



BVRIT HYDERABAD College of Engineering for Women
(UGC Autonomous Institution | Approved by AICTE | Affiliated to JNTUH)
(NAAC Accredited – A Grade | NBA Accredited B.Tech. (EEE, ECE & CSE))
Bachupally, Hyderabad -500 090

Department of Computer Science & Engineering

Name of the Activity: Flash Card

Faculty Name: Ms.G.E Padmavati

Class: II – II / CSE-E

Academic Year: 2025-26

Subject Name: Computer Organization and Architecture

Topic: Registers, Micro-operations, and Register Transfer Language (RTL)

Date: 31-01-2026

No. of Students Participated: 68

Brief Write – Up:

Students in the Computer Organization and Architecture (COA) course often face difficulty in differentiating the operational functions and compatibility requirements of various peripheral devices. Traditional lecture-based teaching makes it challenging for them to apply this knowledge in real-world situations, such as selecting suitable devices for specific tasks

Session with Activities and Questions (highlight 1 or 2 sessions with activities)

- A dynamic flashcard-based session was conducted to promote active learning. In the “Partner Quiz & Trade” activity, students were given individual flashcards and paired up to quiz each other by asking questions aloud. After each round, they exchanged cards and partners to continue the activity.
- To support learning, key terms were introduced using a word wall, and multilingual (dual-language) flashcards were provided to reduce cognitive load.
- Students also practiced identifying real-world devices, such as scanners for digitizing documents and modems for internet connectivity.

The “Partner Quiz & Trade” method significantly improved student engagement compared to traditional lectures. The inclusion of visuals and multilingual support ensured inclusivity and better understanding for all learners.

The session highlighted the importance of practical exposure, suggesting that more lab-based activities involving real device setup should be incorporated in future teaching.

Tools Used:

- Printed questions were prepared on paper and distributed to each student in the form of flashcards for interactive learning activities.

Photos



A handwritten signature in blue ink, appearing to read "Anushi", written over a white background.

Faculty Signature



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Department of Computer Science & Engineering

Name of the Activity: Practical Approach and Knowledge Sharing Session

Faculty Name: Ms.G.E Padmavati

Class: II – II / CSE-E

Academic Year: 2025-26

Subject Name: Computer Organization and Architecture

Topic: Cache Memory Visualizer, Memory, Register Pipelining and Booth Multiplication Algorithm.

Date:

No. of Students Participated: 71

Brief Write-Up:

A Practical Approach and Knowledge Sharing Session was conducted for the II–II CSE-E students to strengthen their understanding of fundamental Computer Organization and Architecture concepts through interactive learning and demonstrations. The session focused on Cache Memory Visualization, enabling students to understand cache mapping techniques, cache hits and misses, and memory hierarchy using simulation tools. Students also explored memory organization, including different memory types and address mapping concepts.

The session further covered Register Pipelining, where students learned about instruction execution stages, pipelining techniques, hazards, and methods to improve processor performance. Additionally, Booth's Multiplication Algorithm was demonstrated step-by-step to illustrate efficient signed binary multiplication and its implementation in computer architecture.

Students actively participated in discussions, solved practical examples, and shared their understanding of the concepts with their peers. The activity enhanced their analytical thinking, problem-solving skills, and ability to relate theoretical concepts to practical applications, making the learning process more engaging and effective.

Photos:





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Department of Computer Science & Engineering

Name of the Activity: Seminar

Faculty Name: Dr. K Kanaka Vardhini

Class: II – II / CSE-F

Academic Year: 2025-26

Subject Name: Computer Organization and Architecture

Topic: Arithmetic pipeline, instruction pipeline

Date: 06-02-2026

No. of Students Participated: 71

Brief Write – Up:

A seminar presentation was conducted for the students of **II-II CSE-F** on the topics **Arithmetic Pipeline** and **RISC Pipeline** as part of the Computer Organization and Architecture course. The objective of the activity was to help students understand the importance of pipelining techniques in improving processor performance and execution efficiency.

The seminar on **Arithmetic Pipeline** focused on the concept of dividing arithmetic operations into multiple stages so that different parts of multiple computations can be executed simultaneously. Students explained how pipelining enhances throughput by allowing operations such as floating-point addition and multiplication to overlap in execution. The presentation also highlighted the stages involved in arithmetic pipelines, advantages such as increased processing speed, and practical applications in modern processors.

The seminar on **RISC (Reduced Instruction Set Computer) Pipeline** introduced the architecture and design principles of RISC processors. Students explained the standard five-stage instruction pipeline consisting of **Instruction Fetch (IF)**, **Instruction Decode (ID)**, **Execute (EX)**, **Memory Access (MEM)**, and **Write Back (WB)**. They also discussed the advantages of RISC architecture, including simplified instruction formats, faster execution, reduced clock cycles, and efficient pipeline implementation. Various pipeline hazards, such as structural, data, and control hazards, along with their mitigation techniques like forwarding and branch prediction, were also presented.

The seminar activity encouraged active participation, improved students' presentation and communication skills, and strengthened their conceptual understanding of pipelining concepts through peer learning and interactive discussions. The activity enabled students to relate theoretical concepts with modern processor architectures used in contemporary computing systems.

Impact of the Activity:

The seminar activity significantly enhanced students' understanding of **Arithmetic Pipeline** and **RISC Pipeline** concepts by enabling them to explore processor architecture beyond classroom lectures. Through research, presentation, and peer discussions, students gained a deeper understanding of pipelining techniques, instruction execution, pipeline stages, hazards, and their mitigation strategies. The activity also improved their technical presentation, communication, teamwork, and analytical skills. Students developed greater confidence in explaining complex computer architecture concepts and relating them to the design of modern processors. Overall, the seminar promoted active learning, collaborative knowledge sharing, and strengthened the students' readiness for higher-level courses, competitive examinations, and technical interviews in computer architecture and processor design.

Photos



A handwritten signature in black ink, appearing to read "Hwasini".

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Department of Computer Science & Engineering

Name of the Activity: PPT Presentation

Faculty Name: Ms. M.Sandhya Vani

Class: II – II / CSE-A

Academic Year: 2025-26

Subject Name: Software Engineering

Topic: Process models and software Myths

Date: 05-02-2026

No. of Students Participated: 71

Brief Write – Up:

The activity was conducted to provide students with a comprehensive understanding of software engineering process models and the impact of software myths on software development projects. Students studied various software process models, including the Waterfall, Incremental, Spiral, V-Model, and Agile models, and analysed their characteristics, advantages, disadvantages, and suitable application scenarios.

The activity also focused on identifying and addressing common software myths related to customers, management, and developers. Students learned how misconceptions such as unrealistic expectations, inadequate planning, and poor communication can lead to project delays, increased costs, and reduced software quality. Interactive discussions encouraged students to differentiate between myths and best practices in software engineering.

Through discussions and case-based examples, students developed a better understanding of selecting appropriate process models and adopting realistic software development practices. The activity enhanced their analytical, problem-solving, and teamwork skills while reinforcing the importance of effective software engineering principles.

Overall, the activity strengthened students' conceptual knowledge of software development life cycle models, enhanced their critical thinking and decision-making abilities, and emphasized the importance of adopting systematic software engineering practices for developing reliable, maintainable, and high-quality software systems.



U. S. Department of Education

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Department of Computer Science and Engineering

Name of the Activity: Quiz

Faculty Name: Ms. Suparna Das

Class: III – II / CSE B

Academic Year: 2025-26

Subject Name: FSD

Topic: NodeJS

Date: 09-01-2026

No. of Students Participated: 65

Brief Write – Up:

A quiz activity on “**NodeJS**” was conducted for the students. The objective of the activity was to assess and enhance students’ understanding of full-stack development concepts, popular frameworks, front-end and back-end technologies, databases, APIs, and modern web application architecture.

A total of **65 students** actively participated in the quiz. The quiz consisted of multiple-choice, short-answer, and application-based questions covering frameworks such as Node.js. Students demonstrated enthusiasm and competitive spirit throughout the activity.

The event helped students reinforce their theoretical knowledge, improve problem-solving skills, and gain awareness of industry-relevant full-stack technologies. The activity was conducted successfully, and participants appreciated the opportunity to evaluate their understanding of modern web development frameworks in an interactive manner.

🏠 Home

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🕒 Sessions

👤 Students

Exploring Full Stack Development

Completed

Live DashboardAssign homework

Started : Jan 09, 2026, 10:26 AM (an hour ago) - Ended : Jan 09, 2026, 10:45 AM (27 minutes ago)

Accuracy

80%

Highest 100%

Lowest 35%

Quick action: Help 3 low performing students with Accommodations

+ Add Accommodations

VAISHNAVI B

0% Accuracy

Add Accommodations

SNEHA CHEVULA

35% Accuracy

Add Accommodations

BHAVYASRI AJMEERA

40% Accuracy

Add Accommodations

Name		Accuracy ↑	Points	Score		
	HARSHITHA DONTHAMSETTI (D. HA...	✓ 20	100%	20/20	19890	Evaluate
	DEVIKA KOTTE (DEVIKA)	✓ 20	100%	20/20	20000	Evaluate
	GAYATHRI PANDALA (GAYATHRI PAND...	✓ 20	100%	20/20	19880	Evaluate
	HARINI A (HARINI A)	✓ 20	100%	20/20	19960	Evaluate
	HARSHITHA REDDY ALUMALLA (HA...	✓ 20	100%	20/20	20000	Evaluate
	NISCHALA ERRY (NISCHALA ERRY)	✓ 20	100%	20/20	19810	Evaluate
	SRI HARSHINI JUPALLY (SRI HARSHINI...	✓ 20	100%	20/20	19840	Evaluate

	SRIJANI MARINGANTI (Srijani)	✓ 20	100%	20/20	19960	Evaluate
	USHASRI RUDRANGI (USHASRI RUDRA...	✓ 20	100%	20/20	19860	Evaluate
	VAISHNAVI KESIRAJU (VAISHNAVI K)	✓ 20	100%	20/20	20000	Evaluate
	BHUVANA UYYALA (BHUVANA UYYALA)	✓ 19 ✕ 1	95%	19/20	18890	Evaluate
	KEERTHANA GANTALA (KEERTHANA)	✓ 19 ✕ 1	95%	19/20	18940	Evaluate
	LAKSHMI DHULIPALA (LAKSHMI NIKHL...	✓ 19 ✕ 1	95%	19/20	18920	Evaluate
	PRAGNYASREE L (PRAGNYASREE L)	✓ 19 ✕ 1	95%	19/20	18980	Evaluate
	SAHITHI V (SAHITHI V)	✓ 19 ✕ 1	95%	19/20	18950	Evaluate

