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Bachupally, Hyderabad-090

Department of Computer Science and Engineering

Name of the Activity: Quiz

Faculty Name: Ms. Suparna Das

Class: III – I / CSE

Academic Year: 2024-25

Subject Name: DevOps

Topic: Introduction to DevOps

Date: 31-08-2024

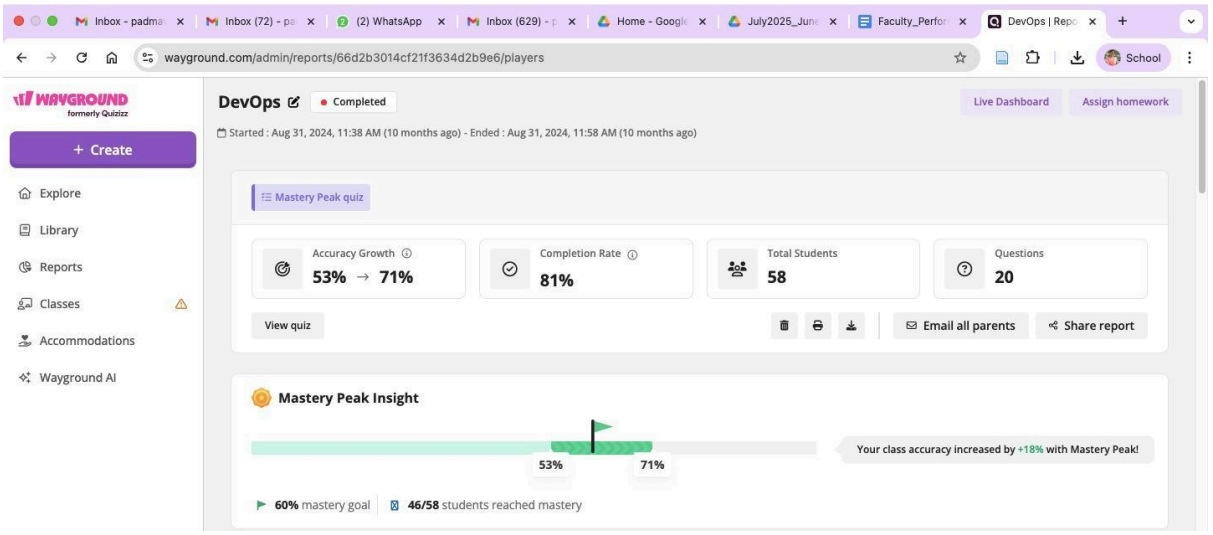
No. of Students Participated: 58

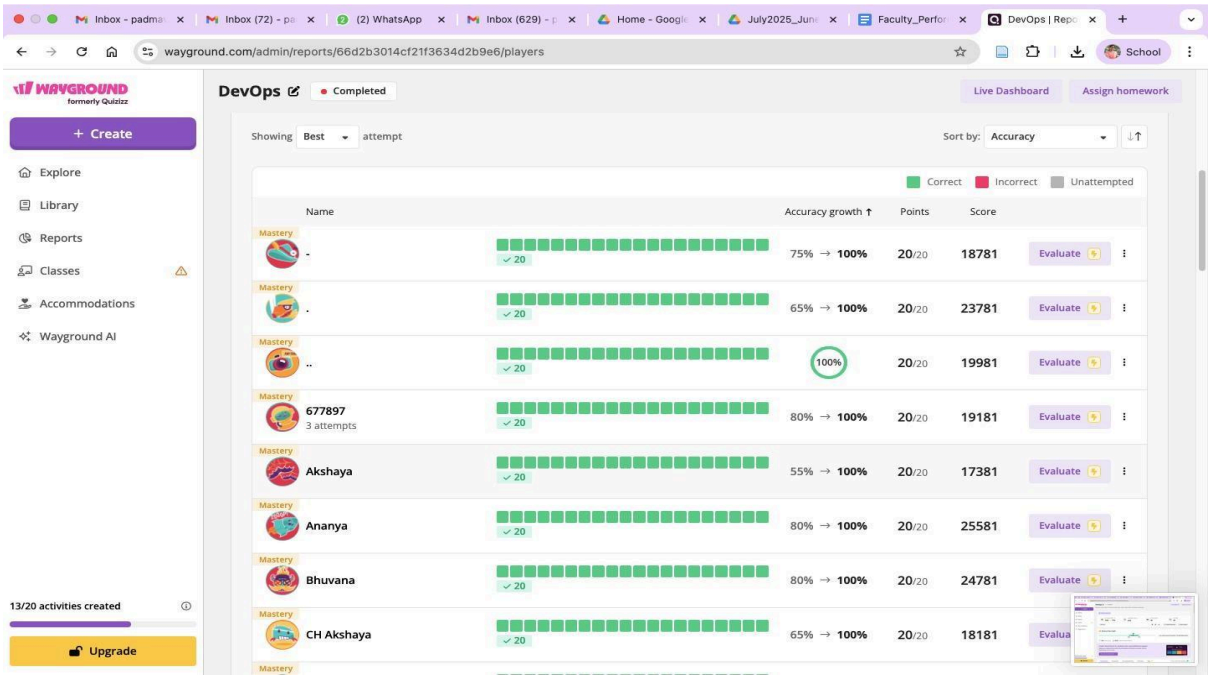
Brief Write – Up:

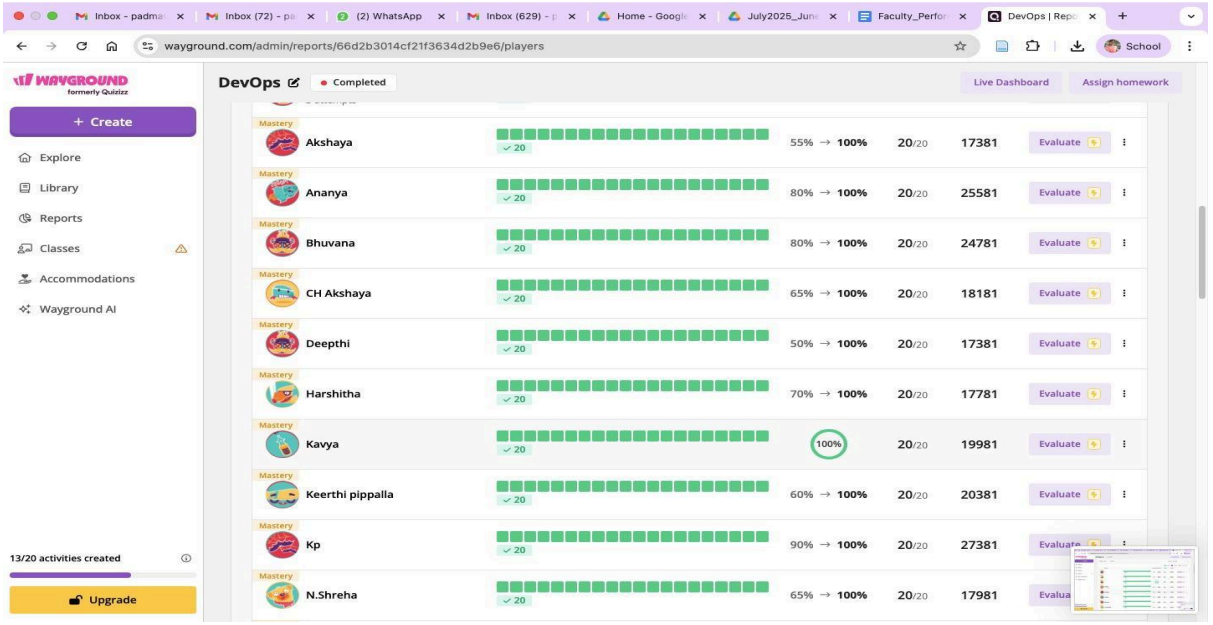
To evaluate the students' understanding of the foundational concepts of DevOps, a quiz activity was conducted using the Quizizz platform. The topic focused on *Introduction to DevOps* from Unit 1, covering essential areas such as the definition and need for DevOps, key principles, benefits of adopting DevOps practices, stages in the DevOps lifecycle, and common tools used in the industry. The primary objective of this activity was to help students consolidate their theoretical learning through a formative assessment that encourages active participation and immediate feedback.

Quizizz was chosen as the assessment platform due to its interactive and student-friendly interface, which makes learning enjoyable and engaging. The platform also allowed for real-time monitoring of student responses, promoting a competitive yet supportive learning environment. The students found the quiz format motivating and appreciated the gamified approach to testing their knowledge.

This quiz helped instructors identify areas where students were confident and topics that needed reinforcement. It also encouraged students to revisit their study material and gain clarity on various concepts. Overall, the activity served as an effective tool for both teaching and assessment, aligning with the course outcomes and setting a strong foundation for advanced topics in DevOps covered in subsequent units.







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Bachupally, Hyderabad-090

Department of Computer Science & Engineering

Name of the Activity: Tiles Game

Faculty Name: Ms. D Swapna

Class / Semester: III/I CSE-B

Academic Year: 2024-2025

Subject Name: Computer Networks

Topic: Wireless LANs and Transmission Media

Date: 12-12-2024

No. of Students Participated: 48

Brief Write-up:

As part of an interactive learning session in *Computer Networks*, students explored the topic *Data Link Layer Functionalities, Switching, and Connecting Devices* through a creative and engaging activity called the *Tiles Game*. Students were grouped into teams of 6 members. Each team was assigned a sub-topic and asked to deliver a structured presentation using PowerPoint to explain key concepts such as framing, error detection, MAC addressing, and the roles of various network devices like switches, bridges, routers, and hubs.

Following the presentation, each team conducted a quiz based on the *Tiles Game* format, consisting of 15 well-crafted questions. In this game, students had to select tiles that contained hidden questions or clues, encouraging them to think critically and listen attentively. The format promoted active participation, collaboration, and deeper engagement with the content.

The game helped improve listening comprehension skills as students had to focus carefully on instructions and clues. It also shifted the learning mode from passive note-taking to active thinking and discussion. All students participated enthusiastically, making the session lively and intellectually stimulating.

Overall, the activity successfully combined concept reinforcement with fun, supporting peer learning, team interaction, and concept clarity in an innovative and effective manner.

Photographs:




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Bachupally, Hyderabad-090

Department of Computer Science and Engineering

Name of the Activity: Poster Design in Padlet

Faculty Name: Ms. Suparna Das

Class: III – II / CSE

Academic Year: 2024-2025

Subject Name: Fundamentals of Internet of Things (FIoT)

Topic: Real time IoT Applications

Brief Write – Up:

To enhance students' creativity, teamwork, and understanding of real-world technological applications, a group activity titled **"Poster Design in Padlet"** was conducted. Students were divided into groups of max four students and assigned the task of creating visually engaging and informative **posters on IoT (Internet of Things) applications**. Each group was given a specific domain such as **smart homes, smart cities, industrial automation, healthcare, agriculture**, or **transportation** to explore. The objective was to investigate how IoT is transforming everyday life and industries by enabling smart, connected devices and data-driven decision-making.

The platform **Padlet** was chosen for its ease of use and collaborative features, allowing group members to work together virtually and present their posters online. The activity emphasized the importance of **research, design thinking, digital skills**, and **effective communication**. Students showcased their understanding through the use of diagrams, real-life examples, and concise explanations.

This interactive and student-centered approach fostered critical thinking and helped reinforce classroom learning with practical insights. It also encouraged students to appreciate the interdisciplinary nature of IoT and how it integrates hardware, software, and networking. Peer viewing and feedback on Padlet made the activity more engaging and reflective. The best posters were recognized and appreciated for their creativity and content clarity.

Date: 5-06-2025

No. of Students Participated: 69

IoT activity topics

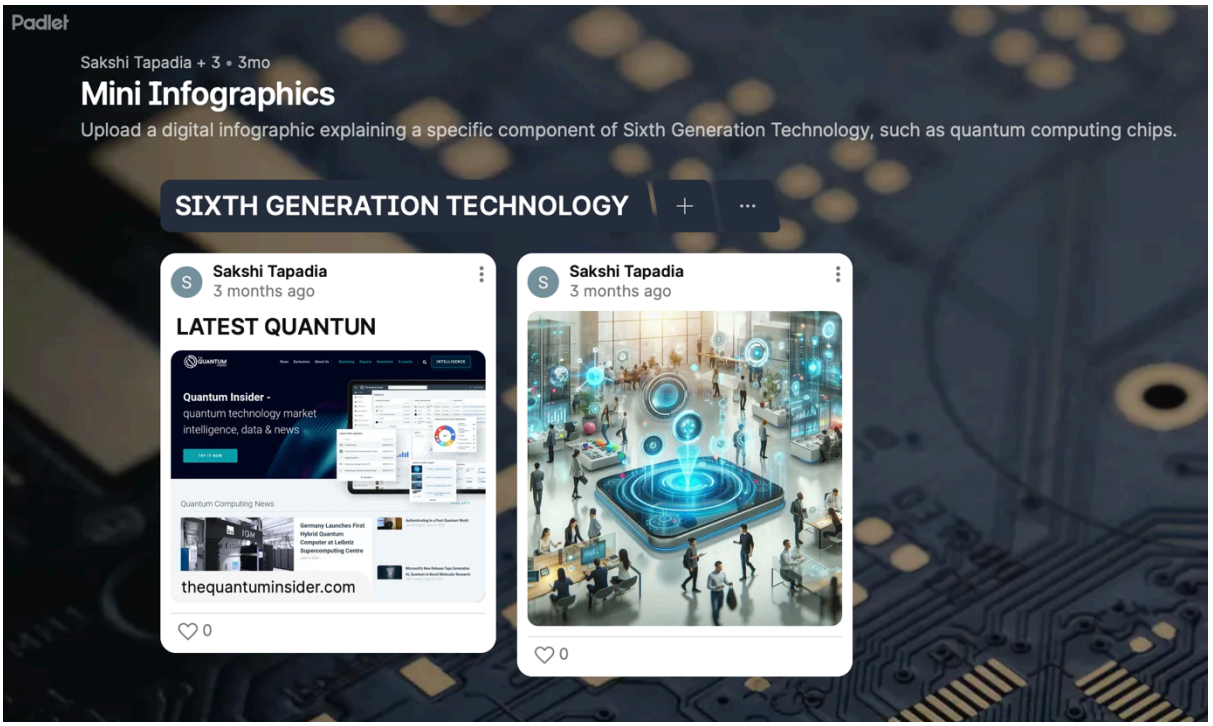
- Sixth generation Sense Technology
- IoT 3D Printed Wearable Device
- Personal IoT Devices Invention
- Ray-Ban Stories—First Generation Smart Glasses
- Google Glass Case Study
- IoT helps firefighters.

