

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE  
COLLEGE FOR WOMEN, SIRICILLA  
DEPARTMENT OF COMMERCE  
Teaching Learning practices**

**2022-2023**

**STUDENT SEMINAR**

**Date: 25-06-2022**

Student seminars are an effective teaching and learning strategy in higher education. This student seminar focused on "Forms of Business Organisations." The seminar aims to enhance students' understanding of different business structures, including sole proprietorships, partnerships, corporations, and cooperatives, among others.

**OBJECTIVES**

The primary objectives of the seminar are:

1. To deepen students' understanding of various forms of business organizations.
2. To develop students' research, presentation, and critical thinking skills.
3. To foster collaborative learning and peer-to-peer knowledge sharing.

**TEACHING AND LEARNING PRACTICES**

1. **Active Learning:** The seminar promotes active learning by engaging students in research, presentation, and discussion activities, encouraging them to take ownership of their learning process.
2. **Collaborative Learning:** By working in groups and participating in peer discussions, students develop teamwork and communication skills.
3. **Critical Thinking:** Students are required to critically analyse different business forms, compare their features, and evaluate their suitability in various contexts.
4. **Practical Application:** Role-playing exercises help students apply theoretical knowledge to real-world situations, enhancing their practical understanding of business concepts.
5. **Use of Technology:** The use of presentation software and online research tools aids in the development of students' digital literacy skills.

**OUTCOMES**

1. **Enhanced Understanding:** Students gain a comprehensive understanding of the various forms of business organizations, including their advantages, disadvantages, and practical implications.
2. **Improved Skills:** The seminar helps students improve their research, analytical, presentation, and interpersonal skills.
3. **Peer Learning:** Students benefit from the diverse perspectives and insights shared by their peers during presentations and discussions.

4. **Increased Engagement:** The interactive and collaborative nature of the seminar fosters higher levels of student engagement and motivation.



## **WEBINAR TWO DAY NATIONAL SEMINAR ON EDA AND BI**

**DATE: 17-10-2022 AND 18-10-2022**

### **OBJECTIVES:**

- To introduce students to the concepts and techniques of Exploratory Data Analysis.
- To familiarize students with BI tools and their applications in business decision-making.
- To enhance analytical and problem-solving skills relevant to the commerce sector.

### **ABOUT THE PROGRAMME:**

The Two-Day National Seminar on Exploratory Data Analysis (EDA) and Business Intelligence (BI), organized by St. Ann's Women's College, aimed to provide participants with a comprehensive understanding of modern data analysis techniques and business intelligence tools. The seminar adopted a variety of teaching and learning methods to enhance the educational experience and ensure effective knowledge transfer.

### **TEACHING AND LEARNING METHODS ADOPTED**

#### **1. Expert Lectures**

- **Description:** Sessions led by industry professionals and academic experts.
- **Objective:** To introduce fundamental concepts and advanced techniques in EDA and BI.
- **Implementation:** Experts presented theoretical aspects and practical applications through detailed explanations and real-world examples.
- **Effectiveness:** Provided participants with in-depth knowledge and current industry practices.

**STUDENT PARTICIPATED: III AND II B.COM STUDENT**



**ST. ANN'S COLLEGE FOR WOMEN**  
(Autonomous, Affiliated to Osmania University)  
 Accredited 'A' Grade by NAAC (3rd Cycle)  
 College with Potential for Excellence by ICC,  
 Hyderabad, Hyderabad 500028

**DEPARTMENT OF COMMERCE**

*organises*

**TWO DAY NATIONAL  
LEVEL WORKSHOP  
ON  
EDA AND BI**

**DATE**  
17TH & 18TH OCTOBER

**TIMINGS**  
9:30AM-12:00 PM

**VENUE: AV ROOM**

**PLATFORM: BLENDED MODE**

**CHIEF PATRON:**  
Dr. Sr. P. Amrutha,  
Principal,  
St. Ann's College For Women

**RESOURCE PERSON**  
Mr. Imran Wadkar  
Data Science Enthusiast,  
Trainer for Data Analytics

**HEAD, DEPARTMENT OF  
COMMERCE**  
Mrs. T. Anuradha

**DEAN STUDENT AFFAIRS**  
Mrs. Davala Mahitha

**FACULTY COORDINATORS:**  
Mrs. N. Supriya  
96669 95044  
Mrs. Sai Sarada  
81068 01922

**STUDENT COORDINATORS**  
Jemima - 70939 65706  
Simran- 81421 98192

**ABOUT THE WORKSHOP**

Increasingly in today's business environment, we all need to understand, analyze and present data. Tools such as Excel and PowerPoint are fine when it comes to basic data presentation. But when it comes to greater data challenges, we all need more serious tools.

In this workshop, on Day 1 we will explore python as a data analysis tool and cover basics of EDA using a real-world data set and introduces you to the practical knowledge and the main pillars of EDA, including data exploration, data preparation, visualization, and data relationships using a Python programming language.

Day 2 focuses on Microsoft Power BI which is the most powerful self service business intelligence platform. Power BI is in demand and many businesses use it for data analysis, data handling, and data presenting.

This two days workshop will provide you with the knowledge of tools and concepts using Power BI, a basic introduction to Power BI, and its functionality like tabs data upload etc.

**PROGRAMME SCHEDULE**

Day 1 -

- EDA with Python

Day 2 -

- Presenting data with MS power BI
- E-poster presentation

*Theme: Data Analytics -future of everything*

**Registration fee:**  
Rs.100/- per student

**Click here to register:**

**E-certificates will be issued**

**PAYMENT ACCEPTED HERE**

**ABOUT THE COLLEGE**

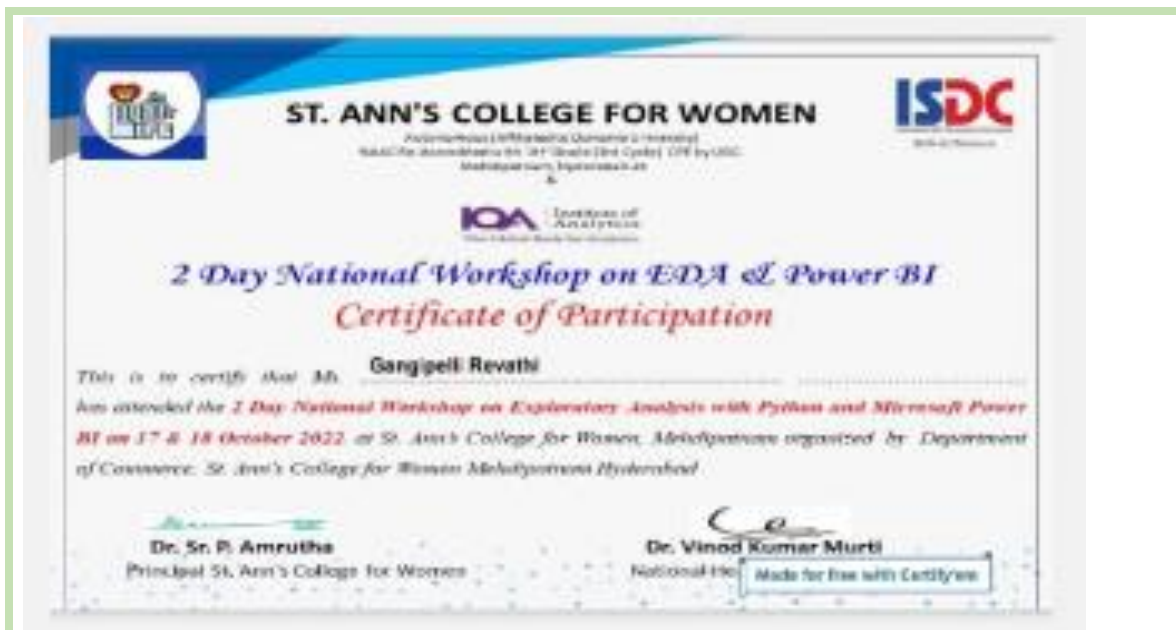
St. Ann's College for women was established by the congregation of the sisters of St. Ann's in 1985. Since inception it is committed to the highest ideals of higher education with its vision of "Academic Excellence, Skill Enhancement and Value Enrichment" aiming towards "Woman Empowerment". The college was reaccredited by NAAC in the year 2018 and was awarded 'A+' grade (3rd cycle) with 3.31 CGPA. Further the college is conferred with the status of "College with Potential for Excellence" in 2010 & 2014. The college has continued to grow in quality impact and reach. At present it has a strength of over 3800 plus students and 155 well qualified committed, dedicated and experienced staff members, belonging to as many as 28 different departments.

