PET ENGINEERING COLLEGE

An ISO 9001:2015 Certified Institution, Accredited by NAAC,
Approved by AICTE, Recognized by Government of Tamil Nadu and Affiliated to Anna University
DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

Academic Year 2023 – 2024 (Odd Semester)

Degree, Semester & Branch: B.E V & CSE

Course Code & Title: CS3501 Compiler Design

Date: 21/9/2023

Name of the Faculty member (s): Dr.I.Valli Rathi AP/CSE

INNOVATIVE PRACTICE DESCRIPTION

- **Unit:** III
- **Topic:** Type system-specification and simple type checking
- **Course Outcome:** CO3
- **Activity Chosen:** One Minute paper

Justification:

In order to produce optimized machine dependent code, the compiler designer should design the compiler so that it could translate the expression in the given source code effectively and ensure that the type checking done effectively based on the language. Without the knowledge of translating expression, type checking and back patching, the further procedures in designing compiler cannot be performed effectively.

Time Allotted for the Activity: 10 Minutes

Details of the Implementation:

Steps to translate expressions and concept of type checking and back patching are explained clearly in the first 40 minutes. A sample code segment with expressions was considered and the way to translate the expression and the concept of type checking and backtracking was explained in detail in white board and using power point presentation in projector. At the end of the session, all the students were asked to write down the concept of translating expressions, type checking and back patching. They were asked not to copy others and told them that this was not atypical assessment which includes mark. As a teacher, I made them to understand that, this write up is for the faculty to understand the level of understanding the concept since this is one of the most important concept a student should learn. The understanding level of students was determined by going through the paper written by them.

CO – PO / PSO mapping:

CO	PO1	PO2	PO3	PO4	PO9	PO12	PSO1	PSO2
CO5	3	3	3	2	2	3	2	1

(1 – Low 2 – Moderate 3 – High)

Reflective Critique:

- **Feedback of practice from students and other stakeholders:**

  The students gave these activity positive reviews. They said they were able to recall theday's lesson and describe its difficulty.

- **Benefit of the practice:**
  - Most of the students take this activity as positive and started solving the conversion process.
  - I was capable of estimating the students' degree of comprehension in my capacityas faculty.

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