- Smart Mirrors
- Smart agriculture
- Smart Wheelchair
- Home Automation System
- Smart Cradle System Project
- Remote Health Monitoring System
- Intelligent Parking Systems for Smart Cities
- Safety Helmet
- IoT-Enabled Automated Drone
- IoT-enabled medical tattoo
- Smart Textiles
- Smart hospital
- Smart office

Team. No	Hall ticket no	Name	Activity topic
	24WH8A0501	Sakshi ttapadia	
	23WH5A0516	Sk. Ameena	
	23WH5A0517	N. Roja	
1	23WH5A0518	J.Rupali	**Sixth generation Sense Technology**
	22WH1A05J0	R. Priyanka	
	22WH1A05H0	T. Richitha	
	22WH1A05F9	D. Vaishnavi	
2	22WH1A05J2	U. Gowthami	**IoT 3D Printed Wearable Device**
	22WH1A05H9	Srihitha	
	22WH1A05D3	Kyathi	
	22WH1A05I8	Nehasrii	**Ray-Ban Stories—First Generation**
3	22WH1A05I9	keerthana	**Smart Glasses**
	22WH1A05H3	T.Jyothirmai	
	22WH1A05H4	Vennela	
	22WH1A05H2	G.Rishitha	
4	22WH1A05I1	P.Pragna	**Google Glass Case Study**
	22WH1A05G2	Afsha Zabeen	
	22WH1A05F8	Hrithika Gundeti	
	22WH1A05E7	Madhavi Chitiyala	
5	22WH1A05J1	M.Akshaya	**IoT helps firefighters**
	22WH1A05D2	G.Sai Saraswathi	
	22WH1A05F0	B.Bhavana	
	22WH1A05I7	T.Siri Chandana	
6	22WH1A05H6	A.Charanya	**Smart Mirrors**
	22WH1A05D1	A.Deepini	
	22WH1A05F2	A.Spoorthi	
	22WH1A05G0	Ch.Sathvika	
7	22WH1A05I3	A.Sanjana	**Smart agriculture**

	22WH1A05D0	B.Smriti	
	22WH1A05E4	A.Deekshitha	
	22WH1A05F7	B.Sai Rishitha	
8	22WH1A05I5	P.Tejaswi	**Smart Wheelchair**
	22WH1A05H1	K.Gayatri	
	22WH1A05D6	D.Neha	
	22WH1A05E8	S.Sai Harshitha	
9	22WH1A05F1	Praneeta Pericherla	**Home Automation System**
	22WH1A05I2	G.Pallavi	
	22WH1A05G7	U.Vasudha	
	22WH1A05J3	chermista Siri satya yerra	
10	23WH5A0514	Ch. Shravani	**Smart Cradle System**
	22WH1A05G9	Sravya Majety	
	22WH1A05G6	Khyyati Vegiraju	
	22WH1A05E3	Akshara Gaddam	
11	22WH1A05D5	Veda	**Remote Health Monitoring System**
	22WH1A05E9	M.Srujana	
	22WH1A05G1	I.Sri Harshitha	
	22WH1A05F5	G.Chaitanya	**Intelligent Parking Systems for**
12	22WH1A05F6	M.Meghana	**Smart Cities**
	22WH1A05H8	G.Srujana	
	22WH1A05E5	V.Swathi	
	22WH1A05E0	K.Akshara Bhavitha	
13	22WH1A05I6	Shynitha Medaji	**Smart hospital**
	22WH1A05I4	pranavi veeramallu	
14	22WH1A05G4	kosaraju joshitha	**Smart vehicles**
	23WH5A0513	U. Tejashwini	
	22WH1A05G8	Shaik Mulla Ayesha Banu	
	22WH1A05H7	M.Nikitha	
15	22WH1A05D8	Farhana Tabassum	**IoT-Enabled Automated Drone**
	22WH1A05F3	b.vandana	
	22WH1A05F4	p.niharika	
16	22WH1A05G5	b.yamini	**IoT-enabled medical tattoo**
	22WH1A05E1	M.Ravali Patel	
	22WH1A05E2	J.Varsha	
	22WH1A05D9	M.Sree Sanvika	
17	22WH1A05H5	M.Sarayu	**Smart Textiles**
	22WH1A05D7	K.vedasree	
	22WH1A05D4	T.Anjali	
	22WH1A05E6	v.varshini	
18	22WH1A05I0	K .nandhini	**Smart office**

Photos:


Padlet
Sakshi Tapadia + 3 • 3mo
Mini Infographics
Upload a digital infographic explaining a specific component of Sixth Generation Technology, such as quantum computing chips.
SIXTH GENERATION TECHNOLOGY
Sakshi Tapadia
3 months ago
LATEST QUANTUN
Quantum Insider -
quantum technology market intelligence, data & news
Quantum Computing News
thequantuminsider.com
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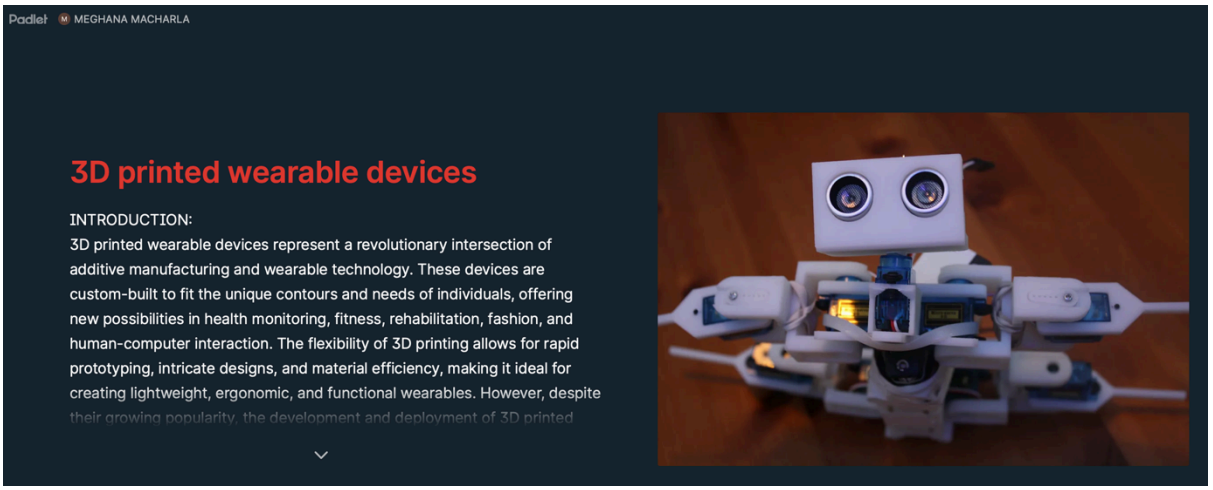
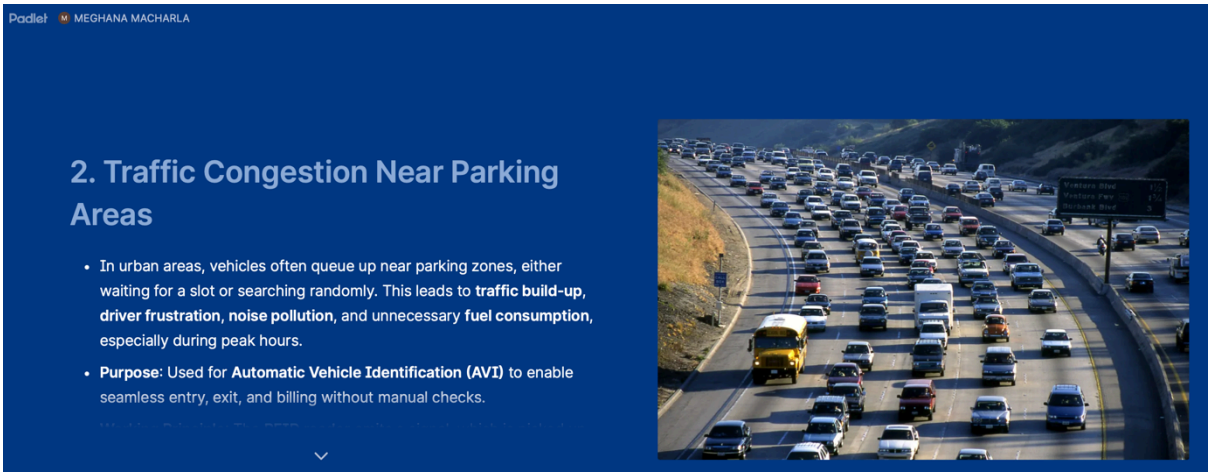

Padlet
MEGHANA MACHARLA
3D printed wearable devices
INTRODUCTION:
3D printed wearable devices represent a revolutionary intersection of additive manufacturing and wearable technology. These devices are custom-built to fit the unique contours and needs of individuals, offering new possibilities in health monitoring, fitness, rehabilitation, fashion, and human-computer interaction. The flexibility of 3D printing allows for rapid prototyping, intricate designs, and material efficiency, making it ideal for creating lightweight, ergonomic, and functional wearables. However, despite their growing popularity, the development and deployment of 3D printed


Padlet
MEGHANA MACHARLA
2. Traffic Congestion Near Parking Areas
In urban areas, vehicles often queue up near parking zones, either waiting for a slot or searching randomly. This leads to traffic build-up, driver frustration, noise pollution, and unnecessary fuel consumption, especially during peak hours.
Purpose: Used for Automatic Vehicle Identification (AVI) to enable seamless entry, exit, and billing without manual checks.

Padlet

Akshara Gaddam • 3mo

Remote Health Monitoring System

A technology-driven system that enables real-time tracking of patient health metrics using IoT devices, AI, and cloud computing for proactive healthcare

Akshara Gaddam
3 months ago

VitalSync Pro – Smart Health Tracking

A wearable IoT band that detects early signs of seizures & brain stress.

Purpose of the Device:
Vitalsync Pro is a cutting-edge wearable IoT band designed to detect early signs of seizures and brain stress. It aims to provide real-time alerts to both patients and caregivers, enhancing patient safety and

Akshara Gaddam
3 months ago

CardioGuard Smart Patch

A Wearable IoT ECG Monitoring Patch

Purpose of the Device:
CardioGuard Smart Patch is an advanced wearable IoT ECG (Electrocardiogram) monitoring patch designed for continuous cardiac health tracking. It aims to detect early signs of arrhythmias, atrial fibrillation, and other heart irregularities, providing real-time alerts to both patients and healthcare providers. This device is ideal for individuals with heart disease history, elderly patients, and fitness enthusiasts concerned about cardiac health.

Akshara Gaddam
3 months ago

GlucoSense Smart Ring

Non-Invasive Glucose & Hydration Monitoring

Purpose of the Device:
GlucoSense Smart Ring is a non-invasive wearable IoT device aimed at continuous glucose level and

Padlet

VEDA SREE KONKA + 1 • 3mo

Exploring IoT in Offices

Share your vision of IoT integration in modern office spaces through AI-generated images, videos, or sketches.

Instructions and Introduction

Pinned

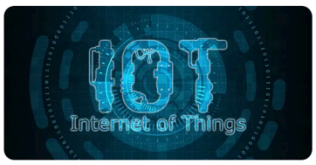
VEDA SREE KONKA
3 months ago

How to Participate

1. Choose an IoT application for office settings (e.g., smart lighting, security systems, HVAC control, occupancy monitoring)
2. Create a visual representation using one of these methods:
   - Generate an AI image using the built-in AI image tool
   - Create a sketch using 'I can't draw' or similar tool
   - Upload a real photo
3. Add a description explaining:
   - What IoT solution you're showcasing

VEDA SREE KONKA
3 months ago

Introduction



The Internet of Things (IoT) has transformed office spaces by enabling automation, efficiency, and enhanced security. By integrating **smart devices, sensors, and cloud computing**, businesses can create intelligent work environments that optimize energy consumption, monitor space usage, improve security, and enhance overall workplace productivity.
IoT applications in offices are broadly classified into:

VEDA SREE KONKA
3 months ago

Team details

Anjali Tholeti - 22wh1a05d4
Veda sree konka - 22wh1a05d7
Varshini Vangeti - 22wh1a05e6
Nandhini konderu - 22wh1a05i0

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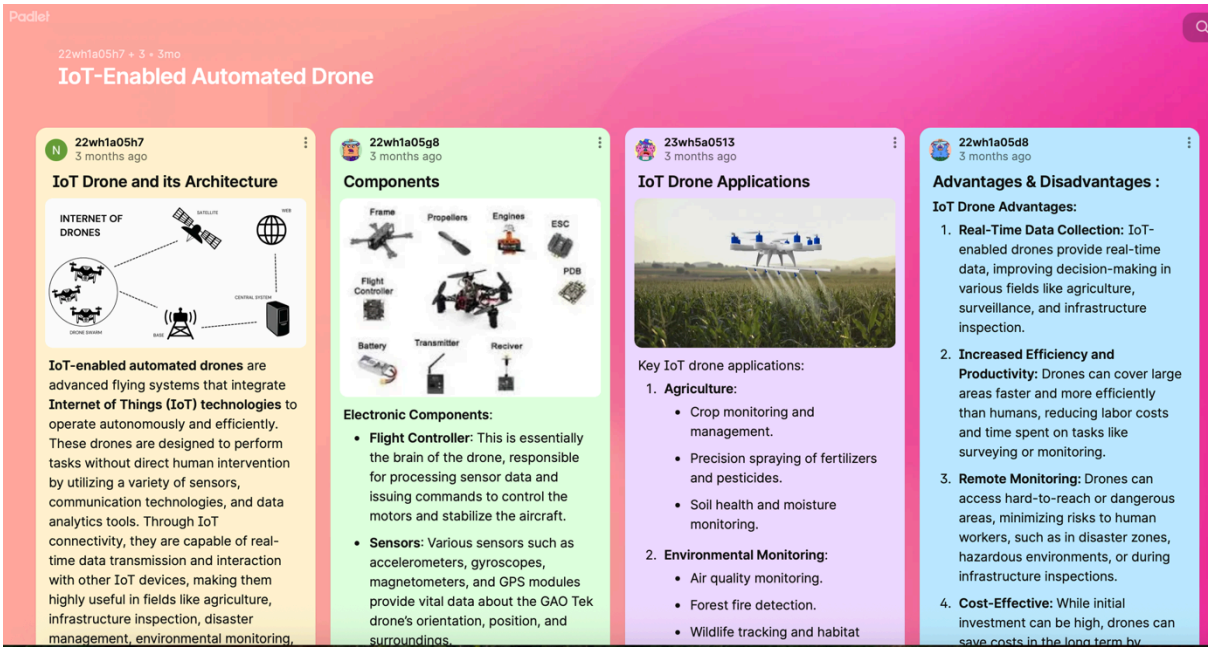
Add comment



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Bachupally, Hyderabad-090

Department of Computer Science & Engineering

Name of the Activity: Story Telling

Faculty Name: Ms. T Durgadevi

Class: III / II CSE

Academic Year: 2024-25

Subject Name: FIOT

Topic: Arduino board

No. of Students Participated: 48

Brief Write – Up:

As part of the experiential learning approach under the FIOT course, a **Story Telling activity** was conducted on the topic **Arduino Board**. The objective was to enable students to articulate their understanding of Arduino-based systems through engaging narratives.

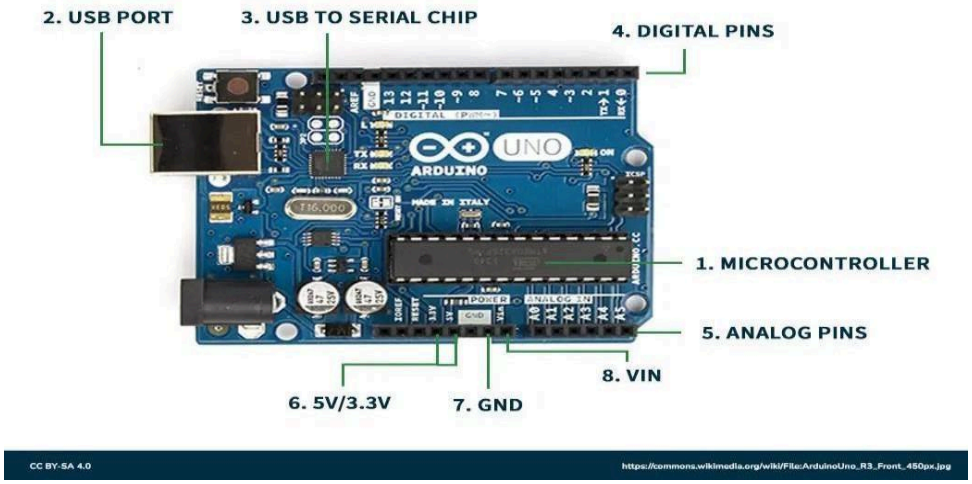
Arduino is an open-source electronics platform designed with user-friendly **hardware and software**, making it ideal for beginners and professionals alike. Arduino boards can process various inputs—such as light from a sensor, a button press, or even a digital message—and convert them into meaningful outputs like activating a motor, switching on an LED, or publishing data online.

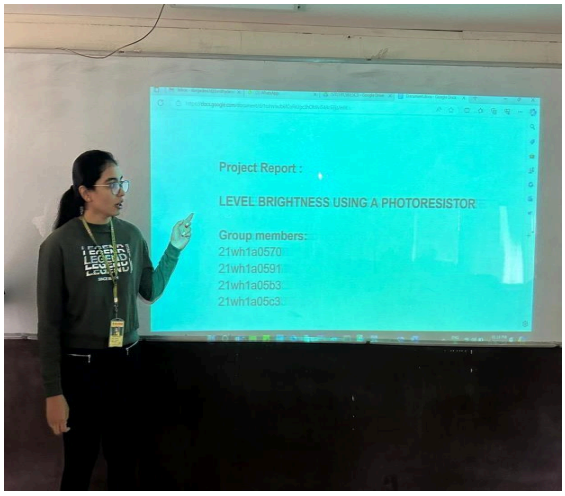
Students explored how to **program Arduino boards** using the **Arduino IDE**, a development environment based on Processing, and a programming language derived from Wiring. Through storytelling, students shared real-life examples, project ideas, and potential applications where Arduino plays a crucial role in IoT systems.

