# Experiential Learning

SUPPORTING DOCUMENTS FOR
NAAC SELF STUDY REPORT (SSR)
(2ND CYCLE)
PERIOD: 2018-2023

| EVALUATION CRITERIA - 2 | Key Indicator 2.3 |
|---|---|
| METRIC 2.3.1 | EXPERIENTIAL LEARNING |

PREPARED AND SUBMITTED BY
RV COLLEGE OF ENGINEERING,
BENGALURU - 59

**About Experiential Learning (EL):** is a dynamic approach that emphasizes hands-on, real-world experiences to enhance students' understanding and retention of engineering concepts. Unlike traditional lecture-based instruction, experiential learning actively engages students in the learning process through activities such as projects, internships, simulations, and laboratory experiments and many more.

The five major categories in which experiential learning is provided by RVCE are displayed in the following table.

| **Course Augmented** | **Innovation** | **Industry Institution Interaction** | **Liberal Education** | **Co-Curricular** |
|---|---|---|---|---|
| Seminar | Development of innovative experiments | Industrial visit / in plant training/ internship | Reading a book and presenting | Mini project |
| Assignment | Design thinking | Industrial tour | Debate | Journal/ conference paper |
| Seminar Video | Virtual experiments | Expert lecturer/ guest lecturer | Role play | Technical symposium |
| Develop additional content | Software tools usage | Industrial problem solving | Group discussion | White paper |
| Researching / Literature Review on the topic | Product development | Survey on topic | Essay/ extended essay | Poster presentation |
| NPTEL/MOOCS | Open ended experiments | Sectorial studies | Writing a book chapter | Project exhibition |
| Hand book preparation with standers | Motivating a course | Interviewing experts on topic | Article in news paper / relevant magazines | Brochure / pamphlets |
| Viva Voce | Ideathon/ hackathons / Makathon | Survey on startup in a course | Visual communication | |
| | Case study | Professional activities | Peer mentoring / TEDX talk | |

The above table experiential learning plays a crucial role in preparing RVCE students for the challenges they will face in their future careers by providing them with the skills, knowledge, and confidence they need to succeed in a rapidly evolving field.

The key principles of experiential learning include:

1. **Active Engagement:** Students are actively involved in the learning process, rather than passive recipients of information. They participate in activities that require problem-solving, critical thinking, and decision-making.
2. **Reflection:** Experiential learning encourages students to reflect on their experiences, both during and after the activity. Reflection helps students make connections between theory and practice, identify areas for improvement, and deepen their understanding of concepts.
3. **Authenticity:** Experiences are designed to mirror real-world engineering challenges as closely as possible. This authenticity helps students develop practical skills that are directly applicable to their future careers, paper publication and patent publications.
4. **Collaboration:** Many experiential learning activities involve collaboration with peers, instructors, industry professionals, or community partners. Working in teams allows students to learn from each other, share diverse perspectives, and develop interpersonal skills.
5. **Feedback:** Constructive feedback on experiential learning. It helps students understand their strengths and weaknesses, refine their skills, and improve their performance over time.

A few departments' Experience Learning approach along with a case study are provided in the following sections.

# INFORMATION SCIENCE AND ENGINEERING (ISE)

**Preamble of EL:**

This report explores the importance and benefits of experiential learning practices in the Department of Information Science and Engineering. It examines various methods and approaches used in experiential learning and highlights their impact on student engagement, skill development, and overall learning outcomes. Additionally, the report discusses the challenges and opportunities associated with implementing experiential learning initiatives and provides recommendations for educators and institutions looking to integrate experiential learning into their curriculum.

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## 1. Introduction:

Experiential learning is increasingly vital in modern Information Science and Engineering education due to its hands-on approach, application-oriented focus, and ability to engage and motivate students. It facilitates skill development, including technical proficiency and collaboration, while preparing students for the industry by exposing them to real-world challenges and fostering adaptability to technological changes. Ultimately, experiential learning bridges the gap between theory and practice, producing graduates who are well-equipped to succeed in dynamic and demanding professional environments.

## 2. Theoretical Framework of Experiential Learning:

Department of Information Science and Engineering has adopted most of the key approaches wildly accepted in the education sector. Two models are Kolb's Experiential Learning Cycle and Dewey's theory of learning by doing (PBL).

**Kolb's Experiential Learning Cycle**, comprising concrete experience, reflective observation, abstract conceptualization, and active experimentation, offers a structured approach to learning in information science and engineering. by following this cycle, students in information science and engineering education continually learn through experience, reflection, conceptualization, and experimentation, developing practical skills and critical thinking abilities essential for success in the field.

**Dewey's theory of learning by doing**, often implemented through project-based learning (pbl), is highly relevant to information science and engineering education. the activities consists of active engagement, problem-centered approach, interdisciplinary learning, collaboration and communication, authentic assessment, continuous improvement. overall, dewey's theory of learning by doing, implemented through pbl, offers a dynamic and effective approach to information science and engineering education, promoting active learning, problem-solving skills, interdisciplinary collaboration, and real-world application.

## 3. Types and Approaches of Experiential Learning

The various types and approaches of experiential learning in the department of Information Science and Engineering include.

1. Online course certification
2. Case Study-based Teaching-Learning
3. Simulations / Experiments / Project Based learning
4. Video based seminar
5. Developing prototype.
6. Paper Publication
7. Internships
8. Activity based test – Script writing, Essay Writing, Role plays. Any other activity that enhances the Communication skills. The students will be assigned with a topic by the faculty handling the batch. The students can either prepare a presentation/write essay/role play etc. for the duration (4-5 minutes per student)

**Years wise Broad Topics**

| 2023-24 | | |
|---|---|---|
| **Sl.No** | **EVEN Semester Topics (EL/PBL)** | **ODD Semester Topics (EL/PBL)** |
| 1 | Docker. Git & Kubernetes automation tools exploration, IBM DevOps Certifications- MTech SE&IT 2nd sem | IoT experiments- M.Tech SE&IT 1st sem |
| 2 | Introduction Python Programming | Augment Reality and Virtual Reality (Protein-1_ribbon_multicolor) |
| 3 | UG even sem not yet started | 21CS53- Introduction to DBS<br><br>21CS52 – AIML<br>(Applications of AIML in real world) |
| 4 | TITLE: Timetable architect<br>EXPERIENTIAL LEARNING EVALUATION RUBRICS:<br>Students will be evaluated for their creativity and practical implementation of the problem. Case study based teaching learning (10), Program specific requirements (10), Video based seminar/presentation/demonstration (10) Designing and Modeling (10) ADDING UPTO 40 MARKS. | Operating System – 3rd sem<br><br>Mini Project Implementations |
| 5 | Programminf in C++ : Bank management system using C++, Hospital Management System using C++, Question Bank Application in C++ | Fundamentals of C Programming: Customer relationship management system, E-commerce, IT Infrastructure and Emerging Technologies |
| **2022-23** | | |
| 1 | Coursera Certifications,<br>YouTube content creation-HCI- MTech SE 2nd sem | IoT experiments using ThingsSpeak Cloud, Putty, VNC softwares, YouTube Content creation- MTech SE&IT 1st sem, IoT GreatLearn certifications |
| 2 | AIML – 6th semester (Applications of AIML in real world) | Intellectual Property Rights and Entrepreneurship (IPRE Case studies, IEEE PDH Certification, Solving Question Papers) |
| 3 | Software Project Management | Data Structures and Applications |
| 4 | Programming in Java-18IS49(EL) | |
| **2021-22** | | |
| 1 | Trello tool, project reports -SPM MTech IT 2nd sem | KSCST proposals done- HCI 7th sem UG |

| | | |
|---|---|---|
| 2 | Computer Networks -18IS52 | Intellectual Property Rights and Entrepreneurship (IPRE Case studies, IEEE PDH Certification, Solving Question Papers) |
| 3 | Programming in C | Discrete Mathematical Structures – 18CS36 : Theme: Problem Solving on Logic, Relations, Functions, Groups and FSMs. |
| **2020-21** | | |
| 1 | Trello tool, project reports, Udemy certifications -SPM MTech IT 2nd sem | RASA APIs exploration, Microservices development-SOA MTech SE 1st sem |
| 2 | AI and ML : Project Executed and paper publication | Software Engineering : (i) Projects Implemented (ii) Case Study |
| 3 | ODD Semester- Management Information Systems-18G5B10 | Even Semester- Web Technology (18IS6D1) |
| **2019-20** | | |
| 1 | Tools exploration, Udemy certifications- HCI MTech SE 2nd sem | Youtube content creation- SOA MTech SE 1st sem |
| 2 | ODD Semester – 16IS73- Cryptography and Network Security | Even Semester – 16IS64- Database Management Systems |
| 3 | Programming in C : Project Based Learning | Kmap tool, VLAB, Paracache simulator, Project demos- LDCOA UG 3rd sem |
| **2018-19** | | |
| 1 | Model creation, user interface development- HCI MTech SE 2nd sem | Wireshark, NMAP, Seminars & Question bank preparation- ACN MTech IT 1st sem |
| 2 | | IoT tool kits exploration and experiments- IoT 7th sem Global elective |
| 3 | ODD Semester- 16IS7F2- Enterprise Architecture | Even Semester 16IS6C1- Information Security |

## 4. Benefits of Experiential Learning with respect to ISE department:

**Experiential learning** offers numerous **benefits to students** in the Information Science and Engineering department. the skills developed includes practical skill development, real-world application, critical thinking and problem-solving, collaboration and communication skills, adaptability and resilience, industry readiness, enhanced motivation and engagement, networking opportunities personal and professional growth. overall, experiential learning plays a crucial role in preparing students of information science and engineering for successful careers by equipping them with

practical skills, industry experience, critical thinking abilities, and professional competencies.

**Educators** in the information science and engineering (ISE) department **also benefit significantly** from incorporating experiential learning into their teaching practices. the benefits include enhanced understanding of student needs, enhanced teaching effectiveness, increased student engagement and motivation, opportunities for collaboration and networking, professional growth and development, alignment with professional goals, contribution to research and innovation, personal fulfillment and satisfaction.

In turn, experiential learning enriches the educational experience in **engineering institutions** by engaging students, improving learning outcomes, preparing them for the workforce, fostering innovation, facilitating collaboration, providing networking opportunities, promoting faculty development, enhancing institutional reputation, and addressing societal needs.

## 5. Challenges in Implementing Experiential Learning with respect to ISE department:

Implementing experiential learning in Information Science and Engineering (ISE) faces several challenges

- **Resource Constraints:** Experiential learning often requires specialized equipment, software, and facilities, which can be costly to procure and maintain. Limited resources may hinder the implementation of hands-on activities and practical experiences.
- **Infrastructure and Technology Challenges:** Information Science and Engineering fields often rely on advanced technology and infrastructure. Inadequate access to technology may hinder students' ability to engage in experiential learning activities effectively.
- **Curriculum Alignment:** Integrating experiential learning activities seamlessly into the existing curriculum can be challenging. Ensuring that these activities align with the learning objectives and course outcomes while maintaining academic rigor is crucial. It requires careful planning and coordination among faculty members.
- **Time Constraints:** Time constraints within the academic calendar can pose challenges. Experiential learning activities may require more time than traditional classroom lectures or assignments. Finding ways to incorporate these activities without compromising other essential aspects of the curriculum can be difficult.
- **Assessment Methods:** Assessing experiential learning can be more complex than assessing traditional forms of learning. Developing appropriate assessment methods to evaluate students' performance

and learning outcomes from experiential activities requires creativity and innovation.

- **Student Engagement and Motivation:** Keeping students engaged and motivated throughout experiential learning activities is essential for their success. However, some students may resist or struggle with hands-on learning approaches, especially if they are accustomed to more traditional teaching methods.
- **Diversity of Student Backgrounds:** Students in Information Science and Engineering programs come from diverse backgrounds with varying levels of prior knowledge and experience. Designing experiential learning activities that cater to the needs of all students while providing appropriate challenges can be complex.
- **Logistical Challenges:** Coordinating logistics for experiential learning activities, such as securing off-campus locations, arranging transportation, and managing schedules, can be logistically challenging. It requires effective communication and collaboration among faculty, students, and external partners.
- **Institutional Support and Recognition:** Securing institutional support and recognition for experiential learning initiatives is crucial for their sustainability and success. This may involve advocating for resources, fostering partnerships with industry or community organizations, and promoting the value of experiential learning within the institution.
- **Faculty Development:** Faculty members may require training and support to effectively design, implement, and assess experiential learning activities. Providing professional development opportunities and resources for faculty can help address this challenge.
- **Industry Partnerships and Collaboration**: Establishing and maintaining partnerships with industry partners for internships, projects, or guest lectures can be challenging. Identifying suitable collaborators, negotiating agreements, and managing expectations require time and effort.
- **Scaling and Sustainability:** Scaling experiential learning initiatives to accommodate larger cohorts of students and ensuring their sustainability over time present significant challenges. Adequate support, funding, and institutional commitment are necessary for long-term success.

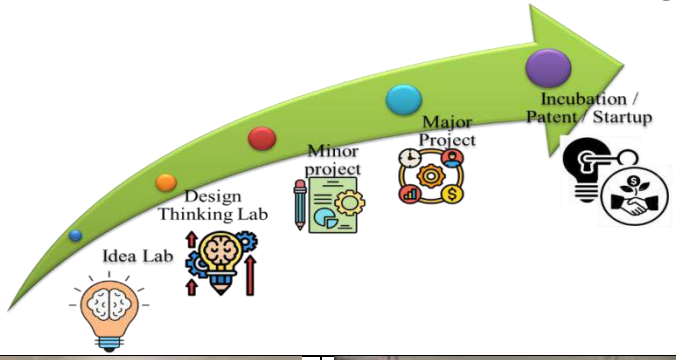
## 6. Case Studies and Examples:

This section presents real-world case studies and examples of successful experiential learning programs. It highlights innovative approaches and best practices used by institutions to integrate experiential learning into their curriculum and shares insights gained from these experiences.

**Each semester put two best case studies (i.e. any one EL/PBL)**

Case Study – 1 (Complete Process report with Evaluation rubrics)

**Case study, presentation, demonstration**: Fundamentals of C Programming



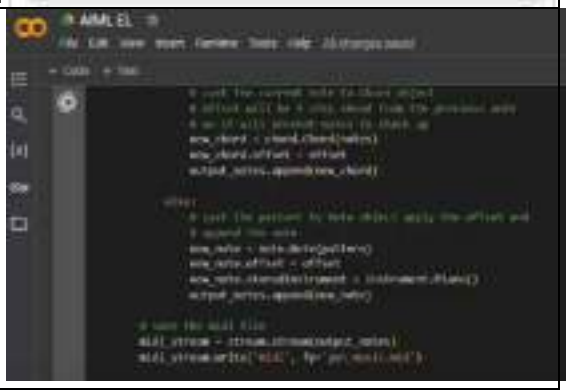
**Rubrics** : Case study based teaching learning (10), Program specific requirements (10), Video based seminar/presentation/demonstration (10)

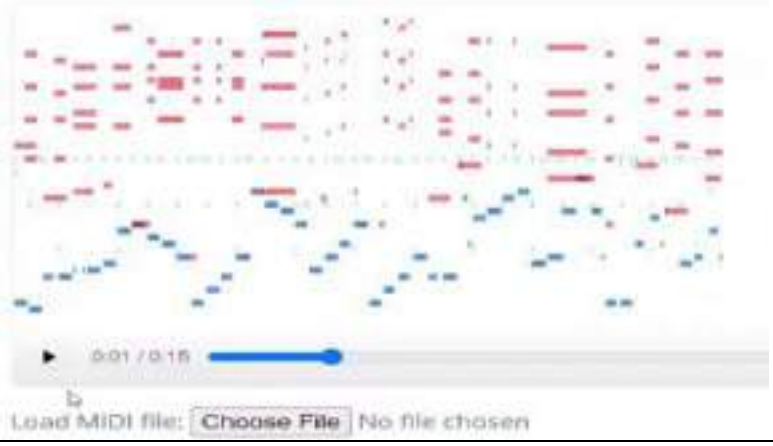
Case Study – 2 (Complete Process report with Evaluation rubrics)
EL for Artificial Intelligence and Machine Learning (21AI52) Course:

1) AIML Minor Project.
2) Poster of AIML Minor Project.
3) Video based presentation and demonstration of AIML Minor Project
4) IEEE Blended learning Course (BLP) Certificate on " **IEEE Awareness Module on AI Ethics**"
5) **IEEE PDH** Certificates of all team members : "**Artificial Intelligence: A Guide for Thinking Humans**"

**Rubrics:**

| AIML Minor Project | Poster on Minor Project | Video based presentation and demonstration of Minor Project | IEEE BLP | IEEE PDH | **Total Marks AIML EL** |
|---|---|---|---|---|---|
| 25 | 05 | 05 | 03 | 02 | **40** |





**2022-23**

Case Study – 1 (Complete Process report with Evaluation rubrics)

**COURSE TITLE: VIRTUAL R EALITY & AUGMENTED AND**

**COURSE CODE:** 18IS72

**7th SEMESTER Experiential Learning**

**Experiential Learning was evaluated in two phases**

**Phase1 :** Students are required to demonstrate in line with the following guidelines

1. Include a 3D model from Asset store and demonstrate Marker Based application

2. Explore the different 3D software that can be integrated with Unity and its Application
3. Develop a basic application of 3D model using Blender

**Phase2 :** Students are required to demonstrate the application on the topic selected using 3D software and submit the report

1. To create accurate and realistic representations of protein molecule 3D model using Blender.
2. Integrate the created model with Unity
3. Name the model accordingly and include animation

Finally Demonstrate markerless application of the 3D model

Case Study – 2 (Complete Process report with Evaluation rubrics)
PROGRAMMING IN JAVA

The The Experiential learning for 4th semester students was conducted in combination with Programming in Java- 21IS49 and Design and Analysis of Algorithms- 21CS43 course together.

Real -world case studies were assigned to the students of 3-4 batch each. There were about 17 batches formed and guided timely by faculty in-charges of both Java and Algorithms courses.

**Rubrics of Evaluation:**

Evaluation of Java assignments for engineering students is crucial in assessing their understanding and application of programming concepts. The evaluation rubrics included various aspects of implementation of case-study in the form of a running module, including code structure, functionality, adherence to best practices, documentation, and performance.

- ✓ R1. Code Structure and Organization: The evaluation examined the clarity and organization of the codebase, focusing on logical structuring, appropriate naming conventions, and modularization to enhance readability and maintainability.
- ✓ R2. Functionality and Correctness: The code was evaluated based on its ability to meet specified requirements, handle edge cases, and produce accurate outputs.
- ✓ R3. Test cases were employed to validate functionality under various scenarios.
- ✓ R4. Adherence to Best Practices: Students were assessed on the utilization of object-oriented principles, such as encapsulation, inheritance, and polymorphism, as well as adherence to coding standards and conventions endorsed by the Java community.
- ✓ R5. Documentation and Comments: Effective documentation, including inline comments and method descriptions, for conveying code intent and functionality. Clear documentation enhances readability and facilitates collaboration among developers.

- ✓ R6. Performance and Optimization: The evaluation considered the program's runtime behaviour, and optimization opportunities. Efficient code that minimizes resource consumption demonstrated students' understanding of algorithmic complexity and optimization techniques.

Overall, the EL was successfully conducted and evaluated with a focus on key components listed as rubrics 1 – 6. Faculty members provided constructive feedback to enhance students' programming skills and readiness for real-world software development. Continuous assessment and refinement of EL helped students in comprehending OO programming and algorithms through Java programming and gaining proficiency in coding adapting software engineering principles.

**2021-22**

Case Study – 1 (Complete Process report with Evaluation rubrics)

Computer Networks(18IS52)
Rubrics for EL Evaluation:

| Sl.No | Rubrics | Marks |
|---|---|---|
| 1 | Title Finalization and Punctuality/interaction | **5** |
| 2 | Design and Implementation | **5** |
| 3 | Demonstration and Usefulness | **5** |
| 4 | Report | **5** |

Case Study – 2 (Complete Process report with Evaluation rubrics)
Discrete Mathematical Structures – 18CS36 : Theme: Problem Solving on Logic, Relations, Functions, Groups and FSMs.

The marks component for experiential learning is 20.

**2020-21**

Case Study – 1 (Complete Process report with Evaluation rubrics)

1. Service Oriented Architecture- 18MSE1A1-MTech SE 1st sem

Process flow:

- ➢ Discussion of topics
- ➢ Distribution of topics
- ➢ Criteria and Rubric announcement
- ➢ Interim review
- ➢ Final review and assesment

Evaluation Criteria:

2. Tool exploration with project - 20 marks
3. Open source community contribution- 10 marks

Case Study – 2 (Complete Process report with Evaluation rubrics)
Software Engineering – Project Execution

**Rubrics for EL Evaluation**

| | Scopus journal | IEEE conference | UGC Journal | International conference | National conference |
|---|---|---|---|---|---|
| Paper accepted and registered/published | 20 | 19 | 18 | 17 | 16 |
| Papers accepted and not published/registered | 15 | 14 | 13 | 12 | 11 |
| Papers drafted but not yet submitted /not accepted by any of the journals/conference | >=7<=10, to be reviewed and decided based on content and quality of paper, format of paper. | | | | |
| Paper writing in the process | >=05<7,to be reviewed and evaluated | | | | |

**2019-20**

Case Study – 1 (Complete Process report with Evaluation rubrics)
Cryptography Network Security

**Course Name: CRYPTOGRAPHY & NETWORK SECURITY**
**Course Code: 16IS73**

As a part of this course a set of 10 Questions are presented to the students out of which any two exercises need to be carried out using any programming tool**.** The assignment also contains presentation on a relavant topic to security. Both components will be evaluated based on the extent to which the student can exploit any tool features in order to carry out the experiment and present relevance of this course to societal cause.

Rubrics for Evaluation

| | Excellent | Very Good | Good | Satisfactory |
|---|---|---|---|---|
| **Program Execution (4)** | Tool thoroughly learnt and feature exploitation for the experiment is excellent | Problem understanding is good and Study of relevant details in depth. | Average background study conducted and only what is required is presented | Tool study and problem understanding satisfactory. |
| **Presentation (3)** | Presentation of relavant learning and providing suggestions on future enhancement. Aim of the experiment is achieved with competence. Communication | Presentation of existing work. Communication good. Aim achieved | Presentation with appropriate results. Communication good. | Presentation with Survey and proposed work. Communication satisfactory. |

| | | | | |
|---|---|---|---|---|
| | competence exhibited. | | | |
| **Report(2)** | Format, Originality and content highly satisfied with appropriate illustrations taken from the tool | Content from internet resources (acknowledged appropriately) | Content from internet resources and other literature reviews. (citations mentioned) | Content and effort for report generation satisfactory |
| **Punctuality(1)** | On time submission of the Presentation as well as Report | Met the deadline but with a few glitches in report | Presented on time but modifications suggested in Experiment | Late submission of report/experiment demonstration |

Case Study – 2 (Complete Process report with Evaluation rubrics)

Database Management Systems(PBL – Lab)

| Week | Task List | Marks (10) |
|---|---|---|
| 1 | Relational Model and ER Diagram | --- |
| 2 | Mapping of Relational Database Schema from ER Diagram | --- |
| 3 | Problem Statement with detailed report of conceptual requirements (Synopsis with SRS) | |
| 4 | ER Model with entities, relationships, cardinality ratio and participation (ER Diagram) | |
| 5 | Mapping of ER diagram to Relational Database Schema and Normalization (Upto BCNF, at least) | |
| 6 | Sample exercises (SQL and Oracle) | |
| 7 | Creation of Tables and Populating data | |
| 8 | Demo of working Project (Proof of Correctness) | |
| 9 | Front End Design with detailed Functional requirements. (DFD's, Form and Views) | |
| 10 | Testing (Validation of the Forms and Security features) | |
| 11 | Project Demo (Mini Project Demonstration) | |
| 12 | Project Report submission & Lab internals | |

Sl. No 1 -10 Evaluated for 10 marks each and reduced to 30 Marks
Sl. No 11- 10 marks
Sl.No 12 – 10 marks
Total: 50 Marks.

## 2018-19

Case Study – 1 (Complete Process report with Evaluation rubrics)

**Course Name: Enterprise Architecture**

**Course Code: 12IS7E2**

As a part of this course a set of 10 Questions are presented to the students out of which any two exercises need to be carried out using Enterprise Architect Tool**.** The assignment will be evaluated based on the extent to which the student can exploit the tool features in order to carry out the experiment.

Rubrics for Evaluation

| | Excellent | Very Good | Good | Satisfactory |
|---|---|---|---|---|
| **Project Execution (4)** | Tool thoroughly learnt and feature exploitation for the experiment is excellent | Problem understanding is good and Study of relevant details in depth. | Average background study conducted and only what is required is presented | Tool study and problem understanding satisfactory. |
| **Demonstration (3)** | Presentation of relavant learning and providing suggestions on future enhancement. Aim of the experiment is achieved with competence. Communication competence exhibited. | Presentation of existing work. Communication good. Aim achieved | Presentation with appropriate results. Communication good. | Presentation with Survey and proposed work. Communication satisfactory. |
| **Report(2)** | Format, Originality and content highly satisfied with appropriate illustrations taken from the tool | Content from internet resources (acknowledged appropriately) | Content from internet resources and other literature reviews. (citations mentioned) | Content and effort for report generation satisfactory |
| **Punctuality(1)** | On time submission of the Presentation as well as Report | Met the deadline but with a few glitches in report | Presented on time but modifications suggested in Experiment | Late submission of report/experiment demonstration |

Case Study – 2 (Complete Process report with Evaluation rubrics)

Information Security

Assignment Evaluation:

| **Rubrics for Evaluation** | | **Marks Awarded** |
|---|---|---|
| 1 | Title Finalization and Punctuality/interaction | **5** |
| 2 | Design and Implementation | **5** |
| 3 | Demonstration and Usefulness | **5** |
| 4 | Report | **5** |

## 7. Recommendations for Integrating Experiential Learning:

Based on the findings of the report, this section provides practical recommendations for educators and institutions looking to integrate experiential learning into their teaching practices. It offers guidance on curriculum design, faculty training, and assessment methods tailored to experiential learning.

## 8. Outcome & Conclusion:

The report concludes by summarizing key findings and insights from the exploration of experiential learning practices. It underscores the importance of experiential learning in fostering student success and calls for continued efforts to promote its widespread adoption in engineering education.

**Course Wise Subtopic information need to be filled:**

**Fundamentals of C Programming**

**List of Students**

| SL NO. | USN | NAME OF THE STUDENT | Topic of EL |
|---|---|---|---|
| 1. | RVCE23BIS101 | Jason Rohith Alva | mini games suite |
| 2. | RVCE23BIS114 | Dheeraj R | mini games suite |
| 3. | RVCE23BIS127 | Aditya Karumbaiah G U | mini games suite |
| 4. | RVCE23BCS035 | Vineeth Rao | Timetable architect |
| 5. | RVCE23BCS130 | Shreya Prasad | Timetable architect |
| 6. | RVCE23BCY001 | Shrish Deshpande | Schrodinger wave function using Artificial Intelligence |
| 7. | RVCE23BCY064 | Mihir Shriniwas Arya | Schrodinger wave function using Artificial Intelligence |

| | | | |
|---|---|---|---|
| 8. | RVCE23BCS026 | Sumadhva Krishna H M | Bank management system using C++ |
| 9. | RVCE23BCS137 | Syed Muzammil Hussaini | Bank management system using C++ |
| 10. | RVCE23BCS017 | Raghavendra Prasad B M | Bank management system using C++ |
| 11. | RVCE23BIS110 | Akshay Shetty | Conway's Game of Life |
| 12. | RVCE23BIS069 | Nihaal SP | Conway's Game of Life |
| 13. | RVCE23BIS036 | Pranshu Joshi | Mini games using C++ with SFML lib |
| 14. | RVCE23BIS052 | Aayush Pandey | Mini games using C++ with SFML lib |
| 15. | RVCE23BIS083 | Pulkit Gupta | Mini games using C++ with SFML lib |
| 16. | RVCE23BCS310 | Shriyam Adya Sharma | Stock Portfolio Management System |
| 17. | RVCE23BCS108 | Vanya Singh | Stock Portfolio Management System |
| 18. | RVCE23BIS039 | Dhruthi Rudrangi | Stock Portfolio Management System |
| 19. | RVCE23BIS066 | Siddheswaran | The Code Cosmos Project |
| 20. | RVCE23BIS131 | Arya Shetty | The Code Cosmos Project |
| 21. | RVCE23BIS017 | Kotra Sasank | Hospital Management System |
| 22. | RVCE23BIS061 | Avni Jain | Hospital Management System |
| 23. | RVCE23BIS007 | Spandana KN | Hospital Management System |
| 24. | RVCE23BIS076 | Mahalakshmi BN | Hospital Management System |
| 25. | RVCE23BIS004 | Kaizer Dewaswala | Question Bank Application in C++ |
| 26. | RVCE23BIS018 | Manasa Krishnakumar | Question Bank Application in C++ |

| | | | |
|---|---|---|---|
| 27. | RVCE23BCS281 | PUNEETH R | chess game |
| 28. | RVCE23BIS140 | Shrinivas J Alalageri | chess game |
| 29. | RVCE23BIS092 | N sai shreyas | Clog detecting system in drainage |
| 30. | RVCE23BCS270 | Sadhana S H | Clog detecting system in drainage |
| 31. | RVCE23BIS103 | Deeksha | |
| 32. | RVCE23BIS060 | Apoorva | TRADING SOFTWARE |
| 33. | RVCE23BIS080 | VEDANT BATHWAL | TRADING SOFTWARE |
| 34. | RVCE23BIS001 | VANSH BHARDWAJ | TRADING SOFTWARE |
| 35. | RVCE23BCS190 | YASHWANTH RATHI | TRADING SOFTWARE |
| 36. | RVCE23BIS139 | VISHAL K BHAT | QUIZ GAME USING C++ |
| 37. | RVCE23BIS141 | Bagesh tallolli | data encryption |
| 38. | RVCE23BIS145 | Mohammad Oweis | data encryption |
| 39. | RVCE23BCY054 | Ankit Pathak | data encryption |
| 40. | RVCE23BCY041 | Yashas MN | Distribution of water and crops |
| 41. | RVCE23BCS177 | Nithish B | Distribution of water and crops |
| 42. | RVCE23BCS078 | Shrikant | Contact Management System |
| 43. | RVCE23BCS243 | Vishal Reddy | Contact Management System |
| 44. | RVCE23BCS303 | Vrushank | Contact Management System |
| 45. | RVCE23BCS076 | Supreeth S | Linear System Calculator |

| | | | |
|---|---|---|---|
| 46. | RVCE23BCS082 | Yadamreddy Navaneeth | Linear System Calculator |
| 47. | RVCE23BCS269 | Prarthana Kulkarni | Centralised medical records |
| 48. | RVCE23BIS142 | Rudresh M S | Employee management system |
| 49. | RVCE23BIS137 | V Nikhil | Employee management system |
| 50. | RVCE23BCS139 | Swamy B S | Employee management system |
| 51. | RVCE23BCY016 | S Harshitha | Driver's safety protocol system |
| 52. | RVCE23BCY015 | Harsha Vardhan N | Blood-Bank-Management-System. |
| 53. | RVCE23BCY044 | SANJAY S | Blood-Bank-Management-System. |
| 54. | RVCE23BCY057 | Somin Narain | Bank Management System |
| 55. | RVCE23BCS132 | Yeshas Raju | Expense Tracker |
| 56. | RVCE23BCS260 | Tarun R | Expense Tracker |

| **AIML – 21CS52 EL Topics** | | |
|---|---|---|
| **Team Number** | **Team member's detail USN - Name** | **Title of the EL component** |
| 1 | 1RV21IS057-Spoorthi_V,1RV21IS061-Vinay_Kumar_D,1RV21IS043-SS_Ashish | Strategic Spikes: Enhancing Timing, Approach, and Player Performance in Volleyball using Machine Learning |
| 2 | Aneesh Adiga S (1RV21IS009), Chaithanya Ganesh (1RV21IS014) | AI-Infused YouTube Analytics: Building a Predictive Model for Enhanced Video Performance |
| 3 | Rhythm Kishore - 1RV21IS041, Romharsh - 1RV21IS042 | Bank Marketing Campaign Analysis |
| 4 | 1RV21IS001 - Aaditaa Vashisht , 1RV21IS016 - Ehsaas Rajpurohit | Bone Tumors Detection and Bone Fracture Detection |