**ABOUT THE DEPARTMENT OF COMMERCE**

The Department of Commerce at the college, offers 6 undergraduate program options with specializations in Accounting, International Finance and Accounting (integrated program with ACCA) Computer Applications, Foreign Trade and Honors (Strategic Finance) (integrated with CMA), B.Com Business Analytics, B.Com Business Process Management, alongside a Master's program in commerce. The department with its motto of Quest for Excellence has always been in the forefront in introducing relevant academic programs, ability enhancement career oriented courses and several student centric activities with a multidisciplinary approach.

**TAKEAWAYS FROM THE WORKSHOP**

- Understand the fundamental concepts of EDA using Python.
- Develop the skills required to carry out a preliminary investigation on any data set.
- Gaining hands-on experience that can be taken to place of work.
- Learn how to apply Power BI for best practices that are in line with current business and technical requirements.



## NATIONAL WORKSHOP

Date: 21-10-2022

The National Workshop on Industry 5.0, organized by St. Ann's Women's College, focused on equipping participants with the latest knowledge and skills required for the evolving industrial landscape. The workshop integrated various innovative teaching and learning methods to enhance participant engagement and knowledge retention.

### Teaching and Learning Methods Adopted

#### 1. Lectures by Industry Experts

- **Description:** Renowned experts from industry and academia delivered keynote speeches and lectures.
- **Objective:** To provide foundational and advanced knowledge on Industry 5.0 concepts, including artificial intelligence, smart manufacturing, and human-machine collaboration.
- **Effectiveness:** The direct interaction with experts helped participants gain insights into real-world applications and emerging trends.

### Conclusion

The National Workshop on Industry 5.0 at St. Ann's Women's College successfully employed a variety of teaching and learning methods to enhance participant engagement and knowledge retention. The combination of theoretical knowledge, practical application, and interactive learning created a comprehensive educational experience. This workshop serves as a model for future training programs aimed at bridging the gap between academic knowledge and industry requirements.





## St. Ann's College for Women

(Autonomous), affiliated to Osmania University  
Accredited 'A' Grade by NAAC (Old Cycle), CPA No. 194  
For 1999-2001 & 2001-2003  
Wardapet, Hyderabad - 500 026



### CERTIFICATE OF PARTICIPATION

This is to Certify that Gangpeeli Revathi

belonging to Telangana Tribal Welfare Residential Degree College Women for participated in

#### "NATIONAL WORKSHOP ON INDUSTRY 5.0"

Organized by Department of Commerce, St. Ann's College for Women on 21<sup>st</sup> October, 2022

Mrs. J. Anuradha  
(HOD, Department of Commerce)

Dr. Sr. P. Anuradha  
(Chief Patron, Principal)

Made for free with Certifynow

## FIELD TRIPS

**Date:** 20/01/2023

**PLACE OF VISIT:** POWERLOOM INDUSTRY AT SIRICILLA

**OBJECTIVES:** After completion of this project students will able

- To know working hours of machines and workers
- To know how the machines are working.
- To know about workers economic & social conditions.
- To know which kind of machines are used to work.
- To understand Power looms functioning.

### INTRODUCTION:

Field visits serve as an integral part of the educational process, providing students with firsthand experience and practical insights into their field of study. The visit aimed to enhance students' understanding OF industrial processes, machinery, and the operational dynamics of the power loom industry.

### TEACHING AND LEARNING METHODOLOGIES ADOPTED

#### 1. Pre-Visit Orientation

- **Description:** An introductory session held before the field visit.
- **Objective:** To equip students with background information on the power loom industry and set clear learning objectives.
- **Implementation:** Faculty members provided an overview of the power loom industry, its significance, and the specific aspects to observe during the visit. Safety protocols and logistical arrangements were also discussed.
- **Effectiveness:** This preparation ensured students were well-informed and knew what to focus on during the visit, maximizing their learning experience.

#### 2. Guided Tours and Demonstrations

- **Description:** Structured tours led by industry professionals.
- **Objective:** To offer students an in-depth look at the operations and machinery of the power loom industry.
- **Implementation:** Industry experts guided students through the facility, explaining each stage of the weaving process, from raw material handling to finished product output. Live demonstrations of the machinery in operation were included.
- **Effectiveness:** Provided a comprehensive understanding of the industrial processes and the functioning of power loom machinery, bridging the gap between theoretical knowledge and practical application.



### **FEEDBACK:**

The field trip provided valuable experiential learning opportunities for students, enhancing their understanding of economic principles within the context of the power loom industry. It emphasized the interplay between technology, labor, and economic development, stimulating critical thinking and analytical skills among participants.



## ACTIVITY: Field visit

Date: 10/03/2023

**Topic: Tie and Dye Industrial Visit**

Exploring Tie and Dye Techniques in Textile Design

### Objectives:

- The primary objective of this visit is to introduce students to the fundamentals of tie and dye techniques and their application in textile design.
- Through hands-on experimentation and guided instruction, students will gain practical skills in fabric manipulation, dye application, and pattern creation.
- Additionally, this visit aims to foster creativity, critical thinking, and problem-solving abilities among students as they design and execute their own tie and dye garments

### ABOUT THE PROGRAMME:

Field visits are an essential part of the educational process, providing students with practical exposure and hands-on experience in their area of study. The visit aimed to give students a comprehensive understanding of the tie and dye process, its artistic and industrial applications, and the business aspects of the industry.

### TEACHING AND LEARNING METHODOLOGIES ADOPTED

#### 1. Pre-Visit Orientation

- **Description:** An introductory session conducted prior to the field visit.
- **Objective:** To prepare students with background information on tie and dye techniques and set clear learning objectives.
- **Implementation:** Faculty members provided an overview of the tie and dye industry, its history, significance, and the specific aspects to observe during the visit. Safety protocols and logistical details were also discussed.
- **Effectiveness:** Ensured students were well-informed and knew what to focus on during the visit, maximizing their learning experience.