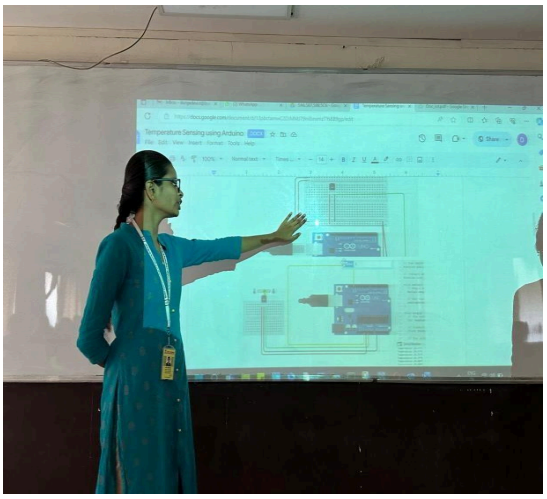
They discussed different types of Arduino boards, basic circuits, and commonly used sensors and actuators. This creative format helped in simplifying complex technical

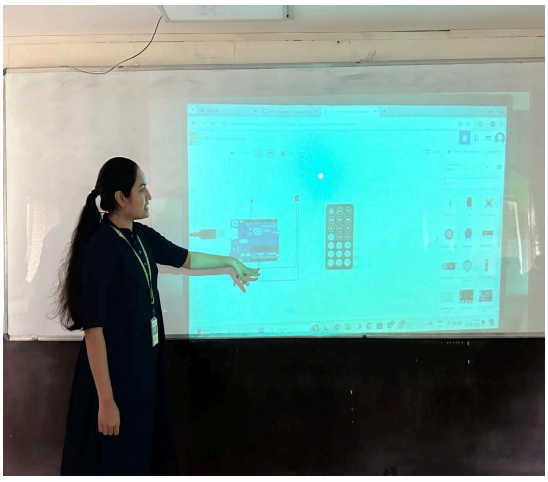
concepts, fostering better understanding and engagement. The activity enhanced their communication skills while reinforcing theoretical knowledge through practical storytelling, making the session both **informative and interactive**.

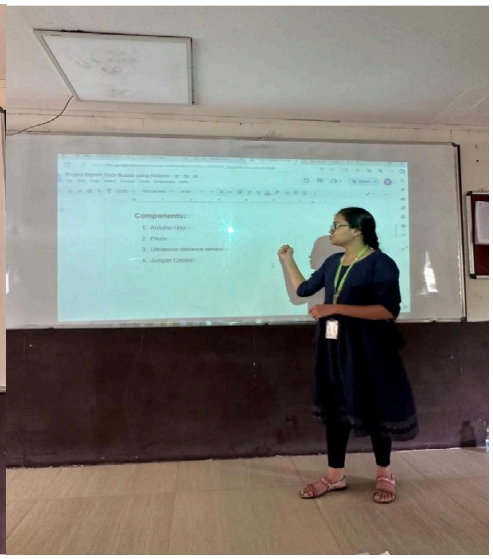
Photos:

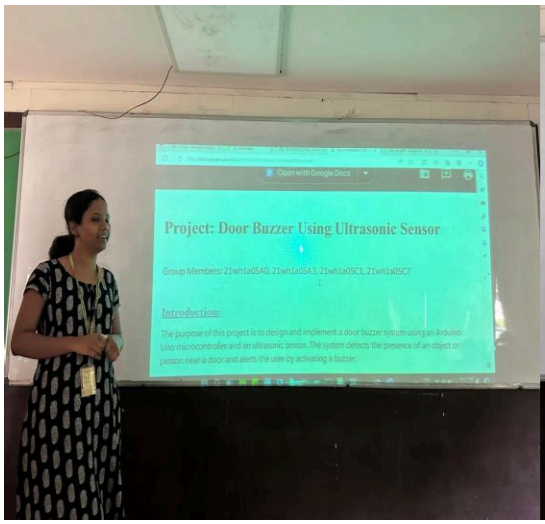


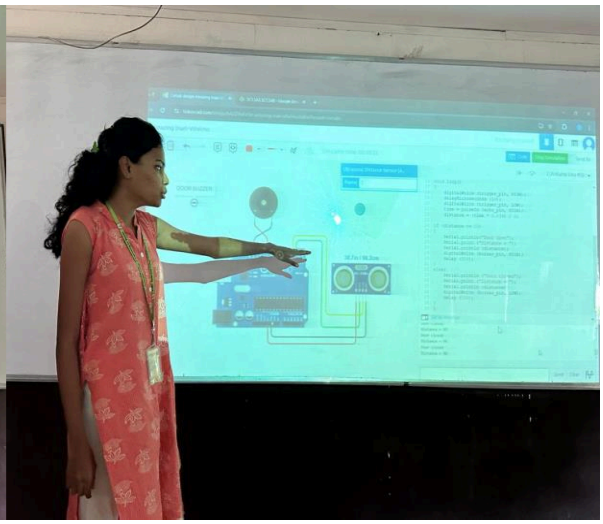












For any queries, please contact to below mail

durgadevi.t@bvrithyderabad.edu.in

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Bachupally, Hyderabad-090

Department of Computer Science and Engineering

Name of the Activity: Quiz

Faculty Name: Ms. Suparna Das

Class: III – II / CSE

Academic Year: 2024-25

Subject Name: Fundamentals of Internet of Things

Topic: Basics of Internet of Things

Date: 7-03-2025

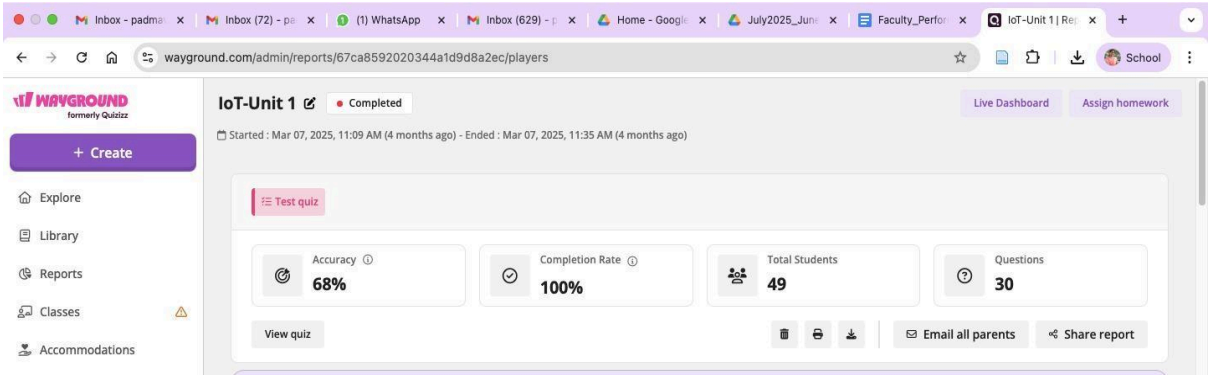
No. of Students Participated: 49

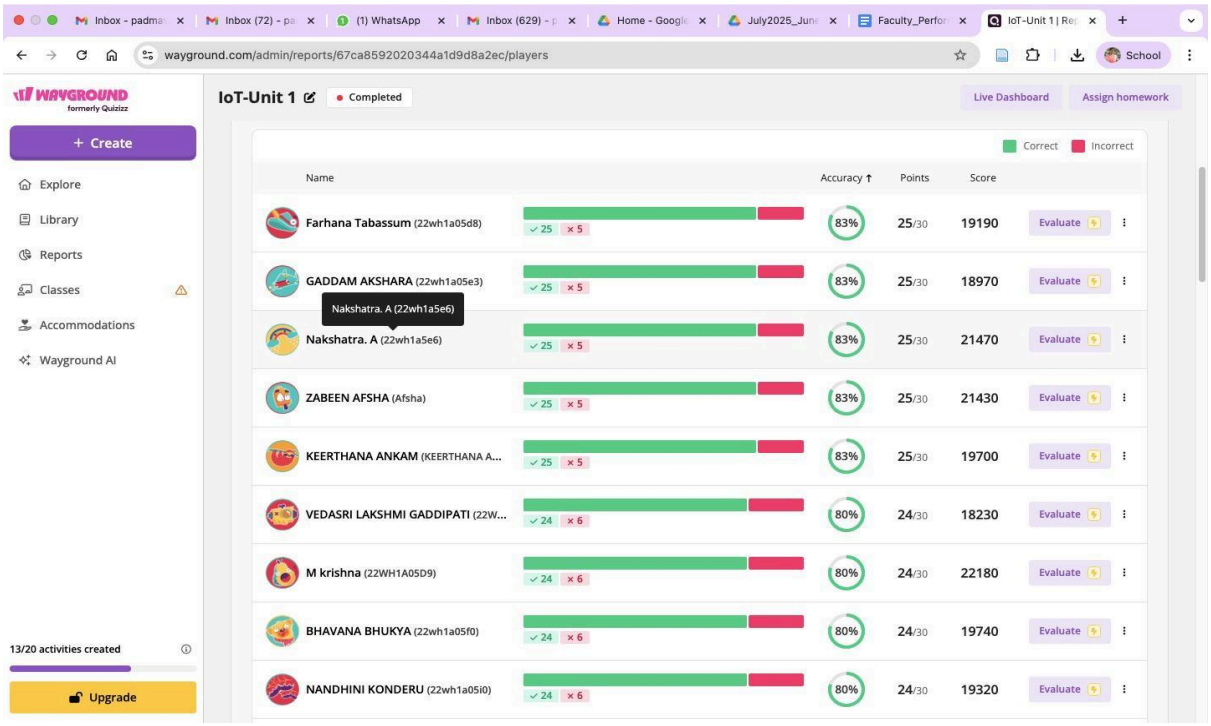
Brief Write – Up:

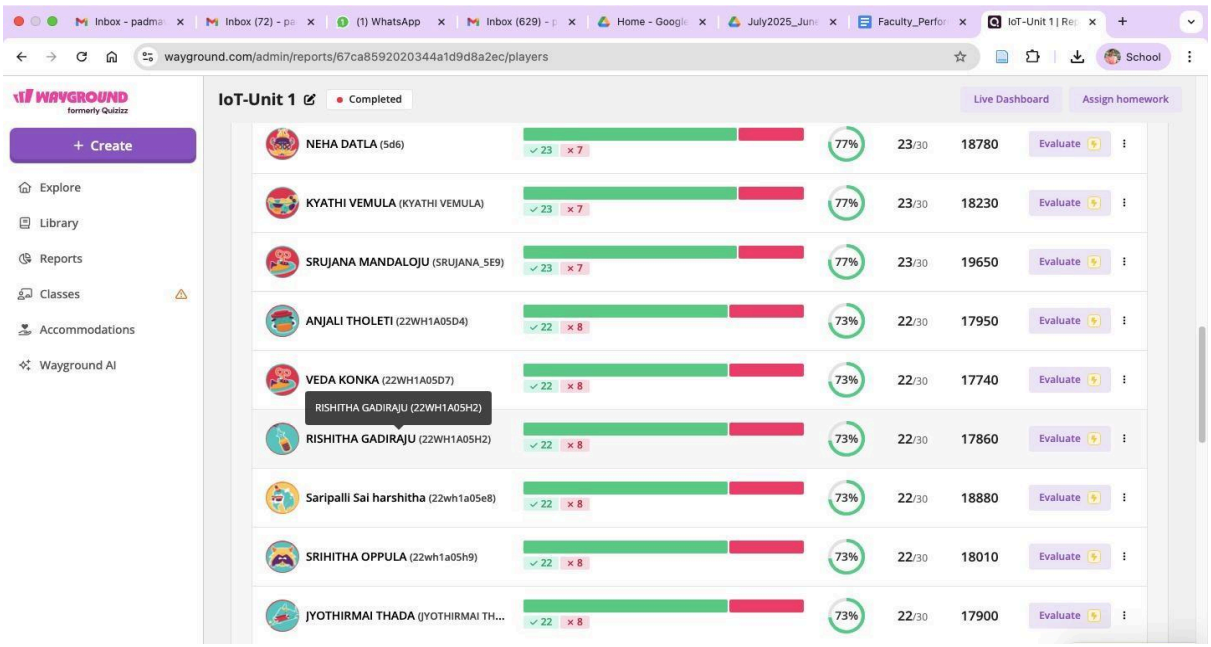
As part of the learning process for the subject "Fundamentals of Internet of Things," students were encouraged to study the basic principles and concepts related to IoT and take part in a quiz-based activity conducted on the Quizizz platform. The quiz aimed to evaluate students' understanding of core IoT topics, including IoT architecture, the role of sensors and actuators, communication protocols (such as MQTT, Bluetooth, and Wi-Fi), cloud integration, and real-time IoT applications. The activity also introduced students to the layered structure of IoT systems and how devices collect, transfer, and analyze data.

The Quizizz platform was chosen for its interactive and user-friendly features that support gamified learning. Students were able to attempt multiple-choice questions in a timed environment, with immediate feedback and dynamic scoring that encouraged healthy competition through leaderboards. This format enhanced engagement, retention, and comprehension among students. It also served as a formative assessment, allowing both students and instructors to identify areas that required further attention or clarification.

Overall, the quiz was successful in promoting interest in IoT, improving conceptual clarity, and preparing students for future in-depth study of IoT applications, development platforms, and security aspects in real-world environments.







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Department of Computer Science & Engineering

Name of the Activity: Presentations

Faculty Name: Ms. J. Jhansi Goud

Class / Semester: III/II CSE C

Academic Year: 2024-2025

Subject Name: Scripting Languages

Topic: TCL/TK

Date: 4/06/2025

No. of students completed: 60

Brief Write-up :

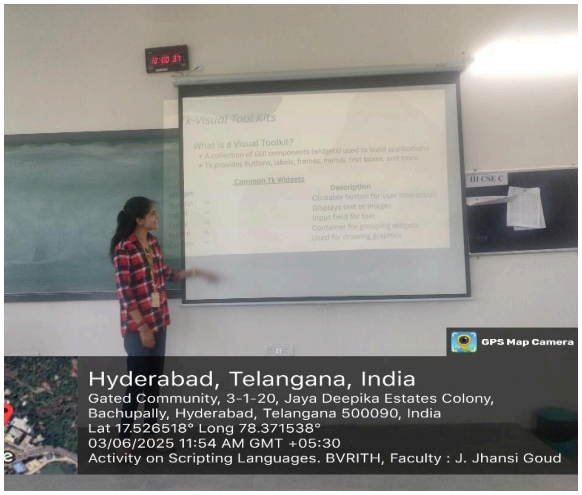
As part of the Scripting Languages curriculum, an interactive presentation activity was conducted to help students gain a deeper understanding of **TCL (Tool Command Language)** and **Tk (its GUI toolkit)**. Students were divided into groups of three, with each group assigned specific subtopics related to TCL/TK, such as basic syntax, control structures, procedures, event-driven programming, and GUI design using Tk widgets.

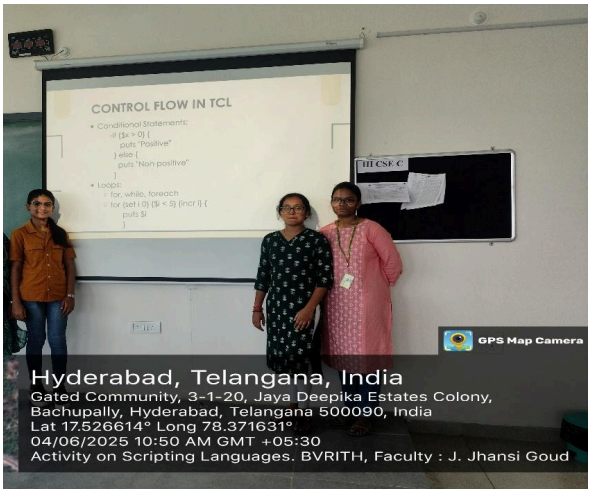
Each group of 3 students prepared and delivered a structured presentation using PowerPoint or other visual aids. The presentations focused on explaining theoretical concepts, demonstrating sample code snippets, and highlighting real-world applications of TCL/TK in automation, testing, and GUI development. Some groups also incorporated short live demonstrations to show the output of simple scripts.

