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Bachupally, Hyderabad-090

Department of Computer Science and Engineering

Name of the Activity: Widgets Creation

Faculty Name: Ms. Suparna Das

Class: III – II / CSE

Academic Year: 2022-2023

Subject Name: Scripting Language

Topic: Creation of Widgets using RubyTK

No. of Participants: 70

Brief Write – Up:

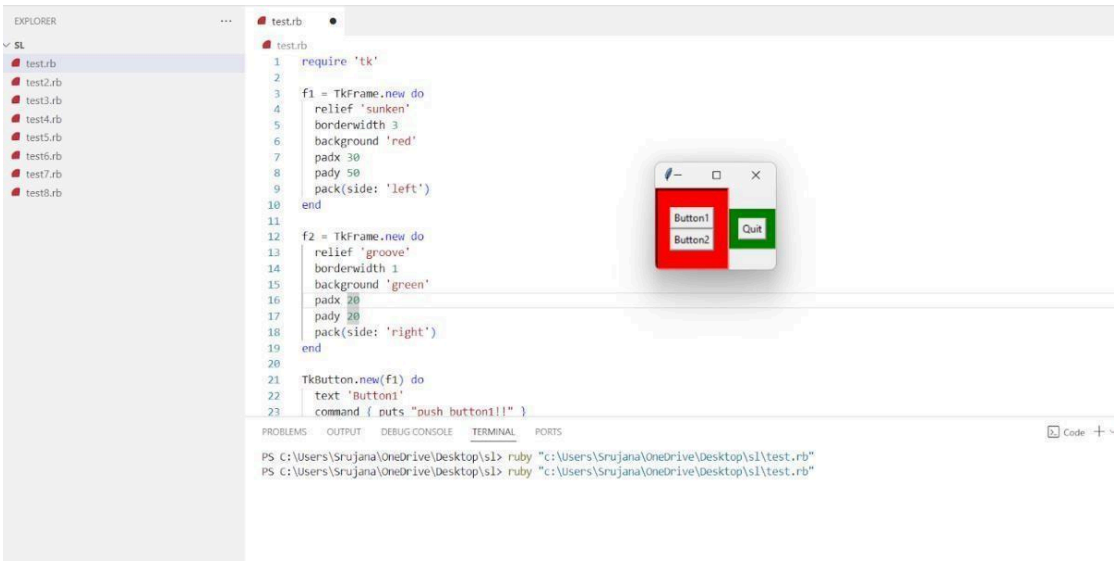
As part of the *Scripting Language* course, a practical activity titled *Widgets Creation* was conducted to enhance students' hands-on experience with GUI programming using the *RubyTK* toolkit. The focus of the session was to help students understand the creation and customization of widgets and canvases using Ruby scripting.

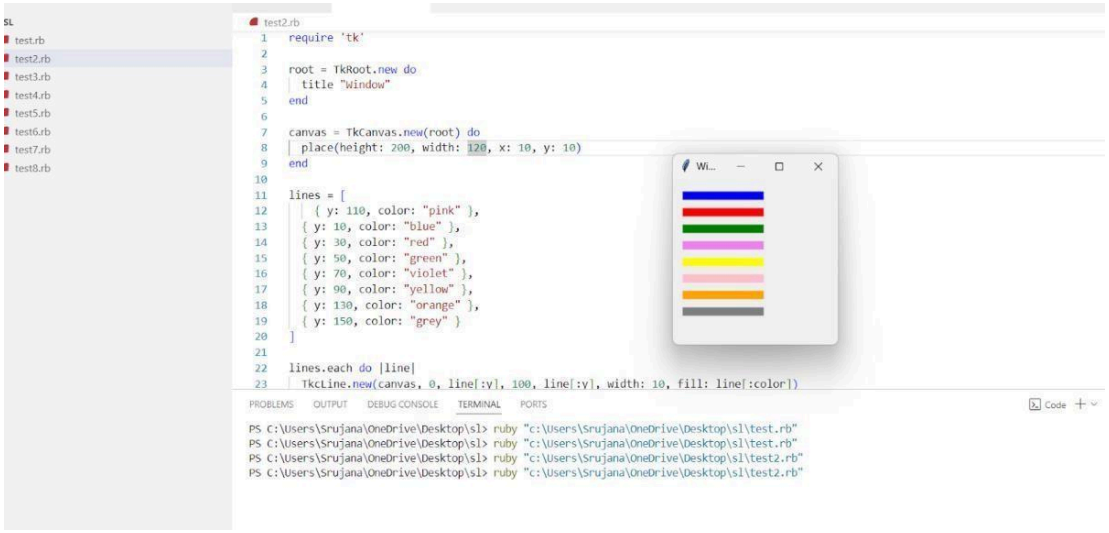
Students were provided with screenshots of 10 different widget-based outputs as reference designs. Their task was to replicate each of these using the RubyTK scripting language. The activity involved implementing various widgets such as buttons, labels, text boxes, sliders, and canvas elements, thereby reinforcing their understanding of layout management, event handling, and GUI element properties.

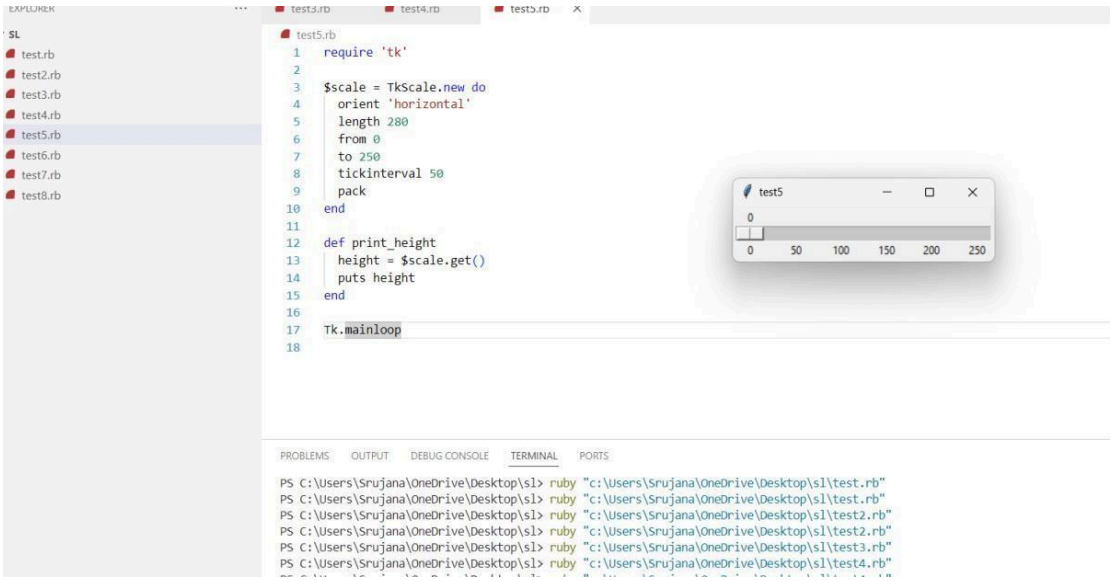
Each student was required to write the code for all 10 widget outputs, execute them, and take full-screen screenshots of the results. All the scripts and corresponding screenshots were compiled and submitted in a single Word document as part of their assessment.

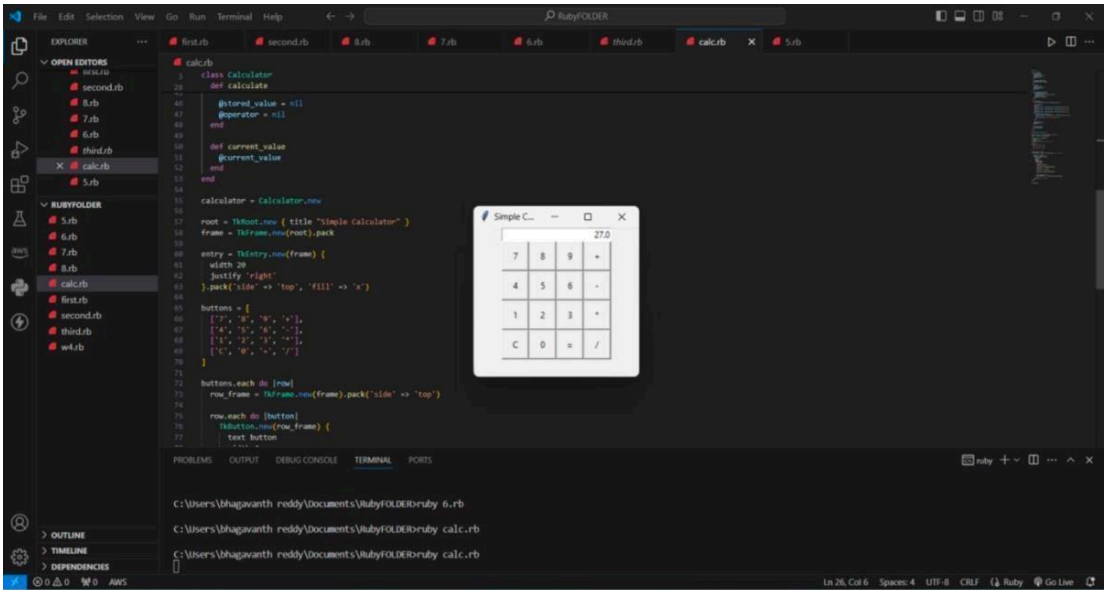
The activity encouraged logical thinking, GUI design skills, and script debugging. It also served as an effective way to apply theoretical knowledge in a practical environment. Overall, the session saw enthusiastic participation, and students gained valuable experience in building user interfaces using RubyTK.

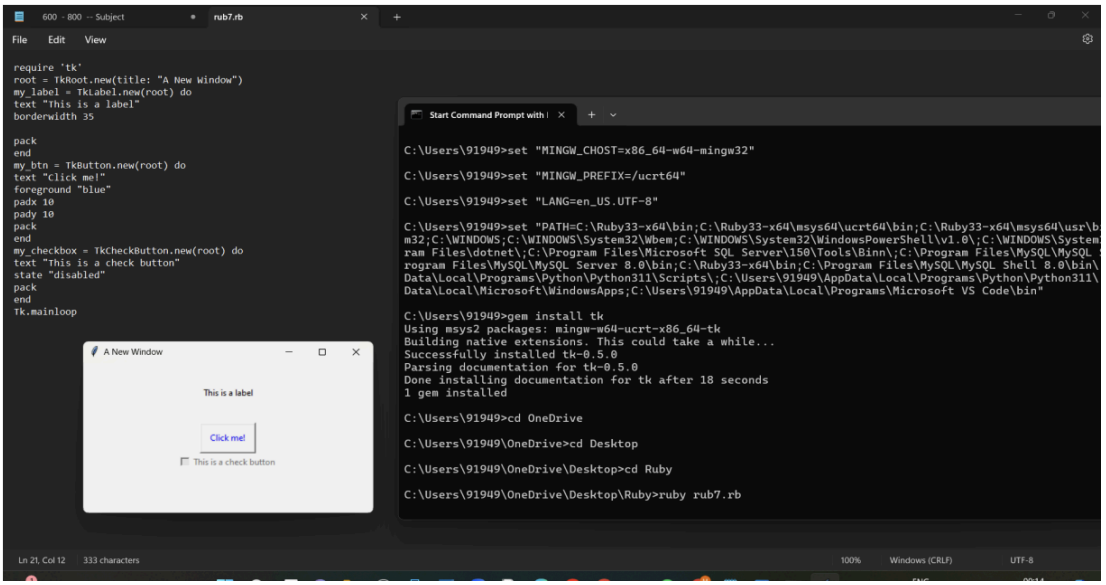
Students screen Outputs:

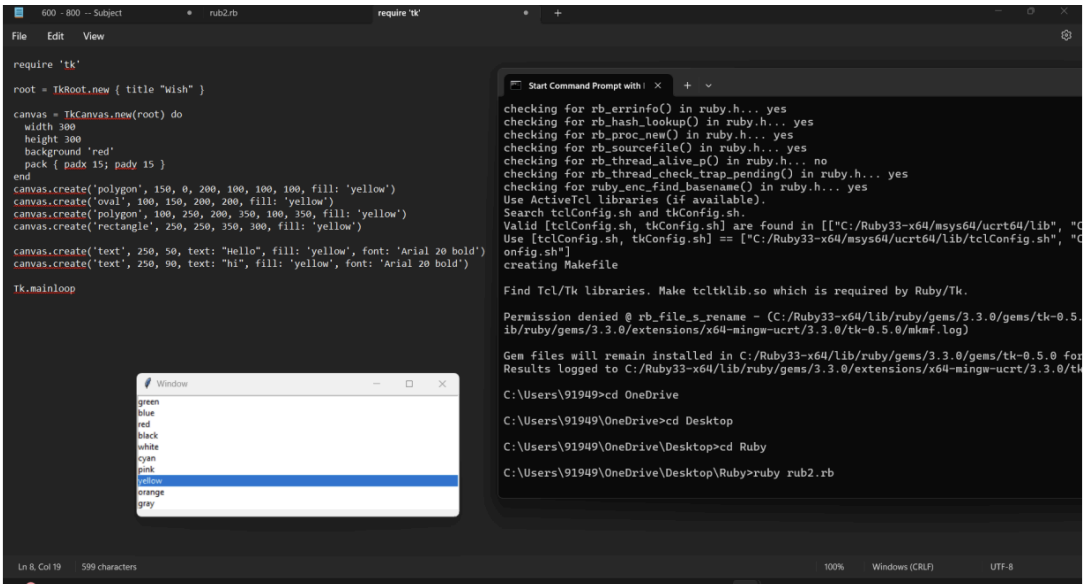


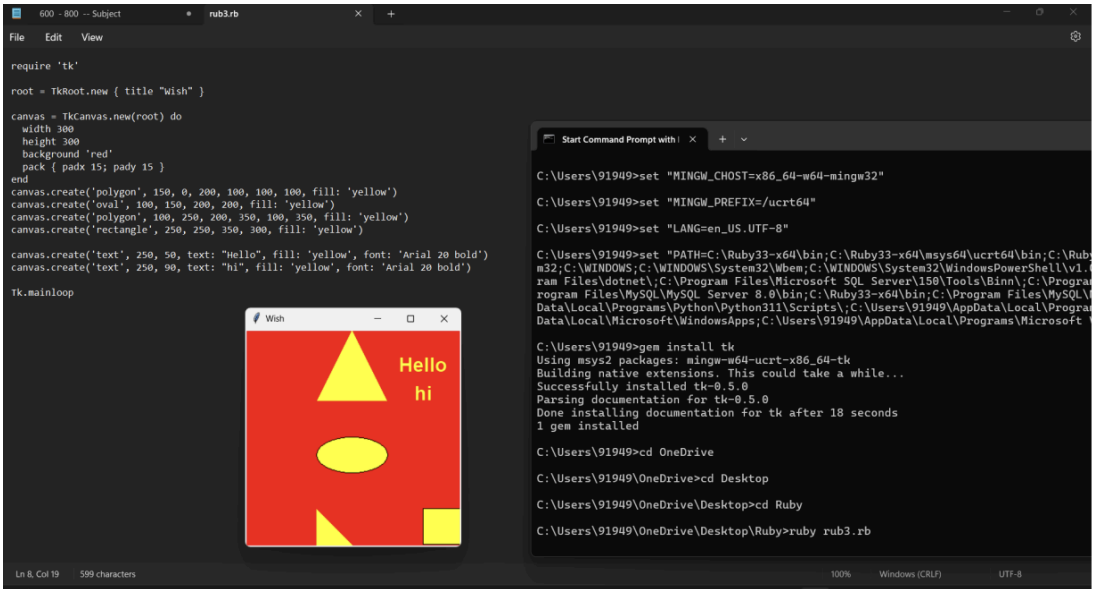


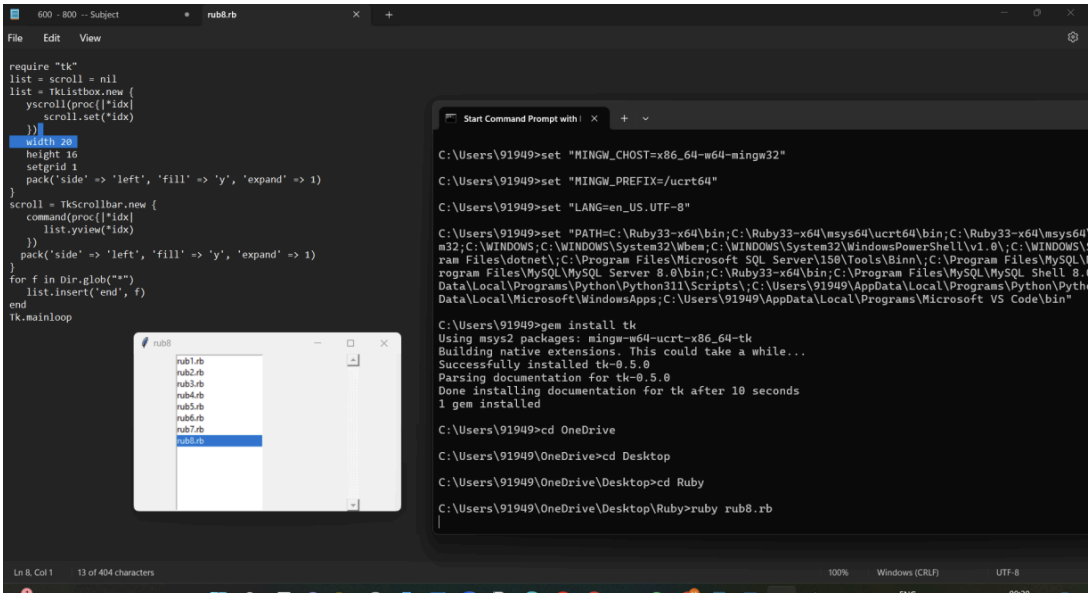

test5.rb
require 'tk'
$scale = TkScale.new do
orient 'horizontal'
length 280
from 0
to 250
tickinterval 50
pack
end
def print_height
height = $scale.get()
puts height
end
Tk.mainloop
test5
0
0 50 100 150 200 250
PS C:\Users\Srujana\OneDrive\Desktop\sl> ruby "c:\Users\Srujana\OneDrive\Desktop\sl\test.rb"
PS C:\Users\Srujana\OneDrive\Desktop\sl> ruby "c:\Users\Srujana\OneDrive\Desktop\sl\test.rb"
PS C:\Users\Srujana\OneDrive\Desktop\sl> ruby "c:\Users\Srujana\OneDrive\Desktop\sl\test2.rb"
PS C:\Users\Srujana\OneDrive\Desktop\sl> ruby "c:\Users\Srujana\OneDrive\Desktop\sl\test2.rb"
PS C:\Users\Srujana\OneDrive\Desktop\sl> ruby "c:\Users\Srujana\OneDrive\Desktop\sl\test3.rb"
PS C:\Users\Srujana\OneDrive\Desktop\sl> ruby "c:\Users\Srujana\OneDrive\Desktop\sl\test4.rb"

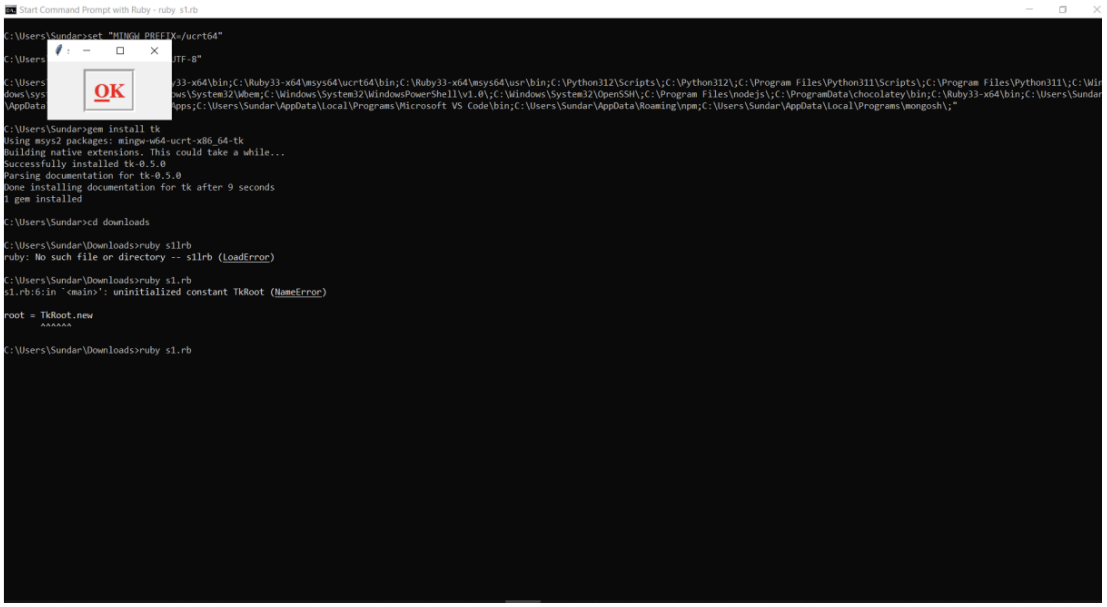

C:\Users\bhagavanth reddy\Documents\RubyFOLDER>ruby 6.rb
C:\Users\bhagavanth reddy\Documents\RubyFOLDER>ruby calc.rb
C:\Users\bhagavanth reddy\Documents\RubyFOLDER>ruby calc.rb

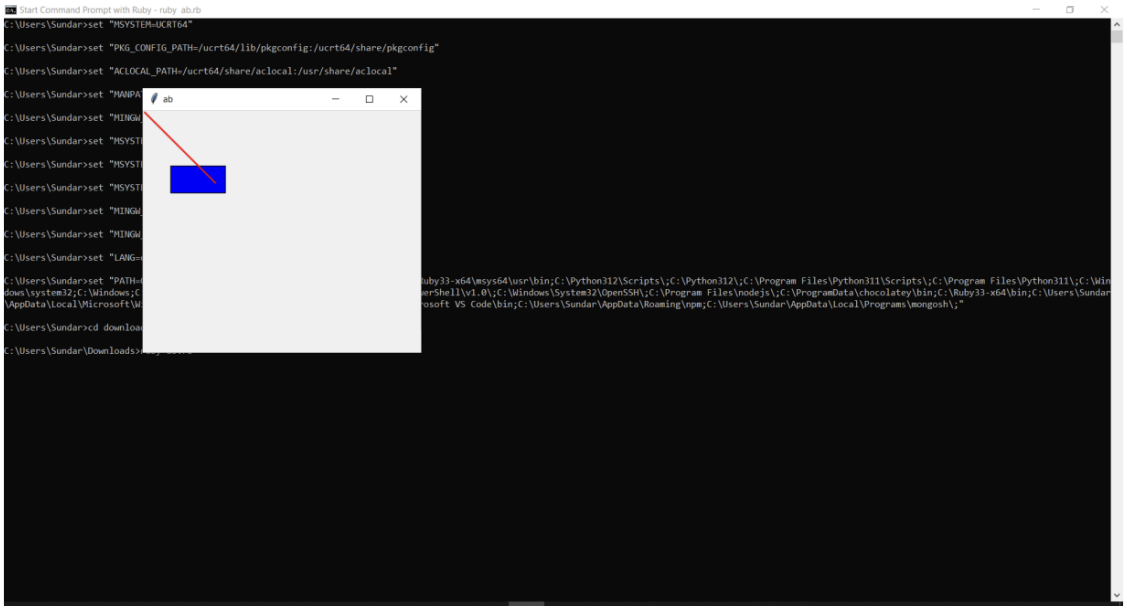

require 'tk'
root = TkRoot.new(title: "A New Window")
my_label = TkLabel.new(root) do
text "This is a label"
borderwidth 35
pack
end
my_btn = TkButton.new(root) do
text "Click me!"
foreground "blue"
padx 10
pady 10
pack
end
my_checkbox = TkCheckButton.new(root) do
text "This is a check button"
state "disabled"
pack
end
Tk.mainloop
A New Window
This is a label
Click me!
This is a check button
C:\Users\91949>set "MINGW_CHOST=x86_64-w64-mingw32"
C:\Users\91949>set "MINGW_PREFIX=/ucrt64"
C:\Users\91949>set "LANG=en_US.UTF-8"
C:\Users\91949>gem install tk
Using msys2 packages: mingw-w64-ucrt-x86_64-tk
Building native extensions. This could take a while...
Successfully installed tk-0.5.0
Parsing documentation for tk-0.5.0
Done installing documentation for tk after 18 seconds
1 gem installed
C:\Users\91949>cd OneDrive
C:\Users\91949\OneDrive>cd Desktop
C:\Users\91949\OneDrive\Desktop>cd Ruby
C:\Users\91949\OneDrive\Desktop\Ruby>ruby rub7.rb


File Edit View
require 'tk'
root = TkRoot.new { title "Wish" }
canvas = TkCanvas.new(root) do
width 300
height 300
background 'red'
pack { padx 15; pady 15 }
end
canvas.create('polygon', 150, 0, 200, 100, 100, 100, fill: 'yellow')
canvas.create('oval', 100, 150, 200, 200, fill: 'yellow')
canvas.create('polygon', 100, 250, 200, 350, 100, 350, fill: 'yellow')
canvas.create('rectangle', 250, 250, 350, 300, fill: 'yellow')
canvas.create('text', 250, 50, text: "Hello", fill: 'yellow', font: 'Arial 20 bold')
canvas.create('text', 250, 90, text: "hi", fill: 'yellow', font: 'Arial 20 bold')
Tk.mainloop
Window
green
blue
red
black
white
cyan
pink
yellow
orange
gray
Start Command Prompt with
checking for rb_errinfo() in ruby.h... yes
checking for rb_hash_lookup() in ruby.h... yes
checking for rb_proc_new() in ruby.h... yes
checking for rb_sourcefile() in ruby.h... yes
checking for rb_thread_alive_p() in ruby.h... no
checking for rb_thread_check_trap_pending() in ruby.h... yes
checking for ruby_enc_find_basename() in ruby.h... yes
Use ActiveTcl libraries (if available).
Search tclConfig.sh and tkConfig.sh.
Valid [tclConfig.sh, tkConfig.sh] are found in [["C:/Ruby33-x64/msys64/ucrt64/lib",
Use [tclConfig.sh, tkConfig.sh] == ["C:/Ruby33-x64/msys64/ucrt64/lib/tclConfig.sh",
onfig.sh"]
creating Makefile
Find Tcl/Tk libraries. Make tcltklib.so which is required by Ruby/Tk.
Permission denied @ rb_file_s_rename - (C:/Ruby33-x64/lib/ruby/gems/3.3.0/gems/tk-0.5.
ib/ruby/gems/3.3.0/extensions/x64-mingw-ucrt/3.3.0/tk-0.5.0/mkmf.log)
Gem files will remain installed in C:/Ruby33-x64/lib/ruby/gems/3.3.0/gems/tk-0.5.0 for
Results logged to C:/Ruby33-x64/lib/ruby/gems/3.3.0/extensions/x64-mingw-ucrt/3.3.0/tk
C:\Users\91949>cd OneDrive
C:\Users\91949\OneDrive>cd Desktop
C:\Users\91949\OneDrive\Desktop>cd Ruby
C:\Users\91949\OneDrive\Desktop\Ruby>ruby rub2.rb


File Edit View
require 'tk'
root = TkRoot.new { title "Wish" }
canvas = TkCanvas.new(root) do
width 300
height 300
background 'red'
pack { padx 15; pady 15 }
end
canvas.create('polygon', 150, 0, 200, 100, 100, 100, fill: 'yellow')
canvas.create('oval', 100, 150, 200, 200, fill: 'yellow')
canvas.create('polygon', 100, 250, 200, 350, 100, 350, fill: 'yellow')
canvas.create('rectangle', 250, 250, 350, 300, fill: 'yellow')
canvas.create('text', 250, 50, text: "Hello", fill: 'yellow', font: 'Arial 20 bold')
canvas.create('text', 250, 90, text: "hi", fill: 'yellow', font: 'Arial 20 bold')
Tk.mainloop
Wish
Hello
hi
Start Command Prompt with
C:\Users\91949>set "MINGW_CHOST=x86_64-w64-mingw32"
C:\Users\91949>set "MINGW_PREFIX=/ucrt64"
C:\Users\91949>set "LANG=en_US.UTF-8"
C:\Users\91949>gem install tk
Using msys2 packages: mingw-w64-ucrt-x86_64-tk
Building native extensions. This could take a while...
Successfully installed tk-0.5.0
Parsing documentation for tk-0.5.0
Done installing documentation for tk after 18 seconds
1 gem installed
C:\Users\91949>cd OneDrive
C:\Users\91949\OneDrive>cd Desktop
C:\Users\91949\OneDrive\Desktop>cd Ruby
C:\Users\91949\OneDrive\Desktop\Ruby>ruby rub3.rb


File Edit View
require "tk"
list = scroll = nil
list = TkListbox.new {
yscroll(proc{|*idx|
scroll.set(*idx)
})
width 20
height 16
setgrid 1
pack('side' => 'left', 'fill' => 'y', 'expand' => 1)
}
scroll = TkScrollbar.new {
command(proc{|*idx|
list.yview(*idx)
})
pack('side' => 'left', 'fill' => 'y', 'expand' => 1)
}
for f in Dir.glob("*")
list.insert('end', f)
end
Tk.mainloop
rub8
rub1.rb
rub2.rb
rub3.rb
rub4.rb
rub5.rb
rub6.rb
rub7.rb
rub8.rb
Start Command Prompt with
C:\Users\91949>set "MINGW_CHOST=x86_64-w64-mingw32"
C:\Users\91949>set "MINGW_PREFIX=/ucrt64"
C:\Users\91949>set "LANG=en_US.UTF-8"
C:\Users\91949>gem install tk
Using msys2 packages: mingw-w64-ucrt-x86_64-tk
Building native extensions. This could take a while...
Successfully installed tk-0.5.0
Parsing documentation for tk-0.5.0
Done installing documentation for tk after 10 seconds
1 gem installed
C:\Users\91949>cd OneDrive
C:\Users\91949\OneDrive>cd Desktop
C:\Users\91949\OneDrive\Desktop>cd Ruby
C:\Users\91949\OneDrive\Desktop\Ruby>ruby rub8.rb





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Bachupally, Hyderabad-090

Department of Computer Science & Engineering

Name of the Activity: Guessing the concept

Faculty Name: Ms.D Swapna

Class / Semester: III/II CSE

Academic Year: 2022-2023

Subject Name: Compiler Design

Topic: Stack Allocation of space, Heap Management, Introduction to Garbage Collection and Trace based collection

No of Participants: 64

Brief Write-up:

An engaging activity titled *Guessing the Concept* was conducted under the subject *Compiler Design*, focusing on key memory management topics such as *Stack Allocation of Space, Heap Management, Garbage Collection,* and *Trace-Based Collection*. The objective was to help students reinforce their understanding of these complex concepts in a fun and interactive manner.

Students were divided into small groups of 4 and provided with clues, examples, or scenario-based descriptions related to specific memory management operations. Using these hints, one of the team members asked the other teams to guess the correct concept being described—such as stack frames, dynamic memory allocation, mark-and-sweep collection, or reference counting. The format of the game encouraged quick thinking, collaborative discussion, and conceptual recall.

This activity created a dynamic and participatory learning environment, moving beyond passive lecture-based instruction. It also allowed students to articulate and share their reasoning with peers, leading to improved clarity and retention of challenging compiler design topics.

All students participated enthusiastically, and the competitive element added excitement and motivation to the learning process. Overall, the session successfully combined active learning

with critical thinking, enhancing students' grasp of fundamental memory management techniques used in modern compiler design.

