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INSTITUTIONAL AREA, MADHUBAN CHOWK, ROHINI, DELHI-110085
Department of Information Communication & Technology

Ref. No.: TIAS/BCA/DSA/2025-26/ **Date: 08th April, 2026**

BACHELOR'S OF COMPUTER APPLICATIONS
Report
On
Group Discussion
Course Code : - BCA-106
Subject : Data Structure and Algorithms Using 'C'

Activity : Participative Learning – Group Discussion

Subject : BCA-106 (Data Structure and Algorithms Using 'C)

Department : Department of Information Communication and Technology

Faculty in Charge : Ms. Bhawana

Participants : BCA- **1st** year students

Date : 08th April, 2026

Objective of the Group Discussion

To design and conduct group discussions that are structured, efficient, and outcome-driven by applying principles of sorting (organization) and searching (retrieval), ensuring alignment with course outcomes and progressive cognitive engagement.

Methodology:
The group discussion was modeled as a data-driven process where topics were treated as elements in a structured dataset (array/list). Initially, all discussion topics—such as dynamic web pages, server-side scripting, and PHP–MySQL interaction—were collected and organized.

- **Sorting Phase:**
  Topics were arranged using sorting criteria such as difficulty level, logical sequence, and conceptual dependency. This ensured a smooth progression from basic to advanced concepts, similar to applying algorithms like Quick Sort or Merge Sort for efficient ordering.
- **Searching Phase:**
  During the discussion, participants applied searching strategies to locate relevant

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subtopics, examples, or problem areas. Linear search was used for exploratory discussions, while binary search principles (on sorted topics) enabled faster access to specific concepts.

Implementation Process:

1. Initialize topic list (T).
2. Apply sorting based on predefined criteria (priority, complexity).
3. Iterate through sorted topics sequentially.
4. Enable interactive discussion for each topic.
5. Use searching techniques to revisit or retrieve specific concepts when needed.

Learning Outcomes:

- Improved logical organization of ideas through structured topic sequencing.
- Enhanced ability to retrieve and connect concepts efficiently.
- Development of analytical thinking by mapping discussions to algorithmic processes.
- Alignment with multiple cognitive levels (understanding, application, analysis).

Conclusion:
The integration of sorting and searching concepts into group discussion pedagogy resulted in a systematic, efficient, and learner-centered approach. This method not only improved content delivery but also strengthened students' problem-solving and computational thinking skills.

Group Discussion Details

Parameter	**Description**
Number of Students	18–20 per group
Duration	30–40 minutes per topic
Mode	Classroom-based discussion
Faculty Role	Moderator & Evaluator
Assessment Criteria	Concept clarity, relevance, participation, analytical depth

BT Level: BTL2–BTL3
CO Mapping: CO1, CO2

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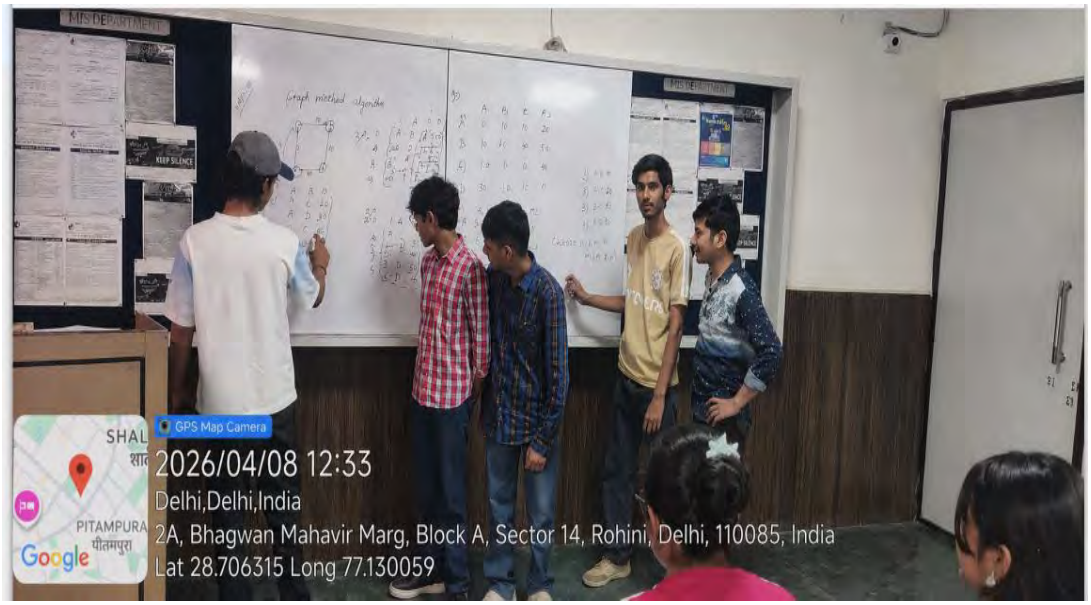

LIST OF PARTICIPANTS

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3	00517002025	HIYA KHURANA
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6	00817002025	SARTHAK BINDAL

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12	01417002025	PRINCE
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14	01617002025	GARVIT BATRA
15	01717002025	DHRUV AGGARWAL
16	01817002025	DRISHTI SHARMA
17	02117002025	RIDHI GARG
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20	02617002025	AARTI
21	02917002025	SRISHTI SURI
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23	03117002025	MANISH KUMAR
24	03217002025	ARSHDEEP SINGH
25	03317002025	LAKSHIKA
26	03517002025	BHAVYA AGGARWAL
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33	04417002025	HRISHIT SHARMA
34	04517002025	PRANAV SINGH PAL
35	04617002025	GAURVEE KHURANA
36	04717002025	NAMAN SINGHOYA
37	04917002025	BHOOMI GAUTAM
38	05017002025	KRITIKA BANSAL
39	05117002025	ARYAN BHATT
40	05217002025	DAKSH SEHDEV
41	05317002025	SATYAM KUMAR MISHRA
42	05417002025	NITIN SINGH RANA
43	05517002025	DHRITI BANSAL
44	05617002025	PARMINDER
45	05817002025	DHEIRYA SAINI
46	05917002025	GUNJAN JOSHI
47	06017002025	DISHITA NANGAL