The goal of this activity was to build students' confidence in public speaking, enhance their research and collaboration skills, and strengthen their conceptual understanding through peer learning. Active participation and group discussions during and after the presentations helped in reinforcing key points and clearing doubts.

Objective is to enhance students' understanding of TCL/TK scripting through collaborative research and presentation, while also developing their communication and technical explanation skills.

Photographs:





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Department of Computer Science & Engineering

Name of the Activity: Minute Paper

Faculty Name: Ms .D Swapna

Class / Semester: III/I CSE-B

Academic Year: 2024-2025

Subject Name: Computer Networks

Topic: IPv4, IPv6 Protocols ,Internetworking a and Routing Algorithms

Date: 05-12-2024

No. of Students Participated: 58

Brief Write-up :

As part of an interactive learning session under the subject *Computer Networks*, a *Minute Paper* activity was conducted on the topic *IPv4, IPv6 Protocols, Internetworking, and Routing Algorithms*. Students were divided into teams of 6–10 members. Each team was assigned a sub-topic and asked to prepare a presentation using PowerPoint slides to explain the key concepts and practical applications.

Following the presentations, each team conducted a *Minute Paper* quiz for the class. A set of 15 short conceptual questions was prepared based on the presented topics. Each student was given a sheet of paper and asked to write quick answers to as many questions as possible within a one-minute time frame per question. This fast-paced activity tested the students' grasp of core concepts and encouraged immediate recall and quick thinking.

At the end of the session, the top two students with the highest number of correct answers were awarded appreciation tokens. The activity witnessed enthusiastic participation from all students. It not only reinforced their understanding of networking protocols and routing techniques but also fostered collaboration, presentation skills, and peer learning in a fun and engaging format.

Photos


protocols ensure that collisions do not occur during data transmission.
BVRIT H

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Bachupally, Hyderabad-090

Department of Computer Science & Engineering

Name of the Activity: Group Activity

Faculty Name: Ms. S.Vidyullatha

Class / Semester: II/II

Academic Year: 2024-2025

Subject Name: Database Management Systems

Topic: E-R diagram

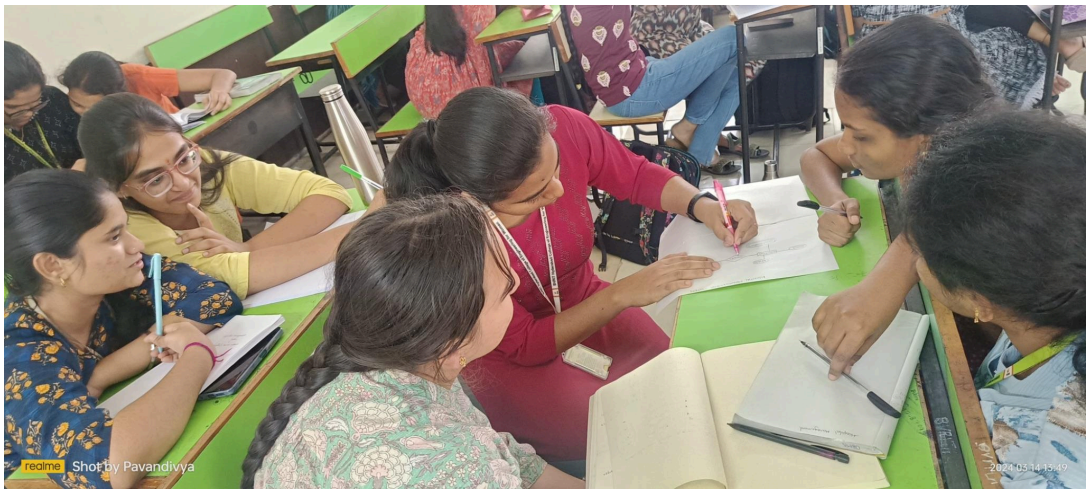
No of Participants: 50

Brief Write-up:

To enhance students' understanding of fundamental concepts in Database Management Systems (DBMS), an interactive session involving **case studies and ER diagram design** was conducted. This activity focused on key terminologies such as **Entity, Attribute, Relationship, Primary Key, Foreign Key, Cardinality**, and **Participation Constraints**. By analyzing real-world scenarios and constructing corresponding ER diagrams, students were encouraged to apply theoretical knowledge in a practical context. This approach allowed them to visualize how various components interact within a database system, thereby reinforcing their conceptual clarity. Collaborative discussions during the exercise promoted peer learning as students debated appropriate modeling decisions and clarified the meanings and implications of each DBMS term. This hands-on experience not only assessed their prior understanding but also sparked curiosity and deeper engagement with the subject matter. Overall, the activity proved to be an effective,

student-centered strategy for strengthening foundational knowledge in DBMS through application and analysis.

Photographs: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AMAZON DATABASE
SUPPLIER
PRODUCT
realme Shot by Pavandivya
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For any queries, please contact to below mail

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Bachupally, Hyderabad-090

Department of Computer Science & Engineering

Name of the Activity: Quiz using Quizizz platform

Faculty Name: Ms. D Swapna

Class / Semester: III/I CSE-B

Academic Year: 2024-2025

Subject Name: Computer Networks

Topic: Network Topologies, Guided Transmission Media, Network Software,OSI Reference Model,TCP/IP Reference Model, Types of Transmission Media

Date: 26-09-2024

No. of Students Participated: **50**

Brief Write-up :

As part of the *Computer Networks* course, an interactive quiz activity was conducted using the *Quizizz* platform. The topics covered in the quiz included *Network Topologies, Guided Transmission Media, Network Software, OSI and TCP/IP Reference Models*, and *Types of Transmission Media*. This activity aimed to reinforce foundational concepts and assess students' grasp of essential networking topics in a fun, engaging format.

Students participated actively in the quiz, which featured a range of questions including multiple-choice, true/false, and scenario-based questions. The Quizizz platform enabled real-time feedback, rankings, and time-bound answering, making the session dynamic and competitive. It also helped in maintaining student interest and promoting immediate learning through instant explanations for each answer.

The quiz served as both a self-assessment tool and a knowledge refresher, helping students identify their strengths and areas that need improvement. Instructors were able to use the analytics generated by the platform to evaluate class performance and tailor future lessons accordingly.

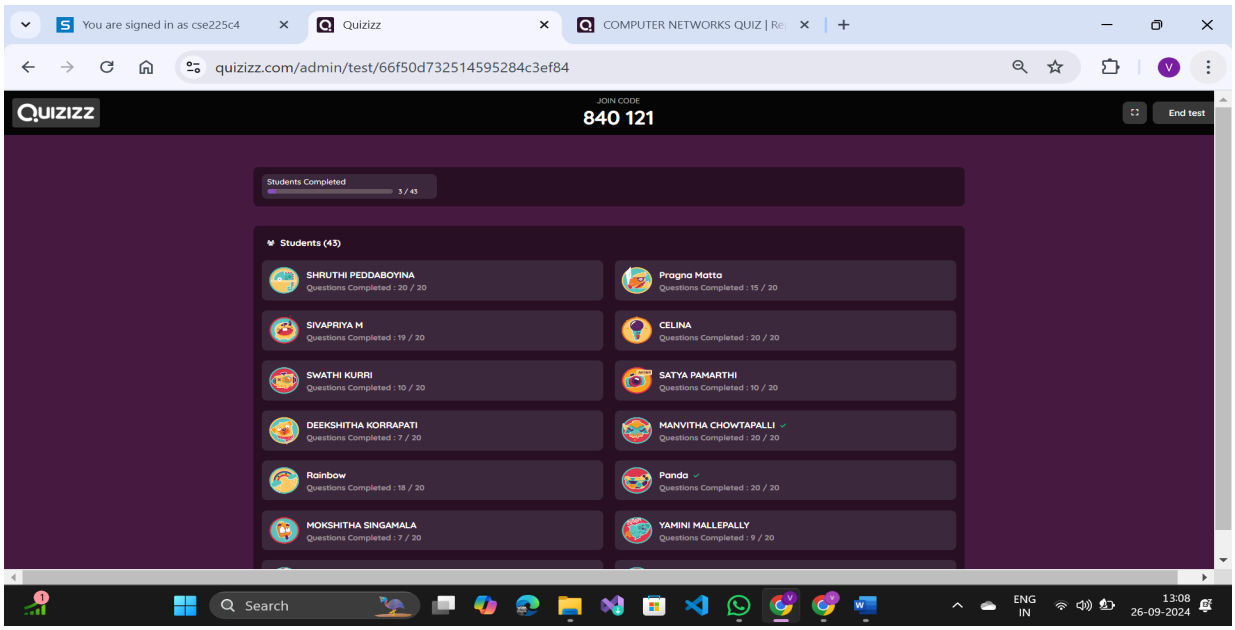
Overall, the activity was successful in blending learning with gamification. It enhanced student engagement, encouraged concept clarity, and supported collaborative and competitive learning in a virtual-friendly environment.

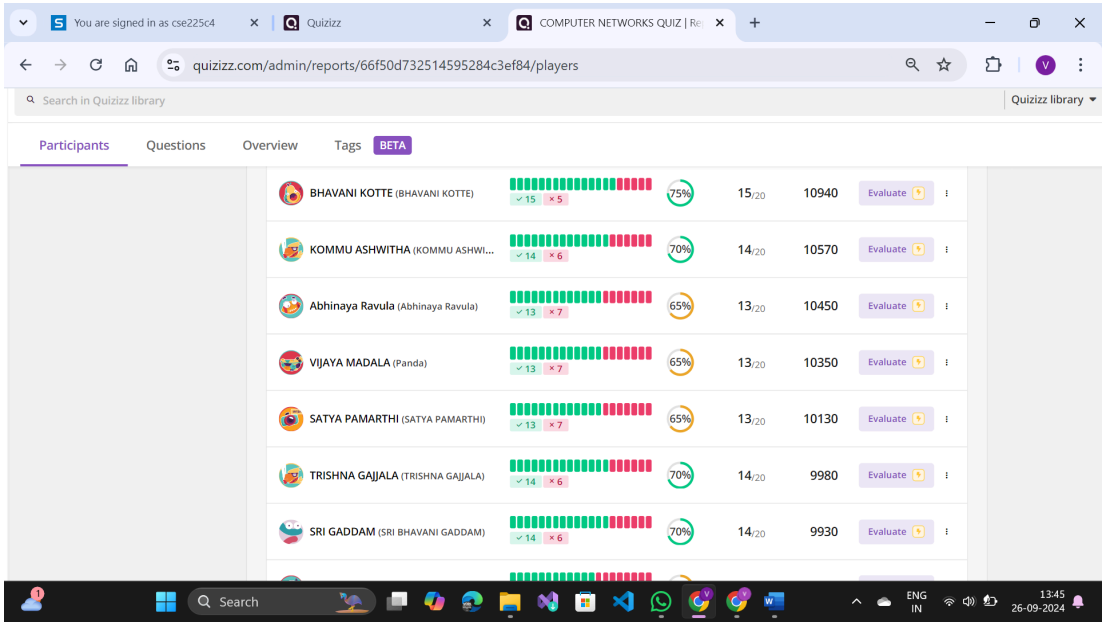
QUIZ LINK:

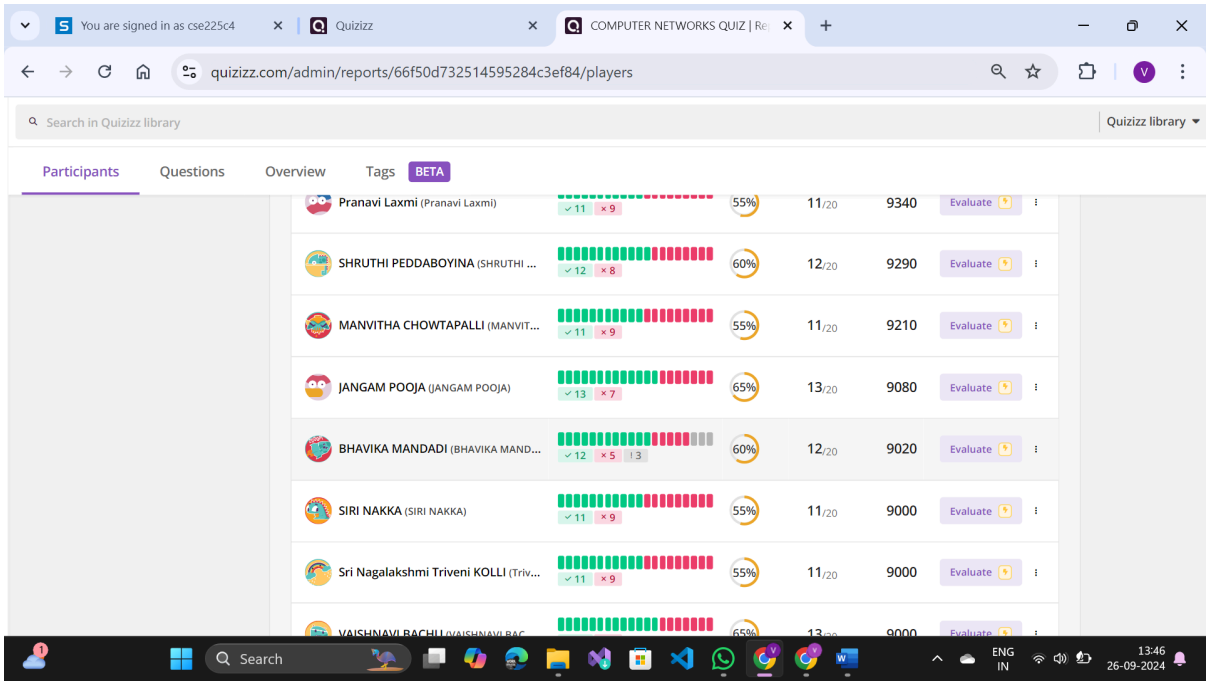
https://quizizz.com/join?gc=840121

Photographs:

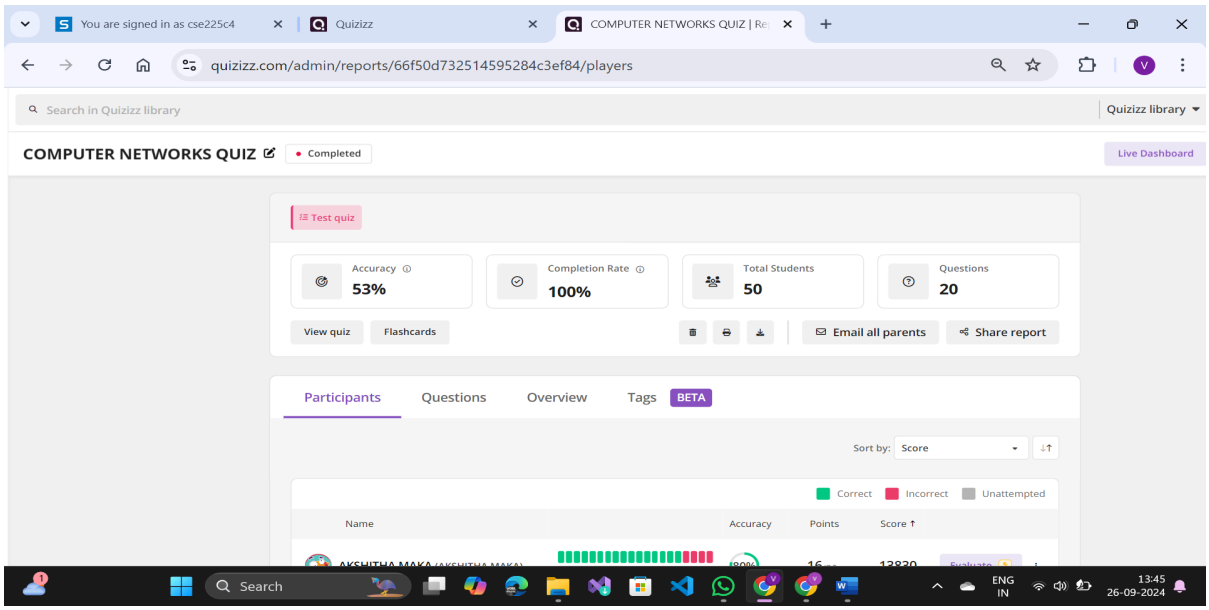
LEADER BOARD:



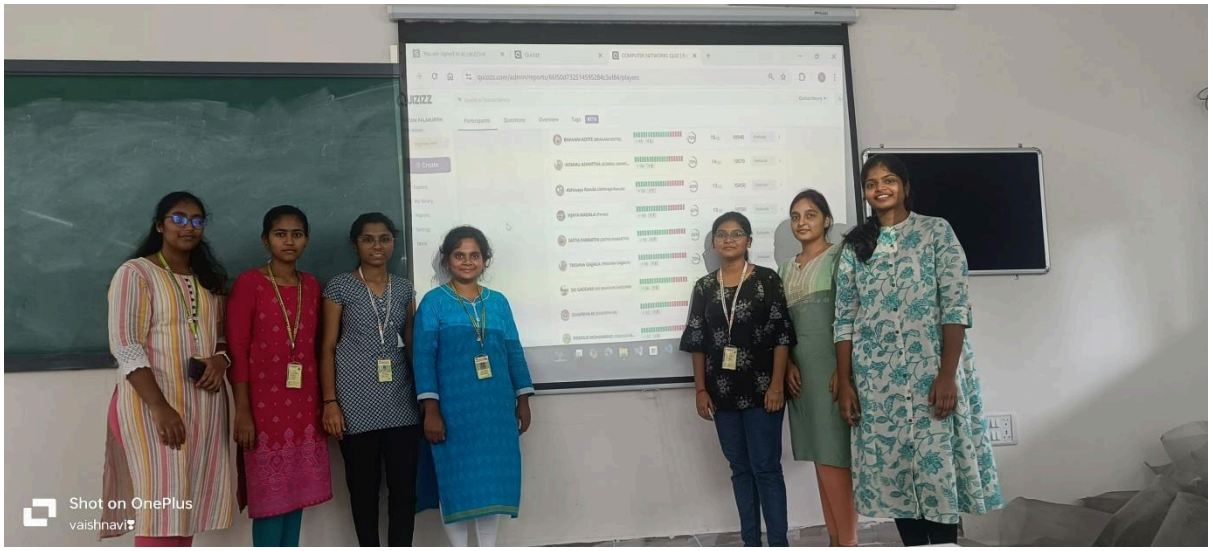




QUIZ ANALYSIS:



OUR TEAM



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Department of Computer Science & Engineering

Name of the Activity: Learning Through Hackerrank Assessment

Faculty Name: Ms. K. Neha

Class / Semester: II/I CSE

Academic Year: 2024-2025

Subject Name: Object Oriented Programming through Java

Topic: Food Delivery System using Oops Paradigm, Abstract Class, Interface, Exception Handling and Multi threading.

No. of students completed: 64

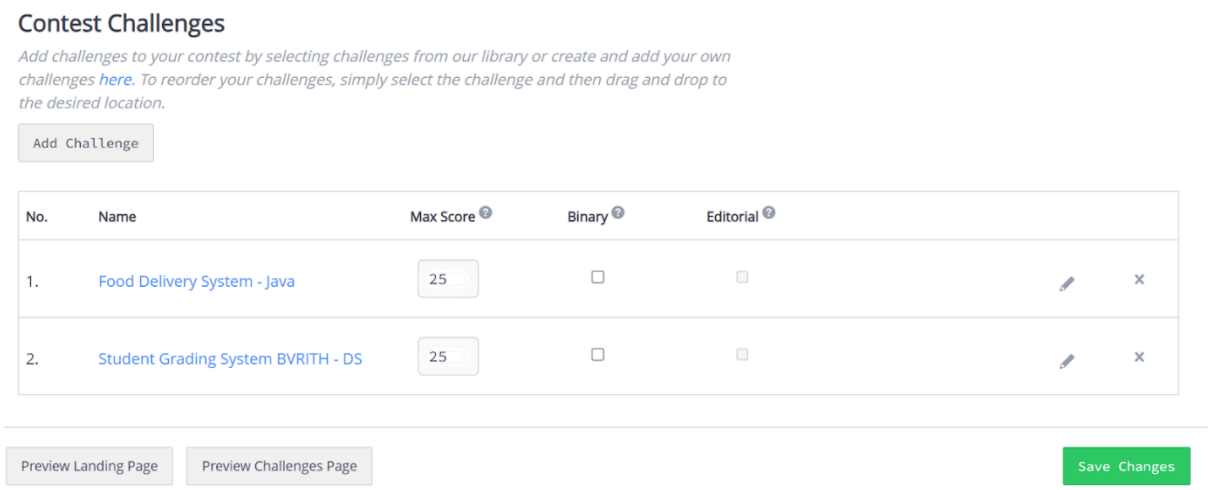
Brief Write-up:

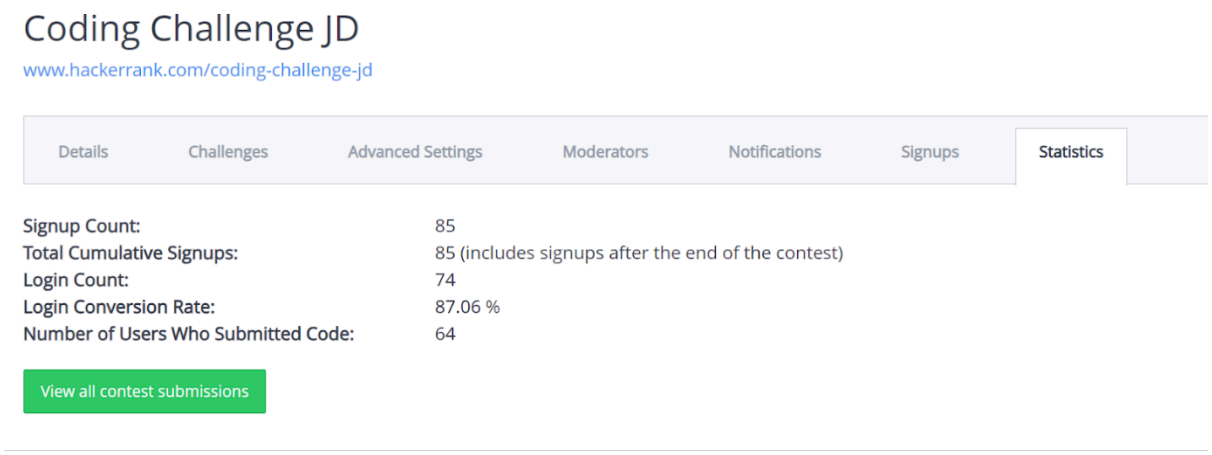
The main goal of this assessment was to evaluate students' understanding of object-oriented programming (OOP) concepts by applying them to a real-world scenario: building a Food Delivery System using Java. The activity was conducted on the HackerRank platform, allowing auto-evaluation of logical correctness and code efficiency.

Students were given a problem statement to design and implement a Food Delivery System that simulates the interaction between customers, restaurants, menu items, orders, and delivery agents. They were required to write modular, well-structured Java programs demonstrating core programming skills.

The activity helped students apply theoretical OOP knowledge to a practical problem and strengthened their coding skills in Java. It encouraged logical thinking, modular programming, and real-world application design. Students who completed the challenge were able to simulate order placement, delivery tracking, and basic menu management.

Photographs:





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Department of Computer Science & Engineering

Name of the Activity: Model design

Faculty Name: Ms. D Swapna

Class / Semester: III/I CSE-B

Academic Year: 2024-2025

Subject Name: Computer Networks

Topic: Mesh and Ring Topologies

Date: 14-11-202

No. of Students Participated: 60

Brief Write-up :

Under the subject *Computer Networks*, a hands-on activity titled *Model Design* was conducted to help students understand the structure and functionality of *Mesh* and *Ring Topologies*. Students were divided into teams of 4 members and were given the task of designing working or static models based on the assigned network topology concepts.

The team working on *Mesh Topology* created a functional model using cardboard, wiring, and electric bulbs to simulate the full interconnection between nodes. The bulbs were used to visually demonstrate how data can travel through multiple paths, enhancing understanding of redundancy and fault tolerance in mesh networks. The *Ring Topology* model was built using cardboard to represent the circular arrangement of nodes, illustrating how data flows in one or both directions depending on the protocol used.

Each team also delivered a brief presentation explaining the components, working mechanism, advantages, and limitations of their respective topologies. A live demonstration of the models followed, making the session more interactive and visually engaging.

All students participated actively, demonstrating creativity, teamwork, and a solid grasp of network design principles. The activity successfully combined theoretical understanding with practical implementation, offering a meaningful and memorable learning experience.

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Department of Computer Science & Engineering

Name of the Activity: Learning Through Hackerrank Assessment

Faculty Name: Ms. M. Lakshmi Prasudha

Class / Semester: II/I CSE

Academic Year: 2024-2025

Subject Name: Data Structures

Topic: Student Grading system BVRITH.

No. of students completed: 64

Brief Write-up:

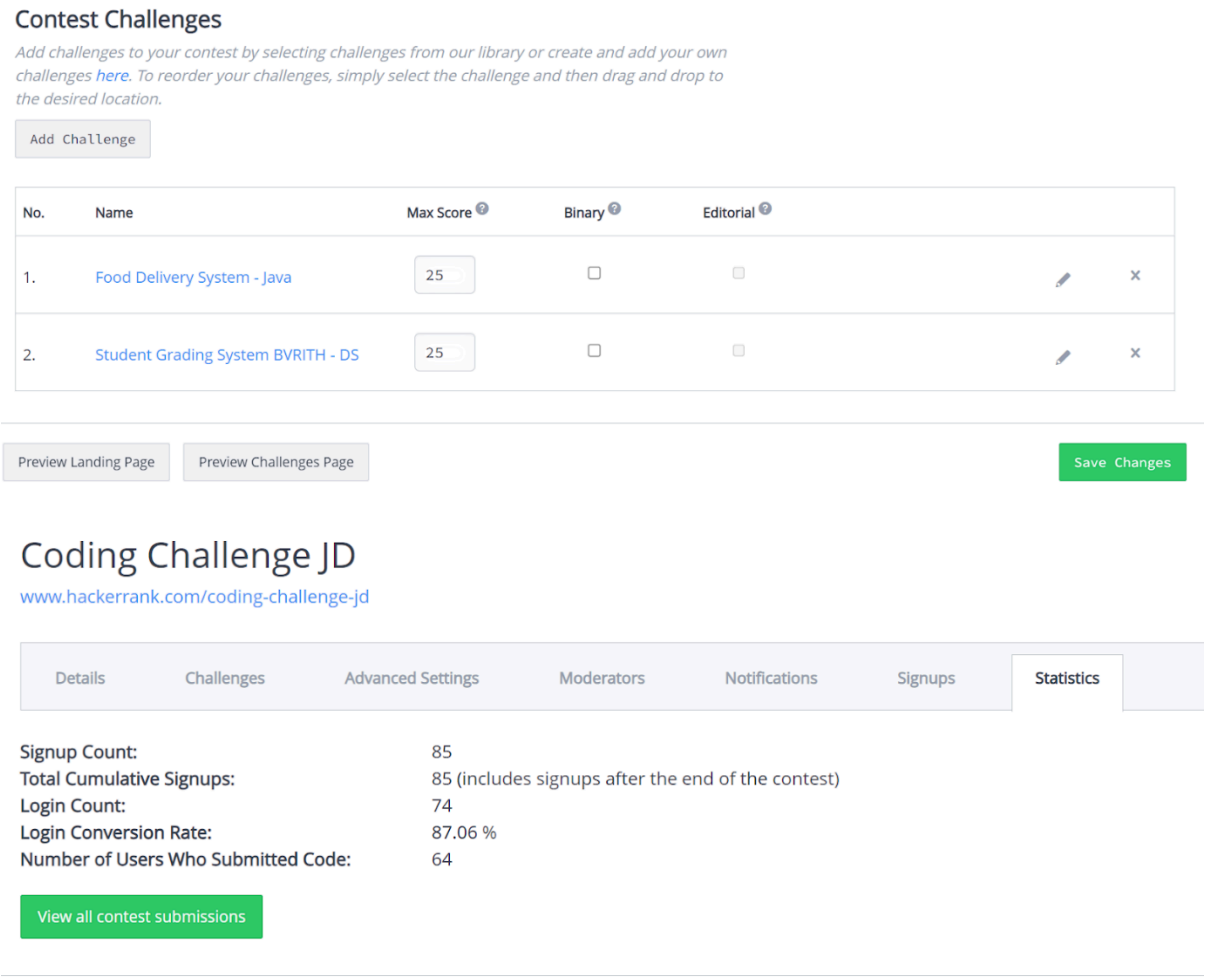
The Student Grading System is a mini-project developed under the Data Structures course to apply theoretical knowledge in a practical context. The system focuses on the efficient management, storage, and processing of student academic data, including marks, performance in individual subjects, and final grades. It is designed to be either console-based or GUI-based, depending on implementation preference, and utilizes appropriate data structures such as arrays, linked lists, or files to handle student records.

The primary goal of this project is to automate academic processes such as computing total marks, calculating percentages, and assigning grades based on a predefined grading scale. It also aims to simplify the retrieval, update, and deletion of student records for ease of academic administration.

Key functionalities include adding new student records by capturing essential details like name, roll number, and subject-wise marks. The system then calculates the total and average automatically and assigns the appropriate grade. It supports searching records using either roll number or name, making it user-friendly for quick access. Additionally, the update and

delete options allow for maintaining accurate and current data. All student records can be displayed in a clean, tabular format, providing a comprehensive view of the class's academic status.

Photographs:



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Department of Computer Science & Engineering

Name of the Activity: ICT tool_Vishnu Learning Quiz

Faculty Name: Ms. D Swapna

Class / Semester:IV/I CSE-A

Academic Year: 2024-2025

Subject Name: Data Mining

Topic: Data Mining Functionalities, Data mining Task primitives–Major issues in Data Mining–Data Preprocessing.

Number of Students: 41

Brief Write-up:

An online quiz activity titled *Vishnu Learning Quiz* was conducted under the subject *Data Mining*, focusing on the topics *Data Mining Functionalities, Task Primitives, Major Issues in Data Mining,* and *Data Preprocessing*. The quiz was designed as an ICT-integrated learning approach to assess students' conceptual clarity and problem-solving skills in a time-bound environment.

Students participated in the quiz through the *Vishnu Learning* platform, which enabled a smooth and structured digital assessment process. They were given 15 questions to answer within a time limit of 20 minutes. The questions were designed to cover both theoretical understanding and practical application of the topics discussed in class.

The system automatically evaluated the answers and awarded grades based on performance. Students who scored the highest received the best grade and were recognized for their achievement. This real-time evaluation method encouraged students to stay focused, manage their time effectively, and recall concepts quickly.

The activity saw enthusiastic participation from all students. It helped reinforce key data mining concepts while promoting the use of digital tools in education. Overall, the quiz served as a valuable tool for self-assessment and continuous learning in an engaging and efficient manner.