Photographs:




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Bachupally, Hyderabad-090

Department of Computer Science & Engineering

Name of the Activity: Quiz

Faculty Name: Ms. Suparna Das

Class / Semester: III/II CSE

Academic Year: 2022-23

Subject Name: DevOps

Topic: DevOps basics, Version Control

No of students: 58

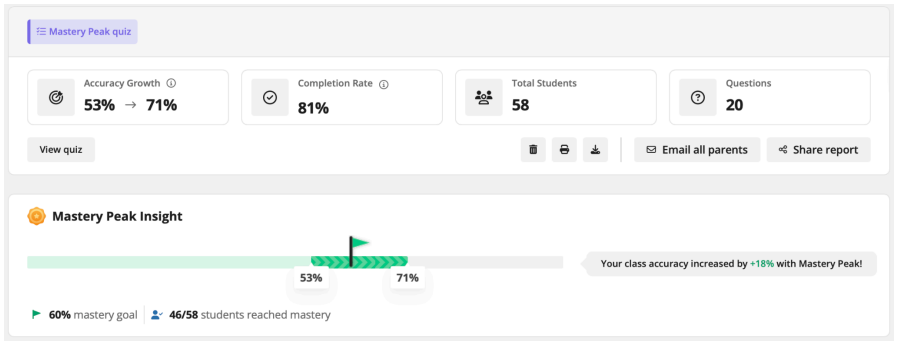
Brief Write-up:

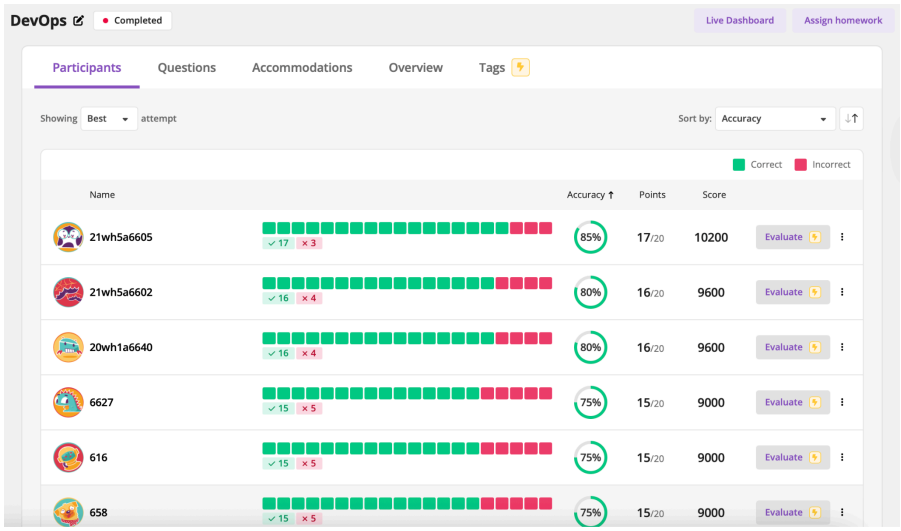
As part of this activity, students were instructed in advance to thoroughly study the fundamental concepts of DevOps, with a particular emphasis on Version Control Systems, especially Git. The goal was to reinforce their theoretical understanding and encourage practical thinking related to DevOps practices in modern software development.

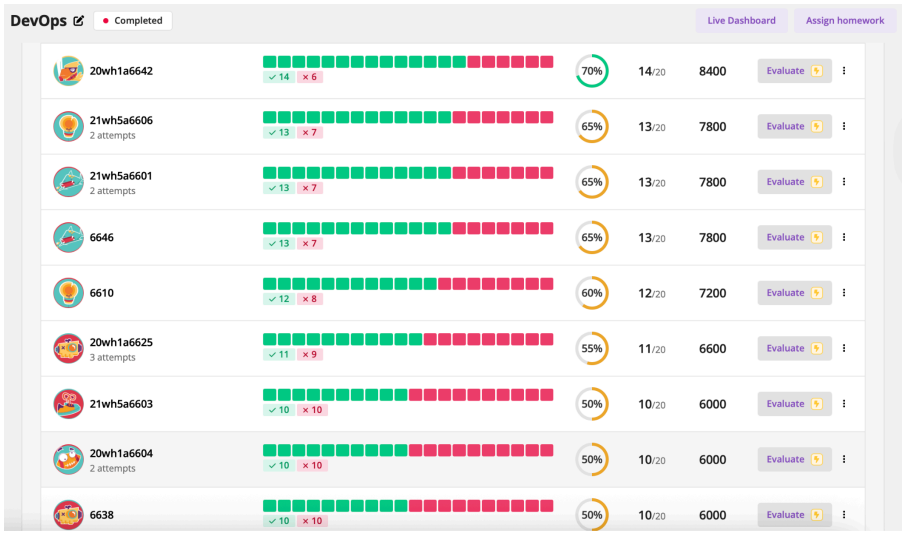
Prior to the quiz, a refresher session was conducted in the classroom to briefly revisit the core topics. This included discussions on the DevOps lifecycle, key principles, commonly used DevOps tools, and the critical role of version control in collaborative and continuous development environments. Students were encouraged to ask questions and clarify doubts during this session to ensure conceptual clarity.

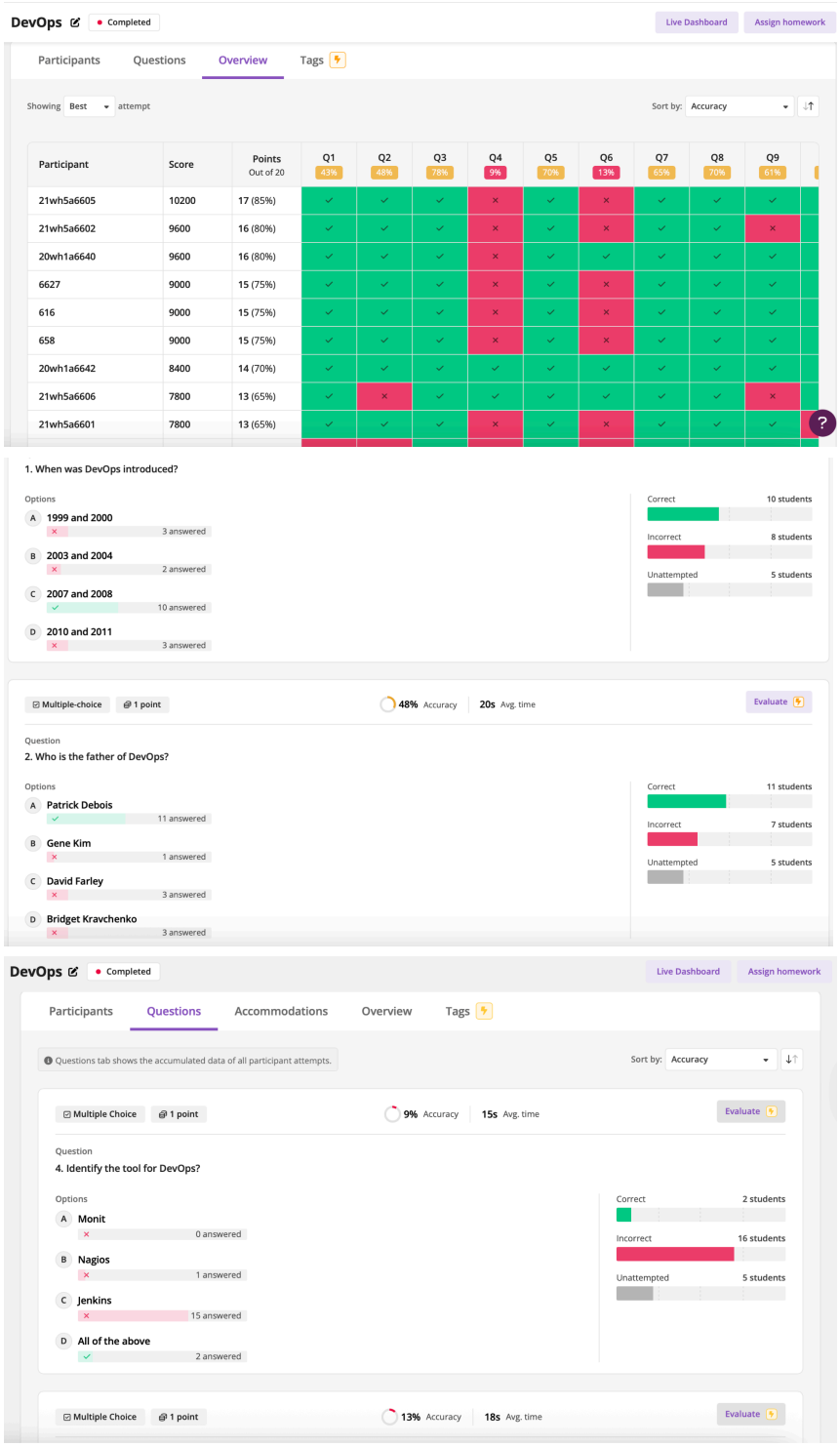
Following the discussion, a live individual quiz was administered in the classroom, lasting 30 minutes using online Quizizz platform. The quiz was designed to assess both conceptual knowledge and practical understanding. This activity helped students solidify their grasp on DevOps basics and recognize the real-world applications of version control. It also encouraged self-assessment, promoted independent learning, and supported the development of industry-relevant skills.

Photographs:









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Bachupally, Hyderabad-090

Department of Computer Science & Engineering

Name of the Activity: Data processing

Faculty Name: Dr. G. Naga Satish

Class / Semester: III/II CSE

Academic Year: 2022-2023

Subject Name: Data Analytics

Topic: Null Values/Missing Values Elimination and sorting data

No of participants: 62

Brief Write-up:

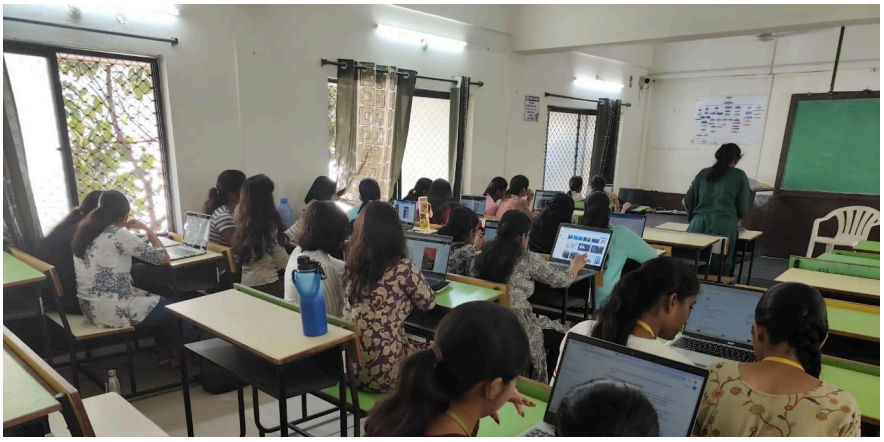
As part of the *Data Analytics* curriculum, a hands-on activity titled *Data Processing* was conducted to provide practical experience with handling real-world datasets. Students were divided into smaller sub-groups of 2 members. Each group received a unique dataset embedded with specific challenges such as missing/null values, unsorted records, and data inconsistencies.

The primary objective of the activity was to perform data cleaning and transformation tasks efficiently. Teams were required to eliminate null values, sort the data, and address any formatting or structural issues. They were encouraged to plan a logical sequence of operations before beginning and to use Python libraries such as *Pandas* and *NumPy* to perform the tasks.

The focus was not only on achieving correct results but also on optimizing the solution by minimizing the number of iterations or processing steps. This encouraged students to think critically, strategize effectively, and code efficiently. Bonus points were awarded to the team that completed the task most accurately with the least number of processing steps.

The activity witnessed active participation from all groups and provided an enriching experience in data preprocessing. It effectively blended teamwork, problem-solving, and technical skills, reinforcing the importance of clean and well-structured data in analytics.

Photograph:



Dataset used:

age	workclass	education	relationship	salary	sex
39	State-gov	Bachelors	Not-in-family	<=50K	Male
50	Self-emp-not-inc	Bachelors	Husband	<=50K	Male
38	Private	HS-grad	Not-in-family	<=50K	Male
53	Private	11th	Husband	<=50K	Male
28	Private	Bachelors	Wife	<=50K	Female
37	Private	Masters	Wife	<=50K	Female
49	Private	9th	Not-in-family	<=50K	Female
52	Self-emp-not-inc	HS-grad	Husband	>50K	Male
31	Private	Masters	Not-in-family	>50K	Female
42	Private	Bachelors	Husband	>50K	Male
37	Private	Some-college	Husband	>50K	Male
30	State-gov	Bachelors	Husband	>50K	Male
23	Private	Bachelors	Own-child	<=50K	Female
32	Private	Assoc-acdm	Not-in-family	<=50K	Male
40	Private	Assoc-voc	Husband	>50K	Male
34	Private	7th-8th	Husband	<=50K	Male
25	Self-emp-not-inc	HS-grad	Own-child	<=50K	Male
32	Private	HS-grad	Unmarried	<=50K	Male
38	Private	11th	Husband	<=50K	Male
43	Self-emp-not-inc	Masters	Unmarried	>50K	Female
40	Private	Doctorate	Husband	>50K	Male
54	Private	HS-grad	Unmarried	<=50K	Female
35	Federal-gov	9th	Husband	<=50K	Male
43	Private	11th	Husband	<=50K	Male
59	Private	HS-grad	Unmarried	<=50K	Female

56	Local-gov	Bachelors	Husband	>50K	Male
19	Private	HS-grad	Own-child	<=50K	Male
54	?	Some-college	Husband	>50K	Male
39	Private	HS-grad	Not-in-family	<=50K	Male
49	Private	HS-grad	Husband	<=50K	Male
23	Local-gov	Assoc-acdm	Not-in-family	<=50K	Male
20	Private	Some-college	Own-child	<=50K	Male
45	Private	Bachelors	Own-child	<=50K	Male
30	Federal-gov	Some-college	Own-child	<=50K	Male
22	State-gov	Some-college	Husband	<=50K	Male
48	Private	11th	Unmarried	<=50K	Male
21	Private	Some-college	Own-child	<=50K	Male
19	Private	HS-grad	Wife	<=50K	Female
31	Private	Some-college	Husband	>50K	Male
48	Self-emp-not-inc	Assoc-acdm	Husband	<=50K	Male
31	Private	9th	Husband	<=50K	Male
53	Self-emp-not-inc	Bachelors	Husband	<=50K	Male
24	Private	Bachelors	Husband	<=50K	Male
49	Private	HS-grad	Unmarried	<=50K	Female
25	Private	HS-grad	Not-in-family	<=50K	Male
57	Federal-gov	Bachelors	Husband	>50K	Male
53	Private	HS-grad	Husband	<=50K	Male
44	Private	Masters	Unmarried	<=50K	Female
41	State-gov	Assoc-voc	Husband	<=50K	Male
29	Private	Assoc-voc	Not-in-family	<=50K	Male
25	Private	Some-college	Wife	<=50K	Female
18	Private	HS-grad	Own-child	<=50K	Female
47	Private	Prof-school	Wife	>50K	Female
50	Federal-gov	Bachelors	Not-in-family	>50K	Male
47	Self-emp-inc	HS-grad	Not-in-family	<=50K	Male
43	Private	Some-college	Husband	>50K	Male
46	Private	5th-6th	Husband	<=50K	Male
35	Private	Assoc-voc	Husband	<=50K	Male
41	Private	HS-grad	Husband	<=50K	Male
30	Private	HS-grad	Husband	<=50K	Male
30	Private	Bachelors	Husband	<=50K	Male
32	?	7th-8th	Not-in-family	<=50K	Male
48	Private	HS-grad	Husband	<=50K	Male
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29	Private	Some-college	Not-in-family	<=50K	Male

36	Private	HS-grad	Husband	<=50K	Male
28	Private	Some-college	Not-in-family	<=50K	Female
53	Private	HS-grad	Wife	>50K	Female
49	Self-emp-inc	Some-college	Husband	>50K	Male
25	?	Some-college	Own-child	<=50K	Male
19	Private	Some-college	Own-child	<=50K	Male
31	Private	Bachelors	Own-child	<=50K	Female
29	Self-emp-not-inc	Bachelors	Husband	>50K	Male
23	Private	Some-college	Not-in-family	<=50K	Male
79	Private	Some-college	Other-relative	<=50K	Male
27	Private	HS-grad	Own-child	<=50K	Male
40	Private	Assoc-acdm	Husband	<=50K	Male
67	?	10th	Husband	<=50K	Male
18	Private	11th	Own-child	<=50K	Female
31	Local-gov	7th-8th	Husband	<=50K	Male

For any queries, please contact to below mail

nagasatish.g@bvrithyderabad.edu.in

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Bachupally, Hyderabad-090

Department of Computer Science & Engineering

Name of the Activity: Pictionary

Faculty Name: Dr. B Venkatesh

Class / Semester: IV /I CSE

Academic Year: 2022-2023

Subject Name: Data Mining

Topic: Basic concepts of Data Mining and Association Rule Mining

No of participants: 56

Brief Write-up:

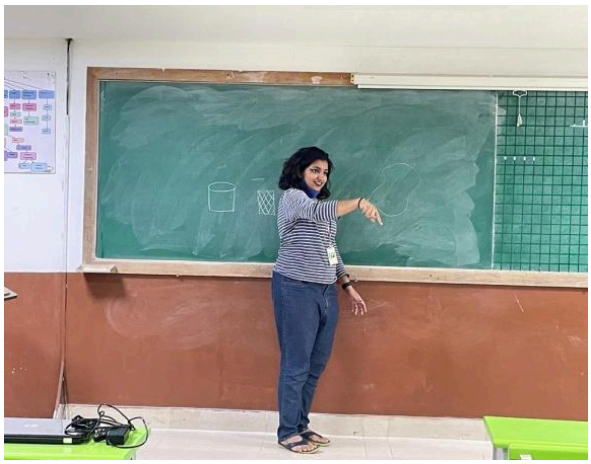
To promote active learning and visual understanding, a fun and educational activity titled *Pictionary* was conducted under the subject *Data Mining*, focusing on the *Basic Concepts of Data Mining* and *Association Rule Mining*. This activity aimed to simplify complex technical terms and processes through visual representation and collaborative learning.