#### 2. Guided Tours and Demonstrations

- **Description:** Structured tours led by industry professionals.
- **Objective:** To offer students an in-depth look at the operations and techniques used in the tie and dye industry.
- **Implementation:** Industry experts guided students through the facility, explaining each stage of the tie and dye process, from fabric preparation to dyeing and finishing. Live demonstrations of different tie and dye techniques were included.
- **Effectiveness:** Provided a comprehensive understanding of the artistic and technical aspects of tie and dye, making theoretical concepts tangible and easier to grasp.



**Feedback:**

We went on a field visit at siricilla to visit tie and dye unit. This visit enhances students' creativity and technical proficiency and also fosters collaboration, critical thinking, and cultural awareness.

- pavani

## ❖ LECTURE USING ICT AND PPTs

The integration of Information and Communication Technology (ICT) and PowerPoint (PPT) presentations in lectures has transformed traditional teaching methods, enhancing the delivery and effectiveness of educational content. This report explores the teaching and learning methods adopted in a lecture using ICT and PPT, focusing on the strategies employed, their implementation, and the outcomes achieved.

### Teaching and Learning Methods Adopted

#### 1. PowerPoint Presentations (PPT)

- **Description:** Utilization of PPT slides to present information in a structured and visually appealing manner.
- **Objective:** To provide a clear and organized presentation of lecture content, making it easier for students to follow along and retain information.
- **Implementation:** PPT slides included bullet points, images, charts, and videos to support and enhance verbal explanations.
- **Effectiveness:** The visual aids helped in clarifying complex concepts and maintained student attention, resulting in improved comprehension and retention.



## ❖ ONLINE RESOURCES:

In the digital age, leveraging online platforms to create awareness among students has become increasingly effective. Two prominent tools in this regard are SlideShare presentations and YouTube classes. This report explores the benefits, methodologies, and impacts of using these platforms for educational purposes.

### Benefits of Using Slide Share Presentations

1. **Wide Reach:** SlideShare allows educators to share presentations with a global audience. Students from different parts of the world can access the content easily.
2. **Accessibility:** Presentations can be viewed on various devices, making learning flexible and convenient.
3. **Visual Learning:** SlideShare's format supports visual aids like images, graphs, and videos, which enhance understanding and retention.
4. **Resource Sharing:** SlideShare allows the embedding of presentations on other websites and sharing via social media, broadening the scope of accessibility.
5. **User Engagement:** Interactive elements such as hyperlinks and multimedia can be incorporated to keep students engaged.

### Benefits of Using YouTube Classes

1. **Video Content:** Video is a powerful medium for explaining complex concepts through demonstrations and visual storytelling.
2. **Interactive Features:** YouTube offers features like comments, live chats, and community posts that enable interaction between educators and students.
3. **Accessibility:** Videos can be accessed anytime, providing flexibility in learning schedules.
4. **Subscription and Notifications:** Students can subscribe to channels and receive notifications for new content, ensuring they stay updated.
5. **Wide Reach:** YouTube's global platform ensures content is available to a vast audience, crossing geographical barriers.

### Methodologies for Using SlideShare Presentations

1. **Content Creation:** Develop comprehensive presentations with clear, concise, and visually appealing slides.
2. **Topic Selection:** Choose relevant topics that resonate with students' interests and curriculum needs.
3. **Multimedia Integration:** Incorporate videos, audio clips, and interactive elements to enhance engagement.
4. **SEO Optimization:** Use keywords and tags to make the presentation easily discoverable.
5. **Promotion:** Share the presentations via educational blogs, social media, and institutional websites.

## Methodologies for Using YouTube Classes

1. **Content Planning:** Create a structured plan with a series of videos covering specific topics or modules.
2. **Production Quality:** Ensure good audio and video quality, clear presentations, and professional editing.
3. **Engagement Tactics:** Use engaging thumbnails, intriguing titles, and clear descriptions to attract viewers.
4. **Consistency:** Maintain a regular posting schedule to keep the audience engaged.
5. **Interactive Sessions:** Conduct live sessions, Q&A, and community interactions to foster engagement.

## ❖ PROJECTS :

The teaching-learning method adopted in student projects plays a crucial role in shaping students' understanding, skills, and overall educational experience. This report provides an overview of the methods used, their implementation, benefits, challenges, and outcomes in a specific student project.

### Objectives

- To enhance students' practical skills and theoretical knowledge.
- To encourage collaborative learning and teamwork.
- To develop problem-solving and critical-thinking abilities.
- To foster creativity and innovation.

## TEACHING-LEARNING METHODS ADOPTED

### Project-Based Learning (PBL)

**Description:** Students work on a project over an extended period, which involves investigating and responding to a complex question, problem, or challenge.

### Implementation:

- **Topic Selection:** Students choose or are assigned a topic relevant to their field of study.
- **Planning:** Students plan their project, set objectives, and outline the steps required to complete it.
- **Research:** Conducting research to gather information and resources.
- **Execution:** Students create the project deliverables, such as reports, models, or presentations.
- **Presentation:** Students present their findings and outcomes to their peers and instructors. **Benefits:**
  - Develops independent learning skills.
  - Encourages deep understanding of the subject matter.
  - Enhances research and presentation skills.



## Collaborative Learning

**Description:** Students work together in groups to solve problems, complete tasks, or understand new concepts.

### Implementation:

- **Group Formation:** Students are divided into small groups.
  - **Role Assignment:** Each member is assigned a specific role or responsibility.
  - **Task Distribution:** Tasks are distributed among group members.
  - **Group Meetings:** Regular meetings to discuss progress, share ideas, and solve problems.
  - **Peer Review:** Group members review each other's work and provide feedback.
- Benefits:**
- Promotes teamwork and communication skills.
  - Encourages diverse perspectives and ideas.
  - Increases student engagement and motivation.