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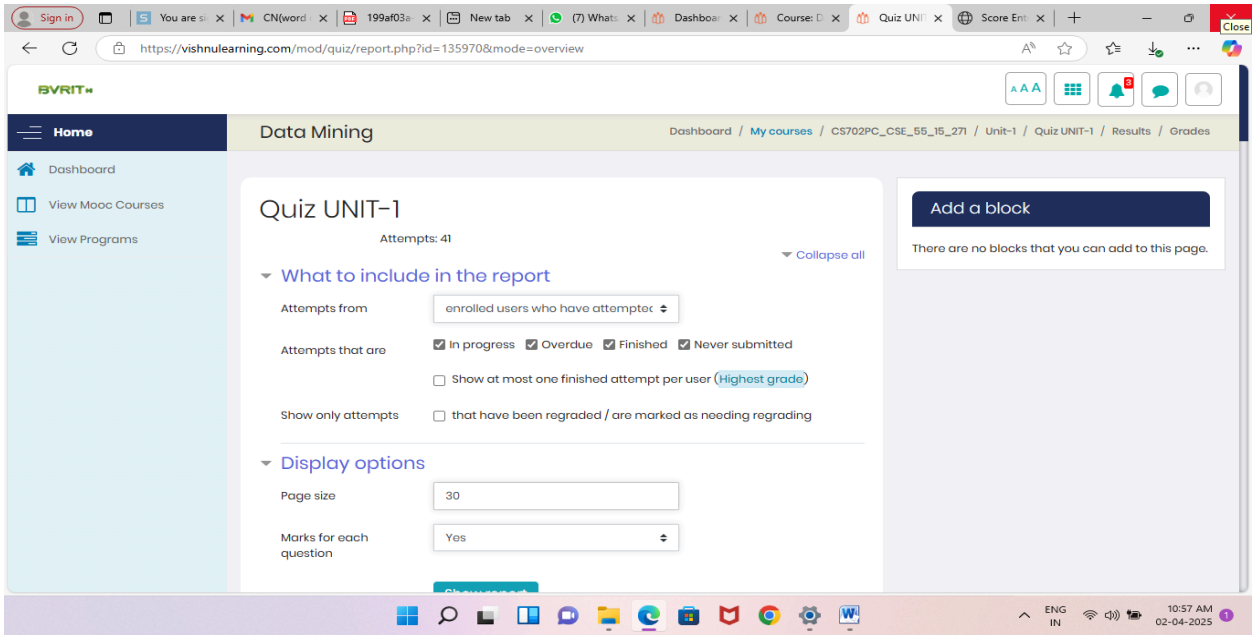

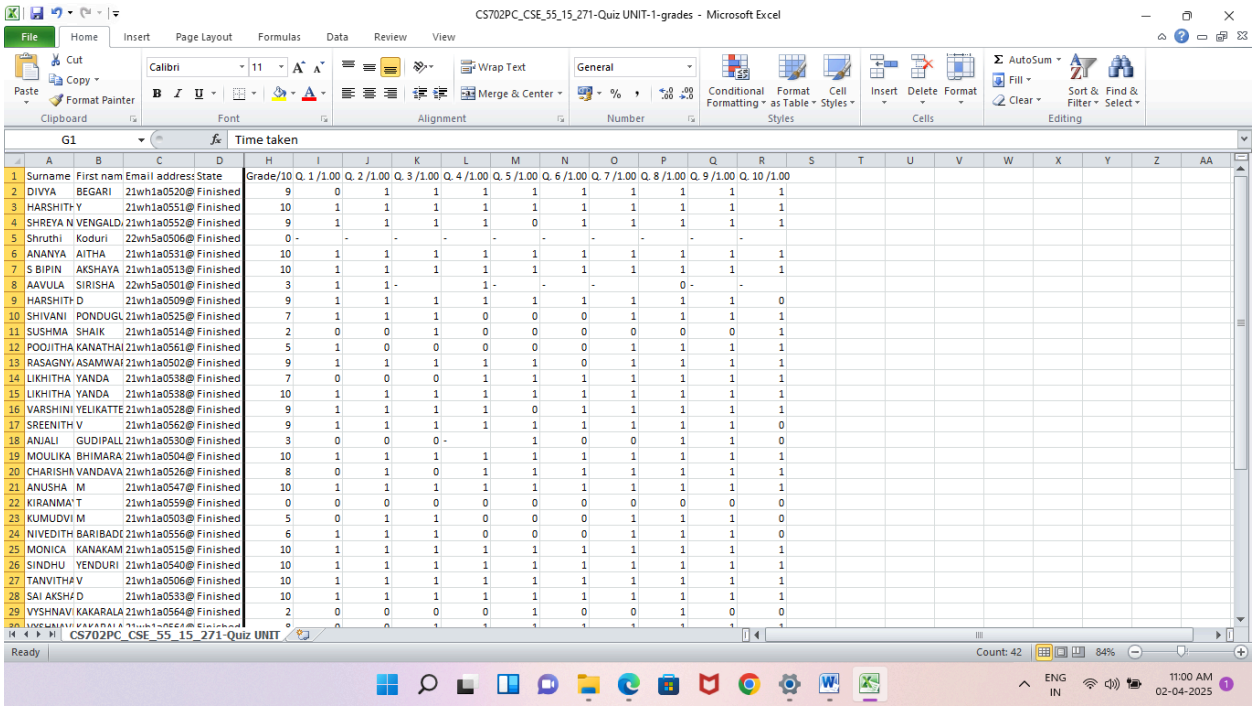

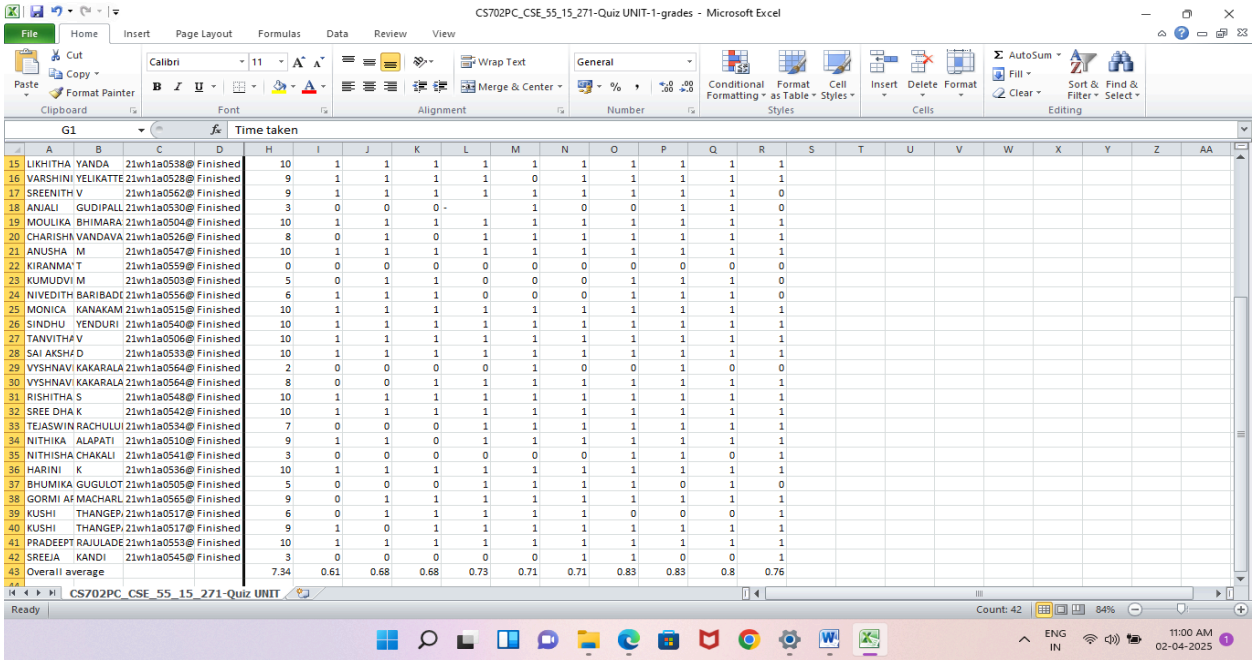

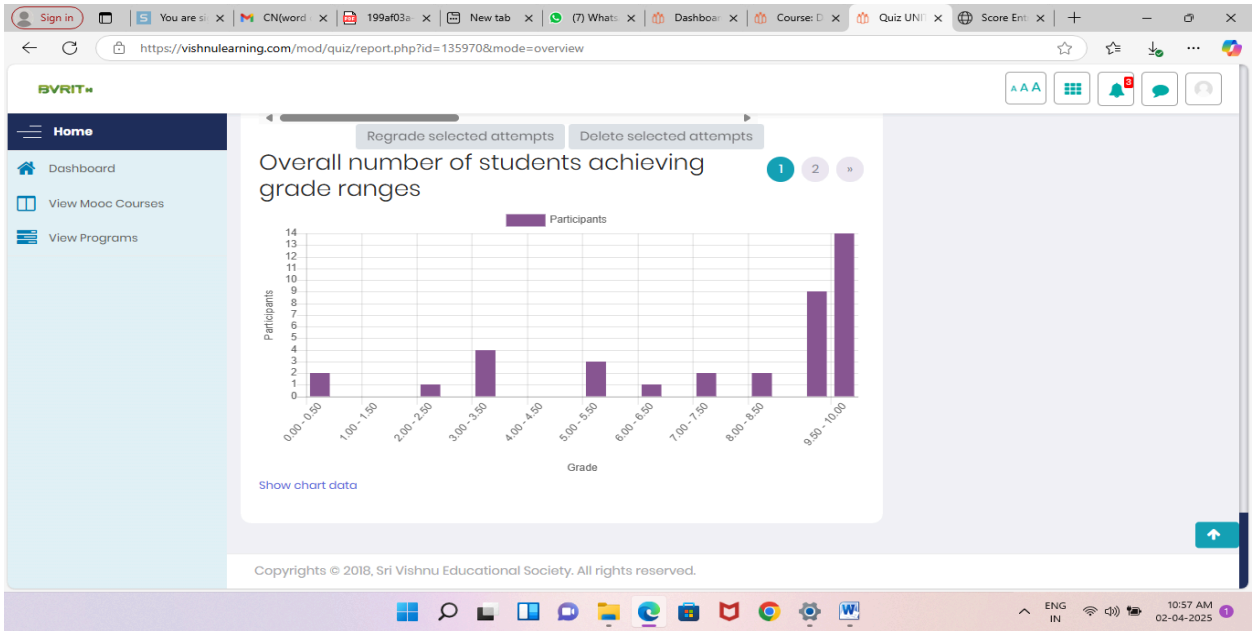

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VISHNU
UNIVERSAL LEARNING
BVRIT H
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Bachupally, Hyderabad-090

Department of Computer Science & Engineering

Activity: Technical Talk Series

Faculty Name: Ms. Suparna Das

Class: III/ I CSE

Academic Year: 2024-2025

Subject Name: DevOps

Topic: DevOps Basics, Build, Test, Deploy Tools

No of participants: 68

Brief Write – Up

A **Technical Talk Series** was organized as part of the DevOps course to enhance students' understanding of modern development and operations practices through peer-led presentations and discussions. The activity aimed to provide a platform for students to explore, research, and present on various DevOps tools, practices, and real-world implementation strategies.

Students were grouped into teams and assigned topics covering the breadth of the DevOps lifecycle, including **Continuous Integration and Continuous Deployment (CI/CD)**, **Infrastructure as Code (IaC)**, **Containerization and Orchestration**, **Monitoring and Logging**, and **DevSecOps**. Each team delivered a structured presentation focusing on:

- Key concepts and definitions
- Tools and platforms (e.g., Jenkins, Docker, Kubernetes, Ansible, GitHub Actions)
- Industry use cases and practical implementations
- Challenges, solutions, and best practices

The talk series encouraged students to demonstrate their understanding through **live demos**, **tool walkthroughs**, and **interactive Q&A** sessions. Teams used real or simulated environments to illustrate how DevOps accelerates software delivery while maintaining system stability and security.

Learning Objectives:

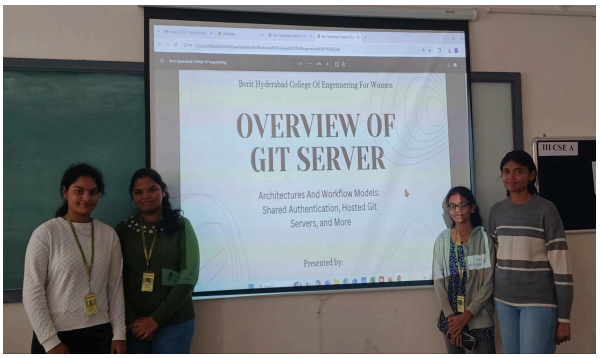
- To understand the core principles and workflow of DevOps.
- To explore and gain hands-on familiarity with popular DevOps tools.
- To analyze real-world case studies and understand DevOps in industry practice.
- To develop collaboration, communication, and technical presentation skills.

The activity fostered a deeper engagement with the subject by transforming theoretical knowledge into practical insight. It promoted **teamwork**, **technical articulation**, and **analytical thinking**, equipping students with a well-rounded view of how DevOps is reshaping modern software development and IT operations. The interactive nature of the talk series also allowed students to learn from each other and stay updated with industry trends.

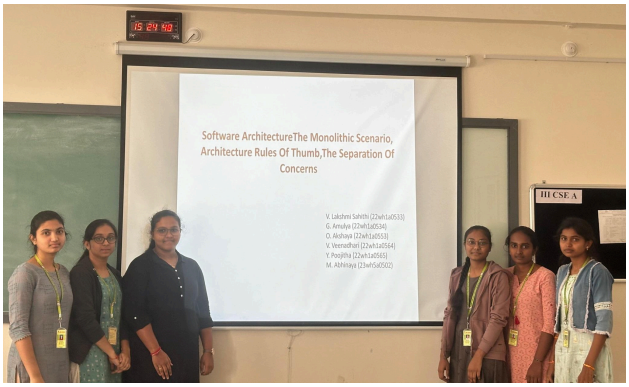
DevOps TEAMS			
Team number	Names	Roll no	Topic
1	G Sowmya	22WH1A0552	Various types of Testing, Automation of Testing Pros and Cons, Selenium - Introduction, Selenium Features Java Script
	P Deepthi	22WH1A0537	
	L Snigdha	22WH1A0547	
	A Kavya sri	22WH1A0527	
	G.Siree	22WH1A0542	
2	B.Surabhi	22WH1A0505	
	T.Savya	22WH1A0515	
	G.Gayatri	22WH1A0554	
	N.Ruchika Naidu	22WH1A0555	
	Ch.Sadana	22WH1A0556	The evolution and importance of source code control
3	S. Akshaya	22WH1A0528	Testing Backend Integration Points, Test-driven Development, REPLdriven Development.
	Ch. Bhuvana	22WH1A0545	
	B. Charitha	22WH1A0548	
	P. Tejaswi	22WH1A0562	
4	V Sahithi	22wh1a0533	Deployment systems, Virtualization stacks
	G.Amulya	22wh1a0534	
	O.Akshaya	22WH1A0553	
	V.veenadhari	22WH1A0564	
	Y.Poojitha	22WH1A0565	
	M.Abhinaya	23WH5A0502	
5	Ch.Taruni Rao	22WH1A0504	handling database migrations, micro services and the data tier, devops architecture , resilience
	N.Shreha	22WH1A0518	
	D.Snehitha	22WH1A0532	
	P.Sindhu	22WH1A0549	
	K.Ananya	22WH1A0551	
	B.N.Nandini	23WH5A0504	
6	CH.Akshaya	22WH1A0510	Release management, Scrum, Kanban, delivery pipeline, identifying bottlenecks.
	O.Naga Likhita	22WH1A0513	
	M.Sonia	22WH1A0541	