Students were given topics each and took turns drawing keywords, concepts, or processes related to data mining on the board—without using numbers, letters, or verbal cues. Rest students had to guess the correct term or concept based on the drawing within a limited time. Topics included data patterns, support, confidence, lift, frequent itemsets, market basket analysis, and more.

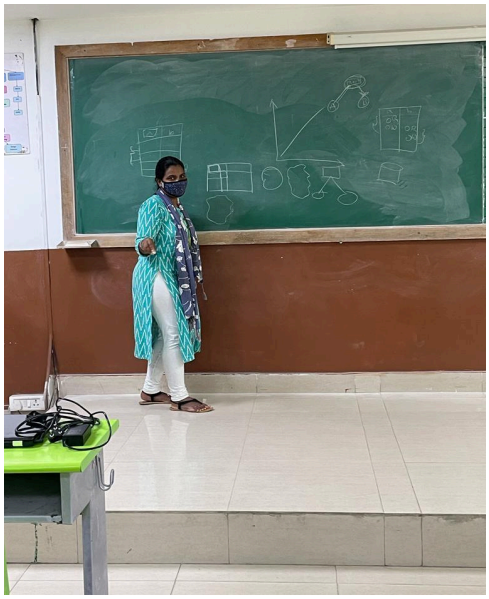
The game encouraged students to think creatively, apply their knowledge, and engage with the subject matter in a relaxed, enjoyable setting. It also enhanced communication skills, quick recall, and reinforced their understanding of core data mining principles.

All students participated actively and enthusiastically, turning the classroom into an energetic and idea-rich environment. The Pictionary activity proved to be a highly effective way to review important concepts, foster teamwork, and make technical learning interactive and memorable.

Photographs:





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Bachupally, Hyderabad-090

Department of Computer Science & Engineering

Name of the Activity: Presentations

Faculty Name: Ms. D Swapna

Class / Semester: IV/I CSE

Academic Year: 2022-2023

Subject Name: Cryptography and Network Security

Topic: Virtual Elections, Secure Inter-branch Payment Transactions, Cross site Scripting Vulnerability.

No of Participants: 60

Brief Write-up:

As part of the continuous internal assessment and experiential learning strategy, a presentation activity was conducted for the subject *Cryptography and Network Security*. Students were divided into teams of 4 members, and each team was assigned a specialized topic aligned with current security practices and threats—namely *Virtual Elections*, *Secure Inter-branch Payment Transactions*, and *Cross-Site Scripting (XSS) Vulnerability*.

Each team was allotted 15 to 20 minutes to present their findings and insights in the classroom. The objective of the activity was to allow students to explore real-world applications of cryptographic principles and network security mechanisms. Presentations on *Virtual Elections* highlighted how encryption and digital signatures are used to maintain voter anonymity and ensure integrity. Teams discussing *Secure Inter-branch Payments* focused on protocols, digital certificates, and secure communication channels. Those covering *XSS Vulnerabilities* showcased how such attacks occur in web applications and outlined mitigation techniques like input sanitization and content security policies.

This activity encouraged collaborative learning, improved technical communication, and deepened conceptual understanding through peer-to-peer knowledge sharing. The interactive format also allowed students to answer queries and defend their ideas, simulating real-world professional discussions.

Photographs:

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Bachupally, Hyderabad-090

Department of Computer Science & Engineering

Name of the Activity: Quiz

Faculty Name: Ms. S Vidyullatha

Class / Semester: III/I CSE

Academic Year: 2022-2023

Subject Name: Information Retrieval systems

Topic: Information Retrieval techniques

No of participants: 47

Brief Write-up

As part of active learning and continuous assessment, a quiz was conducted using the *Quizizz* platform for the subject *Information Retrieval Systems*, with a focus on *Information Retrieval (IR) Techniques*. Students were instructed in advance to prepare thoroughly on key IR topics including fundamental IR models (Boolean, Vector Space, Probabilistic), indexing methods, retrieval evaluation metrics (Precision, Recall, F-measure), query processing strategies, relevance feedback mechanisms, and real-world IR applications such as those used in search engines.

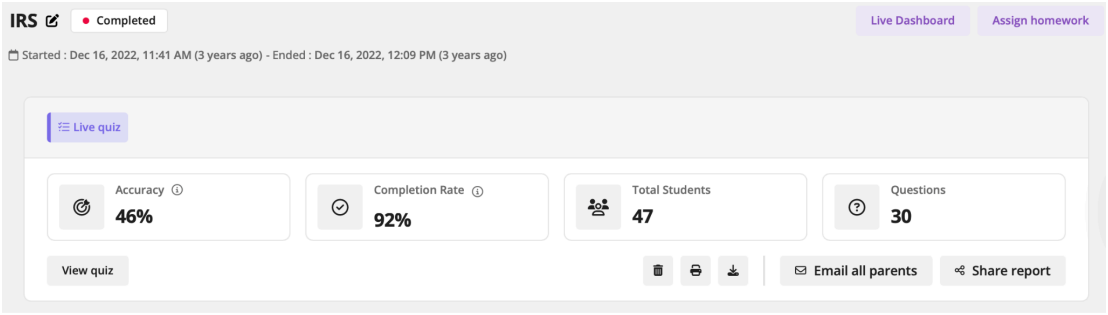
On the day of the activity, the session began with a quick recap of essential IR concepts. This classroom discussion allowed students to refresh their knowledge, ask questions, and resolve last-minute doubts. The review session ensured that all students were confident and mentally prepared for the assessment.

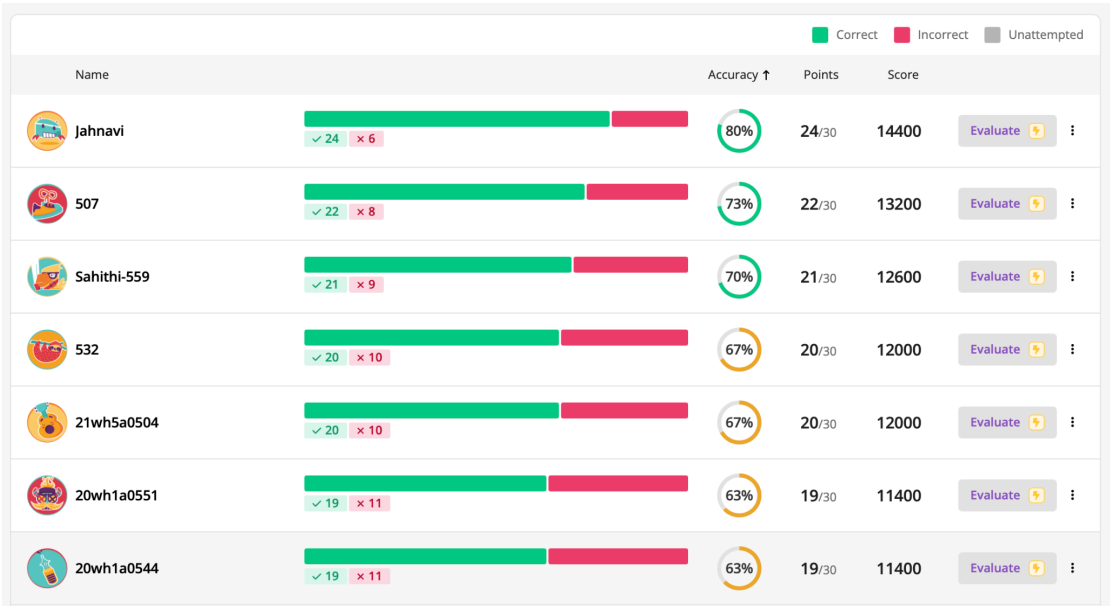
The quiz was then conducted live through *Quizizz*, with carefully designed questions aimed at evaluating both theoretical understanding and practical application skills. The format included multiple-choice and scenario-based questions to assess critical thinking, recall speed, and concept clarity.

This interactive activity not only reinforced students' grasp on IR techniques but also fostered engagement and competitiveness. By simulating a time-bound assessment environment, the quiz

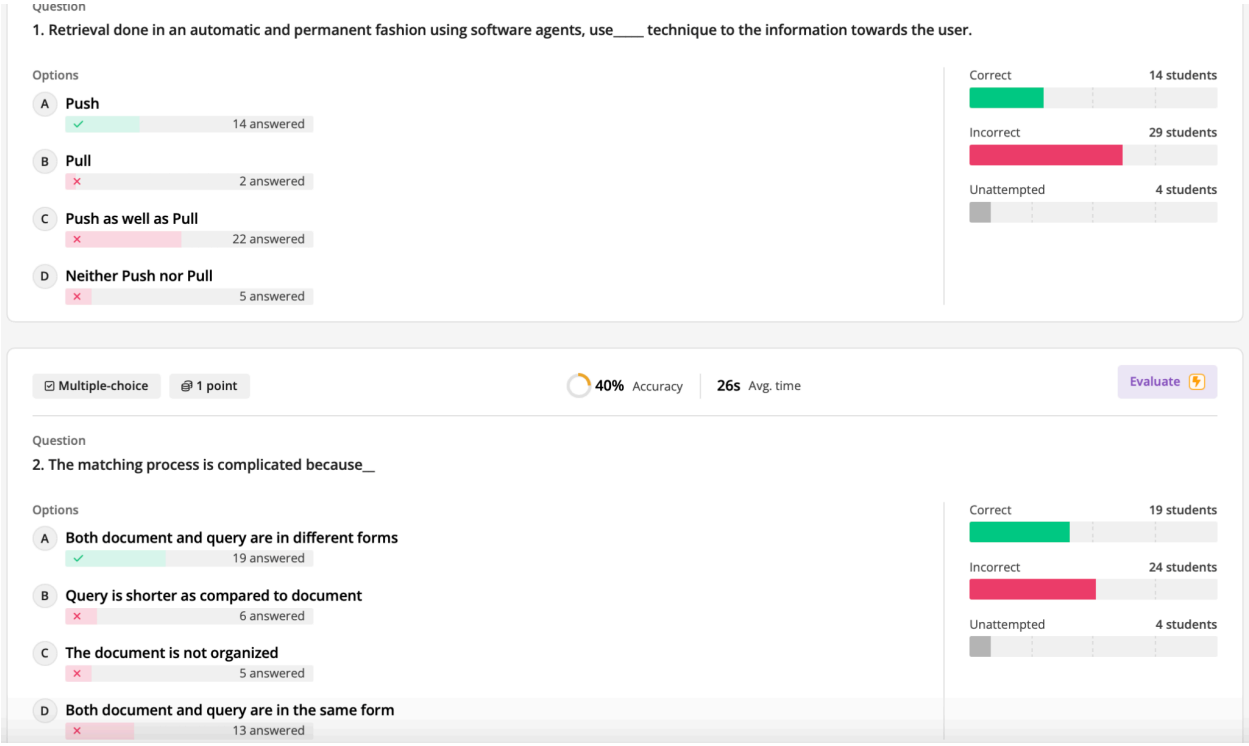
helped improve student performance and readiness for real-world problem-solving in the field of Information Retrieval.

Photographs:





Participant	Score	Points Out of 30	Q1 30%	Q2 40%	Q3 45%	Q4 13%	Q5 68%	Q6 43%	Q7 55%	Q8 26%	Q9 21%	Q10 26%
Jahnavi	14400	24 (80%)	×	×	✓	✓	✓	✓	✓	✓	✓	×
507	13200	22 (73%)	×	×	×	✓	✓	✓	×	✓	✓	✓
Sahithi-559	12600	21 (70%)	×	✓	✓	×	✓	✓	✓	✓	×	×
532	12000	20 (67%)	✓	✓	✓	×	✓	✓	✓	×	×	×
21wh5a0504	12000	20 (67%)	✓	✓	×	×	✓	✓	×	✓	×	✓
20wh1a0551	11400	19 (63%)	✓	✓	✓	×	✓	✓	✓	✓	×	✓
20wh1a0544	11400	19 (63%)	✓	✓	✓	×	✓	✓	×	✓	×	✓
20wh1a0522	11400	19 (63%)	✓	×	×	×	✓	✓	✓	✓	✓	×
20wh1a0509	10800	18 (60%)	✓	✓	✓	×	✓	×	✓	✓	×	✓
539	10800	18 (60%)	✓	✓	×	×	✓	✓	✓	✓	×	×
521	10200	17 (57%)	×	×	✓	×	×	×	✓	×	×	✓
502	9600	16 (53%)	×	×	✓	×	✓	×	✓	×	×	×
Gaddam Sathwika	9600	16 (53%)	✓	×	×	×	✓	✓	✓	×	×	×



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Bachupally, Hyderabad-090

Department of Computer Science & Engineering

Name of the Activity: Quiz

Faculty Name: Ms. Suparna Das

Class / Semester: III/I CSE

Academic Year: 2022-2023

Subject Name: Web Technologies

Topic: Java server Page

No of participants: 49

Brief Write-up

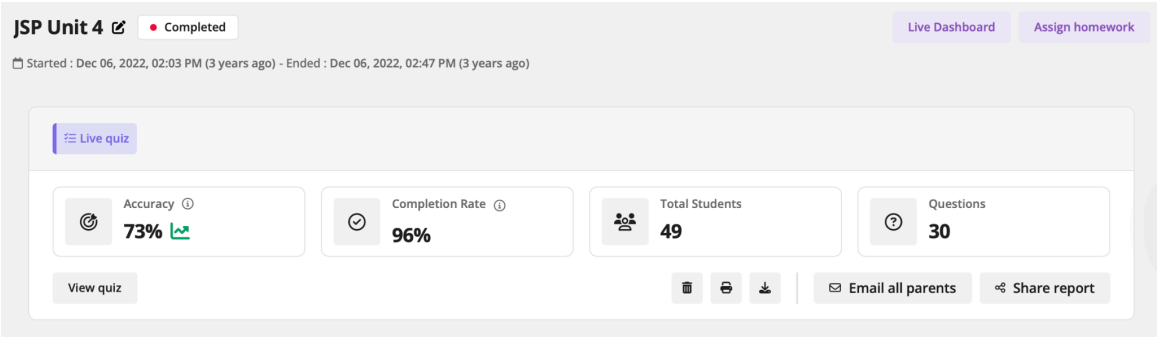
To enhance students' conceptual clarity and technical confidence, a quiz activity was organized using the *Quizizz* platform for the subject *Web Technologies*, focusing on *Java Server Pages (JSP)*. Prior to the activity, students were informed well in advance to thoroughly prepare all aspects of JSP, including its core concepts, syntax, directives, scripting elements, and life cycle stages.

On the day of the activity, the session began with a brief revision of key JSP concepts. Important topics were discussed interactively to refresh students' understanding and address any lingering doubts. This preparatory review ensured that all participants entered the quiz with a solid foundation and improved confidence.