S.NO	YEAR	NAMES OF STUDENTS	PROJECT TITLE	GUIDE NAME	LINK
1	2022-23	A.AKHILA(20077104401001) K.SANDHYA(20077104402016) D.PAVANI(20077104401006) G.PRIYANKA(20077104402011)	IMPACT OF COVID-19 ON INDIAN ECONOMY	S. LAXMI	<a href="https://ttwrdds.ac.in/Siricilla/pdf/1128654150GROUP%201%20Iaxm%20project%20PDF.pdf">https://ttwrdds.ac.in/Siricilla/pdf/1128654150GROUP%201%20Iaxm%20project%20PDF.pdf</a>
2	2022-23	A.SANDHYA(20077104402004) G.ANKITHA(20077104401007) S.AKHILA( 20077104401016) G. NIKHITHA (20077104401009)	CUSTOMER SATISFACTION ON AASHIRVAAD PRODUCTS”	S. LAXMI	<a href="https://ttwrdds.ac.in/Siricilla/pdf/1407145306GROUP%202%20Iaxm%20PDF.pdf">https://ttwrdds.ac.in/Siricilla/pdf/1407145306GROUP%202%20Iaxm%20PDF.pdf</a>
3	2022-23	K.VYSHNAVI(20077104402014) D.SHIREESHA(20077104402009) B.BABY(20077104401005) L.NANDHINI(20077104401012)	BRAND PREFERENCE OF MOBILE PHONES AMONG TTWRDC[W] SIRICILLA, COLLEGE STUDENTS	M.SANDHYA RANI	<a href="https://ttwrdds.ac.in/Siricilla/pdf/526063443GROUP%202%20SANDHYA%20PDF.pdf">https://ttwrdds.ac.in/Siricilla/pdf/526063443GROUP%202%20SANDHYA%20PDF.pdf</a>
4	2022-23	P. POOJA (20077104402020) A. ANUSHA (20077104402003), B. SHIRISHA(20077104402005), B.AKHILA(20077104401002)	PERFORMANCE OF LIFE INSURANCE INDUSTRIES - A COMPARATIVE STUDY”	M.SANDHYA RANI	<a href="https://ttwrdds.ac.in/Siricilla/pdf/1186385626GROUP%203%20SANDHYA.pdf">https://ttwrdds.ac.in/Siricilla/pdf/1186385626GROUP%203%20SANDHYA.pdf</a>
5	2022-23	T.GOUTHAMI(20077104402024), J.RENUKA(20077104402021), M. SARITHA(20077104402018), M. SAHITHYA(20077104401010)	CONSUMER BEHAVIOR TOWARDS MOBILE HANDSETS - A STUDY OF SAMSUNG MOBILE HANDSETS IN RAJANNA SIRICILLA	T.VIDYA	<a href="https://ttwrdds.ac.in/Siricilla/pdf/32109527VIDYA%20GROUP%20-2%20SANDHYA%20PDF.pdf">https://ttwrdds.ac.in/Siricilla/pdf/32109527VIDYA%20GROUP%20-2%20SANDHYA%20PDF.pdf</a>
6	2022-23	V.ISHWARYA(20077104402024), M. AKSHITHA(20077104402017), A. PRATHYUSHA(20077104402002), G. SHAILAJA(20077104401010)	A STUDY ON CUSOMER SATISFACTION ON GOOGLEPAY AND PHONEPAY	T.VIDYA	<a href="https://ttwrdds.ac.in/Siricilla/pdf/720470115GROUP%203%20VIDYA.pdf">https://ttwrdds.ac.in/Siricilla/pdf/720470115GROUP%203%20VIDYA.pdf</a>
7	2022-23	A.AKHILA(20077104401001), K.SANDHYA(20077104402016), D.PAVANI(20077104401006), G.PRIYANKA(20077104402011)	E- COMMERCE A CASE STUDY ON CONSUMER PREFERENCES:	M.SANDHYA RANI	<a href="https://ttwrdds.ac.in/Siricilla/pdf/903831343GROUP%20-1%20SANDHYA%20PDF.pdf">https://ttwrdds.ac.in/Siricilla/pdf/903831343GROUP%20-1%20SANDHYA%20PDF.pdf</a>

			FLIPKART V/S AMAZON		
8	2022-23	G.REKHA(20077104401008), J.SWATHI(20077104402013), K.POOJITHA(20077104402015), U.SHIRISHA(20077104401017)	PERFORMANCE OF BANKING SECTOR IN INDIA -A COMPARATIVE STUDY	T.VIDYA	<a href="https://ttwrds.ac.in/Siricilla/pdf/734468085vidya%20group%201.pdf">https://ttwrds.ac.in/Siricilla/pdf/734468085vidya%20group%201.pdf</a>

**2021-2022**

## **WEBINAR**

**Date: 26-06-2021**

On 26-06-2021, SRR Government College, Karimnagar, organized an online webinar focusing on career aspects for commerce students. The event aimed to provide insights into various career opportunities available for commerce graduates and the skills necessary to excel in these fields. This report outlines the teaching-learning methodologies adopted during the webinar and evaluates their effectiveness.

### **Objectives of the Webinar**

1. To inform commerce students about diverse career paths.
2. To enhance students' understanding of industry requirements.
3. To provide guidance on acquiring necessary skills and qualifications.
4. To encourage interaction and networking among participants.

### **Teaching-Learning Methodologies**

#### **1. Interactive Presentations**

- **Content Delivery:** Experts delivered presentations using slides that included career options, required qualifications, skill sets, and real-world examples.
- **Engagement Techniques:** Polls and quizzes were integrated into the presentations to maintain engagement and assess comprehension in real-time.

#### **2. Panel Discussions**

- **Expert Panels:** Professionals from various commerce-related fields participated in panel discussions, sharing their career journeys and industry insights.
- **Q&A Sessions:** Students could pose questions directly to the panelists, fostering an interactive learning environment.



## **ICT PPT CLASSES**

**Date: 02-06-2021**

The COVID-19 pandemic forced educational institutions worldwide to adapt quickly to remote teaching and learning. To ensure the continuity of education, various digital tools and methodologies were employed. This report examines the teaching and learning methodologies adopted during the pandemic, focusing on the use of Information and Communication Technology (ICT), PowerPoint, Zoom, and Microsoft Teams.

### **ICT in Teaching and Learning**

The integration of ICT was critical in transitioning to remote education. Teachers and students relied heavily on digital tools to conduct and participate in classes. ICT facilitated the sharing of resources, communication, and assessment, making it possible to maintain educational standards during the pandemic.

### **PowerPoint as a Teaching Aid**

PowerPoint became an essential tool for delivering lectures. Its features allowed educators to create structured, visually appealing presentations.

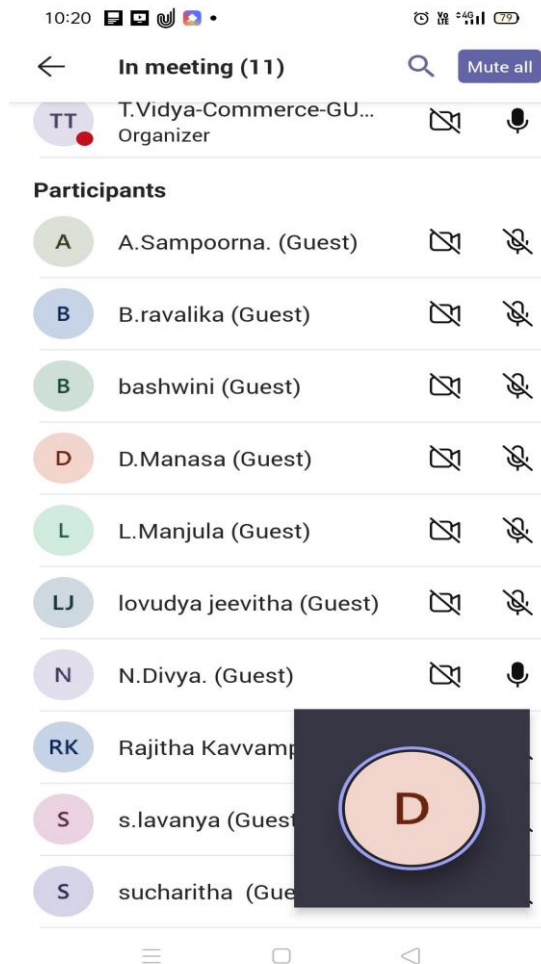
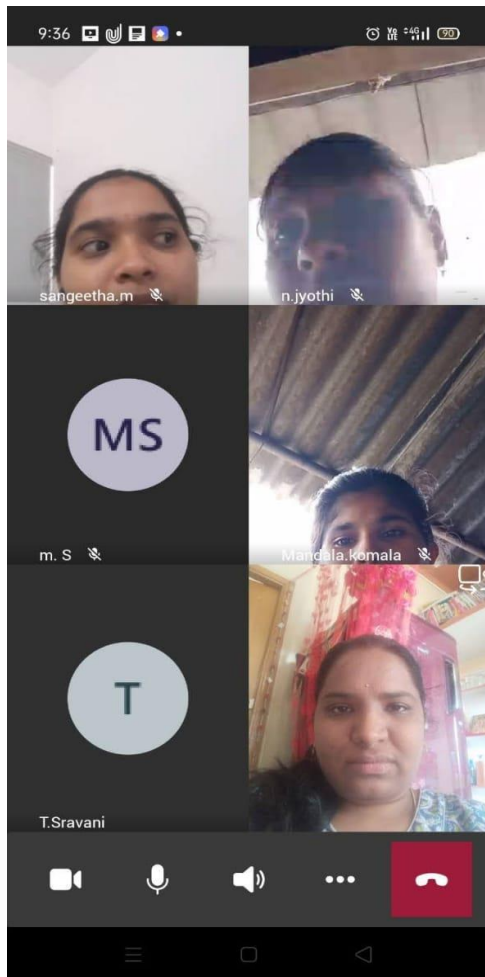
**Flipped Classroom Model:** We adopted the flipped classroom model, where students were provided with PowerPoint presentations and lecture videos to review before the class. This approach allowed for more interactive and discussion-based sessions during live meetings.