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	SAI NEHAL MANTRAMURTHY (SAI N...	✓ 19 x 1	95%	19/20	18860	Evaluate	:
	SAMHITA GORANTALA (SAMHITA GO...	✓ 19 x 1	95%	19/20	18850	Evaluate	:
	SUKEERTHI LANGU (24wh5a0507)	✓ 18 x 2	90%	18/20	17890	Evaluate	:
	ANVITHA SIDDAMSETTI (ANVITHA SI...	✓ 18 x 2	90%	18/20	17860	Evaluate	:
	AKSHAYA NAKKA (Akshaya)	✓ 18 x 2	90%	18/20	17820	Evaluate	:
	Hema Harshini Pydimarri (Hema Har...	✓ 18 x 2	90%	18/20	17970	Evaluate	:
	Kavya Bukkasamudra (Kavya Bukkas...	✓ 18 x 2	90%	18/20	17980	Evaluate	:
	LAKSHMI MUDUNRI (LAKSHMI MUDU...	✓ 18 x 2	90%	18/20	17450	Evaluate	:

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Upgrade

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	LIKHITHAA YEDUGANI (LIKHITHAA)	✓ 18 x 2	90%	18/20	17890	Evaluate	:
	RISHITHA REDDY SHAGANTI (RISHIT...	✓ 18 x 2	90%	18/20	17980	Evaluate	:
	RITHIKA DOBBALA (RITHIKA DOBBALA)	✓ 18 x 2	90%	18/20	17920	Evaluate	:
	SATYA MEDIDI (SRIVALLI MEDIDI)	✓ 18 x 2	90%	18/20	17940	Evaluate	:
	LAKSHMI YALLAPRAGADA (SRIYUKT...	✓ 18 x 2	90%	18/20	18000	Evaluate	:
	ANJALI ESLAVATH (ANJALI)	✓ 17 x 3	85%	17/20	16860	Evaluate	:
	DEEPTHI VARADALA (Deepthi Madhuri)	✓ 17 x 3	85%	17/20	16470	Evaluate	:
	MUSKAN MUSKAN (MUSKAN)	✓ 17 x 3	85%	17/20	16910	Evaluate	:

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Upgrade

S

	NIVAHA SALE (NIVAHA SALE)	✓ 17 x 3	85%	17/20	16950	Evaluate	:
	REHANA AZMEE SHAIK (REHANA AZ...	✓ 17 x 3	85%	17/20	16960	Evaluate	:
	SREEHITHA SODIMELLA (SREEHITHA ...)	✓ 17 x 3	85%	17/20	16950	Evaluate	:
	SRINIKHILA M (SRINIKHILA M)	✓ 17 x 3	85%	17/20	16980	Evaluate	:
	LAKSHMI HARSHINI YARAMALLA (L...	✓ 16 x 4	80%	16/20	15840	Evaluate	:
	SOUMEYAH ALLADI (SOUMEYAH)	✓ 16 x 4	80%	16/20	15780	Evaluate	:
	LAXMI PRASANNA KAMUTAM (LAXMI PRASANNA)	✓ 15 x 5	75%	15/20	14940	Evaluate	:
	MANASA PRIYA VADALI (MANASA PRL...	✓ 15 x 5	75%	15/20	14900	Evaluate	:

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Upgrade

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BVRIT HYDERABAD College of Engineering for Women
Department of Computer Science and Engineering

Name of the Activity: Collaborative Learning through Real-Time Web App Development

Faculty Name: Ms. T Durga Devi

Class: II – II / CSE–F

Academic Year: 2025-26

Subject Name: Node JS Lab

Topic: Web App Development

Brief Write – Up:

: The Node.js Lab Project Activity was conducted to enhance students' practical knowledge of backend web development and server-side programming. Students developed and presented mini projects using Node.js by implementing concepts such as routing, APIs, database connectivity, and authentication mechanisms. The activity encouraged teamwork, collaborative learning, and problem-solving skills while providing hands-on experience in real-time application development. Through project demonstrations and presentations, students improved their understanding of full-stack application architecture and gained exposure to industry-relevant web technologies and development practices.

Date: 22-04-2026

No. of Students Participated: 69

Photos:





BVRIT HYDERABAD College of Engineering for Women

Department of Computer Science and Engineering

Name of the Activity: End-to-End DevOps Project Activity

Faculty Name: Ms. T Durga Devi

Class: III – I / CSE–A

Academic Year: 2025-26

Subject Name: DevOps

Topic: Team Collaboration

Brief Write – Up:

: The DevOps Role-Based Activity was conducted to provide practical exposure to Agile and DevOps practices. Students participated as Scrum Masters, Developers, Testers, Product Owners, and DevOps Engineers. The activity simulated a real-time software development environment. Teams worked on projects such as Travel Mate, Spotify, and e-commerce platforms. Students practiced sprint planning, collaboration, testing, and deployment processes. They explored tools like GitHub, Jenkins, Docker, Kubernetes, and Postman. The activity enhanced understanding of CI/CD pipelines and cloud deployment concepts. Students improved teamwork, communication, and problem-solving skills through presentations. The session helped learners understand the Software Development Life Cycle (SDLC). Overall, the activity bridged theoretical learning with industry-oriented practical experience.

Date: 21-08-2025

No. of Students Participated: 52

Photos:





T. D. Dhanu
Faculty Sign



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Name of the Activity: Vishnu LMS Quiz

Faculty Name: Ms. G. Rashmitha

Class: II – II / CSE-C

Academic Year: 2025-26

Subject Name: Operating Systems

Topic: Deadlocks, Memory Management and File System Management

Date: 24-04-2026

No. of Students Participated: 67

Brief Write – Up:

The quiz activity was conducted to assess students' understanding of key Operating Systems concepts, including **Deadlocks, Memory Management, and File System Management**. Students answered questions covering deadlock prevention, avoidance, detection and recovery techniques, memory allocation methods, paging, segmentation, virtual memory, file system organization, directory structures, file allocation methods, and file operations.

The activity encouraged students to apply theoretical concepts to solve conceptual and analytical problems, helping them identify their strengths and areas requiring further improvement. It also promoted active participation, healthy competition, and self-assessment while reinforcing fundamental operating system concepts.

Overall, the quiz enhanced students' conceptual understanding, analytical thinking, and problem-solving abilities, while improving their confidence in applying operating system principles to real-world computing scenarios.

OS-CSE-C

Attempts: 67

▼ Collapse all

- ▼ What to include in the report

Attempts from

enrolled users who have attempted

Attempts that are

☒ In progress ☒ Overdue ☒ Finished ☒ Never submitted☐ Show at most one finished attempt per user (Highest grade)

