



**BVRIT HYDERABAD College of Engineering for Women**  
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**Bachupally, Hyderabad-090**  
**Department of Computer Science & Engineering**

**Name of the Activity:** Finding concepts

**Faculty Name:** Ms. M. Shanmuga Sundari

**Class / Semester:** II/II CSE

**Academic Year:** 2021-2022

**Subject Name:** Database Management Systems

**Topic:** Functional Dependencies

**No of participants:** 65

**Brief Write-up:**

As part of an interactive and analytical learning activity, students were provided with a list of keywords related to Unit 3 of the DBMS syllabus, specifically focusing on the topic of Functional Dependencies. These keywords were carefully selected to represent core concepts, terminologies, and principles associated with the subject matter.

Each student or group was asked to:

1. Identify the concept represented by each keyword.
2. Explain the associated concept clearly, including its definition, relevance, and examples where applicable.

This activity required students to recall prior knowledge, analyze the given terms, and connect them to broader DBMS concepts, such as:

- Functional Dependencies
- Attribute Closure
- Armstrong's Axioms
- Canonical Cover
- Normal Forms (1NF, 2NF, 3NF, BCNF)
- Lossless Decomposition
- Dependency Preservation

This activity promotes conceptual clarity by linking keywords to their practical meaning, and helps students in preparing for advanced topics in Normalization and Relational Schema Design.

**Photographs:**



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**Department of Computer Science & Engineering**

**Name of the Activity: Think-Pair-Share**

**Faculty Name:** Dr. G. Naga Satish

**Class / Semester:** III / II CSE

**Academic Year:** 2021-2022

**Subject Name:** Information Retrieval Systems

**Topic:** Retrieval of Information

**No of participants:** 56

**Brief Write-up:**

As part of an active learning strategy, the Think-Pair-Share activity was conducted to enhance conceptual understanding, collaborative learning, and communication skills among students. This method was particularly effective for the topic of Information Retrieval, as it encouraged both individual reflection and peer discussion to strengthen comprehension.

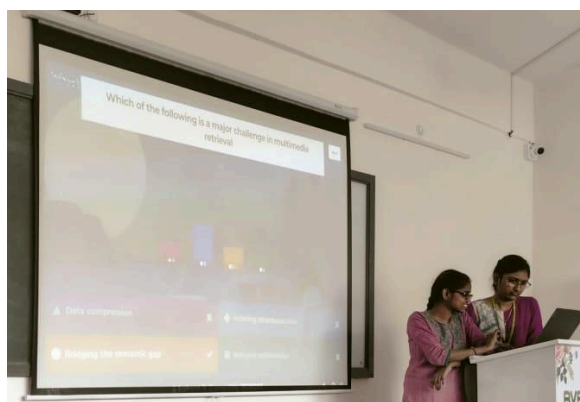
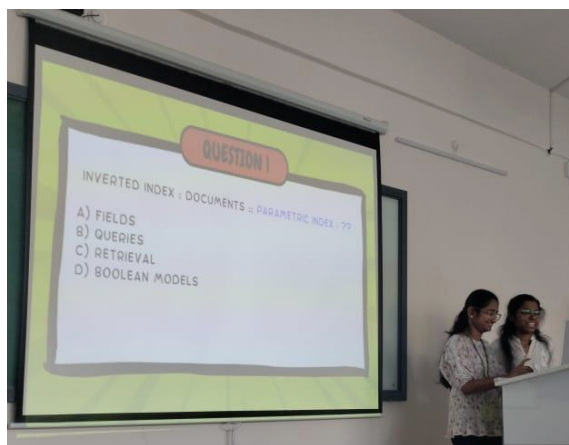
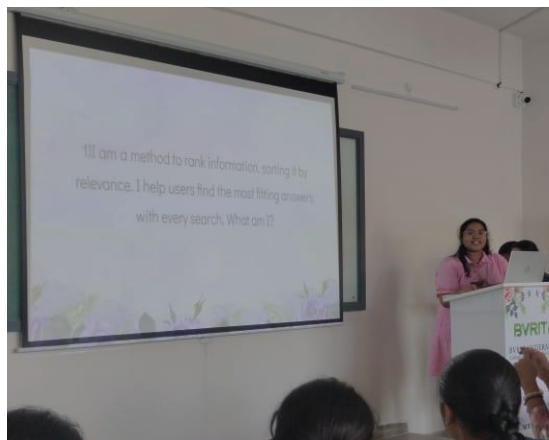
All students were instructed to form pairs to promote knowledge sharing and mutual learning. The activity began with the “Think” phase, where each student was given quiet time to independently recall, reflect, and make notes on key concepts previously taught in class or through self-study. This included terms such as document representation, queries, relevance, precision, recall, indexing, and ranking algorithms. By retrieving this information without prompts, students engaged in active recall, a highly effective technique for reinforcing memory and understanding.

In the “Pair” phase, students came together to share their individual reflections, compare notes, and discuss concepts to identify and address any gaps in understanding. They collaborated to clarify doubts and strengthen their collective knowledge.

The final “Share” phase involved interaction with other pairs, where students posed questions, offered explanations, and engaged in Q&A. This phase stimulated classroom dialogue, encouraged deeper thinking, and created an inclusive learning environment.

## Photographs:

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**Department of Computer Science & Engineering**

**Name of the Activity: DCN SEMINAR**

**Faculty Name: Dr. N Sreekanth**

**Class / Semester: III/I**

**Academic Year: 2021-2022**

**Subject Name: Data Communication and Networks**

**Topic: NETWORK COMMANDS / PROTOCOLS**

**No of participants: 62**

**Brief Write-up:**

Students engaged in an interactive discussion on Network Protocol Analyzers (Sniffers) to deepen their understanding of how packet-level data is captured and analyzed in real-time communication networks. Tools such as Wireshark were introduced as practical examples of protocol analyzers, enabling students to visualize and inspect the structure of data packets, including headers, payloads, and metadata.

Through this seminar, students learned how network sniffers function by intercepting and logging traffic passing over digital networks. They explored how these tools can be used to diagnose network issues, analyze protocol behavior, and enhance network security by identifying suspicious or unauthorized activities. The conversation also covered ethical considerations and legal boundaries in using packet sniffers.

By analyzing captured data packets, students were able to observe various protocols in action, such as TCP, UDP, HTTP, DNS, ARP, and ICMP, and understand how these protocols operate within the OSI and TCP/IP models. This conceptual engagement allowed them to connect theoretical knowledge with practical, real-world network analysis skills.

Overall, the session provided valuable insights into how protocol analyzers are crucial tools for network administrators, cybersecurity professionals, and system engineers in monitoring, maintaining, and securing digital communication systems.

## PHOTOGRAPHS:



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**Name of the Activity: Correcting Data**

**Faculty Name:** Mr. U.Chandrasekhar

**Class / Semester:** III/II CSE

**Academic Year:** 2021-2022

**Subject Name:** Data Analytics

**Topic:** Correlation and regression

**No of Participants:** 40

**Brief Write-up:**

It's time for the students to open up their laptops and engage in a practical data analysis task using MS Excel. Each student has been provided with a dataset containing information on height and weight variables. Before beginning any analysis, students first performed data cleaning and preprocessing—this involved identifying and correcting errors, removing inconsistencies, handling missing values, and formatting the dataset to ensure it was ready for analysis. This critical step helped students understand the importance of data quality and how it directly affects analytical outcomes.

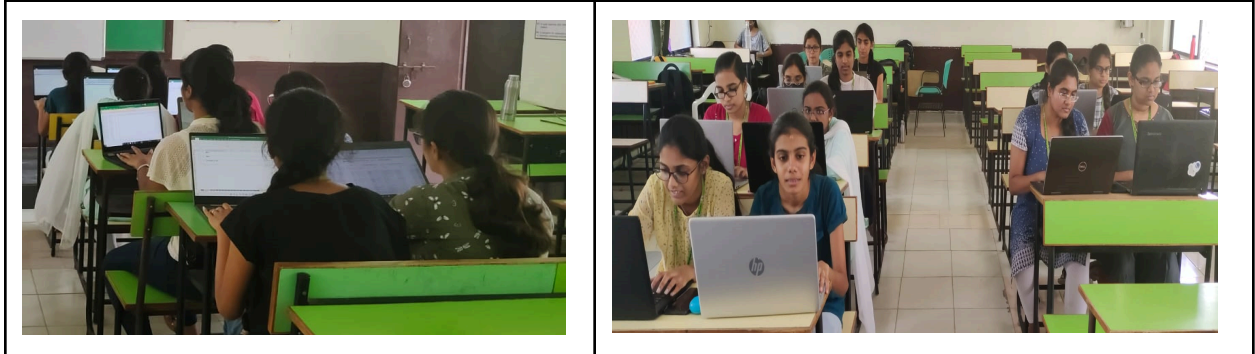
Once the dataset was cleaned, the students proceeded to explore the data to determine if a significant correlation exists between height and weight. If a strong correlation was identified, students built a linear regression model using Excel's built-in tools, including scatter plots and trendlines to visualize the relationship.

After constructing the regression model, they evaluated its performance by calculating various regression error metrics such as Mean Absolute Error (MAE), Mean Squared Error (MSE), and

Root Mean Squared Error (RMSE). These calculations helped in assessing the accuracy and reliability of their predictions.

This hands-on activity provided students with valuable practical experience in data preprocessing, correlation analysis, regression modeling, and error evaluation, all within the familiar environment of Microsoft Excel.

**Photos:**



**Data set:**

Gender	Height	Weight
Male	73.84702	241.8936
Male	68.7819	162.3105
Male	74.11011	212.7409
Male	71.73098	220.0425
Male	69.8818	206.3498
Male	67.25302	152.2122
Male	68.78508	183.9279
Male	68.34852	167.9711
Male	67.01895	175.9294
Male	63.45649	156.3997
Male	71.19538	186.6049
Male	71.64081	213.7412

Male	64.76633	167.1275
Male	69.28307	189.4462
Male	69.24373	186.4342
Male	67.64562	172.1869
Male	72.41832	196.0285
Male	63.97433	172.8835
Male	69.64006	185.984
Male	67.936	182.4266
Male	67.91505	174.1159
Male	69.43944	197.7314
Male	66.14913	149.1736
Male	75.20597	228.7618
Male	67.8932	162.0067
Male	68.14403	192.344
Male	69.08963	184.4352
Male	72.80084	206.8282
Male	67.42124	175.2139
Male	68.49642	154.3426
Male	68.61811	187.5068
Male	74.03381	212.9102
Male	71.52822	195.0322
Male	69.18016	205.1836
Male	69.5772	204.1641
Male	70.40093	192.9035
Male	69.07617	197.4882

Finally the students found medium correlation between these two variables and hence created a regression model. Finally they estimated the RMS error to understand the goodness of the model.