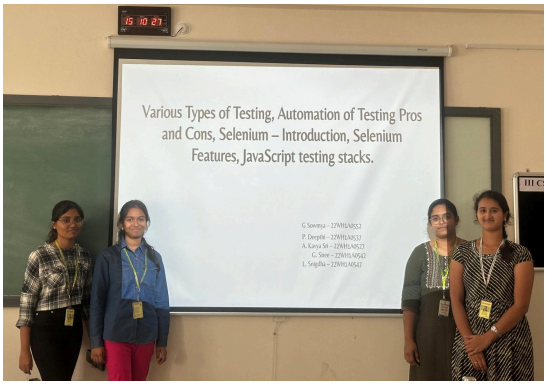
	P.Keerthi Prasanna	22WH1A0543	
	G.Sravani	23WH5A0501	
	M.Akshaya	23WH5A0506	
7	Shaariya Ali	22wh1a506	Building by dependency order, Build phases, Alternative build servers, Collating quality measures
	Itta Sarah	22wh1a511	
	R.K Lasya	22wh1a512	
	R. Vignatha	22wh1a521	
	G. Rythika	22wh1a526	
8	K. Nikitha	22wh1a0558	DevOps Lifecycle for Business Agility , DevOps , and Continuous Testing
	R. Deepthi	22wh1a0561	
	K. Sugathri	22wh1a0557	
	A. Vinitha	22wh1a0514	
	J. Manasa	22wh1a0535	
	S. Pranusha	22wh1a0538	
9	M.Supriya	22wh1a0507	Agile development model, DevOps and ITIL, DevOps process and continuous delivery
	P.Kushi Reddy	22wh1a0509	
	S.Shreya Reddy	22wh1a0536	
	Pranjal Mundada	22wh1a0540	
	Neeharika	22wh1a0560	
	Shaista Jabeen	22wh1a0563	
10	N.Anusha	22wh1a0517	Automating infrastructure: Puppet, Ansible, Chef, Saltstack and Docker
	Sahasra Lalitha Nakka	22wh1a0520	
	Mounika	22wh1a0523	
	M.Ushasri	22wh1a0525	
	Siva Varshini R	22wh1a0530	
	E.Ushasree	22wh1a0544	
11	ch.Poojitha	22wh1a0516	Build systems ,Jenkins build server,managing build dependencies ,Jenkins plugins and file system layout
	B.Purnima	22wh1a0519	
	P.Vaishnavi	22wh1a0522	
	V.Rajyalakshmi	22wh1a0531	
	T.Vaishnavi	22wh1a0546	
	Rekha	23wh5a0503	
12	R.Sai Harshitha	22wh1a0501	The host server, Build slaves, Software on the host, Triggers, Job chaining and build pipelines, Build servers and infrastructure as code,
	Ch.Deepthi	22wh1a0502	
	M.Kavya	22wh1a0508	
	S.Srinidhi	22wh1a0550	
	V.Swapnika	22wh1a0559	
	G.Snehitha	23wh5a0505	
13	ch.Anusha	22wh1a0503	Overview of Git Server
	Ramya sree	22wh1a0524	
	Nayana	22wh1a0539	
	Meghana	22wh1a0529	

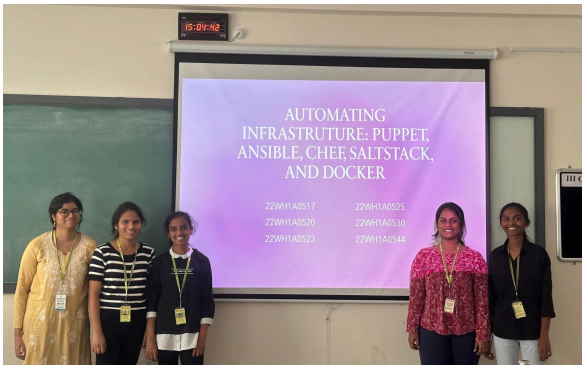
Photo(s):

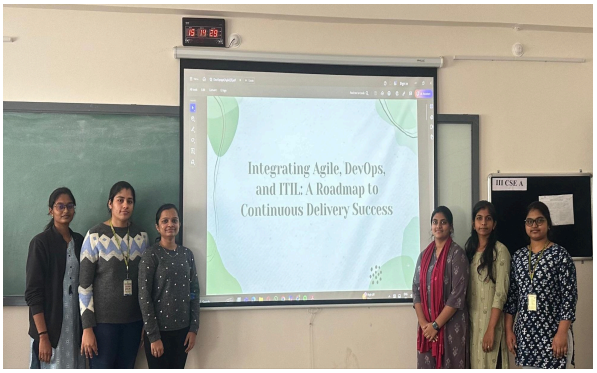

Bvrit Hyderabad College Of Engineering For Women
OVERVIEW OF GIT SERVER
Architectures And Workflow Models: Shared Authentication, Hosted Git Servers, and More
Presented by:
III CSE A


Release management, Scrum, Kanban, delivery pipeline, identifying bottlenecks
III CSE A

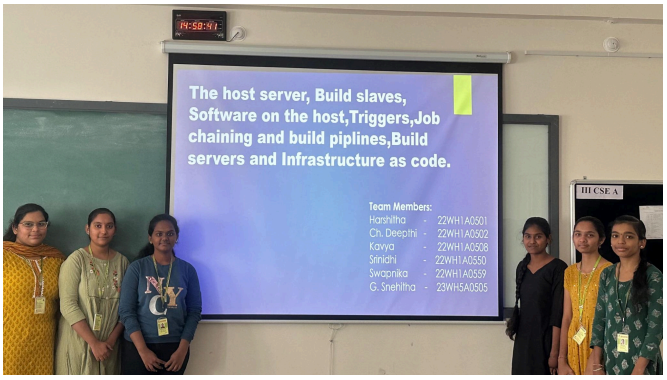

Software ArchitectureThe Monolithic Scenario, Architecture Rules Of Thumb,The Separation Of Concerns
III CSE A

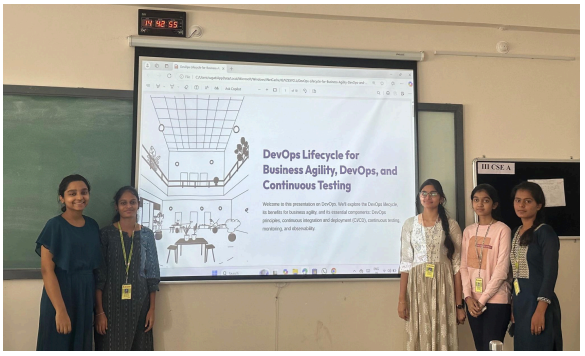

Various Types of Testing, Automation of Testing Pros and Cons, Selenium – Introduction, Selenium Features, JavaScript testing stacks.


AUTOMATING INFRASTRUTURE: PUPPET, ANSIBLE, CHEF, SALTSTACK, AND DOCKER
22WH1A0517
22WH1A0525
22WH1A0520
22WH1A0530
22WH1A0523
22WH1A0544
III CSE A


Integrating Agile, DevOps, and ITIL: A Roadmap to Continuous Delivery Success
III CSE A


THE EVOLUTION AND IMPORTANCE OF SOURCE CODE CONTROL
III CSE A


The host server, Build slaves, Software on the host,Triggers,Job chaining and build piplines,Build servers and Infrastructure as code.
Team Members:
Harshitha - 22WH1A0501
Ch. Deepthi - 22WH1A0502
Kavya - 22WH1A0508
Srinidhi - 22WH1A0550
Swapnika - 22WH1A0559
G. Snehitha - 23WH5A0505
III CSE A



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Bachupally, Hyderabad-090

Department of Computer Science & Engineering

Name of the Activity: Competitive coding in Socrative App

Faculty Name: Dr. M. Indrasena Reddy

Class: I / I CSE

Academic Year: 2024-2025

Subject Name: Programming for Problem Solving

Topic: C Programming concepts.

No of participants: 60

Brief write-up:

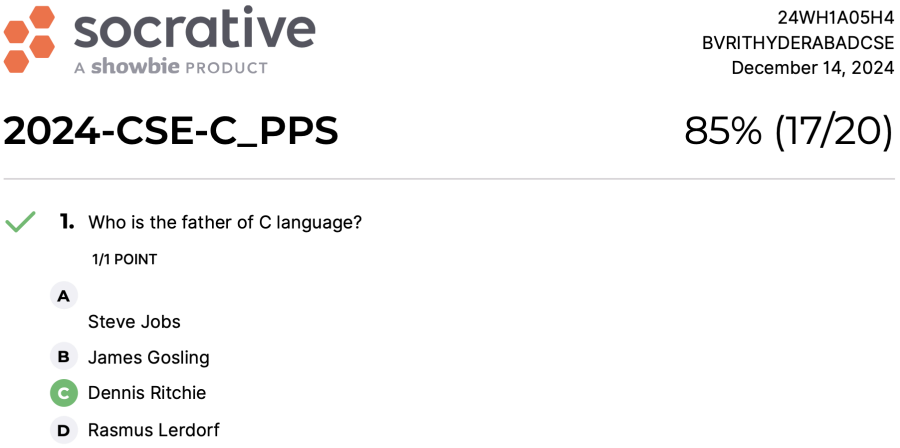
Socrative is a powerful **student response system** designed to enhance classroom engagement and support real-time assessment. It enables teachers to create interactive quizzes, polls, and games that students can access on laptops, tablets, or smartphones. With features like instant feedback and performance analytics, Socrative fosters both active participation and effective learning.

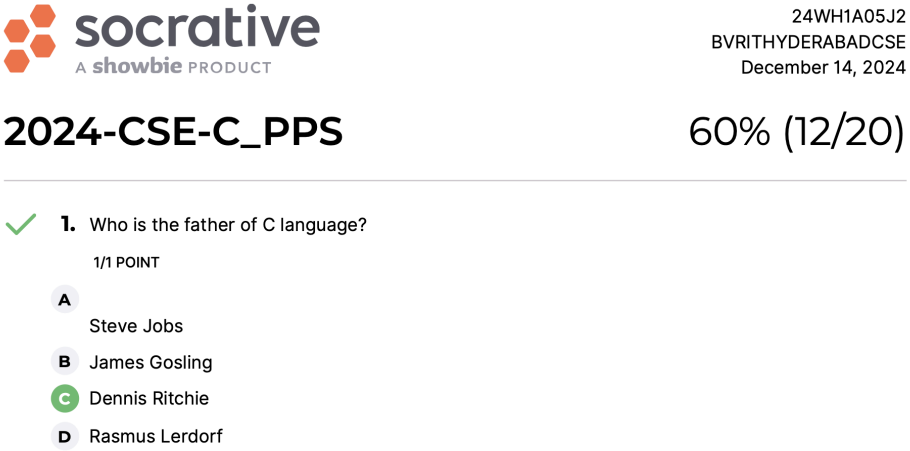
For Students, the process is simple and interactive. They **join a virtual room** using a unique room name or QR code shared by the teacher. Once connected, they can **access quizzes and polls**, respond to multiple-choice or short-answer questions, and engage in fun activities like the **"Space Race"**, a team-based game that motivates learning through competition. Students receive **immediate feedback** on their responses and can track their performance in real time.

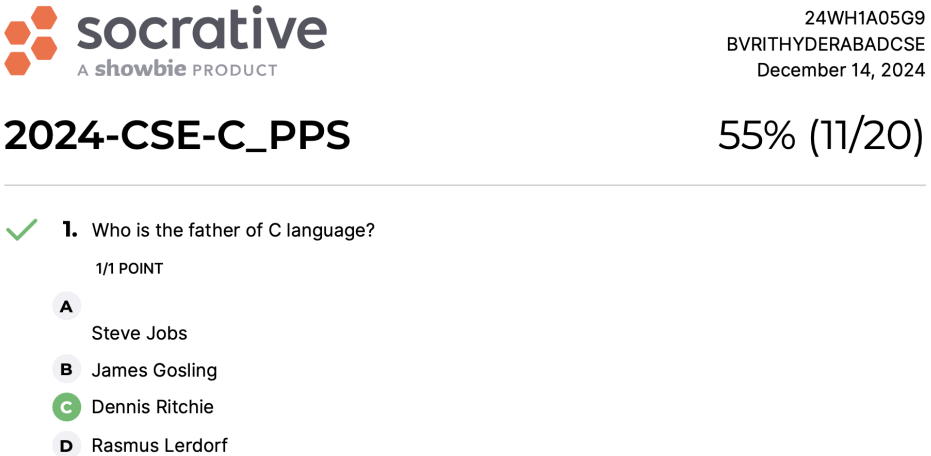
For Teachers, Socrative offers a flexible platform to **create and manage virtual rooms**, **design assessments**, and **launch activities** during class. Teachers can **monitor student participation**, view progress instantly, and identify areas where students may need additional support. Post-activity, detailed reports and visualizations help in **analyzing class performance** and tailoring instruction accordingly.

Overall, Socrative enhances classroom dynamics by making learning more interactive, data-driven, and student-centered.

Photos:







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24WH1A05J9
BVRITHYDERABADCSE
December 14, 2024

2024-CSE-C_PPS

55% (11/20)

✓ **1.** Who is the father of C language?

1/1 POINT

A Steve Jobs
B James Gosling
C Dennis Ritchie
D Rasmus Lerdorf

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2024-CSE-C_PPS

50% (10/20)

✓ **1.** Who is the father of C language?

1/1 POINT

A Steve Jobs
B James Gosling
C Dennis Ritchie
D Rasmus Lerdorf

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2024-CSE-C_PPS

50% (10/20)

✓ **1.** Who is the father of C language?

1/1 POINT

A Steve Jobs
B James Gosling
C Dennis Ritchie
D Rasmus Lerdorf

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2024-CSE-C_PPS

50% (10/20)

✗ **1.** Who is the father of C language?

0/1 POINT

A Steve Jobs
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C Dennis Ritchie
D Rasmus Lerdorf

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2024-CSE-C_PPS

45% (9/20)

✓ **1.** Who is the father of C language?

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2024-CSE-C_PPS

45% (9/20)

✓ **1.** Who is the father of C language?

1/1 POINT

A Steve Jobs
B James Gosling
C Dennis Ritchie
D Rasmus Lerdorf

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Bachupally, Hyderabad-090

Department of Computer Science & Engineering

Name of the Activity: Tic Tac Toe Game

Faculty Name: Ms. D Swapna

Class / Semester: III/I CSE-B

Academic Year: 2024-2025

Subject Name: Computer Networks

Topic: Data Link Layer Functionalities, Switching and Connecting Devices

Date: 07-11-2024

No. of Students Participated: **55**

Brief Write-up:

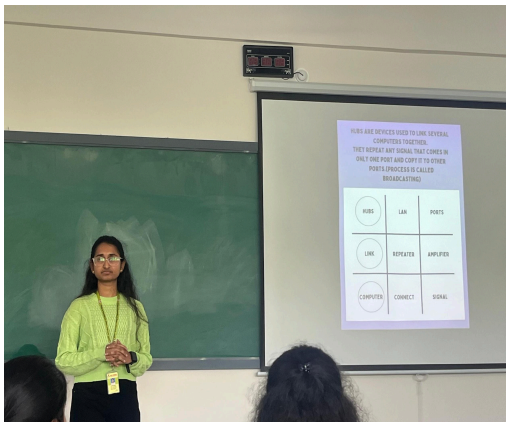
As part of an engaging classroom activity under the subject *Computer Networks*, students participated in a knowledge-based *Tic Tac Toe Game* focusing on *Data Link Layer Functionalities, Switching,* and *Connecting Devices*. The objective of the activity was to reinforce core networking concepts through a fun, interactive, and competitive format.

Students were divided into teams and were first introduced to the technical concepts through brief explanations and discussions. Following this, the game was conducted using a customized *Tic Tac Toe* board where each tile concealed a question related to the topic. To claim a tile, the team had to correctly answer the question linked to that position. The questions ranged from definitions and use-cases to scenario-based problem solving, promoting both quick recall and deep understanding.

This format encouraged students to actively participate, apply logic, and strategize their moves, combining learning with gameplay. It also fostered teamwork, critical thinking, and peer learning in a dynamic environment.

All students showed enthusiastic participation, and the activity created an engaging atmosphere that made the learning of network fundamentals both enjoyable and impactful. The session concluded with a recap of key points, ensuring that both fun and learning went hand in hand.

Photographs:



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Department of Computer Science & Engineering

Activity: Quiz

Faculty Name: Dr R Suneetha Rani

Class: III / II CSE

Academic Year: 2024-2025

Subject Name: Machine Learning

Topic: Bayesian learning, Genetic Algorithms and Reinforcement Learning

No. of Students Participated: 142

Brief Write – Up

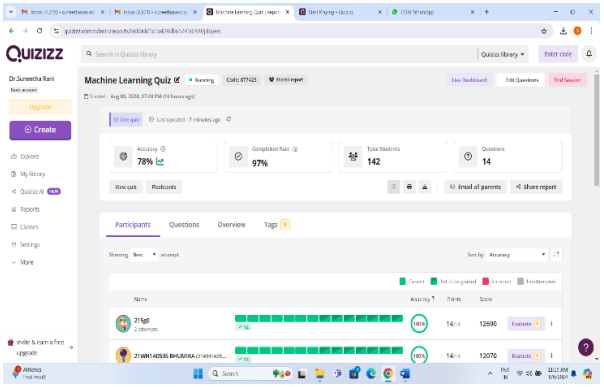
A quiz-based activity was conducted under the subject *Machine Learning* covering key topics such as *Bayesian Learning, Genetic Algorithms,* and *Reinforcement Learning*. This quiz served as a quick and informal method to assess students' understanding of advanced machine learning concepts in a time-efficient manner.