Faculty Incharge: Ms. **Bhawana** HOD,DICT:Dr. Sushma Bahuguna

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DEPARTMENT OF INFORMATION COMMUNICATION AND TECHNOLOGY

BACHELOR OF COMPUTER APPLICATION

Ref. No.: TIAS/BCA/ST/2025-26/37/475/12.2 **Date: 17th Feb, 2026**

Report On: Classroom Debate Activity
Pedagogy Adopted : Group Learning & Teaching
Course Code: BCA-204T
Subject: Software Testing

Activity	**Classroom Debate Activity**
Subject	**Software Testing**
Department	**Department of Information Communication and Technology**
Faculty In-charge	**Ms. Garima Saini; Assistant Professor, DICT, TIAS**
Participants	**BCA 2nd Year Students (4MA)**
Date	**17th Feb, 2026**

Activity Title
"Is Manual Testing Still Important in the Age of Automation?"

Objectives

- To analyse the importance of manual testing in current industry practices
- To compare manual testing and automated testing
- To understand real-world use cases of both approaches
- To develop critical thinking about quality assurance strategies

Class Discussion Summary
The class was divided into two groups:

Group A: Manual Testing is Still Important
Key arguments presented:

- Human judgment is essential for usability testing
- Better at identifying unexpected UI issues
- Effective for exploratory testing
- Necessary in early stages of development

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Examples discussed:

- Testing user experience in mobile applications
- Checking design consistency

Group B: Automation is Replacing Manual Testing

Key arguments presented:

- Faster execution of test cases
- Saves time in regression testing
- More efficient for large-scale applications
- Cost-effective in long-term projects

Examples discussed:

- CI/CD pipeline testing
- Large enterprise systems

Key Findings

After discussion and analysis, the following conclusions were drawn:

1. Manual testing is essential for exploratory, usability, and ad-hoc testing.
2. Automation testing is highly effective for repetitive and regression testing.
3. A hybrid approach (combination of manual and automation testing) is the best practice in modern software development.
4. Human creativity and analytical skills cannot be fully replaced by automation tools.

Learning Outcome

- Improved our understanding of software testing methodologies
- Developed teamwork and discussion skills
- Gained insight into industry testing practices
- Learned the importance of balancing automation with human evaluation

Conclusion

The activity helped us understand that manual testing remains highly important even in the age of automation. While automation improves efficiency and speed, manual testing ensures quality from a human perspective.



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Therefore, both manual and automation testing complement each other and are necessary for delivering high-quality software products.



Faculty In-charge
Ms. Garima Saini
Assistant Professor, DICT

Prof. Dr. Sushma Bahuguna
Assoc. Dean, DICT

LIST OF PARTICIPANTS

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2	00317002024	RIYA SHARMA	A
3	00417002024	VANSH RAGHAV	P
4	00517002024	YASH KUMAR	A
5	00617002024	KHUSHAL SHARMA	P
6	00717002024	ARJUN SHARMA	A
7	00817002024	ADITYA PANDEY	A
8	00917002024	DIVYANSH MADAAN	A
9	01017002024	ARIF	P
10	01117002024	YASH DHAWAN	P
11	01217002024	DEVISHI BHATIA	A
12	01317002024	ASMITA KANDWAL	A
13	01417002024	HARSHAL KUKREJA	A
14	01517002024	TANISHKA KATHURIA	P
15	01617002024	TAMANNA CHAKARVARTI	P
16	01717002024	KRITI SETHI	P
17	01817002024	VANSH ARORA	A
18	01917002024	SACHIN KUMAR	A
19	02017002024	ANAGH KHANDELWAL	A
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22	02317002024	AKSH TYAGI	A
23	02417002024	AMAN SHARMA	A
24	02517002024	VIDHI SHARMA	P
25	02617002024	YASH UPADHYAY	A
26	02717002024	KRISH PANCHAL	A
27	02817002024	LUCKY GAUR	A
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29	03017002024	JAYANT RATHORE	A
30	03117002024	PARAMVEER SINGH CHATHA	P
31	03217002024	PRIYANSHU KHATRI	A
32	03317002024	SRIKANT SINHA	A
33	03417002024	SUMANTA HOTA	P
34	03517002024	KAVYA	P
35	03617002024	ROHAN AGGARWAL	A
36	03717002024	VANSHITA SHARMA	A
37	03817002024	BHAVYA MODI	A
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39	04017002024	AMAN KHANNA	A
40	04117002024	TUSHAR BANSAL	P
41	04217002024	KRISH ARORA	A
42	04317002024	SAISHA GAMBHIR	P
43	04417002024	ADITYA SHRIVASTAV	P
44	04517002024	GEETANSHI NAGPAL	A
45	04617002024	DHRUVMALHOTRA	A
46	04717002024	HARSH	A
47	04817002024	GUNMAY GUPTA	A
48	04917002024	KANISHK GUPTA	P
49	05017002024	VANSH MAHINDRA	A
50	05117002024	AAKASH RAWAT	P
51	05217002024	AYUSSH PAHWAA	P
52	05317002024	PARTH PAL	P
53	05417002024	KRISHNA ALLAWADHI	A
54	05517002024	KHWAHISH ANAND	P
55	05617002024	SONIYA GAUR	P
56	05717002024	PRINCE PATYAL	A
57	05817002024	GAURAV SHARMA	A
58	05917002024	KEWAL YADAV	A
59	06017002024	TANISHA CHAUHAN	A
60	06117002024	DEETYA POPLI	A

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Classroom Debate Activity – Software Testing
Pedagogy Type: Debate-Based Learning

Debate Topic:

"Is Manual Testing Still Important in the Age of Automation?"

