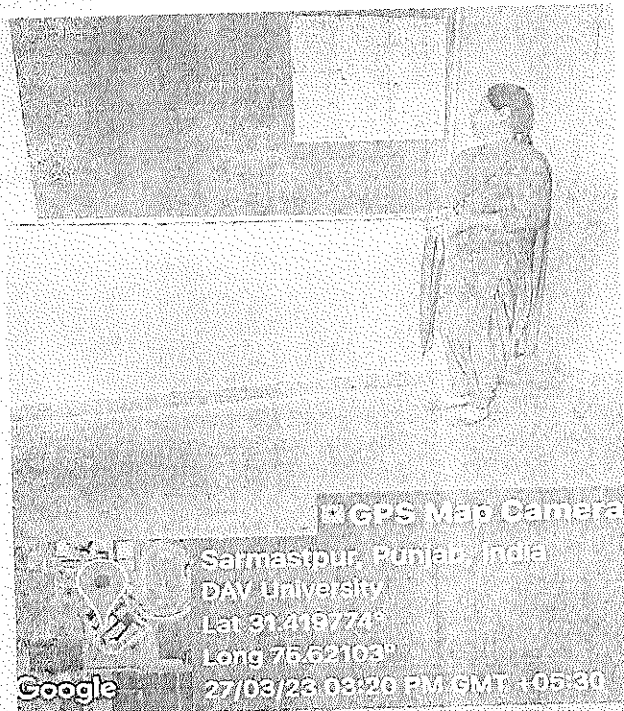
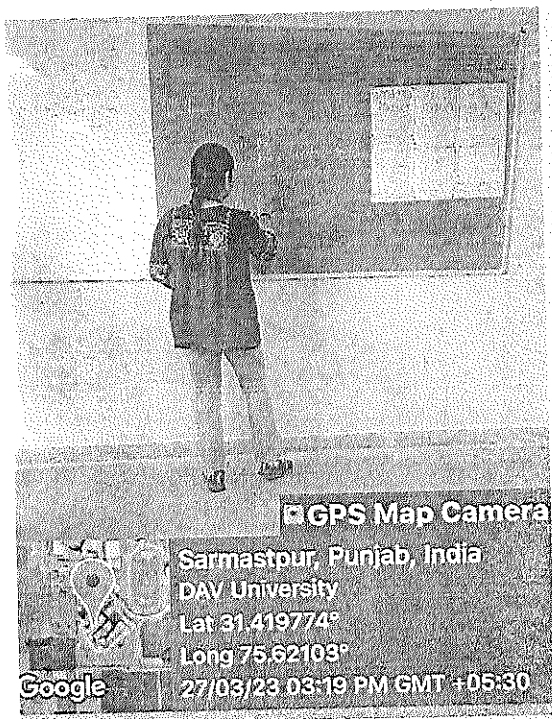
GPS Map Camera

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 DAV University
 Lat 31.419774°
 Long 75.62103°
 27/03/23 03:17 PM GMT +05:30



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Group-III presentation and Mind Map

Points earned by each group:

Sl No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	5	4	6	10
2	II	4	4	8	10
3	III	5	4	8	10

Critics:

Following are the observation related to Mind map activity

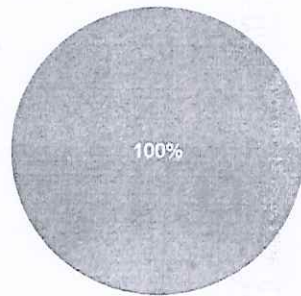
Feedback has been taken from through Google form

Positive observations –

- Students liked team work, involvement and polishing of their presentation's skills
- Students learned to cooperate in a team
- Communication skills will be improved
- Students develop problem identification and solving abilities

Did the presentation boost your confidence?

11 responses



- Yes
- No

Positive Accepts of this Activity (Collected from Google Feedback Form)

- Confidence level and team work
- Enhances the confidence level, helps in understanding the concept more efficiently
- Boosts confidence; better understanding
- Interesting and knowledgeable
- Learn to communicate better and emphasize key points

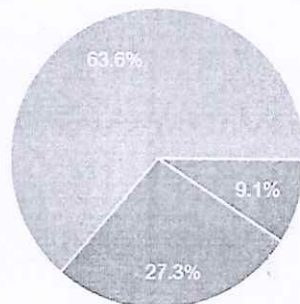
Negative Accepts of this Activity (Collected from Google Feedback Form)

- Equal participation for every student and time wastage in making charts
- Time management and equal distribution of good students in every group to make them feel confident

Overall Result

How well was your engagement in the activity?

11 responses



- Poor
- Fair
- Good

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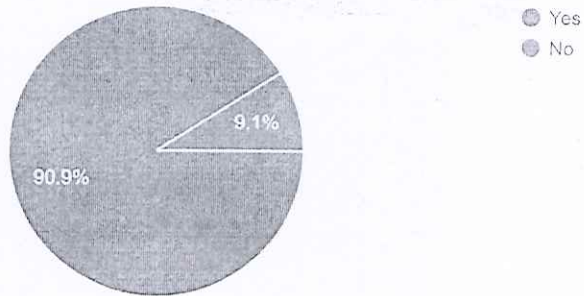
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Result of Google form feedback from Participants:

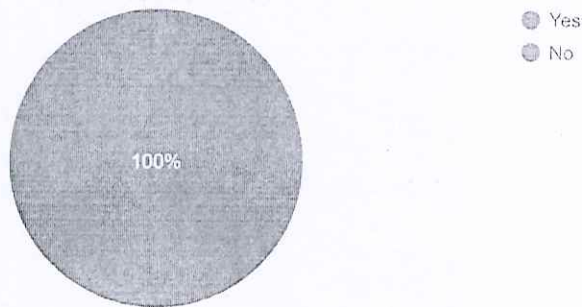
Did you find it interesting?

11 responses



Did it help you to understand and remember the topic?

11 responses



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DK 10814
Dr. Vinod Kumar

DAV UNIVERSITY, JALANDHAR

DEPARTMENT OF MATHEMATICS

ACTIVITY REPORT

Activity Type	Mind Map
Activity Topic	Chebychev inequality and Weak Law of Large Numbers
Class	M.Sc.(Hons.) Math
Semester	2nd
Academic Year	2023
Course Name	Mathematical Statistics
Course Code	MTH557A
Date	29-03-2023
Mapping with Co's	CO2
Faculty In-charge	Anmol Bajaj

Context:

In this Mind Map activity, which is a group activity, the students of M.Sc. (Hons.) Math Sem-II were divided into three groups and a topic of "Chebychev inequality and weak law of large Numbers" from the syllabus of MTH557A given to them. The basis of this activity to learn about application of chebychev inequality and weak law of large numbers. This is a group activity so that activity would be helpful in building "team work" and "coordination" among the students. It would involve reading, thinking, discussing, solving and reporting back to the group.

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Activity Description:

The activity involved following steps

Step 1 – Selection of team members as per your choice and comfort level

Step 2- Finalization of topic in coordination of team members


Step 3- Discussion on solution finding and functioning of it.

Step 4- Finalization of most suitable solution

Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board

Step 6- Presentation of the topic in front of the class

Step 7- Discussion and answering the questions by friends and teacher.


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Department: Mathematics

CAY: 2022-23

The students were divided into 03 groups namely – Group I, Group II, Group III and 03 members each in a group.

Details of Participants:

S. No.	Group-I participants	Group-II participants	Group-III participants
1	Sonali (122001303)	Shivani (12201133)	Anshika Thakur (12201145)
2	Lakhvinder (12201335))	Anjali (12200591)	Tanvi Jain (12201258)
3	Gunjita (12200046)	Vishva (12201340)	Anamika (12201056))

Assessment Rubrics –

Criteria	Ratings					Points
	5	4	3	1	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
	5	4	3	2	1	

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Department: Mathematics

CAY: 2022-23


2. Quality of mind-map and presentation	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	5
	Total					10

Outcomes of the activity:

This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

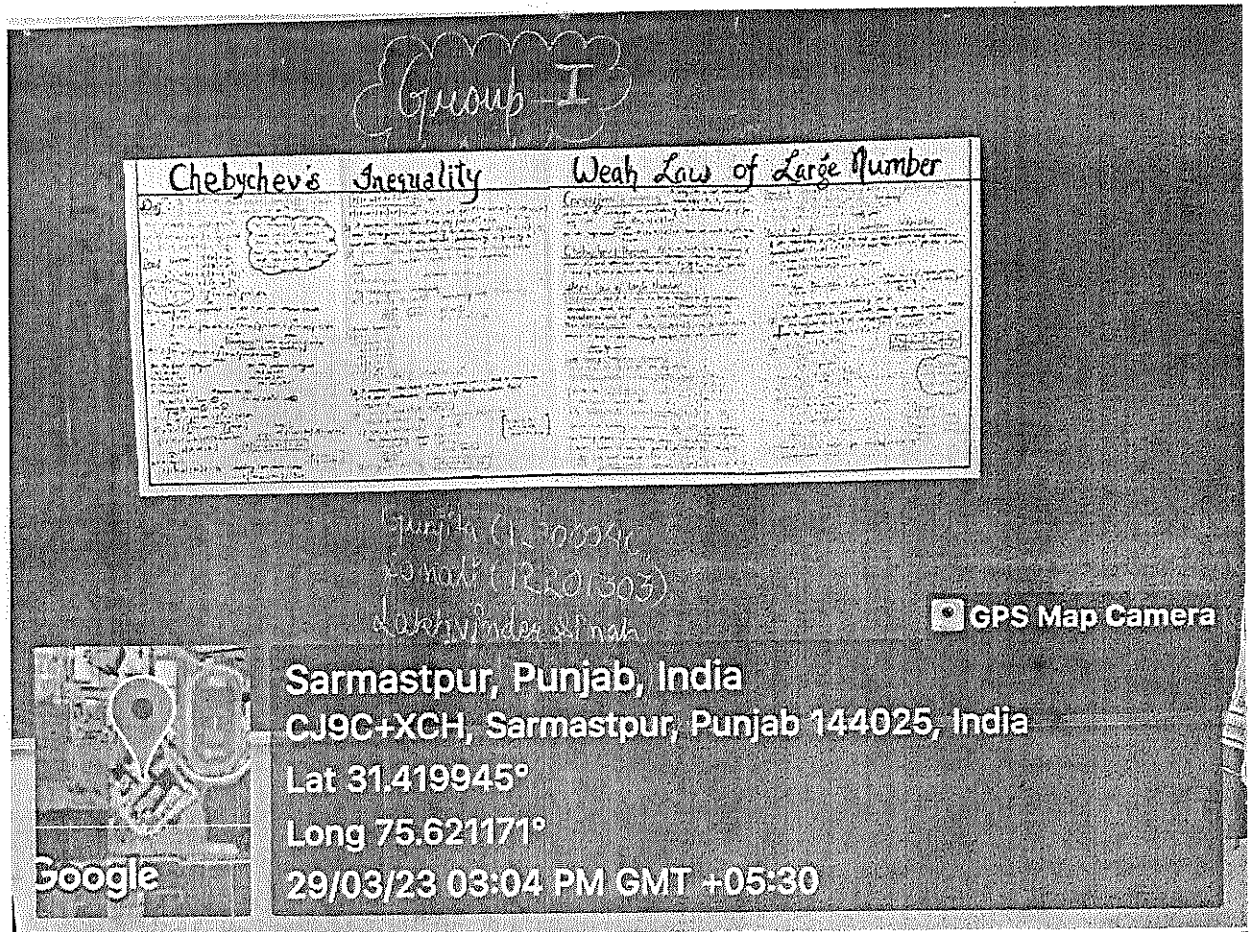
The current activity helped the students to understand that what is Chebychev's inequality and weak law of large numbers.

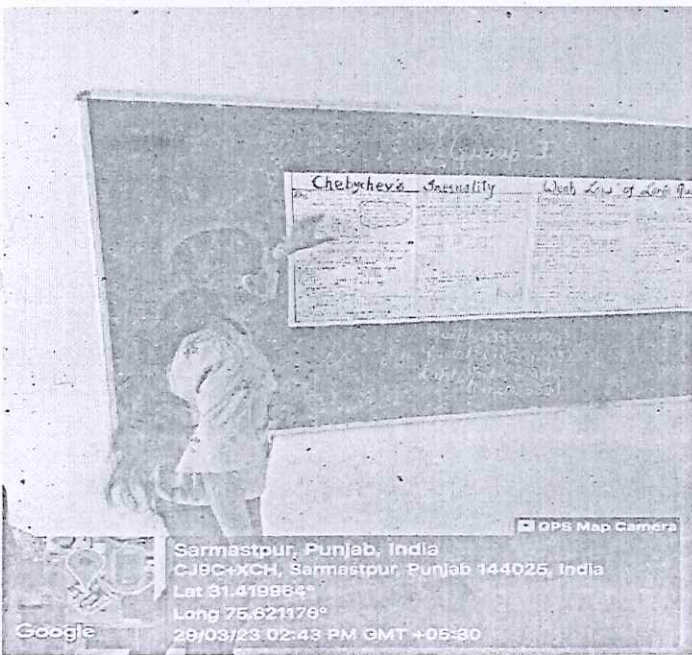
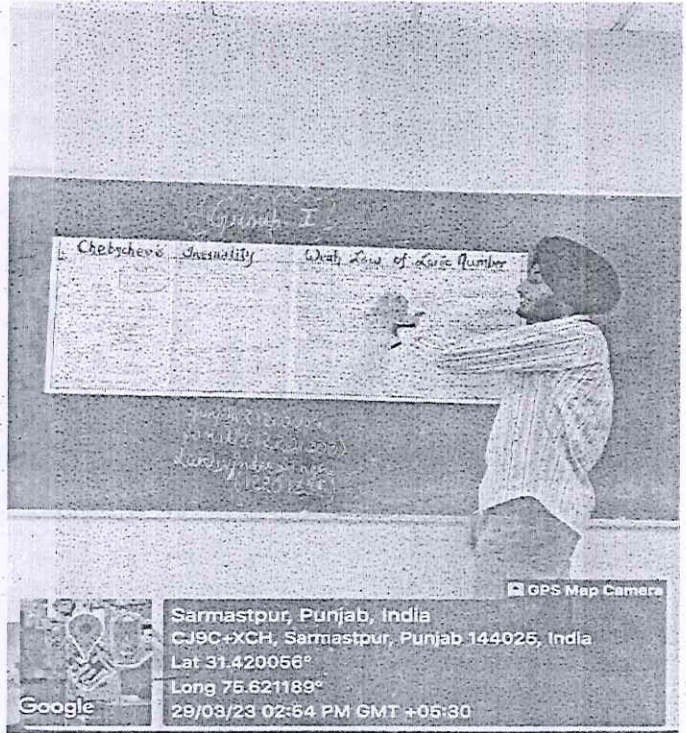
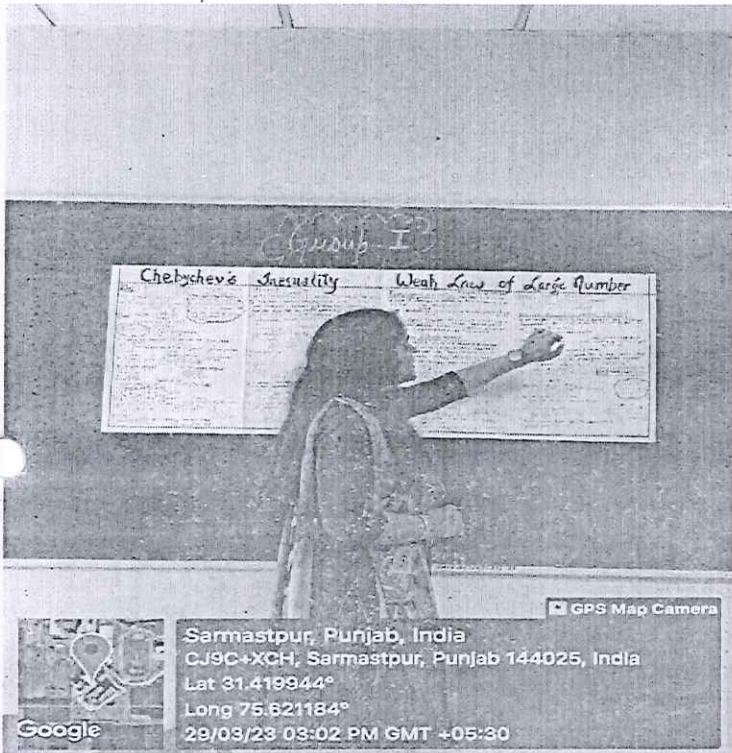
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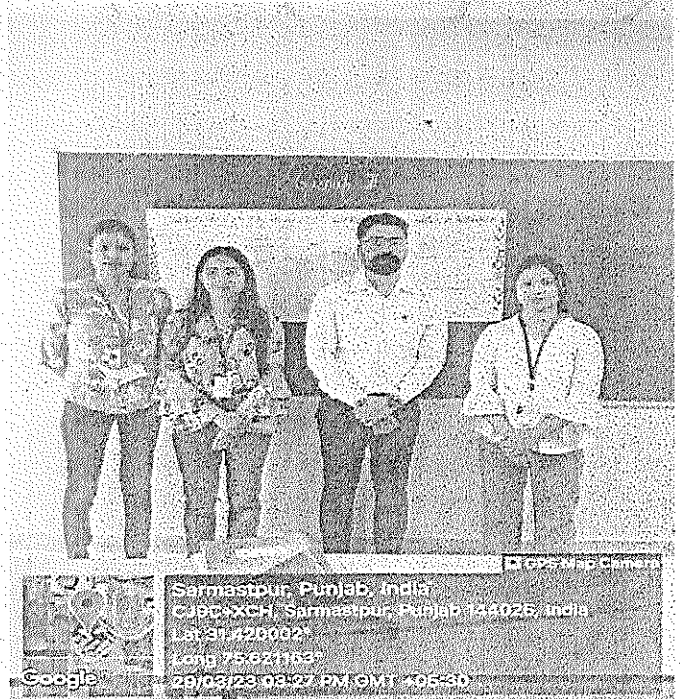
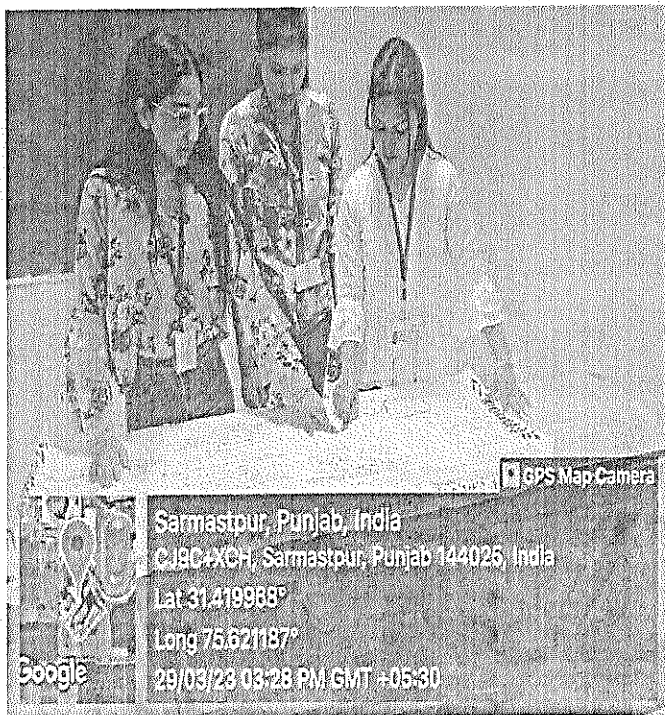
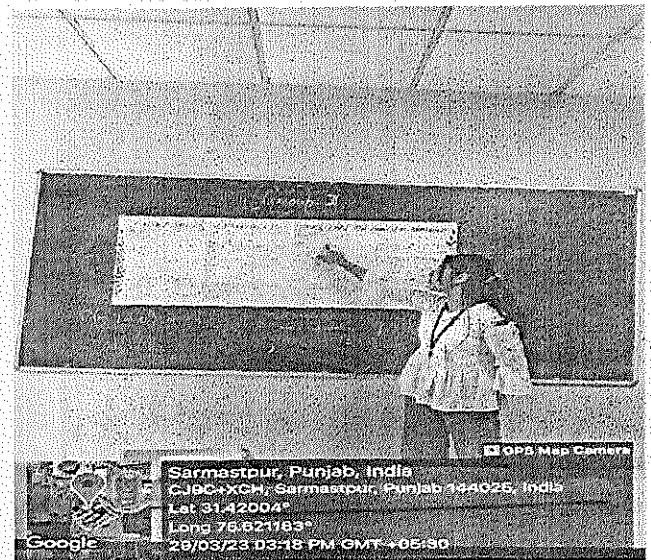
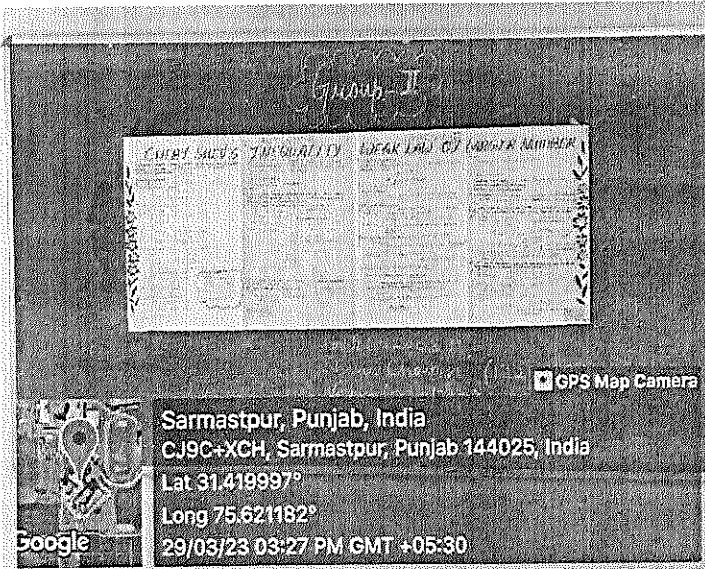
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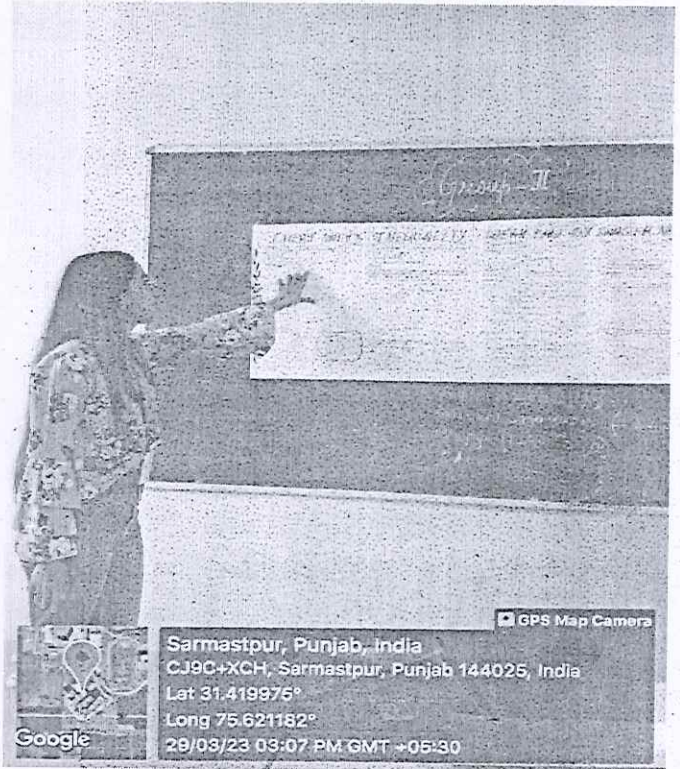
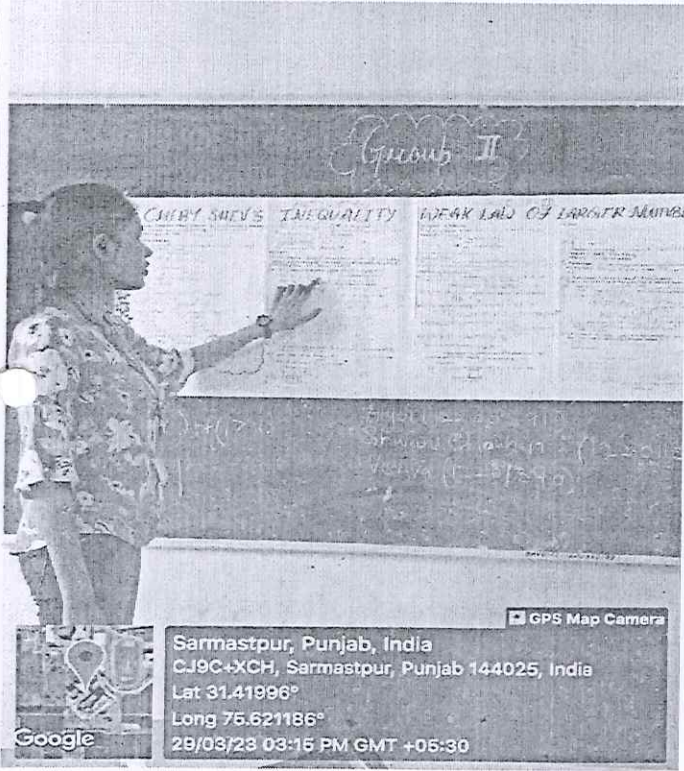
Photos of activity:





Group-I presentation and Mind Map





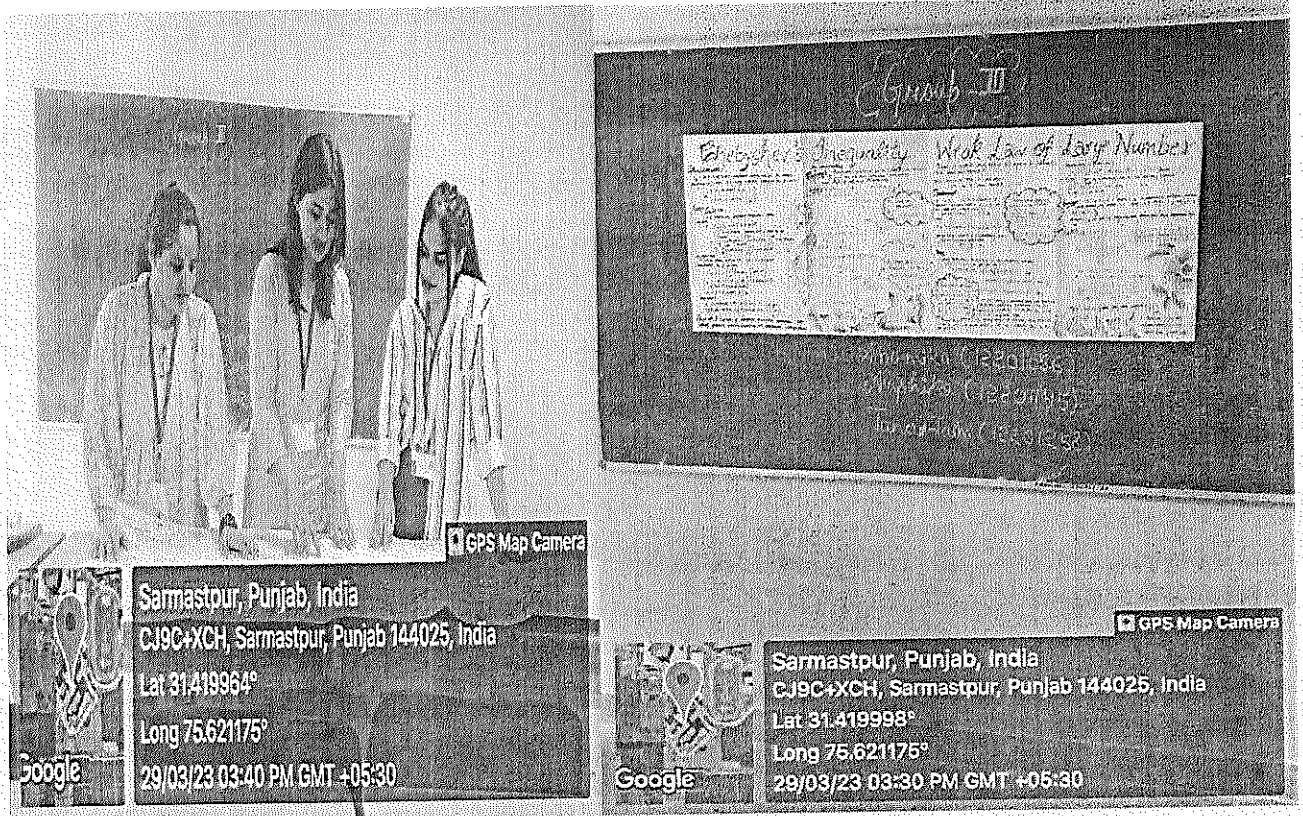
Group-II presentation and Mind Map

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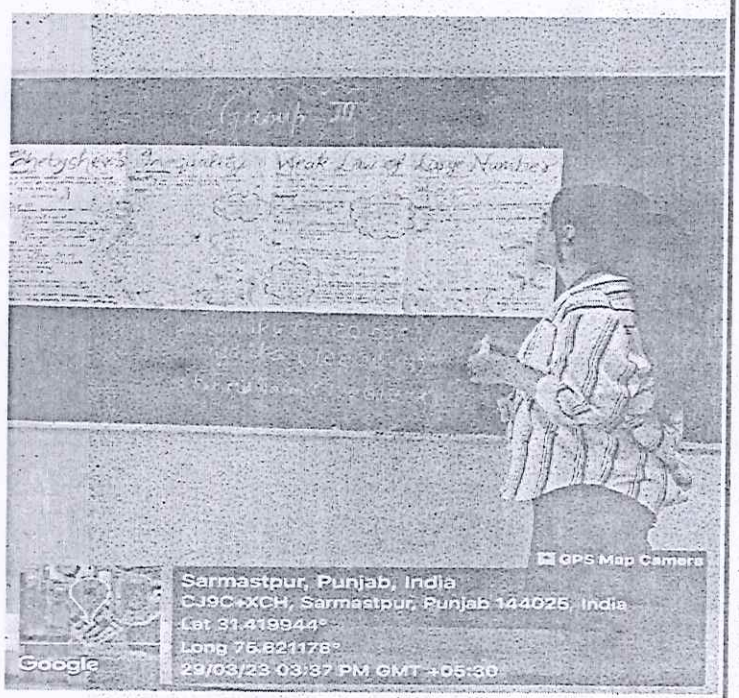
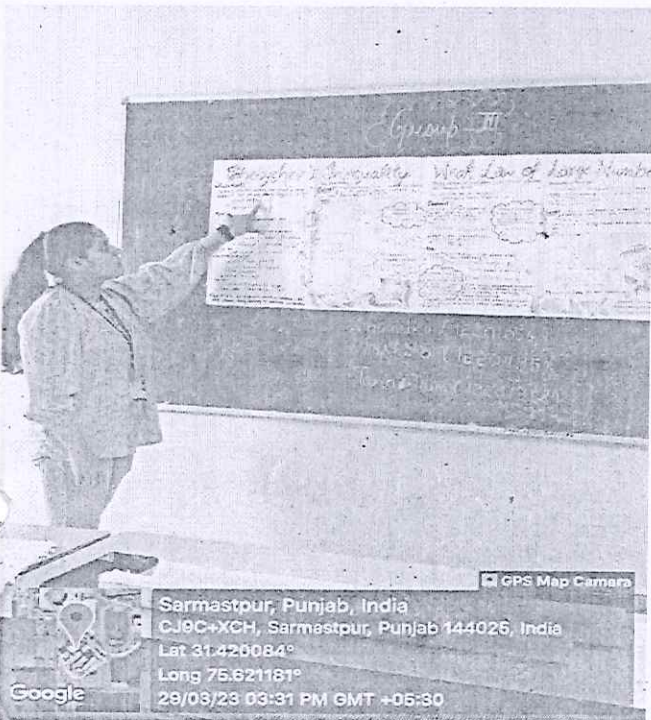
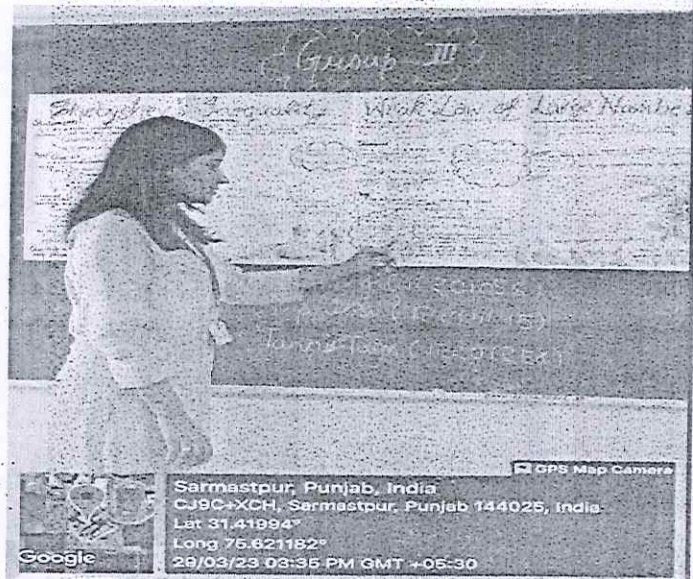
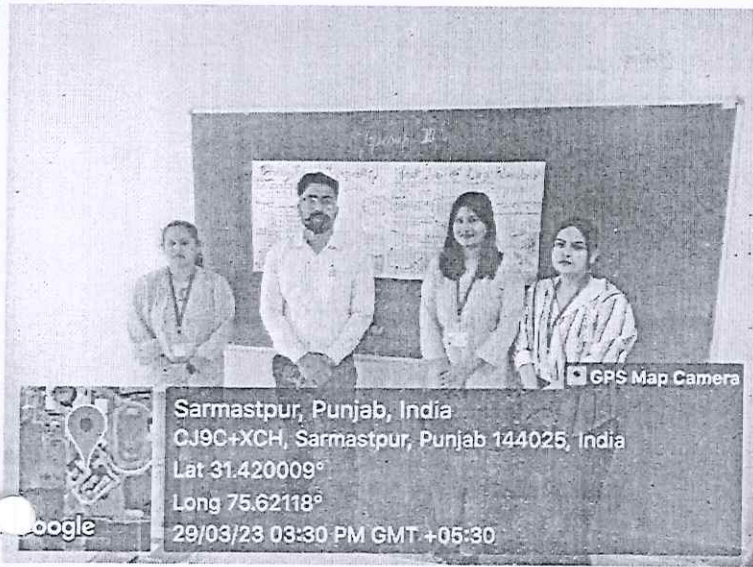
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Department: Mathematics

CAY: 2022-23



_____ Group-III presentation and Mind Map

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Department: Mathematics

CAY: 2022-23

Points earned by each group:

Sl No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	5	4	9	10
2	II	4	4	8	10
3	III	5	4	9	10

Following are the observation related to Mind map activity

Feedback has been taken from through Google form

Positive observations –

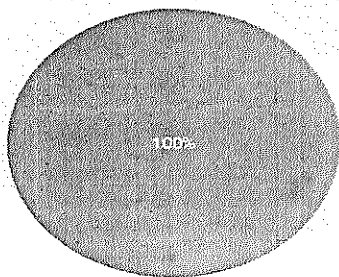
- Students liked team work, involvement and polishing of their presentation's skills
- Students learned to cooperate in a team
- Communication skills will be improved
- Students develop problem identification and solving abilities

Result of Google form feedback from Participants:

Did you find it interesting?

Copy

5 responses

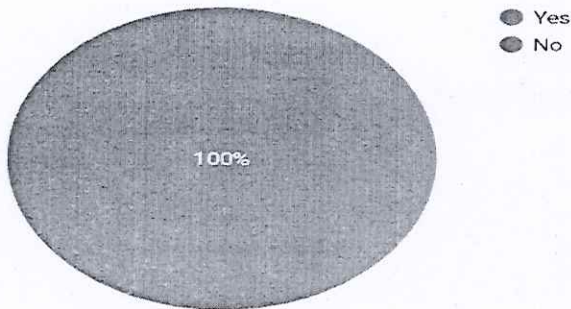


- Yes
- No

Did it help you to understand and remember the topic?

 Copy

5 responses



Positive Accepts of this Activity (Collected from Google Feedback Form)

5 responses

1. Boost our confidence. 2. Increased self learning power

Boost confidence and increase communication skills

Make the topic more clear and learned a lot more things

Boost confidence

Build confidence and improve communication skills

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Negative Accepts of this Activity (Collected from Google Feedback Form)

5 responses

1. Use of technology. 2. brainstorming session


Use of projectors and brain storming sessions

1. It should be done in playway manner
2. Various questions should be asked during the activity

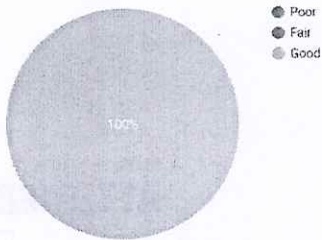
Use of ICT should be there

No

Overall Result

How well was your engagement in the activity?  Copy

5 responses



ABoj
Anmol Bajaj (10967)

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DEPARTMENT OF MATHEMATICS

ACTIVITY REPORT

Activity Type	Mind Map
Activity Topic	Hamiltonian and Hamilton Equations of Motion
Class	M.Sc. (Hons.) (Mathematics)
Semester	IV
Academic Year	2023
Course Name	Classical Mechanics
Course Code	MTH675
Date	24-03-2023
Mapping with Co's	CO3
Faculty In-charge	Mr. Anmol Bajaj

Context:

In this Mind Map activity, which is a group activity, the students of M.Sc. (Hons.) (Mathematics) Sem-IV were divided into four groups and a topic of "Hamilton Equations of motion" from the syllabus of MTH675 given to them. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on Board or chart paper and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

- Step 1 – Selection of team members as per your choice and comfort level
- Step 2- Finalization of topic in coordination of team members
- Step 3- Discussion on solution finding and functioning of it.
- Step 4- Finalization of most suitable solution
- Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board
- Step 6- Presentation of the topic in front of the class
- Step 7- Discussion and answering the questions by friends and teacher.

The students were divided into 4 groups namely – Grp I, Grp II and Grp III with 4 members each in Group I, II, III.

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Department: Mathematics

CAY: 2022-23

Details of Participants

S. No.	Group-I participants	Group-II participants	Group-III participants
1	Tania (12100331)	Shabnam (12100509)	Amol Guleria (12101215)
2	Bhavya (12100889)	Surbha (12100610)	Sumedha Sharma (12101335)
3	Mansi (12100550)	SIMRAN (12100610)	Reena Kumari (12100415)
4	Simran (12101205)	Shubham (12100783)	Kinjal Vachhar (12100566)

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Department: Mathematics

CAY: 2022-23

Assessment Rubrics –

Criteria	Ratings					Points
	5	4	3	2	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	5	4	3	2	1	
	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	5
Total						10

Outcomes of the activity:

The basis of the activity is for each participant to become aware of Hamiltonian and Hamilton equation of motion. Further its applications are discussed in case of simple pendulum, spherical pendulum, Atwood Machine etc.