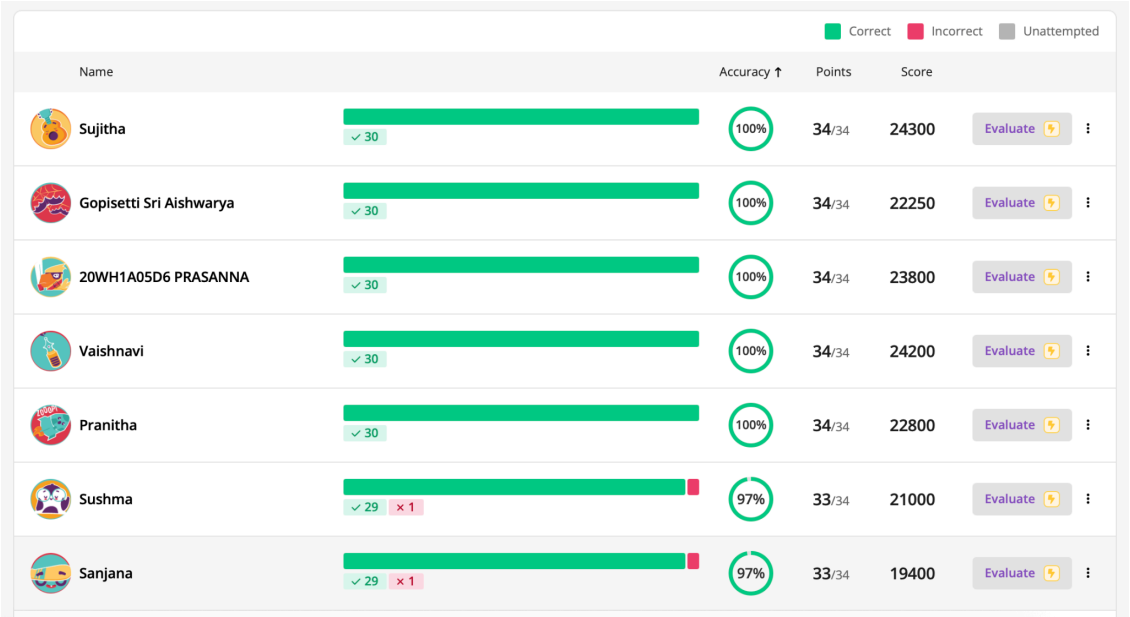
Following the review, a live quiz was conducted in the classroom using the *Quizizz* platform. The quiz was designed to assess students on both theoretical understanding and practical application of JSP. It included a mix of conceptual questions, syntax-based problems, and scenario-based applications to evaluate depth of knowledge and analytical thinking.

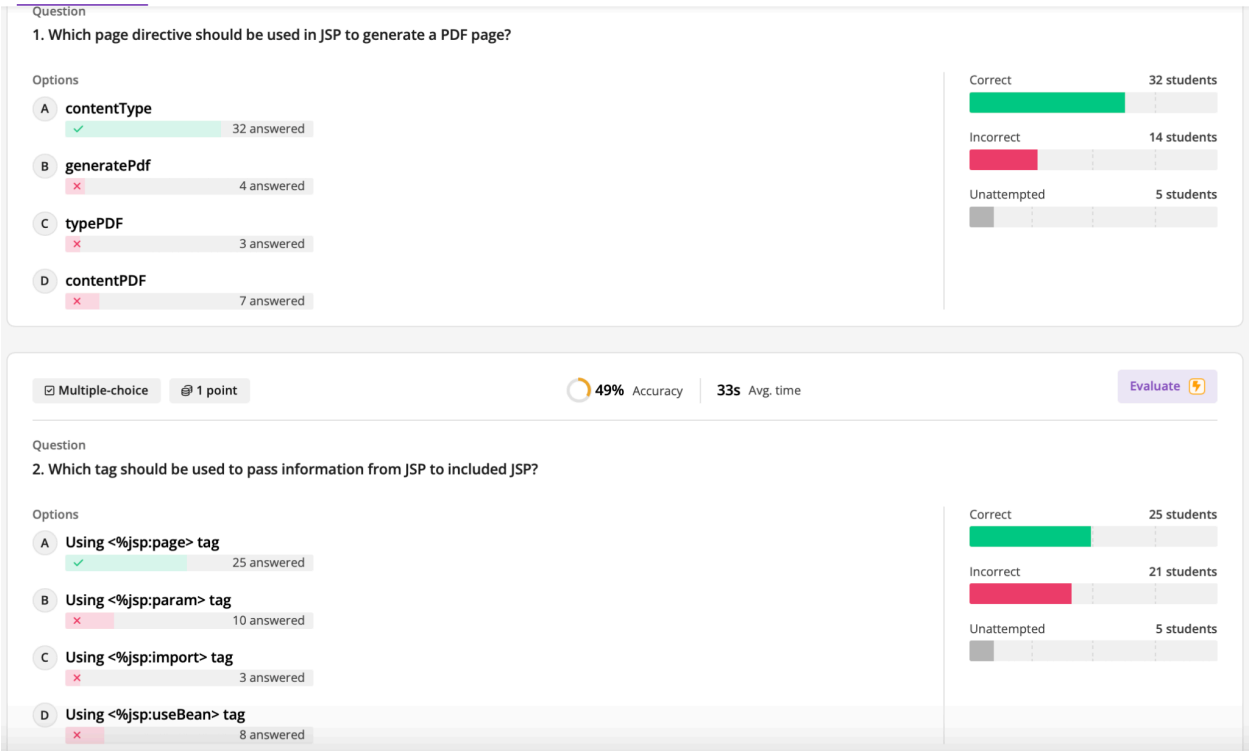
The activity encouraged active learning, promoted healthy competition, and provided instant feedback, making the learning process engaging and effective. Overall, the quiz served as an excellent tool for reinforcement and self-evaluation, helping students gauge their readiness for real-world web development tasks involving JSP.

Photographs:



Participant	Score	Points Out of 34	Q1 63%	Q2 49%	Q3 78%	Q4 78%	Q5 78%	Q6 78%	Q7 75%	Q8 67%	Q9 73%	Q10 75%
Sujitha	24300	34 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Gopisetti Sri Aishwarya	22250	34 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20WH1A05D6 PRASANNA	23800	34 (100%)						✓	✓	✓	✓	✓
Vaishnavi	24200	34 (100%)						✓	✓	✓	✓	✓
Pranitha	22800	34 (100%)						✓	✓	✓	✓	✓
Sushma	21000	33 (97%)						✓	✓	✓	✓	✓
Sanjana	19400	33 (97%)						✓	✓	✓	✓	×
Re	24600	33 (97%)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Varsha	20300	33 (97%)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Monisha	21000	32 (94%)	✓	✓	✓	✓	×	✓	✓	×	✓	✓
Chandana Grandhi	21150	32 (94%)	×	✓	✓	✓	✓	✓	✓	✓	×	✓
Sriya	21200	32 (94%)	✓	×	✓	×	✓	✓	✓	✓	✓	✓
Poojitha Nara	20300	31 (91%)	✓	✓	✓	✓	✓	✓	✓	✓	×	✓
Ayesha	21000	31 (91%)	×	✓	✓	✓	✓	✓	✓	✓	×	✓
Bhuvana	18750	31 (91%)	×	✓	✓	✓	✓	✓	✓	✓	✓	✓





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Bachupally, Hyderabad-090

Department of Computer Science & Engineering

Name of the Activity: Drawing Automata in Code Runner

Faculty Name: Dr. M. Indrasena Reddy

Class: III / I CSE

Academic Year: 2022-2023

Subject Name: Formal Languages Automata Theory

Topic: Automata

No of participants: 57

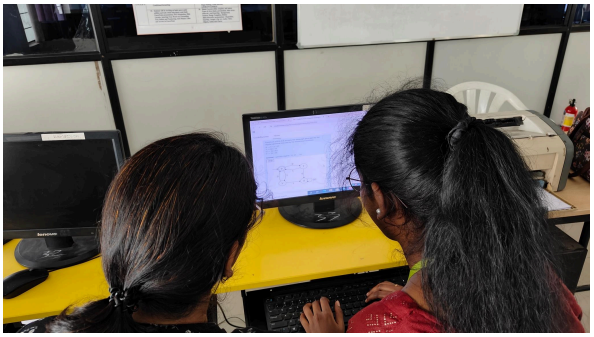
Brief Writeup:

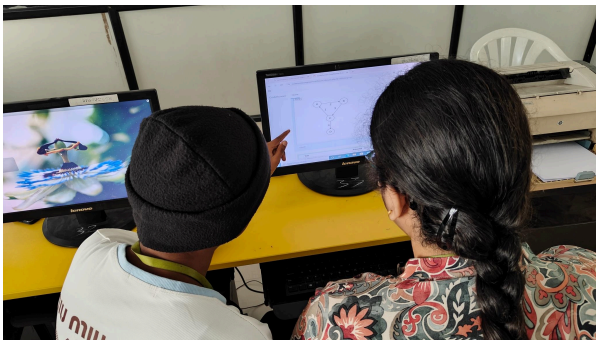
As part of the topic on Automata, a practical activity titled *"Drawing Automata in Code Runner"* was organized to help students visualize and simulate various types of automata through programming. Students explored Finite State Machines (FSM), Turing Machines, and Cellular Automata using Python in the Code Runner platform. This activity aimed to make abstract theoretical models more concrete and understandable through interactive coding exercises.

Students were tasked with writing Python code to create automata models that accept or reject given input strings based on specific rules. They simulated state transitions, tape movements, and output generation, which allowed them to gain hands-on experience in how these machines function. Code Runner provided an ideal environment for quick testing and immediate feedback, encouraging experimentation and iterative learning.

The activity not only improved students' understanding of automata design and operation but also enhanced their logical thinking and programming skills. Working with live simulations made it easier for students to grasp concepts like determinism, transitions, and acceptance states. Overall, the activity provided an engaging, interactive learning experience that bridged the gap between theoretical concepts and their real-time implementation, while also fostering analytical and problem-solving abilities in students.

Photographs:



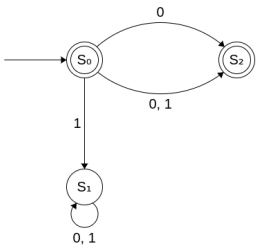


Question **1**
Not complete
Marked out of 1.00

Construct a DFA which accepts the language { x in {0,1}* | x has a 0-symbol in every odd position }. Odd positions contain the first symbol, the third symbol, the fifth symbol, and so on.

Answer: (penalty regime: 10, 20, ... %)

Help



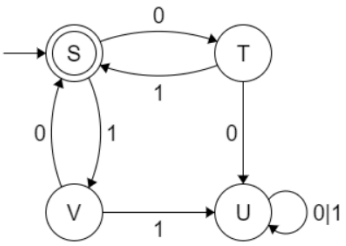
Check

Construct a DFA that accepts the language generated by the regular grammar induced by the following productions:

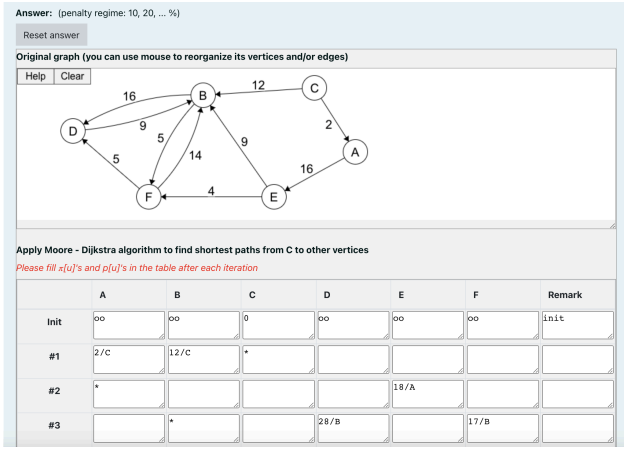
S → 1V | ε | 0T
T → 0U | 1S
U → 1U | 0U
V → 1U | 0S

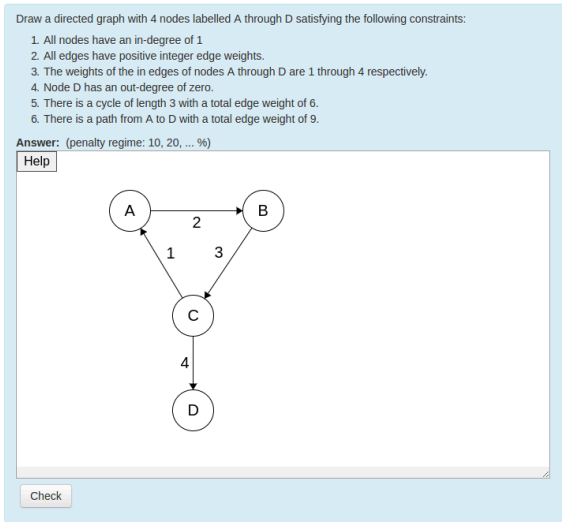
Answer: (penalty regime: 10, 20, ... %)

Help



Precheck Check





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Bachupally, Hyderabad-090

Department of Computer Science and Engineering

Name of the Activity: Messaging from one system to another and Packet capturing through wireshark

Faculty Name: Ms. KBKS Durga

Class / Semester: III/I CSE

Academic Year: 2022-2023

Subject Name: Computer Networks

Topic: Communication over network.

No of participants: 50

Brief Write-up:

Activity for Students was Messaging and Packet Capturing Using NS2 and Wireshark. Objective was to understand network communication and packet capturing by simulating messaging between two systems using NS2 and analyzing the packets with Wireshark.

Materials Required:

- Two computers or virtual machines
- NS2 (Network Simulator 2) installed
- Wireshark installed

Activity Steps:

1. Introduction to NS2 and Wireshark:- Briefly explain the purpose and functionalities of NS2 and Wireshark. - Discuss the basics of network simulation and packet capturing.

2. Setting Up NS2:- Guide students to install NS2 on their systems. - Provide a simple example script for simulating a basic network topology with two nodes communicating with each other.

3. Running the Simulation:- Instruct students to run the NS2 script and observe the simulation using the Network Animator (NAM).- Explain how to interpret the results shown in NAM.

4. Capturing Packets with Wireshark:- Guide students to install Wireshark on their systems. Demonstrate how to start packet capturing on the network interface used by NS2.

5. Analyzing Packets: - Instruct students to run the NS2 simulation while Wireshark is capturing packets. - After the simulation, stop the Wireshark capture and save the capture file. - Teach students how to filter and analyze the captured packets in Wireshark to identify the communication between the two nodes.

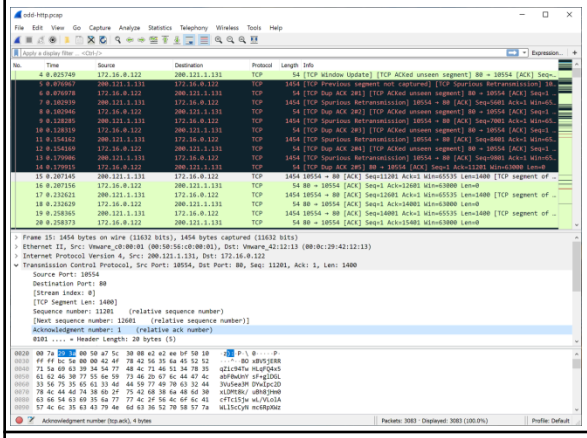
6. Discussion and Reporting: - Have students discuss their observations and the importance of packet capturing in network analysis. - Ask them to prepare a brief report detailing the steps they followed, their observations, and the insights gained from the activity.

Students will gain hands-on experience with network simulation using NS2.

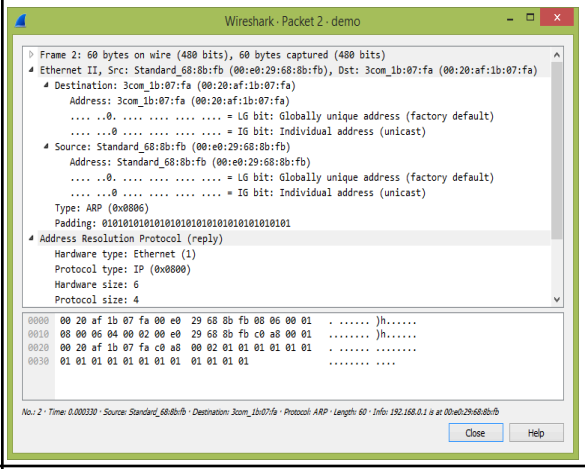
- They will learn how to capture and analyze network packets using Wireshark.
- They will develop a deeper understanding of network communication and packet structures.
- This activity will help students apply theoretical knowledge to practical scenarios, enhancing their learning experience in computer networks.