The quiz included a mix of multiple-choice, short-answer, and scenario-based questions designed to test conceptual clarity, application knowledge, and analytical thinking. It allowed students to recall and apply what they had learned during lectures and assignments, reinforcing key principles such as probabilistic inference, evolutionary computing techniques, and learning through feedback mechanisms.

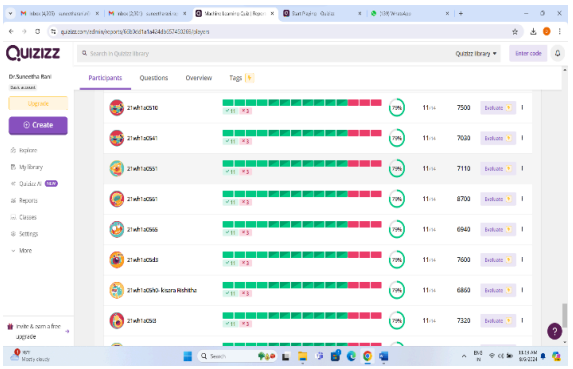
Quizzes are effective tools for tracking student progress and identifying knowledge gaps, and this session was no exception. Instructors gained valuable insights into which areas students had mastered and which required further reinforcement. The activity also promoted healthy competition and encouraged students to revise and engage with the material actively.

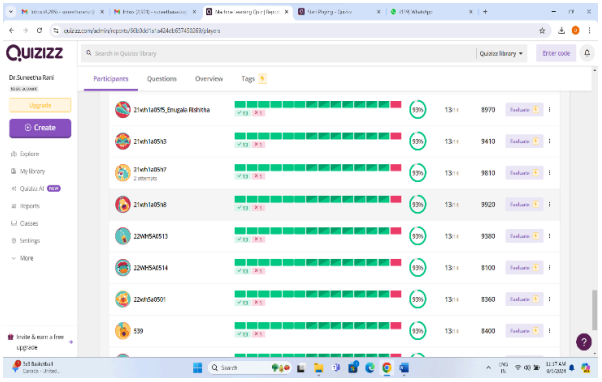
Overall, the quiz proved to be an excellent support to the learning process. It not only evaluated individual performance but also fostered confidence and deeper understanding of complex machine learning paradigms in an engaging and student-friendly format.

Photo



#	Question	Question Type	Standards	Question Accuracy	Average Time per Question (hh:mm:ss)
1	MDL stands for	Multiple Choice		71%	00:00:20
2	Occam's razor talks about	Multiple Choice		54%	00:00:30
3	algorithm simply applies a hypothesis drawn at ra	Multiple Choice		62%	00:00:30
4	Bayesian Belief Network conveys	Multiple Choice		63%	00:00:24
5	Memory-based learning also called as	Multiple Choice		71%	00:00:22
6	The operator produces two new offspring from tw	Multiple Choice		73%	00:00:25
7	implicitly assumes that the domain theory is corre	Multiple Choice		49%	00:00:25
8	PAC Stands for_____	Open Ended Question		91%	00:00:40
9	Instance based learning is also called_____	Open Ended Question		91%	00:00:32
10	Radial basis functions are mainly used in_____	Open Ended Question		93%	00:00:44
11	Example of Eager Learning_____	Open Ended Question		92%	00:00:34
12	The Genetic algorithm belongs to_____	Open Ended Question		92%	00:00:39
13	The learning behavior of the organism is called___	Open Ended Question		92%	00:00:55
14	The sequential covering algorithm extracts the rul	Open Ended Question		92%	00:00:57
				78%	00:07:34





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Bachupally, Hyderabad-090

Department of Computer Science & Engineering

Activity: Presentations

Faculty Name: Ms. P.S.Bharati

Class: III/ II CSE

Academic Year: 2024-2025

Subject Name: Fundamental Internet Of Things

Topic: Raspberry Pi, Smart Agriculture

No of participants: 40

Brief Write – Up

A presentation-based activity was conducted to enhance students' understanding of the integration process in IoT systems using Raspberry Pi, with a special focus on Smart Agriculture applications. Students were divided into teams and assigned subtopics related to the Internet of Things. Each team researched and presented their findings, supported by visuals, real-world examples, and demonstrations.

Key presentation objectives included:

- Demonstrating the role of Raspberry Pi as a core component in IoT ecosystems.
- Showing how sensors and devices like temperature, moisture, and motion sensors can be connected and controlled using Raspberry Pi.
- Exploring key IoT communication protocols such as MQTT, HTTP, and Bluetooth.
- Discussing real-life use cases, including smart irrigation, weather monitoring, and soil analysis.

Students delivered presentations on various aspects such as:

- Overview of IoT and its importance
- Why Raspberry Pi is suitable for IoT: affordability, GPIO pins, compatibility with Python and Linux.
- Integration process of sensors and modules with Raspberry Pi.
- Software tools used (e.g., Python, Node-RED, and cloud platforms).
- Challenges and considerations: power consumption, security, and scalability.

The session successfully emphasized the Raspberry Pi as an affordable, versatile platform ideal for implementing practical IoT solutions. Its user-friendly nature makes it accessible to both beginners and professionals.

The activity enhanced students' technical communication skills, promoted analytical thinking, and fostered team collaboration. By linking theory with practical applications, students developed a deeper understanding of how IoT technologies can be implemented and optimized in real-world scenarios, especially in the domain of smart agriculture.

Photo(s):

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Bachupally, Hyderabad-090

Department of Computer Science & Engineering

Name of the Activity: Enhancing Concept Retention in Python Programming through Quizzes

Faculty Name: Dr. M. Shanmuga Sundari

Class: I / I CSE

Academic Year: 2024-2025

Subject Name: Python Programming

Topic: Data types, control structures, functions, and object-oriented programming

No of participants: 60

Brief write-up:

First-year B.Tech. students frequently face challenges in grasping core Python programming concepts such as data types, control structures, functions, and object-oriented programming. Traditional lecture-based teaching often fails to promote deep understanding or long-term retention. To address this, quizzes were introduced as an active learning strategy to increase student engagement, reinforce learning, and provide real-time feedback.

The activity was implemented in a session on "Functions and File Handling." The session began with a 10-minute review of core concepts like recursion and file I/O using illustrative examples. A 10-question quiz was then conducted online, including multiple-choice and coding questions that tested syntax recognition, debugging, and logic, with a 20-minute time limit.

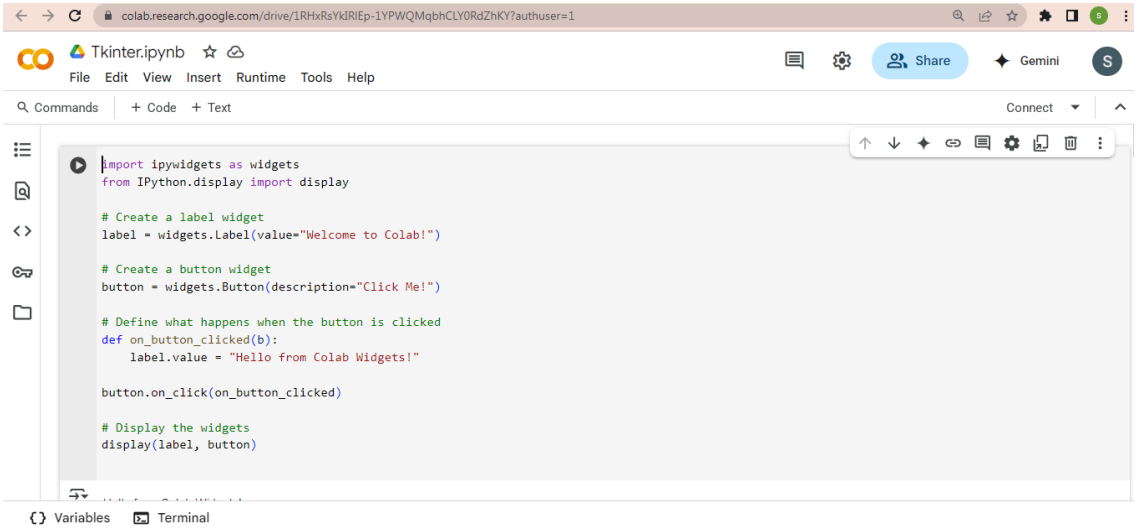
After the quiz, detailed explanations were provided for each question, and students discussed common mistakes and shared key takeaways. The LMS was used to deliver the quiz, while Jupyter Notebook supported hands-on coding practice.

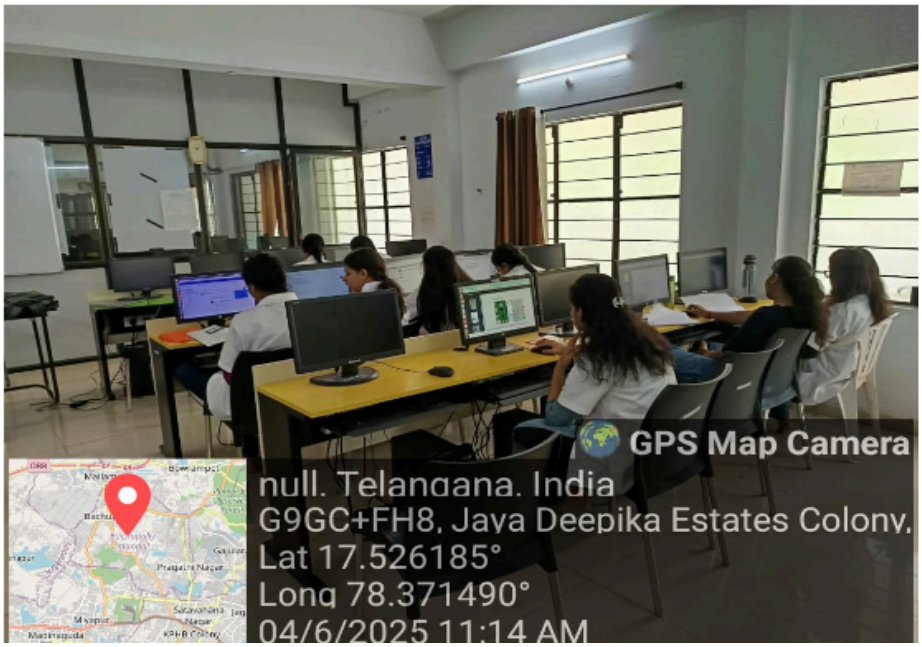
Student engagement was enhanced through gamified quizzes with leaderboards, practical problem scenarios like text file processing, and anonymous feedback collection on quiz difficulty.

As a result, quiz scores improved by 25%, and 85% of students successfully applied their knowledge in follow-up coding tasks. Students reported increased confidence in debugging and problem analysis. The activity highlighted conceptual gaps and promoted self-directed learning. Future improvements will include adaptive quizzes and scenario-based coding challenges.

Photos:

First name / Surname	Email address	State	Grade/15.00	Response 1	Response 2	Re
HARSHINI SIDDI Review attempt	23wh1a05c9@bvrithyderabad.edu.in	Finished	9.00	8	35	Cr an ins of
PRIYAMVADA ATMAKURI Review attempt	23wh1a05e4@bvrithyderabad.edu.in	Finished	9.00	8	35	Cr an ins of
BHAVISHYA MADINENI Review attempt	23wh1a05e7@bvrithyderabad.edu.in	Finished	10.00	8	35	Cr an ins of





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Bachupally, Hyderabad-090

Department of Computer Science & Engineering

Name of the Activity: Enhancing Concept Retention in C Programming through Quizzes

Faculty Name: Dr. M. Shanmuga Sundari

Class: I / I CSE

Academic Year: 2024-2025

Subject Name: PPS

Topic: data types, operators, and control structures

No of participants: 60

First-year B.Tech. students often find it difficult to retain fundamental C programming concepts such as data types, operators, and control structures. Traditional lectures alone are insufficient for effective reinforcement. To address this, quizzes were introduced as an active learning strategy to boost engagement, clarify concepts, and support self-assessment through immediate feedback.

The learning objectives were to help students identify and apply appropriate C syntax and constructs, analyze and debug simple C programs, and evaluate different problem-solving approaches using C.

A structured quiz activity was conducted during the "Functions and Pointers" session. The session began with a 10-minute discussion to revise functions, recursion, and pointers using real-world examples. A 10-question multiple-choice quiz was then administered online, focusing on syntax, logic, and debugging. The quiz had a time limit of 15 minutes.

Post-quiz, each question was discussed, highlighting common mistakes and clarifying doubts. Students reflected on their errors and shared key learning points. Google Forms was used for quiz delivery and automated grading, while CodeChef IDE supported hands-on coding. Kahoot! was also used for quick, gamified in-class quizzes.

Assessment was designed in three parts: a formative pre-quiz , a summative final quiz with logical and debugging questions, and peer discussions where students explained their answers.

Engagement was enhanced through gamification, real-world coding tasks like calculating factorials with recursion, and anonymous feedback collection.

Students reported increased confidence in debugging and problem analysis. The activity helped identify conceptual gaps and encouraged self-directed learning. Future enhancements will include adaptive quizzes and scenario-based coding tasks.

Photos:

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Department of Computer Science & Engineering

Name of the Activity: Pseudo Code solving Using C

Faculty Name: Ms B.Nagaveni

Class / Semester: I-I CSE-A

Academic Year: 2024-2025

Subject Name: Programming for Problem Solving

Topic: C Language Basics

Date: 7-04-2025

No. of students completed: 60

Brief Write-up:

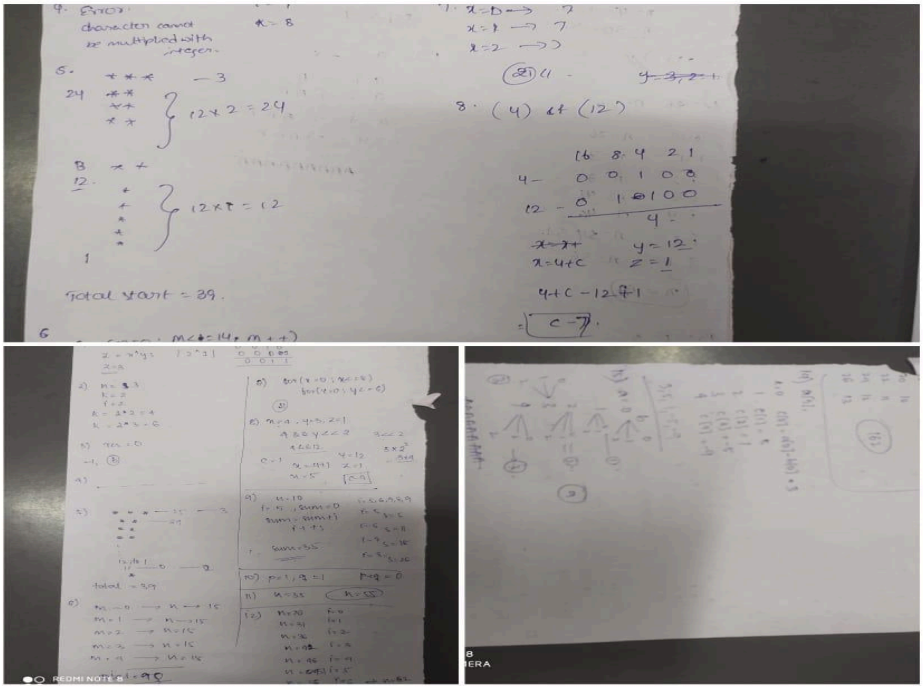
To strengthen students' logical thinking and improve their problem-solving skills, an activity titled *"Pseudo Code Solving Using C"* was conducted. Students were divided into pairs, with each group consisting of two members. A series of placement-oriented pseudo code questions, based on fundamental C programming concepts such as loops, conditional statements, arrays, and functions, were presented through PowerPoint slides or shared as soft documents.

The main challenge was that students were not allowed to run the code on any IDE or compiler. Instead, they had to carefully analyze the pseudo code and manually determine the correct output. This required a deep understanding of the syntax and flow of control in C programming.

The activity helped students simulate real-world technical interviews, where they are often expected to interpret code and provide outputs without execution. It also encouraged peer discussion and collaborative thinking, which enhanced their learning experience.

Objective is to assess the critical thinking, logical reasoning, and analytical abilities of students in solving C language problems through manual code tracing, which is a key skill required in technical interviews and programming assessments.

Photographs:



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