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**Name of the Activity: NLP Seminar**

**Faculty Name:** Mr. Madan Reddy

**Class / Semester:** III-I CSE

**Academic Year:** 2021-2022

**Subject Name:** Natural Language Processing

**Topic:** NLTK Tools

**No of participants:** 58

**Brief Write-up:**

A student seminar was conducted on the topic of NLTK (Natural Language Toolkit) Tools, under the subject Natural Language Processing (NLP). The seminar served as an excellent platform for students to share and expand their knowledge in both theoretical concepts and practical applications of NLP. Participants presented various aspects of NLTK, showcasing its features, libraries, and usage in real-world text processing tasks such as tokenization, stemming, lemmatization, POS tagging, and sentiment analysis.

The event encouraged students to explore industry-oriented perspectives, allowing them to connect academic concepts with the demands of the current technological landscape. It provided an opportunity for students to work collaboratively and deliver informative presentations while gaining hands-on experience with NLTK in Python. Several students also demonstrated mini-projects or real-time applications using NLTK, illustrating how the toolkit can be integrated with other NLP techniques and datasets.

Overall, the seminar helped in fostering presentation skills, deepening technical understanding, and increasing student engagement with modern tools used in Natural Language Processing. It bridged the gap between classroom learning and industry applications, enabling participants to stay updated with technological trends and contribute

meaningfully to discussions on the evolving role of NLP in various domains.

## PHOTOGRAPHS:



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**Name of the Activity: Pictionary**

**Faculty Name:** Ms. G Nagamani

**Class / Semester:** IV / I CSE

**Academic Year:** 2021-2022

**Subject Name:** Data Mining

**Topic:** Concepts of Classification, Decision Trees, Clustering.

**No of participants:** 53

### **Brief Write-up**

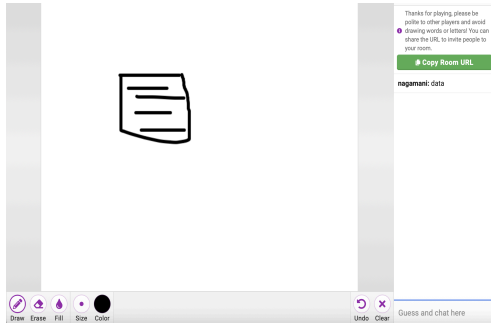
An engaging and interactive activity was conducted for students on the topic of *Data Mining*, focusing on key concepts such as Classification, Decision Trees, and Clustering. A total of 53 students actively participated in the activity, which was designed to reinforce conceptual understanding through creativity and collaboration. Students utilized an online platform, Skribbl.io, a drawing and guessing game, where one student would illustrate a data mining concept through a diagram while the rest of the participants attempted to guess the correct topic. Even they used the board to do the diagrams for guessing.

This activity aimed to deepen students' understanding of complex concepts by encouraging them to visually represent their knowledge. Concepts like hierarchical clustering, k-means clustering, classification models, and decision tree branches were sketched out using simple diagrams, which helped others recognize and recall the associated terms and their significance. It also gave students a chance to think critically and interpret visual information effectively.

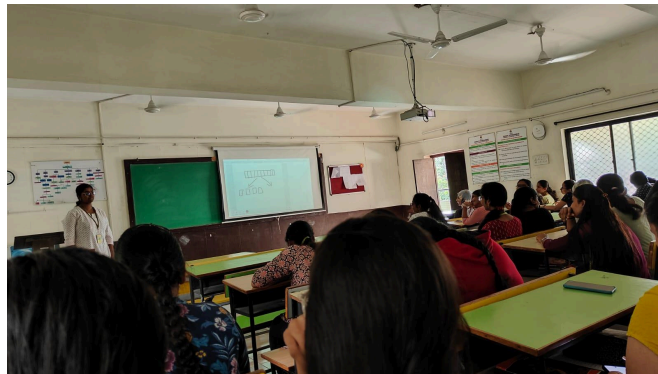
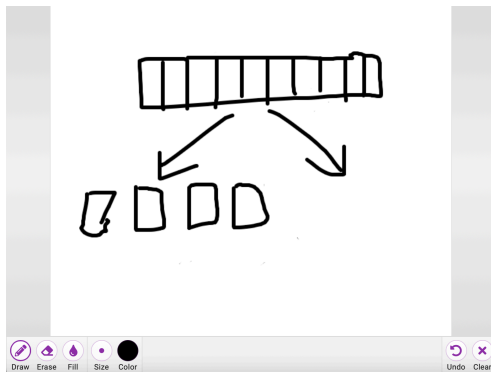
The primary objective was to ensure that students not only remembered definitions but also understood how these techniques are applied in real-world domains such as healthcare,

marketing, finance, and more. Additionally, the activity fostered a sense of healthy competition and improved peer interaction, making the learning process more dynamic, fun, and impactful.

### Photographs:



### Data



### Segmentation



### Decision tree



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**Name of the Activity: Quiz through ICT Tool (LMS)**

**Faculty Name:** Ms. D Swapna

**Class / Semester:** IV/I CSE

**Academic Year:** 2021-22

**Subject Name:** Data Mining

**Topic:** Association and Correlations

**No of participants:** 61

**Brief Write-up:**

As part of enhancing conceptual understanding and competitive spirit among students, an online quiz was conducted through the Sri Vishnu Learning LMS platform. The quiz comprised 20 questions to be answered within a 30-minute timeframe, encouraging quick thinking and time-bound problem-solving. Students accessed the quiz individually through their mobile phone, and the platform automatically recorded each student's response accuracy, time duration, and completion status.

Upon submission, the system generated individual performance reports as well as an overall summary, which included a bar graph visualization to reflect students' collective performance trends. This not only gave immediate feedback to learners but also provided insights into class-wide understanding levels.

The quiz focused on a wide range of Data Mining concepts, such as data mining functionalities, association and correlation analysis, support and confidence measures, frequent pattern mining techniques, mining algorithms, graph pattern mining, and sequential pattern mining.

This activity significantly contributed to reinforcing core concepts while making learning engaging and performance-driven.



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## Quiz

Grading method: Highest grade

Attempts: 02

### Summary of your previous attempts

Attempt	State	Review
Preview	In progress	

Continue the last preview

[Glossary](#)

Jump to...

[Classification PPT](#)

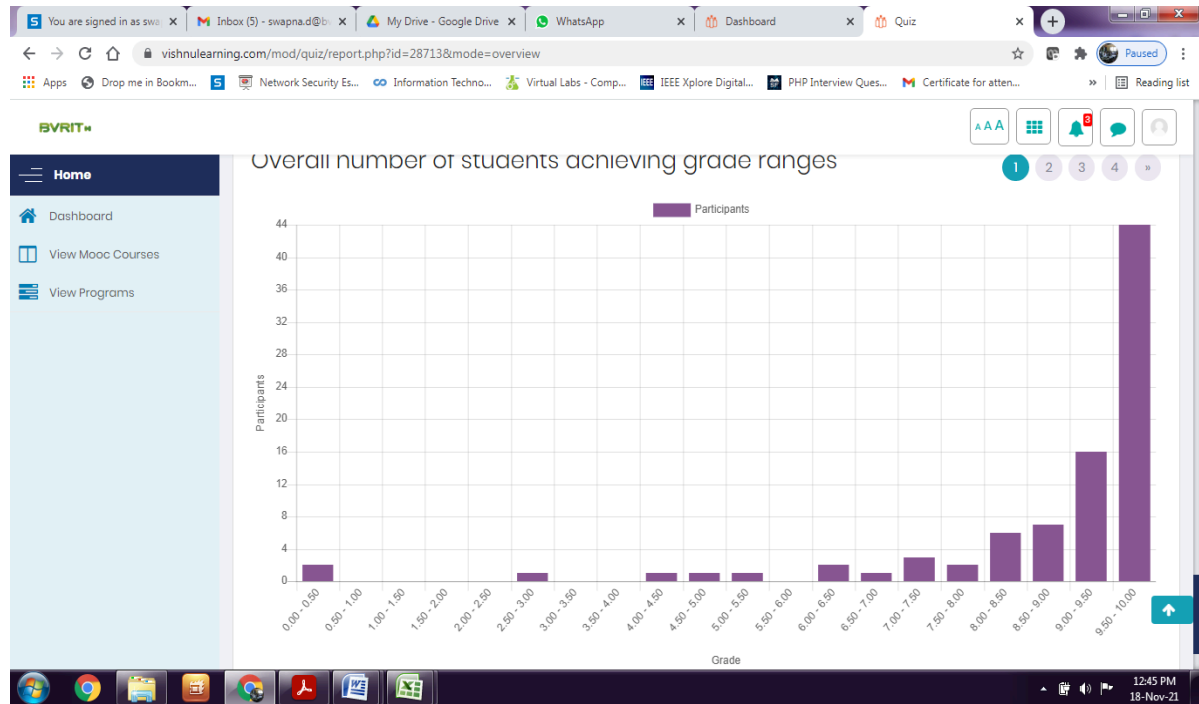
CS702PC\_CSE\_55\_15\_39-Quiz-grades.xlsx - Microsoft Excel

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	Surname	First name	Email address	State	Started on	Completed	Time taker	Grade/10	Q. 1 /0.50	Q. 2 /0.50	Q. 3 /0.50	Q. 4 /0.50	Q. 5 /0.50	Q. 6 /0.50	Q. 7 /0.50	Q. 8 /0.50	Q. 9 /0.50	Q. 10 /0.50
1	Nalla	Ashritha	18wh1a0547@t	Finished	7 Novembt 7 Novembt 8 secs		0.00											
2	R Dholakia	Diya	18wh1a0525@t	Finished	7 Novembt 7 Novembt 7 mins 34 :9.00		0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
3	Gummadu	Madhuri	18wh1a0529@t	Finished	7 Novembt 7 Novembt 3 mins 6 s4.00		0.50	0.50	0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4	Chelupuri	Bhargavi	18wh1a0555@t	Finished	8 Novembt 8 Novembt 3 mins 21 :4.00		0.50	0.50	0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50
5	KAMUJU	SRI SATYA	18wh1a0559@t	Finished	8 Novembt 8 Novembt 2 mins 50 :5.00		0.50	0.00	0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50
6	Mushanoll	Charitha	18wh1a0543@t	Finished	8 Novembt 13 Novembt 4 days 22 :9.00		0.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
7	Vadinsa	Sai Sudha	18wh1a0501@t	Finished	11 Novembt 11 Novembt 20 mins 27:8.00		0.50	0.50	0.50	0.00	0.50	0.50	0.50	0.50	0.00	0.00	0.50	0.50
8	Prasanthi	Reshma	18wh1a0538@t	Finished	12 Novembt 12 Novembt 3 mins 2 s48.00		0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
9	Manasa R	Vaishnavi	18wh1a0539@t	Finished	12 Novembt 12 Novembt 3 mins 28 :9.00		0.50	0.50	0.50	0.00	0.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50
10	Gummalla	Swetha	18wh1a0554@t	Finished	12 Novembt 12 Novembt 3 mins 17 :9.50		0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
11	Bunga	Akhila	18wh1a0528@t	Finished	12 Novembt 12 Novembt 3 mins 23 :9.50		0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
12	Ganji	Pradeepthi	19wh5a0503@t	Finished	12 Novembt 12 Novembt 3 mins 12 :9.50		0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
13	Molakalap	Krishna pri	18wh1a0518@t	Finished	12 Novembt 12 Novembt 6 mins 23 :10.00		0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
14	Badavath	Akhila	19wh5a0502@t	Finished	12 Novembt 12 Novembt 3 mins 15 :9.50		0.50	0.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
15	Chennuri	Siripriya	18wh1a0557@t	Finished	12 Novembt 12 Novembt 2 mins 59 :9.50		0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
16	Naidu	Yagna	18wh1a0531@t	Finished	12 Novembt 12 Novembt 2 mins 57 :10.00		0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
17	Pinapati	Haritha	18wh1a0515@t	Finished	12 Novembt 12 Novembt 4 mins 54 :8.00		0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
18	Thangalla	Srinharshini	18wh1a0553@t	Finished	12 Novembt 12 Novembt 2 mins 57 :8.50		0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.00	0.50
19	GUMUDAV	SNEHA	18wh1a0540@t	Finished	13 Novembt 13 Novembt 3 mins 9 s48.50		0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
20	R Dholakia	Diya	18wh1a0525@t	Finished	13 Novembt 13 Novembt 3 mins 52 :9.50		0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
21	Thirunahar	Akshitha	18wh1a0544@t	Finished	13 Novembt 13 Novembt 5 mins 2 s10.00		0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
22	Nisha	Nisha	19wh5a0505@t	Finished	13 Novembt 13 Novembt 7 mins 35 :9.50		0.50	0.50	0.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
23	Pasupuleti	Keerthana	19wh5a0506@t	Finished	13 Novembt 13 Novembt 4 mins 20 :9.00		0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.00	0.50