Show only attempts

☐ that have been regraded / are marked as needing regrading

GST	Invoice Email add State		Time take (Grade)	/10 / Q	1 / 0.50	Q / 1.50	Q / 3.00	Q / 4.50	Q / 6.00	Q / 7.50	Q / 9.00	Q / 10.50	Q / 12.00	Q / 13.50	Q / 14.50	Q / 15.00	Q / 16.50	Q / 17.00	Q / 18.00	Q / 19.00	Q / 20 / 0.50			
GOURIYHA	24wh1z020	Finished	6 mins 2 s	9.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			
SRI VAISHI	24wh1z020	Finished	9 mins 32:	9.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			
SAI ADHWI	24wh1z020	Finished	24 mins 3:	4.5	0.5	0	0	0.5	0	0	0.5	0	0	0.5	0	0.5	0	0	0.5	0.5	0			
NIKITHA	24wh1z020	Finished	15 mins 46:	9.5	0.5	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			
LALTHYA	24wh1z020	Finished	10 mins 4:	8	0.5	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			
VAGDEVI	24wh1z020	Finished	1 min 57 s	2.5	0	0	0	0	0.5	0	0	0.5	0	0	0	0.5	0	0.5	0	0	0.5			
PRAVALLI	24wh1z020	Finished	10 mins 34:	7.5	0	0.5	0.5	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0.5	0			
SWRINSH	24wh1z020	Finished	9 mins 38 :	9	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			
ARMUJ	24wh1z020	Finished	1 min 22 s	5	0	0	0.5	0.5	0	0	0.5	0.5	0.5	0.5	0	0	0	0	0.5	0.5	0.5			
AIKSHAYA	24wh1z020	Finished	9 mins 27:	10	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			
DEVI SREE	24wh1z020	Finished	7 mins 1 m	5	0	0	0.5	0	0	0.5	0	0.5	0.5	0.5	0.5	0	0.5	0	0.5	0	0.5			
SAHASRA	24wh1z020	Finished	10 mins 4:	5	0	0	0	0	0	0.5	0	0.5	0.5	0	0	0.5	0.5	0.5	0.5	0	0.5			
ANJALI	25wh7d020	Finished	12 mins 1:	8	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0.5	0.5			
JYOTHI	24wh1z020	Finished	11 mins 12:	7.5	0.5	0.5	0	0.5	0.5	0	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0.5			
HARINI	24wh1z020	Finished	9 mins 44:	7	0.5	0.5	0	0.5	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0.5	0.5			
KRISHNA L	24wh1z020	Finished	6 mins 19:	8.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0			
HARINI	24wh1z020	Finished	9 mins 19 :	8.5	0.5	0	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0.5	0			
KUNAPARI	24wh1z020	Finished	8 mins 25:	7.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0	0.5	0.5	0.5	0.5	0.5	0.5	0	0.5	0.5			
SANIJANA I	24wh1z020	Finished	10 mins 6:	7.5	0.5	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5	0.5	0			
VINUTHNU	24wh1z020	Finished	5 mins 42:	6	0.5	0	0	0.5	0.5	0.5	0.5	0	0.5	0.5	0	0.5	0	0.5	0	0	0.5			
GREESHMA	24wh1z020	Finished	4 mins 56:	5	0	0	0.5	0.5	0.5	0.5	0.5	0	0.5	0	0.5	0	0	0	0.5	0.5	0			
SAHITHI	24wh1z020	Finished	12 mins 33:	6.5	0.5	0.5	0	0	0.5	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			
HANSHIKA	24wh1z020	Finished	12 mins 15:	6	0.5	0	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0	0			
AIKSHARA	24wh1z020	Finished	5 mins 7 s	3.5	0.5	0	0	0	0.5	0	0	0	0.5	0.5	0	0.5	0.5	0.5	0	0	0.5			
MANIVITHY	24wh1z020	Finished	10 mins 22:	7	0.5	0.5	0	0.5	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0.5	0			
LAKEASHI	24wh1z020	Finished	10 mins 28:	5	0	0.5	0.5	0.5	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0.5	0			
GURU SHI	24wh1z020	Finished	12 mins 32:	7	0.5	0	0	0.5	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0			
VARSATHI	24wh1z020	Finished	6 mins 35:	5	0.5	0	0	0.5	0.5	0	0	0.5	0.5	0.5	0.5	0.5	0	0	0.5	0.5	0			
SHRI BHAV	24wh1z020	Finished	6 mins 28:	5	0.5	0.5	0.5	0	0	0.5	0.5	0.5	0.5	0.5	0	0	0.5	0	0.5	0	0			
SHAMITA	24wh1z020	Finished	8 mins 8 s	5	0	0	0.5	0	0.5	0.5	0	0.5	0.5	0.5	0	0.5	0	0.5	0.5	0	0			
LAKSHMI T	24wh1z020	Finished	9 mins 45:	7.5	0.5	0	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			
HARSHINI	24wh1z020	Finished	9 mins 38:	7.5	0.5	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0.5	0			
KUMARI K	24wh1z020	Finished	14 mins 51:	7.5	0	0.5	0	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			
DVIVA	24wh1z020	Finished	3 mins 52:	2.5	0	0.5	0.5	0.5	0	0	0	0.5	0.5	0	0	0.5	0.5	0	0	0.5	0			
LAXMIPRI	24wh1z020	Finished	7 mins 46:	8.5	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0.5	0			
SATHVIKA	25wh7d020	Finished	6 mins 12:	4.5	0	0	0.5	0.5	0.5	0	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0.5	0			
ANUDEEPT	24wh1z020	Finished	5 mins 3 s	3.5	0.5	0	0	0	0.5	0	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0	0			
GOODHA R	24wh1z020	Finished	8 mins 25:	6	0.5	0.5	0.5	0	0	0.5	0	0	0.5	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5			
SHIGDHA	25wh7d020	Finished	6 mins 30:	7	0	0.5	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0.5	0			
POONAM	24wh1z020	Finished	6 mins 32:	4.5	0.5	0.5	0	0	0.5	0	0	0.5	0.5	0	0.5	0.5	0.5	0.5	0	0.5	0			
SHIVANI	24wh1z020	Finished	10 mins 11:	9	0.5	0.5	0.5	0.5	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			
VAISHNAV	24wh1z020	Finished	4 mins 12:	1.5	0	0	0	0	0.5	0	0.5	0	0	0	0	0	0	0	0.5	0	0			
SWETHA	25wh7d020	Finished	39 mins 31:	7	0.5	0	0	0	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			
SHRUTI	24wh1z020	Finished	4 mins 39:	8	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			
HARINI	24wh1z020	Finished	2 mins 53:	2.5	0	0	0	0.5	0.5	0	0	0	0.5	0	0	0.5	0.5	0	0	0	0			
RUPAKSHI	24wh1z020	Finished	13 mins 34:	8.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			
HASINI	24wh1z020	Finished	10 mins 3:	5.5	0.5	0	0	0.5	0	0.5	0.5	0.5	0	0.5	0.5	0.5	0.5	0	0	0	0.5			
SREE MERI	24wh1z020	Finished	9 mins 59:	9.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			
SANKEERT	24wh1z020	Finished	7 mins 48:	9.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			
DEEKSHITI	24wh1z020	Finished	7 mins 8 s	8.5	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			
DAS	24wh1z020	Finished	4 mins 34:	6.5	0.5	0	0	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0	0.5	0			
TEJASWINI	24wh1z020	Finished	7 mins 38:	1.5	0	0	0	0	0.5	0	0	0.5	0	0	0.5	0	0	0	0	0.5	0			
JAGANNI	24wh1z020	Finished	14 mins 11:	8.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0.5	0			
THANMAI	24wh1z020	Finished	3 mins 44:	10	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			
LAVANYA	24wh1z020	Finished	12 mins 4:	9.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			
REDDY MA	24wh1z020	Finished	3 mins 9 s	9	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0	0.5	0.5	0.5	0.5			
DEEKSHITI	24wh1z020	Finished	21 mins 36:	9.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5	0.5			
SAI SRUTHI	24wh1z020	Finished	10 mins 37:	10	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			
SANGAMIT	24wh1z020	Finished	10 mins 4:	10	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			
MANASWINI	25wh7d020	Finished	8 mins 35:	6	0.5	0.5	0	0.5	0	0.5	0	0	0.5	0.5	0.5	0	0.5	0	0	0.5	0.5			
SONY	24wh1z020	Finished	7 mins 16:	2.5	0	0	0	0.5	0	0	0	0.5	0.5	0.5	0.5	0.5	0.5	0	0	0.5	0.5			
SRI SRUTHI	24wh1z020	Finished	8 mins 52:	9.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5			
SRI SANJU	24wh1z020	Finished	4 mins 31:	6.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0	0	0.5	0.5	0.5	0.5	0.5	0.5			
				8.78	0.35	0.29	0.29	0.37	0.34	0.4	0.33	0.33	0.41	0.29	0.44	0.29	0.4	0.43	0.29	0.38	0.33	0.24	0.35	0.24

Razli

Faculty Signature



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Department of Computer Science & Engineering

Name of the Activity: PPT Presentation

Faculty Name: Ms. G. Rashmitha

Class: II – II / CSE-C

Academic Year: 2025-26

Subject Name: Operating Systems

Topic: File System Interface & Operations

Date: 17-04-2026

No. of Students Participated: 65

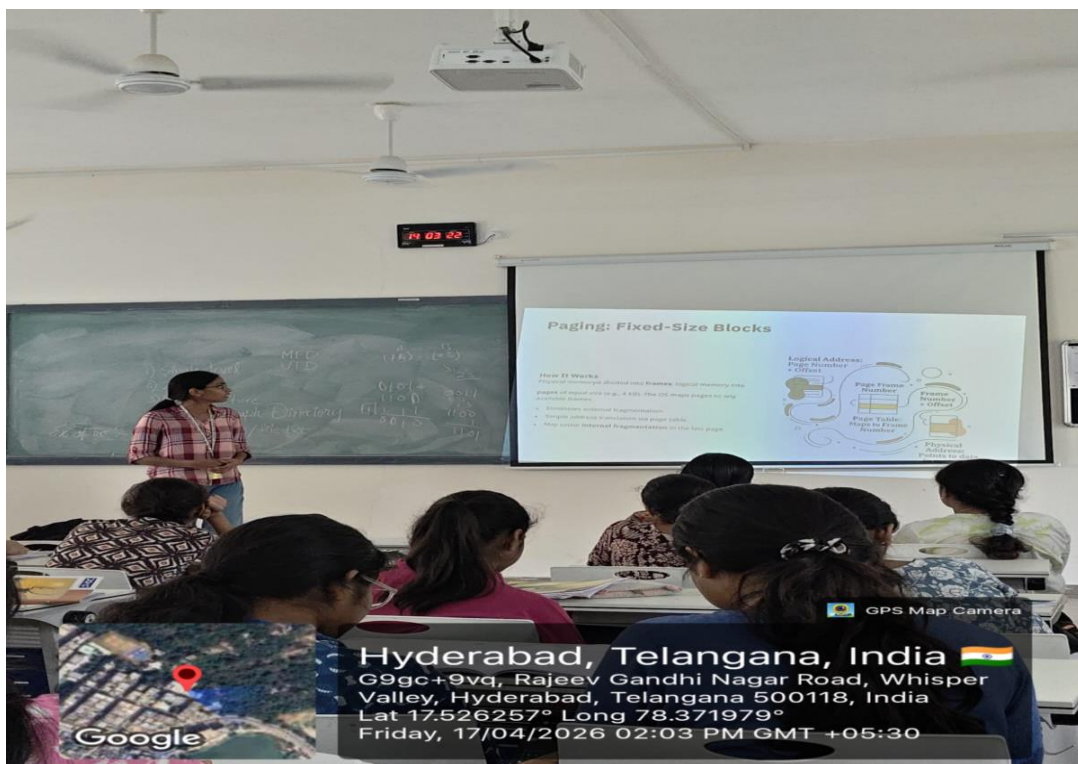
Brief Write – Up:

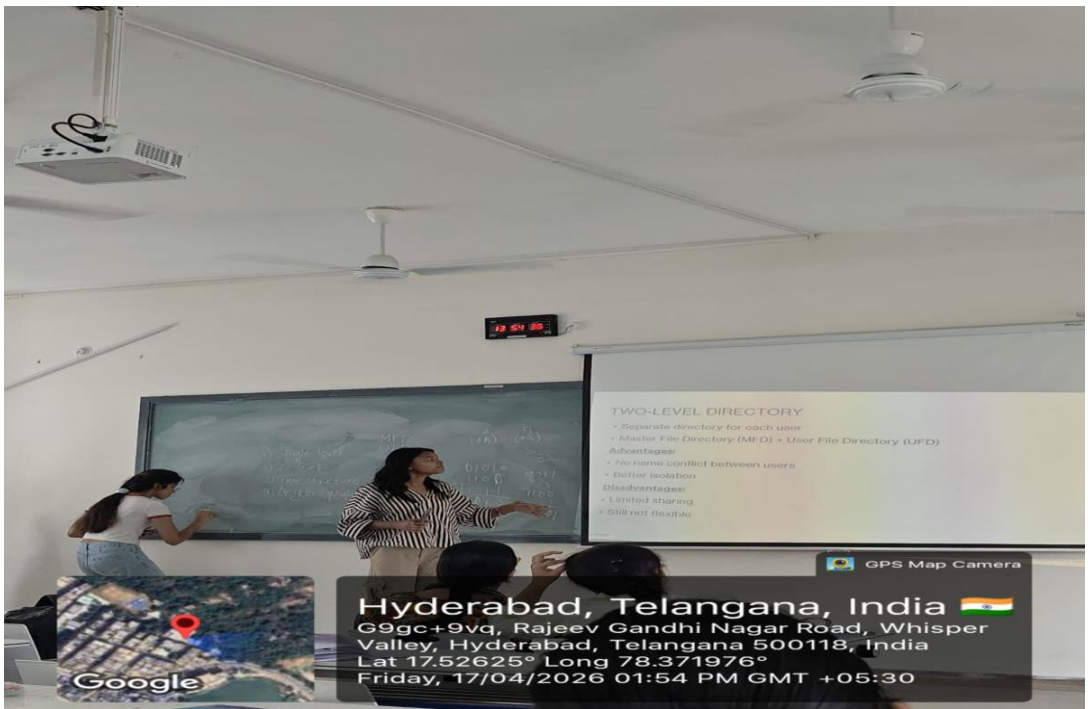
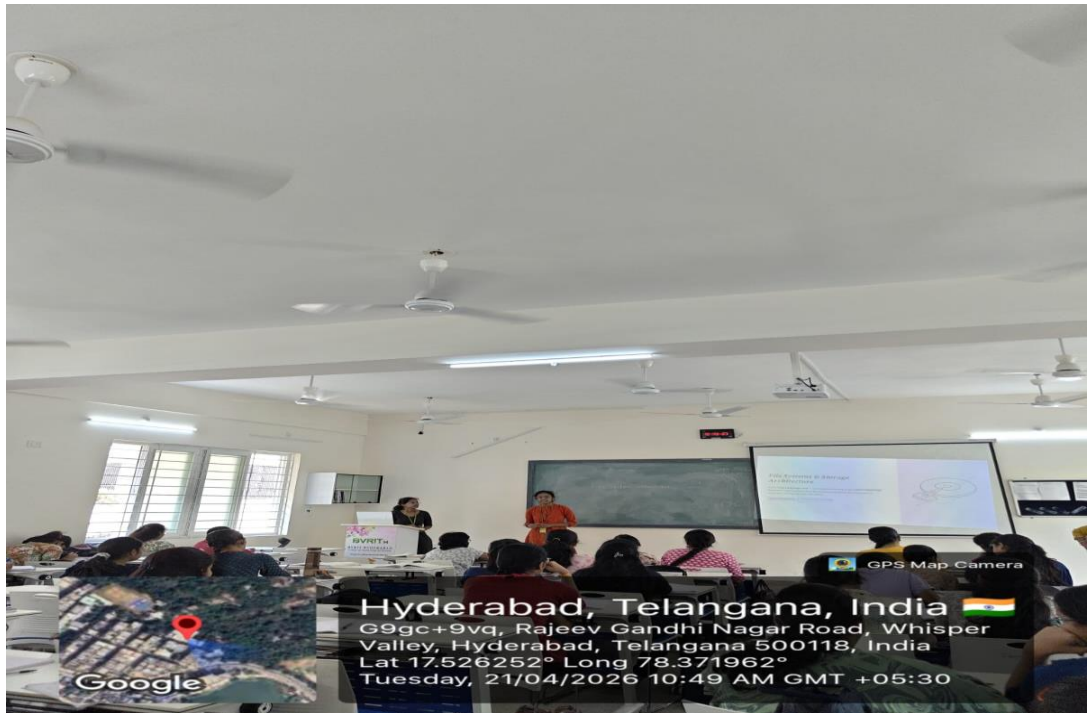
The PPT presentation activity was conducted to provide students with a comprehensive understanding of the **File System Interface and File System Operations** in Operating Systems. Students explored the concept of file systems, file attributes, file types, access methods, directory structures, file allocation methods, and protection mechanisms. They also learned about various file operations such as file creation, opening, reading, writing, appending, seeking, closing, deleting, and renaming files, along with the system calls involved in performing these operations.

The activity encouraged students to explain the role of the file system in efficient data storage, retrieval, and management within an operating system. Through presentations and interactive discussions, students compared different directory structures and file allocation techniques, highlighting their advantages, limitations, and practical applications. Real-world examples and case-based scenarios helped students understand how operating systems organize and manage files to ensure data integrity, security, and efficient resource utilization.

The presentation activity enhanced students' technical knowledge, communication, and presentation skills while promoting collaborative learning. It also strengthened their analytical and critical thinking abilities by enabling them to evaluate different file system concepts and their significance in modern computing environments.

Overall, the activity reinforced the students' understanding of file system interfaces and operations, improved their confidence in explaining core operating system concepts, and emphasized the importance of efficient file management in the design and implementation of reliable computer systems.





Rashmi

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Name of the Activity: Crossword puzzle

Faculty Name: Ms. V. Aneesha

Class: II – II / CSE-A

Academic Year: 2025-26

Subject Name: COA

Topic: Control Unit Organization

Date: 09-04-2026

No. of Students Participated: 71

Brief Write-Up:

The crossword puzzle activity was conducted to strengthen students' understanding of Control Unit Organization in the Computer Organization and Architecture (COA) course through an interactive and engaging learning experience. The crossword was designed using important keywords, concepts, and terminologies related to hardwired and micro programmed control units, control memory, control words, microinstructions, sequencing, control signals, instruction cycle, timing and control, and micro-operations. Students solved the crossword by recalling concepts discussed during classroom sessions and applying their conceptual knowledge to identify the correct answers.

The activity promoted active learning, logical reasoning, and knowledge retention by encouraging students to analyze clues and connect them with the appropriate COA concepts. Students participated individually or in small groups, which fostered collaborative learning, technical discussions, and peer interaction while reinforcing their understanding of the organization and functioning of the control unit within a computer system.

Overall, the crossword puzzle activity enhanced students' conceptual clarity, technical vocabulary, critical thinking, and problem-solving skills. It also made the learning process more interactive and enjoyable while encouraging teamwork, effective communication, and healthy competition. The activity helped students gain confidence in applying Control Unit Organization concepts, thereby improving their preparedness for examinations and practical understanding of computer architecture.

Group: All groups User: All participants

1 2 3 4 5

Delete	User	Start	Last attempt	End of game	Score	Attempts	Preview solution
X	SRINIDHI BURRA	Friday, 1 May 2026, 12:49 PM	Friday, 1 May 2026, 12:51 PM	Friday, 1 May 2026, 12:51 PM	100	2	Q Q
X	GOUSHIYA SULTHANA SHAIK	Thursday, 30 April 2026, 10:50 PM	Thursday, 30 April 2026, 10:50 PM		0	1	Q Q
X	ANJALI JAKKA	Friday, 24 April 2026, 10:25 PM	Friday, 24 April 2026, 10:25 PM		0	2	Q Q
X	AFREEN FIRDOSE SHAIK	Friday, 17 April 2026, 10:49 PM	Friday, 17 April 2026, 10:49 PM		0	1	Q Q
X	AFREEN FIRDOSE SHAIK	Friday, 17 April 2026, 10:14 PM	Friday, 17 April 2026, 10:45 PM	Friday, 17 April 2026, 10:45 PM	62	5	Q Q
X	MOUNIKA PENTANI	Wednesday, 15 April 2026, 5:43 AM	Wednesday, 15 April 2026, 5:43 AM		0	1	Q Q
X	MEHERAJ HEENA	Sunday, 12 April 2026, 4:37 PM	Sunday, 12 April 2026, 4:35 PM	Sunday, 12 April 2026, 4:35 PM	63	2	Q Q
X	SREEJA PERUKA	Sunday, 12 April 2026, 2:00 PM	Sunday, 12 April 2026, 2:42 PM	Sunday, 12 April 2026, 2:42 PM	92	2	Q Q
X	Padmavati Gundgurti E	Saturday, 11 April 2026, 11:18 AM	Saturday, 11 April 2026, 11:18 AM		0	1	Q Q
X	V Aneesha	Monday, 30 March 2026, 2:49 PM	Thursday, 9 April 2026, 11:45 AM		0	2	Q Q
X	POOJA ESLAWAD	Wednesday, 8 April 2026, 3:05 PM	Wednesday, 8 April 2026, 3:09 PM	Wednesday, 8 April 2026, 3:09 PM	100	2	Q Q
X	VAISHNAVI GUGULOTHU	Wednesday, 8 April 2026, 3:02 PM	Wednesday, 8 April 2026, 3:07 PM	Wednesday, 8 April 2026, 3:07 PM	100	2	Q Q
X	MANASWINI POTAL	Wednesday, 8 April 2026, 3:00 PM	Wednesday, 8 April 2026, 3:02 PM	Wednesday, 8 April 2026, 3:02 PM	100	2	Q Q
X	MEENAKSHI JANAGAM	Tuesday, 7 April 2026, 2:59 PM	Tuesday, 7 April 2026, 3:05 PM	Tuesday, 7 April 2026, 3:05 PM	100	4	Q Q
X	MEENAKSHI JANAGAM	Tuesday, 7 April 2026, 2:58 PM	Tuesday, 7 April 2026, 2:59 PM	Tuesday, 7 April 2026, 2:59 PM	0	3	Q Q
X	MEENAKSHI JANAGAM	Tuesday, 7 April 2026, 2:58 PM	Tuesday, 7 April 2026, 2:58 PM	Tuesday, 7 April 2026, 2:58 PM	0	2	Q Q
X	MEENAKSHI JANAGAM	Tuesday, 7 April 2026, 2:42 PM	Tuesday, 7 April 2026, 2:55 PM	Tuesday, 7 April 2026, 2:55 PM	0	8	Q Q
X	MANJULA TOKALI	Monday, 6 April 2026, 2:48 PM	Monday, 6 April 2026, 2:48 PM		0	1	Q Q
X	MANJULA TOKALI	Monday, 6 April 2026, 2:46 PM	Monday, 6 April 2026, 2:47 PM	Monday, 6 April 2026, 2:47 PM	100	2	Q Q
X	LALITHA CHEMBETI	Monday, 6 April 2026, 10:58 AM	Monday, 6 April 2026, 10:58 AM		0	1	Q Q

Activate Windows
Go to Settings to activate Windows.

CSE-MID-II PUZZLE

Jump to

Unit-3 Chapter 1

Aneesha ✓
Faculty Signature



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Department of Computer Science & Engineering

Name of the Activity: PPT Presentation

Faculty Name: Ms. M.Sahaja

Class: II – II / CSE-F

Academic Year: 2025-26

Subject Name: Software Engineering

Topic: RMMM plan, Software Quality, Metrics

Date: 13-03-2026

No. of Students Participated: 69

Brief Write – Up:

The **Risk Mitigation, Monitoring, and Management (RMMM) Plan** is an important document in software engineering that identifies potential project risks and defines strategies to minimize their impact. It helps project managers anticipate technical, schedule, cost, and resource-related risks before they become major problems. The plan outlines preventive actions (mitigation), continuous tracking of identified risks (monitoring), and corrective measures (management) to ensure project success.

An RMMM Plan typically includes a list of identified risks, their probability of occurrence, potential impact, mitigation strategies, monitoring indicators, and contingency plans. Examples of risks include changing customer requirements, shortage of skilled developers, schedule delays, technology failures, and budget constraints. By regularly reviewing and updating the RMMM Plan throughout the software development lifecycle, the project team can proactively address issues, reduce uncertainties, and improve the chances of delivering high-quality software on time and within budget.