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|---|---|---|
| 5 | 1RV21IS002 - ABDUR RUB SATTIKAR<br>1RV21IS003 - ABHIN DIVAKAR V K | Brain Tumour Detection |
| 6 | 1RV21IS046 - Sanjan Rao, 1RV21IS059 - V Vishwa Karthik | Carbon Footprint Evaluator |
| 7 | 1RV21IS031-Namya Dimri, 1RV21IS064-Rasha Sinha | Credit Card Fraud Detection |
| 8 | NETANYA SINGH- 1RV21IS032<br>PRAGADEESH A - 1RV21IS034 | CRICKET SCORE PREDICTOR |
| 9 | 1RV21IS032 - Netanya Singh, 1RV21IS034 - Pragadeesh A | Cricket Score Predictor |
| 10 | 1RV21IS051 - Shreyas G<br>1RV21IS056 - Sohail L Mulla | Detection and Recognition of Weapons in Surveillance Videos |
| 11 | 1RV21IS050-Shreya Pathya<br>1RV21IS053-Siddhant Kagganty | Driver Drowsiness Detection |
| 12 | 1RV21IS008 - Ananya Anand<br>1RV21IS019 - Ishaani R Gowda | Facial Recognition System for student management |
| 13 | 1RV21IS058-TUSHAR HOTANI,<br>1RV21IS045-SAMEER AMAR ALASKAR | FAKE NEWS DETECTION SYSTEM |
| 14 | 1RV21IS004-Abhinav Bagalkot<br>1RV21IS015-Darshan Jadhav | Food Calorie Estimation |
| 15 | 1RV21IS023 - KANHAIYA DUTTA<br>1RV21IS029 - MOHAMMAD SABEEL | Leaf Disease Detection using Image classification |
| 16 | 1RV21IS006-ADITYA TIWARI<br>1RV21IS007-AMRIT MAHESHWARI<br>1RV21IS013-ARUNESH SRIVASTAVA | MOBILE PHONE PRICE PREDICTION |
| 17 | 1RV21IS030-Naman Agarwal<br>1RV21IS037-Priyanshu Ranjan | Music Generation using Deep Learning |
| | 1RV21IS010-ANIRUDH SAI YETIKURI<br>1RV21IS005-ADITHYA KRISHNA SRIDHAR | NLP FOR MCQ GENERATION |
| 18 | Sneha P M - 1RV21IS055<br>Yaminee Kumari - 1RV21IS062 | Phishing Website Detection |
| 19 | 1RV21IS025-Malepati Ananya , 1RV21IS039-Punya R | Recipe Recommendation System |
| 20 | SINCHANA MATH -1RV21IS054<br>SHREEJA P KULKARNI -1RV21IS049 | RECRUITMENT ANALYSIS AND RECOMMENDATION SYSTEM |
| 21 | Shubham Parida(1RV21IS052),<br>Sachin Singh(1RV21IS044) | resume parser and presenter |
| 22 | 1RV22IS404- SANDYA M S , 1RV21IS060-VEERENDRA M N | Sign Language Detection |

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|---|---|---|
| 23 | (1RV21IS048)Sanjay D Kulal<br>(1RV21IS047)Sanjana Patwari | Skin Disease Detection and Skin cancer Classification |
| 24 | Maneesh S 1RV21IS026<br>Prajwal R 1RV21IS035 | Solar Energy Forecasting |
| 25 | 1RV21IS063 | Stock Prediction Using Machine Learning |
| 26 | 1RV21IS021 - JAYANTH RAO PM | sudoku digitiser |
| 27 | 1RV21IS022-K Akash,1RV21IS038-P Reddy Dhanush | Surya Namaskara pose classification |
| 28 | Jayanth C -1RV21IS020, Manoj M-1RV21IS027, Mayur G Parvatikar-1RV21IS028 | SwarSangam : Exploring Hindustani Music through a Dynamic Database and Personalized Recommendation Engine |
| 29 | 1RV21IS024 - M R Abhishek Bharadwaj<br>1RV21IS033 - P S Mukthiteja<br>1RV22IS402 - Madhu c | Travel Recommendation system |
| 30 | 1RV22IS400 - GURUKIRAN G<br>1RV22IS401 - HOSAMANE VEERABHADRAPPA SETTY | Video Transcript Summariser |
| 31 | 1RV21IS017-G.S. Keshav, 1RV21IS018-Gundlapalli Venkata Akhilesh | Voice controlled interactive chessbot |
| 32 | 1RV21IS011- Anish S 1RV21IS012- Ankita Kumari | Yoga Pose Estimation |

**7th sem : Augmented Reality and Virtual Reality**

| Team NO | USN | NAME | TOPIC |
|---|---|---|---|
| 1 | 1RV20IS049 | Shashank V | unity devops |
| | 1RV20IS061 | Vignesh Kumar S | |
| 2 | 1RV20IS007 | Ananya G | Ar app for furniture placement / Spark AR |
| | 1RV20IS013 | B Varshitha | |
| 3 | 1RV20IS043 | Santosh Vishwanathan | AR based Face Filter |
| | 1RV20IS069 | Mayank Somani | |
| 4 | 1RV20IS032 | Prajwal N J | AR app for lifestyle and e-commerce products exploration |
| 5 | 1RV20IS067 | Kanupriya Anand | AR app for fire escape routes |
| | 1RV20IS050 | Shashi Ranjan | |

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|---|---|---|---|
| 6 | 1RV20IS041 | Sameeksha Keshav | Ar app for educational purposes in human anatomy |
| 7 | 1RV20IS017 | Dileep Sharma | AR app for analysis of CPU parts |
| | 1RV20IS020 | Karthik Pai | |
| 8 | 1RV20IS001 | Abdu Rehaman Pasha Syed | AR app for puzzles |
| | 1RV20IS012 | Aryan Wani | |
| 9 | 1RV20IS059 | Utkarsh Khandelwal | AR app to scan and spawn a character and control it using joystick |
| | 1RV20IS068 | Raksha K Swamy | |
| 10 | 1RV20IS022 | Keerthana DM | ARAL - Augmented Reality Android-based learning |
| | 1RV20IS026 | Nisarga V | |
| 11 | 1RV20IS024 | Manu S Rao | AR App for Chemical Reactions |
| | 1RV20IS027 | Nishanth S | |
| 12 | 1RV20IS066 | Chetna Kumari | Ball in a Maze |
| | 1RV20IS028 | Omkar Kabbur | |
| 13 | 1RV20IS005 | Affan Ahmad | AR app for Watch Try On |
| | 1RV20IS010 | Anushka Jindal | |
| 14 | 1RV20IS064 | Yuvaraj Rayamane | VR based Knapsack problem solver |
| | 1RV20IS018 | Yash Keerthan G S | |
| 15 | 1RV20IS019 | Hitesh Belekeri | Real time traffic simulation |
| | 1RV20IS031 | Phanindra B N | |
| 16 | 1RV20IS054 | S Yaswanth Reddy | Ar app for flight enhancement |
| | 1RV20IS055 | Subhash Chandra Bose Lavu | |
| 17 | 1RV20IS030 | Parthiv Panicker | Creative Core:UI (AR voice ChatBot application) |
| | 1RV20IS033 | Prakhar Jaju | |
| | 1RV20IS065 | Amish Raj Gupta | |
| 19 | 1RV20IS056 | Sumedha MR | Unrealengine tool demo |
| | 1RV20IS00 | Aditya kamarthi | |
| 20 | 1RV20IS048 | Shashank S J | Visual Scripting |

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|---|---|---|---|
| | 1RV20IS063 | Yashwanth Kumar C | |
| 21 | 1RV20IS023 | M S Sandeep Kamath | AR App for musical Instruments. |
| | 1RV20IS038 | Rakshith Dattaraya Hegde | |
| 22 | 1RV20IS040 | Rohan Kumar Mudhol | unity analytics |
| | 1RV20IS015 | Chirag S | |
| 23 | 1RV20IS046 | Shantanu Jha | Shooter AR |
| | 1RV20IS035 | Pritish Raj | |
| 24 | 1RV20IS052 | Shreeya Agarwal | Real Time Town Simulator |
| | 1RV20IS009 | Anusha Jain | |
| 25 | 1RV20IS016 | Dhisha S Babu | AR app - height and width measurement app |
| | 1RV20IS058 | Thasmayi C | |
| 26 | 1RV20IS008 | Ankush Kalsotra | AR app - Real Estate |
| | 1RV20IS014 | B Mohit Manihara | |
| 27 | 1RV20IS030 | Parthiv Panicker | Real Time Town Simulator |

**EL - Programming in Java**

| SL. NO. | USN | NAME OF THE STUDENT | Topic of EL / PBL |
|---|---|---|---|
| 1 | 1RV21IS001 | Aaditaa Vashisht | Create Java Module to Search a given key and fetch row/details from Excel file. |
| 2 | 1RV21IS002 | Abdur Rub Sattikar | Create Java Module to Extract data from excel and display on User Interface. |
| 3 | 1RV21IS003 | Abhin Divakar V K | Create Java Module to Scrape information (of given topic) and save in Excel file. |
| 4 | 1RV21IS004 | Abhinav Bagalkot | Create Interactive Dashoard to read input and display output. |
| 5 | 1RV21IS005 | Adithya Krishna Shridhar | Generate JSON file to store details fetched from Excel file. |
| 6 | 1RV21IS006 | Aditya Tiwari | Perform CRUD operations on Excel file ( consisting of text data). |
| 7 | 1RV21IS007 | Amrit Maheshwari | Generate and display dynamic graphs based on statistics data shared in JSON file. (Graphs must keep changing everytime there is value change in JSON). |
| 8 | 1RV21IS008 | Ananya Anand | Perform CRUD operations on Excel file ( consisting of text data). |

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| 9 | 1RV21IS009 | Aneesh Adiga S | A car may stay in 3 states. Normal, warm up and halt state.<br>Predict the chances of the car reaching halt state from warmup state. |
| 10 | 1RV21IS010 | Anirudh Sai Yetikuri | Generate and display dynamic graphs based on statistics data shared in JSON file.<br>(Graphs must keep changing everytime there is value change in JSON). |
| 11 | 1RV21IS011 | Anish S | Create a Java logger module that records events, errors, and debug information systematically. |
| 12 | 1RV21IS012 | Ankita Kumari | Create a Java logger module that records events, errors, and debug information systematically. |
| 13 | 1RV21IS013 | Arunesh Srivastava | Generate and display dynamic graphs based on statistics data shared in JSON file.<br>(Graphs must keep changing everytime there is value change in JSON). |
| 14 | 1RV21IS014 | Chaithanya Ganesh | A car may stay in 3 states. Normal, warm up and halt state.<br>Predict the chances of the car reaching halt state from warmup state. |
| 15 | 1RV21IS015 | Darshan Popat Jadhav | Create Interactive Dashoard to read input and display output. |
| 16 | 1RV21IS016 | Ehsaas Rajpurohit | Create Java Module to Search a given key and fetch row/details from Excel file. |
| 17 | 1RV21IS017 | G S Keshav | Restart Java Process P1 and restore its state to the previous state it was before restarting. |
| 18 | 1RV21IS018 | Gundlapalli Venkata Akhilesh | Restart Java Process P1 and restore its state to the previous state it was before restarting. |
| 19 | 1RV21IS019 | Ishaani R Gowda | Create Java Module to identify cross referenced Java Objects. |
| 20 | 1RV21IS020 | Jayanth C | Replace java process P1 by P2 when certain condition is met. Ensure P2 continues the work being carriedout by P1.<br>(suppose, P1 has printed 55 numbers out of 100, let P2 start printing from 56 till 100). |
| 21 | 1RV21IS021 | Jayanth Rao P M | Create Interactive Dashoard to read input and display output. |
| 22 | 1RV21IS022 | K Akash | Create Java Module to Extract data from excel and display on User Interface. |
| 23 | 1RV21IS023 | Kanhaiya Dutta | Create a Java module to restart Java Process P1 and restore its state to the previous state it was before restarting. |

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| 24 | 1RV21IS024 | M R Abhishek Bharadwaj | Write a program in java that monitors and backup a directory. From time to time, the program has to upload modified files to the repository or download if there is a new version of it. |
| 25 | 1RV21IS025 | Malepati Ananya | Create a Java module to replicate a Java process P1 to P2, list all the resources it is holding. |
| 26 | 1RV21IS026 | Maneesh S | A car may stay in 3 states. Normal, warm up and halt state.<br>Predict the chances of the car reaching halt state from warmup state. |
| 27 | 1RV21IS027 | Manoj M | Replace java process P1 by P2 when certain condition is met. Ensure P2 continues the work being carriedout by P1.<br>(suppose, P1 has printed 55 numbers out of 100, let P2 start printing from 56 till 100). |
| 28 | 1RV21IS028 | Mayur G Parvatikar | Replace java process P1 by P2 when certain condition is met. Ensure P2 continues the work being carriedout by P1.<br>(suppose, P1 has printed 55 numbers out of 100, let P2 start printing from 56 till 100). |
| 29 | 1RV21IS029 | Mohammad Sabeel | Create a Java module to restart Java Process P1 and restore its state to the previous state it was before restarting. |
| 30 | 1RV21IS030 | NAMAN AGARWAL | Restart Java Process P1 and restore its state to the previous state it was before restarting. |
| 31 | 1RV21IS031 | Namya Dimri | Create a Java module to replicate a Java process P1 to P2, list all the resources it is holding. |
| 32 | 1RV21IS032 | Netanya Singh | Create Java Module to Scrape information (of given topic) and save in Excel file. |
| 33 | 1RV21IS033 | P S Mukthiteja | Write a program in java that monitors and backup a directory. From time to time, the program has to upload modified files to the repository or download if there is a new version of it. |
| 34 | 1RV21IS034 | Pragadeesh A | Create Java Module to Scrape information (of given topic) and save in Excel file. |
| 35 | 1RV21IS035 | Prajwal R | A car may stay in 3 states. Normal, warm up and halt state.<br>Predict the chances of the car reaching halt state from warmup state. |
| 36 | 1RV21IS036 | Prakash Shinde | Write a program in java that monitors and backup a directory. From time to time, the program has to upload modified files to the repository or download if there is a new version of it. |

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| 37 | 1RV21IS037 | Priyanshu Ranjan | Restart Java Process P1 and restore its state to the previous state it was before restarting. |
| 38 | 1RV21IS038 | Pulikunta Reddy Dhanush | Create Java Module to Extract data from excel and display on User Interface. |
| 39 | 1RV21IS039 | Punya R | Create Java Module to identify cross referenced Java Objects. |
| 40 | 1RV21IS041 | Rhythm Kishore | Create a Java module to Java Persistence API. |
| 41 | 1RV21IS042 | Romharsh Siddharth Sheth | Generate and display dynamic graphs based on statistics data shared in JSON file.<br>(Graphs must keep changing everytime there is value change in JSON). |
| 42 | 1RV21IS043 | S S Ashish | Create Java Module to Search a given key and fetch row/details from Excel file. |
| 43 | 1RV21IS044 | Sachin Singh | Create a Java module to Java Persistence API. |
| 44 | 1RV21IS045 | Sameer Amar Alaskar | Create a Java module to restart Java Process P1 and restore its state to the previous state it was before restarting. |
| 45 | 1RV21IS046 | Sanjan Rao | Generate JSON file to store details fetched from Excel file. |
| 46 | 1RV21IS047 | Sanjana Patwari | Perform CRUD operations on Excel file ( consisting of text data). |
| 47 | 1RV21IS048 | Sanjay D Kulal | A car may stay in 3 states. Normal, warm up and halt state.<br>Predict the chances of the car reaching halt state from warmup state. |
| 48 | 1RV21IS049 | Shreeja P Kulkarni | Create a Java module to replicate a Java process P1 to P2, list all the resources it is holding. |
| 49 | 1RV21IS050 | Shreya Pathya | Create a Java module to generate JSON file to store details fetched from Excel file. |
| 50 | 1RV21IS051 | Shreyas G | Create a Java logger module that records events, errors, and debug information systematically. |
| 51 | 1RV21IS052 | Shubham Parida | Generate and display dynamic graphs based on statistics data shared in JSON file.<br>(Graphs must keep changing everytime there is value change in JSON). |
| 52 | 1RV21IS053 | Siddhanth N Kagganty | Create Java Module to identify cross referenced Java Objects. |
| 53 | 1RV21IS054 | Sinchana Math | Create a Java module to replicate a Java process P1 to P2, list all the resources it is holding. |
| 54 | 1RV21IS055 | Sneha P M | Create a Java module to Java Persistence API. |
| 55 | 1RV21IS056 | Sohail Ladlemashak Mulla | Create Java Module to Scrape information (of given topic) and save in Excel file. |

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| 56 | 1RV21IS057 | Spoorthi V | Create a Java logger module that records events, errors, and debug information systematically. |
| 57 | 1RV21IS058 | Tushar Hotani | Create a Java module to restart Java Process P1 and restore its state to the previous state it was before restarting. |
| 58 | 1RV21IS059 | V Vishwa Karthik | Replace java process P1 by P2 when certain condition is met. Ensure P2 continues the work being carriedout by P1.<br>(suppose, P1 has printed 55 numbers out of 100, let P2 start printing from 56 till 100). |
| 59 | 1RV21IS060 | Veerendra Manjunath Naik | Perform CRUD operations on Excel file ( consisting of text data). |
| 60 | 1RV21IS061 | Vinay Kumar D | Replace java process P1 by P2 when certain condition is met. Ensure P2 continues the work being carriedout by P1.<br>(suppose, P1 has printed 55 numbers out of 100, let P2 start printing from 56 till 100). |
| 61 | 1RV21IS062 | Yaminee Kumari | Create a Java module to Java Persistence API. |
| 62 | 1RV21IS063 | Yashasvi Tiwari | Create a Java module to generate JSON file to store details fetched from Excel file. |
| 63 | 1RV21IS064 | RASHA SINHA | Create Interactive Dashoard to read input and display output. |
| 64 | 1RV21IS065 | R VARSHA BANTIA | Create a Java module to generate JSON file to store details fetched from Excel file. |
| 65 | 1RV22IS400 | GURUKIRAN G | Create a Java logger module that records events, errors, and debug information systematically. |
| 66 | 1RV22IS401 | HOSAMANE VEERABHADRAPPA SETTY | Create Java Module to identify cross referenced Java Objects. |
| 67 | 1RV22IS402 | MADHU C | Write a program in java that monitors and backup a directory. From time to time, the program has to upload modified files to the repository or download if there is a new version of it. |
| 68 | 1RV22IS404 | SANDYA M S | Create a Java module to generate JSON file to store details fetched from Excel file. |
| 69 | 1RV22IS405 | SHRAVAN KUMAR | Restart Java Process P1 and restore its state to the previous state it was before restarting. |

**List of Students (2021-22) – ODD- Computer Networks**

| Sl.No | USN | Name | EL Topic |
|---|---|---|---|

| | | | |
|---|---|---|---|
| 1 | 1RV19IS014 | B Srinivas | HTTP LOAD BALANCING WITH ASSOCIATED ANALYTICS |
| 2 | 1RV19IS003 | AKASH SHETTY | TCP CHAT ROOM |
| 3 | 1RV19IS049 | Shivam Prajapati | Demonstration of selective repeat protocol using java sockets |
| 4 | 1RV19IS005 | AMEYA MAHADEV GONAL | Communication through sockets |
| 5 | 1RV19IS001 | Abhiram Srivathsa K H | Network topology using Cisco Packet Tracer |
| 6 | 1RV19IS047 | Senthooran B | Socket Programming for browser and client |
| 7 | 1RV19IS033 | NIKITA S RAO | MQTT |
| 8 | 1RV19IS055 | Srihari C | Smoke Detection and Fire Prevention system using Cisco Packet Tracer |
| 9 | 1RV19IS026 | Kushagra Jain | Routing in NoC |
| 10 | 1RV19IS035 | O S Sumukh | Socket programming demonstration using a java game |
| 11 | 1RV18IS060 | Vinodakumar | Computer network |
| 12 | 1RV19IS019 | GORLA CHARAN SAI CHOWDARY | steganography |
| 13 | 1RV19IS048 | Shakthi Sagar M | RFID Lock mechanism using Cisco Packet Tracer |
| 14 | 1RV19IS057 | SRIRAM BALAKRISHNA | PROVABLE SECURITY FOR CRYPTOCURRENCIES |
| 15 | 1RV19IS024 | KHUSHI S L | Secure Shell Protocol |
| 16 | 1RV19IS031 | Nidhi H Halappanavar | SSH PROTOCOL |
| 17 | 1RV19IS060 | Uday A S | Secure Shell Using WebSockets |
| 18 | 1RV19IS067 | Mohammed Ihtesham | Video Conferencing using WebRTC |
| 19 | 1RV19IS025 | Kushagra Gupta | Encryption & Decryption Using Deffie Hellman Algorithm |
| 20 | 1RV19IS028 | Monika S | Distributed denial of services |
| 21 | 1RV19IS051 | SHIVANAND SUNAGAR | RIP Configuration |
| 22 | 1RV19IS022 | K MANOHAR PRAKUL | IMPLEMENTATION OF TOKEN BUCKET ALGORITHM |
| 23 | 1RV19IS034 | Nishanth Rao | Implementing basic FTP protocol. |
| 24 | 1RV19SI032 | NIKHIL SANDILYA | Image encryption and Decryption |
| 25 | 1RV20IS401 | Guruprasad K | Protocol analysis on Wireshark |
| 26 | 1RV19IS009 | Arun Kumar | Secure Shell Protocol (SSH) |
| 27 | 1RV19IS010 | Atharv Prashant Wani | Simulation of Sliding Window Protocols |

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|---|---|---|---|
| 28 | 1RV19IS021 | K A Sumukh | Compare and contrast Network Topologies. Star Mesh Hybrid Ring Bus |
| 29 | 1RV19IS020 | Harshit Handa | Design and implementation of keylogger in windows |
| 30 | 1RV20IS400 | G channa basava | TCP CHAT ROOM |
| 31 | 1RV19IS036 | Prashant Abbi | Bot Detection in Networks using ML |
| 32 | 1RV19IS054 | Sri Vishnu D | Ant colony optimization algorithm |
| 33 | 1RV19IS063 | Vikram Shenoy | Demonstration of Rate limiting Algorithms |
| 34 | 1RV19IS044 | S Advaith | |
| 35 | 1RV19IS037 | PRINSON FERNANDES | Encryption & Decryption Using Deffie Hellman Algorithm |
| 36 | 1RV19IS046 | Sahil Sharma | Wireshark - HTTP analysis |
| 37 | 1RV19IS013 | B CHIRAG BALIGA | HTTP LOAD BALANCING WITH ASSOCIATED ANALYTICS |
| 38 | 1RV19IS007 | Anurag Ashish Khot | TCP CHAT ROOM |
| 39 | 1RVIS038 | RACHITA AGARWAL | Demonstration of selective repeat protocol using java sockets |
| 40 | 1RV19IS066 | Shiva Shashank Dhavala | Communication through sockets |
| 41 | 1RV19IS043 | Ronit Agarwal | Network topology using Cisco Packet Tracer |
| 42 | 1RV19IS059 | Tarun Srivatsa V S | Socket Programming for browser and client |
| 43 | 1RV19IS039 | RAJOTH SAHA | MQTT |
| 44 | 1RV19IS004 | Akshay A Kumar | Smoke Detection and Fire Prevention system using Cisco Packet Tracer |
| 45 | 1RV19IS040 | RISHABH R | Routing in NoC |
| 46 | 1RV19IS016 | CHANDANA J | Socket programming demonstration using a java game |
| 47 | 1RV19IS029 | NM Nishant | Computer network |
| 48 | 1RV19IS062 | Varshini L | steganography |
| 49 | 1RV19IS065 | Dandavati Suhas | RFID Lock mechanism using Cisco Packet Tracer |
| 50 | 1RV19IS012 | Ayush Gupta | PROVABLE SECURITY FOR CRYPTOCURRENCIES |
| 51 | 1RV19IS053 | Sri Chandana K | Secure Shell Protocol |
| 52 | 1RV19IS064 | VINAYAK KRISHNA PRASAD | SSH PROTOCOL |
| 53 | 1RV19IS015 | DR BHARGAV | Secure Shell Using WebSockets |

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|---|---|---|---|
| 54 | 1RV19IS058 | SURAJ RAJSHEKHAR MUKKANNAVAR | Video Conferencing using WebRTC |
| 55 | 1RV20IS402 | Nagaraj Shrikrishna Hegde | Encryption & Decryption Using Deffie Hellman Algorithm |
| 56 | 1RV19IS050 | Shivanand | Distributed denial of services |
| 57 | 1RV19IS030 | Nachiketa Nalin | RIP Configuration |
| 58 | 1RV19IS017 | Chirag K Shetty | IMPLEMENTATION OF TOKEN BUCKET ALGORITHM |
| 59 | 1RV19IS023 | Ketan Vaish | Implementing basic FTP protocol. |
| 60 | 1RV20IS405 | Vignesh | Image encryption and Decryption |
| 61 | 1RV19IS401 | Mohammad Abdul Razak Wahab | Protocol analysis on Wireshark |
| 62 | 1RV19IS002 | Akash khalmesh Hiremath | Secure Shell Protocol (SSH) |

## List of Students

## DMS 18CS36 Odd Sem 2021 - 22

| SL NO. | USN | NAME OF THE STUDENT | Topic of EL / PBL |
|---|---|---|---|
| 1 | 1RV20IS001 | ABDU REHAMAN PASHA SYED | 1a.Convert the following English sentences into logical expressions<br>a)You do not drive over 65 mph or you get a speeding ticket, but not both<br>b)Whenever you get a speeding ticket, you are driving over 65 mph<br>b. Let p:You forgot to set your alarm. q:You miss the Final exam. r: You pass the course Formulate in English the following compound propositions.<br>a)r --> ~q<br>b)(p --> q) ^ (q --> ~r)<br>c)(p ^ q) v (~q ^ r)<br>2a. For the compound proposition, (~p ^ ~q) ^ (~r --> p), Find an equivalent expression which uses only ^ and ~ and which is as simple as possible<br>b. Consider the following english arguments. Define propositions/predicates and translate these arguments into logic, then prove or disprove whether the form of the argument is valid.<br>If I like mathematics then I will study. Either i don't study or I pass mathematics. If I don't pass mathematics, then I don't graduate. Therefore, If I graduate, then I like mathamatics. |
| 2 | 1RV20IS003 | ADITYA GEHLAWAT | |
| 3 | 1RV20IS004 | ADITYA KAMARTHI | |
| 4 | 1RV20IS005 | AFFAN AHMED | |
| 5 | 1RV20IS007 | ANANYA G | |
| 6 | 1RV20IS008 | ANKUSH KALSOTRA | |
| 7 | 1RV20IS009 | ANUSHA JAIN | |
| 8 | 1RV20IS010 | ANUSHKA JINDAL | |
| 9 | 1RV20IS011 | ARPIT VERMA | |

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|---|---|---|---|
| 10 | 1RV20IS012 | ARYAN WANI | |
| 11 | 1RV20IS013 | B VARSHITHA | 3a.Let p(x): x2 – 8x + 15 = 0, q(x): x is odd, r(x): x>0. For the universe of all integers determine the truth or falsity of each of the following statements. If the statement is false give a counter example.<br>(a) $\forall x[p(x) \rightarrow q(x)]$<br>(b) $\exists x[q(x) \rightarrow p(x)]$<br>Negate & simplify the following<br>(a) $\exists x[p(x) \vee q(x)]$<br>(b) $\forall x[p(x) \wedge \sim q(x)]$<br>(c) $\forall x \exists y[(p(x, y) \wedge q(x, y)) \rightarrow r(x, y)]$. |
| 12 | 1RV20IS014 | MOHIT MANIHARA BOORLAGADDA | |
| 13 | 1RV20IS015 | CHIRAG S | |
| 14 | 1RV20IS016 | DHISHA S BABU | 4a.Establish the validity of the following argument: If the band could not play rock music or the refreshments were not delivered on time, then the New Year's party would have been canceled and Alicia would have been angry. If the party were canceled, then refunds would have had to be made. No refunds are made. Therefore refreshments were not delivered on time.<br>b. A basketball team has 12 players. However, only five players play at any given time during a game. In how may ways may the coach choose the five players? To be more realistic, the five players playing a game normally consist of two guards, two forwards, and one center. If there are five guards, four forwards, and three centers on the team, in how many ways can the coach choose two guards, two forwards, and one center? What if one of the centers is equally skilled at playing forward? |
| 15 | 1RV20IS017 | DILEEP SHARMA | |
| 16 | 1RV20IS018 | G S YASH KEERTHAN | |
| 17 | 1RV20IS019 | HITESH BELEKERI | |
| 18 | 1RV20IS020 | KARTHIK PAI | |
| 19 | 1RV20IS021 | KARTIKAY | |
| 20 | 1RV20IS022 | KEERTHANA D M | |
| 21 | 1RV20IS023 | M S SANDEEP KAMATH | 5 a A total amount of Rs.1500 is to be distributed to 3 poor students A, B, C of a class. In how many ways the distribution can be made in multiples of 100.<br>(i) If every one of these must get at least Rs.300?<br>(ii) If A must get at least Rs.500, and B and C must get at least Rs.400 each?<br>b. Establish the validity of the argument;<br>$p \rightarrow q$<br>$q \rightarrow (r \wedge s)$<br>$\neg r \rightarrow (\neg t \vee u)$<br>$p \wedge t$<br>$\therefore u$ |
| 22 | 1RV20IS024 | MANU S RAO | |
| 23 | 1RV20IS026 | NISARGA V | |
| 24 | 1RV20IS027 | NISHANTH S | |
| 25 | 1RV20IS028 | OMKAR KABBUR | |
| 26 | 1RV20IS029 | PANKAJ | |
| 27 | 1RV20IS030 | PARTHIV PANICKER | 6a. A message is made up of 12 different symbols and is to be transmitted through a communication |