Ready Count: 22 100% 12:43 PM 18-Nov-21

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Overall average																	
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
25	Pampari	Sneha	18wh1a0541@t Finished	13 Noveml	13 Noveml	2 mins 37	8.00	0.50	0.50	0.50	0.50	0.50	0.50	0.00	0.00	0.50	0.50
26	Bhuma	Bhuwanesl	18wh1a0537@t Finished	13 Noveml	13 Noveml	4 mins 24	9.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.00	0.50	0.50
27	FATHIMA	RAHEELA	18wh1a0560@t Finished	13 Noveml	13 Noveml	3 mins 34	6.50	0.50	0.00	0.50	0.50	0.50	0.50	0.00	0.00	0.50	0.00
28	A.	Yashaswin	19wh5a0501@t Finished	13 Noveml	13 Noveml	5 mins 2	8.50	0.50	0.50	0.50	0.50	0.50	0.50	0.00	0.50	0.00	0.50
29	Kopparapu	Pravallika	18wh1a0507@t Finished	13 Noveml	13 Noveml	6 mins 15	8.00	0.50	0.50	0.50	0.50	0.50	0.00	0.00	0.50	0.50	0.50
30	Aamanchi	Sushma	18wh1a0503@t Finished	13 Noveml	13 Noveml	3 mins 14	10.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
31	Admala	Sai Shreya	18wh1a0516@t Finished	14 Noveml	14 Noveml	8 mins 33	8.50	0.50	0.50	0.50	0.50	0.50	0.00	0.50	0.50	0.00	0.50
32	Kondapally	Kamala Sir	18wh1a0534@t Finished	14 Noveml	14 Noveml	3 mins 10	9.50	0.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
33	Niharika	M Varsha	18wh1a0524@t Finished	14 Noveml	14 Noveml	14 mins 1	9.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.00	0.50	0.50
34	Jadav	Avilasha	18wh1a0508@t Finished	15 Noveml	15 Noveml	2 mins 56	10.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
35	Challa	Rachitha	18wh1a0504@t Finished	15 Noveml	15 Noveml	4 mins 21	9.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
36	Atluri	Krishna Ch	18wh1a0513@t Finished	15 Noveml	15 Noveml	15 mins 45	8.50	0.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.00	0.00
37	Varala	Sreeja	18wh1a0556@t Finished	15 Noveml	15 Noveml	8 mins 53	9.00	0.50	0.50	0.50	0.50	0.50	0.50	0.00	0.50	0.50	0.50
38	Devarapalli	Niharika	18wh1a0546@t Finished	15 Noveml	15 Noveml	4 mins 54	9.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
39	R	Manogna	18wh1a0526@t Finished	15 Noveml	15 Noveml	4 mins 35	7.00	0.50	0.50	0.50	0.50	0.50	0.50	0.00	0.00	0.00	0.50
40	REDDY	BURGU LO	18wh1a0511@t Finished	15 Noveml	15 Noveml	4 mins 24	9.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.00
41	KAMUJU	SRI SATYA	18wh1a0559@t Finished	15 Noveml	15 Noveml	3 mins 55	9.00	0.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
42	Nagula	Mahalaxm	18wh1a0535@t Finished	15 Noveml	15 Noveml	2 mins 1	9.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.00	0.00	0.50
43	Yamika Ba	Venkata Le	18wh1a0509@t Finished	15 Noveml	15 Noveml	3 mins 3	7.50	0.50	0.50	0.50	0.00	0.50	0.50	0.50	0.50	0.50	0.50
44	T	Neeraja	18wh1a0552@t Finished	15 Noveml	15 Noveml	12 mins 18	9.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
45	SAHITHI	SUNAVYA	18wh1a0545@t Finished	15 Noveml	15 Noveml	2 mins 39	9.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
46	FATIMA	SARA	18wh1a0542@t Finished	15 Noveml	15 Noveml	3 mins 19	4.50	0.50	0.50	0.50	0.50	0.50	0.00	0.00	0.00	0.00	0.50
47	Meesala	Janshi	18wh1a0549@t Finished	15 Noveml	15 Noveml	7 mins 22	6.00	0.50	0.00	0.50	0.00	0.50	0.00	0.00	0.50	0.00	0.50
48	Chepuri	Manasa	18wh1a0510@t Finished	15 Noveml	15 Noveml	4 mins 9	9.00	0.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50

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Q61 0.50																	
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
49	Pratapa	Vyshnavi	18wh1a0533@t Finished	15 Noveml	15 Noveml	1 min 54	10.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
50	Bachley	Asmita	18wh1a0502@t Finished	15 Noveml	15 Noveml	2 mins 53	9.50	0.50	0.50	0.50	0.50	0.50	0.00	0.50	0.50	0.50	0.50
51	Nalla	Ashritha	18wh1a0547@t Finished	15 Noveml	15 Noveml	2 mins 21	10.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
52	Pallerla	Saisree	18wh1a0536@t Finished	15 Noveml	15 Noveml	4 mins 6	9.50	0.50	0.50	0.50	0.50	0.50	0.00	0.50	0.50	0.50	0.50
53	Kotte	Shruthi	18wh1a0532@t Finished	15 Noveml	15 Noveml	3 mins 2	10.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
54	Bommakar	Sanjana	18wh1a0519@t Finished	15 Noveml	15 Noveml	5 mins 24	7.00	0.50	0.50	0.50	0.00	0.50	0.50	0.00	0.50	0.50	0.00
55	Mudumala	Tejasvi	18wh1a0527@t Finished	15 Noveml	15 Noveml	2 mins 24	9.00	0.50	0.50	0.50	0.50	0.50	0.00	0.50	0.50	0.50	0.50
56	Sagi	Sai Lakshn	18wh1a0522@t Finished	15 Noveml	15 Noveml	3 mins 21	10.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
57	Sree Gurini	Ramya	19wh5a0504@t Finished	15 Noveml	15 Noveml	4 mins 29	10.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
58	Nandula	Haripriya	18wh1a0530@t Finished	15 Noveml	15 Noveml	2 mins 29	9.00	0.50	0.50	0.50	0.50	0.50	0.00	0.50	0.50	0.50	0.50
59	Pathalavat	Anusha ba	18wh1a0514@t Finished	15 Noveml	15 Noveml	17 mins 8	8.00	0.50	0.50	0.50	0.00	0.50	0.50	0.00	0.50	0.50	0.50
60	Madugula	Bhavana	18wh1a0523@t Finished	16 Noveml	16 Noveml	8 mins 42	9.00	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
61	Ani Prathvi	Paradesi	18wh1a0550@t Finished	16 Noveml	16 Noveml	8 mins 55	7.00	0.00	0.50	0.50	0.00	0.50	0.50	0.00	0.50	0.50	0.50
62	Overall average						8.53	0.44	0.42	0.47	0.41	0.43	0.42	0.38	0.40	0.40	0.43



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**Bachupally, Hyderabad-090**

**Department of Computer Science & Engineering**

**Name of the Activity: RASPBERRY Kit**

**Faculty Name:** Mr. M Bapiraju

**Class / Semester:** III–II CSE

**Academic Year:** 2021-2022

**Subject Name:** Fundamentals of Internet of Things (FIoT)

**Topic:** Raspberry Kit fundamentals

**No of participants:** 63

**Brief Write-up :**

As part of the *Fundamentals of Internet of Things (FIoT)* course, we conducted a hands-on lab session focusing on the Raspberry Pi 3 Kit to provide students with practical exposure to IoT development. The activity was held in the lab instead of a traditional classroom setting, encouraging collaborative learning and team-based problem solving. The session began with the installation and initial setup of the Raspberry Pi operating system, where students actively participated in configuring the hardware and installing required software packages.

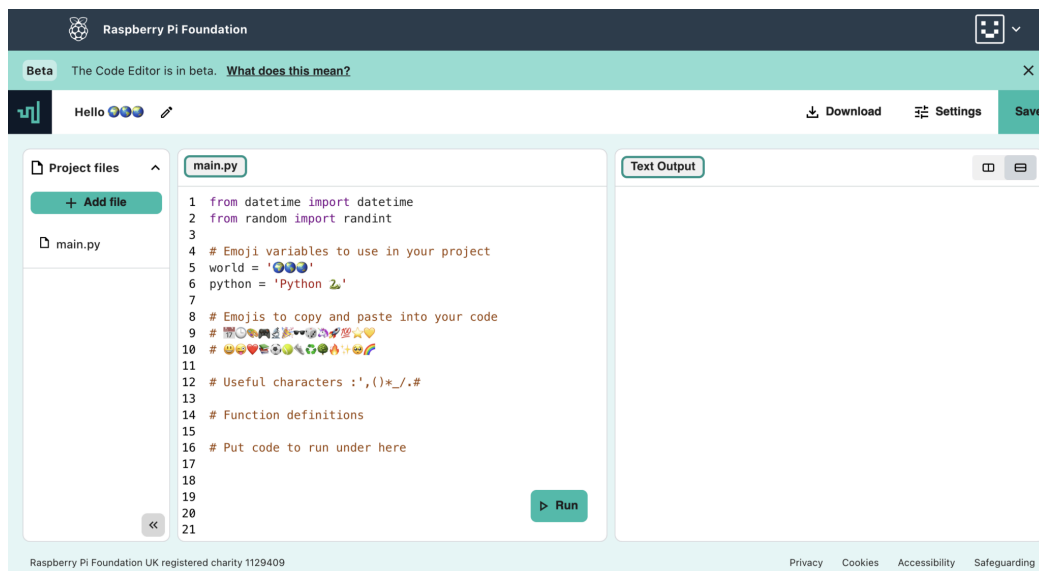
Faculty members demonstrated the basic functioning of the Raspberry Pi, covering its features, GPIO pin interfacing, and network connectivity. This was followed by an open discussion on potential IoT applications that can be developed using the Raspberry Pi, such as home automation, smart sensors, and data monitoring systems. Students were encouraged to contribute their ideas and explore how the Raspberry Pi could be integrated with various sensors and modules.