### **Zoom for Virtual Classrooms**

**Real-Time Interaction:** Zoom became a cornerstone for synchronous online learning. It provided various features that supported interactive and engaging virtual classrooms:

- **Breakout Rooms:** Enabled small group discussions and collaborative work.

- **Screen Sharing:** Allowed teachers to share presentations, documents, and other resources in real time.
- **Virtual Whiteboards:** Facilitated real-time problem-solving and brainstorming sessions.



## SEMINAR ON TYPES OF PLANNING

Date: 08-12-2021

The teaching-learning methodology adopted in the student seminar on the subject of income tax was designed to enhance understanding, foster engagement, and develop critical thinking skills among students. This report outlines the various strategies and techniques used during the seminar, evaluating their effectiveness and suggesting potential improvements.

### Methodologies

- 1) Enhanced Understanding:** The use of varied teaching techniques ensured that students not only memorized tax concepts but also understood their practical applications.
- 2) Engagement:** Interactive elements like group discussions and Q&A sessions kept students actively engaged throughout the seminar.
- 3) Critical Thinking:** Debates and peer evaluations developed students' critical thinking skills, as they had to analyze and argue different viewpoints.





# INDUSTRY VISIT TO TEXTILE PARK, SIRICILLA

**Date: 04-12-2021**

The industrial the Textile Park in Siricilla provided commerce students with a practical insight into the workings of the textile industry. This visit aimed to bridge the gap between theoretical knowledge and real-world industrial practices. The teaching-learning methodologies adopted during this visit were designed to enhance the students' understanding of various aspects of the textile industry, including production processes, management practices, and market dynamics.

## Teaching-Learning Methodologies

### 1. Pre-Visit Preparation

- **Lectures and Seminars:** Before the visit, students attended lectures and seminars on the textile industry's basics, including its history, production processes, and economic significance.
- **Research Assignments:** Students were assigned research topics related to the textile industry to familiarize them with the sector's terminology and key concepts.

### 2. On-Site Learning

- **Guided Tours** weaving, dyeing, and finishing units. Industry professionals explained each stage of the production process in detail.: The visit included guided tours of various sections of the textile park, such as spinning,
- **Interactive Sessions:** Students participated in interactive sessions with industry experts, where they discussed topics like quality control, supply chain management, and sustainability practices.
- **Observation and Note-Taking:** Students were encouraged to observe the processes closely and take detailed notes on the machinery used, the workflow, and the organizational structure of the firms.

### 3. Post-Visit Activities

- **Group Discussions:** After the visit, students engaged in group discussions to share their observations and insights. These discussions helped reinforce the knowledge gained during the visit.
- **Report Writing:** Each student was required to write a detailed report on their learning experience, covering the various aspects of the textile industry observed during the visit.
- **Presentations:** Students presented their reports and findings to their peers and faculty members, facilitating peer learning and critical analysis of different perspectives.

## Learning Outcomes

- **Enhanced Practical Knowledge:** Students gained a thorough understanding of the textile production process and the operational challenges faced by the industry.
- **Industry Insight:** Interaction with industry professionals provided students with valuable insights into the management and strategic aspects of running a textile business.
- **Application of Theoretical Knowledge:** The visit helped students connect classroom theories with real-world practices, thereby deepening their comprehension of commerce subjects.

- **Improved Analytical Skills:** Observing and analyzing the textile park operations honed the students' analytical and critical thinking skills.



## ❖ ONLINE RESOURCES:

In the digital age, leveraging online platforms to create awareness among students has become increasingly effective. Two prominent tools in this regard are Slide Share presentations and YouTube classes. This report explores the benefits, methodologies, and impacts of using these platforms for educational purposes.

### Benefits of Using Slide Share Presentations

6. **Wide Reach:** SlideShare allows educators to share presentations with a global audience. Students from different parts of the world can access the content easily.
7. **Accessibility:** Presentations can be viewed on various devices, making learning flexible and convenient.
8. **Visual Learning:** SlideShare's format supports visual aids like images, graphs, and videos, which enhance understanding and retention.
9. **Resource Sharing:** SlideShare allows the embedding of presentations on other websites and sharing via social media, broadening the scope of accessibility.
10. **User Engagement:** Interactive elements such as hyperlinks and multimedia can be incorporated to keep students engaged.

### Benefits of Using YouTube Classes

6. **Video Content:** Video is a powerful medium for explaining complex concepts through demonstrations and visual storytelling.
7. **Interactive Features:** YouTube offers features like comments, live chats, and community posts that enable interaction between educators and students.
8. **Accessibility:** Videos can be accessed anytime, providing flexibility in learning schedules.
9. **Subscription and Notifications:** Students can subscribe to channels and receive notifications for new content, ensuring they stay updated.
10. **Wide Reach:** YouTube's global platform ensures content is available to a vast audience, crossing geographical barriers.

### Methodologies for Using Slide Share Presentations

6. **Content Creation:** Develop comprehensive presentations with clear, concise, and visually appealing slides.
7. **Topic Selection:** Choose relevant topics that resonate with students' interests and curriculum needs.
8. **Multimedia Integration:** Incorporate videos, audio clips, and interactive elements to enhance engagement.
9. **SEO Optimization:** Use keywords and tags to make the presentation easily discoverable.
10. **Promotion:** Share the presentations via educational blogs, social media, and institutional websites.

## Methodologies for Using YouTube Classes

6. **Content Planning:** Create a structured plan with a series of videos covering specific topics or modules.
7. **Production Quality:** Ensure good audio and video quality, clear presentations, and professional editing.
8. **Engagement Tactics:** Use engaging thumbnails, intriguing titles, and clear descriptions to attract viewers.
9. **Consistency:** Maintain a regular posting schedule to keep the audience engaged.
10. **Interactive Sessions:** Conduct live sessions, Q&A, and community interactions to foster engagement.

**2020-2021**

## **STUDENTS PARTICIPATED IN NATIONAL WEBINAR**

**Date: 04-03-2021**

The Department of Commerce at Satavahana University recently organized a national webinar focusing on innovative teaching-learning methodologies. The event aimed to discuss contemporary educational practices and their implications for improving student engagement and learning outcomes in commerce education.