Learning Objectives

- Understand the difference between **manual and automated testing**
- Analyze advantages and limitations of both
- Develop **critical thinking and communication skills**
- Relate testing concepts to real-world industry practices

Team Formation

Divide the class into **two groups**:

Team	Position
□ Team A	Manual Testing is Still Important
· Team B	Automation Can Replace Manual Testing

Each team selects:

- 1 Team Leader
- 2–4 Speakers
- 1 Note Keeper

Time Structure

Activity	Time
Topic introduction by teacher	5 min
Team preparation	10 min
Opening arguments	5 min per team
Rebuttal round	3 min per team
Open floor (class questions)	10 min
Teacher summary	5 min

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Total: **35–40 minutes**

Points for Team A (Manual Testing is Important)

Students may argue:

- Human intuition finds usability issues
- Manual testing is better for exploratory testing
- UI/UX testing needs human observation
- Automation is expensive and time-consuming to set up
- Not all tests can be automated (ad-hoc, visual checks)
- Small projects don't need automation
- Manual testing helps understand the system deeply

Points for Team B (Automation Can Replace Manual Testing)

Students may argue:

- Automation is faster and saves time
- Best for regression testing
- Reduces human error
- Can run tests 24x7
- Handles large test data easily
- Improves test coverage
- Essential for DevOps and CI/CD pipelines

Rebuttal Round (Students Counter Each Other)

Examples:

- Team A: "Automation cannot judge user friendliness."
- Team B: "But automation ensures stability and repeatability."

Teacher's Role

Teacher should:

- Moderate discussion
- Ensure equal participation
- Encourage shy students
- Correct technical misunderstandings
- Keep discussion respectful

Expected Learning Outcomes

After the debate, students will:



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✓ Understand real-world importance of manual vs automated testing

✓ Develop reasoning and presentation skills

✓ Learn that both testing types are important

✓ Gain confidence in expressing technical ideas



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Department of Information Communication and Technology

Bachelor of Computer Application (BCA)

Report On

Quiz-Based Learning (Unit-wise Quiz Activity)

Course Code: BCA–306

Subject: Internet of Things

Activity : Unit-wise Quiz

Subject : BCA-306 (Internet Of Things)

Department : Department of Information Communication and Technology

Faculty in Charge : Mr. Indraprakash Srivastav

Participants : BCA- 3rd year students

Date : 12th March,2026

Objectives of the Activity

- To evaluate students' understanding of each unit of the IoT syllabus
- To promote active participation and engagement in learning
- To strengthen conceptual clarity through regular assessment
- To encourage self-evaluation and revision of important topics
- To enhance problem-solving and analytical skills

Description of the Activity

A Quiz-Based Learning activity in the form of unit-wise quizzes was conducted for the students of BCA 6th Semester in the subject Internet of Things (BCA–306). The main objective of this activity was to assess students' understanding of the concepts taught in each unit and to reinforce their learning through continuous evaluation.

The quizzes included both conceptual and application-based questions covering different units of the syllabus. Students participated individually and attempted the questions based on their knowledge and understanding.

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This activity helped students revise important concepts, improve their subject knowledge, and identify their strengths and areas for improvement. The quizzes also encouraged healthy competition and active participation among students.

Execution of Activity

Steps:

1. Introduction of the Activity
• Explanation of quiz format and objectives
• Overview of syllabus coverage

2. Conduct of Unit-wise Quizzes
• Quiz conducted after completion of each unit
• Individual participation by students

3. Question Pattern
• Conceptual questions
• Application-based questions

4. Evaluation and Feedback
• Answers were evaluated by the faculty
• Feedback was provided to improve performance

5. Student Interaction
• Discussion of correct answers
• Clarification of doubts

Unit-wise Quiz Topics

Quiz 1 – Unit I: Introduction to IoT
• Vision and definition of IoT
• Conceptual framework and architecture
• Enabling technologies and sources of IoT
• Machine-to-Machine (M2M) communication
• Real-world IoT examples

Quiz 2 – Unit II: IoT Hardware and Embedded Platforms
• Sensors and digital sensors
• Actuators and their applications
• RFID technology
• Wireless sensor networks
• Participatory sensing

Quiz 3 – Unit III: IoT Networking and Arduino Programming
• Wireless medium access issues
• MAC and routing protocols

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• Sensor deployment and node discovery
• Data aggregation techniques
• Arduino boards, IDE, and programming concepts

Quiz 4 – Unit IV: IoT Applications and Design Challenges
• IoT development and security challenges
• Smart metering and e-health systems
• Smart city and home automation
• Automotive applications
• Smart street lighting systems