The session offered every student hands-on experience with both hardware interfacing and software tools, fostering technical understanding and creativity. This practical approach helped bridge the gap between theory and application, creating an engaging environment for learning and innovation in IoT.

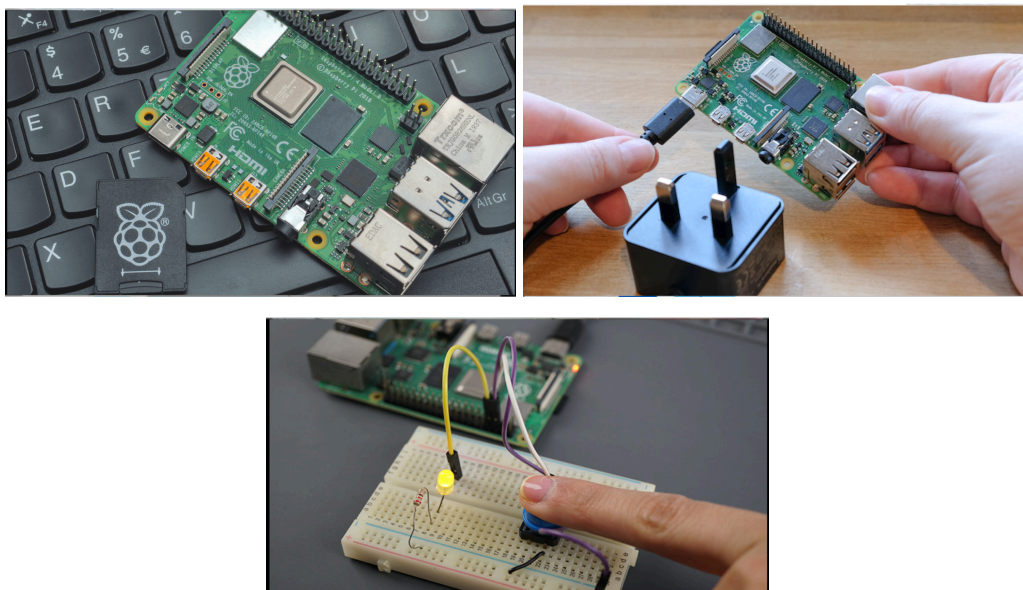
## Basics and Fundamentals of Internet of Things (FIoT)

- Analog Read Serial: Read a potentiometer, print its state out to the Raspberry Kit.
- Bare Minimum: The bare minimum of code needed to start a Raspberry Kit sketch coding.
- Blink: Turn an LED on and off.
- Digital Read Serial: Read a switch, print the state out to the Serial Monitor.
- Fade: Demonstrates the use of analog output to fade an LED.
- Read Analog Voltage: Reads an analog input and prints the voltage to the Serial Monitor.

## Photographs:

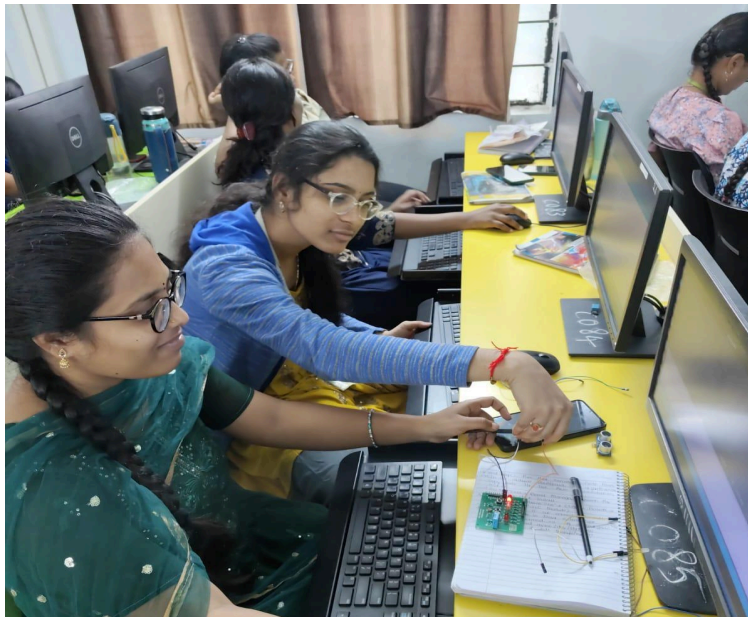
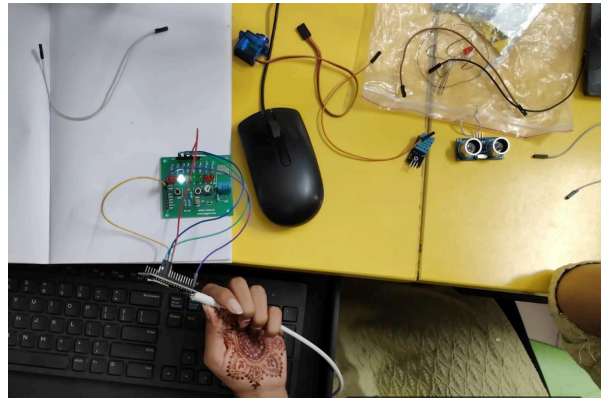
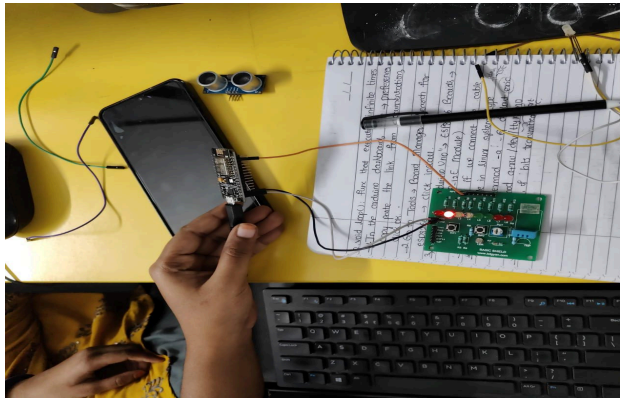
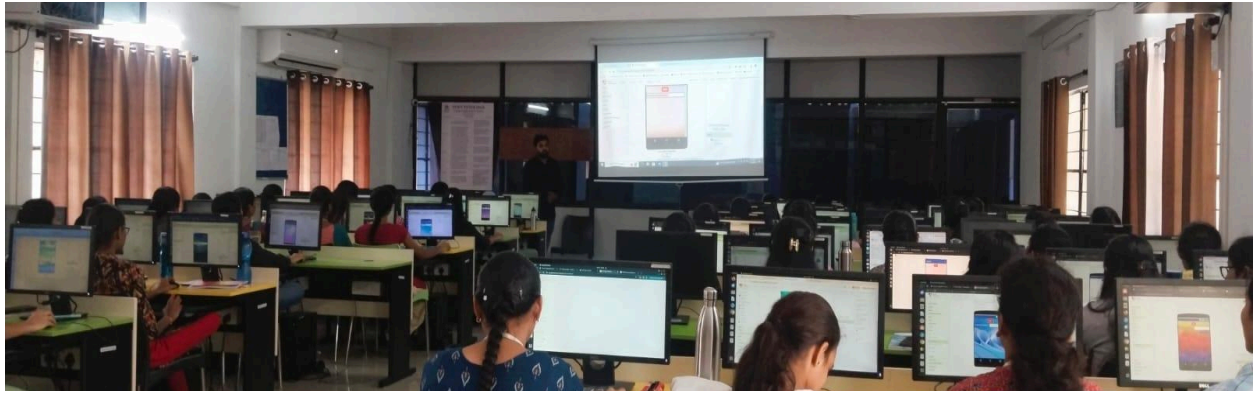


## Installation



## Equipments





For any queries, please contact to below mail

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**Bachupally, Hyderabad-090**  
**Department of Computer Science & Engineering**

**Name of the Activity: Word Building**

**Faculty Name:** Ms. S.Vidyullatha

**Class / Semester:** II/II

**Academic Year:** 2021-2022

**Subject Name:** Database Management Systems

**Topic:** Terminologies of Entity and relationships

**No of Participants:** 53

**Brief Write-up:**

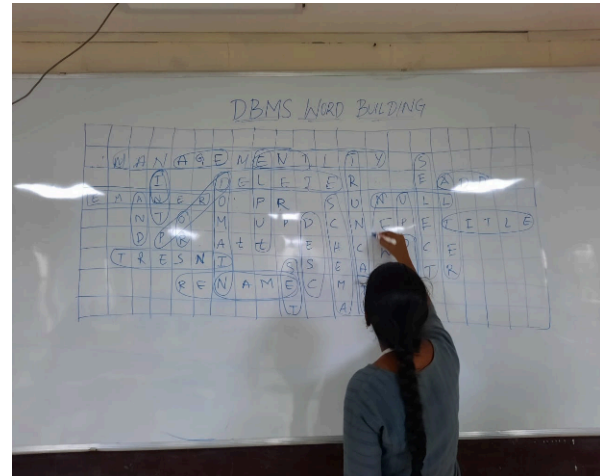
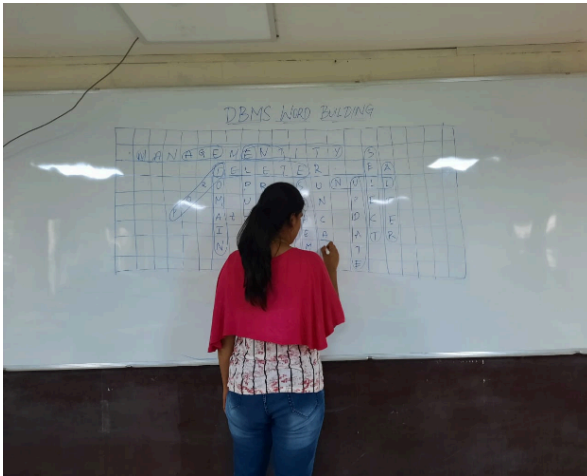
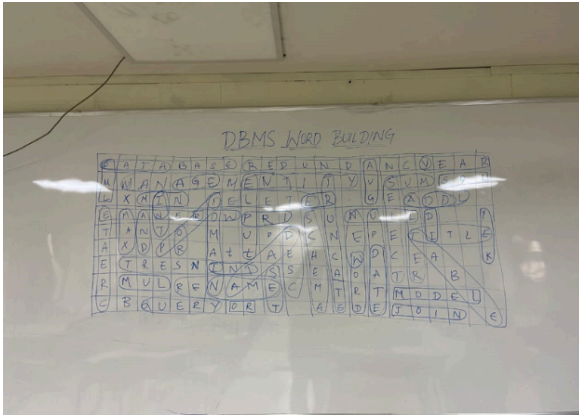
1. 10 Words are given
2. Words are prepared across Terminologies of Entity and relationships
3. Word Building with description was conducted

The objective was to analyze the students' understanding of the fundamental terminologies of Entity and Relationships in the context of Database Management Systems (DBMS), an interactive Word Building activity was conducted. This activity aimed to reinforce essential concepts such as Entity, Attribute, Relationship, Primary Key, Foreign Key, Cardinality, and Participation Constraints by encouraging students to form meaningful technical words related to the topic. Through this method, students were able to recall, relate, and apply the theoretical terms in a practical manner, thereby enhancing their conceptual clarity.