Sathya

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Name of the Activity: Crossword puzzle

Faculty Name: Ms. M.Sahaja

Class: II – II / CSE-F

Academic Year: 2025-26

Subject Name: Software Engineering

Topic: Software engineering concepts

Date: 09-04-2026

No. of Students Participated: 69

Brief Write – Up:

The **Crossword Puzzle Activity** is designed to help students reinforce the key concepts covered in **Unit III – Design Engineering** through an engaging and interactive learning exercise. Students solve a crossword puzzle containing clues related to important topics such as the **design process, design quality, design concepts, software architecture, data design, architectural styles and patterns, architectural design, UML conceptual model, class diagrams, sequence diagrams, collaboration diagrams, use case diagrams, and component diagrams**. This activity encourages students to recall technical terminology and understand the relationships between different software design concepts.

By working individually or in small groups, students develop their analytical and problem-solving skills while improving their technical vocabulary. The crossword clues are carefully designed to test conceptual understanding rather than simple memorization, motivating students to think critically about software engineering principles and UML modeling techniques. Collaborative discussions among peers also promote knowledge sharing and active participation in the classroom.

The activity concludes with a review session where the instructor discusses the correct answers and explains the significance of each concept in the software design process. This feedback helps students identify areas requiring further study and strengthens their understanding of architectural design and UML diagrams. Overall, the crossword puzzle serves as an effective formative assessment tool that makes learning Design Engineering more interactive, enjoyable, and memorable.

Group: All groups User: All participants

1 2 3

Delete	User	Start	Last attempt	End of game	Score	Attempts	Preview solution
X	SAI PRANATHI KOTHA	Thursday, 9 April 2026, 1:08 PM	Thursday, 9 April 2026, 1:10 PM	Thursday, 9 April 2026, 1:10 PM	100	2	Q Q
X	SPOORTHY JAGANNAGARI	Thursday, 9 April 2026, 12:56 PM	Thursday, 9 April 2026, 1:09 PM	Thursday, 9 April 2026, 1:09 PM	63	2	Q Q
X	NISHA CHOWDARY ABBURI	Thursday, 9 April 2026, 1:02 PM	Thursday, 9 April 2026, 1:08 PM	Thursday, 9 April 2026, 1:08 PM	100	2	Q Q
X	HASINI BADANAPALLY	Thursday, 9 April 2026, 12:53 PM	Thursday, 9 April 2026, 1:08 PM	Thursday, 9 April 2026, 1:08 PM	100	3	Q Q
X	VARSHINI THANGALLAPALLY	Thursday, 9 April 2026, 12:50 PM	Thursday, 9 April 2026, 1:06 PM	Thursday, 9 April 2026, 1:06 PM	100	3	Q Q
X	AMITHA JATANGI	Thursday, 9 April 2026, 1:05 PM	Thursday, 9 April 2026, 1:05 PM		0	1	Q Q
X	BHARGAVI CHEERA	Thursday, 9 April 2026, 1:01 PM	Thursday, 9 April 2026, 1:04 PM	Thursday, 9 April 2026, 1:04 PM	100	3	Q Q
X	SAI NANDHINI GUNDU	Thursday, 9 April 2026, 12:58 PM	Thursday, 9 April 2026, 12:58 PM		0	1	Q Q
X	SAI NANDHINI GUNDU	Thursday, 9 April 2026, 12:50 PM	Thursday, 9 April 2026, 12:58 PM	Thursday, 9 April 2026, 12:58 PM	100	3	Q Q
X	SUNDARALEELA KOMMU	Thursday, 9 April 2026, 12:57 PM	Thursday, 9 April 2026, 12:57 PM	Thursday, 9 April 2026, 12:57 PM	4	2	Q Q
X	SUNDARALEELA KOMMU	Thursday, 9 April 2026, 12:54 PM	Thursday, 9 April 2026, 12:56 PM	Thursday, 9 April 2026, 12:56 PM	67	2	Q Q
X	MANJULA TOKALI	Thursday, 9 April 2026, 12:48 PM	Thursday, 9 April 2026, 12:51 PM	Thursday, 9 April 2026, 12:51 PM	100	2	Q Q

Sahaja

Faculty Signature

Department of Computer Science and Engineering

Name of the Activity: Teaching Squares

Faculty Name: Dr. G. Naga Satish and Dr K. Kanaka Vardhini

Class and Semester: II-II-B

Academic Year: 2025-2026

Subject Name: COA

Topic: Booth Multiplication Algorithm

No. of Students Participated: 70

Brief Write – Up:

This activity promotes active learning, peer observation, and reflective teaching while helping students gain a strong conceptual and practical understanding of the Booth Multiplication Algorithm

By the end of the session, students will be able to:

Explain the need for Booth's Multiplication Algorithm.

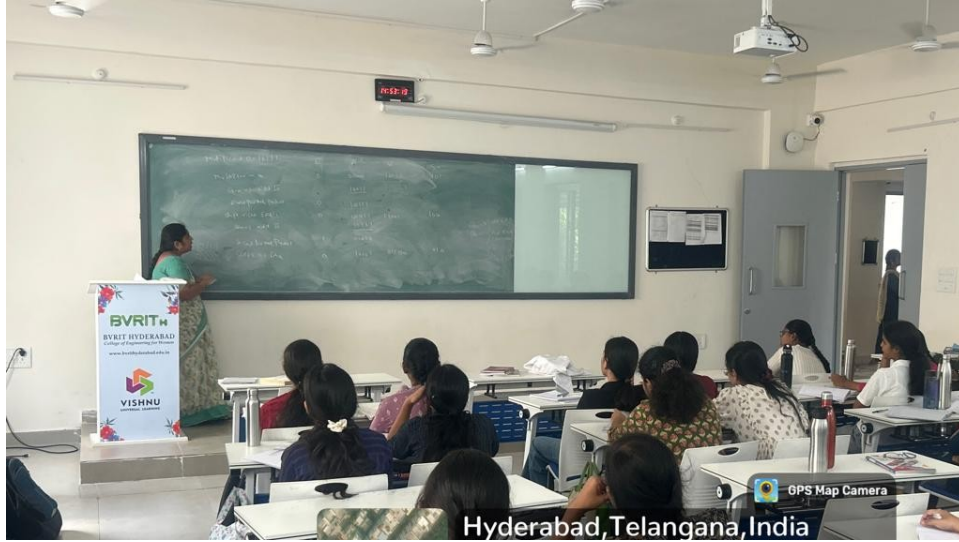
Describe the Booth encoding rules.

Perform signed binary multiplication using Booth's Algorithm.

Analyze the efficiency of Booth's Algorithm compared to conventional binary multiplication.

Photos:





J. V. Sathish

Faculty Signature



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Department of Computer Science & Engineering

Name of the Activity: Concept-Based Website Creation

Faculty Name: Ms. D. Swapna

Class/Semester: II/IICSE-B

Academic Year: 2025-2026

Subject Name: Operating Systems

Topic: CPU Scheduling Algorithms

Date: 09-04-2026

No. of Students Participated: 62

Brief Write-up:

As part of the Operating Systems course, Concept-based Website was created by the students team. The topics covered in the activity included the types of CPU Scheduling Algorithms. This activity aimed to design and develop web pages that are organized around a clear central idea or purpose, making the content meaningful, user-friendly, and effective.

The Concept-Based Website Creation activity engages students in designing and developing a website based on a given theme, idea, or real-world scenario. Students begin by analyzing the assigned concept, identifying the target audience, and planning the website's purpose, content, and structure. They then create web pages with an organized layout, appropriate navigation, attractive visuals, and relevant multimedia elements while applying basic web design principles such as usability, accessibility, and responsiveness.

This activity helps students develop technical skills in website design and development, enhance creativity, improve problem-solving and critical thinking abilities, and gain practical experience in presenting information effectively through a professional and user-friendly website.

Photographs:

Become the CPU Scheduler

Learn scheduling algorithms by playing — understand by doing

Progress 0/4

Choose a level. Learn the idea, then pass the challenge to earn a star.

1

FCFS — First Come First Served
Like a queue: whoever arrives first, runs first.

2

SJF — Shortest Job First
Pick the process with the smallest burst time next.

3

Round Robin
Everyone gets a small time slice; fair sharing.

4

Priority Scheduling
Higher-priority processes run first (lower number = higher priority).

Become the CPU Scheduler

Learn scheduling algorithms by playing — understand by doing

Progress 0/4

Back to map

Learn

Challenge

FCFS — First Come First Served

Learn

Challenge

Real-life analogy

Imagine a single queue at a ticket counter. The person who joined the line first gets served first. No one can "jump" the queue. CPU scheduling with FCFS works the same way: the process that arrived first gets the CPU first.

In-CPU scheduling

We look at arrival time. Whichever process arrived earliest and is waiting gets to run next. Simple and fair by order of arrival — but if one process needs a long time (big burst), everyone behind it waits (conway effect).

Arrival time
When the process becomes ready

Burst time
CPU time the process needs

Waiting time
Time spent waiting in ready queue

Turnaround time
Completion time - Arrival time

Learn

Challenge

FCFS — First Come First Served

These processes arrived at different times. Drag or click to put them in the order FCFS would run them (earliest arrival first).

1st

P1

2nd

P3

3rd

P2

Click a process below to place it in the next empty slot.

P1
Arrival: 5, Burst: 4

P2
Arrival: 3, Burst: 2

P3
Arrival: 1, Burst: 3

Correct:
Correct! In FCFS we run in order of arrival: P1 (5), then P3 (1), then P2 (3).

★ Star earned! Algorithm mastered. [Next level →](#)

CPU Scheduling — OS Class Activity

Start: Start Simulator • Quiz: Quiz • Understand scheduling algorithms by doing

Start Simulator

Quiz Battle

1. Add processes

Burst time = CPU time needed. Arrival = when process arrives. Priority: 1 = highest.

Process ID	Burst time	Arrival time	Priority
P1	5	0	0

Add process

P1
Burst: 5
Arrival: 0
Priority: 0
Name:

P2
Burst: 3
Arrival: 0
Priority: 1
Name:

P3
Burst: 3
Arrival: 0
Priority: 1
Name:

Clear all Load sample (3 processes)

2. Choose algorithm to run

Algorithm: **FCFS** [Show details about](#)

Gantt:

Process	Waiting time	Turnaround time
P1	0	5
P2	5	8
P3	8	11
Average	4.33	8.33

In short: FCFS. Processes are executed in order of arrival. No preemption. Simple but can cause conway effect (long jobs hold others).

Become the CPU Scheduler

Learn scheduling algorithms by playing — understand by doing

Progress 4/4 ★★★★★

Choose a level. Learn the idea, then pass the challenge to earn a star.