### **Methodologies Discussed**

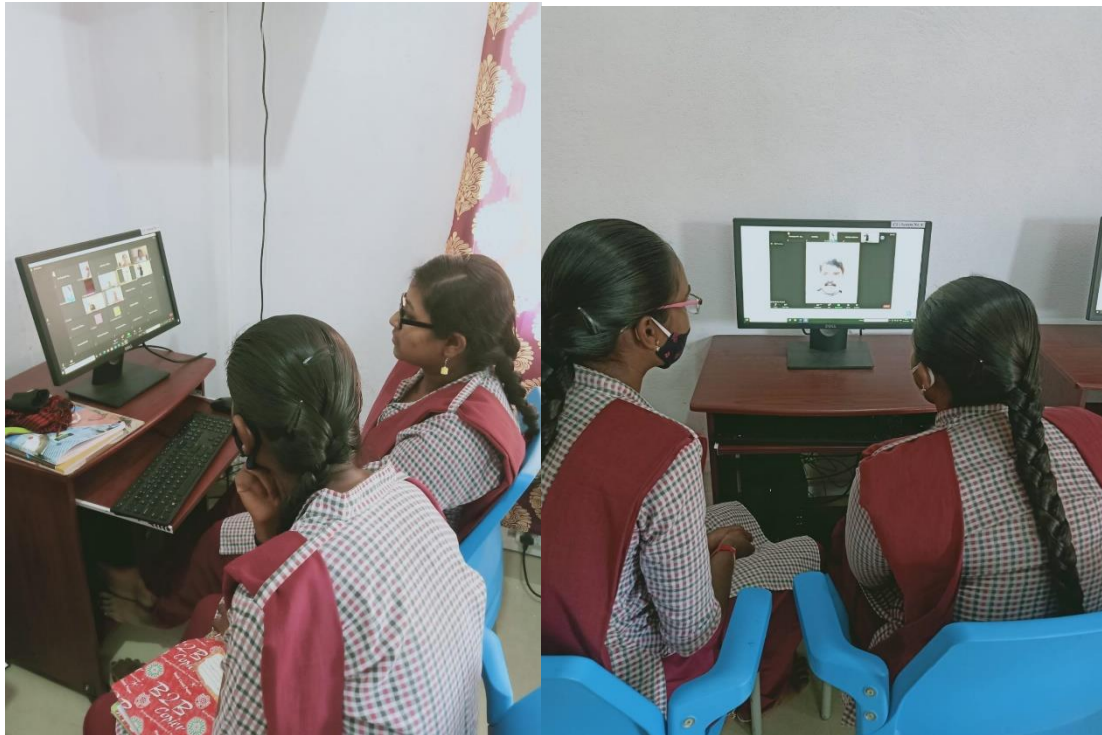
#### **Case-Based Learning:**

- Utilizes real-life business scenarios to enhance theoretical understanding.
- Encourages critical thinking and practical application of knowledge.
- Helps students develop problem-solving skills.

### **Impact on Students**

- **Enhanced Engagement:** Innovative methodologies fostered a more interactive and engaging learning environment.
- **Improved Learning Outcomes:** Students demonstrated better understanding and retention of knowledge.
- **Skill Development:** Emphasis on practical application helped students develop essential skills like critical thinking, problem-solving, and teamwork.
- **Positive Feedback:** Students appreciated the relevance and practicality of the new teaching approaches.





## ICT CLASS

**Date: 03-04-2021**

The COVID-19 pandemic forced educational institutions worldwide to adapt quickly to remote teaching and learning. To ensure the continuity of education, various digital tools and methodologies were employed. This report examines the teaching and learning methodologies adopted during the pandemic, focusing on the use of Information and Communication Technology (ICT), PowerPoint, Zoom, and Microsoft Teams.

### ICT in Teaching and Learning

The integration of ICT was critical in transitioning to remote education. Teachers and students relied heavily on digital tools to conduct and participate in classes. ICT facilitated the sharing of resources, communication, and assessment, making it possible to maintain educational standards during the pandemic.

### PowerPoint as a Teaching Aid

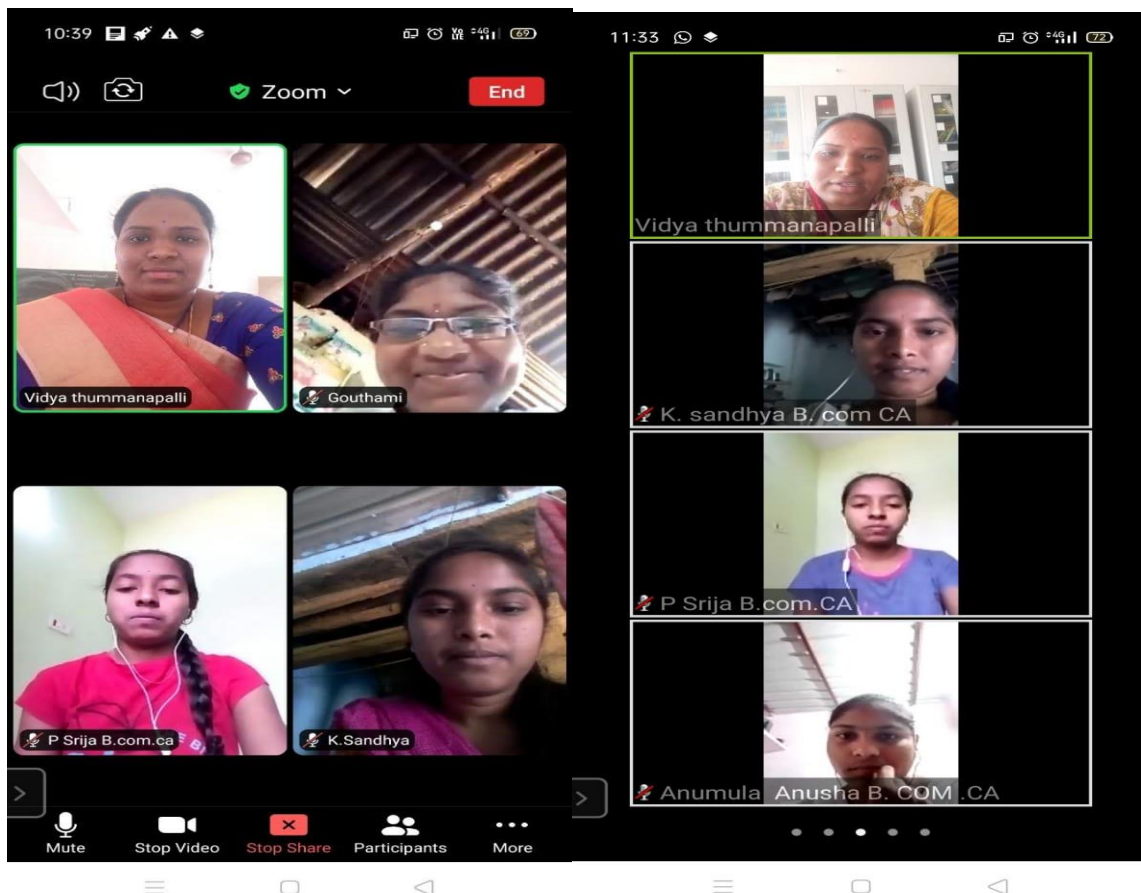
PowerPoint became an essential tool for delivering lectures. Its features allowed educators to create structured, visually appealing presentations.