The activity also fostered collaboration among peers as they discussed and debated the correct usage and meaning of each term while forming new words. This method not only assessed their prior knowledge but also motivated them to explore deeper into the subject matter, making the

learning process more engaging, interactive, and student-centered. Overall, the activity proved to be an effective tool for improving terminology retention and understanding in DBMS.

#### Photographs:



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**Department of Computer Science & Engineering**

**Name of the Activity: Dumb charades**

**Faculty Name:** Ms. A. Kranthi

**Class / Semester:** III / I CSE

**Academic Year:** 2021-2022

**Subject Name:** Software Engineering

**Topic :** Software Requirements Engineering

**No of participants:** 52

**Brief Write-up:**

To enhance understanding of fundamental concepts in Software Engineering, particularly the topic of *Software Requirements Engineering*, an engaging and interactive activity titled "Software Dumb Charades" was conducted. A total of 52 students actively participated in this fun-filled educational exercise. Each student was assigned a unique terminology related to the subject such as *Software Requirement Specification (SRS)*, *Functional and Non-Functional Requirements*, *Feasibility Study*, *Requirement Elicitation*, *Use Case Diagrams*, and more. The twist of the activity was that students had to convey their assigned concept without speaking — using only gestures, facial expressions, or drawing simple diagrams on the board.

This mimicking-based activity encouraged peer learning, collaboration, and creativity. Other students guessed the term being enacted, prompting discussions that reinforced understanding of the concept. The activity was not only entertaining but also highly effective in helping students retain complex terminologies and definitions by visualizing and interpreting them in a playful manner. The use of visual elements such as quick sketches of use cases or requirement models added depth to the learning process. Overall, this creative approach brought abstract engineering terms to life and deepened students' comprehension in an enjoyable way.



## Photographs



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**Bachupally, Hyderabad-090**

**Department of Computer Science & Engineering**

**Name of the Activity: Technical Talk on Cyber Security**

**Faculty Name:** Ms. A Kranthi

**Class / Semester:** IV/I CSE

**Academic Year:** 2021-2022

**Subject Name:** Cryptography and Network Security

**Topic :** Authentication, Transport level security

**No of participants:** 45

**Brief Write-up :**

A technical talk on Cyber Security was conducted to provide students with in-depth insights into key security concepts such as Authentication and Transport Level Security. The session aimed to bridge the gap between theoretical learning and practical applications in real-world cybersecurity scenarios.

An expert from the industry was invited to deliver the session, focusing on various authentication mechanisms including passwords, OTPs, biometrics, and multi-factor authentication. The talk also covered Transport Layer Security (TLS), explaining how data is encrypted during transmission and how secure channels are established between client and server. Real-life examples and case studies were presented to demonstrate how breaches occur and how robust authentication and encryption methods can prevent them.

Students were highly engaged throughout the session and actively participated in the interactive Q&A round. The technical talk provided a broader perspective on emerging cyber threats and security practices, thus strengthening their conceptual understanding of the subject. This activity also helped students understand the relevance of these topics in today's digital world and encouraged them to explore cybersecurity as a potential career path.

## Photographs:

The first screenshot shows a Google Meet window with a presentation titled "Downgrade Attack". The diagram illustrates a Man-in-the-Middle (MitM) attack where a client attempts to communicate with a server using TLS 1.3, but the attacker forces the connection to downgrade to TLS 1.1. The second screenshot shows a presentation titled "How a Poodle Attack Works". It details two steps: 1. The client is forced to downgrade the connection to the weaker and deprecated SSL 3.0 protocol. 2. The attacker intercepts the data using a Man-in-the-Middle attack. The third screenshot shows a presentation titled "HTTP vs. HTTP + TLS (HTTPS)". It compares an insecure HTTP connection (http://cheapsslsecurity.com/blog/) with a secure HTTPS connection (https://cheapsslsecurity.com/blog/), highlighting the role of a certificate and the protection of data in transit.

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**Name of the Activity: Live demonstration (Google Classroom)**

**Faculty Name:** Ms. D Swapna

**Class / Semester:** II/I CSE

**Academic Year:** 2021-2022

**Subject Name:** Operating Systems

**Topic:** Types of Operating Systems, OS structure, System Services, System calls, Operating System Components

**No of participants:** 60

**Brief Write-up:**

As part of an interactive learning experience, students were divided into teams of 8–10 members and assigned specific topics from Unit 1 of the Operating Systems syllabus. Topics included Types of Operating Systems, System Architecture, System Services, System Calls, and OS Components. Prior to the activity, these concepts were briefly introduced in class to build foundational understanding.

Each team was instructed to prepare a visual presentation using PowerPoint, Google Slides through google classroom. These visual tools were paired with a live explanation, where students collaboratively explained the topic in a clear, structured manner. Teams were encouraged to include diagrams, flowcharts, and real-time examples to enhance clarity and engagement.

Presentations were delivered in the google classroom with a time limit of 15–20 minutes per team. This activity provided students the opportunity to deepen their understanding through research and practice, while also improving their public speaking, teamwork, and technical communication skills.

## Photographs:

Major project 2017-2021 IV CSE | Classwork for 2019 CSE A | Meet - pwt-rkhq-ovo

meet.google.com/pwt-rkhq-ovo?authuser=0

REC | 20WH5A0502 BUSHGARI HARIPRIYA is presenting | 10:45 AM

### Computer System Structure

- Computer system can be divided into four components
- Hardware
- Operating system
- Application programs
- Users

The diagram illustrates the layers of a computer system. It starts with a 'System User' interacting with 'Application Software' (represented by icons for Word, Excel, and PowerPoint). This layer sits on top of the 'Operating System' (with icons for Windows, Linux, and MacOS). Below the OS is 'System Software' (represented by gear icons), which in turn manages the 'Hardware' (represented by icons for a monitor, keyboard, mouse, and storage devices).

Participants: Kolla Aishwarya, Sukhavasi Nikhil, 20WH5A0501 P..., Yambakam Sud..., Rayapudi Santho..., M Vidy Sree, 20WH5A0502 B..., Marripelli Harila, 20WH5A0504 G..., Ande Bhavya Sri, 20WH5A0503 V..., 20WH5A0502 B...

Major project 2017-2021 IV CSE | Classwork for 2019 CSE A | Meet - pwt-rkhq-ovo

meet.google.com/pwt-rkhq-ovo?authuser=0

REC | Rayapudi Santhoshi Harshita is presenting | 11:05 AM

### TYPES OF OPERATING SYSTEMS

DONE BY:

- 19WH1A0501 - Y. SUDEEPA
- 19WH1A0502 - D. GEETIKA
- 19WH1A0503 - B. PRAGNA
- 19WH1A0504 - K. YAMINI NITHYA
- 19WH1A0505 - USHA DEVI
- 19WH1A0506 - K. SWETHA
- 19WH1A0507 - D. NIDHI
- 19WH1A0508 - Y. SATWIK
- 19WH1A0509 - T. SREEJA
- 19WH1A0510 - G. HARINI
- 19WH1A0511 - G. RESHMA
- 19WH1A0512 - A. POGGA
- 19WH1A0513 - R. S. HARSHITA

Participants: Rayapudi Santho..., Yambakam Sude..., 20WH5A0501 P..., Mittapelly Aradya, Sukhavasi Nikhil, Kolla Aishwarya, Harshini Rayasam, Begari Prathibha, Cheruku Meghana, Yerramsetti Sai, Nattivala Jasmine, Nivarthi Tushara

Major project 2017-2021 IV CSE | Classwork for 2019 CSE A | Meet - pwt-rkhq-ovo

meet.google.com/pwt-rkhq-ovo?authuser=0

REC | Rayapudi Santhoshi Harshita is presenting | 11:17 AM

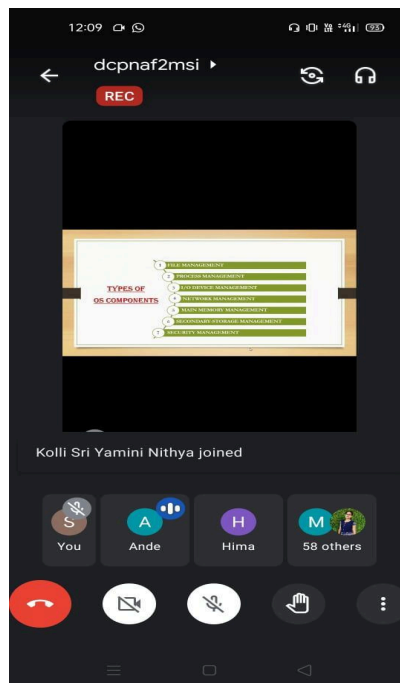
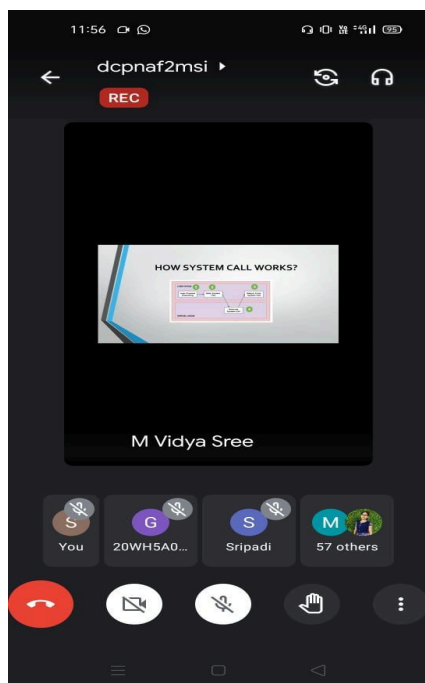
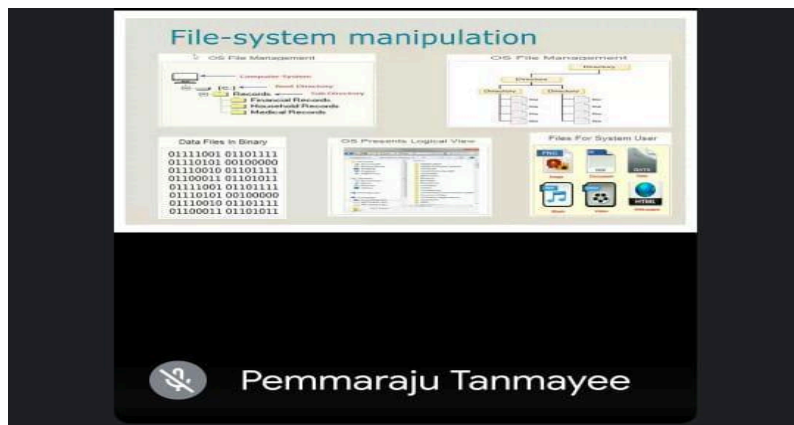
### REAL TIME OPERATING SYSTEM

A real-time system is defined as a data processing system in which the time interval required to process and respond to inputs is so small that it controls the environment.