Photos:

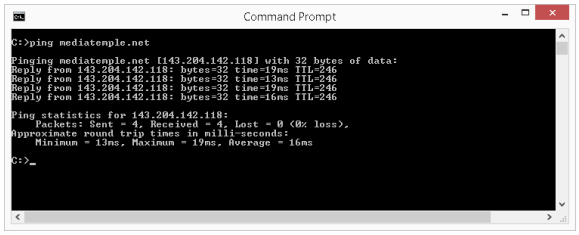
Wireshark with a TCP packet selected for viewing

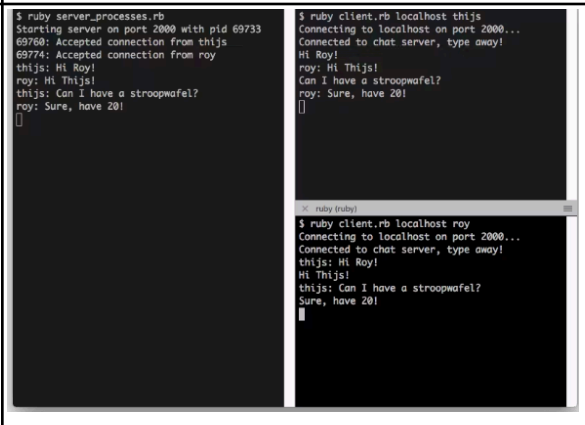


Viewing a packet in a separate window



To find the IP address to the domain mediatemple.net



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Department of Computer Science & Engineering

Name of the Activity: Problem Based Learning

Faculty Name: Ms. Padmavati E Gundgurti

Class / Semester: II/I- CSE

Academic Year: 2022-2023

Subject Name: Computer Organization and Architecture

Topic: Design and operation of computer systems

No of Participants: 60

Brief Writeup:

A *Problem-Based Learning* (PBL) activity was conducted under the subject *Computer Organization and Architecture*, focusing on the *Design and Operation of Computer Systems*. The objective of this activity was to encourage students to explore and solve real-time problems by applying theoretical concepts related to system design, instruction execution, memory organization, and control unit operations.

Students were divided into small collaborative groups of 6 and presented with practical, scenario-based problems. These problems required a deep understanding of how computers operate at the hardware level — including instruction cycles, CPU organization, memory hierarchy, and bus structures. Each team was expected to analyze the given problem, break it down into components, and come up with a structured solution, often supported by diagrams, logical flow, or pseudo-code.

This student-centered approach promoted critical thinking, collaboration, and analytical skills. Teams presented their findings to the class and participated in peer discussions, which further enriched their understanding and promoted knowledge sharing.

All students actively engaged in the activity, and the session proved to be a productive blend of learning and problem-solving. Overall, the PBL method helped bridge the gap between theory and application, fostering deeper insight into how computer systems are designed and operated.

1. Booth's Algorithm: Booth's Algorithm is an efficient multiplication algorithm for binary numbers, particularly useful for multiplying signed integers. It reduces the number of required arithmetic operations by encoding the multiplier, using a technique called "radix-2" multiplication. The

algorithm scans the multiplier bit by bit, handling 0s and 1s and their transitions differently, thereby minimizing the total number of additions and subtractions required.

2. Conversion of Decimal to Octal: To convert a decimal number to octal, divide the number by 8 and record the remainder. Continue dividing the quotient by 8 until the quotient is zero. The octal number is formed by the remainders read from bottom to top.

Example:
- Decimal 100:
  - 100 ÷ 8 = 12 remainder 4
  - 12 ÷ 8 = 1 remainder 4
  - 1 ÷ 8 = 0 remainder 1
  - Octal: 144

3. Conversion of Hexadecimal to Binary: To convert a hexadecimal number to binary, replace each hex digit with its 4-bit binary equivalent.

Example:
- Hexadecimal 1A3:
  - 1 = 0001
  - A = 1010
  - 3 = 0011
  - Binary: 0001 1010 0011

4. Binary Number Multiplier: A binary number multiplier multiplies two binary numbers using a process similar to long multiplication in decimal. Each bit of one number is multiplied by every bit of the other number, and the results are shifted and added together to form the final product.

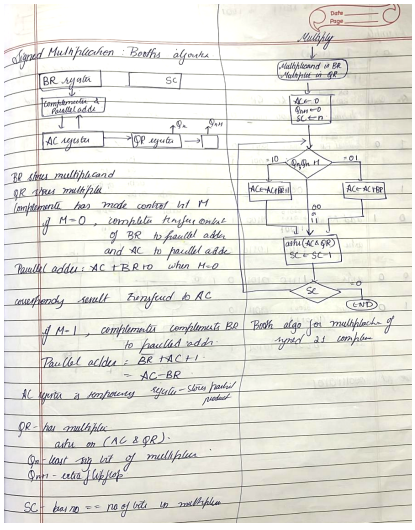
Example:
- Multiply 101 (5) by 11 (3):
  - 101
  - x 011

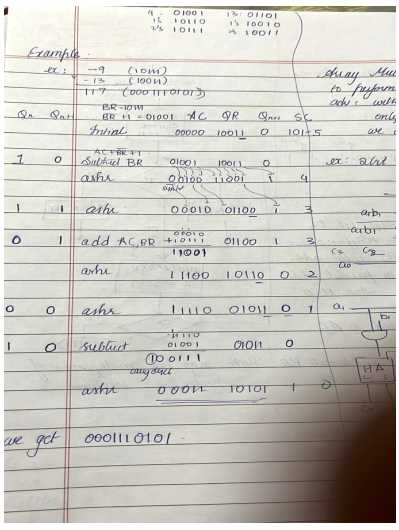
  - 101 (101 shifted 0 places)
  - 1010 (101 shifted 1 place)

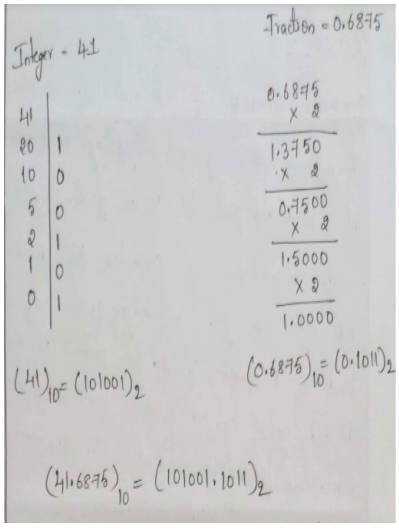
  - 1111 (Result: 15 in decimal)

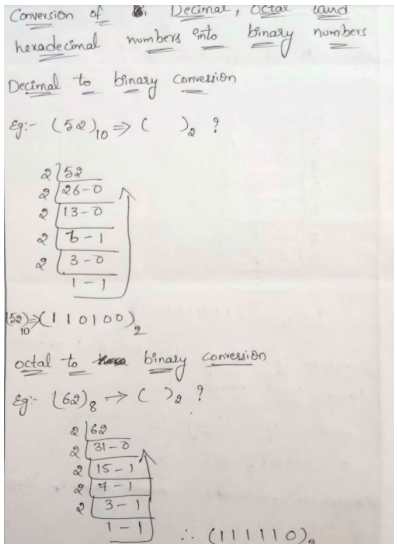
These conversions and operations are fundamental in computer organization and architecture, helping in the understanding of how computers perform arithmetic operations and data processing.

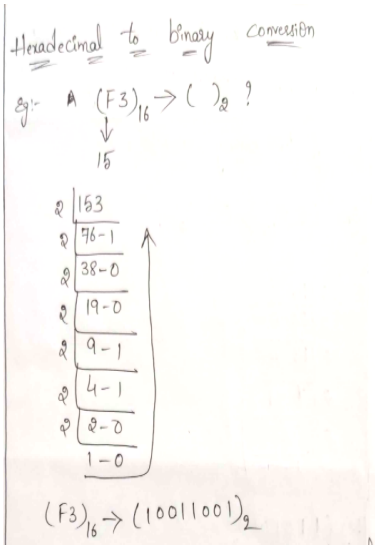
Photos : Problems solved in during Class

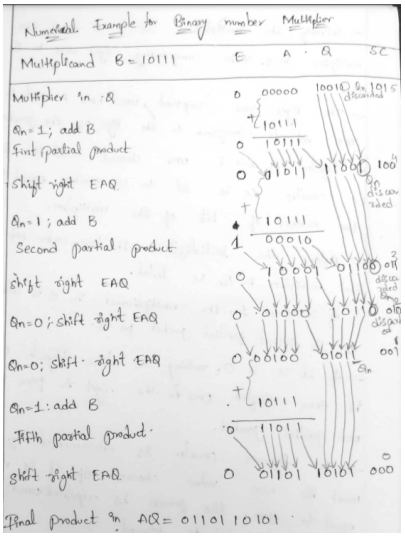












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Bachupally, Hyderabad-090

Department of Computer Science & Engineering

Name of the Activity: Problem-Based Learning

Faculty Name: Ms. Padmavati E Gundgurti

Class / Semester: II/I- CSE

Academic Year: 2022-2023

Subject Name: Computer Organization and Architecture

Topic: Experiential Learning in Computer Organization and Architecture

No of Participants: 60

Brief WriteUp:

The Problem-Based Learning (PBL) approach was adopted to provide students with a deeper and more meaningful understanding of the core concepts in Computer Organization and Architecture. As part of the experiential learning model, students engaged in hands-on activities and simulations focusing on key digital components such as Multiplexers, Ripple Carry Adders, Flip-Flop Synthesis, and Universal Shift Registers. These exercises allowed students to explore the internal functioning, design logic, and practical applications of various components within a computer system.

Through this guided exploration, students analyzed and simulated with logic gate combinations, and tested outcomes using simulation tools. They were encouraged to collaborate, hypothesize, and refine their designs based on iterative feedback and outcomes.

This approach fostered an environment where students were not only absorbing information but actively constructing their own understanding. It also helped in:

- Enhancing problem-solving and decision-making skills
- Promoting collaborative and independent learning
- Bridging the gap between theory and practical implementation

The PBL activity ultimately empowered students to think like system designers and gave them a strong foundation in the architectural concepts that underpin modern computing systems.

Activity Explanation:

Here's how students can engage in experiential learning with these components:

1. **Multiplexers:** Problem Statement: "Design and implement a 4-to-1 multiplexer and demonstrate its use in selecting data inputs."

Activity Steps:

Introduction to Multiplexers:

- Explain the function of a multiplexer, which selects one of several input signals and forwards the chosen input to a single output line.

Design and Implementation:

- Students design a 4-to-1 multiplexer circuit using logic gates.
- They implement the design on a breadboard or using simulation software like Logisim.

Demonstration and Testing:

- Students provide different input signals and use select lines to choose which input to output.
- Test the multiplexer to ensure it operates correctly under various conditions.

2. Ripple Carry Adder Problem Statement: "Construct a 4-bit Ripple Carry Adder and evaluate its performance in terms of speed and complexity."

Activity Steps:

Introduction to Ripple Carry Adder:

- Explain how a Ripple Carry Adder works, adding binary numbers using a series of full adders.

Construction:

- Students build a 4-bit Ripple Carry Adder using full adder circuits.
- They can use hardware components or simulate the design in software.

Performance Evaluation:

- Analyze the propagation delay caused by the carry ripple through each adder stage.
- Discuss the impact of this delay on the overall speed of the addition process.

3. Synthesis of Flip Flops Problem Statement: "Design and synthesize different types of flip flops (SR, D, JK, T) and explore their applications in sequential circuits."

Activity Steps:

Introduction to Flip Flops:

- Briefly describe the function of each type of flip flop and their characteristic equations.

Design and Synthesis:

- Students design SR, D, JK, and T flip flops using basic logic gates.
- Implement the designs on a breadboard or simulate them using software.

Application Exploration:

- Use the synthesized flip flops in simple sequential circuits, such as counters or shift registers.
- Observe how flip flops store and change states based on input signals.

4. Universal Shift Register Problem Statement: "Implement a Universal Shift Register and demonstrate its ability to perform serial and parallel data transfer."

Activity Steps:

Introduction to Shift Registers:

- Explain what a Universal Shift Register is and its capability to perform both serial and parallel data operations.

Implementation:

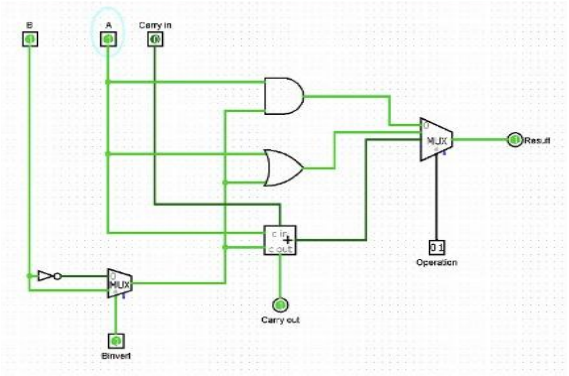
- Students design a Universal Shift Register that can shift data left, right, and load data in parallel.
- Construct the register using flip flops and control logic.

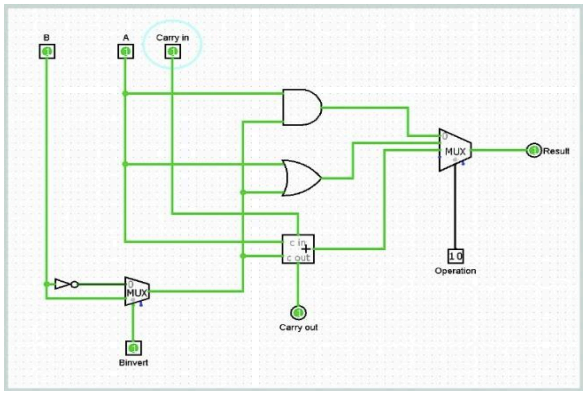
Data Transfer Demonstration:

- Demonstrate the shift register's ability to shift data serially and load data in parallel.
- Test different modes of operation to show versatility.

By engaging in these activities, students will gain a comprehensive understanding of critical components in computer organization and architecture, enhancing their problem-solving skills and practical knowledge.

Photographs:





Simulations

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Bachupally, Hyderabad-090

Department of Computer Science & Engineering

Name of the Activity: Role Play

Faculty Name: Ms. Poonam Lunawat

Class / Semester: II / II CSE

Academic Year: 2022-2023

Subject Name: Operating Systems

Topic: CPU Scheduling(FCFS,SJF, SRTF, Priority-preemptive and Priority Non-Preemptive)

No of participants: 50

Brief Write-up:

To enhance students' conceptual understanding of various CPU scheduling algorithms, an innovative and interactive role play activity was conducted. The activity aimed to bring theoretical concepts to life by involving students directly in simulating real-time CPU scheduling operations. Groups of 10 students were formed for each scheduling algorithm, including First-Come-First-Serve (FCFS), Shortest Job First (SJF), Shortest Remaining Time First (SRTF), Priority-Preemptive, and Priority Non-Preemptive scheduling.

Each group assigned roles such as scheduler, dispatcher, processes, and CPU. The scheduler was responsible for selecting the process based on the algorithm's rules, while the dispatcher allocated the CPU to the selected process. In the case of preemptive algorithms, the dispatcher simulated preemption by interrupting the current process after a certain quantum time and reassigning the CPU as per the new scheduling decision. One student played the role of the CPU, enacting the execution process and writing key steps or process IDs on the board.

Additionally, one student plotted the Gantt chart in real-time, and another calculated waiting time and turnaround time for each process. This hands-on activity helped students gain a clear understanding of how different algorithms operate, the responsibilities of a scheduler and dispatcher, and the impact of scheduling on process efficiency. It successfully translated abstract textbook concepts into practical, easy-to-understand experiences, making learning more engaging and effective.

Photographs:

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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

Academic Year: 2022-2023

Subject Name: Data Structures

Topic: Stack and Linked List

No. of Students Participated: **75**

Brief Write-up :

A coding contest was conducted on the HackerRank platform with the objective of assessing students' problem-solving abilities and practical understanding of linear data structures, specifically stacks and linked lists. The contest was designed to evaluate algorithmic thinking, pointer manipulation, and real-world applications of stack-based logic.