1

FCFS — First Come First Served
Like a queue: whoever arrives first, runs first.
★

2

SJF — Shortest Job First
Pick the process with the smallest burst time next.
★

3

Round Robin
Everyone gets a small time slice; fair sharing.
★

4

Priority Scheduling
Higher-priority processes run first (lower number = higher priority).
★

Want more? [Try the full Gantt simulator & quiz →](#)

Wapya

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Department of Computer Science & Engineering

Name of the Activity: Anagram

Faculty Name: Ms. D. Swapna

Class/Semester: II/IICSE-B

Academic Year: 2025-2026

Subject Name: Operating Systems

Topic: Free Space Management, OS Protection

Date: 28-03-2026

No. of Students Participated: 65

Brief Write-up:

As part of the Operating Systems course, an interactive Anagram activity was conducted using the Word wall platform. The topics covered in the activity included Free Space Management and Operating Systems protection. This activity aimed to reinforce foundational concepts and assess students' grasp of essential topics in a fun, engaging format.

The Anagram activity in Word wall platform is an interactive learning exercise designed to help students develop terminological skills of the course. In this activity, the list of target words and may also include optional clues or images to provide additional support. Word wall automatically scrambles the letters of each word, creating an engaging puzzle for learners to solve.

During the activity, students are presented with the scrambled words on the screen. They must drag or click the words to rearrange them into the correct order to form the intended word. Once the correct word has been completed, learners automatically move on to the next anagram. At the end of the activity, Word wall displays the student's score and the time taken to complete all the words, allowing both faculty and students to monitor performance and progress.

As a result, the activity provides an engaging, adaptable, and effective way to reinforce learning while maintaining student motivation.

Photographs:

The image displays four screenshots of the Wordwall game "OS Brain Teaser : Decode the System" at different stages of play. The game interface includes a timer, a grid of colored tiles, and a list of definitions to be matched.

Screenshot 1 (Top Left): The timer is at 0:03. The grid shows tiles for SEQUENTIAL, RANDOM, ENCRYPTION, PERMISSION, GROUPING, LINKEDLIST, PASSWORD, BITMAP, COUNTING, and ACL. The definitions are:

- Stores multiple free block addresses together
- Protects access using secret credentials
- Defines user access permissions
- Accessing data one by one
- Uses bits to represent free disk blocks
- Direct access method to files
- Read Write Execute rights
- Stores starting block and number of consecutive blocks
- Free blocks connected using pointers
- Converts data into unreadable form

Screenshot 2 (Top Right): The timer is at 0:20. The grid shows tiles for RANDOM, ENCRYPTION, GROUPING, LINKEDLIST, COUNTING, and ACL. The definitions are:

- Stores multiple free block addresses together
- Protects access using secret credentials
- Defines user access permissions
- Accessing data one by one
- Uses bits to represent free disk blocks
- Direct access method to files
- Read Write Execute rights
- Stores starting block and number of consecutive blocks
- Free blocks connected using pointers
- Converts data into unreadable form

Screenshot 3 (Bottom Left): The timer is at 0:57. The grid shows tiles for GROUPING, PASSWORD, ACL, SEQUENTIAL, BITMAP, RANDOM, PERMISSION, COUNTING, LINKEDLIST, and ENCRYPTION. The definitions are:

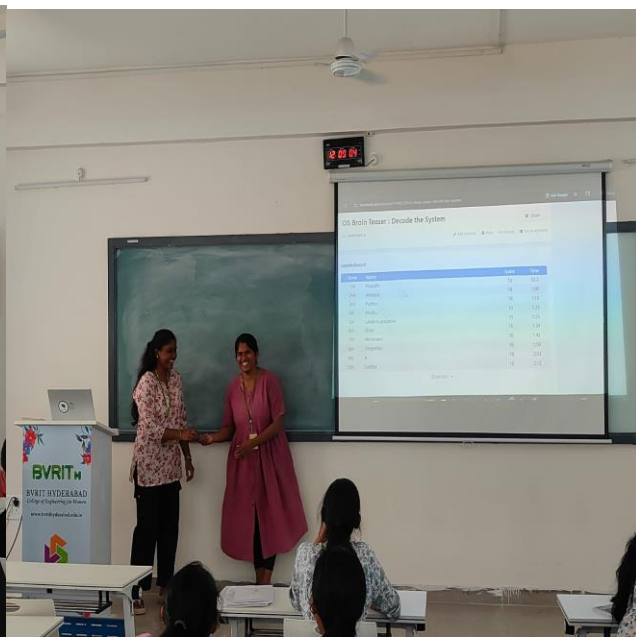
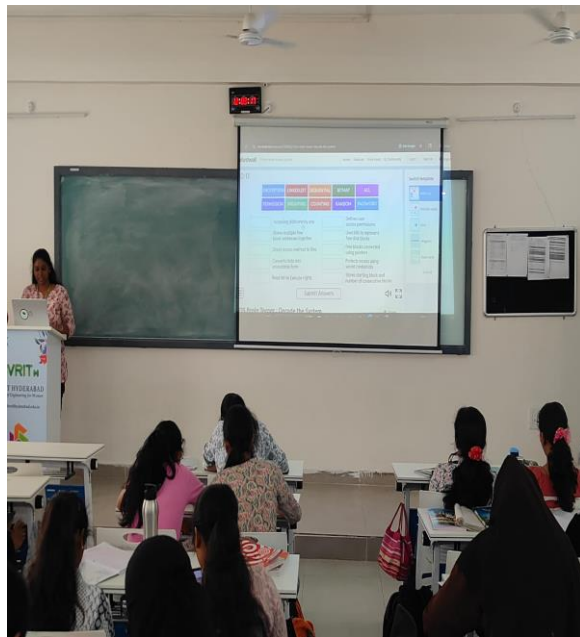
- Stores multiple free block addresses together
- Protects access using secret credentials
- Defines user access permissions
- Accessing data one by one
- Uses bits to represent free disk blocks
- Direct access method to files
- Read Write Execute rights
- Stores starting block and number of consecutive blocks
- Free blocks connected using pointers
- Converts data into unreadable form

Screenshot 4 (Bottom Right): The timer is at 0:57. The game is complete, displaying "Game complete" and a score of 10.

Leaderboard			
1 st	Pranathi	10	52.2s
2 nd	Sameeksha	10	57.5s
3 rd	Akshaya	10	1:00s
4 th	Pujitha	10	1:10s

✓ Leaderboard

Rank	Name	Score	Time
1st	Pranathi	10	52.2
2nd	Sameeksha	10	57.5
3rd	Akshaya	10	1:00
4th	Pujitha	10	1:10
5th	Madhu	10	1:23
6th	Lakshmi prasanna	10	1:26
7th	Shzia	10	1:34
8th	Manaswini	10	1:42



[Handwritten Signature]

Faculty Signature



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Bachupally, Hyderabad – 500 090

Department of Computer Science and Engineering

Name of the Activity : Vishnu Learning Portal Quiz
Faculty Name : Ms. S. Rama Devi
Class : II -II /CSE-E
Academic Year : 2025-26
Subject Name : Operating Systems
Topic : Memory Management, Files, Synchronization
Date : 29/04/2026
No. of Students Participated: 56

Brief Write-up:

A quiz was conducted using the Vishnu Learning Portal covering Memory Management, File Systems, and Synchronization concepts. Students participated individually and answered multiple-choice questions designed to evaluate their understanding of both theoretical concepts and practical applications. The portal provided immediate feedback, enabling students to identify their strengths and areas requiring improvement.

Conducted a Moodle test with 10 questions from the concepts of OS. The Quiz is a very powerful activity that can meet many teaching needs, from simple, multiple-choice knowledge tests to complex, self-assessment tasks with detailed feedback.

Photographs:

Editing quiz: Lab Internal 2 Quiz

You cannot add or remove questions because this quiz has been attempted. (Attempts: 56)

Questions: 10 | This quiz is closed

Maximum grade: 10.00

Save

Repaginate Select multiple items

Total of marks: 10.00

Shuffle

Page 1

1 Which of the following is not a memory allocation technique?

100%

Page 2

2 IN PAGING, PHYSICAL MEMORY IS DIVIDED INTO:

100%

Page 3

3 Page size is typically:

100%

Page 4

4 Which algorithm replaces the page that will not be used for the longest time?

100%

Page 5

5 Thrashing occurs when:

100%

Page 6

6 Which memory allocation suffers from external fragmentation?

100%

Page 7

7 TLB stands for:

100%

Page 8

8 Internal fragmentation occurs in:

100%

Page 9

9 In indexed allocation, the address of blocks is stored in:

100%

Page 10

10 FAT stands for:

100%



Quiz information

Download full report as

Comma separated values (.csv)

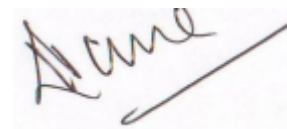
Download

Quiz name	Lab Internal 2 Quiz
Course name	Operating Systems
Open the quiz	Wednesday, 29 April 2026, 12:00 PM
Close the quiz	Wednesday, 29 April 2026, 11:55 PM
Open for	11 hours 55 mins
Number of complete graded first attempts	56
Total number of complete graded attempts	56
Average grade of first attempts	96.43%
Average grade of all attempts	96.43%
Average grade of last attempts	96.43%
Average grade of highest graded attempts	96.43%
Median grade (for highest graded attempt)	100.00%

Impact: The activity successfully improved students' understanding of core Operating Systems concepts. The quiz results indicated better conceptual retention and helped identify topics requiring additional discussion. Overall, the activity enhanced students' confidence in preparing for internal and semester examinations.

CO-PO Attainment

The Vishnu Learning Portal Quiz effectively contributed to the attainment of Course Outcomes by enabling students to demonstrate their understanding of Memory Management, File Systems, and Process Synchronization concepts while enhancing their analytical and problem-solving skills, thereby supporting the attainment of PO1 (Engineering Knowledge) and PO2 (Problem Analysis).



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Department of Computer Science & Engineering

Name of the Activity: Crossword puzzle

Faculty Name: Ms. M.Sandhya Vani

Class: II – II / CSE-A

Academic Year: 2025-26

Subject Name: Software Engineering

Topic: Software engineering concepts

Date: 09-04-2026

No. of Students Participated: 71

Brief Write – Up:

The crossword puzzle activity was organized to reinforce students' understanding of fundamental software engineering concepts through an interactive and engaging learning approach. The puzzle was designed using key terms and definitions from topics such as the Software Development Life Cycle (SDLC), software process models, requirements engineering, software design, coding, testing, debugging, maintenance, software quality assurance, project management, and software metrics. Students solved the crossword by applying their conceptual knowledge and recalling important terminology learned during classroom sessions.

The activity encouraged active participation, logical thinking, and collaborative learning as students worked individually or in groups to identify the correct answers. It provided an enjoyable platform for revising technical concepts while improving problem-solving abilities, technical vocabulary, and subject comprehension. Students discussed clues, clarified doubts, and strengthened their understanding of the relationships between various software engineering concepts.