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| 28 | 1RV20IS031 | PHANINDRA B N | channel. In addition to the 12 symbols, the transmitter will also send a total of 45 (blank) spaces between the symbols, with at least 3 spaces between each pair<br>of consecutive symbols. In how many ways can the transmitter send such a message?<br>b. Suppose now there are three married couples(A-F) and that A, B, and C are females. We want to arrange the six people around the table so that sexes alternate. (arrangements are considered identical if one can beobtained from the other by rotation.). Explain your answer. |
| 29 | 1RV20IS032 | PRAJWAL N J | |
| 30 | 1RV20IS033 | PRAKHAR JAJU | |
| 31 | 1RV20IS034 | PRATHAM AGARWAL | 7a. Morgan is a lead actor in a new movie. She needs to shoot a scene in the morning in studio A and an afternoon scene in studio C. She looks at the map and finds that there is no direct route from studio A to studio C. Studio B is located between studios A and C. Morgan's friends Brad and Jennifer are shooting a movie in studio B. There are three roads, say A1, A2,and A3, from studio A to studio B and four roads, say B1, B2,B3, and B4, from studio B to studio C. In how many ways can Morgan go from studio A to studio<br>C and have lunch with Brad and Jennifer at Studio B?<br>b. A committee of 12 is to be selected from 10 men 10 women. In how many ways can the selection be carried out if (i) there are no restrictions? (b) there must be 6 men and 6 women? (iii) there must be an even number of women? (iv) there must be more women than men? (v) there must be at least 8 men? |
| 32 | 1RV20IS035 | PRITISH RAJ | |
| 33 | 1RV20IS036 | PULKIT GARG | |
| 34 | 1RV20IS038 | RAKSHITH DATTATRAYA HEGDE | |
| 35 | 1RV20IS039 | RIYA KAUR | |
| 36 | 1RV20IS040 | ROHANKUMAR MUDHOL | |
| 37 | 1RV20IS041 | SAMEEKSHA KESHAV | |
| 38 | 1RV20IS042 | SANGYA MEDHAVI SHREE GOYAL | |
| 39 | 1RV20IS043 | SANTOSH VISHWANATHA N | |
| 40 | 1RV20IS045 | SHANKAR TEJASVI | If finite set A has n elements then find<br>(i) number of anti-symmetric relations on A.<br>(ii) number of relations on A that are both reflexive and symmetric.<br>Using mathematical induction show that for every $n \in Z^+$ where $n \geq 14$, n can be written<br>as a sum of 3's and/or 8's. for all positive integers n.<br>A survey of 500 TV watchers produced the following information:285 watch football games, 195 watch hockey games, 115 watch basketball games, 45 watch football & basketball games, 70 watch football & hockey games, 50 watch hockey & basket ball games& 50 do not watch any of the |
| 41 | 1RV20IS046 | SHANTANU JHA | |
| 42 | 1RV20IS048 | SHASHANK S J | |
| 43 | 1RV20IS049 | SHASHANK V | |
| 44 | 1RV20IS050 | SHASHI RANJAN | |

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| 45 | 1RV20IS051 | SHREENIDHI T L | 3 kind games (a) How many people in the survey watch all 3 kinds of games? (b) How many pe4ople watch exactly one of the sports? |
| 46 | 1RV20IS052 | SHREEYA AGARWAL | |
| 47 | 1RV20IS054 | SINGAREDDY YASWANTH REDDY | |
| 48 | 1RV20IS055 | SUBHASH CHANDRA BOSE LAVU | |
| 49 | 1RV20IS056 | SUMEDHA M R | |
| 50 | 1RV20IS057 | TANISH MATHUR | Define S(m,n) - Stirling number of the second kind. Find S(7,5)<br>Explain the pigeonhole principle. Show that if five points are selected from interior of an equilateral triangle ABC (AB=1), then there will be at least 2 points having distance between them less than 1/2<br>If G be the set of real numbers not equal to -1 and * on G be defined by a * b = a + b + ab, for a, b∈G, then show that (G, *) is an abelian group. |
| 51 | 1RV20IS059 | UTKARSH KHANDELWAL | |
| 52 | 1RV20IS060 | VARNIT SHREE | |
| 53 | 1RV20IS061 | VIGNESH KUMAR S | |
| 54 | 1RV20IS062 | YASH AGRAWAL | |
| 55 | 1RV20IS063 | YASHWANTH KUMAR C | |
| 56 | 1RV20IS064 | YUVARAJ TUKARAM RAYAMANE | |
| 57 | 1RV20IS065 | AMISH RAJ GUPTA | |
| 58 | 1RV20IS066 | CHETNA KUMARI | |
| 59 | 1RV20IS067 | KANUPRIYA ANAND | |
| 60 | 1RV20IS068 | RAKSHA K SWAMY | |
| 61 | 1RV20IS069 | MAYANK SOMANI | |
| 62 | 1RV21IS400 | ABHISHEK R | |

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| 63 | 1RV21IS401 | BHARGAVI B V | State and prove the Lagrange's theorem. |
| 64 | 1RV21IS402 | PRAMOD J | Let f:(ZxZ,⊕) →(Z,+) be the function defined by f(x,y) = x-y (where (ZXZ,⊕) is a gro & ⊕ is defined as (a,b)⊕(c,d) = (a+c,b+d) & (Z,+) is a group of integers under ordinary addition). Prove that f is homomorphism onto Z. |
| 65 | 1RV21IS404 | VAIBHAV VERNEKAR | The generator matrix for an encoding function E: $Z_2^3 \rightarrow Z_2^6$ is given by $G=\begin{bmatrix}1&0&0&1&1&0\\0&1&0&0&1&1\\0&0&1&1&0&1\end{bmatrix}$ i) Find the code words assigned to 110 and 010 ii) Obtain the associated parity-check matrix. |
| 66 | 1RV19IS034 | NISHANTH RAO | For the encoding function $E:Z_2^2 \rightarrow Z_2^5$ defined by E(00)=00001,E(01)=01010 E(10)=10100 and E(11)=11111,find the minimum distance between the code words. Indicate the error -detecting and error- correcting capabilities of each code |

**Department of Information Science and Engineering**

**RV College of Engineering® , Bangalore**

**2020-21** | **Assignment List**

**Course Name: Service Oriented Architecture (18MSE1A1)** | **Code: 18MSE1A1**

| Group No | USN | NAME | ASSIGNMENT TITLE | DESCRIPTION |
|---|---|---|---|---|
| 1 | 1RV19SSE16 | Sahana Raikar | SOA -Importance of model | **TechnologiesUsed:** **Front End:** React JS **Back End:** Java with Postgress DB **Tools:** IDE: IntelliJ **Platform:** Cent OS, Linux **Youtube content Creation: Tool:** Camtesia Studio |
| | 1RV19SSE03 | Anupama C V | | |
| 2 | 1RV19SSE09 | Karthik Vaas | Front End tools | |
| | 1RV19SSE07 | Fameeda Roohi | | |
| 3 | 1RV19SSE13 | Nithin Srivatsa | Business Case for SOA | |
| | 1RV19SSE14 | Prathiba K C | | |
| 4 | 1RV19SSE02 | Aishwarya S | Services ion SOA | |
| | 1RV19SSE18 | Yashaswini H C | | |
| 5 | 1RV19SSE12 | Nadine V Alexadrine | Service Enablement and Service Integration | |
| | 1RV17SSE17 | Vagmi Acharya | | |
| 6 | 1RV19SSE08 | Gaurav Dhingra | SOA Big data and AWS & its impact on library management system | |
| | 1RV19SSE05 | Bharat M S | | |

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| 7 | 1RV19SSE11 | Monisha K Naik | Technologies used and conclusion | |
| | 1RV19SSE10 | Manasa Chandrashekar | | |
| | 1RV19SSE17 | Sahana Yoganand | | |
| 8 | 1RV19SSE04 | Anusha D | Implementation, Testing and report consolidation | |
| | 1RV19SSE15 | Sachin Prakash | | |
| | 1RV19SSE06 | Deepika R | | |

## Software Engineering – Project Implementation 2020-21

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|---|---|---|---|
| 1 | 1RV20IS001 | ABDU REHAMAN PASHA S | Sign to speech software for differently abled |
| 2 | 1RV20IS003 | ADITYA GEHLAWAT | Fitness management system |
| 3 | 1RV20IS004 | ADITYA KAMARTHI | Sports Department Management System |
| 4 | 1RV20IS005 | AFFAN AHMED | Second Hand Book Trading System |
| 5 | 1RV20IS007 | ANANYA G | ISE Research Centre Management |
| 6 | 1RV20IS008 | ANKUSH KALSOTRA | Second Hand Book Trading System |
| 7 | 1RV20IS009 | ANUSHA JAIN | ISE Research Centre Management |
| 8 | 1RV20IS010 | ANUSHKA JINDAL | Grievance Redressal System |
| 9 | 1RV20IS011 | ARPIT VERMA | Sports Department Management System |
| 10 | 1RV20IS012 | ARYAN WANI | Grievance Redressal System |
| 11 | 1RV20IS013 | B VARSHITHA | ISE Research Centre Management |
| 12 | 1RV20IS014 | BOORLAGADDA MOHIT M | Asset Management System |
| 13 | 1RV20IS015 | CHIRAG S | Asset Management System |
| 14 | 1RV20IS016 | DHISHA S BABU | Fitness management system |
| 15 | 1RV20IS017 | DILEEP SHARMA | Sign to speech software for differently abled |
| 16 | 1RV20IS018 | G S YASH KEERTHAN | sports Department Management System |
| 17 | 1RV20IS019 | HITESH BELEKERI | Asset Management System |
| 18 | 1RV20IS020 | KARTHIK PAI | Sign to speech software for differently abled |
| 19 | 1RV20IS021 | KARTIKAY | Second Hand Book Trading System |
| 20 | 1RV20IS067 | KANUPRIYA ANAND | Grievance Redressal System |
| 21 | 1RV21IS400 | ABHISHEK R | lab management system |
| 22 | 1RV21IS401 | BHARGAVI B V | lab management system |
| 23 | 1RV20IS022 | KEERTHANA D M | Canteen Food Ordering System |
| 24 | 1RV20IS023 | M S SANDEEP KAMATH | Student Assistance System |
| 25 | 1RV20IS024 | MANU S RAO | Hostel Mess Card Automation System |
| 26 | 1RV20IS026 | NISARGA V | Canteen Food Ordering System |
| 27 | 1RV20IS027 | NISHANTH S | Hostel Mess Card Automation System |

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| 28 | 1RV20IS028 | OMKAR KABBUR | Attendance management system |
| 29 | 1RV20IS029 | PANKAJ | NSAR |
| 30 | 1RV20IS030 | PARTHIV PANICKER | Real Estate Management System |
| 31 | 1RV20IS031 | PHANINDRA B N | Hostel Mess Card Automation System |
| 32 | 1RV20IS032 | PRAJWAL N J | Seminar Hall Management System |
| 33 | 1RV20IS033 | PRAKHAR JAJU | Real Estate Management System |
| 34 | 1RV20IS034 | PRATHAM AGARWAL | Attendance Management System |
| 35 | 1RV20IS035 | PRITISH RAJ | College Bus Management System |
| 36 | 1RV20IS036 | PULKIT GARG | Student achievement management system |
| 37 | 1RV20IS038 | RAKSHITH D HEGDE | Student Assistance System |
| 38 | 1RV20IS039 | RIYA KAUR | College Bus Management System |
| 39 | 1RV20IS040 | ROHANKUMAR MUDHOL | Student achievement management system |
| 40 | 1RV20IS041 | SAMEEKSHA KESHAV | Seminar Hall Management System |
| 41 | 1RV20IS042 | SANGYA MEDHAVI S G | College Bus Management System |
| 42 | 1RV20IS043 | SANTOSH V | Canteen Food Ordering System |
| 43 | 1RV20IS069 | MAYANK SOMANI | Real Estate Management System |
| 44 | 1RV21IS402 | PRAMOD J | Not Assigned |
| 45 | 1RV20IS044 | SARTHAK KUMAR | Not Assigned |
| 46 | 1RV20IS045 | SHANKAR TEJASVI | Car Showroom Portal |
| 47 | 1RV20IS046 | SHANTANU JHA | Quiz Portal |
| 48 | 1RV20IS048 | SHASHANK S J | Faculty Assistance System |
| 49 | 1RV20IS049 | SHASHANK V | Placement Management and Analysis System |
| 50 | 1RV20IS050 | SHASHI RANJAN | Car Showroom Portal |
| 51 | 1RV20IS051 | SHREENIDHI T L | Car Showroom Portal |
| 52 | 1RV20IS052 | SHREEYA AGARWAL | Quiz Portal |
| 53 | 1RV20IS054 | SINGAREDDY YASWANTH R | Center of Competence management system |
| 54 | 1RV20IS055 | SUBHASH CHANDRA BOSE L | Department managemnet system |
| 55 | 1RV20IS056 | SUMEDHA M R | Faculty Assistance System |
| 56 | 1RV20IS057 | TANISH MATHUR | RVCE club management system |
| 57 | 1RV20IS058 | THASMAYI C | Quiz Portal |
| 58 | 1RV20IS059 | UTKARSH KHANDELWAL | Department managemnet system |
| 59 | 1RV20IS060 | VARNIT SHREE | Rvce Club management system |
| 60 | 1RV20IS061 | VIGNESH KUMAR S | Placement Management and Analysis System |
| 61 | 1RV20IS062 | YASH AGRAWAL | Fitness Center Management System |
| 62 | 1RV20IS063 | YASHWANTH KUMAR C | Placement Management and Analysis System |
| 63 | 1RV20IS064 | YUVARAJ TUKARAM R | Fitness Center Management System |

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| 64 | 1RV20IS065 | AMISH RAJ GUPTA | Fitness Center Management System |
| 65 | 1RV20IS066 | CHETNA KUMARI | Result Management System |
| 66 | 1RV20IS068 | RAKSHA K SWAMY | Department managemnet system |
| 67 | 1RV21IS404 | VAIBHAV VERNEKAR | Center of Competence management system |

**List of Students (2018-19) – ODD- Enterprise Architecture**

| SLNO | USN | NAME | Assignment Topics |
|---|---|---|---|
| 1 | 1RV15IS026 | KRATI SHRIVASTAVA | Home Automation System |
| 2 | 1RV15IS029 | MALA M | Library Management System |
| 3 | 1RV15IS034 | NIKHIL P | Hospital Management System |
| 4 | 1RV15IS037 | NITHISH D S | Supply chain management |
| 5 | 1RV15IS042 | RAGHAVENDRA P NAKOD | University Portfolio |
| 6 | 1RV15IS046 | RISHABH VERMA | Student Management Systems |
| 7 | 1RV15IS049 | SALMAN KHAN | Publications Management systems |
| 8 | 1RV15IS050 | SHASHIDHAR DODAMANI | Research Presentations database |
| 9 | 1RV15IS059 | TEJA DURGAPPA MOGER | Conference management system |
| 10 | 1RV15IS060 | VARSHINI M | Counselor Management System |
| 11 | 1RV15IS061 | VINAYAK S | Home Automation System |
| 12 | 1RV15IS065 | VISHWARAJ JAISWAL | Library Management System |
| 13 | 1RV15IS066 | SAMIKA RASTOGI | Hospital Management System |
| 14 | 1RV16IS403 | CHANDANA T S | Supply chain management |
| 15 | 1RV16IS406 | MEGHANA R | University Portfolio |
| 16 | 1RV16IS407 | NIKHILESH KUMAR | Student Management Systems |
| 17 | 1RV16IS411 | SWATI ACHARYA | Publications Management systems |
| 18 | 1RV16IS412 | ASHIKA | Research Presentations database |
| 19 | 1RV16IS413 | YALLANDA GOYAL | Conference management system |

**Department of Information Science and Engineering**

**RV College of Engineering® , Bangalore**

**AY: 2019-20** — **Assignment List**

**Course Name: Service Oriented Architecture (18MSE1A1)** — **Code: 18MSE1A1**

| Group No | USN | NAME | ASSIGNMENT TITLE | DESCRIPTION |
|---|---|---|---|---|
| 1 | 1RV19SSE16 | Sahana Raikar | SOA -Importance of model | **TechnologiesUsed:** **Front End:** React JS **Back End:** Java with Postgress DB **Tools:** IDE: IntelliJ |
| | 1RV19SSE03 | Anupama C V | | |
| 2 | 1RV19SSE09 | Karthik Vaas | Front End tools | |

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|---|---|---|---|---|
| | 1RV19SSE07 | Fameeda Roohi | | **Platform:** Cent OS, Linux **Youtube content Creation: Tool:** Camtesia Studio |
| 3 | 1RV19SSE13 | Nithin Srivatsa | Business Case for SOA | |
| | 1RV19SSE14 | Prathiba K C | | |
| 4 | 1RV19SSE02 | Aishwarya S | Services ion SOA | |
| | 1RV19SSE18 | Yashaswini H C | | |
| 5 | 1RV19SSE12 | Nadine V Alexadrine | Service Enablement and Service Integration | |
| | 1RV17SSE17 | Vagmi Acharya | | |
| 6 | 1RV19SSE08 | Gaurav Dhingra | SOA Big data and AWS & its impact on library management system | |
| | 1RV19SSE05 | Bharat M S | | |
| 7 | 1RV19SSE11 | Monisha K Naik | Technologies used and conclusion | |
| | 1RV19SSE10 | Manasa Chandrashekar | | |
| | 1RV19SSE17 | Sahana Yoganand | | |
| 8 | 1RV19SSE04 | Anusha D | Implementation, Testing and report consolidation | |
| | 1RV19SSE15 | Sachin Prakash | | |
| | 1RV19SSE06 | Deepika R | | |

**List of Students (2019-20) – ODD- Cryptography and Network Security**

| SLNO | USN | NAME | EL Topics |
|---|---|---|---|
| 1 | 1RV15IS063 | YASHWANTH R | Hill Cipher for 3 × 3 matrix |
| 2 | 1RV16IS002 | ABHINAV UPADHYA | Implementing s-box/p-box in Triple DES algorithm |
| 3 | 1RV16IS003 | ADITYA S SREERAMA | Implement Rotar Cipher |
| 4 | 1RV16IS004 | A AKSHAY RAJA REDDY | Implement Distance vector algorithm |
| 5 | 1RV16IS005 | AMBERMANI PRATAP SINGH | Implement Euclidean Algorithm for encrypting plain text. |
| 6 | 1RV16IS006 | AV AKHIL KRISHNA | Implement Four Function Calculator in GF(24) & GF(28). |

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|---|---|---|---|
| 7 | 1RV16IS007 | ANAGHA G | Encrypt and decrypt in 4-bit cipher feedback mode using additive modulo 256. |
| 8 | 1RV16IS008 | ANMOL GABA | Encrypt and decrypt in 4-bit cipher feedback affine modulo 256. |
| 9 | 1RV16IS009 | ARJUN ACHARYA | Encrypt and decrypt in cipher block chaining mode using one of the following ciphers: i) affine modulo 256, ii) Hill modulo 256. |
| 10 | 1RV16IS011 | BHOOMIKA P | Cryptographic Infrastructure and Standards |
| 11 | 1RV16IS012 | CHIRAG CHHABRA | High-confidence Software and Systems (HCSS) |
| 12 | 1RV16IS013 | DEBASIS MAHAPATRA | Authentication |
| 13 | 1RV16IS014 | DEEPIKA H C | High-Speed Security Solutions |
| 14 | 1RV16IS015 | DOST ARORA | Secure Wireless Multimedia |
| 15 | 1RV16IS018 | JIBRAAN MUKHTIAR | Technical Security |
| 16 | 1RV16IS019 | K ISMAIL ASHISH | Attack, Sensing, Warning, and Response |
| 17 | 1RV16IS023 | KHUSH G CHANDAWAT | Trusted Computing |
| 18 | 1RV16IS024 | KUMAR ABHIJEET | Encrypt and decrypt in 4-bit cipher feedback mode using additive modulo 256. |
| 19 | 1RV16IS025 | KUNAL BHANDARI | Hill Cipher for 3 × 3 matrix |
| 20 | 1RV16IS026 | L PAVAN VENKAT | Implementing s-box/p-box in Triple DES algorithm |
| 21 | 1RV16IS028 | LAV RAM GABRI | Implement Rotar Cipher |
| 22 | 1RV16IS029 | MAYANK AGRAWAL | Implement Distance vector algorithm |
| 23 | 1RV16IS030 | NAGASHREYAS S P | Implement Euclidean Algorithm for encrypting plain text. |
| 24 | 1RV16IS031 | NIDHI GIRISH | Implement Four Function Calculator in GF(24) & GF(28). |
| 25 | 1RV16IS032 | NIKHILA DHARMAJI | Encrypt and decrypt in 4-bit cipher feedback mode using additive modulo 256. |
| 26 | 1RV16IS033 | PALASH BHARADIA | Encrypt and decrypt in 4-bit cipher feedback affine modulo 256. |
| 27 | 1RV16IS034 | PRANAV B | Encrypt and decrypt in cipher block chaining mode using one of the following ciphers: i) affine modulo 256, ii) Hill modulo 256. |
| 28 | 1RV16IS035 | PRAVEEN A | Cryptographic Infrastructure and Standards |
| 29 | 1RV16IS036 | PREETHAM T P | High-confidence Software and Systems (HCSS) |

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|---|---|---|---|
| 30 | 1RV16IS038 | RAHUL SINGH KUSHWAHA | Authentication |
| 31 | 1RV16IS039 | RAHUL SUBRAMANIAM | High-Speed Security Solutions |
| 32 | 1RV16IS040 | RAJ V GARAG | Secure Wireless Multimedia |
| 33 | 1RV16IS041 | RISHABH PRATAP SINGH | Technical Security |
| 34 | 1RV16IS043 | SAMARTH MAGANAHALLI S | Attack, Sensing, Warning, and Response |
| 35 | 1RV16IS044 | SAMPATH NAYAK | Trusted Computing |
| 36 | 1RV16IS046 | SANJITHA GOWDA | Encrypt and decrypt in 4-bit cipher feedback mode using additive modulo 256. |
| 37 | 1RV16IS047 | SANKETH HARNOORKAR | Hill Cipher for 3 × 3 matrix |
| 38 | 1RV16IS048 | SHAILESH RAO KODIKAL | Implementing s-box/p-box in Triple DES algorithm |
| 39 | 1RV16IS049 | SHAKTHY SHIVAKUMAR | Implement Rotar Cipher |
| 40 | 1RV16IS050 | SHASHANK RAVI BASARIHALLI | Implement Distance vector algorithm |
| 41 | 1RV16IS051 | SHEIKH ATHAR | Implement Euclidean Algorithm for encrypting plain text. |
| 42 | 1RV16IS052 | SHIVAM | Implement Four Function Calculator in GF(24) & GF(28). |
| 43 | 1RV16IS053 | SHIVAM KALHANS | Encrypt and decrypt in 4-bit cipher feedback mode using additive modulo 256. |
| 44 | 1RV16IS054 | SRUJAN K S | Encrypt and decrypt in 4-bit cipher feedback affine modulo 256. |
| 45 | 1RV16IS055 | SUHAS H R | Encrypt and decrypt in cipher block chaining mode using one of the following ciphers: i) affine modulo 256, ii) Hill modulo 256. |
| 46 | 1RV16IS057 | SUNNY KHATRI | Cryptographic Infrastructure and Standards |
| 47 | 1RV16IS058 | SWAPNIL ROY | High-confidence Software and Systems (HCSS) |
| 48 | 1RV16IS059 | VAISHNAV RAJNEESH GAURAV R | Authentication |
| 49 | 1RV16IS060 | VIJAYASHREE RAGHUVEER SHETTY | High-Speed Security Solutions |
| 50 | 1RV16IS061 | VISHAL T | Secure Wireless Multimedia |
| 51 | 1RV16IS062 | YASH AGRAWAL | Technical Security |
| 52 | 1RV16IS063 | YOGITA MALLIKARJUN P | Attack, Sensing, Warning, and Response |
| 53 | 1RV16IS064 | ARNAB JANA | Trusted Computing |

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|---|---|---|---|
| 54 | 1RV16IS065 | AYUSH KUMAR | Encrypt and decrypt in 4-bit cipher feedback mode using additive modulo 256. |
| 55 | 1RV16IS066 | CHANDAN S | Hill Cipher for 3 × 3 matrix |
| 56 | 1RV16IS067 | NITISH KUMAR GARG | Implementing s-box/p-box in Triple DES algorithm |
| 57 | 1RV16IS068 | PERURU VANAPARTHI SAI LIKHITHA | Implement Rotar Cipher |
| 58 | 1RV16IS069 | MOHAMMAD TAWQEER | Implement Distance vector algorithm |
| 59 | 1RV16IS070 | AREEBA AFAQ | Implement Euclidean Algorithm for encrypting plain text. |
| 60 | 1RV16IS405 | MANGALA GOWRI | Implement Four Function Calculator in GF(24) & GF(28). |
| 61 | 1RV17IS400 | D J MANOJ | Encrypt and decrypt in 4-bit cipher feedback mode using additive modulo 256. |
| 62 | 1RV17IS403 | KALIFKHAN SITNUR | Encrypt and decrypt in 4-bit cipher feedback affine modulo 256. |
| 63 | 1RV17IS404 | LATA NAIK | Encrypt and decrypt in cipher block chaining mode using one of the following ciphers: i) affine modulo 256, ii) Hill modulo 256. |
| 64 | 1RV17IS406 | OMKAR VITHAL GARDE | Cryptographic Infrastructure and Standards |
| 65 | 1RV17IS409 | SHRIHARI S KULKARNI | High-confidence Software and Systems (HCSS) |
| 66 | 1RV17IS410 | SURAJ S | Authentication |

**List of Students (2018-19) – Even Semester- Information Security**

| Sl.No | USN | Name | Assignment Topic |
|---|---|---|---|
| 1 | 1RV15IS001 | AASHISH JAISIMHA | Developing a Network Monitoring System |
| 2 | 1RV15IS009 | ANANYA V | Demonstrate the NMAP Application to |
| 3 | 1RV15IS012 | ANUSHTUTHI P | Scan a remote host in the network for open ports |
| 4 | 1RV15IS014 | CHETHAN D | Identify the OS & version on a host in network |
| 5 | 1RV15IS015 | CHETHANKUMAR M | Try various types of attacks (FIN attack, SYN Flood, Smurf, Fraggle etc |

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|---|---|---|---|
| 6 | 1RV15IS017 | DHANUSH RAJ | Practical demo of vulnerabilities and how to overcome: |
| 7 | 1RV15IS019 | HARISH A | Buffer overflow |
| 8 | 1RV15IS020 | HEMANTH SHETTY M | Integer overflow |
| 9 | 1RV15IS021 | HINDUPUR ROHITRAJ | File I/O |
| 10 | 1RV15IS024 | K R NAVANEETH | Demonstrating the use of Wireshark to |
| 11 | 1RV15IS026 | KRATI SHRIVASTAVA | Examine HTTP Request and Response Headers. |
| 12 | 1RV15IS027 | KRISHNA SRIDHAR | Capture, inspect and filter packets |
| 13 | 1RV15IS028 | KUCHE BHAVANI PRIYA | Sniff HTTP Post passwords via Network |
| 14 | 1RV15IS030 | MANVITHA T | Development of a Network packet sniffer |
| 15 | 1RV15IS031 | MEGHANA KISHORE MURTHY | Developing a Network Monitoring System |
| 16 | 1RV15IS032 | MOULIK SHARMA | Demonstrate the NMAP Application to |
| 17 | 1RV15IS044 | RAKSHITH R | Scan a remote host in the network for open ports |
| 18 | 1RV15IS046 | RISHABH VERMA | Identify the OS & version on a host in network |
| 19 | 1RV15IS047 | ROHITH RAVINDRA NAIK | Try various types of attacks (FIN attack, SYN Flood, Smurf, Fraggle etc |
| 20 | 1RV15IS048 | SAKSHAM JHAWAR | Practical demo of vulnerabilities and how to overcome: |
| 21 | 1RV15IS049 | SALMAN KHAN | Buffer overflow |
| 22 | 1RV15IS050 | SHASHIDHAR DODAMANI | Integer overflow |
| 23 | 1RV15IS053 | SIDDHARTHA GUPTA | File I/O |
| 24 | 1RV15IS055 | SUJAYEENDRA BOODUR | Demonstrating the use of Wireshark to |
| 25 | 1RV15IS056 | SUPREETH Y S | Examine HTTP Request and Response Headers. |
| 26 | 1RV15IS058 | SWAPNIL KUMAR | Capture, inspect and filter packets |
| 27 | 1RV15IS062 | YASHAS A N | Sniff HTTP Post passwords via Network |
| 28 | 1RV15IS065 | VISHWARAJ JAISWAL | Development of a Network packet sniffer |

| | | | |
|---|---|---|---|
| 29 | 1RV15IS066 | SAMIKA RASTOGI | Developing a Network Monitoring System |
| 30 | 1RV16IS400 | ARPITHA G M | Demonstrate the NMAP Application to |
| 31 | 1RV16IS401 | ASHIKA | Scan a remote host in the network for open ports |
| 32 | 1RV16IS402 | BRUNDA G R | Identify the OS & version on a host in network |
| 33 | 1RV16IS404 | KARTHIK KASHYAP | Try various types of attacks (FIN attack, SYN Flood, Smurf, Fraggle etc |
| 34 | 1RV16IS406 | MEGHANA R | Practical demo of vulnerabilities and how to overcome: |
| 35 | 1RV16IS407 | NIKHILESH KUMAR | Buffer overflow |
| 36 | 1RV16IS408 | PRAVEEN GIRISH NADUMANI | Integer overflow |
| 37 | 1RV16IS411 | SWATI ACHARYA | File I/O |
| 38 | 1RV15IS403 | GOPALKRISHNA R | Demonstrating the use of Wireshark to |

**COURSE: LOGIC DESIGN AND COA (18IS35) AY: 2018-19**
**SEM: 3rd**

| SL.NO | USN | NAME | TITLE OF ASSIGNMENT |
|---|---|---|---|
| 1 | 1RV18IS002 | Adamyaa D.N | LED Matrix Clock using Arduino Nano and RTC DS3231 |
| | 1RV18IS006 | Ananya G.M. | |
| | 1RV18IS058 | Varshini P. | |
| | | | |
| 2 | 1RV18IS056 | Tanya dinesh | Voting Machine with Arduino |
| | 1RV18IS047 | Sai praneeth A. | |
| | 1RV18IS061 | Vishal Reddy | |
| | | | |
| 3 | 1RV18IS024 | Mahesh P | Frequency Jammer/Generator |
| | 1RV18IS059 | Vineeth D K | |
| | 1RV18IS018 | K S Harshavardhan | |
| | | | |
| 4 | 1RV18IS050 | Sneha vanjire | Gas Detector module |
| | 1RV18IS051 | Soundarya R | |
| | 1RV18IS049 | Sinchana hegde | |
| | | | |

| | | | |
|---|---|---|---|
| 5 | 1RV18IS004 | Aditya B S | Water level controller |
| | 1RV18IS041 | Raunak R Kolle | |
| | 1RV18IS053 | Suhaas N | |
| | | | |
| 6 | 1RV18IS044 | Dharshika S. | Obstacle detector using ultrasonic sensor |
| | 1RV18IS052 | Sree lakshmi Vasishta | |
| | 1RV18IS017 | Jigisha Kamal | |
| | | | |
| 7 | 1RV18IS029 | Parakh Shah | Arduino Calculator |
| | 1RV18IS030 | Piyush Somani | |
| | 1RV18IS031 | Poorvi Seth | |
| | | | |
| 8 | 1RV18IS007 | Ankit Kumar Singh | Arduino Calculator |
| | 1RV18IS016 | Hasifa A S | |
| | 1RV18IS048 | Sanjana S | |
| | | | |
| 9 | 1RV18IS034 | PRAKHAR KANT | Obstacle avoiding robot |
| | 1RV18IS040 | RAMAN KUMAR | |
| | 1RV18IS035 | RAGHAV TAORI | |
| | | | |
| 10 | 1RV18IS003 | Aditi Dora | LED Morse code generator using Arduino |
| | 1RV18IS025 | Moulya S | |
| | 1RV18IS032 | Pragathi T R | |
| | | | |
| 11 | 1RV18IS027 | Nityam Agarwal | Object detecting vehicle for blind people |
| | 1RV18IS028 | Pankhuri Priya | |
| | 1RV18IS046 | Sahreen Sajad | |
| | | | |
| 12 | 1RV18IS022 | Maaz Afnan | Metal Detector and Implementation of BUS using TINA |
| | 1RV18IS011 | Dhanush M | |
| | | | |
| 13 | 1RV18IS009 | Ayush Kumar | Automation through Microcontroller and Payment Gateway over Cloud |
| | 1RV18IS019 | K.V.Sarath kumar | |
| | 1RV18IS020 | K.A.Vaibhavi | |
| | | | |
| 14 | 1RV18IS008 | Ashutosh Agarwal | |

| | | | |
|---|---|---|---|
| | 1RV18IS042 | Riza Fareed | Bidirectional Visitor Counter using Arduino |
| | 1RV18IS037 | Rajath Venkatesh | |
| | | | |
| 15 | 1RV18IS001 | Abhiroop Saha | Arduino based Bluetooth Controlled Car |
| | 1RV18IS063 | Y.V. Sai Harsha | |
| | 1RV18IS014 | G.Teja Krishna | |
| | | | |
| 16 | 1RV18IS015 | Harikrishna V Holla | RFID based attendance register |
| | 1RV18IS039 | Ramadas K Kamat | |
| | 1RV18IS036 | Raghavendra K S | |
| | | | |
| 17 | 1RV18IS045 | Sagar Biswari | Autonomous Vehicle |
| | 1RV18IS057 | Tushar Agrawal | |
| | | | |
| 18 | 1RV18IS054 | SUSHRUT M | Adders and subtractors using ICs |
| | 1RV18IS026 | NEHAL N SHET | |
| | 1RV18IS055 | T TERRY NEWTON | |
| | | | |
| 19 | 1RV18IS043 | ROOPESH M K | Water Level Indicator |
| | 1RV18IS013 | DHRUVA K R | |
| | 1RV18IS012 | DHEERAJ SHENOY N | |
| | | | |
| 20 | 1RV18IS064 | PRANAV MAHAJAN | Measuring RPM of the rotating wheel using Arduino(Tachometer) |
| | 1RV19IS400 | Girish N M | |
| | | | |
| 21 | 1RV18IS033 | PRAGATI KUMARI | Object Detection Sensor |

## DEPARTMENT OF PHYSICS

This report delves into the various methods and approaches utilized by the department of Physics in experiential learning, such as case studies based on SDGs, group assignments, project-based learning, and simulations. It examines how these techniques can enhance student engagement, promote critical thinking, communication, and problem-solving skills, and ultimately lead to improved learning outcomes. Furthermore, the report addresses the challenges and opportunities associated with implementing experiential learning initiatives. By highlighting the benefits and addressing the practical considerations of experiential learning, this report aims to ultimately empower students to become active, engaged, and skilled contributors to their respective fields.