**Flipped Classroom Model:** We adopted the flipped classroom model, where students were provided with PowerPoint presentations and lecture videos to review before the class. This approach allowed for more interactive and discussion-based sessions during live meetings.

## Zoom for Virtual Classrooms

**Real-Time Interaction:** Zoom became a cornerstone for synchronous online learning. It provided various features that supported interactive and engaging virtual classrooms:

- **Breakout Rooms:** Enabled small group discussions and collaborative work.
- **Screen Sharing:** Allowed teachers to share presentations, documents, and other resources in real time.
- **Virtual Whiteboards:** Facilitated real-time problem-solving and brainstorming sessions.
- **Polling and Quizzes:** Engaged students actively and provided instant feedback.



### ❖ ONLINE RESOURCES:

**DATE: 08-05-2021**

In the digital age, leveraging online platforms to create awareness among students has become increasingly effective. Two prominent tools in this regard are Slide Share presentations and YouTube classes. This report explores the benefits, methodologies,

and impacts of using these platforms for educational purposes.

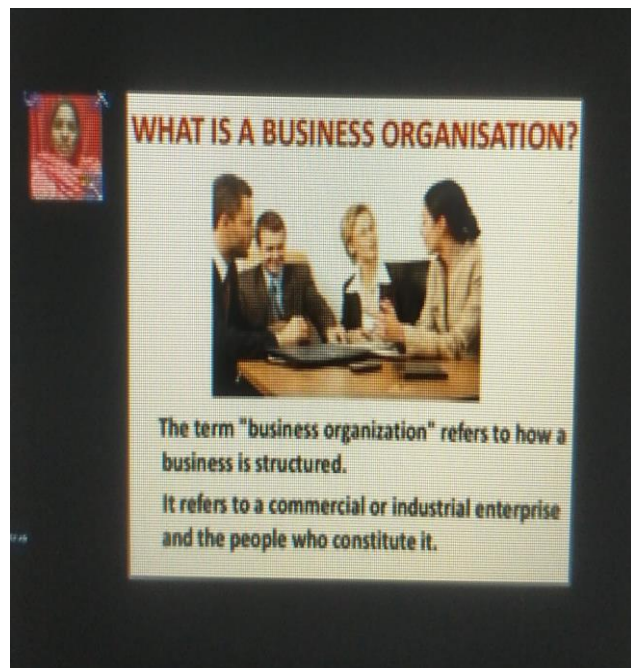
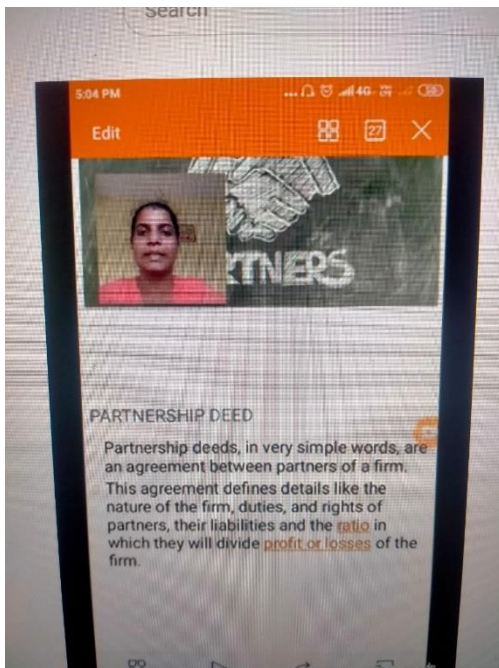
### Benefits of Using YouTube Classes

11. **Video Content:** Video is a powerful medium for explaining complex concepts through demonstrations and visual storytelling.
12. **Interactive Features:** YouTube offers features like comments, live chats, and community posts that enable interaction between educators and students.
13. **Accessibility:** Videos can be accessed anytime, providing flexibility in learning schedules.
14. **Subscription and Notifications:** Students can subscribe to channels and receive notifications for new content, ensuring they stay updated.
15. **Wide Reach:** YouTube's global platform ensures content is available to a vast audience, crossing geographical barriers.

Link: <https://youtu.be/FgiAC8UcRTw?si=js-nvWvVSE9f1x80>

Link: <https://youtu.be/DnLCqcRCKH8?si=zE8VW783ftd-INOg>

Link: <https://youtu.be/tmNXReC2Vcw?si=Bs8B1eNbHwUx5CjO>



## **STUDENT PARTICIPATED IN NATIONAL WEBINAR**

**DATE: 24-01-2021**

### **OBJECTIVES:**

- It provided a platform for students from across the nation to engage with experts, share insights, and discuss pertinent issues within the “ONLINE EDUCATION OPPORTUNITIES AND CHALLENGES “domain.
- The national webinar titled "Online Education Opportunities and Challenges" was organized to discuss the various facets of online education. It was attended by educators, students, and professionals from diverse backgrounds. This report focuses on the teaching-learning methodologies adopted during the webinar, evaluating their effectiveness and impact on student participants.

### **ABOUT THE PROGRAMME:**

DAKSHATHA FOUNDATION, Nizamabad was organized National Webinar on 24-01-2021. The webinar served as a platform for knowledge sharing, with experts sharing their insights and students sharing their own research findings and academic projects. This exchange of knowledge helped broaden the understanding of the topic and inspired further exploration.

**STUDENT PARTICIPATED: D.MANASA II B.COM CA**

## Methodologies Adopted

### Interactive Presentations

Presentations were a major part of the webinar, focusing on various aspects of online education. Key elements included:

- **Visual Aids:** Use of slides with graphs, charts, and infographics to illustrate points.
- **Case Studies:** Real-world examples of successful online education implementations.