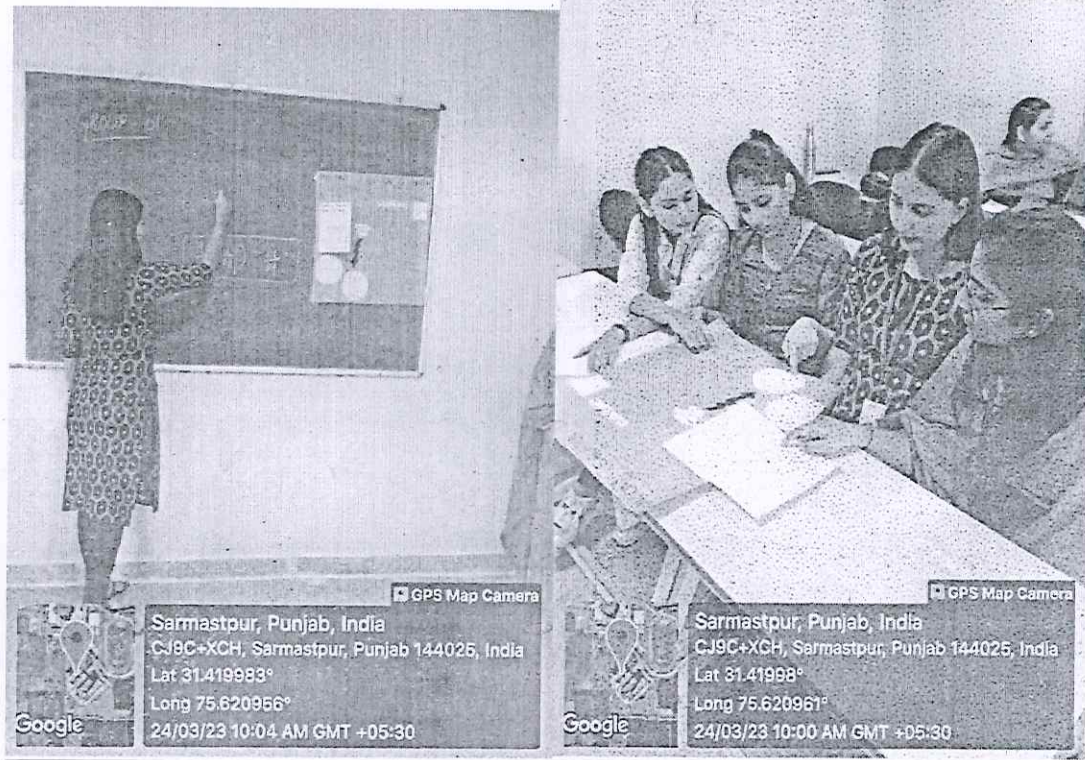
This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

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Photos of activity:

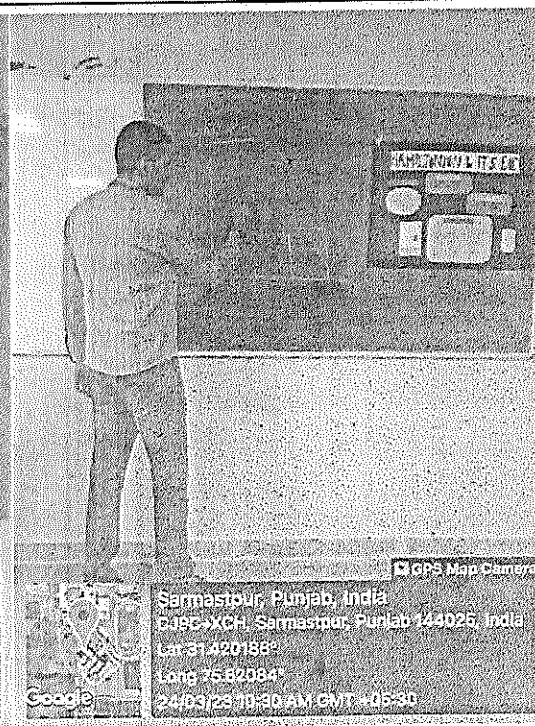
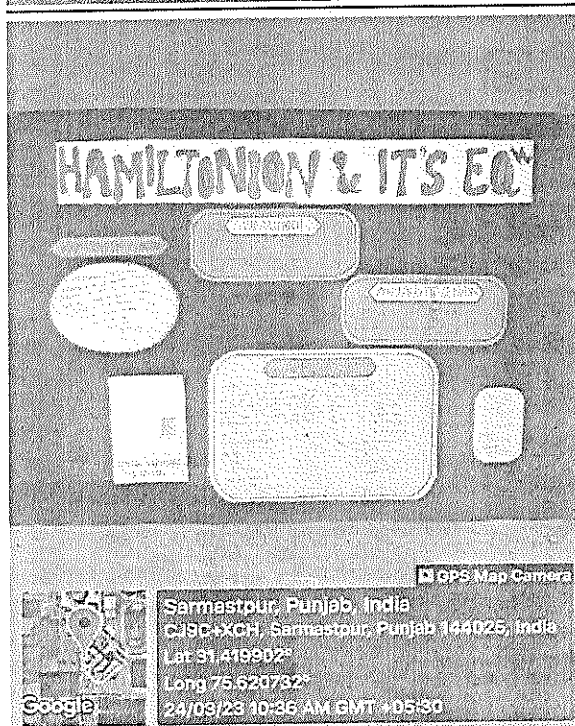
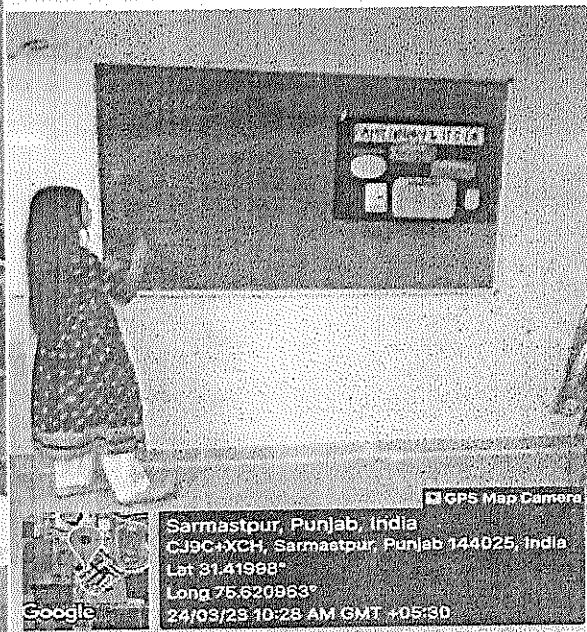




Group-I presentation and Mind Map

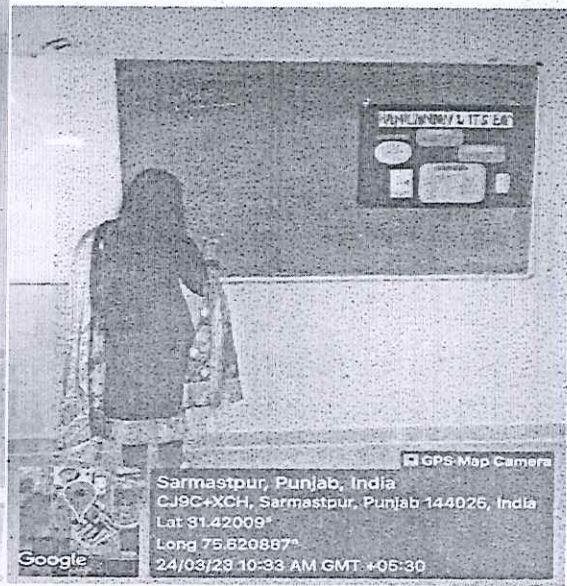
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Department: Mathematics

CAY: 2022-23



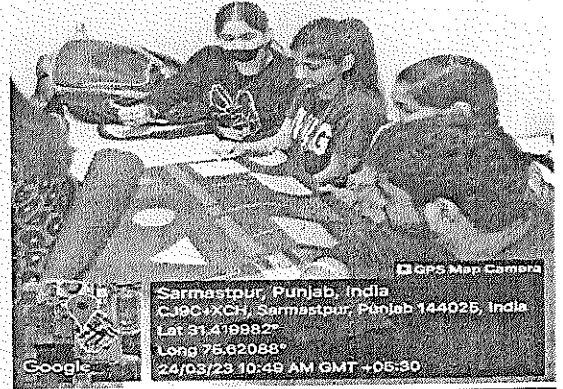
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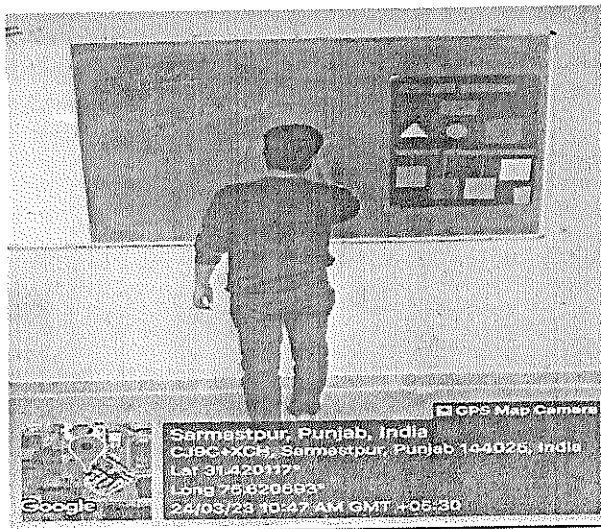
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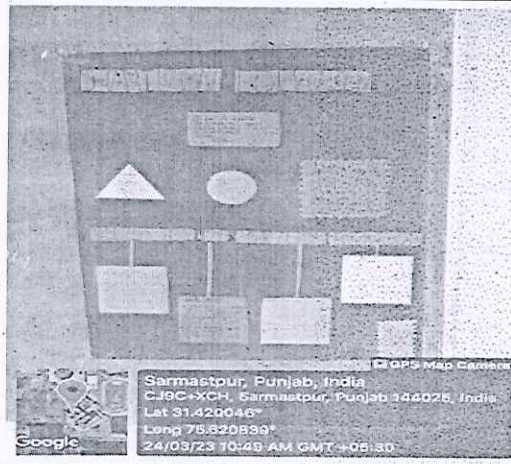
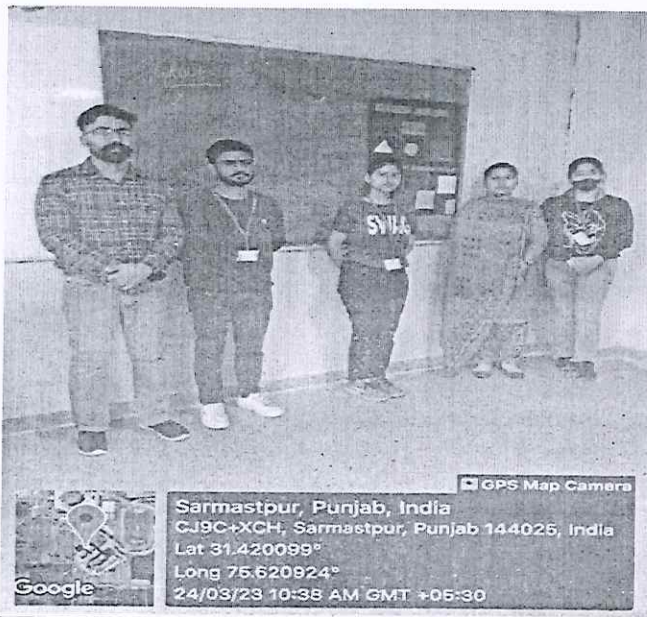
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Department: Mathematics

CAY: 2022-23

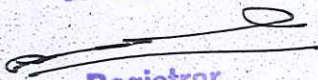


Group-II presentation and Mind Map





Group-III presentation and Mind Map

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Department: Mathematics

CAY: 2022-23

Points earned by each group:

S. No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	4	4	9	10
2	II	4	4	8	10
3	III	4.5	4	8.5	10

Critics:

Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

Positive observations –

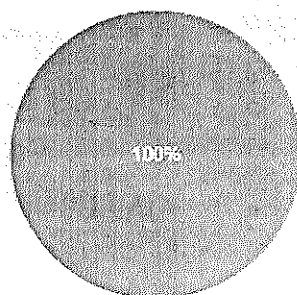
- Students liked team work, involvement and polishing of their presentation's skills
- Students learned to cooperate in a team
- Communication skills will be improved
- Students develop problem identification and solving abilities

Result of Google form feedback from Participants:

Did you find it interesting?


8 responses

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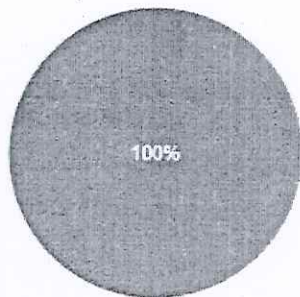


- Yes
- No

Did it help you to understand and remember the topic?

 Copy

8 responses

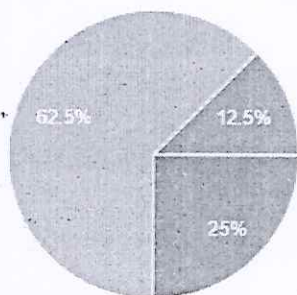


- Yes
- No

How well was your engagement in the activity?

 Copy

8 responses



- Poor
- Fair
- Good
- excellent

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List two advantages of the activity.

8 responses

team work and confidence

Increase confidence level and team work

It boots our confidence and helps to understand the topic well

Good

Yahhoo

Enhance the ability to present effectively

Increase confidence

Increases Confidence, positive Interaction between students

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Department: Mathematics

CAY: 2022-23

Write two suggestions for enhancing the activity.

8 responses

no

No suggestion

All members should participate actively in the activity

Good

Huree

None

Postive interaction between students

Positive Interaction between students

ABM
Anmol Bajaj (10967)

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DEPARTMENT OF MICROBIOLOGY

ACTIVITY REPORT

Activity Type	Jigsaw Activity
Activity Topic	Microscopy
Class	B.Sc (Hons.) Microbiology
Semester	II
Academic Year	2022-23
Course Name	Bacteriology
Course Code	MIC 113
Date	27/3/23, 4/4/23
Mapping with Co's	CO 1
Faculty In-charge	Ms Saloni

Context:

The Jigsaw method is a form of cooperative learning, in which students are actively involved in the teaching-learning process that improves the long-term retention of acquired knowledge. It exposes the students to different topics and provides them with opportunities for interaction, consultation, cooperation, discussion, and debate with themselves and their teacher so that they can develop their power of thinking and participation.

Each team member reads his or her section/topic. The students in a group then discuss their own sub-topics with each other. The students teach their sub-topics to each other and write their sections together to form a collective topic. Since the only way all the students can learn section/topic, other than their own, is to listen carefully to other teams. The individual team presented their presentations in the class. The students are motivated to support their peers and show interest in one another's work.

Activity Description

Topic of Jigsaw Activity: Microscopy

1. The students were briefed about the activity and topic was given.
2. Three home groups were made randomly. In 2 home groups, there were 4 students and in remaining third group only three students were there.

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3. The main topic in each home group was divided further into expert groups as follows:

Topic	Home Group		
	Group 1	Group 2	Group 3
Microscopy	Bright and dark field Microscopy	Phase contrast and fluorescence Microscopy	Electron Microscopy

4. In each group, subtopics were assigned to each student.

5. The material and necessary resources were provided to students to learn about their topics and become "experts" and were also briefed about the topic prior to activity.


6. On the day of the activity different expert groups sit together and shared their knowledge on their specific sections and then finally students sit according to their home group and discussed their subtopics to their team members.

7. In the end, each expert student in their home groups presented their divided subtopics one by one.

8. At the end of the presentation by each group, the topic was open to questions.

Assessment Rubrics –

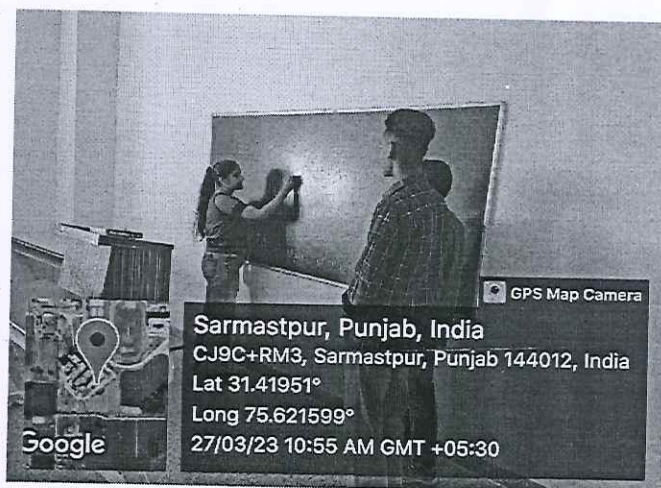
Criteria	Ratings		Points
	2	1	
1. Introduction on microscopy (Light and electron microscope)	Discussed definition, types and parts of microscope and well explained	Proper definition, discussed types but not fully explained the parts of microscope.	2
2. Principle of light and electron microscope along with its merits and demerits.	5	2.5	5
	Explained the principle along with its merits and demerits.	Discussed the principle but not with merits and demerits.	
	3	1.5	3


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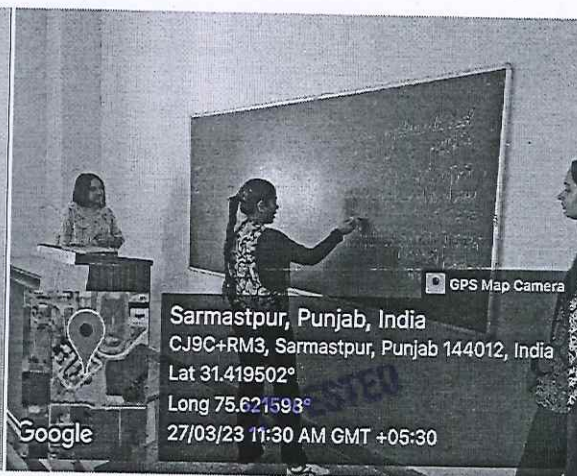
3. Applications of light and electron microscope	Discussed all the applications and well explained them.	Discussed but not explained properly.	
Total			10

PHOTOS OF THE ACTIVITY

PHOTOS OF GROUP 1

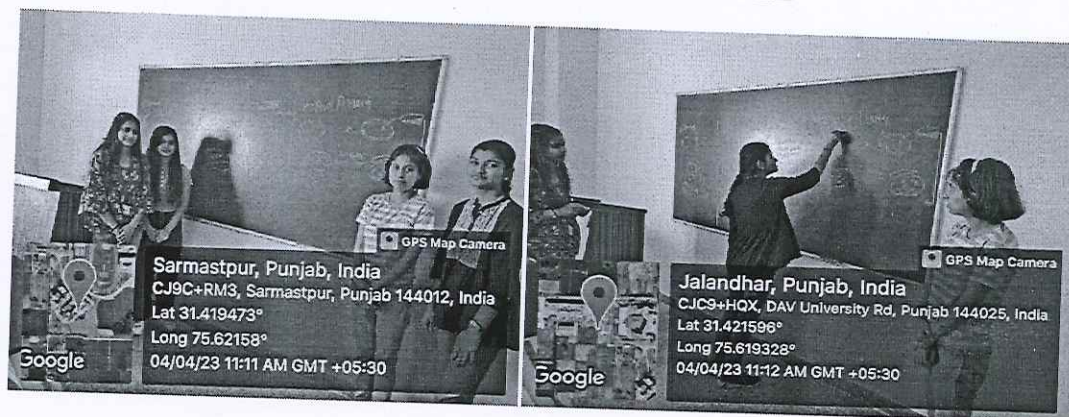


PHOTOS OF GROUP 2



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PHOTOS OF GROUP 3



Overall benefits of the jigsaw technique

- Students are directly engaged with the material, instead of having material presented to them, which fosters depth of understanding.
- Students gain practice in self-teaching, which is one of the most valuable skills we can help them learn.
- Students gain practice in peer teaching, which requires them to understand the material at a deeper level than students typically do when simply asked to produce on an exam.
- During a jigsaw, students speak the language of the discipline and become more fluent in the use of discipline-based terminology.
- Each student develops an expertise and has something important to contribute to the group.
- The group task that follows individual peer teaching promotes discussion, problem-solving, and learning.
- Jigsaw encourages cooperation and active learning and promotes valuing all students' contributions.
- Jigsaw can be an efficient cooperative learning strategy. Although the jigsaw assignment takes time in class, the instructor does not need to spend as much time lecturing about the topic. If planned well, the overall time commitment to using the jigsaw technique during class can be comparable to lecturing about a topic.

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(10/11)

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Activity Type	Jigsaw activity
Activity Topic	Contribution of scientists to development of Immunology
Class	B.Sc Microbiology and B.Sc Biotechnology
Semester	6 th and 2 nd
Academic Year	2022-2023
Course Name	Basics of Immunology
Course Code	MIC 333A
Date	20.03.2023
Mapping with Co's	4
Faculty In-charge	Dr. Amandeep Brar

Context:

The Jigsaw method is a form of cooperative learning, in which students are actively involved in the teaching-learning process that improves the long-term retention of acquired knowledge. It exposes the students to different topics and provides them with opportunities for interaction, consultation, cooperation, discussion, and debate with themselves and their teacher so that they can develop their power of thinking and participation. The student is responsible not only for his learning but also for the learning of others. The students work in small groups to help one another learn the topic, carry out group projects, and master different topics by cooperating and consulting with their peers and transferring their knowledge to each other. This is a group activity involving thinking, discussing, teaching and solving..

Each team member reads his or her section/topic. The students in a group then discuss their own sub-topics with each other. The students teach their sub-topics to each other and write their sections together to form a collective topic. Since the only way all the students can learn section/topic, other than their own, is to listen carefully to other teams. The individual team presented their presentations in the class. The students are motivated to support their peers and show interest in one another's work.

Activity Description

The basis of the activity is to impart knowledge of contributions of different scientists to the development of immunology. The contribution of scientists is of immense importance to any field and students should know the major events associated with the noble laureates in their field.

1. The students according to their roll numbers were grouped together randomly (10 groups).
2. 10 scientists were randomly allotted to all the students as per their turn.
3. The time was given to students to prepare the subject.

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4. In each group, the three or four students discussed their scientist with each other and finally clubbed the whole material together to form a worksheet of all the components.
6. In the end from each group, every member presented the organelle with its structure and function using chalk an board.
7. At the end of the presentation by each group, the topic was open to questions

Practice (Problem Statement, Rubrics)

1. The various scientists were introduced in the class with reference to their early life, major findings and category of nobel prize awarded.
2. In each group, subtopics were assigned to each student.
3. All the students were given a framework for managing their time on the various parts of the jigsaw task.
4. The students were provided with key questions required to cover the topic.
5. The material and necessary resources were provided to students to learn about their topics and become "experts".
6. The students were instructed to prepare their own set of information, discuss the same with their group and to prepare the collective information module of the same in written assignment form.
7. The topics were presented in the class step by step.