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Introduction

Theoretical Framework of Experiential Learning

Types and Approaches of Experiential Learning

Benefits of Experiential Learning

Challenges in Implementing Experiential Learning

Case Studies and Examples

Recommendations for Integrating Experiential Learning

Outcome and Conclusion

## 1. Introduction:

Experiential learning is a powerful pedagogical approach that stresses on hands-on, immersive experiences as a means of facilitating deeper understanding, critical thinking and the development of practical skills. By engaging students in real-world scenarios, problem-solving activities, and collaborative projects, experiential learning fosters a more active and engaged learning environment, enabling students to apply their knowledge in meaningful contexts. Concepts of Physics are ubiquitous in engineering and therefore present an excellent opportunity to reinforce the fundamental concepts through EL projects. Since the physics courses are taught in the first year of under-graduation, the emphasis is on helping students bridge the fundamentals of science with engineering concepts. Furthermore, it also paves way for expanding students' problem-solving skills by focussing the EL projects on societal developmental goals.

## 2. Theoretical Framework of Experiential Learning:

Since the students have no prior exposure or experience in executing EL projects, it is important that a strong theoretical framework is established for effective and efficient execution. At the outset, the primary focus of EL projects is to not only reinforce the fundamental principles of various courses, but also encourage a student's ability to work as part of a team. While choosing a particular EL topic a student team has to take into cognizance various factors such as its relevance to the society, its bearing to the courses taught and more importantly the level of complexity. This exercise of choosing an EL project is entirely student centric; as students are encouraged to refer to various credible sources (internet, journals, research articles, etc.) to come up with suitable problem statements. Also, since the physics course have a laboratory component, certain experiments are designating for experiential learning; wherein the students are expected to execute the outcomes under minimal supervision. This unique blend of student centric learning and problem-based teaching are the theoretical underpinnings that form the bedrock of curriculum design and activities that prioritize student engagement, critical thinking, and their ability to bridge science and engineering.

## 3. Types and Approaches of Experiential Learning

In addition to regular lectures, faculty of the Physics department employ different in-class activities that ultimately blur the lines between the teacher and student. The aim is to create an environment in the classroom wherein the interactions are holistic in nature and help students take an active part in delivery of the curriculum. This is done through various student centric activities like think-pair-share, flipped classroom, case-studies, use of multimedia wherever appropriate, etc. In order to push the students out of their comfort zones the teams and topics chosen as part of their EL projects have to be interdisciplinary in nature. This helps them to learn and work in different environments.

**Years wise Broad Topics**

| 2023-24 | | |
|---|---|---|
| Sl.No | EVEN Semester Topics (EL/PBL) | ODD Semester Topics (EL/PBL) |
| 1 | | Automation |
| 2 | | Battery technology |
| 3 | | Quantum Technologies |
| 4 | | Smart materials |
| 5 | | E mobility |
| 6 | | Energy |

| | | |
|---|---|---|
| | | |
| **2022-23** | | |
| 7 | Sensor applications | Internet of Things |
| 8 | e-mobility | Quantum computation |
| 9 | Robotics | Mechanical modelling |
| 10 | Structural health monitoring system | Internet of things |
| 11 | Quantum key distribution | Cloud computing |
| 12 | Quantum Cryptography | Water management system |
| | | |
| **2021-22** | | |
| 13 | Nano particle and its applications | Sustainable energy materials |
| 14 | e-vehicles | Energy storage devices |
| 15 | Wearable electronics | Quantum sensors |
| 16 | E mobility | Battery management system using different tools |
| 17 | Sensor technology (materials and devices) | Energy |
| | | |
| **2020-21** | | |
| 18 | Autonomous vehicle | e-mobility |
| 19 | Radioactivity | Environment Radio activity |
| 20 | Battery management systems | Smart technologies |
| 21 | Smart materials | Optics |
| 22 | Energy production plants | Smart materials and applications |
| | | |
| **2019-20** | | |
| 23 | Computational Physics | Simulation of experiments using open source software – Dielectrics |
| 24 | Optics - Laser | Energy |
| 25 | RFID applications | Quantum entanglement |
| 26 | Electronics | Smart materials |
| 27 | Autonomous vehicles | Solar panel |
| 28 | Structural quality analysis | Green vehicles |
| | | |
| **2018-19** | | |
| 29 | Computational Physics | e-mobility |
| 30 | Space applications | Sensors |

| | | |
|---|---|---|
| 31 | Simulation | Applications of Quantum Mechanics |
| 32 | IOT and its applications | Laser and its applications |
| 33 | Biosensors | Optical fibers for different applications |
| 34 | Energy | Electronspinning |

## 4. Benefits of Experiential Learning with respect to your department:

In this section we report the benefits of experiential learning for students with respect to department of Physics.

**Creating Relevance:** Experiential learning creates a sense of relevance for students by connecting the material to real-world experiences and contexts, rather than just abstract concepts. More often than not students often ask the relevance of a particular topic towards their field of interest, through experiential learning it is possible to make the students understand the concepts veracity to real world applications. It also helps students to reflect on their experiences, analyse the outcomes, and make personal connections to the material, leading to deeper understanding.

**Stimulating creative problem-solving:** Experiential learning provides opportunities for students to engage their creativity and problem-solving skills to find solutions to challenges they face. Experiential Learning fosters out of the box thinking in students.

**Learning from mistakes:** Experiential learning embraces the value of making mistakes, as students can learn from the negative outcomes and adjust their approaches accordingly. A vital and often underrated trait, it gives students the confidence and faith in their ability to deliver. This confidence translates to other parts of their personality like leadership, communication, and self-motivation.

**Accelerating learning:** The hands-on, practice-based nature of experiential learning strengthens neural connections and improves retention, leading to faster and more effective learning.

## 5. Challenges in Implementing Experiential Learning with respect to your department:

In this section we present the various challenges faced during the implementation:

Time Constraint: Since a semester lasts only for 4 months, time is a very crucial factor and often students do not get sufficient time to finish their projects.

Continuity of the topics: As the students' progress to higher semesters, there is no continuation of the work on the EL.
Seriousness and Work Ethic: At times students lack the seriousness during the execution of the EL projects leading to plagiarism and repetition of projects.
Evaluation and Assessment: Based on previous assessments, there is a need for better rubrics and evaluation criteria. Furthermore, a more comprehensive system to assess individual students' contribution is required.

## 6. Case Studies and Examples:

This section presents real-world case studies and examples of successful experiential learning programs.

**2023-24**

**Evaluation rubrics**

| **PHASE - 1** | | |
|---|---|---|
| Survey on topic chosen and study<br>Students are required to prepare one/two slides of the topic chosen and explain to faculty | | |
| • Introduction to topic (motivation to choose the topic)<br>• Literature review or state of art | 15 marks | Total 30 marks |
| • Understanding of the topic and approach<br>• Linking the sub topic to main topic.<br>• References | 15 marks | |

| **PHASE - 2** | | |
|---|---|---|
| **Execution of EL by any of the following methods.**<br>• PPT presentation/seminar<br>• Working model/ prototype.<br>• Development of innovative /virtual experiment<br>• Poster presentation<br>• Writing white paper in new technologies<br>• Development of and algorithm using Python /R programming | 08 marks | Total 30 marks |

| | | |
|---|---|---|
| • Team work (Communication and presentation skills) | 08 marks | |
| • Consolidation of information and effective report writing (perspectives, principles and practices) | 07 marks | |
| • Discussion/inference<br>• Conclusion (should contain the key results /inference, key conclusion/ outcome and future scope of work) | 07 marks | |

**Case Study – 1** (Complete Process report with Evaluation rubrics)

**Quantum Thermal Sensor**

In this case the students have attempted to build a quantum thermal sensor by harnessing the Planck's equilibrium spectrum for a black body emitting thermal radiation. The design consists of a gas chamber attached to a cryogenic unit which could not be implemented due to cost and logistical issues. The radiation is then passed through a Bragg reflector setup, which consists of 4 partially reflecting mirrors and a lens. All the mirrors are inclined at an angle of 45 degrees with respect to the lens It fives rise to a delicate set of interference patterns that is super sensitive to the wavelength of the light, which in turn is sensitive to the temperature of the emitter gas.

The students set up the Bragg reflectors in the physics lab and got the above 3 bands (distorted in the image). Due to lack of active cryogenic system in the lab, only the optical part was implemented.

**Case Study – 2** (Complete Process report with Evaluation rubrics)

**Manipulating QUBITS using Rabi oscillations**

In this study the students have studied the interaction of light with a two level atomic system which can lead to a periodic exchange of energy between

the electromagnetic field and the two level system. This in turn is showed to lead to an oscillation of the population of the two levels called Rabi Oscillations. Rabi oscillations provide a way to manipulate and control the quantum state of a system. By carefully designing and applying external fields with specific frequencies and durations, researchers can control the probabilities of finding the system in different quantum states. The students have written a simple program that simulates the Rabi oscillations as their Experiential learning.

**2022-23**

**Evaluation rubrics**

| **PHASE - 1** | | |
|---|---|---|
| Survey on topic chosen and study<br>Students are required to prepare one/two slides of the topic chosen and explain to faculty | | |
| • Introduction to topic (motivation to choose the topic)<br>• Literature review or state of art | 15 marks | Total 30 marks |
| • Understanding of the topic and approach<br>• Linking the sub topic to main topic.<br>• References | 15 marks | |

| **PHASE - 2** | | |
|---|---|---|
| **Execution of EL by any of the following methods.**<br>• PPT presentation/seminar<br>• Working model/ prototype.<br>• Development of innovative /virtual experiment<br>• Poster presentation<br>• Writing white paper in new technologies<br>• Development of and algorithm using Python /R programming<br>• Team work (Communication and presentation skills) | 08 marks<br><br>08 marks | Total 30 marks |
| • Consolidation of information and effective report writing (perspectives, principles and practices) | 07 marks | |

| | | |
|---|---|---|
| • Discussion/inference<br>• Conclusion (should contain the key results /inference, key conclusion/ outcome and future scope of work) | 07 marks | |

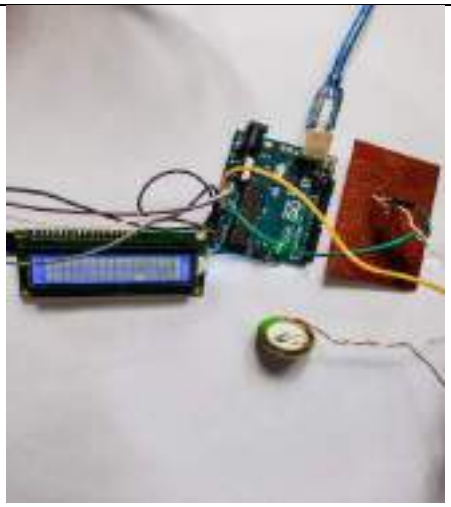
**Case Study – 1** (Complete Process report with Evaluation rubrics)

**Design of Piezoelectric material-based heart rate measuring sensor system.**

In this Experiential Learning study, students have designed a model which is cost effective and more convenient to use, as an alternative to complex electrocardiograms. This model is very helpful in early diagnosis of heart problems such as heart attack and can be used as a preliminary testing device in case of any symptoms such as dizziness, dyspnoea or heart pain. It can also detect severe heart problems such as Arrhythmia and Atrial fibrillation commonly known as Afib or Af. With this model the sole purpose is to make the use of heart rate monitoring devices more pocket friendly and simple and make the society better prepared for heart problems.

The model prepared using piezoelectric sensor, an Arduino Uno microcontroller, a 10KΩ resistor, LCD screen and a few jumper wires. The blood circulation in the radial artery causes slight deformations in the piezoelectric sensor placed under the wrist. These deformations are converted to electrical signals and are passed on to the Arduino microcontroller, where the BPM (Beats Per Minute) of the person is calculated and this BPM is displayed on the LCD screen. The MATLAB software is used to plot the graph of the voltage variations caused by deformations, and the plotted graph resembles the ECG graph obtained by conventional heart rate monitoring devices. If the BPM falls out of the ideal range (60-100), “Abnormal Heart Rate” is displayed on the LCD screen.

The values obtained from this model were compared with an oximeter to check for the accuracy and the results proved that the model is quite accurate and could be used as an alternative to conventional heart rate indicating devices.



ARDUINO CODE USED IN THE MODEL:

```
#include<LiquidCrystal_I2C.h>
#include<Wire.h>
int bpm;
int sumBeat=0;
int cnt=0;
LiquidCrystal_I2C lcd(0x27, 16, 2);
void setup()
{
Serial.begin(9600);
lcd.init();
lcd.backlight();
}
void loop()
{
int beatPin=analogRead(A0);
if(beatPin>20 && beatPin<35)
{
if(cnt<15)
{
sumBeat=sumBeat+beatPin;
cnt++;
}
if(cnt==15)
{
bpm=int((sumBeat/15)*3);
Serial.print(" BPM: ");
Serial.println(bpm);
lcd.setCursor(0,0);
lcd.print("BPM: ");
```

```
lcd.setCursor(0,1);
lcd.print(bpm);
delay(1000);
lcd.clear();
}
}
if(bpm>100)
{
lcd.setCursor(0,0);
lcd.print("ABNORMAL RATE");
delay(1000);
lcd.clear();
}
}
```

**2021-22**

**Evaluation rubrics**

| **PHASE - 1** | | |
|---|---|---|
| Survey on topic chosen and study<br>Students are required to prepare one/two slides of the topic chosen and explain to faculty | | |
| • Introduction to topic (motivation to choose the topic)<br>• Literature review or state of art | 10 marks | Total 20 marks |
| • Understanding of the topic and approach<br>• Linking the sub topic to main topic.<br>• References | 10 marks | |

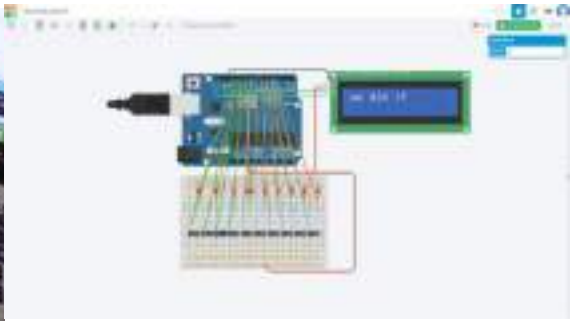
| **PHASE - 2** | | |
|---|---|---|
| **Execution of EL by any of the following methods.**<br>• PPT presentation/seminar<br>• Working model/ prototype.<br>• Development of innovative /virtual experiment<br>• Poster presentation<br>• Writing white paper in new technologies | 05 marks | |

| | | |
|---|---|---|
| • Development of and algorithm using Python /R programming<br><br>• Team work (Communication and presentation skills) | 05 marks | Total 20 marks |
| • Consolidation of information and effective report writing (perspectives, principles and practices) | 05 marks | |
| • Discussion/inference<br>• Conclusion (should contain the key results /inference, key conclusion/ outcome and future scope of work) | 05 marks | |

**Case Study – 1** (Complete Process report with Evaluation rubrics)

**GLOVES THAT SPEAK FOR...**

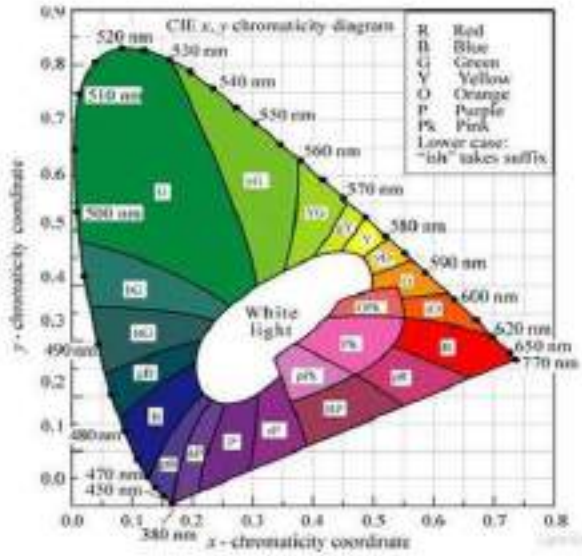
In this Experiential Learning case study, students have designed and built gloves that help mute people to communicate with others through sign language that everyone can't understand. In simple words this project converts sign language into words that are displayed on an LCD screen. The project basically works on simple opening and closing of the circuit. This glove can be worn by people who cannot speak and it can help them to communicate by translating their gestures from signs to verbal language and then displaying them with help of a LCD Screen.



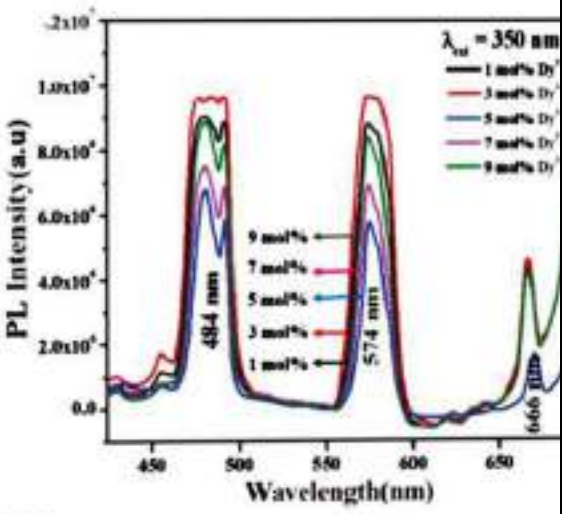
**Case Study – 2** (Complete Process report with Evaluation rubrics)

**Nano Particles and their Application in Luminescence**

In this study, the students have made a detailed study of how nano technology has profound applications in crime detection(Using the concept of Latent fingerprints) ,Agriculture (nano-TiO2) , White Light Emitting Diode(WLED) (Dy3+ Ca2SO4). This has put the spotlight on materials.




Chromaticity Diagram




Emission spectra varying with Molar concentration of Dy3+

**2020-21**

**Evaluation rubrics**

| | Marks (100) | Marks (20) |
|---|---|---|
| Understanding and Knowledge of study | 15 | 3 |
| Applying Physics Principle | 20 | 4 |
| Data collection in that field of study | 05 | 1 |
| Report | 25 | 5 |
| Communication Skills (Verbal + body language + voice modulation) and team work | 15 | 3 |
| Quality of slides | 15 | 3 |
| Timely submission and presentation | 05 | 1 |

**Case Study – 1** (Complete Process report with Evaluation rubrics)

**Autonomous Vehicle**

Automation in the transport industry will reduce the accidents caused by human errors drastically. The substantial change in automobile industry leading to self driving vehicles has created a safer, cleaner and a more affordable vehicle.Most self-driving systems create and maintain an internal map of their surroundings based on information obtained from a wide range of sensors, such as radar. Some autonomous vehicles use laser beams, along with other sensors, to build the internal map. Others use radar, high-powered cameras, and sonar, and maps loaded on their systems for operation. The software then processes the information obtained in real-time, traces a path, and issues instructions to the vehicle's actuators that control acceleration, braking, and steering.

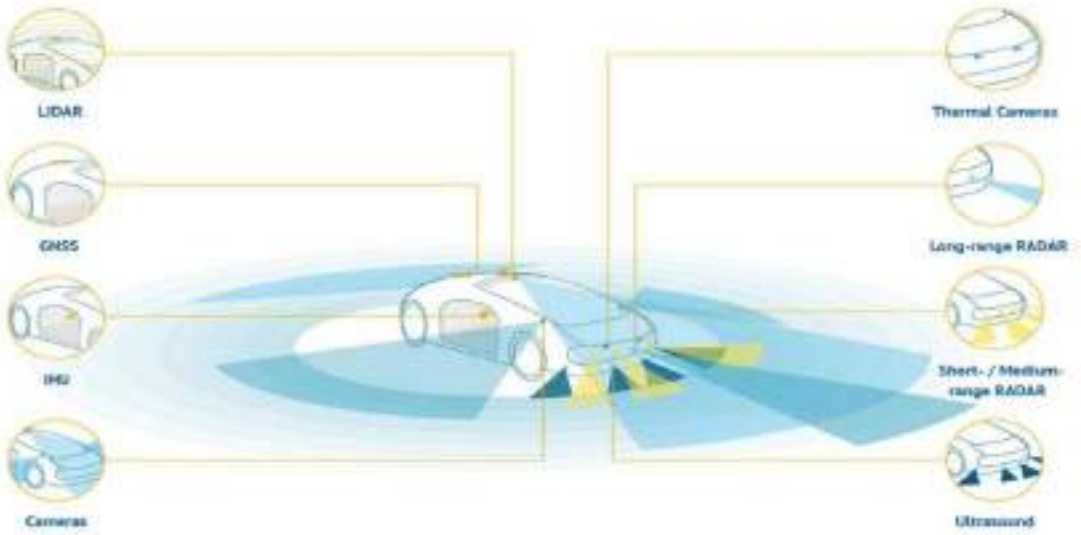



**DIAGRAM REPRESENTING AN AUTONOMOUS VEHICLE WITH ITS VARIOUS COMPONENTS**

In the current project, the intended vehicle is able to detect and follow a certain coloured line on the floor. Usually the line may be of black in colour on a white surface or a combination of two highly contrasted colours for precise information gathering by the sensors. Usually the collected data is sent to a processor which then directs the driving of motors but in this case, we have managed to achieve a circuit without a processor in between.

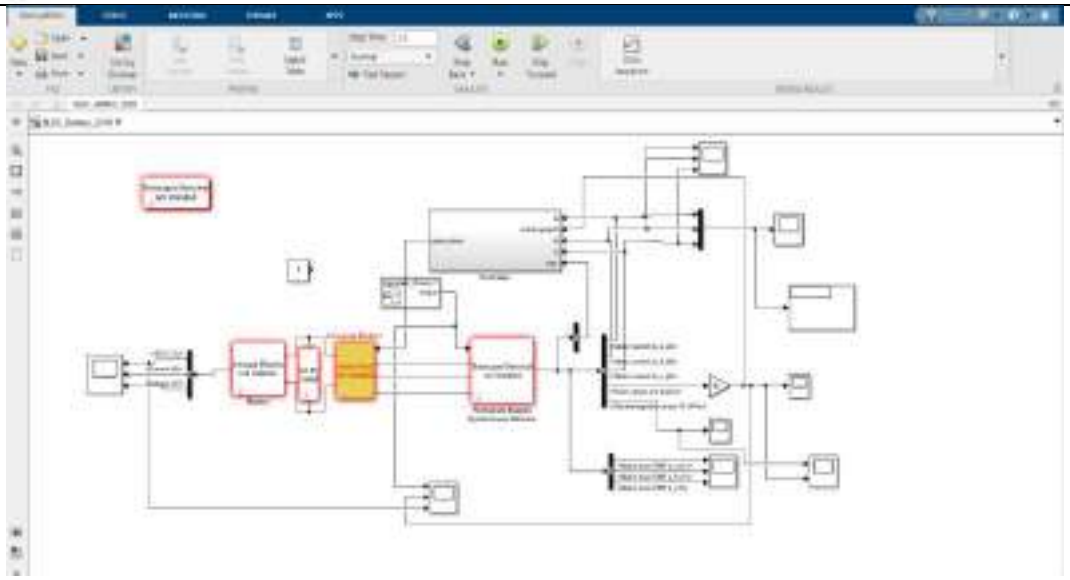
The objective of this autonomous vehicle is that it should follow a designated path made by a black tape on the white floor.

The advantages of this vehicle are, that it is automatic, cost effective, capable of taking various degrees of turns and insensitive to environmental factors like noise and lighting.
Through this case study, students gain practical knowledge in process modelling, control strategies and troubling shooting techniques.

**Case Study – 2** (Complete Process report with Evaluation rubrics)

**Regenerative braking system**

In this case study, students investigate on the recovery of kinetic energy during braking. In a conventional vehicle a majority of the kinetic energy is converted into heat during friction braking and emitted into the environment. When the driver steps on the brake, the vehicle's electric motor switches to Generator mode. The wheels transfer the Kinetic energy via the drive train to the generator. Students investigate on converting kinetic energy to electrical energy using a motor. When motor runs in one direction, electrical energy is converted to mechanical energy which is used to accelerate the vehicle le and whenever the motor runs in opposite direction, it performs functions of a generator converting mechanical energy to electrical energy. This makes it possible to utilize the rotational force of the driving axle to turn the electric motors, which results in regenerating electric energy for storage in the battery and simultaneously reducing the speed of the car with the regenerative resistance of the electric motors. In this project, model was developed using Mat lab.



Through simulation and experimentation, students approach towards product design with desired properties such as stability and efficacy.

**2019-20**

**Evaluation rubrics**

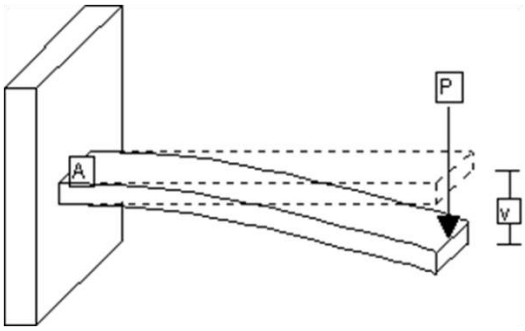
| | Marks (100) | Marks (20) |
|---|---|---|
| Understanding and Knowledge of study | 15 | 3 |
| Applying Physics Principle | 20 | 4 |
| Data collection in that field of study | 05 | 1 |
| Report | 25 | 5 |
| Communication Skills (Verbal + body language + voice modulation) and team work | 15 | 3 |
| Quality of slides | 15 | 3 |
| Timely submission and presentation | 05 | 1 |

**Case Study – 1** (Complete Process report with Evaluation rubrics)

**Determination of Young's modulus using strain guage.**

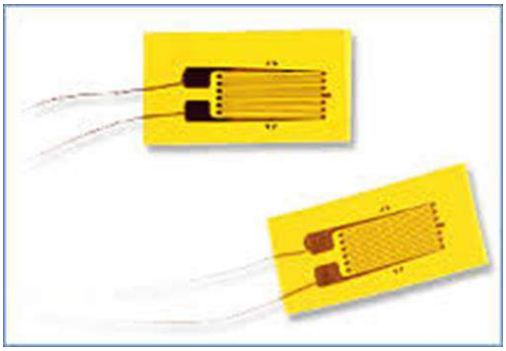
In this Experiential Learning students made an attempt to determine the Young's modulus of the material using a strain gauge, which involves applying known stress to a material and measuring the resulting strain using the strain gauge.

In the set up shown in the below diagram, one end of the beam is fixed to rigid support and the other end is loaded. In our experiment the beam is made of steel. This arrangement collectively known as single cantilever




**WORKING PRINCIPLE:** When load is applied at the free end of the beam bends by a very small angle. Due to this the beam length increases which is very small. The extension produced in the beam can be recorded using a sensor called strain gauge.

**STRAIN GAUGE**



A Strain gauge (sometimes referred to as a Strain gauge) is a sensor whose resistance varies with applied force; It converts force, pressure, tension, weight, etc., into a change in electrical resistance which can then be measured. When external forces are applied to a stationary object, stress and strain are the result. Stress is defined as the object's internal resisting forces, and strain is defined as the displacement and deformation that occur.

The strain gauge is one of the most important sensor of the electrical measurement technique applied to the measurement of mechanical quantities. As their name indicates, they are used for the measurement of strain. As a technical term "strain" consists of tensile and compressive strain, distinguished by a positive or negative sign. Thus, strain gauges can be used to pick up expansion as well as contraction.

The strain of a body is always caused by an external influence or an internal effect. Strain might be caused by forces, pressures, moments, heat, structural changes of the material and the like. If certain conditions are fulfilled, the amount or the value of the influencing quantity can be derived from the measured strain value. In experimental stress analysis this feature is widely used. Experimental stress analysis uses the strain

values measured on the surface of a specimen, or structural part, to state the stress in the material and also to predict its safety and endurance.