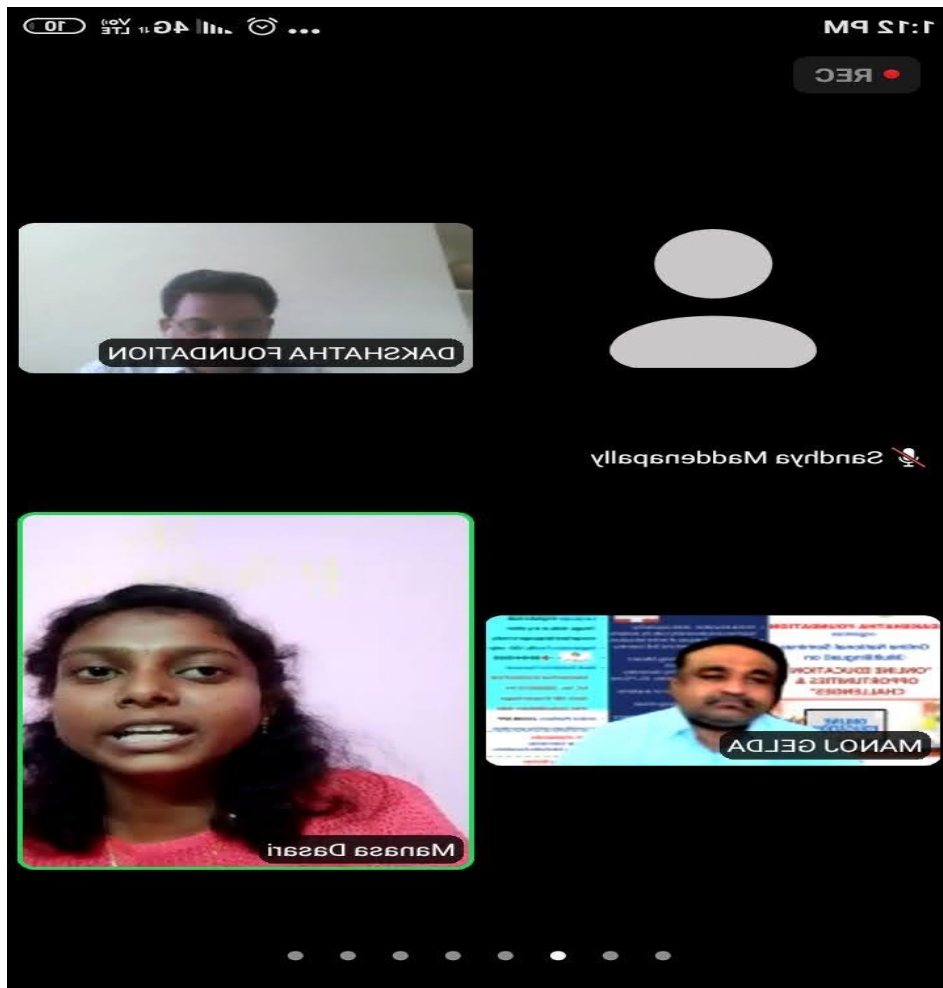
### Panel Discussions

Panels comprised of experts from academia and industry discussed various topics. The format included:

- **Moderated Discussions:** A moderator facilitated the discussion, ensuring all panelists contributed.
- **Q&A Sessions:** Participants could ask questions via chat, which were then addressed by panelists.

**GALLERY:**





## **NATIONAL WEBINAR ON CAREER ASPECTS OF COMMERCE**

**DATE: 21-01-2021**

### **OBJECTIVES:**

- Introduction to various career paths within commerce, including finance, accounting, marketing, and international business.
- Empowering about EEE (Education, Employability & Entrepreneurship) and provide the guidance and assistance for the students to achieve their career goals.

**About the programme:**

To create awareness among the students regarding available career options the Department of Commerce organized a national webinar regarding EEE (Education, Employability, and Entrepreneurship) opportunities in Commerce.

The National Webinar on Career Aspects of Commerce, held on 21-01-2021, brought together experts, educators, and students to discuss the diverse career opportunities within the field of commerce. The event aimed to provide insights into current industry trends, required skills, and educational pathways to prepare students for successful careers in commerce. This report outlines the teaching-learning methodologies adopted during the webinar to ensure effective knowledge transfer and engagement.

### Teaching-Learning Methodologies

#### 1. Interactive Lectures

**Expert Speakers:** Renowned professionals and academicians delivered lectures on various topics such as financial management, marketing, accounting, and entrepreneurship. Their presentations were designed to be interactive, incorporating real-world examples and case studies.

- Virtual Platform:** The webinar was conducted on a sophisticated virtual platform that supported live streaming, interactive polls, and real-time feedback. This ensured a seamless and engaging experience for all participants.

### Gallery



**2019-2020**

**INDUSTRY VISIT TO TEXTILE PARK, SIRICILLA**

**Date: 06-02-2020**

The industrial the Textile Park in Siricilla provided commerce students with a practical insight into the workings of the textile industry. This visit aimed to bridge the gap between theoretical knowledge and real-world industrial practices. The teaching-learning methodologies adopted during this visit were designed to enhance the students' understanding of various aspects of the textile industry, including production processes, management practices, and market dynamics.

## **Teaching-Learning Methodologies**

### **4. Pre-Visit Preparation**

- **Lectures and Seminars:** Before the visit, students attended lectures and seminars on the textile industry's basics, including its history, production processes, and economic significance.
- **Research Assignments:** Students were assigned research topics related to the textile industry to familiarize them with the sector's terminology and key concepts.

### **5. On-Site Learning**

- **Guided Tours** weaving, dyeing, and finishing units. Industry professionals explained each stage of the production process in detail.: The visit included guided tours of various sections of the textile park, such as spinning,
- **Interactive Sessions:** Students participated in interactive sessions with industry experts, where they discussed topics like quality control, supply chain management, and sustainability practices.
- **Observation and Note-Taking:** Students were encouraged to observe the processes closely and take detailed notes on the machinery used, the workflow, and the organizational structure of the firms.

### **6. Post-Visit Activities**

- **Group Discussions:** After the visit, students engaged in group discussions to share their observations and insights. These discussions helped reinforce the knowledge gained during the visit.
- **Report Writing:** Each student was required to write a detailed report on their learning experience, covering the various aspects of the textile industry observed during the visit.
- **Presentations:** Students presented their reports and findings to their peers and faculty members, facilitating peer learning and critical analysis of different perspectives.

## **Learning Outcomes**

- **Enhanced Practical Knowledge:** Students gained a thorough understanding of the textile production process and the operational challenges faced by the industry.
- **Industry Insight:** Interaction with industry professionals provided students with valuable insights into the management and strategic aspects of running a textile business.
- **Application of Theoretical Knowledge:** The visit helped students connect classroom theories with real-world practices, thereby deepening their comprehension of commerce subjects.

**Improved Analytical Skills:** Observing and analyzing the textile park operations honed the students' analytical and critical thinking skills





## **STUDENT SEMINAR ON RESIDENTIAL STATUS**

**Date: 30-07-2019**

The teaching-learning methodology adopted in the student seminar on the subject of income tax was designed to enhance understanding, foster engagement, and develop critical thinking skills among students. This report outlines the various strategies and techniques used during the seminar, evaluating their effectiveness and suggesting potential improvements.

## Methodologies

- 1) Enhanced Understanding:** The use of varied teaching techniques ensured that students not only memorized tax concepts but also understood their practical applications.
- 2) Engagement:** Interactive elements like group discussions and Q&A sessions kept students actively engaged throughout the seminar.
- 3) Critical Thinking:** Debates and peer evaluations developed students' critical thinking skills, as they had to analyze and argue different viewpoints.



**ICT CLASS**

**Date:30 -04-2020**



## ICT in Teaching and Learning

The integration of ICT was critical in transitioning to remote education. Teachers and students relied heavily on digital tools to conduct and participate in classes. ICT facilitated the sharing of resources, communication, and assessment, making it possible to maintain educational standards during the pandemic.

## PowerPoint as a Teaching Aid

PowerPoint became an essential tool for delivering lectures. Its features allowed educators to create structured, visually appealing presentations.

**Flipped Classroom Model:** We adopted the flipped classroom model, where students were provided with PowerPoint presentations and lecture videos to review before the class. This approach allowed for more interactive and discussion-based sessions during live meetings.



**2018-2019  
STUDENT SEMINAR**

**Date: 09-09-2019**

The teaching-learning methodology adopted in the student seminar on the subject of income tax was designed to enhance understanding, foster engagement, and develop critical thinking skills among students. This report outlines the various strategies and techniques used during the seminar, evaluating their effectiveness and suggesting potential improvements.

### **Methodologies**

- 1) Enhanced Understanding:** The use of varied teaching techniques ensured that students not only memorized tax concepts but also understood their practical applications.
- 2) Engagement:** Interactive elements like group discussions and Q&A sessions kept students actively engaged throughout the seminar.
- 3) Critical Thinking:** Debates and peer evaluations developed students' critical thinking skills, as they had to analyze and argue different viewpoints.