Overall, the crossword puzzle activity enhanced students' knowledge retention, critical thinking, and analytical skills while making the learning process more interactive and enjoyable. It also promoted teamwork, effective communication, and healthy competition, helping students build confidence in applying software engineering concepts and preparing them for academic assessments and practical software development tasks.

Group:
All groups
User:
All participants

1
2
3

Delete	User	Start	Last attempt	End of game	Score	Attempts	Preview solution	
X	SAI PRANATHI KOTHA	Thursday, 9 April 2026, 1:08 PM	Thursday, 9 April 2026, 1:10 PM	Thursday, 9 April 2026, 1:10 PM	100	2	Q	Q
X	SPOORTHY JAGANNAGARI	Thursday, 9 April 2026, 12:56 PM	Thursday, 9 April 2026, 1:09 PM	Thursday, 9 April 2026, 1:09 PM	63	2	Q	Q
X	NISHA CHOWDARY ABBURI	Thursday, 9 April 2026, 1:02 PM	Thursday, 9 April 2026, 1:08 PM	Thursday, 9 April 2026, 1:08 PM	100	2	Q	Q
X	HASINI BADANAPALLY	Thursday, 9 April 2026, 12:53 PM	Thursday, 9 April 2026, 1:08 PM	Thursday, 9 April 2026, 1:08 PM	100	3	Q	Q
X	VARSHINI THANGALLAPALLY	Thursday, 9 April 2026, 12:50 PM	Thursday, 9 April 2026, 1:06 PM	Thursday, 9 April 2026, 1:06 PM	100	3	Q	Q
X	AMITHA JATANGI	Thursday, 9 April 2026, 1:05 PM	Thursday, 9 April 2026, 1:05 PM		0	1	Q	Q
X	BHARGAVI CHEERA	Thursday, 9 April 2026, 1:01 PM	Thursday, 9 April 2026, 1:04 PM	Thursday, 9 April 2026, 1:04 PM	100	3	Q	Q
X	SAI NANDHINI GUNDU	Thursday, 9 April 2026, 12:58 PM	Thursday, 9 April 2026, 12:58 PM		0	1	Q	Q
X	SAI NANDHINI GUNDU	Thursday, 9 April 2026, 12:50 PM	Thursday, 9 April 2026, 12:58 PM	Thursday, 9 April 2026, 12:58 PM	100	3	Q	Q
X	SUNDARALEELA KOMMU	Thursday, 9 April 2026, 12:57 PM	Thursday, 9 April 2026, 12:57 PM	Thursday, 9 April 2026, 12:57 PM	4	2	Q	Q
X	SUNDARALEELA KOMMU	Thursday, 9 April 2026, 12:54 PM	Thursday, 9 April 2026, 12:56 PM	Thursday, 9 April 2026, 12:56 PM	67	2	Q	Q
X	MANJULA TOKALI	Thursday, 9 April 2026, 12:48 PM	Thursday, 9 April 2026, 12:51 PM	Thursday, 9 April 2026, 12:51 PM	100	2	Q	Q

H. J. Dupont

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Department of Computer Science and Engineering

Name of the Activity : Experiential Video Assignment
Faculty Name : Ms. S. Rama Devi
Class : II -II /CSE-E
Academic Year : 2025-26
Subject Name : Operating Systems
Topic : CPU Scheduling, Paging, Inter Process Communication
Date : 26/04/2026
No. of Students Participated: 56

Brief Write-up:

An **Experiential Video Assignment** was conducted for the students where they prepared short educational videos explaining the concepts of **CPU Scheduling, Paging, and Inter Process Communication (IPC)**. The activity encouraged students to explore the topics through practical examples, real-world scenarios, animations, demonstrations, and presentations.

Students worked in teams to research the assigned concepts, develop video content, and present their understanding in a clear and engaging manner. The videos demonstrated various CPU scheduling algorithms, paging mechanisms in memory management, and communication techniques between processes, highlighting their applications in modern operating systems.

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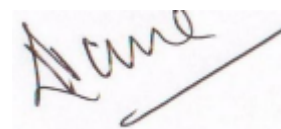
Photographs:

Team number	Roll numbers	Names	Topic for Video
4	25WH1A0529	K.Harika	Paging
	25WH1A0531	E.Pavithra	
	25WH1A0532	K.Lavanya	
	24WH1A05T0	A.Ashwini	
5	24WH1A05U6	D.Akhila	Page Replacement Algorithms -Optimal
	24WH1A05U9	J.Nithya	
	24WH1A05V7	T.Manasa	
	24WH1A05V8	A.Aswini	
6	24WH1A05U4	P.DIVYA REDDY	MEMORY MANAGEMENT TECHNIQUES
	24WH1A05V9	G.YASASVI	
	24WH1A05W4	A.VAMSHIKA	
7	24WH1A05T3	R.MEENAKSHI REDDY	IPC Mechanisms- Shared Memory and Memory Queue
	24WH1A05T5	M.SRIVIDYA	
	24WH1A05X2	S.LAXMI MEGHANA	
	24WH1A05Y6	A.SLESHA	
8	24WH1A05R9	T. Tejaswini	Page Replacement Algorithms -FIFO
	24WH1A05U2	D. Rishika	
9	24WH1A05W0	K.Amrutha	Page Replacement- LRU
	24WH1A05T9	N.Akshaya	
13	24WH1A05X3		CPU Scheduling Algorithm - FCFS
	25WH5A0533		

Impact: The activity enhanced students' understanding of CPU Scheduling, Paging, and Inter Process Communication while improving their presentation, teamwork, and self-learning skills.

CO-PO Attainment

The activity supported the attainment of **CO1, CO2, and CO3** and contributed to **PO1, PO2, PO9, PO10, and PO12** through experiential learning and technical communication.



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Department of Computer Science and Engineering

Name of the Activity: Quiz

Faculty Name: Ms. T. Jhansi Renuka

Class: III – II / CSE-C

Academic Year: 2025-26

Subject Name: Artificial Intelligence

Topic: Uncertain Knowledge and Learning Uncertainty

Date: 11. 04. 2026

No. of Students Participated: 60

Brief Write – Up:

A quiz was conducted on the topic “Uncertain Knowledge and Learning under Uncertainty” for 60 students. The activity was designed to assess students’ understanding of probabilistic reasoning, uncertainty handling, Bayesian networks, and learning concepts in Artificial Intelligence. All students actively participated and showed interest in answering the questions.

The quiz was helpful in reinforcing classroom learning and evaluating students’ conceptual understanding of uncertain knowledge representation. Through this activity, students learned how Artificial Intelligence systems handle incomplete or uncertain information, make predictions using probability, and use Bayesian networks to represent relationships among variables. The quiz also helped students improve their analytical thinking, problem-solving ability, and confidence in applying AI concepts to real-world situations.

Impact:

This makes the student

- Improved students’ understanding of uncertain knowledge and probabilistic reasoning in AI.
- Enhanced knowledge of Bayesian networks and their role in representing complex relationships.
- Developed analytical thinking and problem-solving skills.
- Helped students apply theoretical AI concepts to real-world decision-making situations.
- Increased student engagement, confidence, and active participation in the learning process.

Photos:

Home

Laboratory

Dashboard

View Moodle Courses

View Programs

Attempts: 60

the report

enrolled users who have attempted

☒ In progress

☒ Overdue

☒ Finished

☒ Never submitted

☐ Show at most one finished attempt per user (Highest grade)

☐ that have been regraded / are marked as needing regrading

30

Yes

Show report

Regrade all

Dry run a full regrade

aded and ungraded attempts for each user. The one attempt for each user that is graded is highlighted. The grading method for this quiz is Highest grade.

Reset table preferences

C D E E G H I J K L M N O P Q R S T U V W X Y Z

C D E E G H I J K L M N O P Q R S T U V W X Y Z

mma separated values (csv)

Download

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☒	First name / Surname	Email address	State	Started on	Completed	Time taken	Grade/10.00	Q.1 /1.00	Q.2 /1.00	Q.3 /1.00	Q.4 /1.00	Q.5 /1.00	Q.6 /1.00	Q.7 /1.00	
Home		vhla05g0@bvrithyderabad.edu.in	Finished	11 April 2026 6:04 PM	11 April 2026 6:08 PM	3 mins 26 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
Dashboard		vhla05l1@bvrithyderabad.edu.in	Finished	11 April 2026 6:04 PM	11 April 2026 6:30 PM	5 mins 44 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
View Moodle Courses		vhla05l2@bvrithyderabad.edu.in	Finished	11 April 2026 6:05 PM	11 April 2026 6:08 PM	3 mins 39 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
View Programs		vhla05l9@bvrithyderabad.edu.in	Finished	11 April 2026 6:05 PM	11 April 2026 6:30 PM	4 mins 30 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
		vhla05e5@bvrithyderabad.edu.in	Finished	11 April 2026 6:07 PM	11 April 2026 6:30 PM	3 mins 22 secs	9.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✗
		vhla05g7@bvrithyderabad.edu.in	Finished	11 April 2026 6:08 PM	11 April 2026 6:31 PM	3 mins 20 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
		vhla05g5@bvrithyderabad.edu.in	Finished	11 April 2026 6:36 PM	11 April 2026 6:22 PM	5 mins 18 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
		vhla05h9@bvrithyderabad.edu.in	Finished	11 April 2026 6:37 PM	11 April 2026 6:20 PM	2 mins 42 secs	9.00	✓ 1.00	✓ 1.00	✗ 0.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
		vhla05e3@bvrithyderabad.edu.in	Finished	11 April 2026 6:38 PM	11 April 2026 6:26 PM	7 mins 29 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
		vhla05h2@bvrithyderabad.edu.in	Finished	11 April 2026 6:39 PM	11 April 2026 6:22 PM	3 mins 5 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓