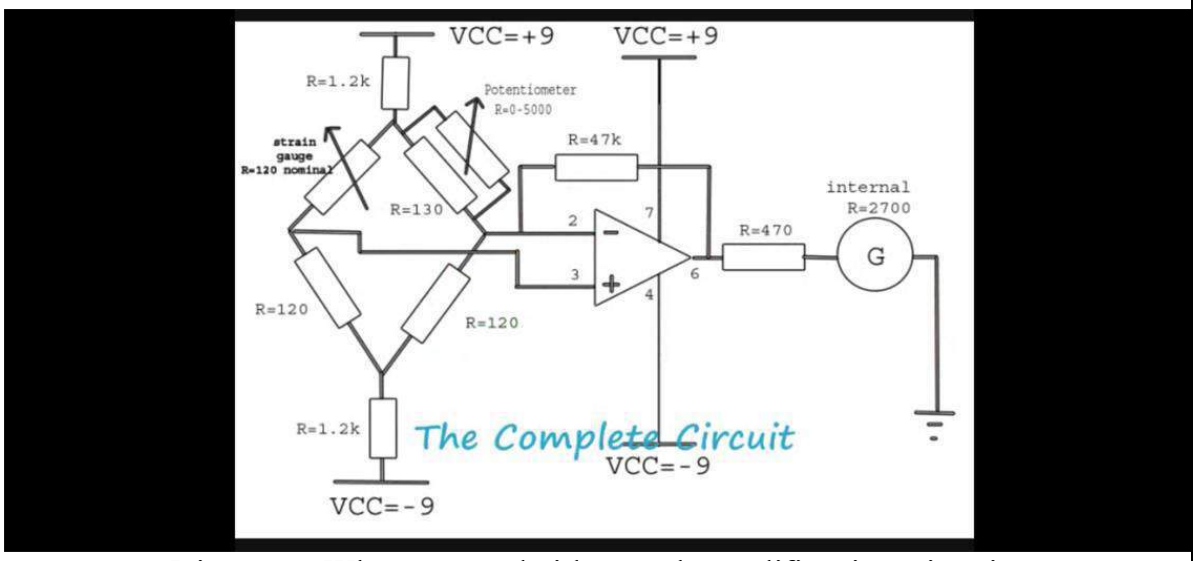



Diagram: Wheatstone bridge and amplification circuit

**Advantages of using strain gauge over manual method**

1. The value of Young's modulus can be determined more accurately.
2. The time consumed is very less compared to manual method.

**Disadvantages of using strain gauge**

1. Installation of a strain gauge is very difficult; it includes the task which needs special techniques.

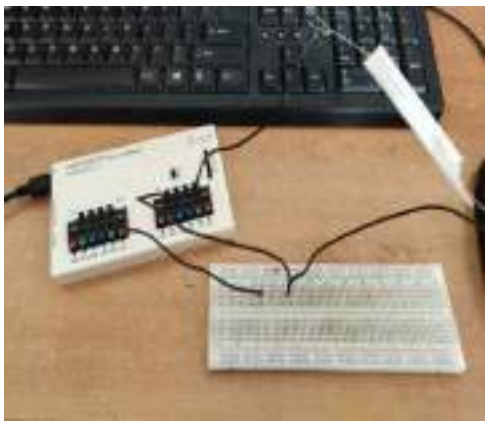
**Case Study – 2** (Complete Process report with Evaluation rubrics)

**Designing a Capacitor and determining its dielectric constant**

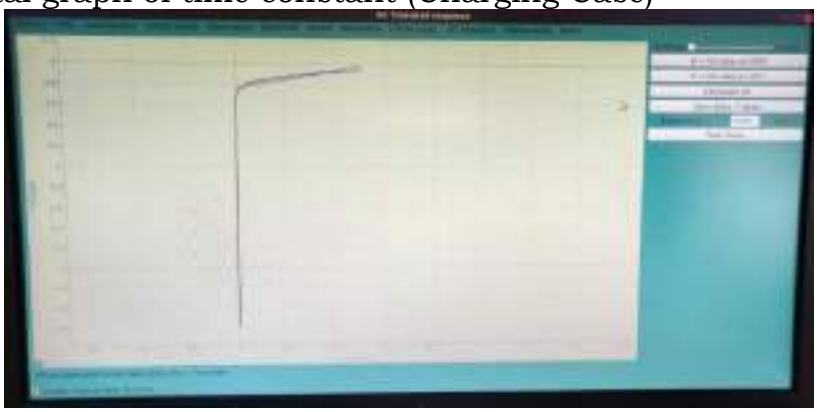
In this experiential learning project,t student designed a capacitor and found its capacitance, dielectric constant of the dielectric medium paper, and time constant using expEYES open source. Capacitors consist of two parallel conductive plates (usually a metal) which are separated by an insulating material called the "dielectric". When a voltage is applied to these plates electrons are pulled from one plate and transferred to the other thus creating positive charge and negative charge on each of the conductors. Because of these charge separations an electric field is setup between the plates. Charge separation takes place till the potential difference between the plates become equal to the supply voltage.

The components used are paper of dimension 19x7 (in cm). Aluminum foil of 2 square shape of dimension 6x6 (in cm), Scissors, expEYES kit, connecting wires, glue, tape, aluminium wire, breadboard. Cut the rectangle and squares of specified dimensions. Place the cut square on the rectangle and paste it on it by placing the aluminum wire on the edge. Repeat the

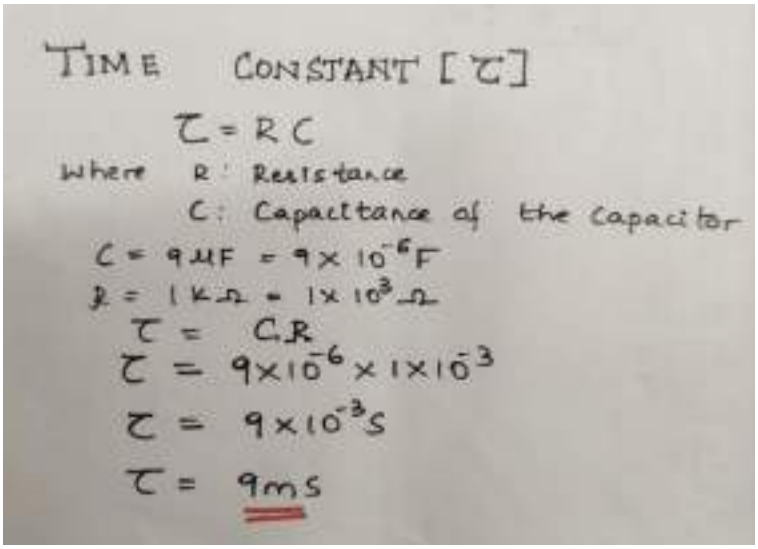
same on the other end as well (use tape if needed). The final look of the capacitor is as shown in the figure.

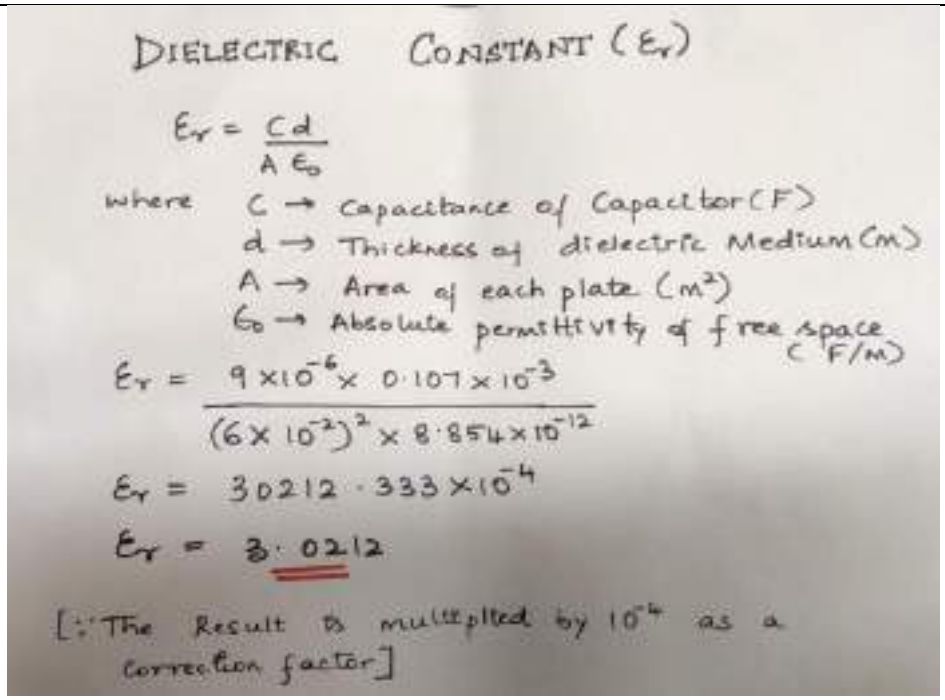


Experimental graph of time constant (Charging Case)



**THEORETICAL CALCULATIONS FOR TIME CONSTANT & DIELECTRICS**






- The capacitance of the capacitor designed is C= 9.0μF.
- The experimental value of time constant $\tau$=8.6ms.
- Theoretical value of time constant $\tau$= 9ms
- The dielectric constant of the medium $\varepsilon_r$ = 3.0212

**2018-19**

**Evaluation rubrics**

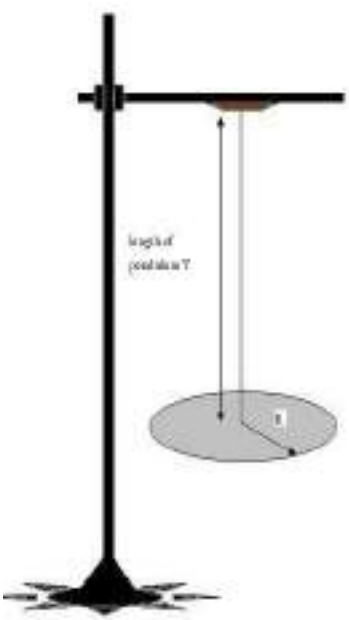
| | Marks (100) | Marks (20) |
|---|---|---|
| Understanding and Knowledge of study | 15 | 3 |
| Applying Physics Principle | 20 | 4 |
| Data collection in that field of study | 05 | 1 |
| Report | 25 | 5 |
| Communication Skills (Verbal + body language + voice modulation) and team work | 15 | 3 |
| Quality of slides | 15 | 3 |
| Timely submission and presentation | 05 | 1 |

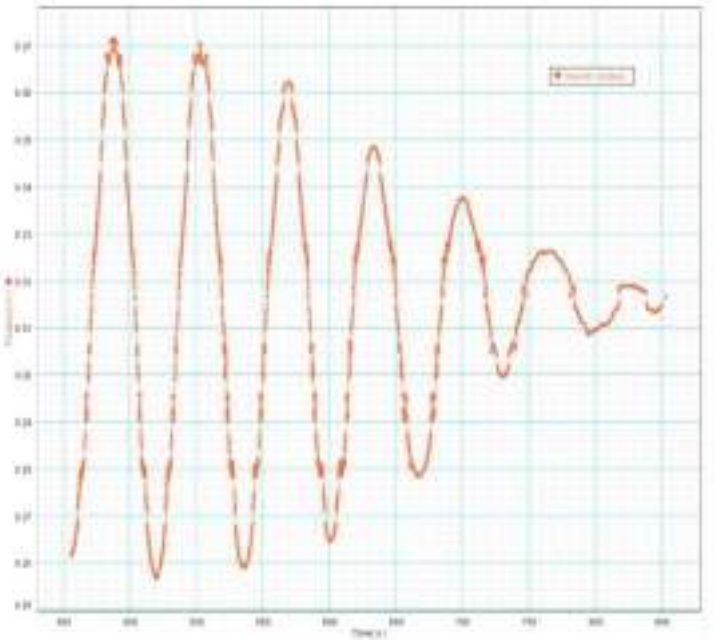
**Case Study – 1** (Complete Process report with Evaluation rubrics)

**Study of angular motion of torsional pendulum using tracker**

This study aims to elucidate the concept of the torsional pendulum, delve into its time period calculation, elucidate damping oscillations, analyse the angular motion graphically using a tracker tool, depict equations through graphical representations, and explore practical applications of the torsional pendulum.

A schematic diagram of torsional pendulum shown below



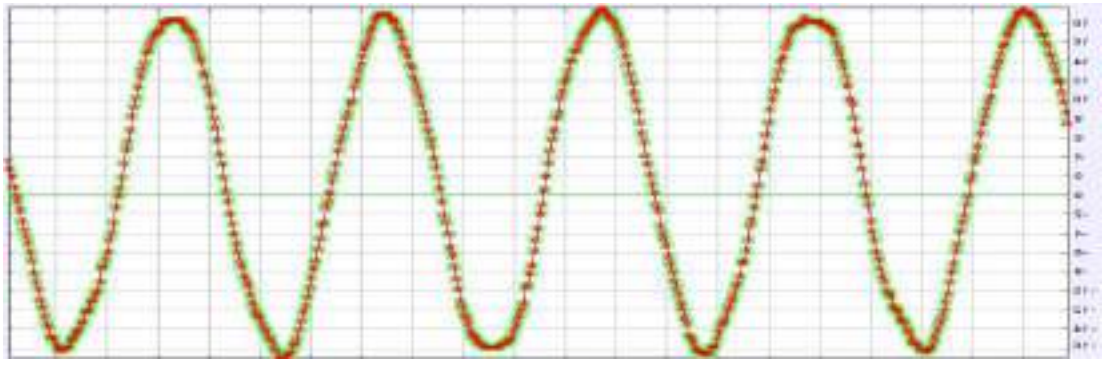


**Graph obtained by using Tracker Software**

The motion of the torsion pendulum is described by

**$I(d^2\theta/dt^2)+ \mu(d\theta/dt) +s\theta=T\cos(\omega t)$**

The graph shown below was made through the use of a tracker program. This graph proves that the torsional pendulum has a mean and two extreme positions and shows proof that the torsional pendulum follows the principle of simple harmonic motion. By this sinusoidal wave, we get the equation



| row | t | y |
|---|---|---|
| 24 | 1.081 | 19.16 |
| 25 | 1.121 | 19.00 |
| 26 | 1.161 | 18.54 |
| 27 | 1.201 | 18.07 |
| 28 | 1.241 | 17.60 |
| 29 | 1.281 | 17.13 |
| 30 | 1.321 | 16.67 |
| 31 | 1.361 | 15.89 |
| 32 | 1.401 | 15.58 |
| 33 | 1.441 | 14.80 |
| 34 | 1.482 | 14.02 |
| 35 | 1.522 | 13.40 |
| 36 | 1.562 | 12.46 |
| 37 | 1.602 | 11.53 |
| 38 | 1.642 | 10.44 |
| 39 | 1.682 | 9.813 |
| 40 | 1.722 | 9.034 |
| 41 | 1.762 | 8.255 |
| 42 | 1.802 | 7.477 |
| 43 | 1.842 | 6.542 |
| 44 | 1.882 | 5.140 |
| 45 | 1.922 | 4.206 |
| 46 | 1.962 | 3.583 |
| 47 | 2.002 | 2.181 |
| 48 | 2.042 | 1.558 |
| 49 | 2.082 | -3.553E-15 |
| 50 | 2.122 | -0.935 |
| 51 | 2.162 | -2.025 |

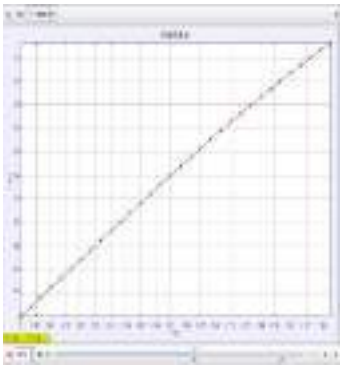
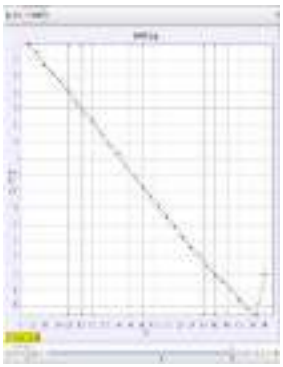
This study has successfully presented by students about the fundamental principles underlying a torsional pendulum. Additionally, it has derived the formula for the time period of the torsional pendulum and provided a comprehensive explanation of damping oscillations, Furthermore, students have demonstrated that the motion of a torsional pendulum follows a simple harmonic wave equation, depicted graphically using a tracker program. Moreover, students have illustrated the practical applications of a torsional pendulum, showcasing its utility in obtaining various physical parameters such as the moment of inertia of irregular bodies and characteristic properties of a medium.

**Case Study – 2** (Complete Process report with Evaluation rubrics)

**Study of projectile motion using tracker**

In this Experiential Learning, a group of students used tracker software to carry out the comprehensive analysis of projectile motion, to track the object's position, velocity, acceleration, as well as to provide overlays and data in detail. In this study a crucial point for the students to bear in mind is that motions along perpendicular axes are independent and therefore can

be analysed separately. This principle was highlighted in "Kinematics in Two Dimensions: An Introduction," where it was demonstrated that vertical and horizontal motions are distinct. When examining two-dimensional projectile motion, it is essential to decompose it into horizontal and vertical components. This selection of axes is particularly logical, as gravity's acceleration acts vertically, resulting in no acceleration along the horizontal axis when air resistance is negligible. Following convention, we designate the horizontal axis as the x-axis and the vertical axis as the y-axis. This notation diagram illustrates displacement, where $\vec{r}$ represents total displacement, and $r\vec{x}$ and $r\vec{y}$ denote its horizontal and vertical components, respectively. Describing motion involves consideration of velocity, acceleration, and displacement.

In this EL project the student discussed about the relative ease of installation and use of tracker to conduct learner centered in-depth video analysis with reference to the theoretical physics model of the ideal projectile motion. The values deduced from video analysis are considered with real world data of gravitational acceleration on surface of earth. The values were calculated and compared The position x component was found to be 14.09m, the position y component was found to be 11.9588m, and velocity x component was found to be 4.8166m/s, velocity y component was found to be 6.632m/s.

## 7. Recommendations for Integrating Experiential Learning:

In order to better integrate experiential learning in lower semesters, here are few recommendations:

**Reformation of Curriculum:** The curriculum must provide opportunities for students to engage in creative problem-solving activities that challenge them to think critically and develop innovative solutions.

**Encourage Reflection and Learning from Mistakes:** Incorporate time for reflection into the learning process to help students analyse their experiences, learn from their mistakes, and make connections between actions and outcomes. Reflection enhances personal growth, self-awareness, and deeper learning.

**Rubrics for evaluation:** The rubrics have to be designed in such a way that the emphasis is on the process rather than on the outcome of the EL project. The evaluator has to spend time with the student teams and understand the different stages of problem solving in the EL than focussing on the end result.

## 8. Outcome & Conclusion:

Experiential Learning in Physics enhances the cognitive skills of the students. Through Seminar and power point presentations, students are able to understand the depth of the concept by carrying out literature survey, discuss interdisciplinary concepts, analyze and evaluate the information presented in Scientific journals, improve the presentation skill and team Work. Through working model/prototypes, students are able to identify and assemble the components on electronic boards, write the operation programs/codes, execute the working of prototypes and know the advance technology applicable to societal needs. By development of innovative experiments, students design the working concept, Interfacing the sensor to the hardware (expEyes) and visualization of the Physics concept, thereby calculating the Physical parameters. Simulation based experiments help the students to design the working concept, use the Open software tools, visualize the analogue output through digitization, apply the mathematical knowledge to understand the Physics concept.

By engaging students in experiential learning, they are better able to connect theories and knowledge learned in the classroom to real-world situations. When students participate in experiential learning, they gain a better understanding of course, insight into their own skills, interests, passions, and values, opportunities to collaborate with diverse people, positive professional practices and skill sets and self-confidence and leadership skills.

**List of Students with topics of EL**

| **SL NO.** | **USN** | **NAME OF THE STUDENT** | **Topic of EL / PBL** |
|---|---|---|---|

| | | | |
|---|---|---|---|
| 1 | 1RV18EE004 | Adarsh Pathak | Analysis of simple pendulum using tracker |
| 2 | 1RV18EE037 | Prajyot Biradar | |
| 3 | 1RV18EE051 | Shubham Bansal | Free fall of an object |
| 4 | 1RV18EE002 | Abhishek ranjan | |
| 5 | 1RV18EE059 | Vaibhav Jha | The spring constant of a given spring |
| 6 | 1RV18EE046 | Sai aslesh B | |
| 7 | 1RV18EE033 | Naman Bagri | |
| 8 | 1RV18EE048 | Sandeep | Study of sound waves using trackers |
| 9 | 1RV18EE003 | Adarsh B | |
| 10 | 1RV18EE008 | Amith S Kumar | I-V plots of semiconductor devices using Agilent V1 500 |
| 11 | 1RV18EE039 | Pranav M Kulakarni | |
| 12 | 1RV18EE044 | Revathi M S | |
| 13 | RV19BTE012 | Abdur Rehman | SONAR |
| 14 | RV19BTE010 | Shriram S K | |
| 15 | RV19BTE003 | Sashwath V | |
| 16 | RVCE19BTE023 | Bharath V | Basket Ball – Study of Projectile motion using tracker |
| 17 | RVCE19BTE054 | Abhilash M S | |
| 18 | RVCE19BTE057 | Atul Sai S S | The projectile motion of spherical Object using tracker |
| 19 | RVCE19BTE056 | Sumukh | |

| | | | |
|---|---|---|---|
| 20 | RVCE19BTE014 | Vibodh | |
| 21 | RVCE19BTE 048 | Vinitha V | Laser diffraction using experimental method |
| 22 | RVCE19BTE 007 | A M Anajna Sundari | |
| 23 | RV19BTE024 | Manas Goyal | Study of dielectric constant using Exp-eyes |
| 24 | RV19BTE044 | Ayush Agarwal | |
| 25 | RV19BTE063 | Aishwary Vishwa Vikram | |
| 26 | 1RV20IM042 | Rusheesh Mahanth | Geothermal energy and SDG |
| 27 | 1RV20IM027 | Mohana Priya A | |
| 28 | 1RV20IM045 | Sidath Ahmed | |
| 29 | 1RV20IM009 | Bharath B S | |
| 30 | 1RV20IM022 | Kushala | |
| 31 | RVCE20BIM037 | Tejas S | Wind mill and improvement in its efficiency |
| 32 | RVCE20BIM026 | Mithul Kiruthik M | |
| 33 | RVCE20BIM002 | Surya Raju | |
| 34 | RVCE20BIM031 | Madhusudan L N | |
| 35 | RVCE20BIM042 | Raghavendra H | Role of ev on Environmental sustainability |
| 36 | RVCE20BIM012 | Aditya Ranganath | |
| 37 | RVCE20BIM058 | Ranjith V N | |
| 38 | RVCE20BIM039 | Harsha G | |

| | | | |
|---|---|---|---|
| 39 | 1RV20IM017 | Hrishika pal | Market survey in e-mobility |
| 40 | 1RV20IM028 | N Divyashree | |
| 41 | 1RV20IM032 | P Vaibhavi | |
| 42 | 1RV20IM036 | Priya raj | |
| 43 | 1RV20IM047 | Sahil Ghosh | |
| 44 | RVCE20BEC027 | Sri Krishna | Autonomous vehicle |
| 45 | RVCE20BEC026 | Shrish Shrinath Vaidya | |
| 46 | RVCE20BEC021 | Iranna R Patil | |
| 47 | RVCE20BEC023 | Prajwal Suresh Hegde | |
| 48 | RVCE21BCS121 | Akshaja V Miya | Nanoparticles and their application in Luminescence |
| 49 | RVCE21BCS108 | Rakshith V | |
| 50 | RVCE21BCS106 | Nayan Gowda M | |
| 51 | RVCE21BCS100 | Tejas Kumar V | |
| 52 | RVCE21BCS190 | Snehil Sini | Charging technology and station developments for e vehicles. |
| 53 | RVCE21BCS171 | Prathik Chandrakanth Koot | |
| 54 | RVCE21BCS193 | Saurab kumar | |
| 55 | RVCE21BCS194 | Divanshu Mishra | |
| 56 | RVCE21BIS063 | Punya R | |
| 57 | RVCE21BIS062 | Ishaani R Gowda | |

| | | | |
|---|---|---|---|
| 58 | RVCE21BIS056 | Maleapti Ananya | Good health and well-being (usage of optical fibers and lasers in medicine) |
| 59 | RVCE21BIS054 | Sneha M | |
| 60 | RVCE21BIS025 | Sinchana Math | |
| 61 | RVCE21BEI045 | Maur C | Scanning Tunneling Microscope |
| 62 | RVCE21BEI020 | Srinivas R Nadgir | |
| 63 | RVCE21BEI043 | Prajwal K P Bhat | |
| 64 | RVCE21BEI039 | Prajwal Pankaj | |
| 65 | RVCE21BIS037 | G S Keshav | Sustainable energy - Foot step power generator |
| 66 | RVCE21BIS038 | Naman Agarwal | |
| 67 | RVCE21BIS047 | Priyashu Ranjan | |
| 68 | RVCE21BIS049 | G Venkatesh Akhilesh | |
| 69 | 1RV32ME051 | Mohit chikkadi | Gloves that speaks for… |
| 70 | 1RV21CH021 | Nayan Raj | |
| 71 | 1RV21AS027 | Krish Dhankar | |
| 72 | 1RV21ME038 | Kavya Surana | |
| 73 | 1RV22EC027 | Atreyo Chakravarthi | Automatic fire extinguisher model |
| 74 | 1RV22EC026 | Atharva Nagarkar | |
| 75 | 1RV22EC033 | Bhaskar Jha | |
| 76 | 1RV22EC002 | Abhinav Kumar | |
| 77 | 1RV22EC00654 | Harsh Kumar | |

| | | | |
|---|---|---|---|
| 78 | RVCE22BEC072 | Ananya I Shirol | IOT based battery monetary monitoring system |
| 79 | RVCE22BEC073 | Ashwija | |
| 80 | RVCE22BEC082 | Apoorva | |
| 81 | 1RV22EC048 | Druthi Upadyay | Design of Piezoelectric material bases heart rate measuring sensor system |
| 82 | 1RV22EC026 | Avani Ramesh | |
| 83 | 1RV23AS034 | Nikitha M | |

# DEPARTMENT OF CHEMICAL ENGINEERING

The Chemical Engineering department prioritizes experiential learning and Problem-Based Learning (PBL) to foster practical skills and critical thinking among students. Through hands-on experiences like laboratory work, internships, and industry projects, students bridge theory with real-world application, reinforcing their understanding and preparing them for professional practice. PBL enhances this approach by presenting students with authentic, open-ended challenges, promoting teamwork, innovation, and effective communication. Emphasizing interdisciplinary collaboration, the department prepares students to tackle complex problems by integrating insights from various fields. Overall, the department's commitment to experiential learning and PBL equips students with the skills and mindset necessary to excel as chemical engineers, fostering innovation, sustainability, and ethical practice in their future careers.

**Table of Contents:**

Introduction

Theoretical Framework of Experiential Learning

Types and Approaches of Experiential Learning

Benefits of Experiential Learning

Challenges in Implementing Experiential Learning

Case Studies and Examples

Recommendations for Integrating Experiential Learning

Outcome and Conclusion

## 1. Introduction:

In the dynamic realm of Chemical Engineering, the department champions experiential learning and Problem-Based Learning (PBL) as cornerstones of education. Through hands-on experiences and collaborative projects, students transcend theoretical confines, honing practical skills and critical thinking. Embracing real-world challenges, they emerge as adept problem solvers equipped to innovate and contribute meaningfully to society. This introduction sets the stage for an exploration of how the department's pedagogical approach transforms aspiring engineers into versatile professionals ready to navigate the complexities of the modern world.

## 2. Theoretical Framework of Experiential Learning:

The theoretical framework supporting the Chemical Engineering department's emphasis on experiential learning and Problem-Based Learning (PBL) is

rooted in constructivist and socio-cultural learning theories. Constructivism posits that knowledge is actively constructed by learners through meaningful interactions with their environment, aligning with the hands-on approach of experiential learning. PBL, inspired by socio-cultural theory, emphasizes collaborative problem-solving within authentic contexts, fostering the development of higher-order thinking skills. Additionally, the department draws on principles of active learning, where students take ownership of their learning process, and situated learning, which emphasizes learning in authentic contexts. Together, these theoretical underpinnings inform the design of curricula and activities that prioritize student engagement, critical thinking, and the application of knowledge in real-world settings.

## 3. Types and Approaches of Experiential Learning

The Chemical Engineering department employs various types and approaches to experiential learning and PBL. These include laboratory experiments, industrial internships, and collaborative projects with industry partners. Additionally, simulation-based learning offers virtual environments for hands-on practice. The department adopts problem-based and project-based learning methodologies, where students tackle authentic, open-ended challenges individually or in teams. Inquiry-based learning encourages exploration and discovery, while case-based learning uses real-life scenarios to stimulate critical thinking. Furthermore, flipped classroom models invert traditional teaching methods, with lectures delivered outside class and class time dedicated to active learning activities. These diverse approaches cater to different learning styles and enhance students' practical skills and problem-solving abilities.