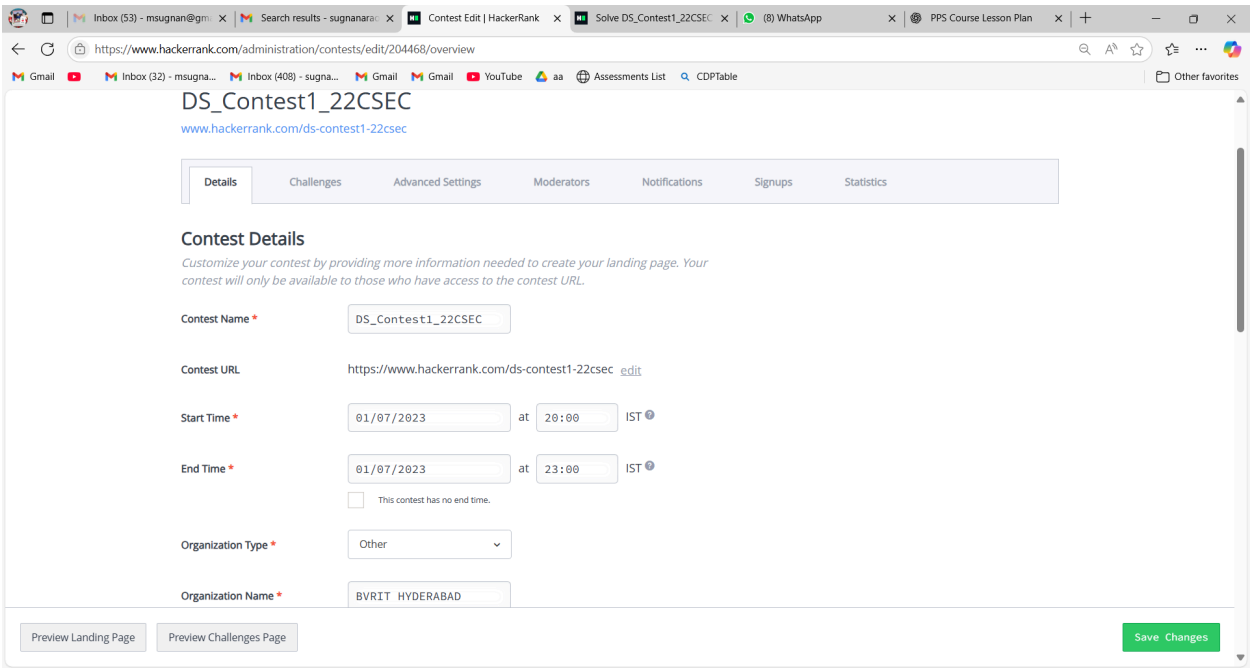
Participants tackled a series of challenges involving both singly and doubly linked lists, addressing scenarios such as null references, insertion and deletion at various positions, and handling circular structures. Stack-based problems assessed students' grasp of LIFO (Last In, First Out) behavior in real-life contexts, such as expression evaluation, undo operations, and function call tracing.

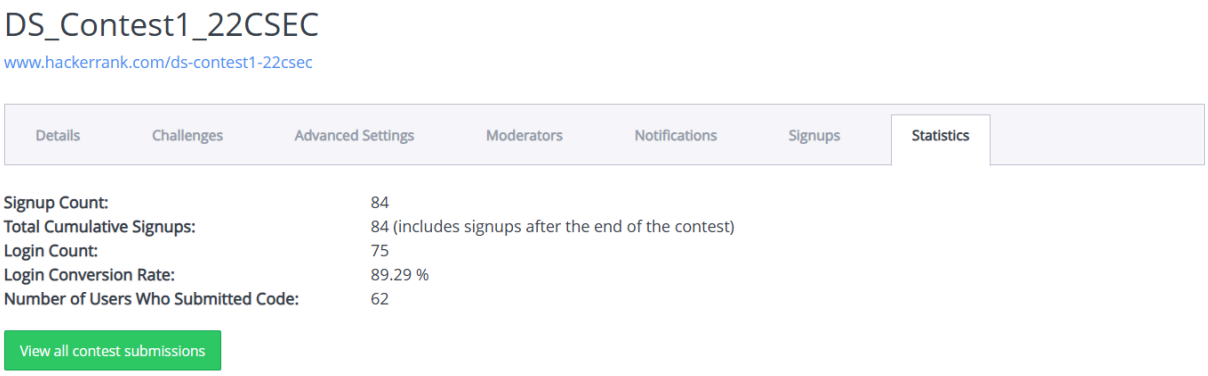
The contest also emphasized performance optimization, requiring students to manage time and space complexity effectively. Students wrote solutions using Java, incorporating built-in classes like Stack and LinkedList from Java Collections to enhance efficiency and code readability.

The activity successfully reinforced students' theoretical learning by applying it in practical, timed problem-solving environments. It encouraged the development of efficient coding practices and deepened their understanding of how data structures behave under different constraints. The contest served as both a learning experience and a performance benchmark in applying data structures to solve real-world coding problems.

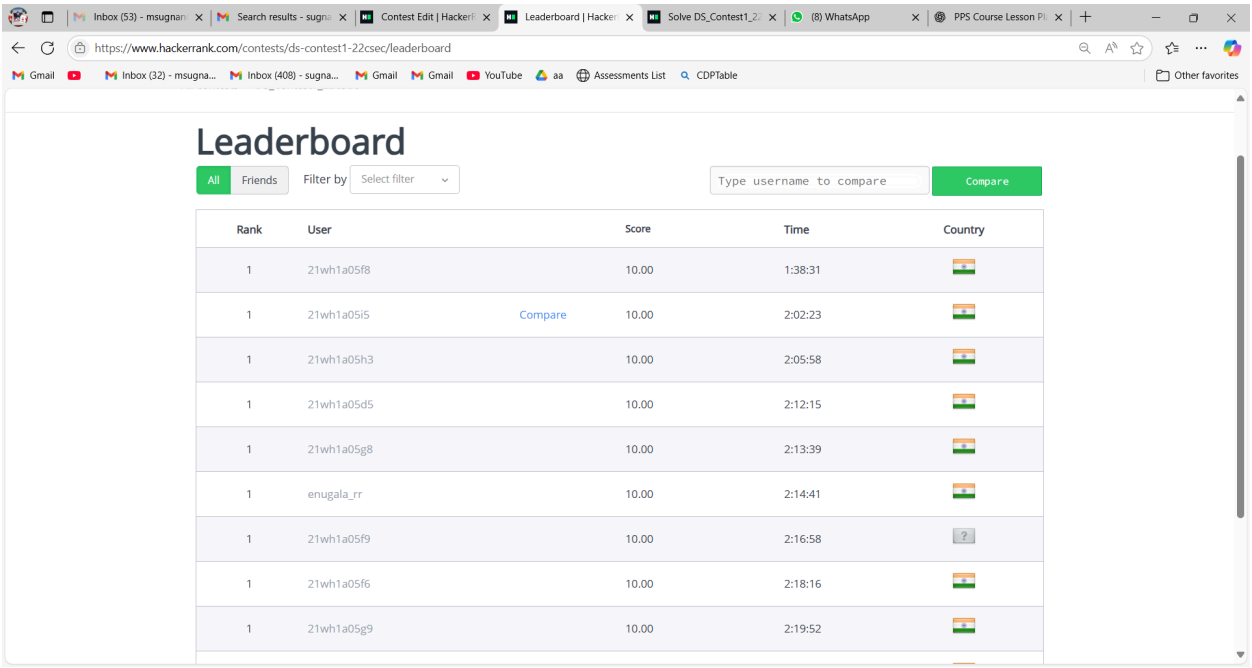
Contest Link:

www.hackerrank.com/ds-contest1-22csec





Leader Board



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Bachupally, Hyderabad-090

Department of Computer Science & Engineering

Name of the Activity: Quiz on Google Forms

Faculty Name: Mr. M Dyva Sugnana Rao

Class / Semester: II/I CSE

Academic Year: 2022-2023

Subject Name: Data Structures

Topic: Stack

No. of Students Participated: **67**

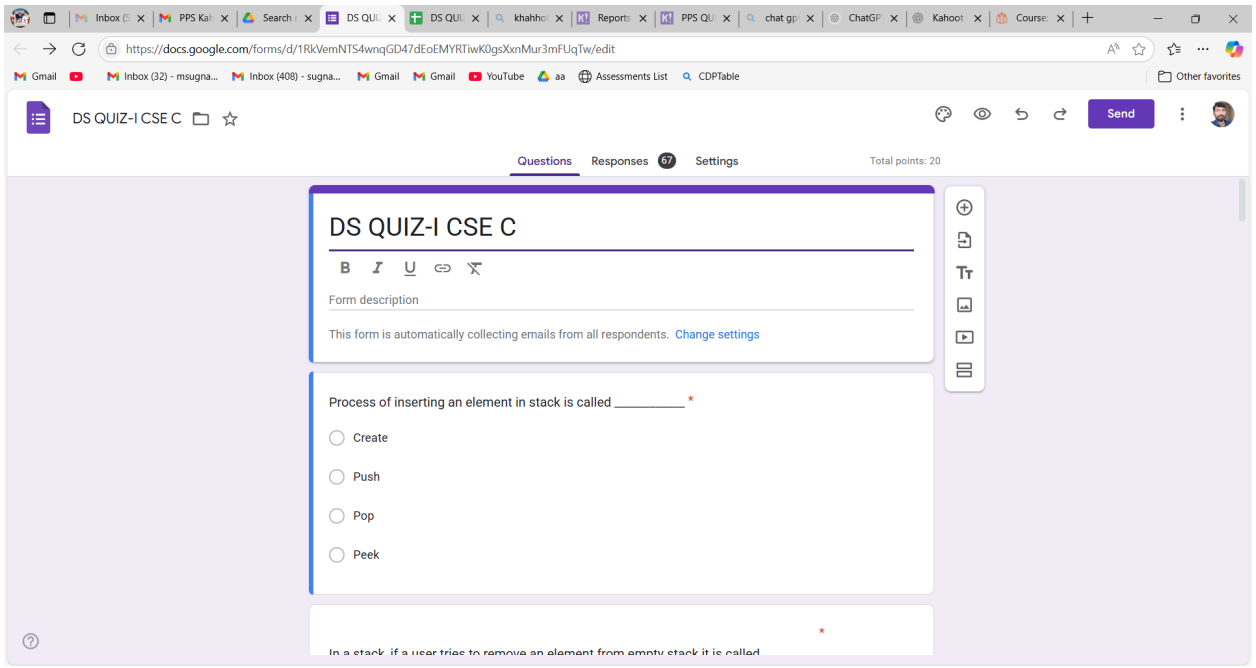
Brief Write-up :

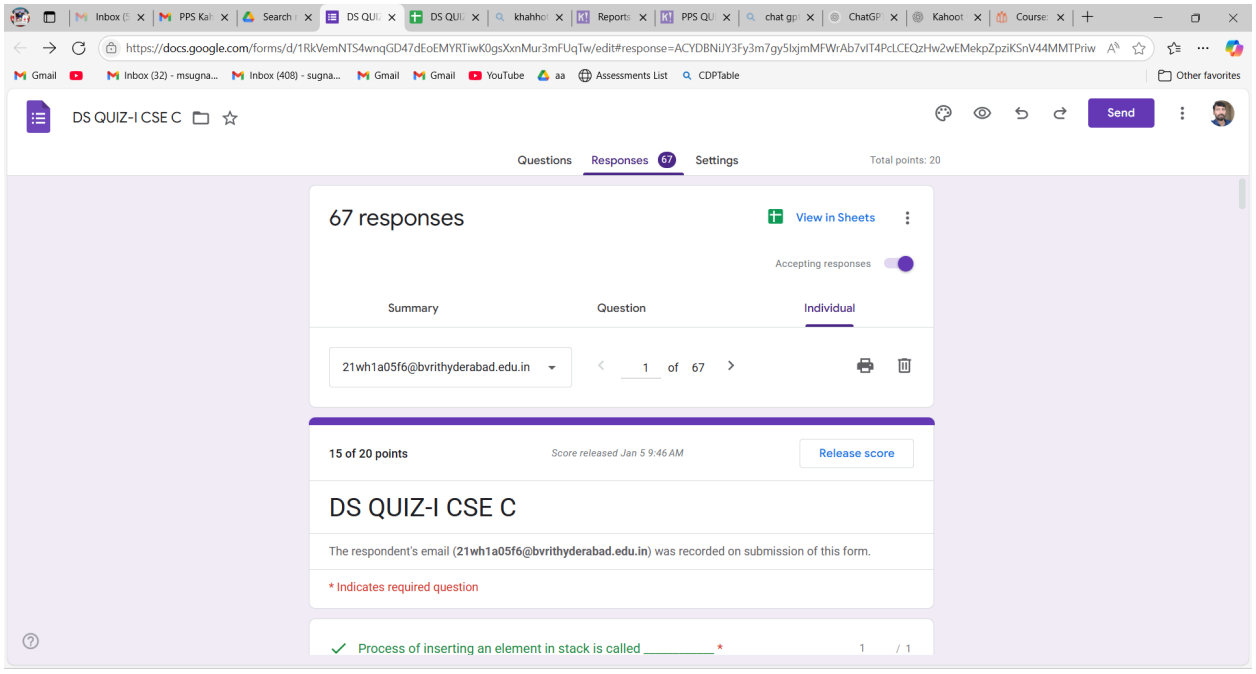
To assess students' understanding of the stack data structure, a quiz was conducted using Google Forms. The objective was to evaluate their knowledge of stack operations, underlying principles, practical applications, and implementation techniques. The quiz comprised 20 questions of moderate difficulty, presented in multiple choice and short answer formats. It covered a range of topics, including stack operations (push, pop, peek), the LIFO (Last In, First Out) principle, stack applications such as expression evaluation and recursion, implementation using arrays and linked lists, and the identification of overflow and underflow conditions.

The quiz allowed students to apply theoretical concepts to practical scenarios, encouraging analytical thinking. Most students demonstrated a strong understanding of the LIFO principle and basic stack operations. However, some faced challenges in implementing stacks and handling edge cases such as overflow and underflow, indicating areas that require further instructional support. The use of Google Forms enabled efficient administration and automatic grading of objective questions, allowing quick feedback to students. Overall, the activity was

effective in reinforcing students' conceptual clarity while also identifying specific topics that need deeper exploration. It also fostered independent learning and encouraged self-assessment through instant result visibility.

Screenshots:





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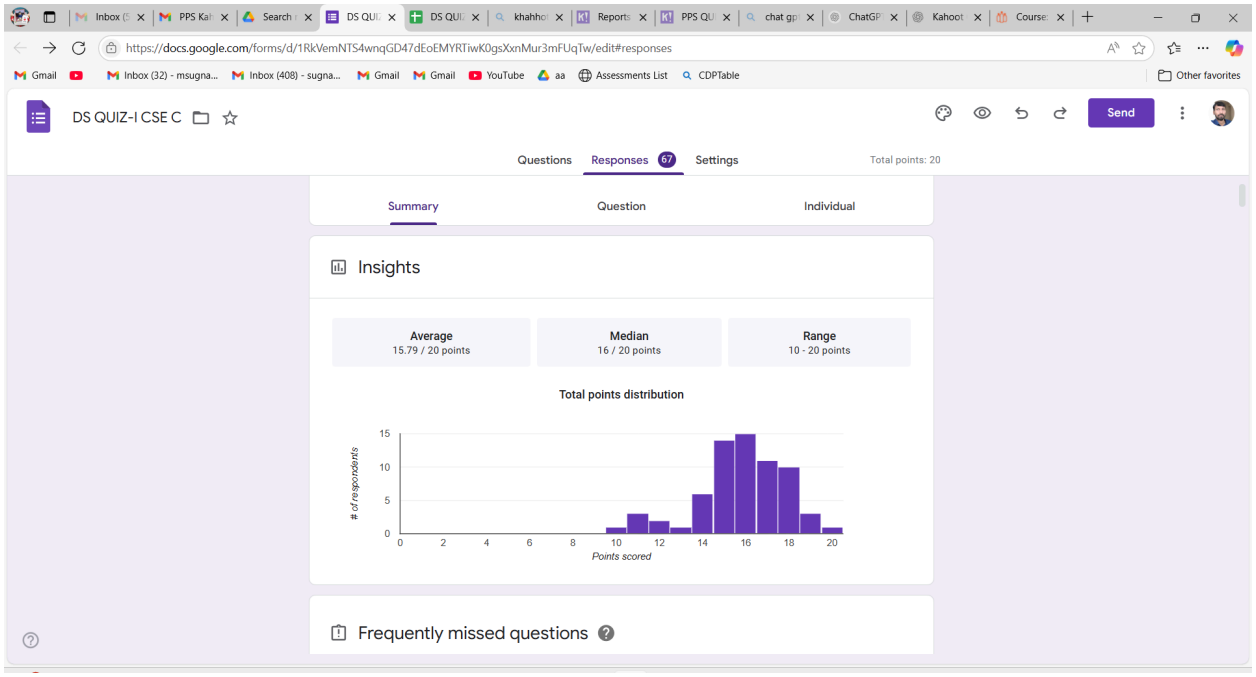

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Bachupally, Hyderabad-090

Department of Computer Science & Engineering

Activity: Quiz

Faculty Name: Dr. Venkatesh B

Class: II / II CSE

Academic Year: 2024-25

Subject Name: Operating Systems

Topic: Process Synchronization, Deadlocks, CPU Scheduling

No of Participants: 68

Brief Write-up:

To assess students' understanding of the key concepts in **Unit 3** of the Operating Systems course—covering topics such as **Process Synchronization**, **Deadlocks**, **CPU Scheduling**, and **Critical Section Problems**—an **MCQ-based quiz** was organized.