Learning Outcomes

1. Conceptual Clarity:
Students developed a better understanding of IoT concepts across all units

2. Continuous Assessment:
Regular quizzes helped in evaluating student performance

3. Improved Retention:
Students were able to retain and recall concepts effectively

4. Analytical Skills:
Students enhanced their problem-solving and analytical abilities

5. Active Participation:
Students showed increased engagement in classroom learning

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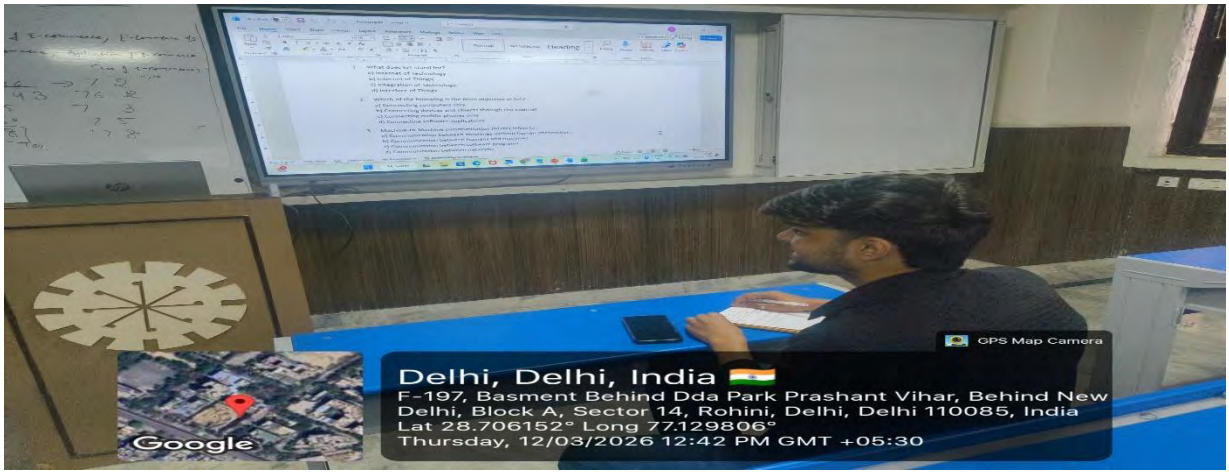

List Of Participants

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6	06617002023	KUNAL GUPTA
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22	08317002023	RAHUL
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24	08517002023	KARTIKAY SHARMA
25	08617002023	SAKSHI SHOKEEN
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32	09317002023	ANKUSH LODHI
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34	09517002023	GAURAV KUMAR
35	09617002023	ANKUR LAL
36	09717002023	SAKSHAM CHAUHAN
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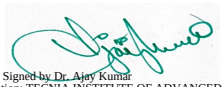
47	35317002023	SNEHA ANAND
48	35417002023	RUCHIKA VERMA
49	35517002023	VAMSI ARORA
50	35617002023	ARCHIE BANSAL
51	35717002023	ANJALI BISHT
52	35917002023	TEJSHREE KHARI



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DEPARTMENT OF INFORMATION COMMUNICATION AND TECHNOLOGY

BACHELOR OF COMPUTER APPLICATION

Ref. No.: TIAS/BCA/ST/2025-26/37/475/12.1 **Date: 10th Feb, 2026**

Report On: Classroom Quiz Activity
Teaching Pedagogy Adopted : Technology Based Learning
Course Code: BCAT-314
Subject: Deep Learning with Python

Activity	**Interactive Lecture with Classroom Quiz**
Subject	**Deep Learning with Python**
Department	**Department of Information Communication and Technology**
Faculty In-charge	**Ms. Garima Saini; Assistant Professor, DICT, TIAS**
Participants	**BCA 3rd Year Students (6MA & 6EB)**
Date	**10th Feb, 2026**

Activity Title
"Understanding Fundamentals of Deep Learning and Neural Networks"

Objectives

- To introduce students to the basics of deep learning and neural networks
- To understand key concepts such as neurons, layers, and activation functions
- To differentiate between machine learning and deep learning
- To develop analytical thinking through quiz-based learning
- To reinforce conceptual understanding using interactive questioning

Activity Design

Introduction Lecture

The session began with an interactive lecture explaining the fundamentals of deep learning, including artificial neural networks, layers (input, hidden, output), and real-world applications such as image recognition and speech processing. Students were encouraged to share examples of AI applications they use in daily life.

Concept Explanation (Deep Learning Basics)

Key concepts explained included:

- Structure of neural networks
- Activation functions (ReLU, Sigmoid)
- Training process (forward propagation & backpropagation)

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Classroom Quiz & Discussion Activity

Students participated in a quiz consisting of:

- MCQs
- True/False

The quiz focused on:

- Neural network structure
- Deep learning terminology
- Differences between ML and DL
- Applications of deep learning

Answers were discussed collectively to ensure clarity.

Interactive Questioning

Students were asked conceptual questions such as:

- Why deep learning requires large datasets?
- What happens if activation functions are not used?
- How does overfitting affect model performance?

Implementation Approach

The session combined lecture, real-world examples, board explanation, questioning techniques, and quiz-based assessment. This ensured active participation and improved conceptual clarity.

Student Participation

Students actively engaged in answering questions, sharing real-life examples, and participating in the quiz discussion. This improved understanding and confidence.

Expected Learning Outcomes

- Understand the definition and purpose of deep learning & neural networks
- Identify differences between machine learning & deep learning.
- Develop critical and analytical thinking.

Conclusion

The interactive lecture combined with quiz discussion effectively enhanced student understanding of deep learning concepts. The session promoted engagement, critical thinking, and helped students connect theoretical knowledge with practical applications.



Faculty In-charge
Ms. Garima Saini
Assistant Professor, DICT

Prof. Dr. Sushma Bahuguna
Assoc. Dean, DICT

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DEPARTMENT OF INFORMATION, COMMUNICATION AND TECHNOLOGY

BACHELOR OF COMPUTER APPLICATIONS

Ref. No.: TIAS/BCA/DLP/2025-26/37/487/12.2 **Date: 30th Jan, 2026**

Report On: Active Participants, Collaborators Debate Activity
Teaching Pedagogy: Group Learning & Teaching
Course Code: BCAT-314
Subject: Deep Learning with Python

Activity	**Class Room Debate Activity**
Subject	**Deep Learning with Python**
Department	**Department of Information, Communication and Technology**
Faculty In-charge	**Dr. Neeta; Associate Professor, DICT, TIAS**
Participants	**BCA 3rd Year Students (6MB)**
Date	**30th Jan, 2026**

Activity Title : Does a deep learning model truly 'learn' or is it just pattern matching ?