**Years wise Broad Topics**

| 2023-24 | | |
|---|---|---|
| Sl.No | EVEN Semester Topics (EL/PBL) | ODD Semester Topics (EL/PBL) |
| | | |
| | | Hydro-dealkylation of Toluene to Benzene |
| | | Production of oleum by contact process |
| | | Ostwald process |
| | | Simulation of LNG production |
| | | Production of cumene |
| | | Glycol dehydration process - gas processing |
| | | Dynamic simulation of Desuperheater |
| | | Fractional Distillation Column |
| | | Refrigeration system in gas Processing plant |
| | | Production of ethylene chloride |
| | | Syngas production |
| | | Two stage compression |

| | | |
|---|---|---|
| | | Production of Cyclohexane from Benzene |
| | | Ammonia Haber's Process |
| | | Drying Oil Production |
| | | Debutanizer |
| | | Vinyl Chloride Production |
| | | Oxygen Synthesis |
| | | Simulation of styrene production from ethylbenzene. |
| | | Di-methyl Ether using Natural gas |
| | | Methanol Synthesis |
| | | Aniline production |
| | | Simulation of propane refrigeration cycle |
| | | Natural gas dehydration with TEG |
| | | Binary Distillation |
| | | Production of syngas from steam methane (reforming process ) |
| | | Steam methane reforming |
| | | Nitrogen Removal with Cryogenic Distillation |
| | | Production of methanol from syngas |
| | | Pyrolysis of polypropylene |
| | | water electrolysis |
| | | Production of n-octane from ethylene and iso-butane |
| | | Production of Sulphuric Acid (Contact Process) |
| | | Syngas production |
| | | Hydrogen Generation |
| | | Simulation of Titanium Dioxide Production |
| | | Di - methyl Ether from Methanol |
| | | NGL Fractionation plant |
| | | |
| | | **Semester 3 (Common EL Topics)** |
| | | Industry Visit - Survey |
| | | Atmospheric Water Harvesting |
| | | Virtual Lab (V-Notch) |
| | | Preliminary study - Silicon from Granite Powder |
| | | Virtual lab(Orifice meter) |
| | | Application of AR and VR |
| | | Designing New Experiment - Froth floatation |

| Sl.No | EVEN Semester Topics (EL/PBL) | ODD Semester Topics (EL/PBL) |
|---|---|---|
| 1 | Industry visit with a specific purpose or focus | Production of dimethyl ether |
| 2 | MATLAB & Simulation | vinyl chloride production |
| 3 | Statistical Thermodynamics | n-octane from ethylene and isobutane |
| 4 | Teaching of Fogler | Sulphuric Acid Manufacturing Plant with Double Absorption Process |
| 5 | Excel sheets in Chemical Engg | production of ethanol from ethylene and water |
| 6 | Innovative experiment | Amine sweetening unit with MDEA |
| 7 | Designing of new experiment for the lab(CRE,MOT,HT, PT) | simulation of formaldehyde production process. |
| 8 | Kinetic studies of Bioreactors for Muncipal water treatment | Steam methane reforming |
| 9 | Any programing language Python/MATLAB/Java | production of benzene from Toluene |
| 10 | Unsteady state chemical Engg Problems in HT,MT,MOT | Chlorobenzene plant production |
| 11 | Engineering in Flood management/Volcano eruptions | Production of Ethyl chloride |
| 12 | AI&ML enabled personalized tutor | Simulation of cyclohexane from benzene hydrogenation using ANSYS |
| 13 | Industry visit with a specific purpose or focus | Natural Gas Dehydration - Simulation Process |
| 14 | MATLAB & Simulation | TEG-Gas Contactor Unit |

| **2021-22** | | |
|---|---|---|
| Sl.No | EVEN Semester Topics (EL/PBL) | ODD Semester Topics (EL/PBL) |
| 1 | | |
| 2 | Beer and Whiskey manufacture | MIXING BEHAVIOR OF CONTINUOUS STIRRED TANK REACTOR |
| 3 | Scotch manufacture (Lagavulin) | Biological Waste Water Treatment and Bioreactor Design: A Review |
| 4 | Classification of enzymes | Methane activation & conversion |
| 5 | Soft drinks manufacturing process | Mixing tank modelling using CFD |
| 6 | Processing and manufacture of canned foods | Reactors for processing hazardous materials |
| 7 | food toxicity | multistep continuous flow synthesis |
| 8 | Control of microbial poisoning in food | A comparison of continuous flow and sequencing batch reactor plants concerning integrated operation of sewer systems and wastewater treatment plants |

| | | |
|---|---|---|
| 9 | Processing and manufacturing of Tea | Bioreactors: Membrane bioreactors |
| 10 | Protein Powder Synthesis | Reactor models for a series of continuous stirred tank reactors with a gas-liquid-solid leaching system |
| 11 | Food safety in food and beverage plant | Flow Reactors for Waste Water Treatment |
| 12 | Organic food | Bioreactors: Airlift Bioreactors |
| 13 | Nanomaterials in food packaging | Applications of aerobic granular sludge sequencing batch reactor |
| 14 | Biochemical Case Histories | Plasma reactors for degradation of PFOA (perfluorooctanoic acid) in water |
| 15 | Manufacturing of milk powder | Chemical Reaction Engineering and Activated Sludge |
| 16 | Space food- Production and Preservation | Microwave reactors: Design, Advantage and applications |
| 17 | Food Flavours | Tubular photobioreactor design for algal cultures |
| 18 | poultry processing | bioreactors (AnMBR) for the treatment of highly contaminated landfill leachate |
| 19 | Fruit juice processing | Designing a CSTR for Ethylene Glycol Production |
| 20 | Sustainability growth in food industry | Reactor modeling in the Petroleum Refining Industry |
| 21 | Vegan Food Growth and Processing in food industry | Design of flow reactor for production of dimethyl either |
| 22 | Enzyme application in dairy industry. | A discussion on Spinning Disk Reactors and Evaluation of SDR Technology for the Manufacture of Pharmaceuticals |
| 23 | Food laws and quality assurance | Using Mathcad to facilitate the design of chemical reactors involving multiple reactions |
| 24 | Processing of nuts | Bioreactors:Fluidized Bed Bioreactors |
| 25 | Effluent treatment in food industries | Bioreactors: Photobioreactors |
| 26 | Coffee processing | Bioreactors:Stirred tank bioreactors |
| 27 | Food- Drug Interactions | Optimal operations of Batch reactor |
| 28 | BIiofortification of food | Reactor Design for Sustainable Process Development |
| 29 | White wine and Cognac production | Membrane Bioreactors for Pharmaceutical Wastewater Treatment |
| 30 | diary processing | Scope and Application of Microreactors in small scale organic syntesis and biomedecine |

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| 31 | Food Adulteration | Reactor Selection for Effective Continuous Biocatalytic Production of Pharmaceuticals |
| 32 | IoT in food industry | Chemical Reactor Design Theory and Biological Treatment of Industrial Wastes |
| 33 | Food preservation and processing | Bioreactors: Membrane bioreactors |
| 34 | Drying process and technology in food industries | CFD Simulation Analysis and Optimisation of a Batch Reactor(CSTR) |
| 35 | Processing and Manufacture of Sugar | Biological Waste Water Treatment and Bioreactor Design: A Review |
| 36 | Cereal processing | Membrane Bioreactors for treatment of food industry wastewater |
| 37 | Food packaging | Bioreactors:Mist Bioreactors |

| 2020-21 | | |
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| Sl.No | EVEN Semester Topics (EL/PBL) | ODD Semester Topics (EL/PBL) |
| 1 | 3D Development of a Calendria Evaporator | Data Analysis of some important rivers in India |
| 2 | Design and Selection of column internals | Statistical analysis of heliophysics data |
| 3 | Sketch of Newton | Instrumental methods of analysis for food quality testing and degradation |
| 4 | Specific heat calculator | Study of instrumetal methods used for studying effect of food packaging material on environment |
| 5 | Design decisions in HE design | Data Analysis for statical discharge of Van de Graff Generator |
| 6 | 3D - Model development of plate columns | Data analysis and image analysis of acid rain on earthen plasters |
| 7 | Design of s/w application for Ponchon Savarit method | COmponents of solar cells and orientation of solar panels. |
| 8 | General design considerations : Pressure Vessel | Data Analysis of Covid-19 datasets |
| 9 | Green Design Life in and after engineering | Data analysis of archaeological objects |
| 10 | Safety and Loss Prevention in Design | Handling and analysis of XRD data |
| 11 | Material of Construction | IMA in art restoration. |
| 12 | | analysis of the hygienic condition of canteen food services |
| 13 | Environment and Natural Resource Management | Infrared Spectroscopy for Food Quality Analysis and Control(Milk and Dairy Products) |

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| 14 | Business Enabling Environment | Raman spectroscopy for quality assessment of meat and fish |
| 15 | Innovation and Technology Policy | instrumental analysis and preparation of shrikhand |
| 16 | Urban Ecology | Use of X rays and Gamma rays to detect<br>chemical composition of Mars |
| 17 | Remote Sensing and Geographic Information Systems | Use of NMR spectorscopy to detect toxins in a tissue/cell samples |
| 18 | Bioremediation | Acid Rain |
| 19 | Noise and Light Pollution | Data analysis on Climate Change |
| 20 | Conservation Biology | Instrumental Methods To Predict Taste and Aroma in Beverages |
| 21 | Environmental Justice | Prediction of Net Electrical Energy output of a combined<br>cycle power Plant |
| 22 | Energy Technology Data Exchange | High Performance Liquid Chromatography in Forensics |
| 23 | Wetland protection, conservation agriculture, agroforestry and livestock selective breeding | Acid Rain |
| 24 | Drought Early Warning and Forecasting System: Improving resiliency of crops to drought through strengthened early warning within Ghana | Air Polution from oil and natural gas |
| 25 | Biomass Technologies for Electricity Generation | Air quality analysis |
| 26 | Building Capacity in Ecosystem-based Adaptation in Mountain Regions | Acidificaion of ocean and coastal |
| 27 | Early drought warning and forecasting considering climate change and climate variability | Anaerobic Digestion |
| 28 | Sustainable Livestock Production | Carbon foot print |
| 29 | Solar Photovaltaic | Biopesticides |
| 30 | Design and scale-up of climate resilient waste management and energy capture technologies in small and medium livestock farms | Volatile organic compound control devices |
| 31 | Hydrodynamic modelling for flood reduction and climate resilient infrastructure development pathways | Bamboo as a Building Material |
| 32 | A high-rate anaerobic Reactor for treating complex wastewater | Drip Irrigation |
| 33 | compact food waste bioenergy plant | Green Concrete |

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| 34 | Bioprocess for treating perchlorate (rocket fuel) contaminated water and soil | Rainwater Harvesting |
| 35 | Modular onsite wastewater treatment cum resource recovery unit | Green Building |
| 36 | Bioprocess for treating perchlorate (rocket fuel) contaminated water and soil. | Biodisel |
| 37 | Controlled AD process for recovering natural fibre from Agro-residues | Eco paints |
| 38 | Gas Bio-trickling filter (BTF) unit. | Storage of sulphuric acid, while transportation |
| 39 | UV-Clean Disinfecting unit (λ-Flashbox). | Safety measures in HCl manufacturing industry |
| 40 | Development of a Monitoring System Utilizing Artificial Intelligence Technology for Removed Contaminated Soil | Safety in cement based industry |
| 41 | Research and Development of a Simulation Support System for Evaluating Air Pollution Measures | Safety in steel based industry |
| 42 | Material Flow and Environmental Behavior Analysis on PCB and POPs Related Compounds | Chlorine gas handling techniques |
| 43 | Strategic Research on Global Mitigation and Local Adaptation to Climate Change | Handling mercury cyanides |
| 44 | lack Carbon and Dust Particles in the Arctic: Behavior in Association with Global Radiative Forcing | Toxicity tests for ammonium hydroxide |
| 45 | Development of Advanced Recycling Technology for Fly Ash to Enable Cement-free Concrete | Methyl isocynide risk and hazards- a review |
| 46 | Climate Change Adaptation to Disasters in Urban Environments | Toxicity tests for ammonium hydroxide |
| 47 | Estimation of Regional-Global Methane Emissions and Refinement of Its Estimate by GOSAT-2 and Surface Observations | Hazards in crackers industry and safety measures |
| 48 | ENHANCING URBAN ENERGY SECURITY THROUGH RENEWABLE ENERGY SOLUTIONS Case Study- | Lead poisoning |
| 49 | | Citric Acid MSDS |

| 2019-20 | | |
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| Sl.No | EVEN Semester Topics (EL/PBL) | ODD Semester Topics (EL/PBL) |
| 1 | Advanced Characterication of both the nanostructured inorganic catalyst and complexorganic feed | Explore how mass transfer principles apply to biological systems, such as drug delivery, oxygen transfer in tissues, or nutrient transport in plants. |
| 2 | Novel Catalyst Synthesis Techniques. | Investigate the principles of heat transfer in electronic devices, focusing on cooling methods such as conduction, convection, and radiation, and their applications in improving device performance and reliability. |
| 3 | Biomass Conversion over Heterogeneous Catalysts | Fluid Flow in Porous Media: Analyze the flow of fluids through porous materials |
| 4 | SELECTIVITY IN HETEROGENEOUS CATALYSIS | Transport Phenomena in Chemical Reactors: Study how mass, heat, and momentum transfer influence chemical reactions in reactors |
| 5 | Mechanisms of Catalytic Reactions | |
| 6 | Liquid catalysts | Explore the role of transport phenomena in environmental processes such as air and water pollution dispersion, sediment transport, and contaminant migration in soil. |
| 7 | Heterogeneous Catalysis for Biodiesel Production | Transport Phenomena in Food Processing: Investigate the application of transport phenomena principles in food processing operations |
| 8 | Advanced characterization of complex biomass feeds, e.g. lignins and humins | The principles of membrane transport in biomedical applications |
| 9 | Catalytic converter | Transport Phenomena in Nanotechnology: Explore how transport phenomena govern the behavior of fluids |
| 10 | Sustainable Chemistry & Catalysis | Transport Phenomena in Energy Systems: Analyze the role of transport phenomena in energy |

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| | | conversion and storage technologies |
| 11 | Catalysis for a Cleaner and Sustainable Future. | ADHESIVES AND SURFACE COATINGS |
| 12 | Mass transfer controlling the reaction rate in Heterogeneous Catalytic systems | CORROSION ENGINEERING |
| 13 | New heterogeneous and homogeneous catalysts: solid acids and solid bases and homogeneous transition metal complexes | Fuels systems |
| 14 | Trickle bed reactor | Flare Systems |
| 15 | Relations between Homogeneous and Heterogeneous Catalysis | Effluent Treatment Plant |
| 16 | New concepts at the interface of heterogeneous and homogeneous catalysis, e.g. Pickering emulsions as medium for catalysis and Single Atom Catalysts | Steam & Condensate |
| 17 | AgTiO2-SiO2 composite material as novel catalyticsystem for selective epoxidation of cyclohexane by H2O2 | Safety Relief |
| 18 | Catalysis for Clean Energy and Sustainable Chemistry | Water systems |
| 19 | Recent Advances in Selective Oxidation Catalysis | Ideal-Typical Utility Infrastructure at Chemical Sites – Definition, Operation and Defossilization |
| 20 | Fundamentals of Surface and Catalytic Reactions for Energy Application | Momentum Transfer to a Simplified Wind T o a Simplified Wind Turbine Blade |
| 21 | Nanobiocatalysis and Its Potential Applications: | Natural convection in supercritical fluids |
| 22 | Catalytic Aspects of Complete Oxidation of Volatile Organic Compounds | Simulation of Microfluidic-Multiphase Flow in a Y-Y channel using a Modified Surface Tension Term |
| 23 | Bridging Organic Chemistry and Heterogeneous Catalysis | Angular momentum transfer in galaxy formation and evolution |
| 24 | Metal nanocatalysts in solution: characterization and reactivity | Momentum Transfer in Hypervelocity Impact Experiments on Rock Targets |
| 25 | Catalytic Conversion of Energy & Resources. | Hydraulic Excavator |

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| 26 | Recent Advances in Selective Oxidation Catalysis | Modern fluid dynamics |
| 27 | Design of Environmentally-friendly Catalysts and Photocatalysts; | Process Simulation for Producing Green Diesel from Variable Feedstocks |
| 28 | Metal Catalysis—Past, Present and Future. | MATERIAL AND ENERGY BALANCE |
| 29 | Nanobiocatalysis and Its Potential Applications | Mass and Energy Balancing: Calculations for Plant Design |
| 30 | Catalysis for Clean Energy | |
| 31 | Heterogeneous Oxidation Catalysis | |
| 32 | Catalyst recycling / hybrid catalysts | |
| 33 | Catalysts used in petroleum industry | |

| 2018-19 | | |
|---|---|---|
| Sl.No | EVEN Semester Topics (EL/PBL) | ODD Semester Topics (EL/PBL) |
| 1 | Utilization Of Sludge Gas. | Biomass conversion technologies (anaerobic digestion, pyrolysis, gasification) |
| 2 | Extraction Of Silica From Burnt Paddy Husk | |
| 3 | Detergent Powder From Paddy Husk. | Practical chemical thermodynamics for geoscientists |
| 4 | Refining Of Used Lube Oils. | Energy Technology Data Exchange |
| 5 | Nicotinic Acid From Tobacco Waste. | Elements of chemical thermodynamics |
| 6 | Paper Pulp From Groundnut Shell. | Diffusion approximations to the chemical master equation only have a consistent stochastic thermodynamics at chemical equilibrium. |
| 7 | Caffeine From Waste Tea And Coffee. | Chemical Thermodynamics and Information Theory with Applications |
| 8 | Cashewnut Sheel Liquid And Its Resin As Sand Core Binder | Chemical Product Design: A new challenge of applied thermodynamics |
| 9 | Studies On Paddy Drier | Photovoltaic (PV) technology |
| 10 | Alcohol From Potatoes And Agriculture Waste | |
| 11 | Manufacture Of Iodised Salt | Concentrated Solar Power (CSP) |
| 12 | Recovery Of Silver From Waste X Ray Solutio | |
| 13 | A Study On Electrochemical Reactions | Solar thermal systems |
| 14 | Manufacture Of Fiber Board From Areca Spathe And Husk | |
| 15 | Recovery Of Nickel From Spent Catalyst | Thin-film solar cells |
| 16 | Studies On Techniques Of Traditional Chalk Making | |
| 17 | Rayon Grade Pulp From Banana Fibres | Solar tracking systems |
| 18 | Oxalic Acid From Molasses | |
| 19 | Cementitious Material From Rice-Husk, Sea-Shells And Clay | Photovoltaic (PV) technology |
| 20 | Ethyl Cellulose From Bagasse | |

## 4. Benefits of Experiential Learning with respect to your department:

The benefits of the Chemical Engineering department's experiential learning and PBL practices are manifold. Students gain practical skills, such as laboratory techniques and data analysis, directly applicable to their future careers. Collaboration with industry partners exposes students to real-world challenges and fosters professional networks. Engagement in hands-on projects enhances critical thinking, problem-solving, and communication skills. Moreover, students develop a deeper understanding of theoretical concepts through practical application, leading to increased retention and transferability of knowledge. Ultimately, these experiences cultivate well-rounded engineers who are better prepared to innovate, adapt, and succeed in the ever-evolving field of chemical engineering

## 5. Challenges in Implementing Experiential Learning with respect to your department:

Implementing experiential learning and PBL in the Chemical Engineering department poses several challenges. Limited resources, such as laboratory equipment and industry partnerships, can constrain hands-on experiences. Faculty training and support are essential to effectively design and facilitate experiential activities. Ensuring alignment between curriculum goals and real-world applications requires careful planning and coordination. Additionally, assessing student learning outcomes in authentic contexts can be complex, requiring innovative evaluation methods. Managing diverse student backgrounds and learning styles while promoting collaboration and teamwork presents another challenge. Overcoming these hurdles demands ongoing commitment, investment, and collaboration among faculty, students, and industry partners to ensure the success and sustainability of experiential learning initiatives.

## 6. Case Studies and Examples:

Case studies in Chemical Engineering include real-world scenarios like process optimization, environmental remediation, and product development. Students analyze these cases, applying theoretical knowledge to propose solutions. Through discussion and collaboration, they develop critical thinking skills and gain insights into practical challenges faced by industry professionals.

**Each semester put two best case studies (i.e. any one EL/PBL)**

| **2023-24** |
| --- |
| **Rubrics: 2022 Scheme** EXPERIENTIAL LEARNING: Students will be evaluated for their creativity and practical implementation of the problem. |

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| Case study-based teaching learning (10), Program specific requirements (10), Video based seminar/presentation/demonstration (20) ADDING UPTO 40 MARKS. |
| **Case Study 1 Dynamic simulation of Desuperheater**<br>In the dynamic simulation of a desuperheater case study, students model and analyze the behavior of a desuperheating unit used in steam systems to reduce the temperature of superheated steam. They simulate various operating conditions, such as steam flow rates, inlet temperatures, and cooling water flow rates, to understand the system's dynamic response and optimize its performance. Through this case study, students gain practical experience in process modeling, control strategies, and troubleshooting techniques, preparing them for roles in process engineering, plant operation, and thermal system design. |
| **Case Study 2: Refrigeration system in gas Processing plant**<br><br>In the refrigeration system case study for a gas processing plant, students analyze the design and operation of a refrigeration unit used to cool natural gas streams for processing. They explore thermodynamic principles to optimize system efficiency and performance, considering factors such as compressor selection, heat exchange efficiency, and refrigerant properties. Through simulation and analysis, students evaluate the impact of operating parameters on cooling capacity, energy consumption, and product quality. This case study provides practical insights into refrigeration technology applications in industrial settings, equipping students with the skills to address challenges in gas processing, energy efficiency, and environmental sustainability. |
| **2022-23** |
| **Rubrics: 2021 Scheme:** EXPERIENTIAL LEARNING: Students will be evaluated for their creativity and practical implementation of the problem. Case study-based teaching learning (10), Program specific requirements (10), Video based seminar/presentation/demonstration (20) ADDING UPTO 40 MARKS. |
| **Case Study 1– Kinetic studies of Bioreactors for Muncipal water treatment**<br><br>In the case study of kinetic studies of bioreactors for municipal water treatment, students investigate the effectiveness of bioreactors in removing contaminants from wastewater. They analyze the kinetics of microbial reactions involved in breaking down pollutants, such as organic matter and nutrients, within the bioreactor. By conducting experiments and collecting data on reaction rates, substrate concentrations, and microbial growth, students assess the performance and efficiency of the bioreactor system. They also explore factors influencing reactor design, such as residence time, |

substrate concentration, and temperature, to optimize treatment efficiency. Through this case study, students gain insights into the application of chemical engineering principles in environmental remediation and water treatment processes. Additionally, they develop practical skills in experimental design, data analysis, and interpretation, preparing them for careers in environmental engineering and sustainability.

**Case Study 2: Natural Gas Dehydration - Simulation Process**

In the natural gas dehydration simulation case study, students explore the process of removing moisture from natural gas to meet pipeline specifications. Using simulation software, they model dehydration units such as absorption towers or adsorption beds. By adjusting parameters like temperature, pressure, and desiccant type, students optimize the dehydration process while minimizing energy consumption and operational costs. Through this hands-on exercise, students gain insights into the principles of mass transfer, thermodynamics, and process optimization relevant to gas processing operations. The case study prepares them for roles in natural gas production, refining, and transportation industries, where dehydration is crucial for product quality and pipeline integrity.

**2021-22**

**Rubrics: 2018 Scheme**: The marks component for experiential learning is 20.
Practical Skills Application (4 marks)
Problem-Solving Ability (4 marks)
Collaboration and Teamwork (4 marks)
Critical Thinking and Reflection (4 marks)
Integration of Theory and Practice (4 marks)

**Case Study – Control of microbial poisoning in food**

In the control of microbial poisoning in food case study, students investigate strategies to mitigate microbial contamination and ensure food safety. They analyze critical control points in food production, storage, and distribution, employing techniques such as Hazard Analysis and Critical Control Points (HACCP). By implementing sanitation protocols, temperature control measures, and microbial testing procedures, students simulate scenarios to prevent microbial growth and minimize the risk of foodborne illnesses. Through this case study, students gain practical knowledge of microbiology, food processing, and quality assurance, preparing them for careers in food safety regulation, quality control, and public health

**Case Study – 2: Flow Reactors for Waste Water Treatment**

In the flow reactors for wastewater treatment case study, students explore the application of flow reactor systems to remove contaminants from wastewater. They analyze reactor design, hydraulic characteristics, and residence time distribution to optimize treatment efficiency. By studying reaction kinetics and mass transfer processes, students develop strategies to enhance pollutant removal rates while minimizing energy and chemical usage. Through this case study, students gain practical experience in reactor engineering, water chemistry, and environmental remediation, preparing them for roles in wastewater treatment plant design, operation, and optimization, with a focus on sustainable solutions for water resource management.

**2020-21**

**Rubrics: 2018 Scheme**: The marks component for experiential learning is 20.
Practical Skills Application (4 marks)
Problem-Solving Ability (4 marks)
Collaboration and Teamwork (4 marks)
Critical Thinking and Reflection (4 marks)
Integration of Theory and Practice (4 marks)

**Case Study – 1 Safety and Loss Prevention in Design**

In the safety and loss prevention in design case study, students examine the integration of safety measures into engineering design processes to mitigate hazards and prevent accidents. They analyze risk assessment techniques, such as Hazard and Operability Studies (HAZOP) and Failure Modes and Effects Analysis (FMEA), to identify potential hazards and their consequences. By implementing safety features, such as process instrumentation, containment systems, and emergency shutdown procedures, students aim to minimize the likelihood of incidents and their impact on personnel, the environment, and assets. Through this case study, students develop a proactive approach to safety engineering, ensuring the integrity and reliability of industrial facilities while prioritizing human and environmental well-being.

**Case Study – 2 Data analysis on Climate Change**

In the data analysis on climate change case study, students investigate trends and patterns in climate data to assess the impact of human activities on the Earth's climate system. They analyze historical temperature records, greenhouse gas emissions data, and climate model projections to quantify changes in temperature, precipitation, sea level rise, and other climatic variables. By applying statistical techniques and data visualization methods, students identify correlations, anomalies, and long-term trends, informing predictions of future climate scenarios. Through this case study, students develop skills in data interpretation, hypothesis testing, and scientific communication, contributing to our understanding of climate change and informing policy decisions aimed at mitigating its effects.

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| **2019-20** |
| **Rubrics: 2018 Scheme**: The marks component for experiential learning is 20.<br>Practical Skills Application (4 marks)<br>Problem-Solving Ability (4 marks)<br>Collaboration and Teamwork (4 marks)<br>Critical Thinking and Reflection (4 marks)<br>Integration of Theory and Practice (4 marks) |
| **Case Study – 1 Sustainable Chemistry & Catalysis**<br><br>In the sustainable chemistry and catalysis case study, students explore innovative approaches to chemical processes that minimize environmental impact and maximize resource efficiency. They investigate the design and synthesis of catalysts for green reactions, such as renewable energy production, waste valorization, and carbon capture. By analyzing reaction mechanisms and kinetics, students optimize catalytic performance to reduce energy consumption, waste generation, and greenhouse gas emissions. Through this case study, students gain insights into the principles of sustainable chemistry, catalytic engineering, and process optimization, contributing to the development of eco-friendly technologies and fostering a more sustainable future for chemical industries. |
| **Case Study – 2 Ideal-Typical Utility Infrastructure at Chemical Sites – Definition, Operation and Defossilization**<br><br>In the ideal-typical utility infrastructure at chemical sites case study, students examine the concept, operation, and defossilization of utility systems. They define utility infrastructure as centralized systems providing essential services like steam, electricity, and cooling water to chemical processes. Students explore efficient operation strategies and integration of renewable energy sources to reduce fossil fuel dependency and carbon emissions. By analyzing case studies of utility system upgrades and decarbonization initiatives, students gain insights into the challenges and opportunities of transitioning towards sustainable utility infrastructure. This study prepares them for roles in optimizing energy efficiency and environmental performance in chemical manufacturing facilities. |
| **2018-19** |
| **Rubrics 2016 Scheme:** The marks component for experiential learning is 20.<br>Practical Skills Application (4 marks)<br>Problem-Solving Ability (4 marks)<br>Collaboration and Teamwork (4 marks)<br>Critical Thinking and Reflection (4 marks)<br>Integration of Theory and Practice (4 marks) |
| **Case Study – 1 Detergent Powder From Paddy Husk.** |

In the detergent powder from paddy husk case study, students investigate the feasibility of utilizing paddy husk, an agricultural waste, as a raw material for detergent production. They explore extraction methods to isolate surfactant compounds from the husk, such as saponins, which possess detergent properties. Through experimentation and optimization of formulation and processing parameters, students develop a cost-effective and environmentally friendly detergent powder. This case study highlights the potential for sustainable utilization of agricultural waste in product innovation, contributing to waste reduction and promoting circular economy principles in the detergent industry.

**Case Study – 2** **Chemical Product Design: A new challenge of applied thermodynamics**

In the chemical product design case study, students confront the challenge of integrating applied thermodynamics principles into the development of innovative chemical products. They analyze thermodynamic properties and phase equilibria to optimize formulations, processes, and performance characteristics. Through simulation and experimentation, students navigate complex thermodynamic landscapes to design products with desired properties, such as stability, solubility, and efficacy. This case study underscores the critical role of thermodynamics in guiding product design decisions, fostering a deeper understanding of molecular interactions and energy transformations. Ultimately, students emerge equipped to tackle diverse challenges in chemical product development with a foundation rooted in applied thermodynamics principles.

## 7. Recommendations for Integrating Experiential Learning:

To integrate experiential learning effectively, institutions should prioritize hands-on activities, industry collaborations, and real-world projects. Embrace diverse pedagogical approaches like Problem-Based Learning (PBL), case studies, and internships to provide practical contexts for learning. Invest in state-of-the-art facilities, simulation tools, and industry partnerships to simulate authentic experiences. Encourage interdisciplinary collaboration and critical reflection to deepen understanding and foster innovation. Provide faculty development programs to enhance teaching skills and support innovative teaching methods. Lastly, prioritize assessment strategies that evaluate practical skills and real-world application, ensuring students are prepared for the complexities of their future careers.

## 8. Outcome & Conclusion:

Experiential learning in Chemical Engineering yields multifaceted outcomes and conclusions. Students emerge with a robust understanding of theoretical concepts, enhanced by practical application in laboratory settings, industrial internships, and collaborative projects. They develop critical thinking,

problem-solving, and teamwork skills essential for success in the field. Through hands-on experiences, students gain confidence in their abilities to tackle real-world challenges, preparing them for diverse career paths in industry, research, and academia.

Furthermore, experiential learning fosters a deep sense of engagement and motivation among students, as they see the tangible impact of their work on solving complex problems. They develop a lifelong learning mindset, continually seeking opportunities to apply their knowledge and skills in new contexts. Ultimately, the conclusion drawn from experiential learning in Chemical Engineering is clear: it is a transformative educational approach that equips students with the practical skills, theoretical knowledge, and professional mindset needed to thrive in the dynamic and evolving field of chemical engineering.