Que. No.	Question Description	Marks	CO No.	BT Level
1	About the scientist	3	1	3
2	Major findings	5	1	3
3	Nobel prize and historical prospective	2	1	4
	Total	10		


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Rubrics of the Activity

Rubrics for Jigsaw Activity on Instruments

Criteria	Ratings		Pts
This criterion is linked to a Learning Outcome About the scientist	2 pts Full Marks Possible cause	1 pts Only rave	3 pts
	0 pts No Marks No Description		
This criterion is linked to a major findings	5 pts All questions are correct Explained		5 pts
This criterion is linked to a Learning Outcome historical prospective and Nobel prize	2 pts Full Marks	1 pt. If not explained well	2 pts
	Complete life history of the organism Way of presentation 1 pt		
Total Points: 10			

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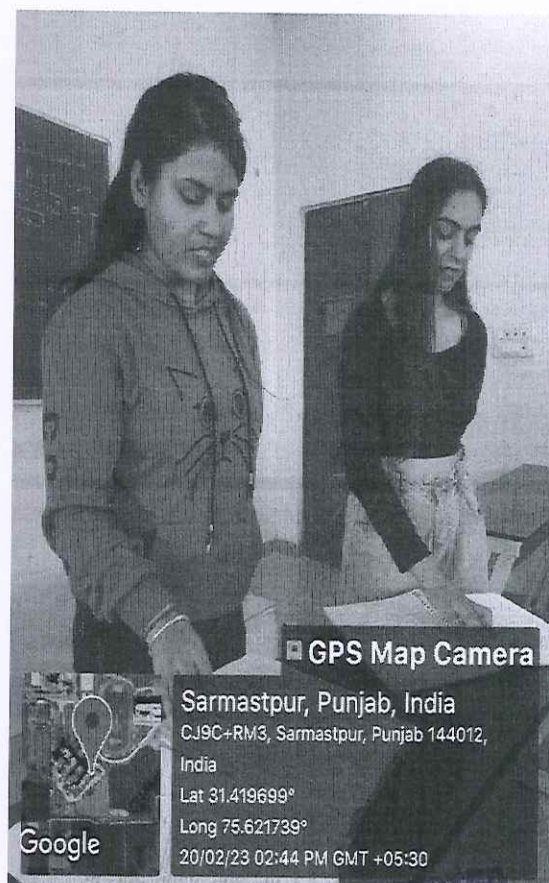
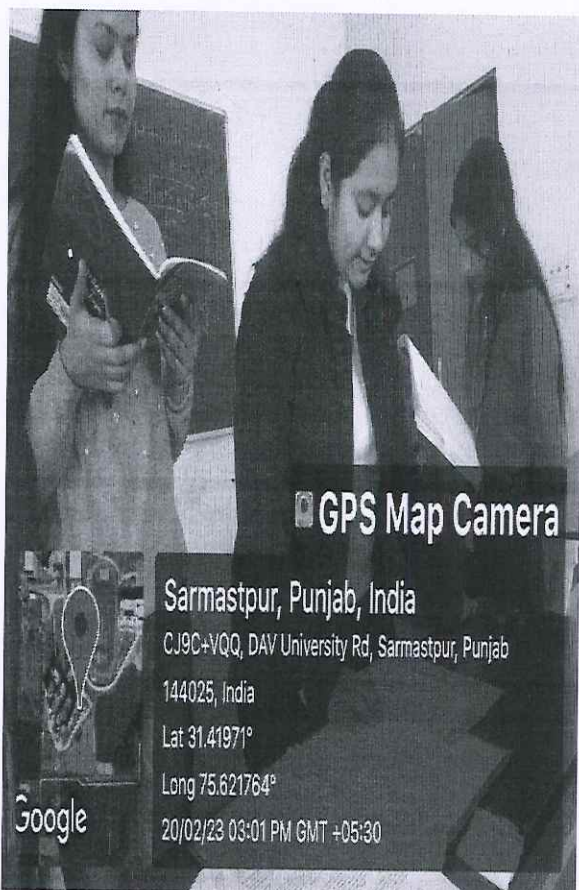
Evidence of Success / Outcome / Post reflection:

The final presentation of the activity is critical for several reasons. First, the students in the class will become aware about the contributions of different scientists to the field of immunology. They can understand the findings of these scientists in a better way. This will impart them with the knowledge of the historical prospective of Immunology. Importantly, the final discussion allows the teacher to clarify points and address issues or limitations, and in this sense allows for assessment of students' learning, as well as evaluation of the effectiveness of the process itself.

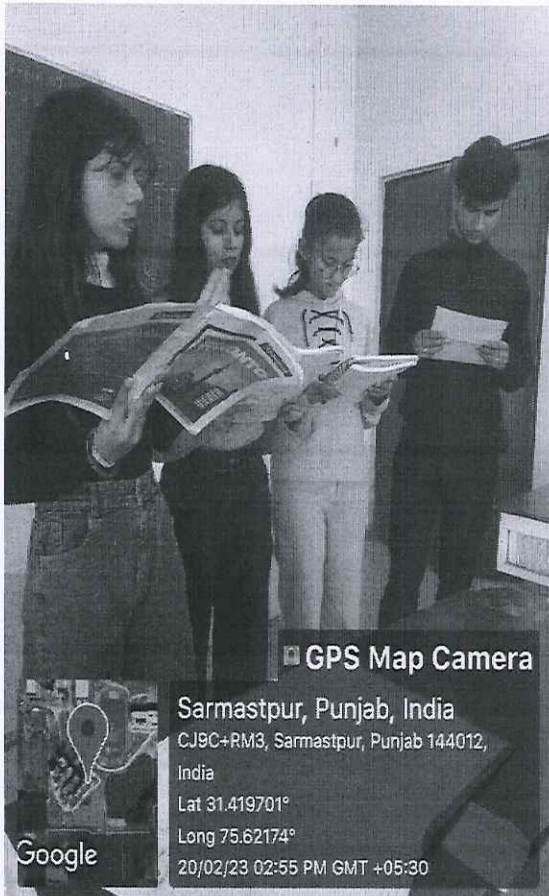
- Timing can be challenging, and there will be a need for keeping students on track as they were given enough time for the same

- The back-up plan for the absentees was to have their activity in the next practical class.

Photos of the activity:



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Overall benefits of the jigsaw technique

- Students are directly engaged with the material, instead of having material presented to them, which fosters depth of understanding.
- Students gain practice in self-teaching, which is one of the most valuable skills we can help them learn.
- Students gain practice in peer teaching, which requires them to understand the material at a deeper level than students typically do when simply asked to produce on an exam.
- During a jigsaw, students speak the language of the discipline and become more fluent in the use of discipline-based terminology.
- Each student develops an expertise and has something important to contribute to the group.

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- The group task that follows individual peer teaching promotes discussion, problem-solving, and learning.
- Jigsaw encourages cooperation and active learning and promotes valuing all students' contributions.
- Jigsaw can be an efficient cooperative learning strategy. Although the jigsaw assignment takes time in class, the instructor does not need to spend as much time lecturing about the topic. If planned well, the overall time commitment to using the jigsaw technique during class can be comparable to lecturing about a topic.

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Activity Type	<u>Jigsaw activity</u>
Activity Topic	Data analysis and research ethics
Class	M.Sc Microbiology
Semester	2 nd
Academic Year	2022-2023
Course Name	Research Methodology and Aptitude
Course Code	MIC 540
Date	3 rd and 5 th April 2023
Mapping with Co's	2
Faculty In-charge	Dr. Amandeep Brar

Context:

The Jigsaw method is a form of cooperative learning, in which students are actively involved in the teaching-learning process that improves the long-term retention of acquired knowledge. It exposes the students to different topics and provides them with opportunities for interaction, consultation, cooperation, discussion, and debate with themselves and their teacher so that they can develop their power of thinking and participation. The student is responsible not only for his learning but also for the learning of others. The students work in small groups to help one another learn the topic, carry out group projects, and master different topics by cooperating and consulting with their peers and transferring their knowledge to each other. This is a group activity involving thinking, discussing, teaching and solving.

Each team member reads his or her section/topic. The students in a group then discuss their own sub-topics with each other. The students teach their sub-topics to each other and write their sections together to form a collective topic. Since the only way all the students can learn section/topic, other than their own, is to listen carefully to other teams. The individual team presented their presentations in the class. The students are motivated to support their peers and show interest in one another's work.

Activity Description

The basis of the activity is to impart knowledge data analysis and research ethics. To make students understand the concept of data analysis and research ethics, the class of 7 students was divided onto 2 groups.

1. The students according to their roll numbers were grouped together randomly (2 groups).
2. Each student was given these topics
3. The time was given to students to prepare the subject.

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4. In each group, the two students discussed topic with each other and finally clubbed the whole material together to form a worksheet of all the components.

6. In the end from each group, every member presented the organelle with its structure and function using chalk an board.

7. At the end of the presentation by each group, the topic was open to questions

Practice (Problem Statement, Rubrics)

1. The data analysis and research ethics were introduced in the class.
2. The topics were distributed in the class and later those who got the same were grouped together randomly.
3. In each group, subtopics were assigned to each student.
4. All the students were given a framework for managing their time on the various parts of the jigsaw task.
5. The students were provided with key questions required to cover the topic.
6. The material and necessary resources were provided to students to learn about their topics and become "experts".
7. The students were instructed to prepare their own set of information, discuss the same with their group and to prepare the collective information module of the same in written assignment form.
8. The topics were presented in the class step by step.

Que. No.	Question Description	Marks	CO No.	BT Level
1	About the topic	2	2	3
2	Concept and clarity	3.5	2	3
3	Knowledge	3.5	2	4
4	Participation	1	2	5
	Total	10		

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Rubrics of the Activity

Rubrics for Jigsaw Activity on Instruments			
Criteria	Ratings		Pts
This criterion is linked to a Learning Outcome About the topic	2 pts		2 pts
	Full Marks Possible cause	1 pts Only rave	
This criterion is linked to a concept and clarity	3.5 pts All questions are correct Explained		3.5 pts
This criterion is linked to a Learning Outcome Knowledge and presentation	3.5 pts		4.5 pts
	Full Marks Complete life history of the organism	1 pt. If not explained well	
Total Points: 10			

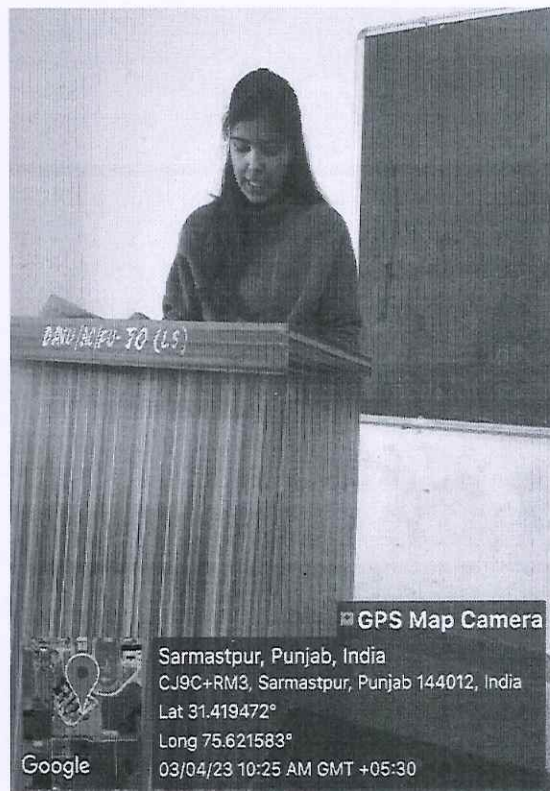
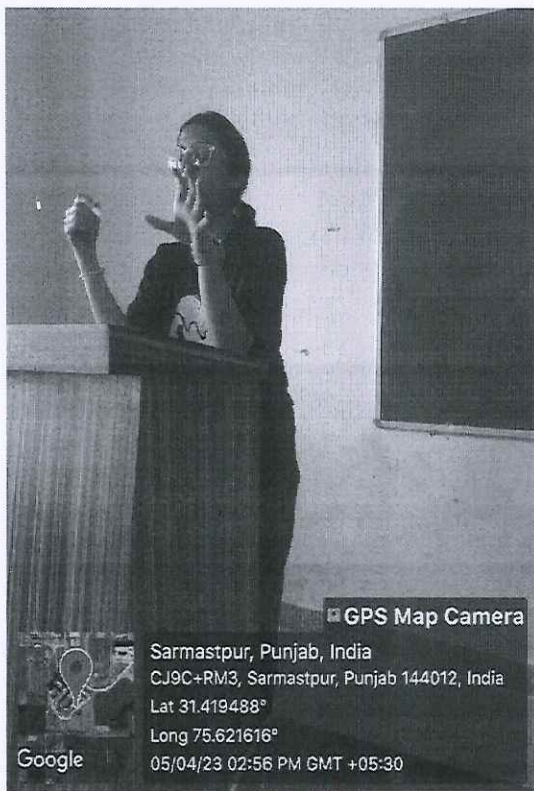
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Evidence of Success / Outcome / Post reflection:

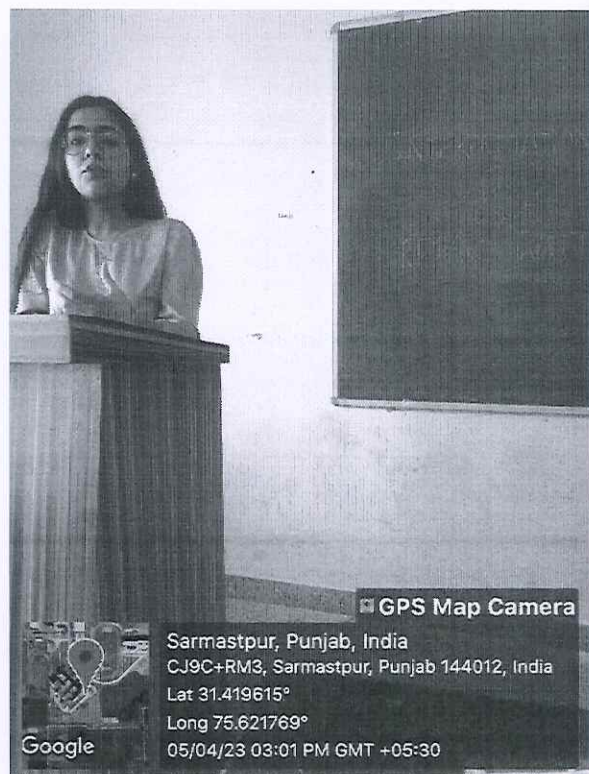
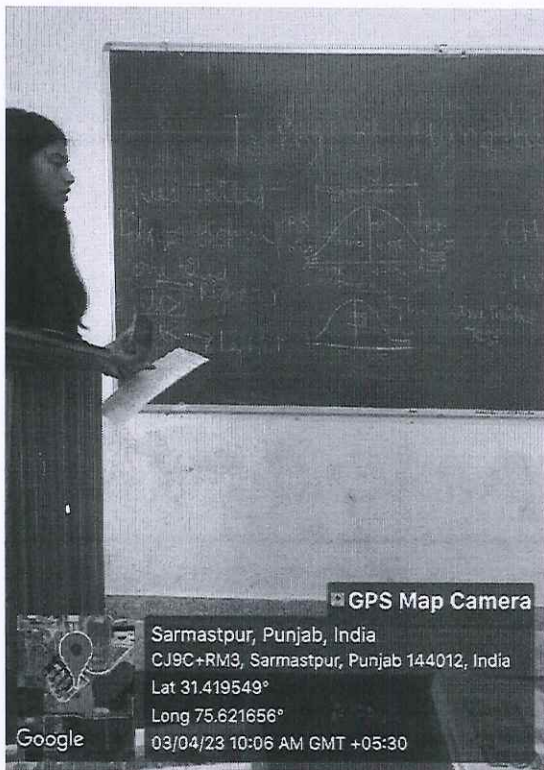
The final presentation of the activity is critical for a number of reasons. First, the students in the class will become aware about the data analysis and ethics in research. They can understand the value of research ethics and how to analyse the data. This will impart them with the knowledge of the Research Methodology. Importantly, the final discussion allows the teacher to clarify points and address issues or limitations, and in this sense allows for assessment of students' learning, as well as evaluation of the effectiveness of the process itself.

- Timing can be challenging, and there will be a need for keeping students on track as they were given enough time for the same
- The back-up plan for the absentees was to have their activity in the next practical class.

Photos of the activity:



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Overall benefits of the jigsaw technique

- Students are directly engaged with the material, instead of having material presented to them, which fosters depth of understanding.
- Students gain practice in self-teaching, which is one of the most valuable skills we can help them learn.
- Students gain practice in peer teaching, which requires them to understand the material at a deeper level than students typically do when simply asked to produce on an exam.
- During a jigsaw, students speak the language of the discipline and become more fluent in the use of discipline-based terminology.
- Each student develops an expertise and has something important to contribute to the group.
- The group task that follows individual peer teaching promotes discussion, problem-solving, and learning.
- Jigsaw encourages cooperation and active learning and promotes valuing all students' contributions.

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- Jigsaw can be an efficient cooperative learning strategy. Although the jigsaw assignment takes time in class, the instructor does not need to spend as much time lecturing about the topic. If planned well, the overall time commitment to using the jigsaw technique during class can be comparable to lecturing about a topic.

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Activity Type	Jigsaw activity
Activity Topic	Anti-viral strategies and viral host interaction
Class	M.Sc Microbiology and M.Sc Biotechnology
Semester	4 th and 2 nd
Academic Year	2022-2023
Course Name	Virology
Course Code	BTY 681
Date	5 th and 6 th April
Mapping with Co's	4 and 5
Faculty In-charge	Dr. Amandeep Brar

Context:

The Jigsaw method is a form of cooperative learning, in which students are actively involved in the teaching-learning process that improves the long-term retention of acquired knowledge. It exposes the students to different topics and provides them with opportunities for interaction, consultation, cooperation, discussion, and debate with themselves and their teacher so that they can develop their power of thinking and participation. The student is responsible not only for his learning but also for the learning of others. The students work in small groups to help one another learn the topic, carry out group projects, and master different topics by cooperating and consulting with their peers and transferring their knowledge to each other. This is a group activity involving thinking, discussing, teaching and solving.

Each team member reads his or her section/topic. The students in a group then discuss their own sub-topics with each other. The students teach their sub-topics to each other and write their sections together to form a collective topic. Since the only way all the students can learn section/topic, other than their own, is to listen carefully to other teams. The individual team presented their presentations in the class. The students are motivated to support their peers and show interest in one another's work.

Activity Description

The basis of the activity is to impart knowledge of viral host interaction and anti-viral strategies to prevent and control viral diseases. To make the students understand the concept of viral host interaction and anti-viral strategies, the class of 51 students were randomly divided into 7 groups.

1. The students according to their roll numbers were grouped together randomly (7 groups).
2. Each student was assigned a subtopic and based on their topic, 8 students were grouped together for each group.
3. The time was given to students to prepare the subject.

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4. In each group, the 8 students discussed their topic with each other and finally clubbed the whole material together to form a worksheet of all the components.

6. In the end from each group, every member presented the topic using chalk and board.

7. At the end of the presentation by each group, the topic was open to questions

Practice (Problem Statement, Rubrics)

1. The different antiviral strategies and host-viral interactions were presented in the class.
2. The subtopics such as trends in management and control of viral diseases, application of plant and animal viruses, host response to viral diseases etc. were discussed.
3. In each group, subtopics were assigned to each student.
4. All the students were given a framework for managing their time on the various parts of the jigsaw task.
5. The students were provided with key questions required to cover the topic.
6. The material and necessary resources were provided to students to learn about their topics and become "experts".
7. The students were instructed to prepare their own set of information, discuss the same with their group and to prepare the collective information module of the same in written assignment form.
8. The topics were presented in the class step by step.