Objectives

- **To promote conceptual understanding of deep learning fundamentals**
- **To enhance critical thinking about AI's true capabilities and limitations**
- **To develop communication and public speaking skills in technical topics**
- **To encourage collaborative learning and respectful debate etiquette**
- **To differentiate between human learning and machine learning**

Class Discussion Summary : The class was divided into two groups:
Group A: Deep Learning is Better

Key Arguments Presented by Students:
Affirmative Team (For – Deep Learning Truly Learns)

Argument	Evidence Provided
Neural networks adjust weights through backpropagation – this is learning	Referenced Rumelhart (1986) backpropagation paper
CNNs learn hierarchical features (edges → shapes → objects)	Showed feature visualization examples

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Transfer learning works – models reuse knowledge	**Example: ImageNet pretrained on medical images**
Reinforcement learning agents improve over time	**Mentioned AlphaGo learning from self-play**

Group B: Machine Learning is Better
Negative Team (Against – Just Pattern Matching)

Argument	**Evidence Provided**
No understanding – same model fails if input changes slightly	**Adversarial examples (panda → gibbon with noise)**
No reasoning or causality	**A model predicting "shoes" from "ankle" – no understanding**
Huge data needed vs humans learn from few examples	**Humans need 1-2 examples, models need thousands**
No consciousness or true intelligence	**Mentioned "Chinese Room" thought experiment**

Key Arguments Presented:

- Requires less data compared to Deep Learning
- Faster to train and less computationally expensive
- Suitable for small and medium-sized problems

Examples Discussed:

- Spam email detection
- Recommendation systems
- Predictive analytics

Learning Outcomes

Deeper understanding of deep learning: Students explored the fundamental question of what "learning" truly means – moving beyond just writing code to philosophical and technical depth.

Enhanced technical communication: Students learned to explain complex concepts like backpropagation, feature hierarchy, and adversarial attacks in simple, clear language.

Critical thinking about AI limitations: The debate revealed that deep learning has significant limitations (adversarial vulnerability, data hunger, lack of causality) – not just successes.



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Research skills: Students found and cited real research papers, improving their ability to find credible evidence.

Increased confidence in technical debates: Many students spoke about AI for the first time in front of an audience, overcoming public speaking fear.

Collaborative learning: Teams worked together to build arguments, counterpoints, and rebuttals – demonstrating effective group learning and teaching.

Conclusion

The debate highlighted that Deep Learning is not always better than Machine Learning.While Deep Learning excels in handling complex data and achieving high accuracy, Machine Learning and deep learning remains more practical for many real-world applications due to its simplicity, efficiency, and lower resource requirements. Therefore, the choice between Deep Learning and Machine Learning depends on the problem type, data availability, and computational resources.



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Associate Professor, DICT

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Assoc. Dean, DICT

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Reinforcement learning agents improve over time	**Mentioned AlphaGo learning from self-play**

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Argument	**Evidence Provided**
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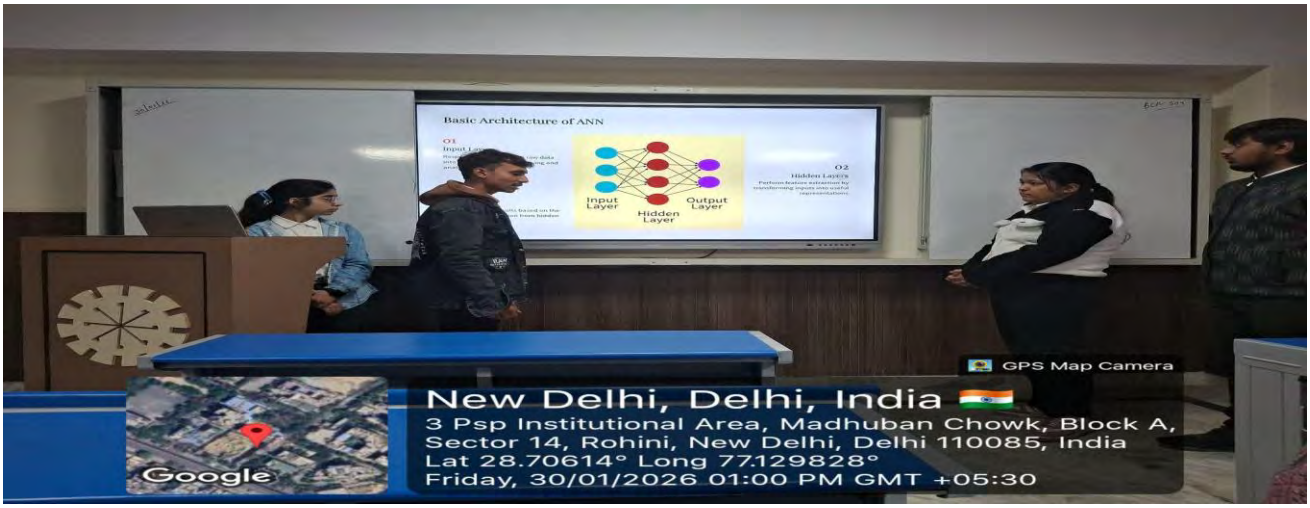