**CHEMCIAL ENGINEERING DEPARTMENT**

**EL TOPICS / ASSIGNEMNTS**

**Semester III, Academic Year 2023-24**

**Combined EL**

Momentum Transfer (CH233AI), Particulate Technology (CH234AI, Chemical Process Calculations (CH235AT)

| Sl. No. | USN | Name of the students | EL Topic / Assignment |
|---|---|---|---|
| 1 | 1RV22CH001 | ADITYA SREEKUMAR | Industry Visit – Survey |
| 2 | 1RV22CH006 | ANIRUDH SHARMA | |
| 3 | 1RV22CH011 | FAIZAL ABEDEEN | |
| 4 | 1RV22CH017 | KRITI MAHESHWARI | |
| 5 | 1RV22CH036 | TARUN RANJAN | |
| 6 | 1RV22CH039 | UTKARSH NIJHAWAN | |

| | | | |
|---|---|---|---|
| 7 | 1RV23CH401 | K ANANTHAKRISHNA HOLLA | |
| 8 | 1RV22CH020 | MONTEIRO JOSHUA ALBERT | |
| 9 | 1RV22CH009 | DARSHANA MANISH JAIN | |
| 10 | 1RV22CH010 | DEVADIGA TITIKSHA NILESH | |
| 11 | 1RV22CH013 | GOKULRAJ EROTH | |
| 12 | 1RV22CH018 | MEGHA SHIVANAND | |
| 13 | 1RV22CH022 | PRAKRITI CHOUDHARY | |
| 14 | 1RV22CH026 | SAGAR CHACHOLI JOJI | |
| 15 | 1RV22CH028 | SAKSHI GAURAV | |
| 16 | 1RV23CH403 | SHREYAS PRASAD SHETTY | |
| 17 | 1RV22CH023 | PRATHIK BHAWANKAR | Froth Floatation-Experiment design |
| 18 | 1RV22CH035 | SUDHANVA MYSORE SANKARSHAN | |
| 19 | 1RV23CH400 | JITESH A | |
| 20 | 1RV23CH404 | VAISHAK | |
| 21 | 1RV22CH003 | AKSHAT SHUKLA | Virtual Lab (V-Notch) |
| 22 | 1RV22CH025 | JADHAVRAO RUTURAJ AJITRAO | |
| 23 | 1RV22CH032 | SHOURYA ANAND | |
| 24 | 1RV22CH038 | TEJESHWAR | |
| 25 | 1RV22CH007 | CHANDANA C | Virtual lab(Orifice meter) |
| 26 | 1RV22CH015 | HARSHITHA GIRISH | |
| 27 | 1RV22CH033 | SMITHA ROYALS G R | |
| 28 | 1RV22CH034 | SOUGANDHIKA M | |
| 29 | 1RV22CH008 | CHARANYA A R | Application of AR and VR |
| 30 | 1RV22CH029 | SAMEEKSHA K MAYYA | |
| 31 | 1RV22CH030 | SHASHANKH PRABHU MUROOR | |
| 32 | 1RV22CH040 | VEENA SADGUNA VASIMALLA | |
| 33 | 1RV22CH004 | ANANTH RAM Y N | |

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|---|---|---|---|
| 34 | 1RV22CH014 | HALLI ASHRITHA SHETTY | Silicon from Granite Powder |
| 35 | 1RV22CH024 | RAJESHWARI | |
| 36 | 1RV22CH041 | VIKRAM RAJARAM | |
| 37 | 1RV22CH002 | AJITH P ARUN | Atmospheric water harvesting |
| 38 | 1RV22CH012 | GAYATHRI V | |
| 39 | 1RV22CH037 | TEJASHAVINI VENKAPPA AMALAZERI | |
| 40 | 1RV23CH402 | ROOPASHREE | |

Head of the Department
Department of Chemical Engineering
RV College of Engineering®
Mysuru Road, Bengaluru-560 059

**CHEMCIAL ENGINEERING DEPARTMENT**

**EL TOPICS / ASSIGNEMNTS**

**Semester 5, Academic Year 2023-24**

| SL NO. | USN | NAME | EL TOPICS |
|---|---|---|---|
| 1 | 1RV16CH009 | GIREESH N | Drought |
| | 1RV17CH016 | KUMAR M | |
| 2 | 1RV18CH001 | AKSHIT MAHESH HARTI | Positive Impacts of Vegan Diet on Water Conservation |
| | 1RV18CH019 | PAVAN B S | |
| | 1RV18CH028 | SOURAV ADITHYA | |
| | 1RV18CH026 | SHREY S MEHTA | |
| 3 | 1RV18CH002 | ANANDA | Removal of heavy metal from waste water |
| | 1RV17CH026 | PAVAN M KULKARNI | |
| 4 | 1RV18CH003 | ANURADHA SHROFF | Mansagar Lake, Jaipur: A Case Study |
| | 1RV18CH033 | TAHER HUSAIN | |
| | 1RV18CH016 | MANANG JAIN | |

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|---|---|---|---|
| | 1RV18CH018 | NISHIKANT JALANDRA | |
| 5 | 1RV18CH004 | ASHNI MELISSA MARY PRABHU | Water Conservation in Urban Areas: Overview of Rainwater Harvesting Initiative in Bangalore City" |
| | 1RV18CH012 | JACOB ROY | |
| 6 | 1RV18CH005 | ASHWIN RAO PADUBIDRI | Use of Carbon Nanotube Membranes in Wastewater Treatment" |
| | 1RV18CH034 | TUSHAR AGRAWAL | |
| | 1RV19CH400 | ADITHYA H K | |
| | 1RV18CH039 | VINAYAK HULAKE | |
| 7 | 1RV18CH006 | AYUSH AGRAWAL | |
| | 1RV18CH020 | PRIYANSHI CHATURVEDI | "A case study of the Narmada River system in India with particular reference to the impact of dams on its ecology and fisheries" |
| | 1RV18CH038 | VIBHOR BHARDWAJ | |
| | | | |
| 8 | 1RV18CH008 | DEEKSHASUSHMITH S | Water Management services in CIPLA |
| | 1RV18CH009 | G LALITHA SANTOSHI | |
| | 1RV18CH015 | MADHU H | |
| | 1RV18CH042 | YASHASWINI | |
| 9 | 1RV18CH010 | HARITHA RAJARAM | River Water Management and Case Study on |
| | 1RV18CH011 | HARSHITHA N | Yamuna Action Plan |
| | 1RV18CH025 | SHRADDHA S SHETTY | |
| 10 | 1RV18CH017 | MUSKAAN AGARWAL | SEWAGE TREATMENT PLANT |
| 11 | 1RV18CH023 | SAURAV C | Removal of heavy metal ions from water |
| | 1RV18CH032 | SWATHI C | |
| | 1RV18CH037 | VARUN S | |
| | 1RV18CH013 | KARTHIK B | |
| 12 | 1RV18CH024 | SHARANYA CHAKRAVARTHI | Study on River water pollution |
| | 1RV18CH027 | SHWETA A RAM | |
| | 1RV18CH029 | SRIPRIYA U | |
| | 1RV18CH014 | KHUSHI VORA | |
| 13 | 1RV18CH022 | SACHITH NAYAK | Artificial Recharge of Ground Water - a review |
| | 1RV18CH036 | VARSHA P DINNI | |

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|---|---|---|---|
| 14 | 1RV18CH030 | SURAJ L | Industrial water conservation by water footprint and sustainable development |
| | 1RV18CH035 | UJWAL ARUN MANDI | goals: a review |
| | 1RV18CH040 | VISHAL KARWA | |
| | 1RV18CH041 | YASH N ATHREYA | |

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**CHEMCIAL ENGINEERING DEPARTMENT**

**EL TOPICS / ASSIGNEMNTS**

**Semester 7, Academic Year 2023-24**

| Sl No. | Name | USN | Topic |
|---|---|---|---|
| 1 | ABHISHEK S | 1RV19CH001 | Hydro-dealkylation of Toluene to Benzene |
| 3 | CHETAN V PATIL | 1RV19CH011 | Production of oleum by contact process |
| 5 | AMEYA KAMATH | 1RV20CH002 | Ostwald process |
| 6 | BHAVANA SARAVANA | 1RV20CH006 | Simulation of LNG production |
| 7 | BHOOMIKA R HOLLA | 1RV20CH007 | Production of cumene |

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|---|---|---|---|
| 8 | BHUMIKA G V | 1RV20CH008 | Glycol dehydration process - gas processing |
| 9 | C PUNYASHREE | 1RV20CH009 | Dynamic simulation of Desuperheater |
| 10 | CHETHAN YADAV L | 1RV20CH010 | Fractional Distillation Column |
| 11 | DEEPAK | 1RV20CH012 | Refrigeration system in gas Processing plant |
| 12 | DHANUSH KOTE M | 1RV20CH013 | Production of ethylene chloride |
| 13 | DHANYATHA D P | 1RV20CH014 | Syngas production |
| 14 | DHIVYADHARSHINI N | 1RV20CH015 | Two stage compression |
| 15 | GAGANA VELUR | 1RV20CH016 | Production of Cyclohexane from Benzene |
| 16 | GAURAV SARKAR | 1RV20CH017 | Ammonia Haber's Process |
| 17 | HARISH N | 1RV20CH018 | Drying Oil Production |
| 18 | HIMAMSHU G | 1RV20CH019 | Debutanizer |
| 19 | JANANI GAYATHRI M R | 1RV20CH020 | Vinyl Chloride Production |
| 20 | KRITI AGARWAL | 1RV20CH022 | Oxygen Synthesis |
| 21 | MIHIR PATIL | 1RV20CH023 | Simulation of styrene production from ethylbenzene. |
| 22 | MOHAMMED AFZAN | 1RV20CH024 | Di-methyl Ether using Natural gas |
| 23 | MUNDHE NIKITA | 1RV20CH025 | Methanol Synthesis |
| 26 | PREKSHA S M | 1RV20CH028 | Aniline production |
| 27 | PRIYANKA B | 1RV20CH029 | Simulation of propane refrigeration cycle |
| 28 | S DILIP KUMAR | 1RV20CH030 | Natural gas dehydration with TEG |
| 29 | SAURAV RAJ SATSANGI | 1RV20CH032 | Binary Distillation |
| 30 | SHAMBHAVI SHREE | 1RV20CH033 | Production of syngas from steam methane (reforming process ) |
| 31 | SHRIYASH RAJU RANGANEKAR | 1RV20CH034 | Steam methane reforming |
| 32 | SINDHU S RAJ | 1RV20CH035 | Nitrogen Removal with Cryogenic Distillation |
| 33 | SRIHARI G | 1RV20CH036 | Production of methanol from syngas |
| 34 | SRUSTI K | 1RV20CH037 | Pyrolysis of polypropylene |
| 35 | SUMITH RUDRAPUR | 1RV20CH038 | water electrolysis |

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|---|---|---|---|
| 36 | SUSHMITA JHA | 1RV20CH039 | Production of n-octane from ethylene and iso-butane |
| 37 | SWATI NARAYAN MIRJI | 1RV20CH040 | Production of Sulphuric Acid (Contact Process) |
| 38 | V AKSHAY HARIHARAN | 1RV20CH041 | Syngas production |
| 39 | VARSHA GURURAJ | 1RV20CH042 | Hydrogen Generation |
| 40 | MOHAMMED ZUBAIR | 1RV21CH400 | Simulation of Titanium Dioxide Production |
| 41 | SHREYAS A | 1RV21CH401 | Di - methyl Ether from Methanol |
| 42 | VARUN D S | 1RV21CH402 | NGL Fractionation plant |

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**CHEMICALENGINEERING DEPARTMENT**

**R V COLLEGE OF ENGINEERING**

**List of Students and Topics for Experiential Learning FOR THE ODD SEMESTER (SEM3)**

**2022-2023**

| Group | Name | USN | EL Topic |
|---|---|---|---|
| 1 | Anirudh bhat | 1RV21CH005 | Extraction Of (-) Hydroxy citric Acid, Garcinol and Anthocyanin Pigments from Garcinia and Process Design |
| | Aryan Jain | 1RV21CH006 | |
| | Medhavi Srivastava | 1RV21CH020 | |
| | Sachin Shanbhag | 1RV21CH029 | |
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|---|---|---|---|
| 2 | Buvan K C | 1RV21CH009 | Utilisation of Banana Fibre for Making Wrapping Paper |
| | Shridhara Dixit | 1RV21CH034 | |
| | Devendhu Thattat | 1RV21CH013 | |
| | Tejaswini N | 1RV21CH037 | |
| 3 | SHIVANGI RAI | 1RV21CH032 | Self healing polymeric materials for roads |
| | OMISHA SINGH | 1RV21CH025 | |
| | DARSHU PRIYA K S | 1RV21CH012 | |
| | BANDI VIJAYA HETASVI | 1RV21CH006 | |
| 4 | Mangalam Asthana | 1RV21CH019 | Extraction of Vinblastine Sulphate from Vinca-Rosea Plant Leaves |
| | Chiklit Bansal | 1RV21CH011 | |
| | Shruthishree Srirama | 1RV21CH035 | |
| | Waleed Siraj | 1RV21CH041 | |
| 5 | K R Sathya Krishna | 1RV21CH017 | Extraction of Silica from Burnt Paddy Husk |
| | Khushi Nitin Shrivastava | 1RV21CH016 | |
| | Shashank NB | 1RV21CH031 | |
| | Rohit Metry | 1RV21CH028 | |
| | Swaroop K | RVCE22BCH401 | |
| 6 | Vaibhav P Shetty | 1RV21CH039 | Self cleaning coats |
| | Gurpur Pavan Pai | 1RV21CH014 | |
| | M Vijaya Raghavan | 1RV21CH018 | |
| | Abhishek Rao | RVCE22BCH400 | |
| 7 | Bhavani Srinivaasan | 1RV21CH008 | Screening of waste water from sugar industry |
| | Nemani Mihira Gayathri | 1RV21CH0 | |
| | Nidhi P | 1RV21CH023 | |
| | Sinchana D M | 1RV21CH036 | |
| 8 | Sameer Kulkarni | 1RV21CH030 | Activated Carbon -From Coconut Shell Using a Fluidised Bed Reactor |
| | Pramod Shankar T | 1RV21CH026 | |
| | Om Telang | 1RV21CH024 | |

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|---|---|---|---|
| | Vidhu Agarwal | 1RV21CH040 | |
| 9 | Harshit sinha | 1RV21CH015 | Extraction of furfural from sugarcane baggase |
| | Pranav mishra | 1RV21CH027 | |
| | Amrit raj satyam | 1RV21CH011 | |
| | Chethan reddy | 1RV21CH002 | |

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**CHEMICAL REACTION ENGINEERING**

**R V COLLEGE OF ENGINEERING**

**List of Students and Topics for Experiential Learning FOR THE ODD SEMESTER (Sem5) 2022-2023**

| Sl No | USN | Name | TOPIC |
|---|---|---|---|
| 1 | 1RV19CH001 | Abhishek S | Biological Waste Water Treatment and Bioreactor Design: A Review |
| 2 | 1RV19CH006 | ANVITH P HARISH | Methane activation & conversion |
| 3 | 1RV19CH011 | Chetan V Patil | Mixing tank modelling using CFD |
| 4 | 1RV20CH001 | ADITYA S | Reactors for processing hazardous materials |
| 5 | 1RV20CH002 | AMEYA KAMATH | multistep continuous flow synthesis |
| 6 | 1RV20CH006 | BHAVANA SARAVANA | A comparison of continuous flow and sequencing batch reactor plants concerning integrated operation of sewer systems and wastewater treatment plants |
| 7 | 1RV20CH007 | BHOOMIKA R HOLLA | Bioreactors: Membrane bioreactors |
| 8 | 1RV20CH008 | BHUMIKA G V | Reactor models for a series of continuous stirred tank reactors with a gas-liquid-solid leaching system |
| 9 | 1RV20CH009 | C PUNYASHREE | Flow Reactors for Waste Water Treatment |

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| 10 | 1RV20CH010 | CHETHAN YADAV L | Bioreactors: Airlift Bioreactors |
| 11 | 1RV20CH011 | DARSHAN PRAKASH P | Applications of aerobic granular sludge sequencing batch reactor |
| 12 | 1RV20CH012 | DEEPAK | Plasma reactors for degradation of PFOA (perfluorooctanoic acid) in water |
| 13 | 1RV20CH013 | DHANUSH KOTE M | Chemical Reaction Engineering and Activated Sludge |
| 14 | 1RV20CH014 | DHANYATHA D P | Microwave reactors: Design, Advantage and applications |
| 15 | 1RV20CH015 | DHIVYADHARSHINI N | Tubular photobioreactor design for algal cultures |
| 16 | 1RV20CH016 | GAGANA VELUR | bioreactors (AnMBR) for the treatment of highly contaminated landfill leachate<br><br>" |
| 17 | 1RV20CH017 | GAURAV SARKAR | Designing a CSTR for Ethylene Glycol Production |
| 18 | 1RV20CH018 | HARISH N | Reactor modeling in the Petroleum Refining Industry |
| 19 | 1RV20CH019 | HIMAMSHU G | Design of flow reactor for production of dimethyl either |
| 20 | 1RV20CH020 | JANANI GAYATHRI M R | A discussion on Spinning Disk Reactors and Evaluation of SDR Technology for the Manufacture of Pharmaceuticals |
| 21 | 1RV20CH022 | KRITI AGARWAL | Using Mathcad to facilitate the design of chemical reactors involving multiple reactions |
| 22 | 1RV20CH023 | MIHIR PATIL | Bioreactors:Fluidized Bed Bioreactors |
| 23 | 1RV20CH024 | MOHAMMED AFZAN | Bioreactors: Photobioreactors |
| 24 | 1RV20CH025 | MUNDHE NIKITA | Bioreactors:Stirred tank bioreactors |
| 25 | 1RV20CH026 | NOEL LESLEY A K NARRAIN | Optimal operations of Batch reactor |
| 26 | 1RV20CH027 | PRANJAL MISHRA | Reactor Design for Sustainable Process Development |
| 27 | 1RV20CH028 | PREKSHA S M | Membrane Bioreactors for Pharmaceutical Wastewater Treatment |
| 28 | 1RV20CH029 | PRIYANKA B | Scope and Application of Microreactors in small scale<br>organic syntesis and biomedecine |
| 29 | 1RV20CH030 | S DILIP KUMAR | Reactor Selection for Effective Continuous Biocatalytic Production of Pharmaceuticals |
| 30 | 1RV20CH032 | SAURAV RAJ SATSANGI | Chemical Reactor Design Theory and Biological Treatment of Industrial Wastes |

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| 31 | 1RV20CH033 | SHAMBHAVI SHREE | Bioreactors: Membrane bioreactors |
| 32 | 1RV20CH034 | SHRIYASH RAJU RANGANEKAR | CFD Simulation Analysis and Optimisation of a Batch Reactor(CSTR) |
| 33 | 1RV20CH035 | SINDHU S RAJ | Biological Waste Water Treatment and Bioreactor Design: A Review |
| 34 | 1RV20CH036 | SRIHARI G | Membrane Bioreactors for treatment of food industry wastewater |
| 35 | 1RV20CH037 | SRUSTI K | Bioreactors:Mist Bioreactors |
| 36 | 1RV20CH038 | SUMITH RUDRAPUR | Sequencing batch Reactors for waste Water Treatment |
| 37 | 1RV20CH039 | SUSHMITA JHA | Chemical Reactor Design Theory and Biological Treatment of Industrial Wastes: Is There a Gap? |
| 38 | 1RV20CH040 | SWATI NARAYAN MIRJI | Activation of Carbon dioxide |
| 39 | 1RV20CH041 | V AKSHAY HARIHARAN | Reactor for processing hazardous material |
| 40 | 1RV20CH042 | VARSHA GURURAJ | Ethanol Production using CSTR (Design, Requirements and Process) (Continous Fermentation Process) |
| 41 | RVCE21BCH400 | MOHAMMED ZUBAIR | Reactor Design for Methanol synthesis |
| 42 | RVCE21BCH401 | SHREYAS A | Applications of different types of Bioreactors in bioprocess. |
| 43 | RVCE21BCH400 | VARUN D S | MIXING BEHAVIOR OF CONTINUOUS STIRRED TANK REACTOR |

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**CHEMICAL REACTION ENGINEERING**

**R V COLLEGE OF ENGINEERING**

**List of Students and Topics for Experiential Learning FOR THE ODD SEMESTER (SEM7) 2022-2023**

| S.No | USN | Name of the student | Title of the Assignment |
|---|---|---|---|
| 1 | 1RV17CH042 | VISHNU VARDHAN CHALICHAMA | production of dimethyl ether |
| 2 | 1RV19CH002 | ABHISHEK (R) | vinyl chloride production |
| 3 | 1RV19CH003 | ADITI PANDEY | n-octane from ethylene and isobutane |
| 4 | 1RV19CH004 | ADITI TATA | Sulphuric Acid Manufacturing Plant with Double Absorption Process |
| 5 | 1RV19CH005 | AMRIT AMAN | production of ethanol from ethylene and water |
| 6 | 1RV19CH007 | ARKO BOSE | Amine sweetening unit with MDEA |
| 7 | 1RV19CH008 | ASHWINI OM | simulation of formaldehyde production process. |
| 8 | 1RV19CH009 | ATUL SHARMA | Steam methane reforming |
| 9 | 1RV19CH010 | CHANDANA S | production of benzene from Toluene |
| 10 | 1RV19CH012 | CHITRA AGRAWAL | Chlorobenzene plant production |
| 11 | 1RV19CH014 | HARSH KESHARWANI | Production of Ethyl chloride |
| 12 | 1RV19CH016 | IQRA ARABIA ALI KHAN | Simulation of cyclohexane from benzene hydrogenation using ANSYS |
| 14 | 1RV19CH018 | ISHAAN BHAT | Natural Gas Dehydration - Simulation Process |
| 15 | 1RV19CH019 | MANAV NAGAR | |
| 16 | 1RV19CH021 | NIDHI BHAT | TEG-Gas Contactor Unit |
| 17 | 1RV19CH022 | NISHA G GUDIGAR | PRODUCTION OF DIMETHYL ETHER FROM METHANOL BY DEHYDRATION |
| 18 | 1RV19CH023 | NOORUDDEEN | SIMULATION OF NATURAL GAS TURBO EXPANDER PLANT |

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| 19 | 1RV19CH024 | OM MADAN RAIKAR | production of formaldehyde from methanol de-hydrogenation |
| 20 | 1RV19CH025 | PASUPULETI VENKATA SAI DINESH | Production of ammonia. |
| 21 | 1RV19CH027 | PULKIT JAIN | CO2 dehydration and liquefaction |
| 22 | 1RV19CH029 | YASHESH VIJAY RAJYAGURU | Sulphuric Acid Contact Process |
| 23 | 1RV19CH030 | SAMHITA M KIRAN | Ammonia Production |
| 24 | 1RV19CH031 | SELA ROSHNI SHRI | Cumene Production |
| 25 | 1RV19CH032 | SHARVA JOIS | |
| 26 | 1RV19CH033 | SHRAVAN MANJUNATH | SIMULATION OF CYCLOHEXANE PRODUCTION |
| 27 | 1RV19CH034 | SHRAVAN S RANGA | Extractive Distillation to separate Acetone-Water Mixture |
| 28 | 1RV19CH035 | SUPRATIM MAJUMDER | Simulation of Air cooled heat exchanger using UNISIM |
| 29 | 1RV19CH036 | VARSHITH TIPIRNENI | Hydrodealkylation of Toluene to Benzene |
| 30 | 1RV19CH037 | VISHWESH S DESAI | Simulation of complete process for Nitrogen liquefaction |
| 31 | 1RV19CH038 | YASEEN MUNEER | percentage of methane produced in the methanator-hydrogen production |
| 32 | 1RV19CH039 | YUKTHA S S | crude oil seperation |
| 33 | 1RV19CH401 | KIRAN S | |
| 34 | 1RV20CH400 | ABHISHEK M | drying oil production |
| 35 | 1RV20CH401 | JEEVITH A M | Production of Methanol from Synthesis Gases |
| 36 | 1RV20CH402 | VAMSHIKA I | Styrene production from ehtylbenzene |

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**CHEMICAL REACTION ENGINEERING**

**R V COLLEGE OF ENGINEERING**

**List of Students and Topics for Experiential Learning FOR THE EVEN SEMESTER 2022-2023**

| Sl No | GROUP | Topic | Name | USN |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| 1 | **G1** | **Industry visit with a specific purpose or focus** | Mihira | 1RV21CH022 |
| | | | Sinchana | 1RV21CH036 |
| | | | Nidhi | 1RV21CH023 |
| | | | Bhavani | 1RV21CH008 |
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| 2 | **G2** | **Statistical Thermodynamics** | | |
| | | | Abhinay kumar | 1RV21CH001 |
| | | | Amrit raj satyam | 1RV21CH003 |
| | | | | |
| 3 | **G3** | **Teaching of Fogler** | Shruthishree S | 1RV21CH035 |
| | | | Chieklit Bansal | 1RV21CH011 |
| | | | Mangalam Ashthana | 1RV21CH019 |
| | | | Waleed Siraj | 1RV21CH041 |
| 4 | **G4** | **Excel sheets in Chemical Engg** | Pranav Mishra | 1RV21CH027 |
| | | | Aryan Jain | 1RV21CH006 |
| | | | Aniruddh Bhat | 1RV21CH005 |
| | | | harshit sinha | 1RV21CH015 |
| 5 | **G5** | **Innovative experiment** | medhavi | 1RV21CH020 |
| | | | sachin | 1RV21CH029 |
| | | | Sameer Kulkarni | 1RV21CH030 |
| | | | tejaswini | 1RV21CH037 |
| 6 | **G6** | **Designing of new experiment for the lab(CRE,MOT, HT, PT)** | swaroop | 1RV22CH404 |
| | | | anushree | 1RV22CH401 |
| | | | keerthan m Shetty | 1RV22CH403 |
| | | | ganesh | 1RV21CH012 |
| 7 | **G7** | **Kinetic studies of Bioreactors for Muncipal water treatment** | Vaibhav Shetty | 1RV21CH039 |
| | | | Pavan Pai | 1RV21CH014 |
| | | | Vijaya Raghavan | 1RV21CH018 |
| | | | chethan N | 1RV21CH010 |
| 8 | **G8** | **Any programing language Python/MATLAB/Java** | Shivangi Rai | 1RV21CH032 |
| | | | Bandi Vijaya Hetasvi | 1RV21CH007 |
| | | | Omisha Singh | 1RV21CH025 |
| | | | Darshupriya | 1RV21CH012 |

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| 9 | **G9** | **Unsteady state chemical Engg Problems in HT,MT,MOT** | Vidhu Agarwal | 1RV21CH040 |
| | | | Pramod Shankar T | 1RV21CH026 |
| | | | Om Sanjay Telang | 1RV21CH024 |
| | | | | |
| 10 | **G10** | **Engineering in Flood management/ Volcano eruptions** | K R Sathya Krishna | 1RV21CH017 |
| | | | Rohit Metry | 1RV21CH028 |
| | | | Khushi Shrivastava | 1RV21CH016 |
| | | | Shashank NB | 1RV21CH031 |
| 11 | **G11** | **AI&ML enabled personalized tutor** | Buvan K C | 1RV21CH009 |
| | | | Shridhara A Dixit | 1RV21CH034 |
| | | | Devendhu thattat | 1RV21CH013 |
| | | | Abhishek S Rao | 1RV22CH400 |

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**CHEMICAL REACTION ENGINEERING**

**R V COLLEGE OF ENGINEERING**

**Self-study topics - Process Simulation and Modeling (18CH73)**

**2021-22 Odd Semester**

| **Sl No** | **USN** | **Name of student** | **Topic** |
|---|---|---|---|
| 1 | 1RV16CH009 | GIREESH N | Production of Syngas using steam Methane: process simulation |
| 2 | 1RV17CH016 | KUMAR M | Production of Syngas using steam Methane: process simulation |
| 3 | 1RV17CH026 | PAVAN M KULKARNI | Simulation of Refrigeration cycle in Aspen |
| 4 | 1RV18CH001 | AKSHIT MAHESH HARTI | Extractive Distillation of Ethanol and Benzene from P-Xylene |
| 5 | 1RV18CH002 | ANANDA | Simulation of aromatic stripper |
| 6 | 1RV18CH003 | anuradha shroff | Liquefaction of biogas |

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| 7 | 1RV18CH004 | ASHNI MELISSA MARY PRABHU | Production of Dinitrotoulene from toulene |
| 8 | 1RV18CH005 | ASHWIN RAO PADUBIDRI | Production of Ammonia: Process Simulation |
| 9 | 1RV18CH006 | AYUSH AGRAWAL | Simulation and Heat Recovery from Sour Water Stripping Process Using Unisim |
| 10 | 1RV18CH008 | DEEKSHASUSHMITH S | Simulation of Contact Process |
| 11 | 1RV18CH009 | G LALITHA SANTOSHI | methanol plant simulation |
| 12 | 1RV18CH010 | HARITHA RAJARAM | Simulation of the process of liquefaction of carbon dioxide |
| 13 | 1RV18CH011 | HARSHITHA N | Simulation of benzene production from Toluene |
| 14 | 1RV18CH012 | JACOB ROY | Synthesis of Ammonia in Cryogenic Process |
| 15 | 1RV18CH013 | KARTHIK B | Simulation of Steam Methane reforming process |
| 16 | 1RV18CH014 | KHUSHI VORA | Simulation of manufacturing process of paracetamol (PfR) |
| 17 | 1RV18CH015 | MADHU H | crude oil simulation |
| 18 | 1RV18CH016 | MANANG JAIN | Dimethylformamide Production using Methanol Dehydrogenation Process |
| 19 | 1RV18CH017 | MUSKAAN AGARWAL | Optimisation of Methanol Synthesis by CO2 Hydrogenation |
| 20 | 1RV18CH018 | NISHIKANT JALANDRA | simulation of Propylene-Propane Separation using Mechanical Vapor Recompression |
| 21 | 1RV18CH019 | PAVAN B S | Separation of Benzene-Ethanol mixture using Pressure Swing Distillation |
| 22 | 1RV18CH020 | PRIYANSHI CHATURVEDI | Simulation of Propane Refrigeration cycle |
| 23 | 1RV18CH022 | SACHITH NAYAK | Simulation of syngas production from Steam methane reforming process |
| 24 | 1RV18CH023 | SAURAV C | Drying oil production |
| 25 | 1RV18CH024 | SHARANYA CHAKRAVARTHI | Simulation of formaldehyde production from methanol |
| 26 | 1RV18CH025 | SHRADDHA S SHETTY | Simulation of a Natural Gas Turbo Expander Plant |
| 27 | 1RV18CH026 | SHREY S MEHTA | Effluent Treatment Plant |
| 28 | 1RV18CH027 | SHWETA A RAM | Dimethyl Ether Production from methonal dehydration |

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| 29 | 1RV18CH028 | SOURAV ADITHYA | Steady State Simulation of Separation Column for Propylene - Propane Mixture |
| 30 | 1RV18CH029 | SRIPRIYA U | Simulation of cyclohexane production from benzene by hydrogenation |
| 31 | 1RV18CH030 | SURAJ L | simulation of ethylacetate manufacturing process |
| 32 | 1RV18CH032 | SWATHI C | Production of ethylene oxide |
| 33 | 1RV18CH033 | TAHER HUSAIN | Manufacture of Paracetamol(CSTR) |
| 34 | 1RV18CH034 | TUSHAR AGRAWAL | Production of Syngas using steam Methane: process simulation |
| 35 | 1RV18CH035 | UJWAL ARUN MANDI | Manufacture of H2SO4 |
| 36 | 1RV18CH036 | VARSHA P DINNI | Natural liquid gas recovery simulation |
| 37 | 1RV18CH037 | VARUN S | Production of Styrene from toluene and methanol: Process Simulation |
| 38 | 1RV18CH038 | VIBHOR BHARDWAJ | Liquefaction of Biogas |
| 39 | 1RV18CH039 | VINAYAK HULAKE | Toluene production from heptane with conversion reactor |
| 40 | 1RV18CH040 | VISHAL KARWA | Manufacture of Ethylchloride using Unisim |
| 41 | 1RV18CH041 | YASH N ATHREYA | Production of Cyclohexane |
| 42 | 1RV18CH042 | YASHASWINI | Cumene production |
| 43 | 1RV19CH400 | ADITHYA H K | styrene production from ethylbenzene |

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**CHEMICAL REACTION ENGINEERING**

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**Self-study topics - SUB: Food Technology (18CH6C4) 2019 Batch**

**2021-22 even Semester**

| **S.No** | **USN** | **Name of the student** | **Title of the Assignment** |
|---|---|---|---|
| 1 | 1RV19CH001 | ABHISHEK S | Nanomaterials in food packaging |