Que. No.	Question Description	Marks	CO No.	BT Level
1	About the topic	2	2	3
2	Content and concept	3.5	2	3
3	knowledge	3.5	2	4
4	Historical prospective if any	1	2	5
	Total	10		

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Rubrics of the Activity

Rubrics for Jigsaw Activity on Instruments

Criteria	Ratings	Pts												
<p>This criterion is linked to a Learning Outcome</p> <p>About the topic</p>	<table border="1"> <tr> <td>2 pts</td> <td></td> <td></td> </tr> <tr> <td>Full Marks</td> <td>1 pts</td> <td>0 pts</td> </tr> <tr> <td>Possible cause</td> <td>Only rave</td> <td>No Marks</td> </tr> <tr> <td></td> <td></td> <td>No Description</td> </tr> </table>	2 pts			Full Marks	1 pts	0 pts	Possible cause	Only rave	No Marks			No Description	2 pts
2 pts														
Full Marks	1 pts	0 pts												
Possible cause	Only rave	No Marks												
		No Description												
<p>This criterion is linked to a content and concept</p>	<table border="1"> <tr> <td>3.5 pts</td> <td></td> </tr> <tr> <td>All questions are correct</td> <td></td> </tr> <tr> <td>Explained</td> <td></td> </tr> </table>	3.5 pts		All questions are correct		Explained		3.5 pts						
3.5 pts														
All questions are correct														
Explained														
<p>This criterion is linked to a Learning Outcome</p> <p>Knowledge with its historical prospective</p>	<table border="1"> <tr> <td>3.5 pts</td> <td></td> </tr> <tr> <td>Full Marks</td> <td>1 pt.</td> </tr> <tr> <td></td> <td>If not explained well</td> </tr> <tr> <td>Complete life history of the organism</td> <td></td> </tr> <tr> <td>Way of presentation 1 pt</td> <td></td> </tr> </table>	3.5 pts		Full Marks	1 pt.		If not explained well	Complete life history of the organism		Way of presentation 1 pt		4.5 pts		
3.5 pts														
Full Marks	1 pt.													
	If not explained well													
Complete life history of the organism														
Way of presentation 1 pt														
Total Points: 10														

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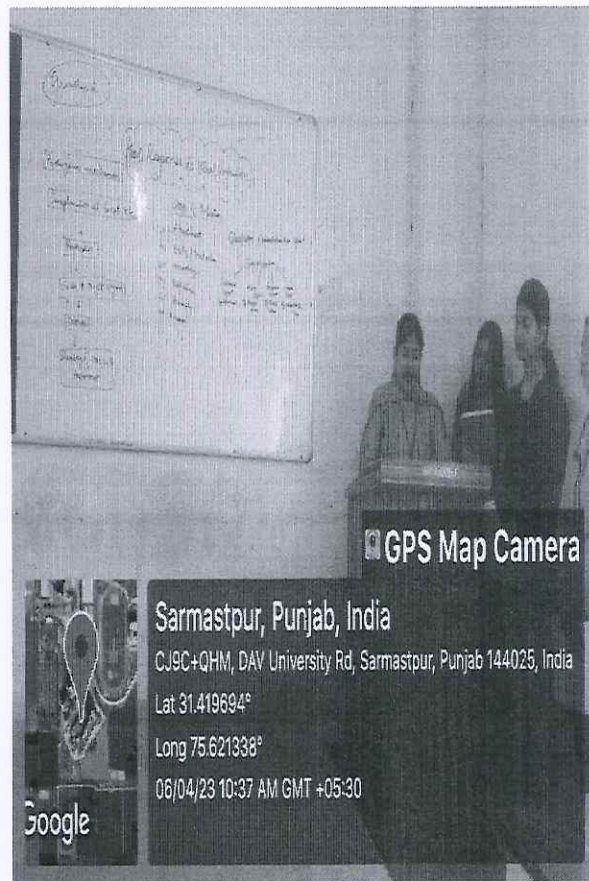
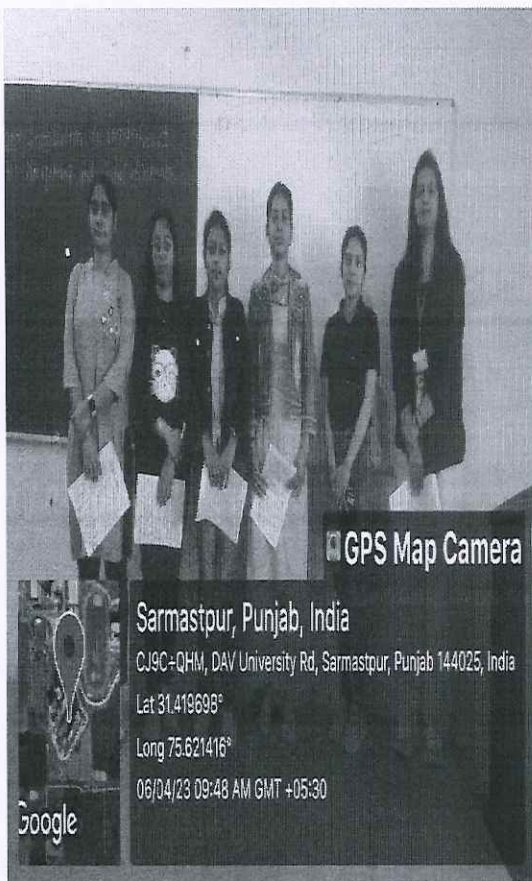
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Evidence of Success / Outcome / Post reflection:

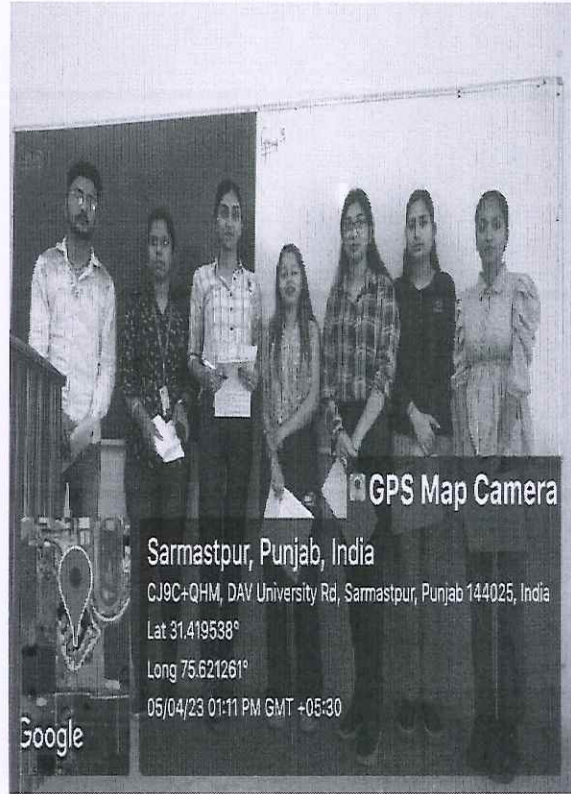
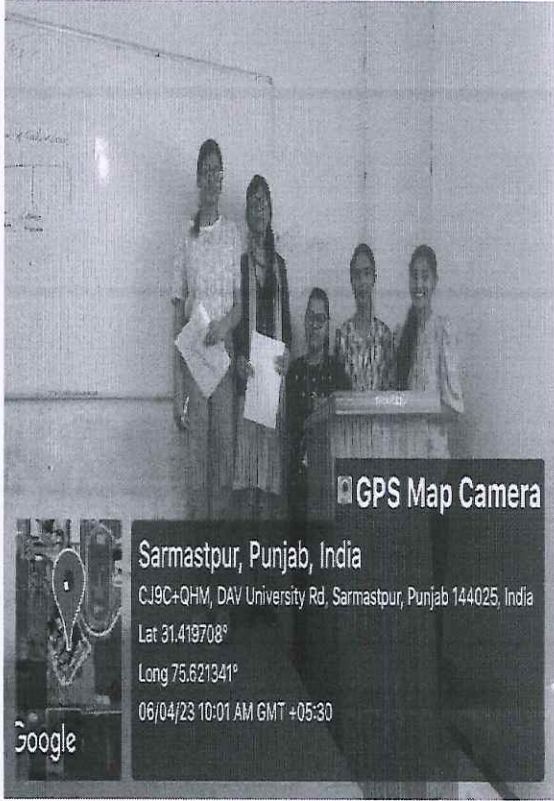
The final presentation of the activity is critical for a number of reasons. First, the students in the class will become aware about the host viral interactions and anti-viral strategies used. They can understand the management and control of viral disease in a better way. This will impart them with the knowledge of the virology. Importantly, the final discussion allows the teacher to clarify points and address issues or limitations, and in this sense allows for assessment of students' learning, as well as evaluation of the effectiveness of the process itself.

- Timing can be challenging, and there will be a need for keeping students on track as they were given enough time for the same
- The back-up plan for the absentees was to have their activity in the next practical class.

Photos of the activity:

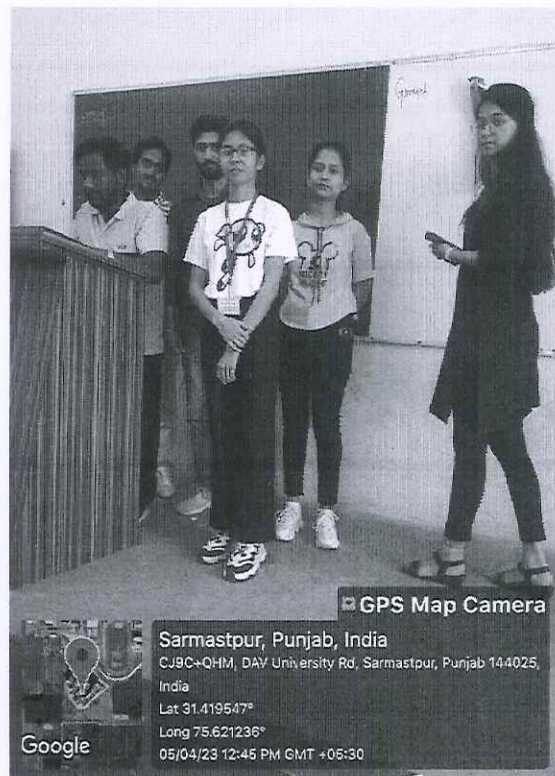
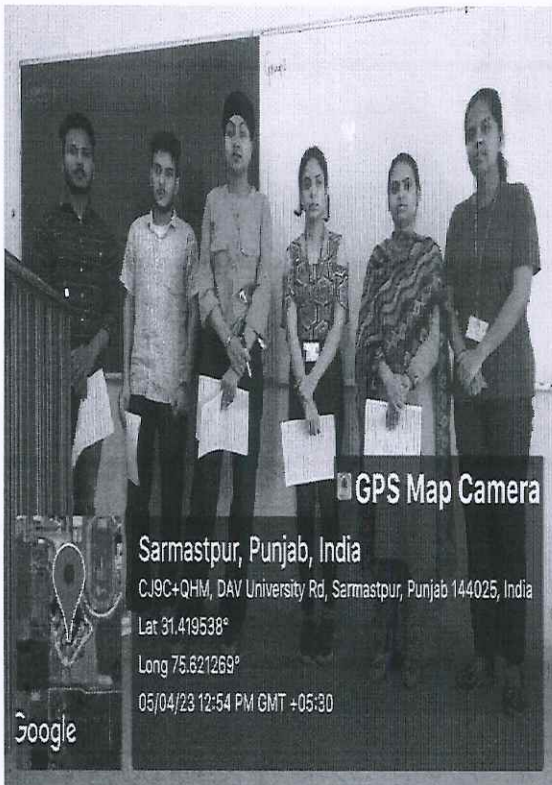


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Overall benefits of the jigsaw technique

- Students are directly engaged with the material, instead of having material presented to them, which fosters depth of understanding.
- Students gain practice in self-teaching, which is one of the most valuable skills we can help them learn.
- Students gain practice in peer teaching, which requires them to understand the material at a deeper level than students typically do when simply asked to produce on an exam.
- During a jigsaw, students speak the language of the discipline and become more fluent in the use of discipline-based terminology.
- Each student develops an expertise and has something important to contribute to the group.

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- The group task that follows individual peer teaching promotes discussion, problem-solving, and learning.
- Jigsaw encourages cooperation and active learning and promotes valuing all students' contributions.
- Jigsaw can be an efficient cooperative learning strategy. Although the jigsaw assignment takes time in class, the instructor does not need to spend as much time lecturing about the topic. If planned well, the overall time commitment to using the jigsaw technique during class can be comparable to lecturing about a topic.

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DEPARTMENT OF MICROBIOLOGY

ACTIVITY REPORT

Activity Type	Jigsaw Activity
Activity Topic	Cell Organelles
Class	B.Sc (Hons.) Microbiology
Semester	II & VI
Academic Year	2022-23
Course Name	Cell Biology
Course Code	BTY 121
Date	31/3/23 ,6/4/23 ,7/4/23 ,8/4/23
Mapping with Co's	CO 2 & CO 3
Faculty In-charge	Ms Saloni

Context:

The Jigsaw method is a form of cooperative learning, in which students are actively involved in the teaching-learning process that improves the long-term retention of acquired knowledge. It exposes the students to different topics and provides them with opportunities for interaction, consultation, cooperation, discussion, and debate with themselves and their teacher so that they can develop their power of thinking and participation.

Each team member reads his or her section/topic. The students in a group then discuss their own sub-topics with each other. The students teach their sub-topics to each other and write their sections together to form a collective topic. Since the only way all the students can learn section/topic, other than their own, is to listen carefully to other teams. The individual team presented their presentations in the class. The students are motivated to support their peers and show interest in one another's work.

Activity Description

Topic of Jigsaw Activity: Cell Organelles

1. The students were briefed about the activity and topic was given.
2. Four home groups were made randomly. In 3 home groups, there were 5 students and in the remaining one group there were four students.
3. The main topic in each home group was divided further into expert groups as follows:

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Topic	Home Group			
	Group 1	Group 2	Group 3	Group 4
Cell Organelles	Endoplasmic reticulum	Mitochondria	Ribosomes	Nucleus

4. In each group, subtopics were assigned to each student.
5. The material and necessary resources were provided to students to learn about their topics and become "experts" and were also briefed about the topic prior to activity.
6. On the day of the activity different expert groups sit together and shared their knowledge on their specific sections and then finally students sit according to their home group and discussed their subtopics to their team members.
7. In the end, each expert student in their home groups presented their divided subtopics one by one.
8. At the end of the presentation by each group, the topic was open to questions.

Assessment Rubrics –

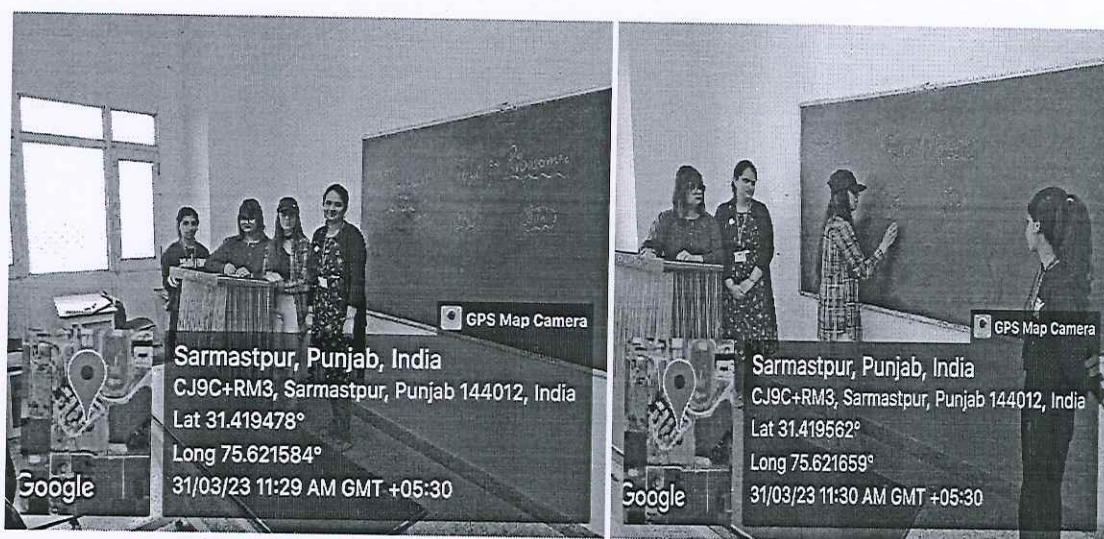
Criteria	Ratings		Points
	2	1	2
1. Introduction of cell organelles	Well explained proper Definition along with history related to cell organelle	Proper definition, only rave discussion on history.	
2. Structure and chemical composition of cell organelles	3	1.5	3
	Explained the structure, types and chemical composition of all organelles with examples.	Explained the structure, types and chemical composition but not with proper Examples	
3. Functions of cell	5	2.5	5

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organelles	Discussed all the functions and well explained.	Discussed the important components but not fully explained the functions.	
Total			10

PHOTOS OF THE ACTIVITY

PHOTOS OF GROUP 1



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PHOTOS OF GROUP 2



PHOTOS OF GROUP 3



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PHOTOS OF GROUP 4



Overall benefits of the jigsaw technique

- Students are directly engaged with the material, instead of having material presented to them, which fosters depth of understanding.
- Students gain practice in self-teaching, which is one of the most valuable skills we can help them learn.
- Students gain practice in peer teaching, which requires them to understand the material at a deeper level than students typically do when simply asked to produce on an exam.
- During a jigsaw, students speak the language of the discipline and become more fluent in the use of discipline-based terminology.
- Each student develops an expertise and has something important to contribute to the group.
- The group task that follows individual peer teaching promotes discussion, problem-solving, and learning.
- Jigsaw encourages cooperation and active learning and promotes valuing all students' contributions.
- Jigsaw can be an efficient cooperative learning strategy. Although the jigsaw assignment takes time in class, the instructor does not need to spend as much time lecturing about the topic. If planned well, the overall time commitment to using the jigsaw technique during class can be comparable to lecturing about a topic.

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DEPARTMENT OF MICROBIOLOGY

ACTIVITY REPORT

Activity Type	Jigsaw Activity
Activity Topic	Types of Bacterial Recombination
Class	B.Sc (Hons.) Microbiology
Semester	IV
Academic Year	2022-23
Course Name	Fundamentals of Microbial Genetics
Course Code	MIC 225A
Date	28/3/23, 3/4/23, 5/4/23
Mapping with Co's	CO 3
Faculty In-charge	Ms Saloni

Context:

The Jigsaw method is a form of cooperative learning, in which students are actively involved in the teaching-learning process that improves the long-term retention of acquired knowledge. It exposes the students to different topics and provides them with opportunities for interaction, consultation, cooperation, discussion, and debate with themselves and their teacher so that they can develop their power of thinking and participation.

Each team member reads his or her section/topic. The students in a group then discuss their own sub-topics with each other. The students teach their sub-topics to each other and write their sections together to form a collective topic. Since the only way all the students can learn section/topic, other than their own, is to listen carefully to other teams. The individual team presented their presentations in the class. The students are motivated to support their peers and show interest in one another's work.

Activity Description

Topic of Jigsaw Activity: Types of Bacterial recombination

1. The students were briefed about the activity and topic was given.
2. Three home groups were made randomly. In 2 home groups, there were 4 students and in the remaining third group only three students were there.
3. The main topic in each home group was divided further into expert groups as follows:

Topic	Home Group		
	Group 1	Group 2	Group 3
Types of			



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Bacterial recombination	Bacterial Transformation	Bacterial Conjugation	Bacterial Transduction
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4. In each group, subtopics were assigned to each student.
5. The material and necessary resources were provided to students to learn about their topics and become "experts" and were also briefed about the topic prior to activity.
6. On the day of the activity different expert groups sit together and shared their knowledge on their specific sections and then finally students sit according to their home group and discussed their subtopics to their team members.
7. In the end, each expert student in their home groups presented their divided subtopics one by one.
8. At the end of the presentation by each group, the topic was open to questions.

Assessment Rubrics –

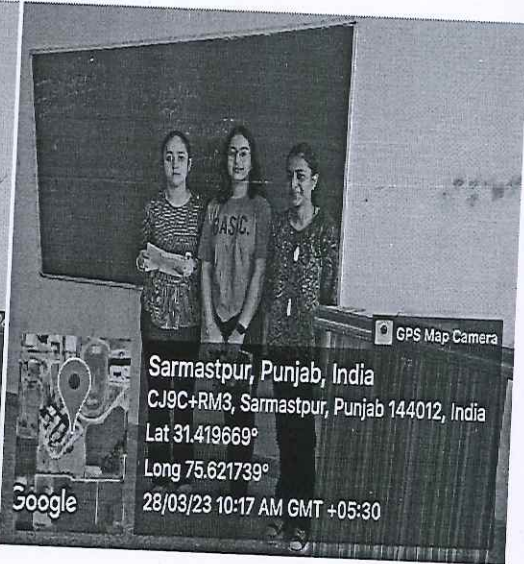
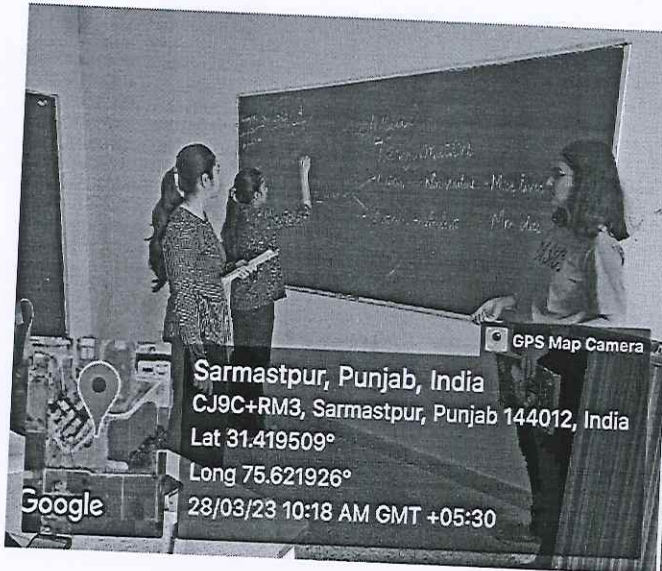
Criteria	Ratings		Points
	2	1	2
1. Introduction on each type of bacterial recombination	Proper definition and well explained history related to transformation, conjugation and transduction.	Proper definition, only rave discussion on history	
3. Mechanism of transfer of genetic material by transformation, conjugation and transduction	5	2.5	5
	Well explained mechanism with examples.	Discussed the mechanism but not fully explained with examples.	
3. Applications of transformation, conjugation and transduction	3	1.5	3
	Discussed all the applications and well explained.	Discussed but not properly explained the applications.	
Total			10