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2	06217002023	YUVRAJ CHIBBER
3	06317002023	SAMARTH GUPTA
4	06417002023	VANSH KALRA
5	06517002023	MADHUR BANSAL
6	06617002023	KUNAL GUPTA
7	06717002023	ANSHUL SAXENA
8	06817002023	CHARU CHAWLA
9	07017002023	SUPRIYA GUPTA
10	07117002023	SANDESH RAJ

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11	07217002023	MRIDUL SHARMA
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13	07417002023	RHYTHM BATRA
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15	07617002023	MEET KAUSHIK
16	07717002023	RAJIV KUMAR
17	07817002023	KASHISH MALIK
18	07917002023	RAJBIR SINGH LAMBA
19	08017002023	BHASKAR PUJARI
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22	08317002023	RAHUL
23	08417002023	TANMAY SINGHAL
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25	08617002023	SAKSHI SHOKEEN
26	08717002023	MAYANK GUPTA
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29	09017002023	SIDDHI GUPTA
30	09117002023	YUGANSH KHANEJA

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DEPARTMENT OF INFORMATION, COMMUNICATION AND TECHNOLOGY

BACHELOR OF COMPUTER APPLICATIONS

Ref. No.: TIAS/BCA/DLP/2025-26/37/487/12.2 **Date: 18th March, 2026**

Report On: Active Participants, Collaborators **Debate Activity**

Teaching Pedagogy: Group Learning & Teaching

Course Code: BCAT-314

Subject: Deep Learning with Python

Activity	**Class Room Debate Activity**
Subject	**Deep Learning with Python**
Department	**Department of Information, Communication and Technology**
Faculty In-charge	**Dr. Neeta; Associate Professor, DICT, TIAS**
Participants	**BCA 3rd Year Students (6EA)**
Date	**18th March, 2026**

Activity Title : Does a deep learning model truly 'learn' or is it just pattern matching ?

Objectives

- **To promote conceptual understanding of deep learning fundamentals**
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Reinforcement learning agents improve over time	Mentioned AlphaGo learning from self-play

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Group B: Machine Learning is Better
Negative Team (Against – Just Pattern Matching)

Argument	Evidence Provided
No understanding – same model fails if input changes slightly	**Adversarial examples (panda → gibbon with noise)**
No reasoning or causality	**A model predicting "shoes" from "ankle" – no understanding**
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Key Arguments Presented:

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- Faster to train and less computationally expensive
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Examples Discussed:

- Spam email detection
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Learning Outcomes

Deeper understanding of deep learning: Students explored the fundamental question of what "learning" truly means – moving beyond just writing code to philosophical and technical depth.

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Conclusion

The debate highlighted that Deep Learning is not always better than Machine Learning.While Deep Learning excels in handling complex data and achieving high accuracy, Machine Learning and deep learning remains more practical for many real-world applications due to its simplicity, efficiency, and lower resource requirements. Therefore, the choice between Deep Learning and Machine Learning depends on the problem type, data availability, and computational resources.



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2	01421302023	UDITA GUREJA
3	01521302023	ROSHAN BHAWNANI
4	01621302023	VAIBHAV MALHOTRA
5	01721302023	PRANAV MITTAL
6	01821302023	HARSHIT DHINGRA
7	01921302023	AKSHAT JAIN
8	02021302023	TANVI AGGARWAL
9	02121302023	VANSHIKA KAPOOR
10	02221302023	AYUSHI NANDA
11	02321302023	MANSI TIWARI
12	02421302023	KASHISH JAIN
13	02521302023	DIVYANSH THAKUR

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14	02621302023	SONALIKA GROVER
15	02721302023	PRIYANSHI NAAGAR
16	02821302023	KESHAV MADHAV SAINI
17	02921302023	DHRUV JINDAL
18	03021302023	ASHIF KHAN
19	03121302023	SUKARN AHUJA
20	03221302023	EKTA PRAJAPATI
21	03321302023	SACHIN YADAV
22	03421302023	SHIVAM CHOPRA
23	03521302023	HIMESH KUMAR SHARMA
24	03621302023	SHINE SEHGAL
25	03721302023	AMRIT ARORA
26	03921302023	TEJASWINI MANI
27	04021302023	PRANJAL NATH
28	04121302023	SHIVAMJHA
29	04221302023	BABUL YADAV
30	04321302023	HARSH RAJ

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DEPARTMENT OF INFORMATION COMMUNICATION AND TECHNOLOGY

BACHELOR OF COMPUTER APPLICATION

Ref. No.: TIAS/BCA/DLP/2025-26/37/487/12.2 **Date: 17th Feb, 2026**

Report On: Classroom Debate Activity
Teaching Pedagogy Adopted : Group Learning & Teaching
Course Code: BCAT-314
Subject: Deep Learning with Python

Activity	**Classroom Debate Activity**
Subject	**Deep Learning with Python**
Department	**Department of Information Communication and Technology**
Faculty In-charge	**Ms. Garima Saini; Assistant Professor, DICT, TIAS**
Participants	**BCA 3rd Year Students (6MA & 6EB)**
Date	**17th Feb, 2026**

Activity Title : "Is Deep Learning always better than Machine Learning ?"

Objectives

- To understand the differences between Machine Learning and Deep Learning
- To analyse advantages and limitations of both approaches
- To develop critical thinking and analytical skills
- To enhance communication and presentation abilities
- To connect theoretical concepts with real-world applications

Class Discussion Summary : The class was divided into two groups:

Group A: Deep Learning is Better

Key Arguments Presented:

- Deep Learning provides higher accuracy for complex problems
- Automatically extracts features (no manual feature engineering required)
- Performs well with large datasets
- Used in advanced applications like:

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- Image recognition
- Self-driving cars

Examples Discussed:

- Facial recognition systems
- Chatbots and virtual assistants
- Medical image analysis

Group B: Machine Learning is Better

Key Arguments Presented:

- Requires less data compared to Deep Learning
- Faster to train and less computationally expensive
- Suitable for small and medium-sized problems

Examples Discussed:

- Spam email detection
- Recommendation systems
- Predictive analytics

Key Findings

After discussion and analysis, the following conclusions were drawn:

1. Deep Learning is powerful for complex and large-scale problems.
2. Machine Learning is more efficient for simpler tasks and smaller datasets.
3. Deep Learning requires high computational resources and time.