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	First name / Surname	Email address	Status	Started on	Completed	Time taken	Grade/10.00	Q.1 /1.00	Q.2 /1.00	Q.3 /1.00	Q.4 /1.00	Q.5 /1.00	Q.6 /1.00	Q.7 /1.00	
Home		rlha0540@bvnitHyderabad.edu.in	Finished	11 April 2020 6:23 PM	11 April 2020 6:27 PM	3 mins 32 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
Dashboard		rlha0540@bvnitHyderabad.edu.in	Finished	11 April 2020 6:25 PM	11 April 2020 6:30 PM	4 mins 7 secs	9.00	✗ 0.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
View More Courses		rlha0540@bvnitHyderabad.edu.in	Finished	11 April 2020 6:26 PM	11 April 2020 6:28 PM	1 min 5 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
View Programs		rlha0540@bvnitHyderabad.edu.in	Finished	11 April 2020 6:30 PM	11 April 2020 6:35 PM	4 mins 53 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
		rlha0540@bvnitHyderabad.edu.in	Finished	11 April 2020 6:32 PM	11 April 2020 6:37 PM	5 mins 8 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
		rlha0540@bvnitHyderabad.edu.in	Finished	11 April 2020 6:32 PM	11 April 2020 6:38 PM	5 mins 43 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
		rlha0540@bvnitHyderabad.edu.in	Finished	11 April 2020 6:46 PM	11 April 2020 6:50 PM	3 mins 37 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
		rlha0540@bvnitHyderabad.edu.in	Finished	11 April 2020 6:49 PM	11 April 2020 6:54 PM	4 mins 45 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
		rlha0540@bvnitHyderabad.edu.in	Finished	11 April 2020 6:51 PM	11 April 2020 6:53 PM	2 mins 9 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓

<https://www.vishnulearning.com/mod/quiz/report.php?id=197562&mode=overview>

6/29/26, 1:37 PM

Quiz

	First name / Surname	Email address	Status	Started on	Completed	Time taken	Grade/10.00	Q.1 /1.00	Q.2 /1.00	Q.3 /1.00	Q.4 /1.00	Q.5 /1.00	Q.6 /1.00	Q.7 /1.00	
Home		rlha0540@bvnitHyderabad.edu.in	Finished	11 April 2020 6:52 PM	11 April 2020 6:55 PM	2 mins 32 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
Dashboard		rlha0540@bvnitHyderabad.edu.in	Finished	11 April 2020 6:54 PM	11 April 2020 6:59 PM	5 mins 5 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
View More Courses		rlha0540@bvnitHyderabad.edu.in	Finished	11 April 2020 6:56 PM	11 April 2020 7:01 PM	4 mins 35 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
View Programs		rlha0540@bvnitHyderabad.edu.in	Finished	11 April 2020 7:00 PM	11 April 2020 7:02 PM	2 mins 25 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
		rlha0540@bvnitHyderabad.edu.in	Finished	11 April 2020 7:01 PM	11 April 2020 7:04 PM	3 mins 24 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
		rlha0540@bvnitHyderabad.edu.in	Finished	11 April 2020 7:01 PM	11 April 2020 7:05 PM	3 mins 23 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
		rlha0540@bvnitHyderabad.edu.in	Finished	11 April 2020 7:02 PM	11 April 2020 7:05 PM	14 mins 1 sec	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
		rlha0540@bvnitHyderabad.edu.in	Finished	11 April 2020 7:03 PM	11 April 2020 7:08 PM	4 mins 32 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
		rlha0540@bvnitHyderabad.edu.in	Finished	11 April 2020 7:04 PM	11 April 2020 7:14 PM	10 mins 35 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓
		rlha0540@bvnitHyderabad.edu.in	Finished	11 April 2020 7:05 PM	11 April 2020 7:09 PM	4 mins 17 secs	10.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓ 1.00	✓

<https://www.vishnulearning.com/mod/quiz/report.php?id=197562&mode=overview>

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Department of Computer Science and Engineering

Name of the Activity : Real-World Problem Analysis
Faculty Name : Ms. S. Rama Devi
Class : II -II /CSE-E
Academic Year : 2025-26
Subject Name : Operating Systems
Topic : CPU Scheduling, Paging, Inter Process Communication
Date : 25/04/2026
No. of Students Participated: 60

Brief Write-up:

A **Real-World Problem Analysis** activity was conducted for the students of **II-II CSE-E** as part of the **Operating Systems** course. Students analyzed real-life computing scenarios related to **CPU Scheduling, Paging, and Inter Process Communication (IPC)** and identified appropriate Operating Systems techniques to address the given problems.

The activity encouraged students to apply theoretical concepts to practical situations, evaluate different approaches, and justify suitable solutions based on system performance and resource utilization. Students presented their analyses through discussions and presentations, demonstrating their understanding of Operating Systems concepts and their relevance in real-world applications.

Overall, the activity strengthened students' analytical thinking, problem-solving abilities, and decision-making skills while improving their technical communication and collaborative learning.

Photographs:

Team number	Roll numbers	Names	Topic for Case Study	Team size
2	24WH1A05W5	D.Harshita	Banker's Algorithm	4
	24WH1A05U0	B.Tanusree		
	24WH1A05V2	D.Hemalatha		
	24WH1A05T9	N.Akshaya		
3	24wh1a05t6	b.likhitha	LRU	4
	24wh1a05y0	p.mounika		
	24wh1a05w9	p.sahasra		
	24wh1a05v3	d.tarajyothi		
5	25WH1A0529	K .Harika	Producer consumer problem	4
	25WH1A0531	E.Pavithra		
	25WH1A0532	K.Lavanya		
	24WH1A05T0	A.Ashwini		
6	24WH1A05U9	J.Nithya	Page Replacement Algorithms -FIFO	4
	24WH1A05U6	D.Akhila		
	24WH1A05V7	T.Manasa		
	24WH1A05V8	A.Aswini		
7	24WH1A05T3	R.MEENAKSHI REDDY	The Role of CPU Scheduling in Hospital Emergency Management Systems	4
	24WH1A05T5	M.SRIVIDYA		
	24WH1A05X2	S.LAXMI MEGHANA		
	24WH1A05Y6	A.SLESHA		
8	24WH1A05Y5	G.Chandanapriya	process creation and system calls	4
	24WH1A05W1	G.Jahnavi		
	24WH1A05W6	B.Laxmiprasanna		
	24WH1A05Y1	G.Jahnavi		

Impact: Students enhanced their analytical and problem-solving skills by applying Operating Systems concepts to real-world scenarios.

CO-PO Attainment: Supported the attainment of CO1, CO2, CO3, and CO4, contributing to PO1, PO2, PO3, and PO9



Faculty Signature



BVRIT HYDERABAD College of Engineering for Women
(UGC Autonomous Institution | Approved by AICTE | Affiliated to JNTUH)
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Bachupally, Hyderabad -500 090
Department of Computer Science and Engineering

Name of the Activity: AI Insight JAM: One-Minute Knowledge Challenge

Faculty Name: Ms. T. Jhansi Renuka

Class and Semester: B. Tech. III Year II Sem

Academic Year: 2025-26

Subject Name: Artificial Intelligence

Topic: Problem Solving by Search and Propositional Logic

No. of Students Participated: 50

Date: 09.03.2026

Activity Type: Student-Centric Active Learning Activity

Brief write-up:

AI Insight JAM – One-Minute Knowledge Challenge was conducted as an active-learning classroom activity for the course *Artificial Intelligence*. The activity was organized on the topic **“Problem Solving by Search and Propositional Logic.”**

Each student was given an opportunity to speak for one minute on an assigned concept. The concepts included adversarial search, games, minimax algorithm, alpha-beta pruning, constraint satisfaction problems, backtracking search, local search for CSPs, knowledge-based agents, Wumpus World, propositional logic, inference, proof by resolution, Horn clauses, forward chaining, backward chaining, and propositional model checking.

Students were encouraged to explain the concept in their own words, provide a suitable example, and mention one practical application wherever possible. The faculty member observed the participation, conceptual clarity, communication skills, and confidence of the students.

Need and Importance of the Topic

Problem solving by search is one of the core foundations of Artificial Intelligence. AI systems often need to choose the best solution from a large number of possible states. Search techniques enable intelligent agents to explore alternatives, evaluate choices, and identify appropriate solutions.

Adversarial search is important in game-playing applications where one agent competes against another. Algorithms such as minimax and alpha-beta pruning help an AI system make effective decisions in competitive environments.

Constraint Satisfaction Problems are important because many real-world problems, such as timetable generation, map coloring, scheduling, resource allocation, and the N-Queens problem, can be modeled using variables, domains, and constraints.

Propositional logic is equally important because it helps an AI system represent facts and rules in a structured form. Logical inference enables systems to derive conclusions from available knowledge. These concepts are used in expert systems, automated reasoning, decision-support systems, robotics, diagnosis systems, and intelligent agents.

Objectives of the Activity

The activity was conducted with the following objectives:

1. To improve students' understanding of search-based problem-solving techniques in Artificial Intelligence.
2. To enable students to explain adversarial search, constraint satisfaction problems, and propositional logic concepts clearly.
3. To encourage active participation and peer learning in the classroom.
4. To improve communication, presentation, and critical-thinking skills.
5. To help students connect theoretical AI concepts with real-world applications.
6. To assess students' conceptual understanding through short oral presentations.

Procedure Followed

1. The faculty member introduced the activity and explained the rules of the JAM session.
2. Students were assigned individual topics from Problem Solving by Search and Propositional Logic.
3. Each student was given one minute to speak on the allotted topic.
4. Students explained the definition, working principle, example, and application of the assigned concept.
5. Peers listened to the presentation and interacted through short questions wherever required.
6. The faculty member provided feedback on subject clarity, accuracy, confidence, and communication.
7. Student performance was recorded based on participation and conceptual understanding.

Student Participation and Engagement

Students showed considerable interest and enthusiasm throughout the activity. All students participated actively and made an effort to explain their assigned concepts within the given time limit. The one-minute format created a focused and energetic learning environment.

Students used examples such as chess for adversarial search, timetable scheduling for constraint satisfaction problems, and rule-based decision making for propositional logic. The activity encouraged students to prepare in advance, listen to their peers, and understand multiple concepts within a single classroom session.

The activity also promoted peer learning, as students learned different concepts through the explanations and examples given by their classmates.

Learning Outcomes Attained

After completing the activity, students were able to:

1. Explain the basic concepts of adversarial search and game playing.
2. Describe the role of minimax and alpha-beta pruning in decision making.
3. Understand the components and applications of constraint satisfaction problems.
4. Explain the importance of propositional logic in knowledge representation.
5. Differentiate between forward chaining and backward chaining.
6. Identify the role of resolution and inference in logical reasoning.
7. Improve confidence in speaking about technical concepts.
8. Develop communication, presentation, peer-learning, and critical-thinking skills.

The AI Insight JAM – One-Minute Knowledge Challenge was successfully conducted as a student-centric active-learning activity. The activity enabled students to actively engage with the topic *Problem Solving by Search and Propositional Logic* and express their understanding in a concise and structured manner.

Students participated enthusiastically and demonstrated interest in explaining AI concepts through examples and applications. The activity strengthened their conceptual understanding of search techniques, constraint satisfaction problems, propositional logic, and inference methods. It also improved their confidence, communication skills, presentation ability, and critical-thinking skills.



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Faculty Signature