The time taken by the system to respond to an input and display of required updated information is termed as the response time.

The diagram shows a central circle labeled 'Components of Real Time Operating System'. Surrounding it are six interconnected components: 'Scheduler' (top), 'Kernel Library' (top-right), 'Time Dispatch' (right), 'User-defined Data Objects and Classes' (bottom-right), 'Memory Management' (bottom-left), and 'System Interrupts' (left).

Participants: Rayapudi Santho..., Yambakam Sude..., 20WH5A0501 P..., Mittapelly Aradya, Sukhavasi Nikhil, Dadda Geetika, Harshini Rayasam, Usha Devi, Pragna Balru, Harini Gannama, Aamanchi Pooja, Donuru Nidhi



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**Bachupally, Hyderabad-090**  
**Department of Computer Science & Engineering**

**Name of the Activity:** Coding Contest on HackeRank platform

**Faculty Name:** Mr M Dyva Sugnana Rao

**Class / Semester:** II/I CSE - C

**Academic Year:** 2021-2022

**Subject Name:** OOP through C++

**Topic:** Inheritance

**No. of Students Participated:** 63

**Brief Write-up :**

A coding contest was organized on the HackerRank platform to evaluate students' understanding of Object-Oriented Programming (OOP) concepts in C++, with a specific focus on inheritance. The contest aimed to provide hands-on experience in designing reusable and extensible code using class hierarchies—an essential pillar of OOP.

The contest consisted of 3 programming problems with difficulty levels ranging from easy to medium. The problems were designed to cover key inheritance concepts such as single inheritance, multilevel inheritance, virtual functions, and method overriding.

Through these tasks, students were required to build structured class hierarchies, implement base and derived classes, and demonstrate polymorphic behavior using virtual functions. The problems encouraged them to think in terms of modularity and reusability, as well as to understand how runtime behavior can vary depending on inheritance structure and method overriding.

Students successfully applied concepts of inheritance and polymorphism, showcasing their ability to construct well-organized and maintainable code. The contest reinforced the importance of code modularity, extensibility, and runtime efficiency in OOP. Submissions were evaluated based on correctness, time and space efficiency, and code clarity, helping students receive targeted feedback and refine their C++ programming skills.

### Contest Link:

[www.hackerrank.com/cpp-contest1-cse-c](http://www.hackerrank.com/cpp-contest1-cse-c)

The screenshot shows the 'Edit' page for a contest on Hackerrank. The browser tabs include 'Inbox (53) - msugna...', 'Inbox (2,819) - sugna...', 'SugnanaRao\_PPS\_Inn...', 'DAA\_Activities\_2019...', 'Contest Edit | Hacker...', 'WhatsApp', 'PPS Course Lesson Pl...', and a plus sign for more tabs. The address bar shows the URL 'https://www.hackerrank.com/administration/contests/edit/161568/overview'. The page title is 'CPP Contest#1 CSE C' with the URL 'www.hackerrank.com/cpp-contest1-cse-c'. Below the title is a navigation bar with tabs: 'Details' (selected), 'Challenges', 'Advanced Settings', 'Moderators', 'Notifications', 'Signups', and 'Statistics'. The 'Contest Details' section has a sub-header 'Customize your contest by providing more information needed to create your landing page. Your contest will only be available to those who have access to the contest URL.' The form fields are: 'Contest Name' (CPP Contest#1 CSE C), 'Contest URL' (https://www.hackerrank.com/cpp-contest1-cse-c edit), 'Start Time' (12/11/2021 at 14:00 IST), 'End Time' (12/12/2021 at 14:00 IST), 'Organization Type' (Other), and 'Organization Name' (RVDTT HVDEPARAD College). At the bottom are buttons for 'Preview Landing Page', 'Preview Challenges Page', and 'Save Changes'.

### CPP Contest#1 CSE C

[www.hackerrank.com/cpp-contest1-cse-c](http://www.hackerrank.com/cpp-contest1-cse-c)

Details	Challenges	Advanced Settings	Moderators	Notifications	Signups	Statistics
Signup Count:	74					
Total Cumulative Signups:	74 (includes signups after the end of the contest)					
Login Count:	63					
Login Conversion Rate:	85.14 %					
Number of Users Who Submitted Code:	60					
<a href="#">View all contest submissions</a>						

### Leader Board

Rank	User	Score	Time	Country
1	20wh1a05e4	80.00	15:31:42	
1	21wh5a0514	80.00	69:50:19	
3	20wh1a05e6 <a href="#">Compare</a>	60.83	60:11:54	
3	20wh1a05d9	60.83	60:52:27	
3	20wh1a05h7	60.83	63:13:48	
3	20wh1a05d8	60.83	63:31:59	
7	20wh1a05c5	58.33	25:00:24	
8	20wh1a05e8	56.67	64:01:22	
8	20wh1a05e7	56.67	66:54:35	
8	20wh1a05g4	56.67	67:10:44	

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**Department of Computer Science & Engineering**

**Name of the Activity: ARDUINO KIT**

**Faculty Name:** Ms. T Durga Devi

**Class / Semester:** III/II CSE

**Academic Year:** 2021-2022

**Subject Name:** Fundamentals of Internet of Things(FIoT)

**Topic:** Arduino Kit

**No of participants:** 60

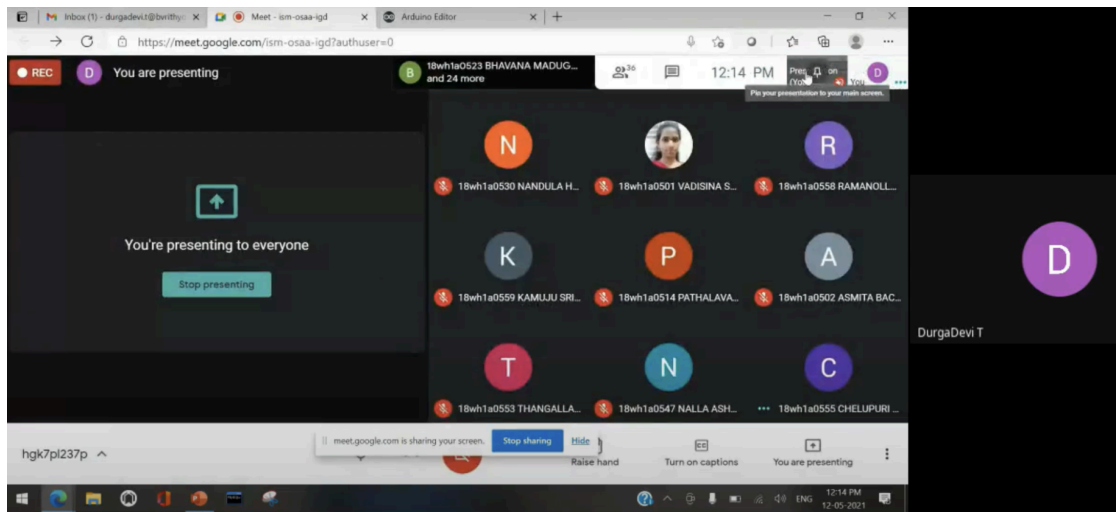
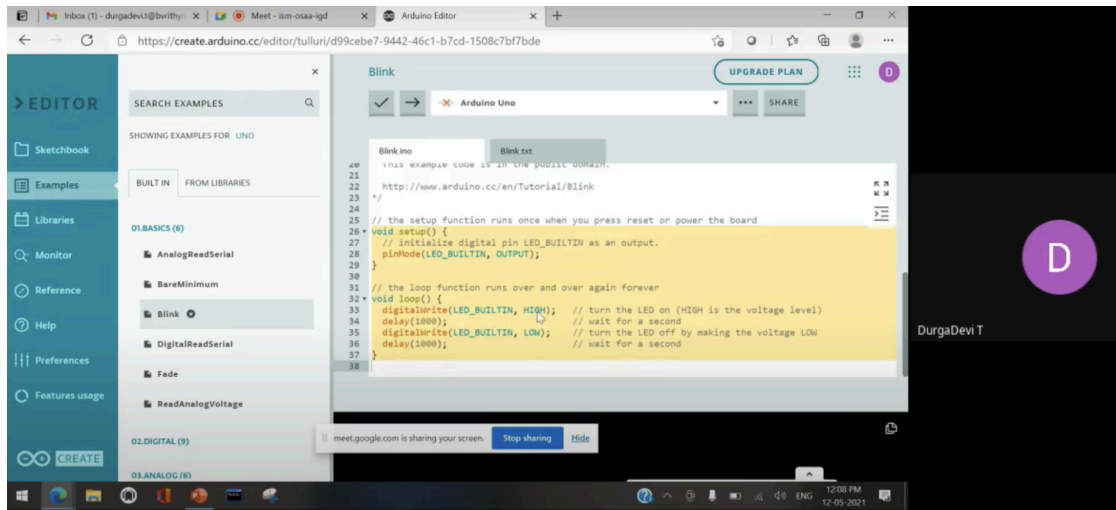
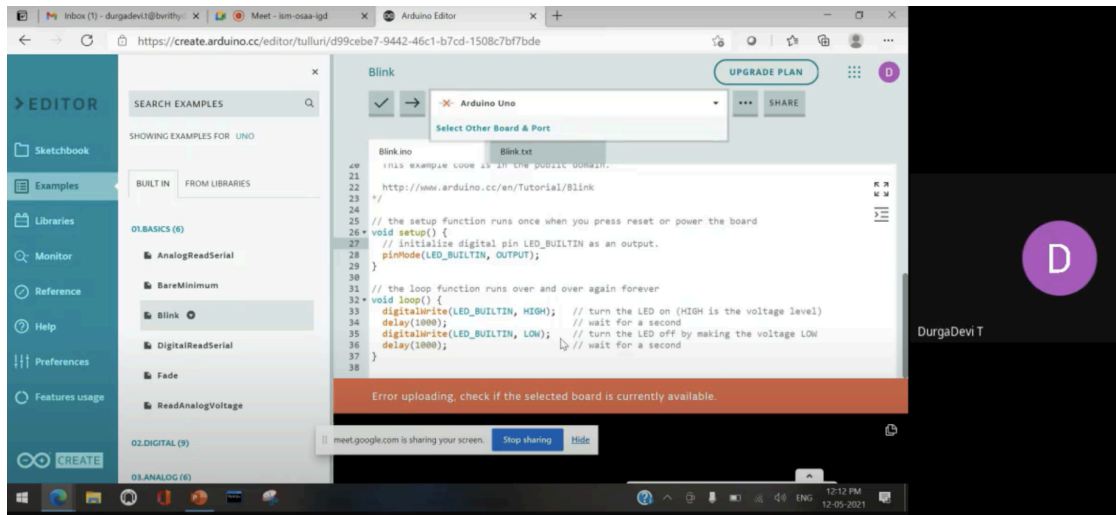
**Brief Write-up:**