Conclusion

The debate highlighted that Deep Learning is **not always better** than Machine Learning. While Deep Learning excels in handling complex data and achieving high accuracy, Machine Learning remains more practical for many real-world applications due to its simplicity, efficiency, and lower resource requirements. Therefore, the choice between Deep Learning and Machine Learning depends on the **problem type, data availability, and computational resources**.

Learning Outcome

- Improved understanding of AI and ML concepts
- Developed analytical and critical thinking skills

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- Enhanced communication and teamwork abilities



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DEPARTMENT OF INFORMATION COMMUNICATION AND TECHNOLOGY

BACHELOR OF COMPUTER APPLICATION

Ref:TIAS/2025-26/BCA//36/453/14 **Date:16-Oct-2025**

Department of Information and Communication Technology

Report On

Participative Learning

SUBJECT: - BCA- 111 (Human Values & Ethics)

Activity	: Quiz
Date	: 16.10.25
Subject	: BCA 111 & BCA 291T (Human Values & Ethics)
Department	: Department of ICT
Faculty in Charge	: Ms. Garima Saini
Participants	: BCA-1st year & 2nd year

Objectives :

- To encourage quick thinking and decision-making
- To boost students' self-confidence by recognizing correct responses
- To create awareness about core human values such as honesty, respect, responsibility, empathy, tolerance, and integrity

Learning Outcomes:

- Students enhanced their understanding and recall of subject concepts.
- It developed quick thinking and problem-solving skills.
- Students improved concentration, accuracy, and time-management abilities.
- Students gained confidence in expressing their knowledge.
- Students actively participated in the learning process.
- Students learnt to work cooperative hers' opinions.
- Helped in identifying their strengths and areas for improvement through feedback.
- Students developed a positive attitude towards assessment and learning.

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Department of Information, Comm
Tecnia Institute of Ad

Human Values & Ethics- Quiz

Basic Info.

* Indicates required question

1. 1. Name *

2. 2. Class *

Mark only one oval.

- BCA I M A
- BCA I M B
- BCA 3 M A
- BCA 3 M B
- BCA I E A
- BCA I E B
- BCA 3 E A
- BCA 3 E B

3. 3. Enrollment no. *

Multiple Choice Questions (MCQ)

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4. 1. Professional ethics encompass the personal and corporate standards of behavior expected by . .... 0 points

Mark only one oval.

- Family
- Friends
- Professionals
- Colleagues

5. 2. is a more individual assessment of values as relatively good or bad, while is a more intersubjective community assessment of what is good, right or just for all 0 points

Mark only one oval.

- Ethics and morality
- Reality and Truth
- None of these

6. 3. Praise positive behavior * 0 points

Mark only one oval.

- is example of negative attitude
- is example of society
- is example of nature
- is example of one of the ethical practices

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7. 4. **Ethics** refers to society's sense of the right way of living our daily lives. It does this by establishing rules, principles, and values on which we can base our conduct. * 0 points

Mark only one oval.

- True
- False
- Partially true
- Partially untrue

8. 5. While evaluating Present State of the Society and System, we found climate change, environmental pollution, and resource depletion. This is related with * 0 points

Mark only one oval.

- Society
- Family
- Relationship with rest of the nature
- Individual

9. 6. LOVE and COMPASSION deal with * 0 points

Mark only one oval.

- Right understanding in the self
- Fulfilment in relationship
- Ensuring more than required physical facility
- None

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10. The human goal at the level of individual is * 0 points

7.

Mark only one oval.

- Prosperity
- Co-existence
- Fearelessness
- Right understanding

11. The human goal at the level of nature is * 0 points

8.

Mark only one oval.

- Prosperity
- Co-existence
- Fearelessness
- Right understanding

12. The statement-"Fulfilment in relationship with relatives, friends and all those who come in contact (strangers) – at least feeling of trust – environment of fearlessness" deals with * 0 points

9.

Mark only one oval.

- Humat goal at individual level
- Human goal at society level
- Human goal at family level
- Human goal at nature level

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13. Recognition, Fulfilment & Evaluation of Human-Human Relationship, leading to Mutual Happiness is called * 0 points

10.

Mark only one oval.

- Prosperity
- Love
- Justice
- Glory

14. Behaviour depends upon * 0 points

11.

Mark only one oval.

- Feelings
- Desire, thoughts, expectations
- Right understanding
- All of the above

15. Which of the following is an example of moral value: * 0 points

12.

Mark only one oval.

- Honesty
- Punctuality
- Creativity
- Beauty

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16. The value that encourages people to live peacefully in a community is * 0 points

13.

Mark only one oval.

- Social value
- Personal value
- Cultural value
- Spiritual value

17. The value of **faith in God, inner peace, and purpose in life** refers to: * 0 points

14.

Mark only one oval.

- Social value
- Personal value
- Cultural value
- Spiritual value

18. Which of the following best defines *integrity*? * 0 points

15.

Mark only one oval.

- Doing what is right even when no one is watching
- Always following the majority
- Achieving goals at any cost
- Changing values for success

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19. What is the meaning of *altruism*? * 0 points

16.

Mark only one oval.