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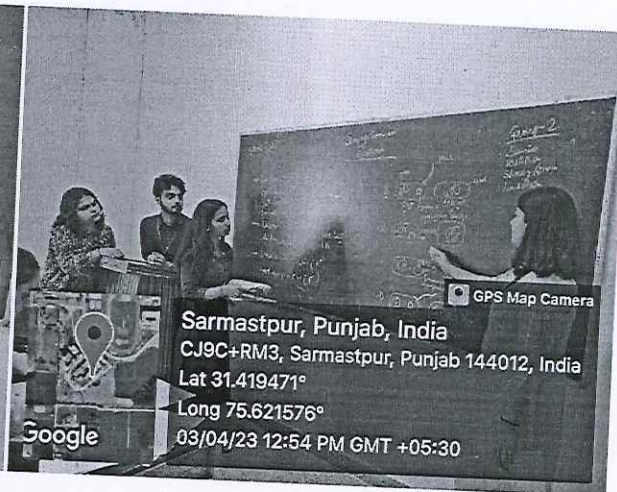
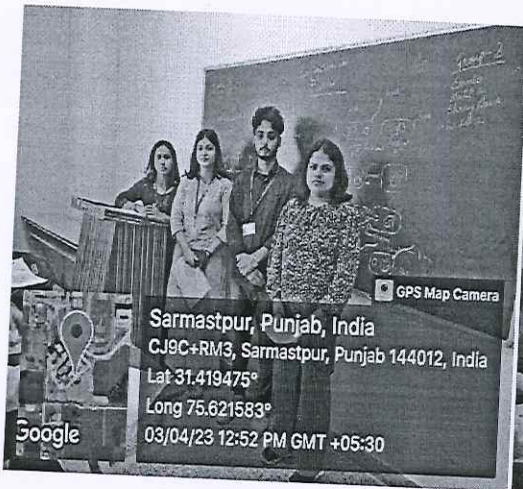
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PHOTOS OF THE ACTIVITY

PHOTOS OF GROUP 1

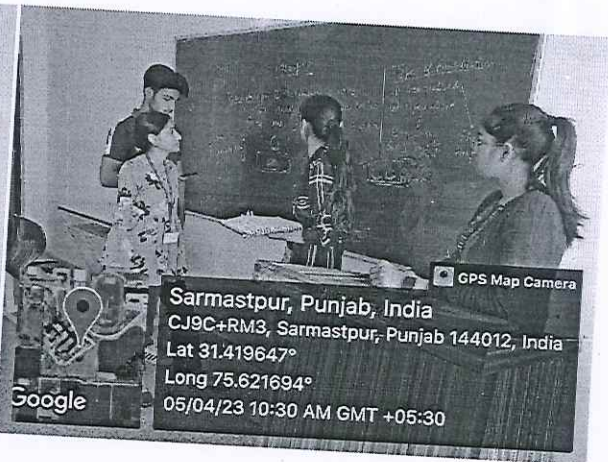
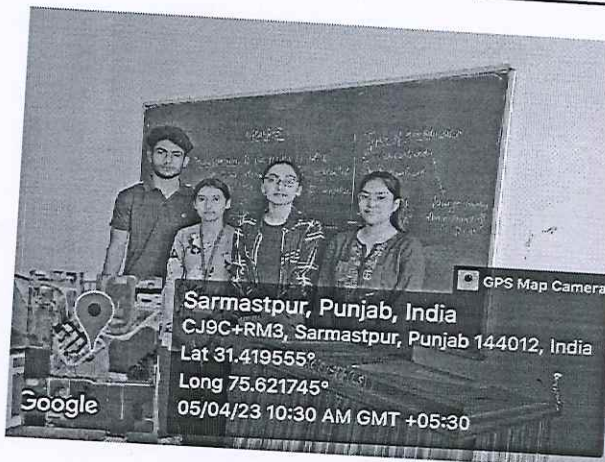


PHOTOS OF GROUP 2



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PHOTOS OF GROUP 3



Overall benefits of the jigsaw technique

- Students are directly engaged with the material, instead of having material presented to them, which fosters depth of understanding.
- Students gain practice in self-teaching, which is one of the most valuable skills we can help them learn.
- Students gain practice in peer teaching, which requires them to understand the material at a deeper level than students typically do when simply asked to produce on an exam.
- During a jigsaw, students speak the language of the discipline and become more fluent in the use of discipline-based terminology.
- Each student develops an expertise and has something important to contribute to the group.
- The group task that follows individual peer teaching promotes discussion, problem-solving, and learning.
- Jigsaw encourages cooperation and active learning and promotes valuing all students' contributions.
- Jigsaw can be an efficient cooperative learning strategy. Although the jigsaw assignment takes time in class, the instructor does not need to spend as much time lecturing about the topic. If planned well, the overall time commitment to using the jigsaw technique during class can be comparable to lecturing about a topic.

ATTESTED

Jah
11/04/23

Harveer
10/22/23

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DAV UNIVERSITY, JALANDHAR

DEPARTMENT OF ELECTRICAL ENGINEERING

ACTIVITY REPORT

Activity Type	Mind Map Preparation
Activity Topic	HOUSE WIRING AND INSTALLATIONS
Class	B.Tech CSE B10B
Semester	2
Academic Year	22232
Course Name	BASIC ELECTRICAL ENGINEERING
Course Code	ELE105
Date	4/3/23
Mapping with Co's	4
Faculty In-charge	Simran Kaur

Context:

In this Mind Map activity, which is a group activity, the students of B.Tech first year were divided into seven groups and each group was asked to visualize topic of electrical installations and house wiring from the syllabus of ELE105 and create a mind map on the real-world applications of the selected techniques/topic. The activity included student involvement, thinking on problem statement and team effort. Team formation was done as per the choice of students and comfort zone to get better outcome. The teams were given various floors of academic block and student center to identify various switchgears. One hour was given to the teams to study on the topic individually, discuss in the group and create the mind map representation based on the designated floor. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on Board or chart paper and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

Step 1 – Selection of team members as per your choice and comfort level

Step 2- Finalization of topic in coordination of team members and visiting the designated floors.

Step 3- Discussion on solution finding and functioning of it.

Step 4- Finalization of most suitable solution

Step 5- Drawing the complete flow diagram, circuit diagrams, solution and advantages, disadvantages on chart/board

Step 6- Presentation of the topic in front of the class

Step 7- Discussion and answering the questions by friends and teacher.

The students were divided into 6 groups with 9 to 10 members each Group.

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Details of Participants:

Group -1	Group -2	Group -3
simran (12200364)	Bhavsagar (206)	Amrit pal (1104)
saksham chadha(891)	Abishek menka (249)	Sagar Chaudhary(1185)
riya (610)	Sagar sidhu (250)	Himanshu vyas(1159)
anushka(884)	Harsh(114)	Priyanshu(974)
tanish(1259)	Abishek Rana (183)	Tarun (919)
raghu(265)	Sachin sharma (332)	Ujjwal (145)
abhishek sandhu(208)	Pardeep singh (446)	Saksham thakur(858)
navjot (739)	Himanshu (698)	Manoj (520)
rupam priya (791)	Lal singh (1230)	Lakshya (518)
arshdeep(759)	Pardeep Kumar (1352)	Ashish(158)
Group -4	Group -5	Group -6
Yashika (425)	Neeraj 12200981	Mehul 12200360
Shivani (256)	Aryan 12200918	Arushi 12200841
Prince (813)	Barman 12200936	Rosy 12200724
Manisha (304)	Pushp 12200336	Komalpreet k. 12200066
Aastha (818)	Sirish 12200945	Pratibha 12200601
Parveen (525)	Rudra 459	Jannat 12200040
Gurleen (526)	Surbhi 395	Komal saini 12200302
Komalpreet Kaur (913)	Kiran 181	Amit 12200324
Himanshi (052)	Kanwar 1457	Anmol 12200587
Gitish(049)	Vikarsh 670	Abhinav 12200479

Assessment Rubrics –

Criteria	Ratings					Points
	5	4	3	1	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	5	4	3	2	1	
	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete	Poster prepared with partially correct points or design &	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	5

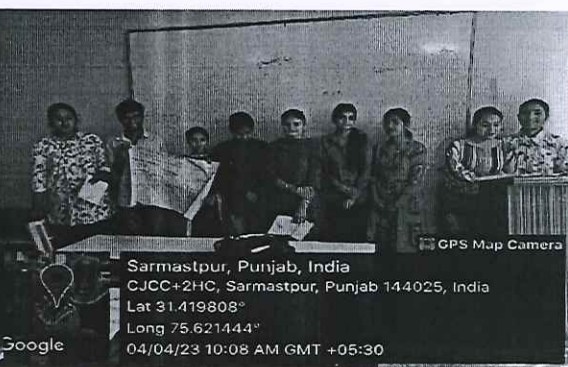
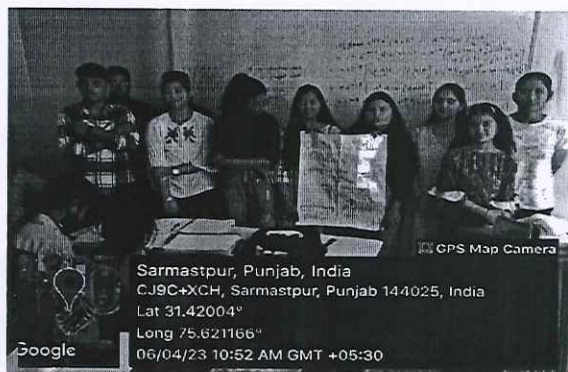
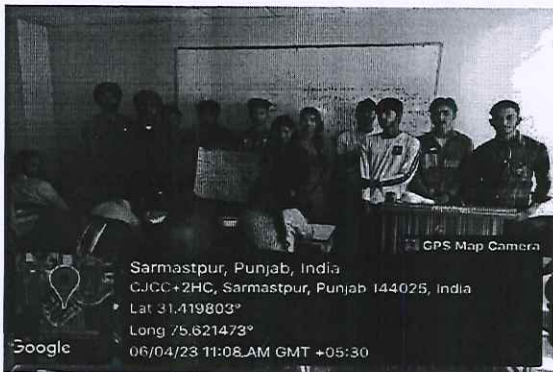
		explanation	incomplete explanation			
Total						10

Outcomes of the activity:

This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.

Photos of activity:



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Points earned by each group:

Sl No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	1	5	4	9	10
2	2	4	4	8	10
3	3	5	4	9	10
4	4				
5	5				
6	6				

Critics:

Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

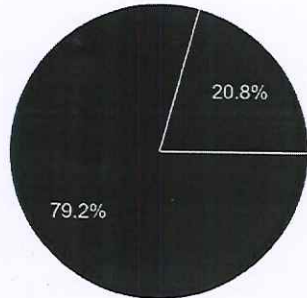
Positive observations –

- Students liked team work, involvement and polishing of their presentations skills
- Students learned to cooperate in a team
- Communication skills will be improved
- Students develop problem identification and solving abilities

Result of Google form feedback from Participants:

HOW WELL YOU PARTICIPATED IN THE ACTIVITY

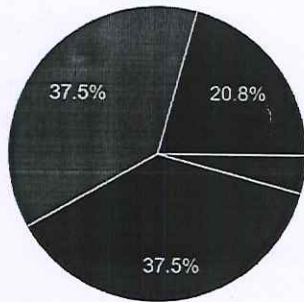
24 responses



- GOOD
- FAIR
- POOR
- DID NOT PARTICIPATE

WHAT DID YOU ENJOY THE MOST IN ACTIVITY

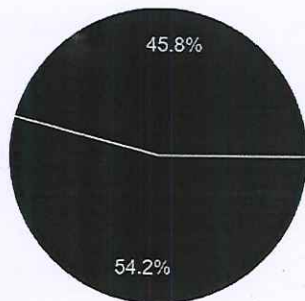
24 responses



- MAP PREPARATION
- TEAM WORK
- PRESENTATION
- WORKING IN GROUP

DO YOU THINK THIS ACITIVITY WAS USEFUL IN ENHANCING YOUR KNOWLEDGE AND INTEREST IN THE SUBJECT

24 responses



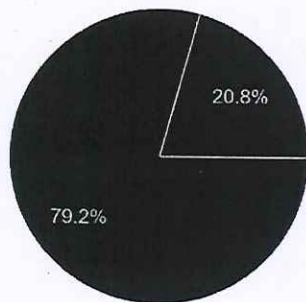
- STRONGLY AGREE
- AGREE
- DISAGREE
- STRONGLY DISAGREE

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HOW WELL YOU PARTICIPATED IN THE ACTIVITY

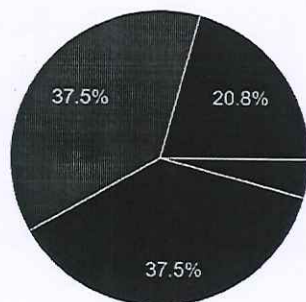
24 responses



- GOOD
- FAIR
- POOR
- DID NOT PARTICIPATE

WHAT DID YOU ENJOY THE MOST IN ACTIVITY

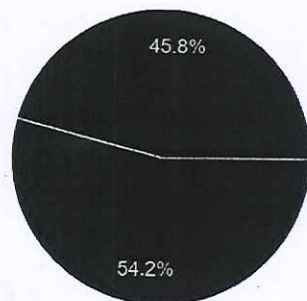
24 responses



- MAP PREPARATION
- TEAM WORK
- PRESENTATION
- WORKING IN GROUP

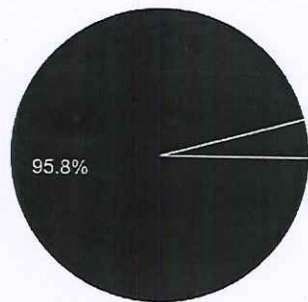
DO YOU THINK THIS ACITIVITY WAS USEFUL IN ENHANCING YOUR KNOWLEDGE AND INTEREST IN THE SUBJECT

24 responses



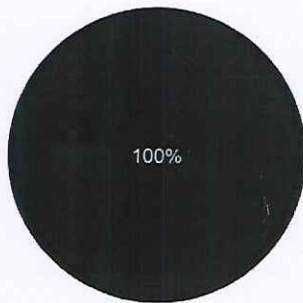
- STRONGLY AGREE
- AGREE
- DISAGREE
- STRONGLY DISAGREE

THESE ACTIVITIES SHOULD BE PERFORMED FREQUENTLY IN EVERY SUBJECT
24 responses



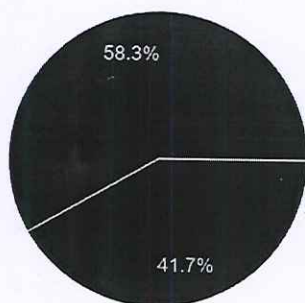
- AGREE
- DISAGREE

YOU WERE ABLE TO CORELATE THE TOPIC IN DAILY LIFE PROBLEMS
24 responses



- AGREE
- DISAGREE

RATE YOU EXPEREINCE IN THE ACTIVITY
24 responses



- EXCELLENT
- Good
- Fair
- Poor

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DEPARTMENT OF ELECTRICAL ENGINEERING

ACTIVITY REPORT

Activity Type	MIND MAP ACTIVITY
Activity Topic	
Class	B.TECH
Semester	4
Academic Year	22232
Course Name	Electromagnetic Field Theory
Course Code	ELE 204
Date	Applications of Electromagnetic fields
Mapping with Co's	2
Faculty In-charge	SIMRAN KAUR

Context:


In this Mind Map activity, which is a group activity, the students of B.Tech 4th sem were divided into three groups and each group was asked to select of a topic of their choice from the syllabus of ele204 and create a mind map on the real-world applications of the selected techniques/topic. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Team formation was done as per the choice of students and comfort zone to get better outcome. The students themselves selected the topics and discussed the same with the faculty in-charge, after which the topics were finalized. One hour was given to the students to study on the topic individually, discuss in the group and create the mind map. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on Board or chart paper and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

- Step1 – Selection of team members as per your choice and comfort level
- Step 2- Finalization of topic in coordination of team members
- Step 3- Discussion on solution finding and functioning of it.
- Step 4- Finalization of most suitable solution
- Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board
- Step 6- Presentation of the topic in front of the class
- Step 7- Discussion and answering the questions by friends and teacher.

The students were divided into 3 groups namely – Grp I and Grp II with 4 members each.

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Details of Participants:

S. No.	Group-I participants	Group-II participants
1	Aryan Thakur	Vishal
2	Dipak	Jatin
3	Dharampreet	Himesh
4	Shubham	Kulvir

Assessment Rubrics –

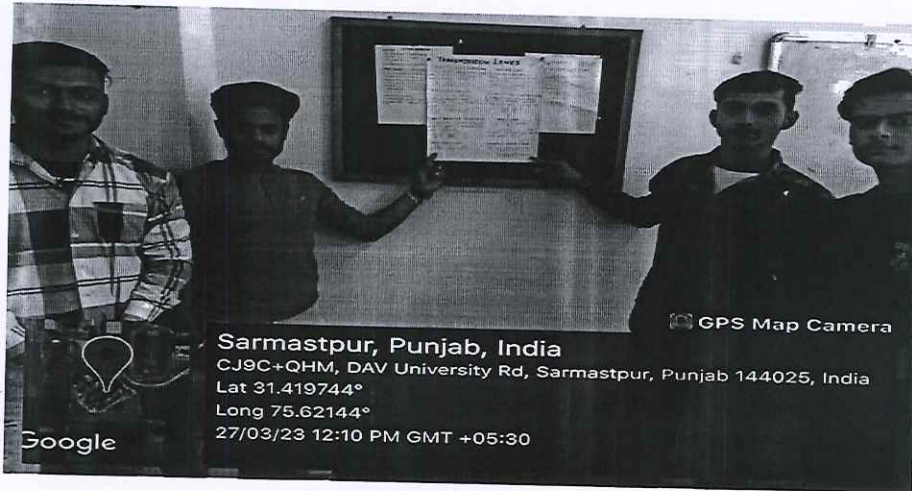
Criteria	Ratings					Points
	5	4	3	1	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	5	4	3	2	1	
	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	5
Total						10

Outcomes of the activity:

This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.

Photos of activity:



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Points earned by each group:

Sl No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	5	4	9	10
2	II	4	4	8	10
3	III	5	4	9	10

Critics:

Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

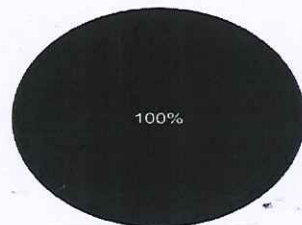
Positive observations –

- Students liked team work, involvement and polishing of their presentations skills
- Students learned to cooperate in a team
- Communication skills will be improved
- Students develop problem identification and solving abilities

Result of Google form feedback from Participants:

YOU WERE ABLE TO CORELATE THE TOPIC IN DAILY LIFE PROBLEMS

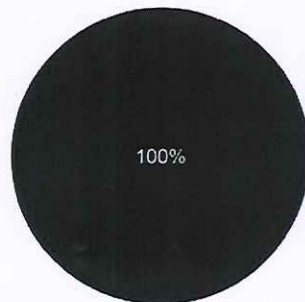
3 responses



- AGREE
- DISAGREE

HOW WELL YOU PARTICIPATED IN THE ACTIVITY

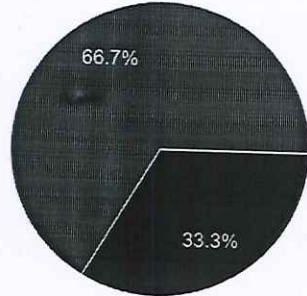
3 responses



- GOOD
- FAIR
- POOR
- DID NOT PARTICIPATE

WHAT DID YOU ENJOY THE MOST IN ACTIVITY

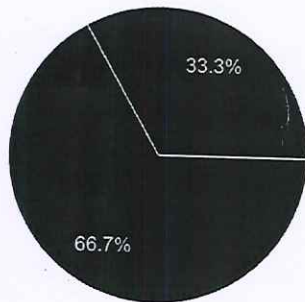
3 responses



- MAP PREPARATION
- TEAM WORK
- PRESENTATION
- WORKING IN GROUP

DO YOU THINK THIS ACITIVITY WAS USEFUL IN ENHANCING YOUR KNOWLEDGE AND INTEREST IN THE SUBJECT

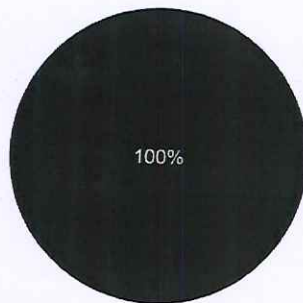
3 responses



- STRONGLY AGREE
- AGREE
- DISAGREE
- STRONGLY DISAGREE

THESE ACTIVITIES SHOULD BE PERFORMED FREQUENTLY IN EVERY SUBJECT

3 responses



- AGREE
- DISAGREE

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DEPARTMENT OF ELECTRICAL ENGINEERING

ACTIVITY REPORT

Activity Type	Mind Map
Activity Topic	Generation of High Voltages
Class	B.Tech
Semester	8
Academic Year	22232
Course Name	High Voltage Engineering
Course Code	ELE307A
Date	3/4/23
Mapping with Co's	3
Faculty In-charge	Simran Kaur

Context:

In this Mind Map activity, which is a group activity, the students of B.Tech 8th sem were asked to select of a topic of their choice from the syllabus of ELE 307 and create a mind map on the real-world applications of the selected techniques/topic. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Team formation was done as per the choice of students and comfort zone to get better outcome. The students themselves selected the topics and discussed the same with the faculty in-charge, after which the topics were finalized. One hour was given to the students to study on the topic individually, discuss in the group and create the mind map. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on Board or chart paper and presented in front of the complete class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

- Step 1 – Selection of team members as per your choice and comfort level
- Step 2- Finalization of topic in coordination of team members
- Step 3- Discussion on solution finding and functioning of it.
- Step 4- Finalization of most suitable solution
- Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board
- Step 6- Presentation of the topic in front of the class
- Step 7- Discussion and answering the questions by friends and teacher.