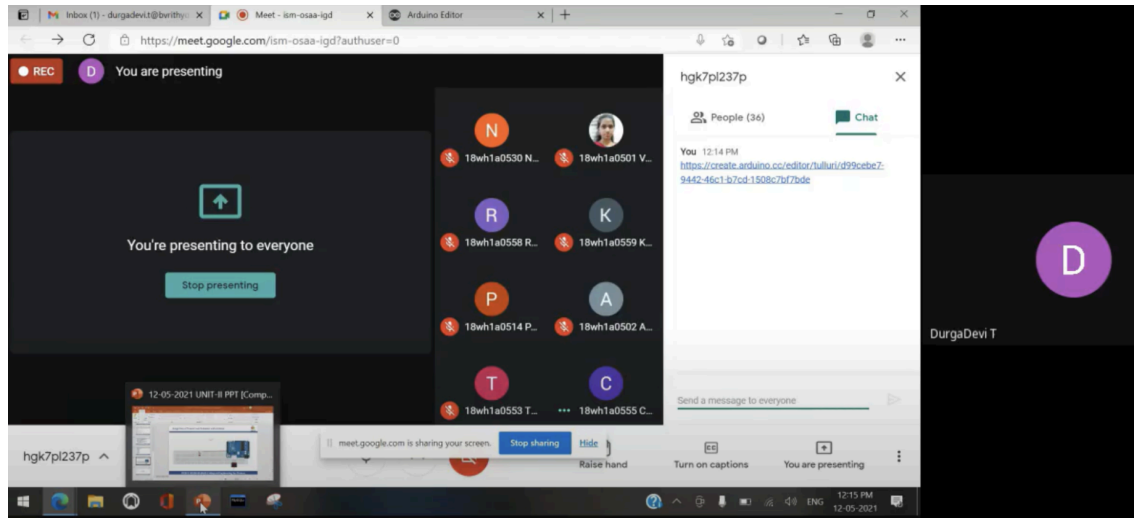
We have demonstrated in the class about the functioning of the Arduino Kit used in Internet of Things Applications Developments. We have implemented our regular Class of FIoT in Google Meet link. We discussed all the possibilities of developments of a number of applications using Arduino Kit. demonstrated in the classrooms. All students participated and discussed Software Installations, Hardware Interfacing where all the students will get opportunities to talk on applications and coordinates and how to interface the Hardware components for executing the applications problems statement, Designs, etc. We have used the same classrooms for taking reviews.

**Basics and Fundamentals of Internet of Things(FIoT)**

- Analog Read Serial: Read a potentiometer, print its state out to the Arduino Serial Monitor.
- Bare Minimum: The bare minimum of code needed to start an Arduino sketch.
- Blink: Turn an LED on and off.
- Digital Read Serial: Read a switch, print the state out to the Arduino Serial Monitor.
- Fade: Demonstrates the use of analog output to fade an LED.
- Read Analog Voltage: Reads an analog input and prints the voltage to the Serial Monitor.

## Photos:





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**Department of Computer Science & Engineering**

**Name of the Activity:** Dumb Charades

**Faculty Name:** Ms. M. Shanmuga Sundari

**Class / Semester:** II/II

**Academic Year:** 2021-2022

**Subject Name:** Database Management Systems

**Topic:** Normalization, Indexing and File Organization

**No of participants:** 60

**Brief Write-up**

This activity is designed to help students internalize core DBMS concepts through a fun, interactive Dumb Charades game. It focuses on the units of Normalization, Indexing, and File Organization, which are essential for understanding how data is structured, stored, and accessed efficiently.

Students are divided into small teams of 3 members. Each team takes turns participating. One member from the team picks a chit containing a DBMS-related term and must act out the concept silently, without using words or writing. The rest of the team guesses the term within a 2-minute limit.

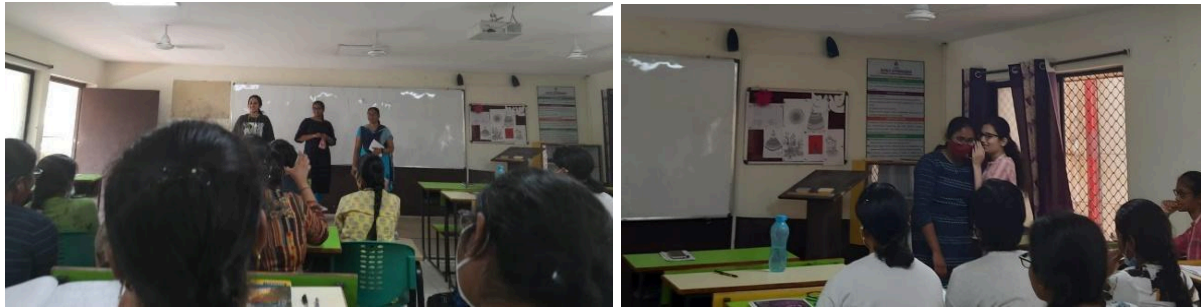
A total of 10 terms are used for this activity. These include:

1. 1NF
2. 2NF
3. BCNF

4. Functional Dependency
5. Partial Dependency
6. Primary Index
7. Secondary Index
8. Sequential File
9. B+ Tree
10. Heap File

Teams briefly explain the concept after a correct guess. This format encourages not only quick thinking but also collaborative learning and conceptual reinforcement. By the end of the session, students will be able to identify and differentiate between normalization levels, indexing types, and file organization methods. The activity transforms abstract theoretical content into an engaging and memorable experience through peer interaction and creative expression.

**Photographs:**



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**Name of the Activity:** Quiz on Kahoot platform

**Faculty Name:** Mr M Dyva Sugnana Rao

**Class / Semester:** I/II CSE

**Academic Year:** 2021-2022

**Subject Name:** Programming Problem Solving

**Topic:** Computer Fundamentals

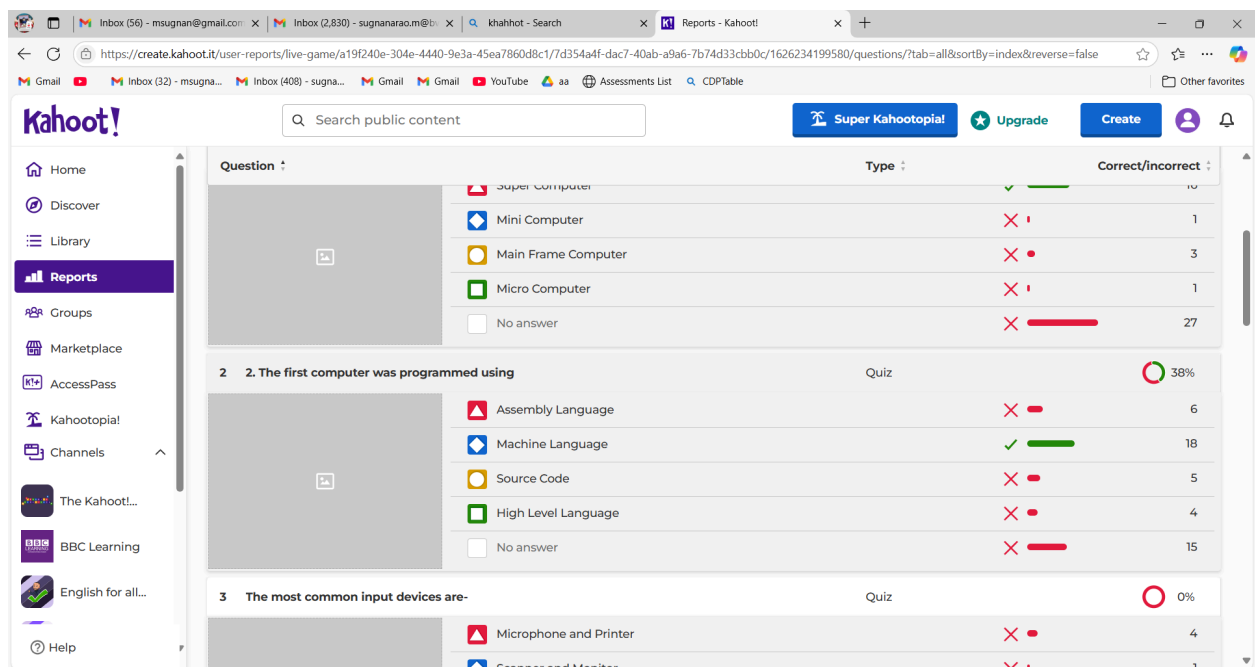
**No. of Students Participated:** 48

**Brief Write-up :**

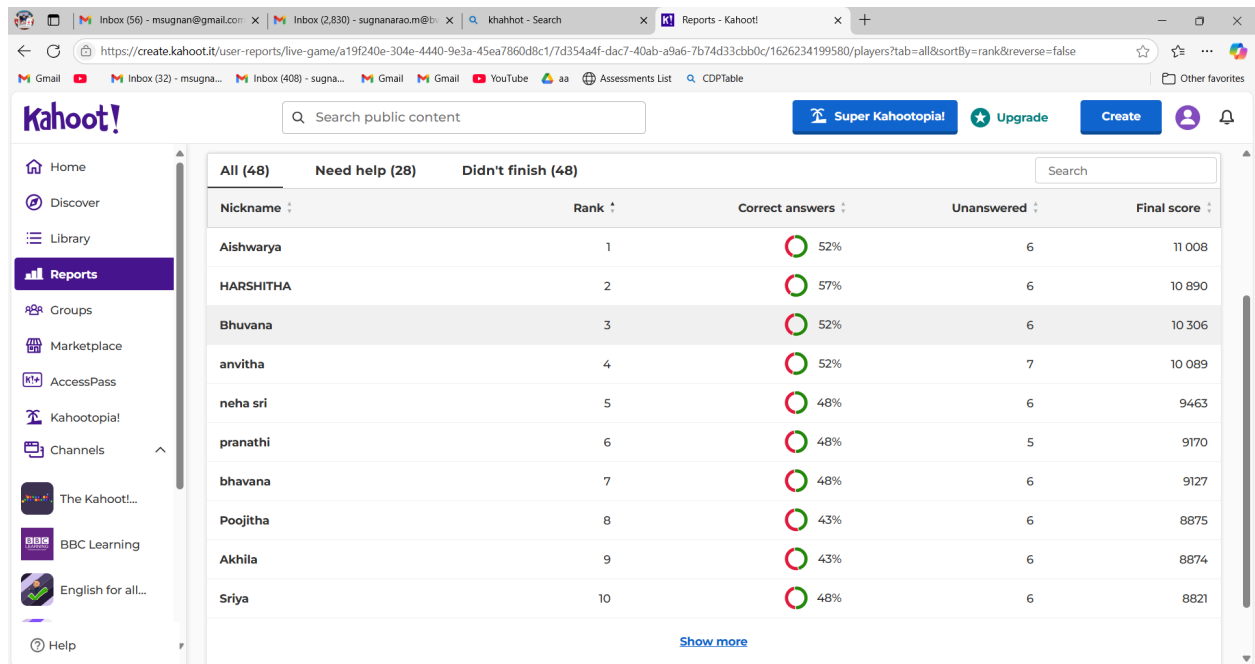
To assess students' foundational knowledge in computer fundamentals, a quiz was conducted using the interactive Kahoot platform. The activity aimed to evaluate students' understanding of core concepts such as hardware components, software types, operating systems, CPU functions, and input/output devices. The quiz consisted of 23 questions in multiple choice and true/false formats, with each question timed at 30 seconds to encourage quick thinking and responsiveness. Questions were carefully designed to progress from easy to hard, covering key topics including components of a computer system, types of software (system and application), CPU functionalities, and basic computer terminology.