- Acting for self-benefit only
- Acting for the well-being of others
- Avoiding social responsibilty
- Seeking fame and recognition

20. Which of the following best reflects *gratitude*? * 0 points

17.

Mark only one oval.

- Taking things for granted
- Feeling thankful and appreciative
- Complaining about situations
- Demanding more

21. *Contentment* as a human value refers to: * 0 points

18.

Mark only one oval.

- Being satisfied and grateful for what one has
- Avoiding ambition
- Accumulating wealth
- Competing with others

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22. Which of the following best describes *justice* as a human value? * 0 points

19.

Mark only one oval.

- Treating everyone fairly and equally
- Favoring the powerful
- Ignoring other's rights
- Supporting injustive

23. Treating everyone fairly and equally: * 0 points

20.
1. Right feeling---Harmony in the activities of the Self
2. Behaviour--- human-rest of nature interaction
3. Work Human-Human interaction
4. Swatantrata—definite, continuous & unconditional

Mark only one oval.

- 1 & 4
- 2 & 4
- 2 & 3
- 1 & 3

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DEPARTMENT OF INFORMATION COMMUNICATION AND TECHNOLOGY
BACHELOR OF COMPUTER APPLICATION

Ref:TIAS/2025-26/BCA/HAV/36/453/14

Date:16-Oct-2025

Department of Information and Communication Technology

Report On

Participative Learning

SUBJECT: - BCA- 111 (Human Values & Ethics)

Activity	: Debate
Date	: 16.10.25
Subject	: BCA 291T (Human Values & Ethics)
Topic:	: "Does the social media companies have a moral obligation to prevent misinformation"
Department	: Department of ICT
Faculty in Charge	: Ms. Garima Saini
Participants	: BCA-3 EA

Objectives :

- To promote ethical awareness and moral reasoning
- To enhance communication skills and public speaking among students.
- To encourage respectful expression and listening

Execution of Activity:

Provide an overview of debate among students in the classroom based upon the following steps:

Steps:

1. **Choosing and introduction of the topic**

First, the topic of debate was shared with students i.e., **"Does the social media companies have a moral obligation to prevent misinformation".**

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Divided the class into two teams:

Affirmative (For) – arguing for the motion

Negative (Against) – arguing against the motion

3. **Preparation time:**

- Gave students time to research and prepare arguments.
- Encouraged them to find evidence, examples, reasons, and counterpoints supporting their side.
- Each team also prepared for possible rebuttals from the opposing side

Suggested roles inside teams:

Leader/Captain – coordinated team
Researchers – found facts or examples
Speakers – presented points and rebuttals

4. **Encouraged Good Debate Etiquette**

- Ensured that the students stay respectful and listen when someone else speaks.
- Taking notes on key points.
- Using of evidence and clear reasoning — not just opinion.
- Speaking in turn and follow time limits

5. **Audience Participation / Voting**

- After both sides have spoken, the rest of the class asked questions and gave feedback.

Learning Outcomes:

1. **Deeper understanding and knowledge retention:** Preparing for and engaging in debates helped students *internalize and retained information more effectively* than passive learning because they explored the topic deeply and actively.
2. **Enhanced Communication and Public Speaking Skills:** Students learnt to *express ideas clearly and confidently*, tailored language for an audience, and *responded to questions directly*. Debates built poise and clarity in speaking.
3. **Increased Confidence and Self-Expression:** Debate pushed students out of their comfort zones and helped them *overcome fear of speaking in front of others*, supporting stronger self-confidence and self-advocacy.
4. **Educational Impact Beyond Skills:** Debates on ethics and values aren't just about winning an argument — they are a **learning tool for holistic development**:

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Photograph:



List of participants

S.NO.	ENROLMENT NO.	STUDENT NAME
1	00121302024	PRINCE SINGH
2	00221302024	PRANAY SIDANA
3	00321302024	YASHASVI SHARMA
4	00421302024	KARTIK AGGARWAL
5	00521302024	MAYANK KUMAR JHA
6	00621302024	HIMANSHU
7	00721302024	MAYANK
8	00821302024	ANMOL KUMAR CHOUBEY

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9	00921302024	SHIVAM SHARMA
10	01021302024	LAKSHAY KAUSHIK
11	01121302024	MADHAV SHARMA
12	01221302024	ADITYA PRAKASH
13	01321302024	SAKSHAM ROHIL
14	01421302024	DHRUV BAGGA
15	01521302024	TEJASVI SINGH
16	01621302024	DIYA MALIK
17	01721302024	TUSHAR SHARMA
18	01821302024	YASHIKA RAI
19	01921302024	SAJAL SAINI
20	02021302024	SOHAM DEWRI
21	02121302024	HARSHIT SINGH
22	02221302024	VIKRAM SINGH
23	02321302024	HIMANSHU
24	02421302024	NIMISH BANAAL
25	02521302024	ISHIKA SAHNI
26	02621302024	KRITIKA KAPOOR
27	02721302024	ANSH GULERIA
28	02821302024	GUDIYA KUMARI
29	02921302024	SUMIT KUMAR
30	03021302024	PRANAV JUNEJA
31	03121302024	MEET LUTHRA
32	03221302024	GAURI AGGARWAL
33	03321302024	LAKSHAY MISHRA
34	03421302024	SOUMYA TIWARI
35	03521302024	HIMANSH BHAGI
36	03621302024	VIDHAN
37	03721302024	YOGYA CHUGH
38	03821302024	LAKSHAY KUMAR

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39	03921302024	KARTIK SINGH JADAUN
40	04021302024	KANIKA
41	04121302024	DHRUV BEHAL
42	04221302024	CHAITANYA BAKSHI
43	04321302024	JATIN
44	04421302024	SHAILENDER KUMAR
45	04521302024	LAKSHY AGGARWAL

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