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Details of Participants:

S. No.	Group-I participants
1	Gurmukh
2	Maheshwar

Assessment Rubrics –

Criteria	Ratings					Points
	5	4	3	1	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	5	4	3	2	1	
	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	5
Total						10

Outcomes of the activity:

This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.

Photos of activity:



Points earned by each group:

Sl No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	5	4	9	10

Critics:

Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

Positive observations –

- Students liked team work, involvement and polishing of their presentations skills
- Students learned to cooperate in a team
- Communication skills will be improved
- Students develop problem identification and solving abilities

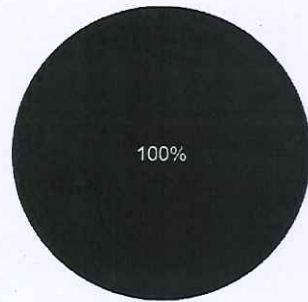
Result of Google form feedback from Participants:

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HOW WELL YOU PARTICIPATED IN THE ACTIVITY

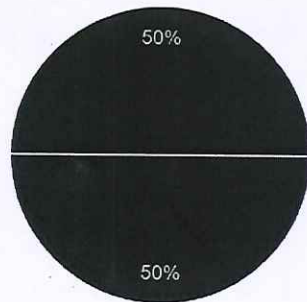
2 responses



- GOOD
- FAIR
- POOR
- DID NOT PARTICIPATE

WHAT DID YOU ENJOY THE MOST IN ACTIVITY

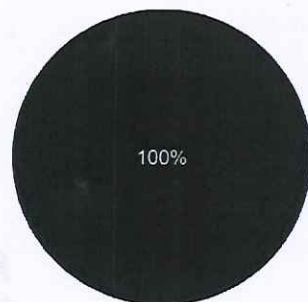
2 responses



- MAP PREPARATION
- TEAM WORK
- PRESENTATION
- WORKING IN GROUP

THESE ACTIVITIES SHOULD BE PERFORMED FREQUENTLY IN EVERY SUBJECT

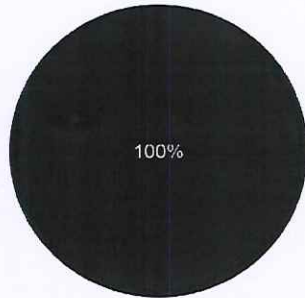
2 responses



- AGREE
- DISAGREE

DO YOU THINK THIS ACITIVITY WAS USEFUL IN ENHANCING YOUR KNOWLEDGE AND INTEREST
IN THE SUBJECT

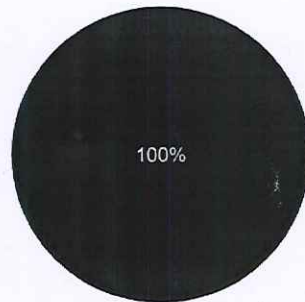
2 responses



- STRONGLY AGREE
- AGREE
- DISAGREE
- STRONGLY DISAGREE

RATE YOU EXPEREINCE IN THE ACTIVITY

2 responses



- EXCELLENT
- Good
- Fair
- Poor


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DEPARTMENT OF <Electrical Engineering>

ACTIVITY REPORT

Activity Type	Mind Map Activity
Activity Topic	Combined Operation of Power Plants
Class	B.Tech (ELE)
Semester	8th
Academic Year	2022 - 23 II
Course Name	Power Plant Engineering
Course Code	ELE407
Date	27.3.23
Mapping with Co's	CO5
Faculty In-charge	Seema Sharma

Context:

In this Mind Map activity, which is a group activity, the students of B.Tech (Electrical) Sem-8th worked in a single group. There were total 3 students in the class, so only one group was made with 2 students in 1 group (one student is on OJT) and the group was given the above topic from the syllabus of ELE407 and create a mind map on the real-world applications of the selected techniques/topic. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. The students discussed the topics and discussed the same with the faculty in-charge. One hour was given to the students to study on the topic individually, discuss in the group and create the mind map. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on chart paper and presented. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

Step 1 – Selection of team members as per your choice and comfort level

Step 2- Finalization of topic in coordination of team members

Step 3- Discussion on solution finding and functioning of it.

Step 4- Finalization of most suitable solution

Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board

Step 6- Presentation of the topic in front of the class

Step 7- Discussion and answering the questions by friends and teacher.

The students formed 1 group namely – Grp I

Details of Participants:

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S.No	Roll No	University Regd.	Names
1.	G114A01	11900023	Gurmukh
2.	G114A02	11900024	Maheshwar

Assessment Rubrics –

Criteria	Ratings					Points
	5	4	3	1	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	5	4	3	2	1	
	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	5
Total						10

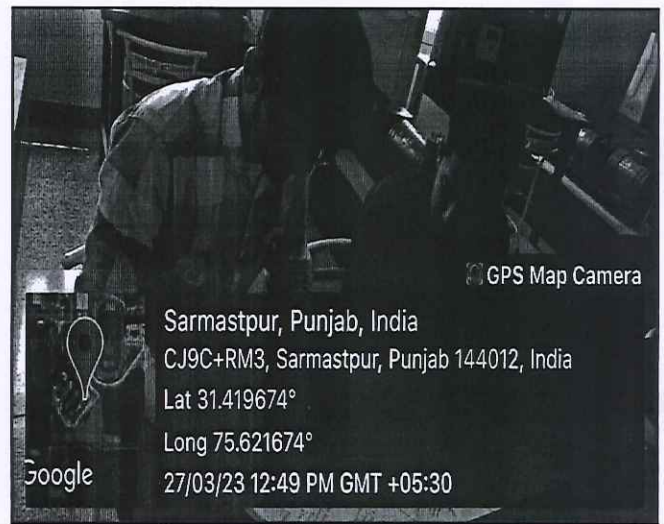
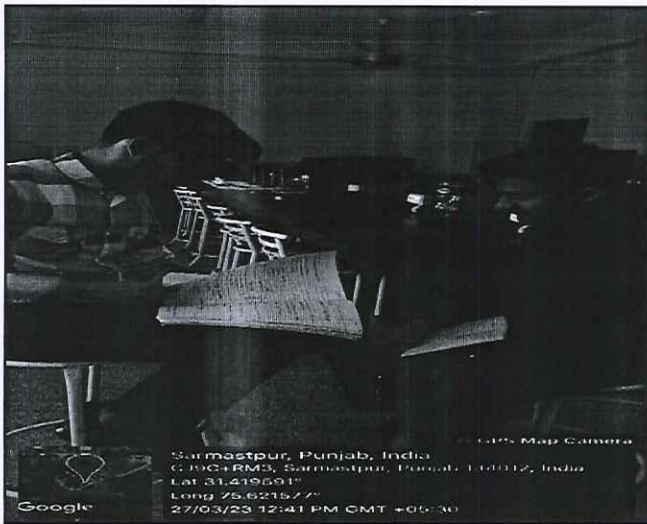
Outcomes of the activity:

This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.

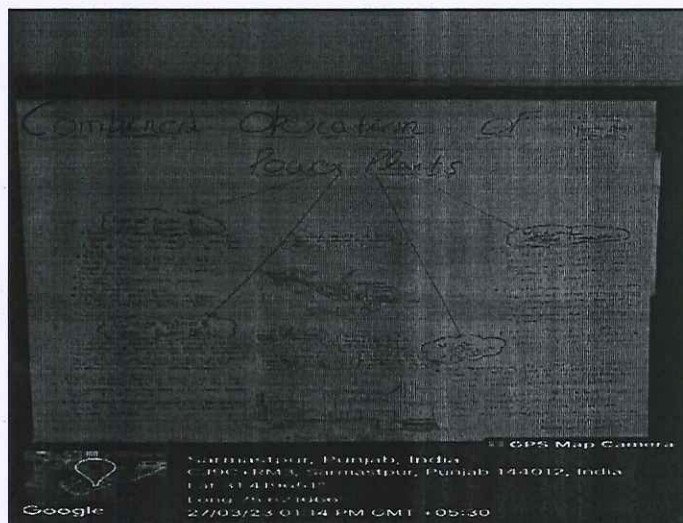
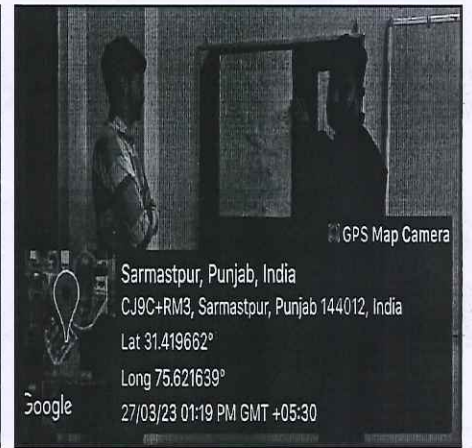
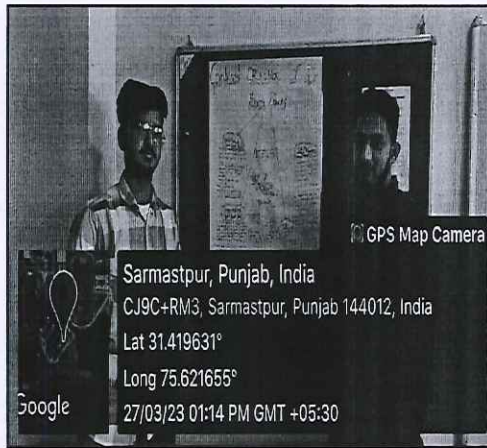

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Photos of activity:



Students having discussion in groups

Group-I presentation and Mind Map



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Points earned by each group:

Sl No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	4	4	8	10

Critics:

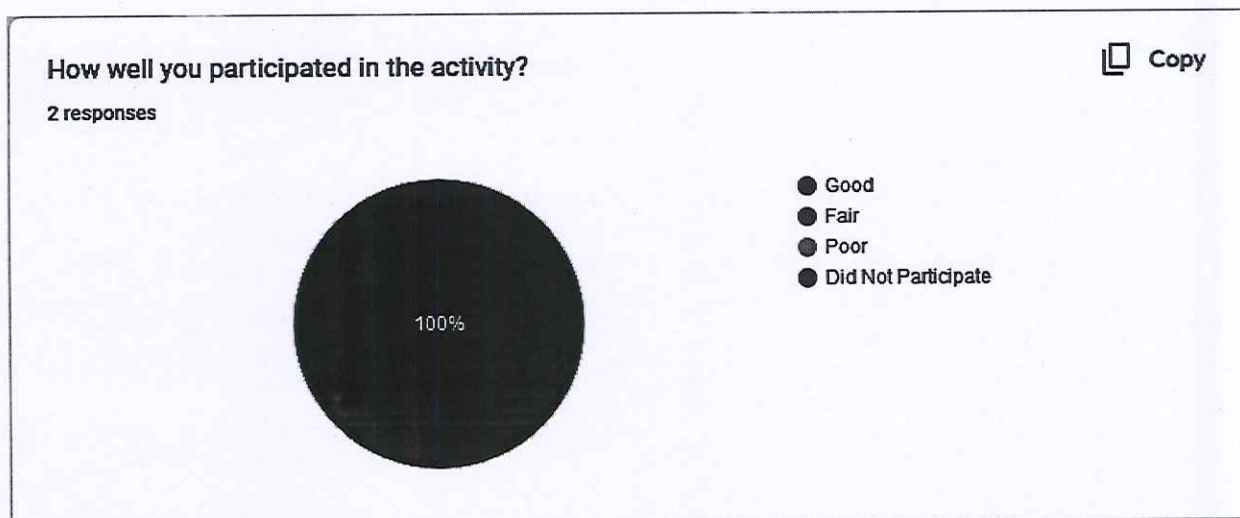
Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

Positive observations –

- Students liked team work, involvement and polishing of their presentations skills
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- Communication skills will be improved
- Students develop problem identification and solving abilities

Result of Google form feedback from Participants:



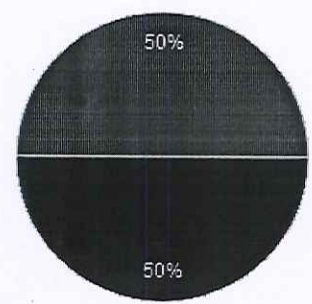
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What did you enjoy the most in the activity?


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2 responses

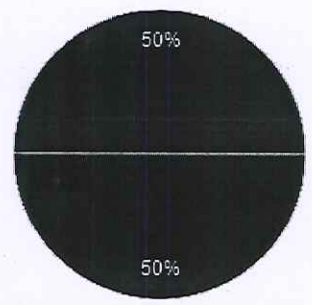


- Mind Map Preparation
- Team Work
- Presenting the Mind Map
- Group discussion

Do you think this activity was useful in enhancing your knowledge and interest in the subject?

 Copy

2 responses

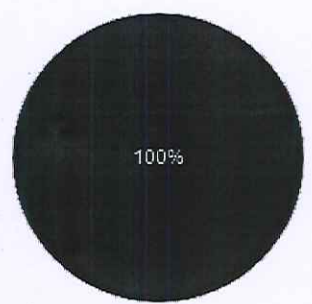


- strongly Agree
- Agree
- Disagree
- Strongly Disagree

These activities should be carried out more frequently in all the subjects

 Copy

2 responses



- strongly Agree
- Agree
- Disagree
- Strongly Disagree

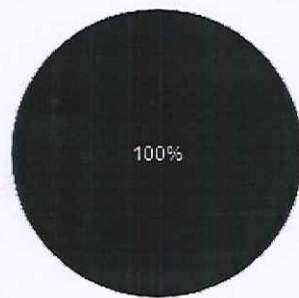

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You were able to correlate the topics in the activity with the real life problems

 Copy

2 responses



- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Give two positive aspects of this activity

2 responses

Enhancement in presentation skills
Team work

1. Enhance knowledge about topic.
2. Confidence increase.

Give two negative aspects of this activity

1 response

1. In negative environment sometime feel uncomfortable and afraid to make mistake.
2. Managing time also.

Give two suggestions on scope of improvement in these activities

2 responses

By including more graphic representation

1. Topic should be related to daily life.
2. Practice can be better way to enhance confidence.



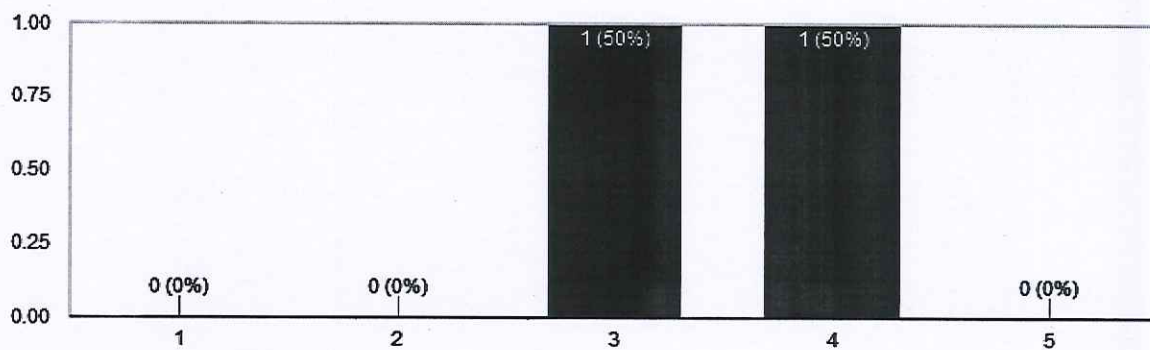
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Rate your overall Experience in the activity

 Copy

2 responses




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DEPARTMENT OF <Electrical Engineering>

ACTIVITY REPORT

Activity Type	Mind Map Activity
Activity Topic	Bio Telemetry and Telemedicine
Class	B.Tech (ELE)
Semester	6th
Academic Year	2022-23-2
Course Name	Biomedical Engineering
Course Code	ELE333
Date	29.3.23
Mapping with Co's	CO5
Faculty In-charge	Seema Sharma

Context:

In this Mind Map activity, which is a group activity, the students of B.Tech (Electrical) Sem-VI were divided into three groups. There were total 8 students in the class. Three groups were made with 3 students in two groups and 1 group with 2 and each group was given the above topic from the syllabus of ELE333 and create a mind map on the real-world applications of the selected techniques/topic. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Team formation was done as per the choice of students and comfort zone to get better outcome. The students discussed the topics and discussed the same with the faculty in-charge. One hour was given to the students to study on the topic individually, discuss in the group and create the mind map. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on chart paper and presented in front of the whole class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

Step 1 – Selection of team members as per your choice and comfort level

Step 2- Finalization of topic in coordination of team members

Step 3- Discussion on solution finding and functioning of it.

Step 4- Finalization of most suitable solution

Step 5- Drawing the complete flow diagram, solution and advantages, disadvantages on chart/board

Step 6- Presentation of the topic in front of the class

Step 7- Discussion and answering the questions by friends and teacher.

The students were divided into 3 groups namely – Grp I, Grp II and Grp III with 3 members each Group II & III and 2 members in Group I.

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Details of Participants:

S. No.	Group-I participants	Group-II participants	Group-III participants
1	Diksha	Abhinandan	Sandeep
2	Simran Kaur	Chandani	Pritush
3	RaviBir		Gaurav


Assessment Rubrics –

Criteria	Ratings					Points
	5	4	3	2	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical questions asked during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	Poster/ Map prepared with correct points & neat & complete explanation	Poster prepared with correct points or design & incomplete explanation	Poster prepared with partially correct points or design & incomplete explanation	Poster prepared with Partially correct design and poor explanation	No Poster prepared with incorrect design and explanation	5
Total						10

Outcomes of the activity:

This activity helped the students in developing various essential qualities among them such as, team work, discussion, involvement, thinking on critical topics and presentation skills. Students were motivated to work well and produce good results. All the team members were involved and participated equally. Student's involvement was good and satisfactory performance was observed during the presentations.

The current activity helped the students to understand the real-world applications of the techniques they are learning in this subject, their advantages and disadvantages. The students drew an outline on different applications of the techniques they selected and other students asked relevant questions.


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DEPARTMENT OF <Electrical Engineering>

ACTIVITY REPORT

Activity Type	Mind Map Activity
Activity Topic	Performance of transmission lines
Class	B.Tech (ELE)
Semester	4th
Academic Year	2022-23 -2
Course Name	Power System—I(Transmission &Distribution)
Course Code	ELE217A
Date	27.3.23
Mapping with Co's	CO5
Faculty In-charge	Seema Sharma

Context:

In this Mind Map activity, which is a group activity, the students of B.Tech (Electrical) Sem-IV were divided into three groups. There were total 10 students in the class. Three students were absent, so groups were made with 3 students in one group and 2 groups with 2 students and each group was given the above topic from the syllabus of ELE217A and create a mind map on the real-world applications of the selected techniques/topic. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Team formation was done as per the choice of students and comfort zone to get better outcome. The students discussed the topics and discussed the same with the faculty in-charge. One hour was given to the students to study on the topic individually, discuss in the group and create the mind map. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on Board or chart paper and presented in front of the whole class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

Step1 – Selection of team members as per your choice and comfort level

Step 2- Finalization of topic in coordination of team members

Step 3- Discussion on solution finding and functioning of it.

Step 4- Finalization of most suitable solution

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Step 6- Presentation of the topic in front of the class

Step 7- Discussion and answering the questions by friends and teacher.