Students actively participated in the quiz, showing high levels of engagement and enthusiasm due to Kahoot's gamified environment. Observations from the session indicated that most students demonstrated a strong grasp of input/output devices and basic hardware components. However, concepts related to software classification and operating systems revealed gaps in

### Screenshots:



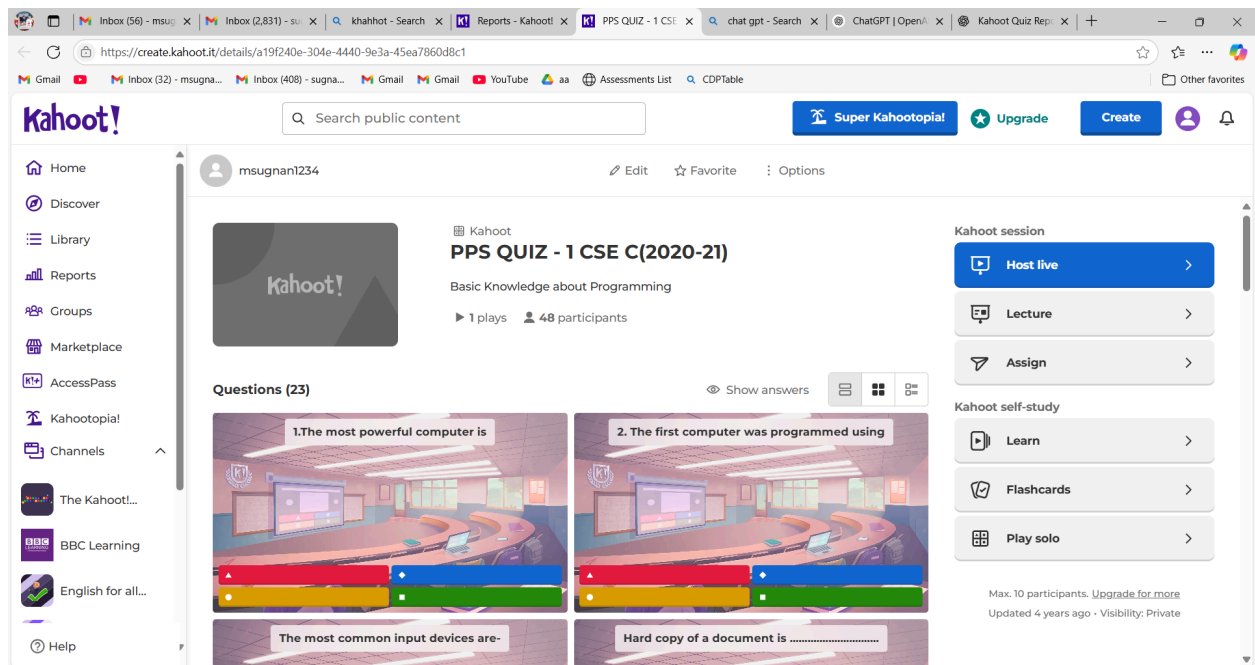
## Leader Board



The screenshot shows the Kahoot! Reports page for a live game. The URL is <https://create.kahoot.it/user-reports/live-game/a19f240e-304e-4440-9e3a-45ea7860d8c1/7d354a4f-dac7-40ab-a9a6-7b74d33cbb0c/1626234199580/players?tab=all&sortBy=rank&reverse=false>. The page displays a table of player performance.

All (48)					Need help (28)	Didn't finish (48)
Nickname	Rank	Correct answers	Unanswered	Final score		
Aishwarya	1	52%	6	11 008		
HARSHITHA	2	57%	6	10 890		
Bhuvana	3	52%	6	10 306		
anvitha	4	52%	7	10 089		
neha sri	5	48%	6	9463		
pranathi	6	48%	5	9170		
bhavana	7	48%	6	9127		
Poojitha	8	43%	6	8875		
Akhila	9	43%	6	8874		
Sriya	10	48%	6	8821		

[Show more](#)



The screenshot shows the Kahoot! session details for "PPS QUIZ - 1 CSE C(2020-21)". The session is titled "Basic Knowledge about Programming" and has 1 play and 48 participants. The session is hosted by msugnan1234.

**Questions (23)**

1. The most powerful computer is

2. The first computer was programmed using

The most common input devices are-

Hard copy of a document is .....

**Kahoot session**

- Host live
- Lecture
- Assign

**Kahoot self-study**

- Learn
- Flashcards
- Play solo

Max. 10 participants. Upgrade for more  
Updated 4 years ago · Visibility: Private

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**Department of Computer Science & Engineering**

**Name of the Activity:** Quiz

**Faculty Name:** Ms. Padmavati E Gundgurti

**Class / Semester:** IV/II- CSE

**Academic Year:** 2021-2022

**Subject Name:** Software Engineering

**Topic:** Risk Management and Bugs

**No of participants:** 60

**Brief Write-up :**

As part of enhancing student understanding of critical project planning concepts, a focused session on *Risk Management in Software Development* was conducted. The faculty explained that risk management is the systematic practice of identifying, analyzing, and responding to potential problems—referred to as risks—that might negatively affect a project's progress or success. A risk is essentially an expectation of loss that arises due to factors such as lack of information, insufficient control, or time constraints. The session emphasized that in software development, a "software risk" is any possibility of loss or failure caused by factors like technical challenges, budget overruns, resource limitations, or unclear requirements.

Various types of risks were discussed, including technical risks, project management risks, organizational risks, and external risks. The objective was to help students understand how identifying risks early and preparing mitigation strategies can reduce their impact on the project.

After a 30-minute interactive lecture, students participated in an online quiz conducted via the *Quizz* platform. The quiz aimed to reinforce the key concepts covered, helping students to self-assess their grasp on the subject. This activity not only deepened theoretical understanding but also encouraged active participation and evaluation.

## Photographs: Quiz:1

Chrome File Edit View History Bookmarks Profiles Tab Window Help

quizizz.com/admin/reports/609cb65c2e81aa001db9c9fb1players

**QUIZZZ** Search Reports Enter Code

Assigned quiz

### Software Engineering(Risk Management) MCQs [Edit](#)

May 13th 2021, 10:47 AM (7 days ago)

View quiz Flashcards

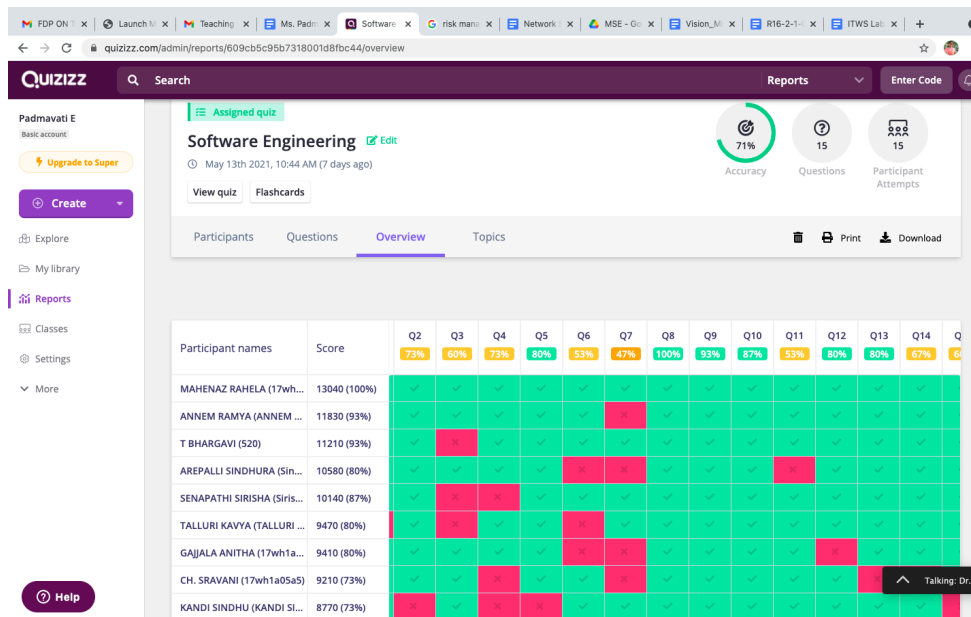
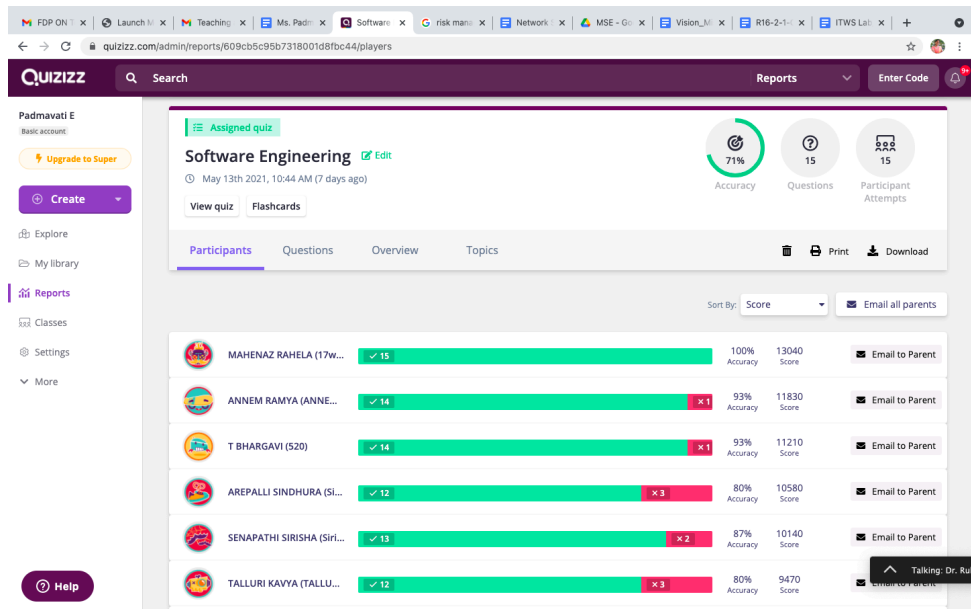
Participants Questions Overview Topics

Sort By: Score Email all parents

Participant	Score	Accuracy	Time	Actions
AREPALLI SINDHURA (SL...)	7	35% Accuracy	10	Email to Parent
Sania Thahaseen (Sania...)	7	35% Accuracy	12	Email to Parent
K SANTHOSHI (17wh1a0...)	7	35% Accuracy	4	Email to Parent
SRINITHYA ANNALDAS (...)	7	35% Accuracy	6	Email to Parent
17wh1a05a5_Chaparala...	6	30% Accuracy	12	Email to Parent

[illegible]

## Photographs: Quiz:2



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