A carefully curated set of **20 multiple-choice questions** was prepared to test students' grasp of the theoretical foundations and practical applications of the unit's core topics. The quiz was conducted **online** through the **Vishnu LMS portal**, with a strict **20-minute time limit** to encourage time management and quick thinking.

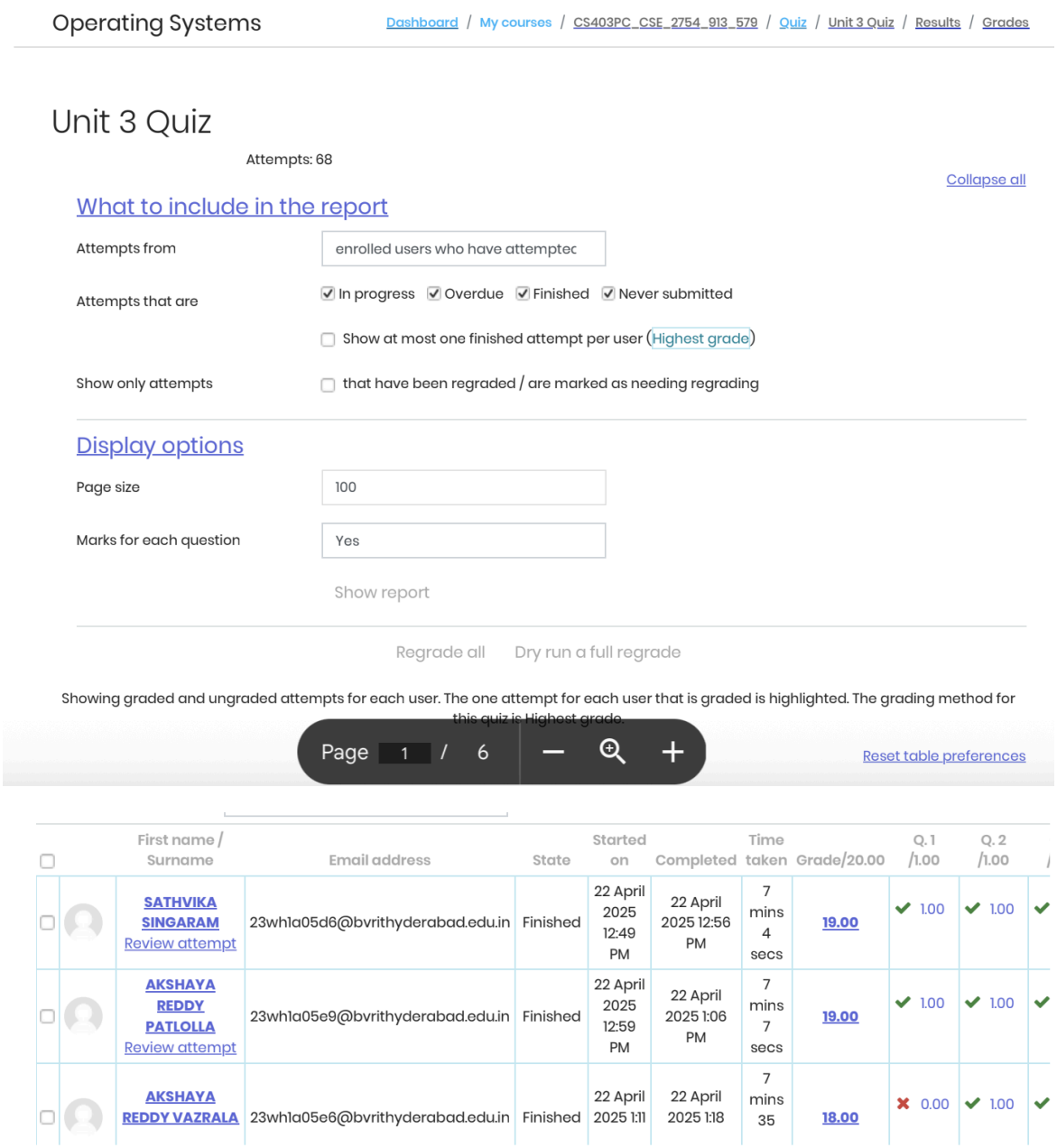
68 actively participated, reflecting high engagement and interest in the subject. The quiz not only reinforced key theoretical concepts but also provided a platform for **self-assessment** and **competitive learning**.

The activity significantly contributed to **enhancing conceptual clarity** in topics like CPU scheduling algorithms, resource allocation strategies, and synchronization mechanisms. Moreover, the quiz results helped **identify specific areas** where students require further

clarification or additional instructional focus.

Overall, the quiz was effective in evaluating students' comprehension of Unit 3. The **performance analysis** from this assessment will serve as a valuable input for tailoring future lessons and providing targeted academic support.

Photos:



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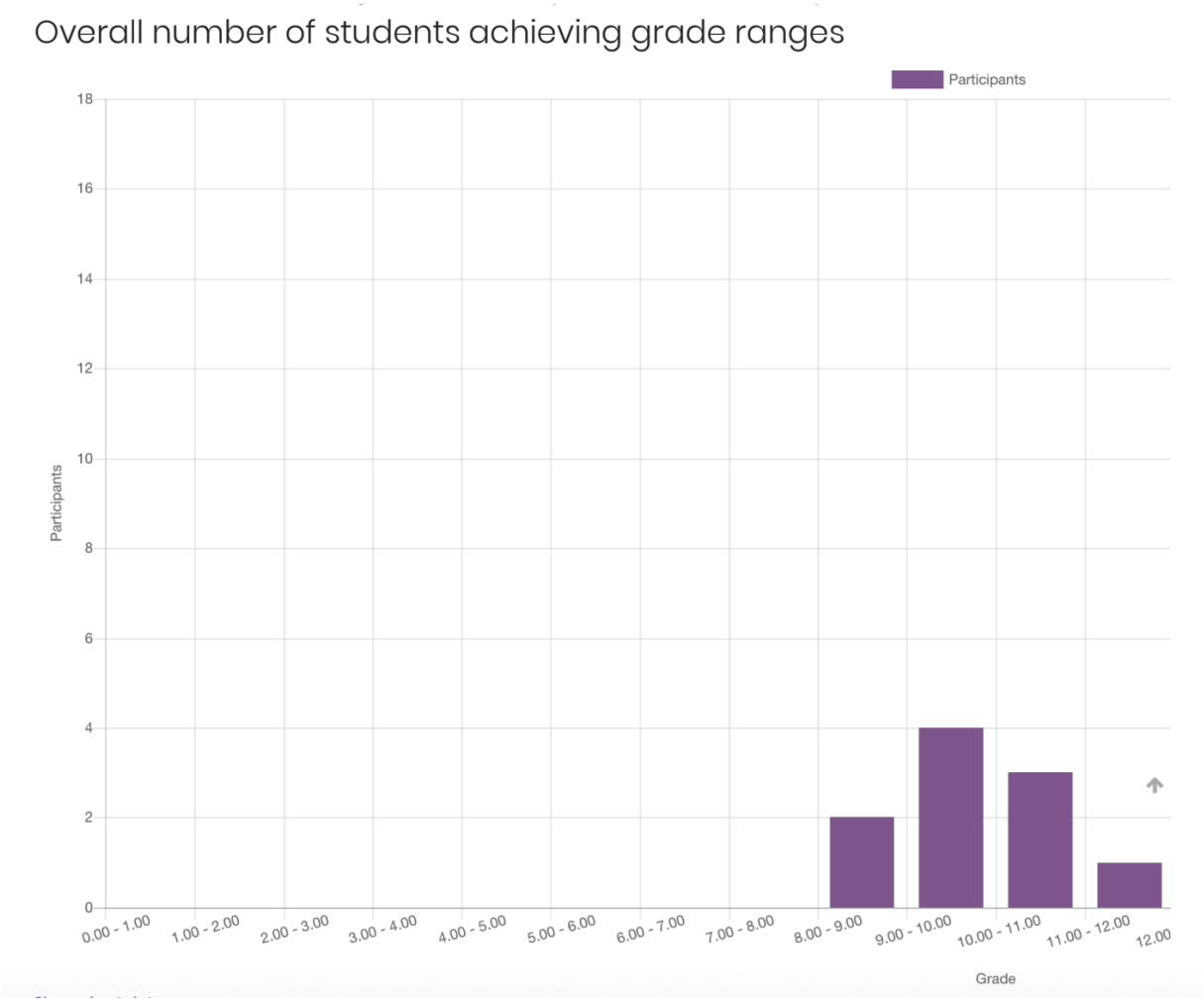
☐		SRI RAJYA VAIDEHI KARANAM Review attempt	23wh1a05i3@bvrithyderabad.edu.in	Finished	22 April 2025 9:50 PM	22 April 2025 9:55 PM	4 mins 58 secs	12.00	✖ 0.00	✖ 0.00	✖
☐		PRIYA BHUSHAVARAPU Review attempt	23wh1a05d9@bvrithyderabad.edu.in	Finished	22 April 2025 10:20 PM	22 April 2025 10:33 PM	13 mins 48 secs	12.00	✖ 0.00	✔ 1.00	✖
☐		KEERTI G Review attempt	23wh1a05i7@bvrithyderabad.edu.in	Finished	22 April 2025 10:32 PM	22 April 2025 10:38 PM	5 mins 56 secs	16.00	✔ 1.00	✖ 0.00	✔
☐		MOUNIKA POPURI Review attempt	23wh1a05e1@bvrithyderabad.edu.in	Finished	22 April 2025 10:54 PM	22 April 2025 10:57 PM	3 mins 41 secs	10.00	✖ 0.00	✔ 1.00	✖
☐		SAHASRANJALI MANTHENA Review attempt	23wh1a05g1@bvrithyderabad.edu.in	Finished	22 April 2025 11:01 PM	22 April 2025 11:08 PM	6 mins 45 secs	18.00	✔ 1.00	✔ 1.00	✔
☐		VARSHINI ERROJU Review attempt	23wh1a05h2@bvrithyderabad.edu.in	Finished	22 April 2025 11:26 PM	22 April 2025 11:53 PM	27 mins 11 secs	9.00	✔ 1.00	✖ 0.00	✔
☐		SEVITHA MACHA Review attempt	23wh1a05f3@bvrithyderabad.edu.in	Finished	23 April 2025 12:10 AM	23 April 2025 12:24 AM	13 mins 59 secs	18.00	✔ 1.00	✔ 1.00	✔
☐		AKSHITHA NAMPALLY Review attempt	23wh1a05j0@bvrithyderabad.edu.in	Finished	23 April 2025 12:10 AM	23 April 2025 12:23 AM	13 mins 18 secs	16.00	✔ 1.00	✖ 0.00	✖

		BHAVISHYA MADINENI Review attempt	23wh1a05e7@bvrithyderabad.edu.in	Finished	23 April 2025 12:12 AM	23 April 2025 12:18 AM	6 mins 51 secs	14.00	✔ 1.00	✖ 0.00	✖
		SAI SRUTHI SRIVATSAVAYI Review attempt	23wh1a05h3@bvrithyderabad.edu.in	Finished	23 April 2025 3:57 AM	23 April 2025 4:01 AM	3 mins 38 secs	19.00	✔ 1.00	✔ 1.00	✔
		SAI GAYATHRI SASUMANA Review attempt	23wh1a05i0@bvrithyderabad.edu.in	Finished	23 April 2025 4:36 AM	23 April 2025 4:51 AM	14 mins 39 secs	8.00	✖ 0.00	✔ 1.00	✖
		SANIA s Review attempt	23wh1a05g0@bvrithyderabad.edu.in	Finished	23 April 2025 5:22 AM	23 April 2025 5:34 AM	12 mins 45 secs	18.00	✔ 1.00	✔ 1.00	✔
		POOJA SANGU Review attempt	23wh1a05h8@bvrithyderabad.edu.in	Finished	23 April 2025 5:50 AM	23 April 2025 6:21 AM	30 mins 59 secs	17.00	✔ 1.00	✔ 1.00	✖
		BHAVANI JEEVANA Review attempt	23wh1a05d5@bvrithyderabad.edu.in	Finished	23 April 2025 5:57 AM	23 April 2025 6:06 AM	9 mins 2 secs	18.00	✔ 1.00	✔ 1.00	✔
		VARSHA KALIDINDI Review attempt	23wh1a05f8@bvrithyderabad.edu.in	In progress	23 April 2025 6:18 AM	-	-	-	–	–	–
		HANSINI GUNDU Review attempt	23wh1a05j1@bvrithyderabad.edu.in	Finished	23 April 2025 6:18 AM	23 April 2025 6:29 AM	10 mins 44 secs	18.00	✔ 1.00	✔ 1.00	✔
		SNIKITHA GRANDHE Review attempt	23wh1a05d2@bvrithyderabad.edu.in	Finished	23 April 2025 6:29 AM	23 April 2025 6:36 AM	7 mins 23 secs	18.00	✔ 1.00	✔ 1.00	✔
		ANANYA KARRA Review attempt	23wh1a05d7@bvrithyderabad.edu.in	Finished	23 April 2025 6:38 AM	23 April 2025 6:41 AM	3 mins 21 secs	14.00	✔ 1.00	✖ 0.00	✖
		SANIYA ADIFA Review attempt	23wh1a05g3@bvrithyderabad.edu.in	Finished	23 April 2025 6:49 AM	23 April 2025 6:55 AM	5 mins 58 secs	19.00	✔ 1.00	✔ 1.00	✔
		MOHAMMAD THAMKIN Review attempt	23wh1a05f4@bvrithyderabad.edu.in	In progress	23 April 2025 7:53 AM	-	-	-	–	–	–
		SREEJA CHIGURLA Review attempt	24wh5a0519@bvrithyderabad.edu.in	Finished	23 April 2025 9:14 AM	23 April 2025 9:18 AM	4 mins 31 secs	13.00	✖ 0.00	✔ 1.00	✔
		HARSHINI SIDDI Review attempt	23wh1a05c9@bvrithyderabad.edu.in	Finished	23 April 2025 9:25 AM	23 April 2025 9:35 AM	9 mins 44 secs	17.00	✔ 1.00	✔ 1.00	✔
		AKHILA K Review attempt	23wh1a05i6@bvrithyderabad.edu.in	Finished	23 April 2025 9:43 AM	23 April 2025 9:51 AM	7 mins 27 secs	18.00	✔ 1.00	✔ 1.00	✔
		SRI AKARSHA VUNYALA Review attempt	24wh5a0514@bvrithyderabad.edu.in	Finished	23 April 2025 6:49 PM	23 April 2025 6:52 PM	3 mins 25 secs	10.00	✔ 1.00	✖ 0.00	✖
		Overall average						**15.58 (64)**	0.78 (64)	0.70 (64)	0.7



For any queries, please contact to below mail

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