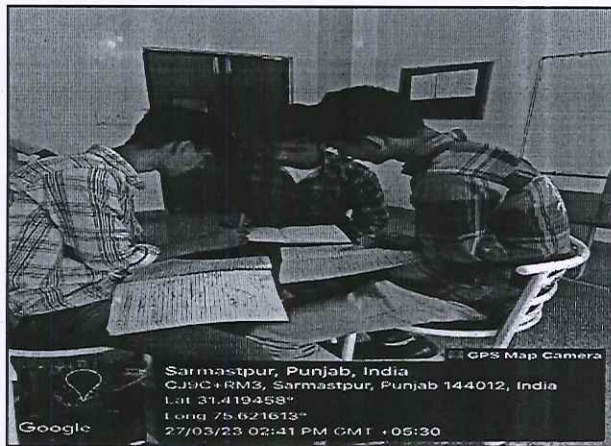
The students were divided into 3 groups namely – Grp I, Grp II and Grp III, with 3 members in group III and Group I & II with 2 members each

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Photos of activity:

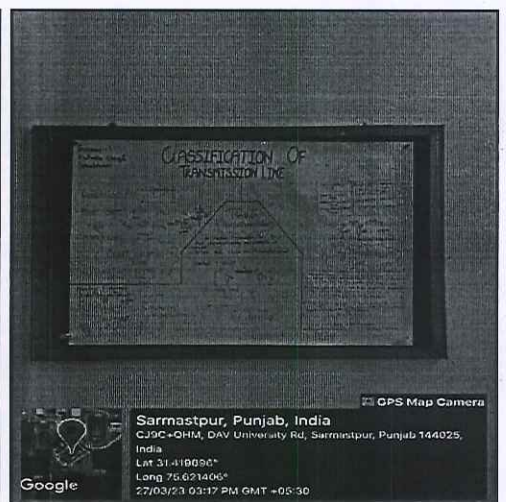
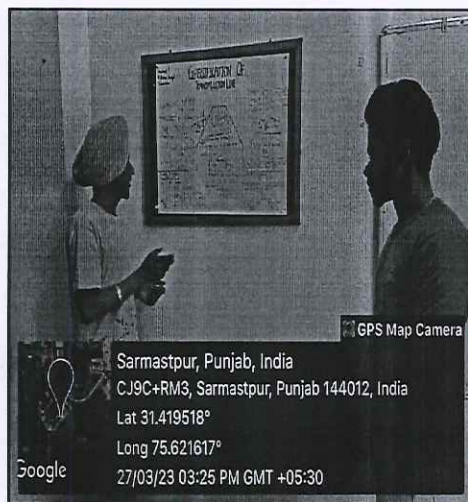
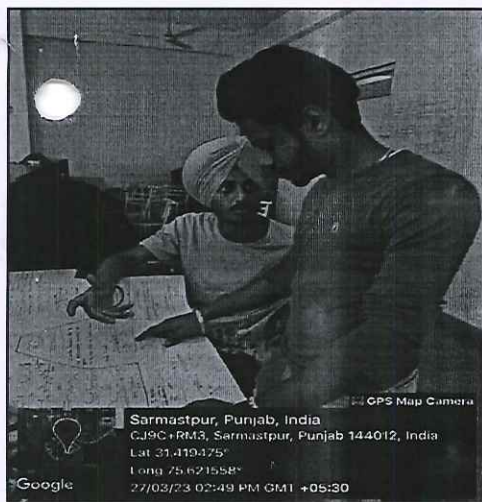


Students having discussion in groups

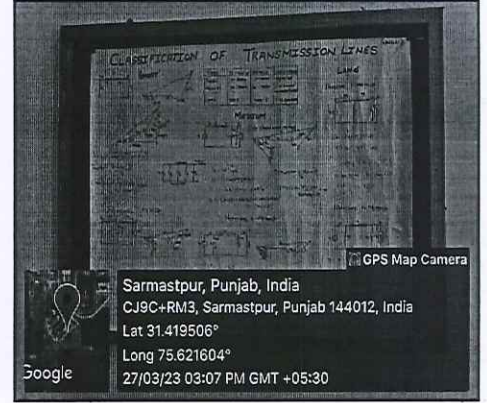
Group-I presentation and Mind Map

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Group-II presentation and Mind Map



Group-III presentation and Mind Map



Points earned by each group:

Sl No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	5	4	9	10
2	II	5	3	7	10
3	III	4	4	8	10

Critics:

Following are the observation related to Mind map activity

Feedback has been taken from students orally and through Google form

Positive observations –

- Students liked team work, involvement and polishing of their presentations skills
- Students learned to cooperate in a team
- Communication skills will be improved
- Students develop problem identification and solving abilities

Result of Google form feedback from Participants:

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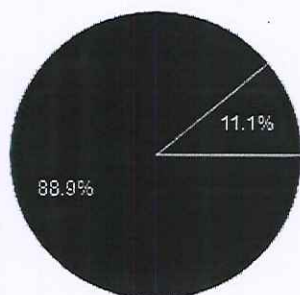
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How well you participated in the activity?

Copy

9 responses

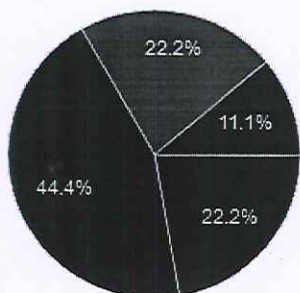


- Good
- Fair
- Poor
- Did Not Participate

What did you enjoy the most in the activity?

Copy

9 responses

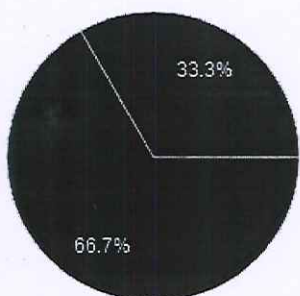


- Mind Map Preparation
- Team Work
- Presenting the Mind Map
- Group discussion

Do you think this activity was useful in enhancing your knowledge and interest in the subject?

Copy

9 responses



- strongly Agree
- Agree
- Disagree
- Strongly Disagree

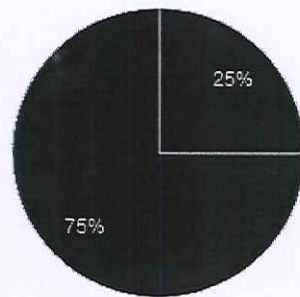
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These activities should be carried out more frequently in all the subjects

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8 responses

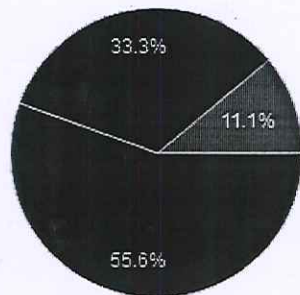


- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

You were able to correlate the topics in the activity with the real life problems

 Copy

9 responses



- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Give two positive aspects of this activity

8 responses

Gain of knowledge and improve confidence level

Built confidence

Self confidence and presentation skill

Knowledge and skills improvement

Improve communication skill

Confidence and skills

This activity is very helpful for me to refine my communication skills as well as confidence

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Give two negative aspects of this activity

8 responses

Nothing

Nothing

Team work

I think the topic of the activity can be more interesting for Better explanation

Give two suggestions on scope of improvement in these activities

7 responses

Confidence and skills

Nothing needs to be improved

Nothing needed to be improved

No need to improve


No need improve

Skills and confidence

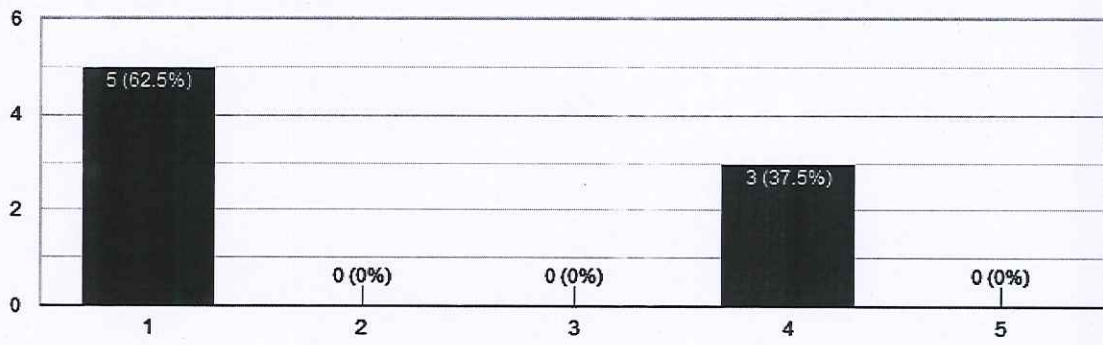
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Rate your overall Experience in the activity

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8 responses




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DEPARTMENT OF <Electrical Engineering>

ACTIVITY REPORT

Activity Type	Mind Map Activity
Activity Topic	Methods of Direct Energy Conversion
Class	B.Tech (ELE)
Semester	4th
Academic Year	2022-23 -2
Course Name	Renewable Energy Sources and Management
Course Code	ELE214
Date	17.3.23
Mapping with Co's	CO5
Faculty In-charge	Seema Sharma

Context:

In this Mind Map activity, which is a group activity, the students of B.Tech (Electrical) Sem-IV were divided into three groups. There were total 10 students in the class. Two students were absent, so groups were made with 3 students in two groups and 1 group with 2 students and each group was given the above topic from the syllabus of ELE214 and create a mind map on the real-world applications of the selected techniques/topic. The activity included student involvement, thinking on problem statement, group discussion among the team and identification of solution. Team formation was done as per the choice of students and comfort zone to get better outcome. The students discussed the topics and discussed the same with the faculty in-charge. One hour was given to the students to study on the topic individually, discuss in the group and create the mind map. Students sat together and prepared the solutions for the selected problem statement. Once the solution was ready, the students drew the complete details on Board or chart paper and presented in front of the whole class. Other students asked questions and got involved in each other's work. Faculty in-charge also discussed with the students and clarified the queries of the students on the given topics.

Activity Description:

The activity involved following steps

- Step1 – Selection of team members as per your choice and comfort level
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- Step 6- Presentation of the topic in front of the class
- Step 7- Discussion and answering the questions by friends and teacher.

The students were divided into 3 groups namely – Grp I, Grp II and Grp III with 3 members in group III and Group I & II with 2 members each

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Details of Participants:

S. No.	Group-I participants	Group-II participants	Group-III participants
1	Kulvir	Dharampreet	Jatin
2	Vishal	Himesh	Shubham
3	Deepak	Aryan	

Assessment Rubrics –

Criteria	Ratings					Points
	5	4	3	1	1	
1. Understanding the topic	Correct Solution with excellent explanation and correct answers to all logical asked questions during presentation	Correct Solution with good explanation failed to answer one basic question asked during explanation	Correct Solution with limited explanation, failed to answer two OR more than two basic questions asked during explanation	Partially correct solution to the problem with limited explanation	Wrong solution with no/partial explanation	5
2. Quality of mind-map and presentation	5	4	3	2	1	
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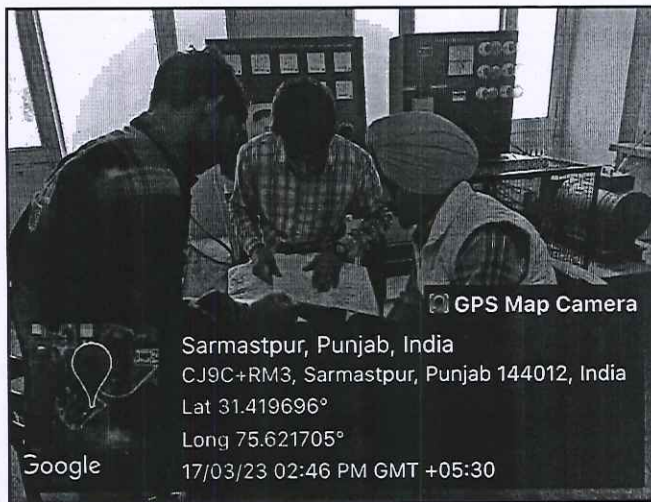
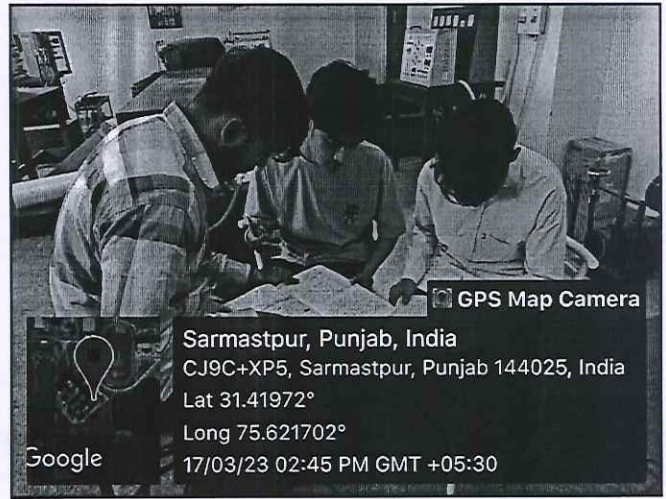
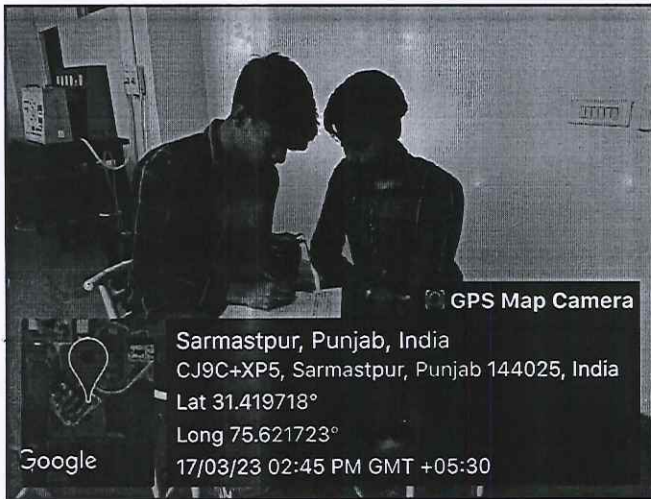
Outcomes of the activity:

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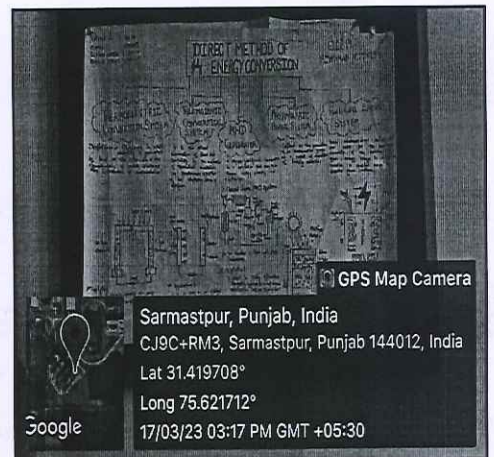
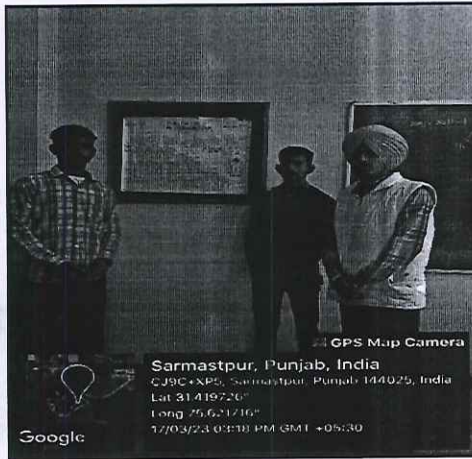
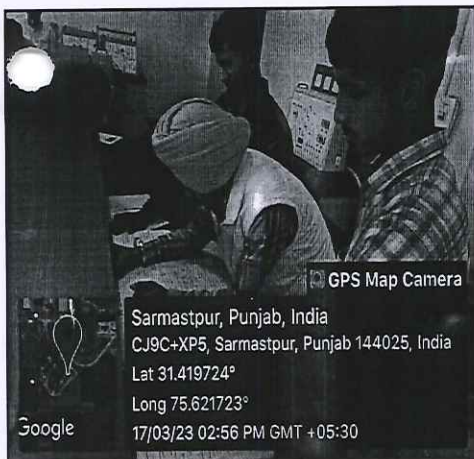
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Photos of activity:



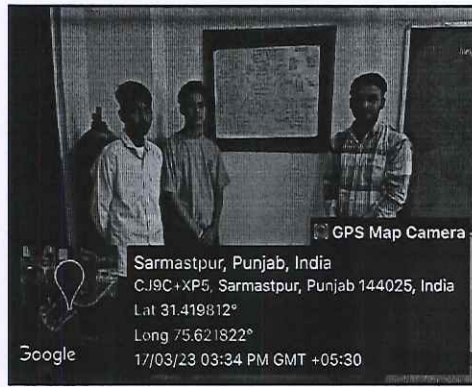
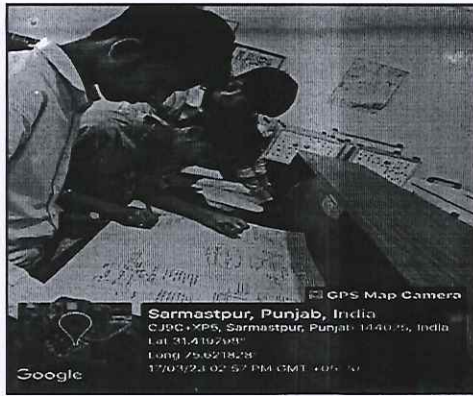
Group-I presentation and Mind Map



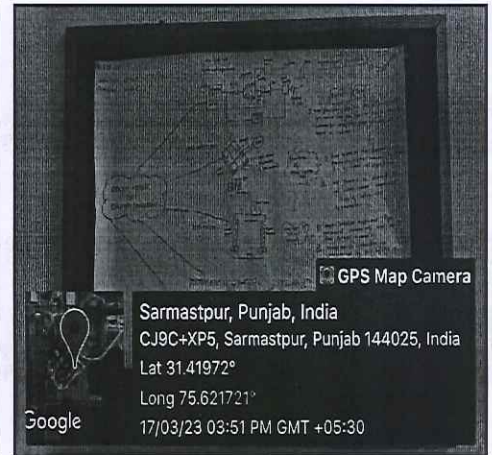
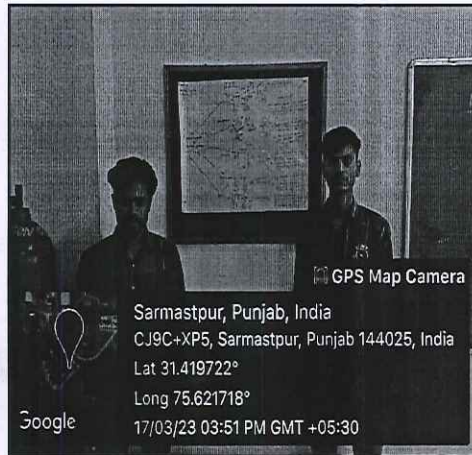
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Group-II presentation and Mind Map



Group-III presentation and Mind Map



Points earned by each group:

Sl No	Group No.	Criteria Ratings		Points Acquired	Total Points
		1	2		
1	I	5	4	9	10
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Critics:

Following are the observation related to Mind map activity

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Positive observations –

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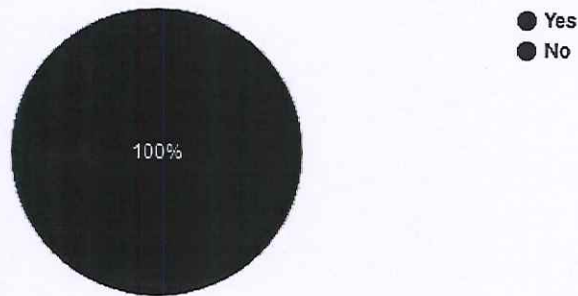
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Is the activity relevant with the subject?

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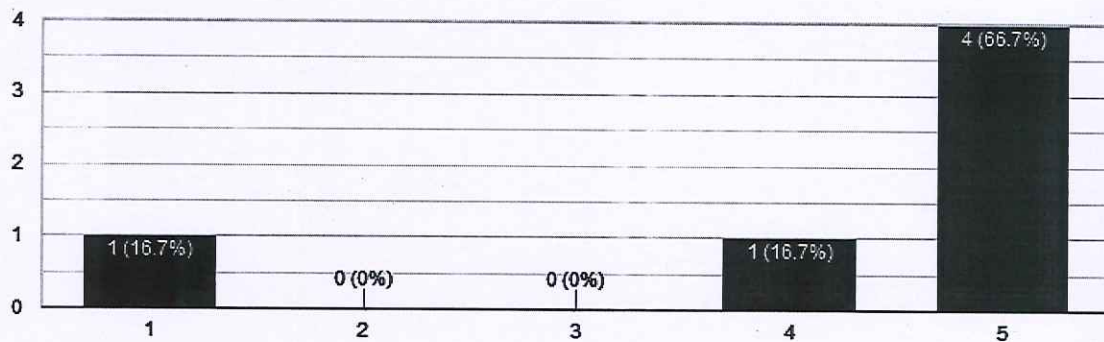
6 responses



Overall the Activity is Worthwhile

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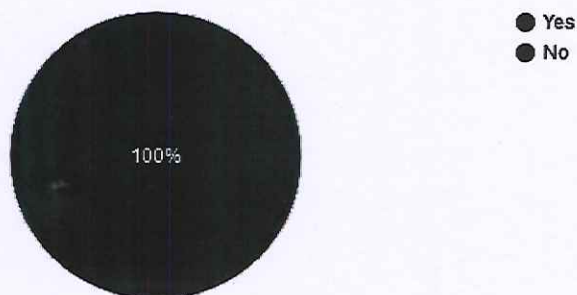
6 responses



Are you likely to perform this type of activity in future?

 Copy

6 responses



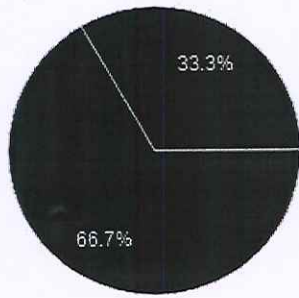

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Which method is better to understand the topic?

 Copy

6 responses

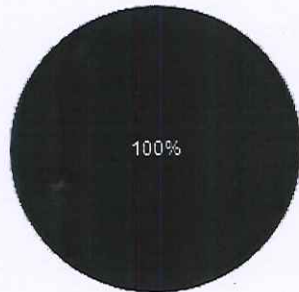


- Activity based Method
- Lecture based Method

Does the activity improved your presentation skills?

 Copy

6 responses



- Yes
- No

Something you have learnt from the activity

6 responses

Confidence

Presentation

Gain of knowledge

Self confidence

Conference High presentation skill improvement

Knowledge

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Some thing you could improve on?

6 responses

Learning

Communication

Presentation skills

Communication skills

Skills

Communication skill



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