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|---|---|---|---|
| 2 | 1RV19CH002 | ABHISHEK | Biochemical Case Histories |
| 3 | 1RV19CH004 | ADITI TATA | Manufacturing of milk powder |
| 4 | 1RV19CH009 | Atul Sharma | Space food- Production and Preservation |
| 5 | 1RV19CH011 | CHETAN V PATIL | Food Flavours |
| 6 | 1RV19CH012 | CHITRA AGRAWAL | poultry processing |
| 7 | 1RV19CH015 | HASHIM PP | Fruit juice processing |
| 8 | 1RV19CH021 | NIDHI BHAT | Sustainability growth in food industry |
| 9 | 1RV19CH022 | Nisha G Gudigar | Vegan Food Growth and Processing in food industry |
| 10 | 1RV19CH023 | NOORUDDEEN | Enzyme application in dairy industry. |
| 11 | 1RV19CH030 | SAMHITA M KIRAN | Food laws and quality assurance |
| 12 | 1RV19CH032 | SHARVA JOIS | Processing of nuts |
| 13 | 1RV19CH033 | SHRAVAN MANJUNATH | Effluent treatment in food industries |
| 14 | 1RV19CH034 | SHRAVAN S RANGA | Coffee processing |
| 15 | 1RV19CH037 | VISHWESH S DESAI | Food- Drug Interactions |
| 16 | 1RV19CH039 | YUKTHA S S | Bliofortification of food |
| 17 | 1RV20CH400 | ABHISHEK M | White wine and Cognac production |
| 18 | 1RV19CH401 | KIRAN | Diary processing |

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**CHEMICAL REACTION ENGINEERING**

**R V COLLEGE OF ENGINEERING**

**List of Students**

***2020-2021 (ODD 5th Semester)***

| ***Sl .No*** | **USN** | **Name of The Student** | **Topic of EL / PBL** |
|---|---|---|---|
| **I** | 1RV18CH024 | Sharanya C | Data Analysis of some important rivers in India |
| **2** | 1RV18CH027 | Shweta A Ram | Data Analysis of some important rivers in India |

| | | | |
|---|---|---|---|
| **3** | 1RV18CH020 | Priyanshi Chaturvedi | Statistical analysis of heliophysics data |
| **4** | 1RV18CH006 | Ayush Agrawal | Statistical analysis of heliophysics data |
| **5** | 1RV17CH041 | Yash Athreya | Instrumental methods of analysis for food quality testing and degradation |
| 6 | 1RV18CH035 | Ujwal Mandy | Instrumental methods of analysis for food quality testing and degradation |
| 7 | 1RV18CH040- | Vishal karwa | Study of instrumental methods used for studying effect of food packaging material on environment |
| 8 | 1RV18CH022 | Sachith Nayak | Study of instrumental methods used for studying effect of food packaging material on environment |
| 9 | 1RV18CH016 | Manang Jain | Data Analysis for statical discharge of Van de Graff Generator |
| 10 | 1RV18CH033 | Taher Husain | COmponents of solar cells and orientation of solar panels. |
| 11 | 1RV18CH003 | Anuradha Shroff | COmponents of solar cells and orientation of solar panels. |
| 12 | 1RV18CH015- | Madhu H | Data analysis and image analysis of acid rain on earthen plasters |
| 13 | 1RV18CH008- | Deekshasusmit h S | Data analysis and image analysis of acid rain on earthen plasters |
| 14 | 1RV18CH011- | Harshitha N | Data Analysis of Covid-19 datasets |
| 15 | 1RV18CH025- | Shraddha S Shetty | Data Analysis of Covid-19 datasets |
| 16 | 1RV18CH014- | Khushi Vora | Data analysis of archaeological objects |
| 17 | 1RV18CH029- | Sripriya U | Data analysis of archaeological objects |

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|---|---|---|---|
| 18 | 1RV18CH037 | - Varun S | Handling and analysis of XRD data |
| 19 | 1RV18CH013 | - Karthik B | Handling and analysis of XRD data |
| 20 | 1RV18CH019- | Pavan B S | IMA in art restoration. |
| 21 | Vibhor Bhardwaj | Vibhor Bhardwaj | IMA in art restoration. |
| 22 | 1RV18CH032- | Swathi C | analysis of the hygienic condition of canteen food services |
| 23 | 1RV18CH023- | Saurav C | analysis of the hygienic condition of canteen food services |
| 24 | 1RV19CH400 - | Adithya H K | Infrared Spectroscopy for Food Quality Analysis and Control(Milk and Dairy Products) |
| 25 | 1RV18CH039- | Vinayak Hulake | Infrared Spectroscopy for Food Quality Analysis and Control(Milk and Dairy Products) |
| 26 | 1RV18CH042 - | Yashaswini N | Raman spectroscopy for quality assessment of meat and fish |
| 27 | 1RV18CH030 - | - Suraj L | Raman spectroscopy for quality assessment of meat and fish |
| 28 | 1RV18CH036- | Varsha P | instrumental analysis and preparation of shrikhand |
| 29 | 1RV18CH009- | Lalitha santoshi | instrumental analysis and preparation of shrikhand |
| 30 | 1RV18CH010- | Haritha Rajaram | Use of X rays and Gamma rays to detect chemical composition of Mars |
| 31 | 1RV18CH011 | Muskaan Agarwal | Use of X rays and Gamma rays to detect chemical composition of Mars |

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|---|---|---|---|
| 32 | 1RV18CH018- | NISHIKANT JALANDRA | Use of NMR spectorscopy to detect toxins in a tissue/cell samples |
| 33 | 1RV18CH005- | ASHWIN RAO | Use of NMR spectorscopy to detect toxins in a tissue/cell samples |
| 34 | 1RV18CH002- | Ananda | Acid Rain |
| 35 | 1RV17CH026- | Pavan MK | Acid Rain |
| 36 | 1RV18CH001 | - Akshit M Harti | Data analysis on Climate Change |
| 37 | 1RV18CH026 - | Shrey S Mehta | Data analysis on Climate Change |
| 38 | 1RV18CH028- | Sourav Adithya | Prediction of Net Electrical Energy output of a combined cycle power Plant |
| 39 | 1RV18CH028- | Ashni Prabhu | Prediction of Net Electrical Energy output of a combined cycle power Plant |
| 40 | 1RV18CH012- | Jacob Roy | High Performance Liquid Chromatography in Forensics |

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**SELF STUDY TOPICS FOR THE YEAR 2021-22 (ODD)**

| Sl No | USN | Name of student | Self Study Topics |
|---|---|---|---|
| 1 | 1RV17CH026 | PAVAN M KULKARNI | |
| 2 | 1RV16CH009 | GIRISH | Biological Waste Water Treatment and Bioreactor Design: A Review |
| 3 | 1RV17CH016 | KUMAR | Methane activation & conversion |

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| 4 | 1RV18CH001 | AKSHIT MAHESH HARTI | Mixing tank modelling using CFD |
| 5 | 1RV18CH002 | ANANDA | Reactors for processing hazardous materials |
| 6 | 1RV18CH003 | ANURADHA SHROFF | multistep continuous flow synthesis |
| 7 | 1RV18CH004 | ASHNI MELISSA MARY PRABHU | A comparison of continuous flow and sequencing batch reactor plants concerning integrated operation of sewer systems and wastewater treatment plants |
| 8 | 1RV18CH005 | ASHWIN RAO PADUBIDRI | Bioreactors: Membrane bioreactors |
| 9 | 1RV18CH006 | AYUSH AGRAWAL | Reactor models for a series of continuous stirred tank reactors with a gas-liquid-solid leaching system |
| 10 | 1RV18CH008 | DEEKSHASUSHMITH S | Flow Reactors for Waste Water Treatment |
| 11 | 1RV18CH009 | G LALITHA SANTOSHI | Bioreactors: Airlift Bioreactors |
| 12 | 1RV18CH010 | HARITHA RAJARAM | Applications of aerobic granular sludge sequencing batch reactor |
| 13 | 1RV18CH011 | HARSHITHA N | Plasma reactors for degradation of PFOA (perfluorooctanoic acid) in water |
| 14 | 1RV18CH012 | JACOB ROY | Chemical Reaction Engineering and Activated Sludge |
| 15 | 1RV18CH013 | KARTHIK B | Microwave reactors: Design, Advantage and applications |
| 16 | 1RV18CH014 | KHUSHI VORA | Tubular photobioreactor design for algal cultures |
| 17 | 1RV18CH015 | MADHU H | bioreactors (AnMBR) for the treatment of highly contaminated landfill leachate<br>" |
| 18 | 1RV18CH016 | MANANG JAIN | Designing a CSTR for Ethylene Glycol Production |
| 19 | 1RV18CH017 | MUSKAAN AGARWAL | Reactor modeling in the Petroleum Refining Industry |
| 20 | 1RV18CH018 | NISHIKANT JALANDRA | Design of flow reactor for production of dimethyl either |
| 21 | 1RV18CH019 | PAVAN B S | A discussion on Spinning Disk Reactors and Evaluation of SDR Technology for the Manufacture of Pharmaceuticals |
| 22 | 1RV18CH020 | PRIYANSHI CHATURVEDI | Using Mathcad to facilitate the design of chemical reactors involving multiple reactions |
| 23 | 1RV18CH022 | SACHITH NAYAK | Bioreactors:Fluidized Bed Bioreactors |

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| 24 | 1RV18CH023 | SAURAV C | Bioreactors: Photobioreactors |
| 25 | 1RV18CH024 | SHARANYA CHAKRAVARTHI | Bioreactors:Stirred tank bioreactors |
| 26 | 1RV18CH025 | SHRADDHA S SHETTY | Optimal operations of Batch reactor |
| 27 | 1RV18CH026 | SHREY S MEHTA | Reactor Design for Sustainable Process Development |
| 28 | 1RV18CH027 | SHWETA A RAM | Membrane Bioreactors for Pharmaceutical Wastewater Treatment |
| 29 | 1RV18CH028 | SOURAV ADITHYA | Scope and Application of Microreactors in small scale organic syntesis and biomedecine |
| 30 | 1RV18CH029 | SRIPRIYA U | Reactor Selection for Effective Continuous Biocatalytic Production of Pharmaceuticals |
| 31 | 1RV18CH030 | SURAJ L | Chemical Reactor Design Theory and Biological Treatment of Industrial Wastes |
| 32 | 1RV18CH032 | SWATHI C | Bioreactors: Membrane bioreactors |
| 33 | 1RV18CH033 | TAHER HUSAIN | CFD Simulation Analysis and Optimisation of a Batch Reactor(CSTR) |
| 34 | 1RV18CH034 | TUSHAR AGRAWAL | Biological Waste Water Treatment and Bioreactor Design: A Review |
| 35 | 1RV18CH035 | UJWAL ARUN MANDI | Membrane Bioreactors for treatment of food industry wastewater |
| 36 | 1RV18CH036 | VARSHA P DINNI | Bioreactors:Mist Bioreactors |
| 37 | 1RV18CH037 | VARUN S | Sequencing batch Reactors for waste Water Treatment |
| 38 | 1RV18CH038 | VIBHOR BHARDWAJ | Chemical Reactor Design Theory and Biological Treatment of Industrial Wastes: Is There a Gap? |
| 39 | 1RV18CH039 | VINAYAK HULAKE | Activation of Carbon dioxide |
| 40 | 1RV18CH040 | VISHAL KARWA | Reactor for processing hazardous material |
| 41 | 1RV18CH041 | YASH N ATHREYA | Ethanol Production using CSTR (Design, Requirements and Process) (Continous Fermentation Process) |
| 42 | 1RV18CH042 | YASHASWINI | Reactor Design for Methanol synthesis |
| 43 | 1RV19CH400 | ADITHYA H K | Applications of different types of Bioreactors in bioprocess. |
| 44 | 1RV19CH401 | KIRAN | |
| 45 | 1RV17CH027 | POCHAREDDY TEJASWINI REDDY | MIXING BEHAVIOR OF CONTINUOUS STIRRED TANK REACTOR |

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**List of Students and Topics for Experiential Learning FOR THE EVEN SEMESTER (SEM 6) 2020-2021**

| | **Self-study topics - Food Technology (18CH6C4)** | | |
|---|---|---|---|
| | | | |
| **Sl No** | **USN** | **Name of student** | **Topic** |
| **1** | 1RV17CH026 | PAVAN M KULKARNI | Beer and Whiskey manufacture |
| **2** | 1RV18CH001 | AKSHIT MAHESH HARTI | Scotch manufacture (Lagavulin) |
| **3** | 1RV18CH004 | ASHNI MELISSA MARY PRABHU | Classification of enzymes |
| **4** | 1RV18CH006 | AYUSH AGRAWAL | Soft drinks manufacturing process |
| **5** | 1RV18CH008 | DEEKSHASUSH MITH S | Processing and manufacture of canned foods |
| **6** | 1RV18CH009 | G LALITHA SANTOSHI | food toxicity |
| **7** | 1RV18CH010 | HARITHA RAJARAM | Control of microbial poisoning in food |
| **8** | 1RV18CH011 | HARSHITHA N | Processing and manufacturing of Tea |
| **9** | 1RV18CH012 | JACOB ROY | Protein Powder Synthesis |
| **10** | 1RV18CH013 | KARTHIK B | Food safety in food and beverage plant |
| **11** | 1RV18CH014 | KHUSHI VORA | Organic food |
| **12** | 1RV18CH015 | MADHU H | Nanomaterials in food packaging |
| **13** | 1RV18CH017 | MUSKAAN AGARWAL | Biochemical Case Histories |
| **14** | 1RV18CH019 | PAVAN B S | Manufacturing of milk powder |
| **15** | 1RV18CH020 | PRIYANSHI CHATURVEDI | Space food- Production and Preservation |

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| **16** | 1RV18CH022 | SACHITH NAYAK | Food Flavours |
| **17** | 1RV18CH023 | SAURAV C | poultry processing |
| **18** | 1RV18CH024 | SHARANYA CHAKRAVARTHI | Fruit juice processing |
| **19** | 1RV18CH025 | SHRADDHA S SHETTY | Sustainability growth in food industry |
| **20** | 1RV18CH026 | SHREY S MEHTA | Vegan Food Growth and Processing in food industry |
| **21** | 1RV18CH027 | SHWETA A RAM | Enzyme application in dairy industry. |
| **22** | 1RV18CH028 | SOURAV ADITHYA | Food laws and quality assurance |
| **23** | 1RV18CH029 | SRIPRIYA U | Processing of nuts |
| **24** | 1RV18CH030 | SURAJ L | Effluent treatment in food industries |
| **25** | 1RV18CH032 | SWATHI C | Coffee processing |
| **26** | 1RV18CH033 | TAHER HUSAIN | Food- Drug Interactions |
| **27** | 1RV18CH034 | TUSHAR AGRAWAL | BIiofortification of food |
| **28** | 1RV18CH035 | UJWAL ARUN MANDI | White wine and Cognac production |
| **29** | 1RV18CH036 | VARSHA P DINNI | diary processing |
| **30** | 1RV18CH037 | VARUN S | Food Adulteration |
| **31** | 1RV18CH038 | VIBHOR BHARDWAJ | IoT in food industry |
| **32** | 1RV18CH039 | VINAYAK HULAKE | Food preservation and processing |
| **33** | 1RV18CH040 | VISHAL KARWA | Drying process and technology in food industries |
| **34** | 1RV18CH041 | YASH N ATHREYA | Processing and Manufacture of Sugar |
| **35** | 1RV18CH042 | YASHASWINI | Cereal processing |
| **36** | 1RV19CH400 | ADITHYA H K | Food packaging |

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**List of Students**

***2020-2021 (EVEN 6th Semester)***

| ***Sl .No*** | **USN** | **Name of The Student** | **Topic of EL / PBL** |
|---|---|---|---|
| **I** | 1RV17CH042 | Vishnu Vardhan Chalichama | 3D Development of a Calendria Evaporator |
| **2** | 1RV19CH025 | Pasupuleti Venkata Sai Dinesh | 3D Development of a Calendria Evaporator |
| **3** | 1RV19CH033 | Shravan Manjunath | 3D Development of a Calendria Evaporator |
| **4** | 1RV19CH002 | Abhishek | Design and Selection of column internals |
| **5** | 1RV20CH400 | Abhishek M | Design and Selection of column internals |
| **6** | 1RV19CH023 | Nooruddeen | Design and Selection of column internals |
| **7** | 1RV19CH004 | Aditi Tata | Sketch of Newton |
| **8** | 1RV19CH003 | Aditi Pandey | Specific heat calculator |
| **9** | 1RV19CH029 | Yashesh Vijay Rajyaguru | Specific heat calculator |
| **10** | 1RV19CH036 | Varshith Tipirneni | Specific heat calculator |
| **11** | 1RV19CH034 | Shravan S Ranga | Specific heat calculator |
| **12** | 1RV19CH007 | Arko Bose | Design decisions in HE design |
| **13** | 1RV19CH027 | Pulkit Jain | Design decisions in HE design |
| **14** | 1RV19CH030 | Samhita M Kiran | Design decisions in HE design |
| **15** | 1RV19CH031 | Sela Roshni Shri | Design decisions in HE design |
| **16** | 1RV19CH008 | Ashwini Om | 3D - Model development of plate columns |
| **17** | 1RV19CH009 | Atul Sharma | 3D - Model development of plate columns |
| **18** | 1RV19CH010 | Chandana S | 3D - Model development of plate columns |
| **19** | 1RV19CH014 | Harsh Kesharwani | Design of s/w application for Ponchon Savarit method |
| **20** | 1RV19CH035 | Supratim Majumder | Design of s/w application for Ponchon Savarit method |
| **21** | 1RV19CH012 | Chitra Agrawal | Design of s/w application for Ponchon Savarit method |

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| **22** | 1RV19CH037 | Vishwesh S Desai | Design of s/w application for Ponchon Savarit method |
| **23** | 1RV19CH016 | Iqra Arabia Ali Khan | General design considerations : Pressure Vessel |
| **24** | 1RV19CH021 | Nidhi Bhat | General design considerations : Pressure Vessel |
| **25** | 1RV19CH018 | Ishaan Bhat | Green Design<br>Life in and after engineering |
| **26** | 1RV19CH022 | Nisha G Gudigar | Safety and Loss Prevention in Design |
| **27** | 1RV19CH024 | Om Madan Raikar | Safety and Loss Prevention in Design |
| **28** | 1RV20CH401 | Jeevith A M | Material of Construction |
| **29** | 1RV20CH402 | Vamshika I | Material of Construction |

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**Self-study topics - Process Simulation and Modeling (18CH73)**

**2021-22 Odd Semester**

| **Sl No** | **USN** | **Name of student** | **Topic** |
|---|---|---|---|
| 1 | 1RV16CH009 | GIREESH N | Production of Syngas using steam Methane: process simulation |
| 2 | 1RV17CH016 | KUMAR M | Production of Syngas using steam Methane: process simulation |
| 3 | 1RV17CH026 | PAVAN M KULKARNI | Simulation of Refrigeration cycle in Aspen |
| 4 | 1RV18CH001 | AKSHIT MAHESH HARTI | Extractive Distillation of Ethanol and Benzene from P-Xylene |
| 5 | 1RV18CH002 | ANANDA | Simulation of aromatic stripper |

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| 6 | 1RV18CH003 | anuradha shroff | Liquefaction of biogas |
| 7 | 1RV18CH004 | ASHNI MELISSA MARY PRABHU | Production of Dinitrotoulene from toulene |
| 8 | 1RV18CH005 | ASHWIN RAO PADUBIDRI | Production of Ammonia: Process Simulation |
| 9 | 1RV18CH006 | AYUSH AGRAWAL | Simulation and Heat Recovery from Sour Water Stripping Process Using Unisim |
| 10 | 1RV18CH008 | DEEKSHASUSHMITH S | Simulation of Contact Process |
| 11 | 1RV18CH009 | G LALITHA SANTOSHI | methanol plant simulation |
| 12 | 1RV18CH010 | HARITHA RAJARAM | Simulation of the process of liquefaction of carbon dioxide |
| 13 | 1RV18CH011 | HARSHITHA N | Simulation of benzene production from Toluene |
| 14 | 1RV18CH012 | JACOB ROY | Synthesis of Ammonia in Cryogenic Process |
| 15 | 1RV18CH013 | KARTHIK B | Simulation of Steam Methane reforming process |
| 16 | 1RV18CH014 | KHUSHI VORA | Simulation of manufacturing process of paracetamol (PfR) |
| 17 | 1RV18CH015 | MADHU H | crude oil simulation |
| 18 | 1RV18CH016 | MANANG JAIN | Dimethylformamide Production using Methanol Dehydrogenation Process |
| 19 | 1RV18CH017 | MUSKAAN AGARWAL | Optimisation of Methanol Synthesis by CO2 Hydrogenation |
| 20 | 1RV18CH018 | NISHIKANT JALANDRA | simulation of Propylene-Propane Separation using Mechanical Vapor Recompression |
| 21 | 1RV18CH019 | PAVAN B S | Separation of Benzene-Ethanol mixture using Pressure Swing Distillation |
| 22 | 1RV18CH020 | PRIYANSHI CHATURVEDI | Simulation of Propane Refrigeration cycle |
| 23 | 1RV18CH022 | SACHITH NAYAK | Simulation of syngas production from Steam methane reforming process |
| 24 | 1RV18CH023 | SAURAV C | Drying oil production |
| 25 | 1RV18CH024 | SHARANYA CHAKRAVARTHI | Simulation of formaldehyde production from methanol |
| 26 | 1RV18CH025 | SHRADDHA S SHETTY | Simulation of a Natural Gas Turbo Expander Plant |
| 27 | 1RV18CH026 | SHREY S MEHTA | Effluent Treatment Plant |

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|---|---|---|---|
| 28 | 1RV18CH027 | SHWETA A RAM | Dimethyl Ether Production from methonal dehydration |
| 29 | 1RV18CH028 | SOURAV ADITHYA | Steady State Simulation of Separation Column for Propylene - Propane Mixture |
| 30 | 1RV18CH029 | SRIPRIYA U | Simulation of cyclohexane production from benzene by hydrogenation |
| 31 | 1RV18CH030 | SURAJ L | simulation of ethylacetate manufacturing process |
| 32 | 1RV18CH032 | SWATHI C | Production of ethylene oxide |
| 33 | 1RV18CH033 | TAHER HUSAIN | Manufacture of Paracetamol(CSTR) |
| 34 | 1RV18CH034 | TUSHAR AGRAWAL | Production of Syngas using steam Methane: process simulation |
| 35 | 1RV18CH035 | UJWAL ARUN MANDI | Manufacture of H2SO4 |
| 36 | 1RV18CH036 | VARSHA P DINNI | Natural liquid gas recovery simulation |
| 37 | 1RV18CH037 | VARUN S | Production of Styrene from toluene and methanol: Process Simulation |
| 38 | 1RV18CH038 | VIBHOR BHARDWAJ | Liquefaction of Biogas |
| 39 | 1RV18CH039 | VINAYAK HULAKE | Toluene production from heptane with conversion reactor |
| 40 | 1RV18CH040 | VISHAL KARWA | Manufacture of Ethylchloride using Unisim |
| 41 | 1RV18CH041 | YASH N ATHREYA | Production of Cyclohexane |
| 42 | 1RV18CH042 | YASHASWINI | Cumene production |
| 43 | 1RV19CH400 | ADITHYA H K | styrene production from ethylbenzene |

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**Assignment Topics 2019-2020 (odd)**

**16CH71 Transport Phenomena**

| Sl No. | USN | NAME | Topic |
|---|---|---|---|

| | | | |
|---|---|---|---|
| 1 | 1RV16CH001 | AKANSHA SHETY | Explore how mass transfer principles apply to biological systems, such as drug delivery, oxygen transfer in tissues, or nutrient transport in plants. |
| | 1RV16CH002 | AKASH G KULKARNI | |
| | 1RV16CH003 | AKHIL N V | |
| | 1RV16CH004 | ANIRUDDHA S | |
| | | | |
| 2 | 1RV16CH005 | ASHISH JOHN THOMAS | Investigate the principles of heat transfer in electronic devices, focusing on cooling methods such as conduction, convection, and radiation, and their applications in improving device performance and reliability. |
| | 1RV16CH008 | FARAAZ MOHAMMED IKRAM | |
| | 1RV16CH010 | HARSHITH RATHORE | |
| | 1RV16CH012 | HARSHAVARDHAN REDDY K | |
| | | | |
| 3 | 1RV16CH013 | MRINALINI GOWDA | Fluid Flow in Porous Media: Analyze the flow of fluids through porous materials |
| | 1RV16CH014 | PRERAN RAO P | |
| | 1RV16CH015 | PRANJAL ANAND | |
| | 1RV16CH016 | PRATYUSH KUMAR | |
| | 1RV16CH017 | DEEPAK PRSAD | |
| | | | |
| 4 | 1RV16CH018 | RAHUL O | Transport Phenomena in Chemical Reactors: Study how mass, heat, and momentum transfer influence chemical reactions in reactors |
| | 1RV16CH019 | RAJANIKANTH LAMANI | |
| | 1RV16CH021 | RISHAB KARAMCHANDANI | |
| | 1RV16CH022 | RITHISHA M | |
| | | | |
| 5 | 1RV16CH023 | SARTAHK MANCHANDA | Explore the role of transport phenomena in environmental processes such as air and water pollution dispersion, sediment transport, and contaminant migration in soil. |
| | 1RV16CH025 | SHREYAS M | |
| | 1RV16CH027 | SNEHA S | |
| | 1RV16CH028 | SOLANKI PRASAD AMAR | |
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| 6 | 1RV16CH029 | SUBHASHISH YADAV | Transport Phenomena in Food Processing: Investigate the application of transport phenomena principles in food processing operations |
| | 1RV16CH030 | SUHASH K S | |
| | 1RV16CH031 | SUMAN | |
| | 1RV16CH032 | TEJAS JOSE | |
| 7 | 1RV16CH034 | VEERABADRA SHARMA | The principles of membrane transport in biomedical applications |
| | 1RV16CH035 | VIDIYALA SHREYA | |
| | 1RV16CH036 | VIKRAM RAGHAVENDRA RAO | |
| | 1RV16CH037 | VIVEK CHANDRAN | |
| | 1RV16CH038 | YASH RAJESH BHAT | |
| | | | |
| 8 | 1RV16CH039 | ZAKIYA TABASSUM | Transport Phenomena in Nanotechnology: Explore how transport phenomena govern the behavior of fluids |
| | 1RV16CH040 | SUMAN C | |
| | 1RV17CH400 | RANGANATH M | |
| | | | |
| | 1RV17CH401 | RAVI TEJA K A | |
| | | | |
| 9 | 1RV17CH403 | YASHWANTH P | Transport Phenomena in Energy Systems: Analyze the role of transport phenomena in energy conversion and storage technologies |
| | 1RV17CH402 | SHIVABALU M | |
| | 1RV15CH028 | SHALOM NATHANIEL OGURI | |
| | 1RV15CH043 | PARTH BHARDWAJ | |

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| Sl No | USN | Name | Topic |
|---|---|---|---|
| 1 | 1RV17CH007 | AZHAGIRI VIGNESH R | Chemical Equilibrium as Balance of the Thermodynamic Forces |
| 2 | 1RV17CH020 | MANPREET SINGH ARORA | |
| 3 | 1RV17CH017 | LIBIN LAL | |
| 4 | 1RV17CH015 | KARTHIK R S | |
| 5 | 1RV17CH011 | GNANA SOUNDARYA V | Practical chemical thermodynamics for geoscientists |
| 6 | 1RV17CH008 | BISHAL DHAR | |
| 7 | 1RV17CH024 | PARIDHI GARG | |
| 8 | 1RV17CH019 | MAHIMA GUPTA | |
| 9 | 1RV17CH012 | GOKUL PRAKASH | Energy Technology Data Exchange |
| 10 | 1RV17CH022 | NEETHA R HEGDE | |
| 11 | 1RV17CH018 | MADHUSHREE R | |
| 12 | 1RV17CH005 | ASHUTOSH KOHLI | |
| 13 | 1RV17CH014 | JANGAM ADITYA JITENDRA | Elements of chemical thermodynamics |
| 14 | 1RV17CH013 | HIMANSHU KALWAR | |
| 15 | 1RV17CH004 | AMRITESH KUMAR | |
| 16 | 1RV17CH028 | RUTUJA AJJANNAVAR | |
| 17 | 1RV17CH039 | VARSHAL S ULLAL | Diffusion approximations to the chemical master equation only have a consistent stochastic thermodynamics at chemical equilibrium. |
| 18 | 1RV17CH002 | ADITYA KUMAR | |
| 19 | 1RV17CH025 | PARTH GARG | |
| 20 | 1RV17CH029 | SAHANA ANANTH GANGOLLI | |
| 21 | 1RV16CH024 | SHANKARAYYA S RUDRAPUR | |

| | | | |
|---|---|---|---|
| 22 | 1RV16CH026 | SHREYASH RATHI | Chemical Thermodynamics and Information Theory with Applications |
| 23 | 1RV17CH030 | SAI SHREYAS S | |
| 24 | 1RV17CH036 | SONIYA B DHAYARKAR | |
| 25 | 1RV17CH038 | SUSHANTHA M | Chemical Product Design: A new challenge of applied thermodynamics |
| 26 | 1RV17CH035 | SHRESTH BASU | |
| 27 | 1RV17CH032 | SANTHOSH KUMARAN | |

**List of Students and Topics for Experiential Learning FOR THE ODD SEMESTER 2018-2019**

DEPARTMENT CHEMICAL ENGINEERING RVCE Bl'lore-59

Head of the Department
Department of Chemical Engineering
RV College of Engineering®
Mysuru Road, Bengaluru-560 059

**CHEMICAL REACTION ENGINEERING**

**R V COLLEGE OF ENGINEERING**

**Self-study topics - Renewable Energy Technology (16CH5A2) 2016 Batch**

**2018-19 Odd Semester**

| S.No | USN | Name of the student | Title of the Assignment |
|---|---|---|---|
| 1 | 1RV15CH043 | PARTH BHARDWAJ | Photovoltaic (PV) technology |
| 2 | 1RV15CH028 | SHALOM NATHANIEL OGURI | |
| 3 | 1RV16CH001 | AKANKSHA SHETTY | Concentrated Solar Power (CSP) |
| 4 | 1RV16CH012 | KALAKOTA HARSHAVARDHAN REDDY | |
| 5 | 1RV16CH013 | MRUNALINI S GOWDA | Solar thermal systems |

| | | | |
|---|---|---|---|
| 6 | 1RV16CH019 | RAJANIKANT LAMANI | |
| 7 | 1RV16CH021 | RISHAB KARAMCHANDANI | Thin-film solar cells |
| 8 | 1RV16CH023 | SARTHAK MANCHANDA | |
| 9 | 1RV16CH025 | SHREYAS M | Solar tracking systems |
| 10 | 1RV16CH028 | SOLANKI PRASAD AMAR | |
| 11 | 1RV16CH029 | SUBHASHISH YADAV | |
| 12 | 1RV16CH030 | SUHAS K S | Photovoltaic (PV) technology |
| 14 | 1RV16CH031 | SUMAN | Biomass conversion technologies (anaerobic digestion, pyrolysis, gasification) |
| 15 | 1RV16CH032 | TEJAS JOSE | |
| 16 | 1RV16CH034 | VEERBHADRA SHARMA | Biogas production |
| 17 | 1RV16CH035 | VIDIYALA SHREYA | |
| 18 | 1RV16CH040 | SUMAN C | Biofuel production (bioethanol, biodiesel) |
| 19 | 1RV17CH400 | RANGANATHA M | |
| 20 | 1RV17CH401 | RAVI TEJA K A | Materials for energy capture and storage |
| 21 | 1RV17CH402 | SHIVABALU M | |
| 22 | 1RV17CH403 | YASHWANTH P | |

DEPARTMENT CHEMICAL ENGINEERING RVCE B'lore-59

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**DEPARTMENT OF ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING**

This report explores the importance and benefits of experiential learning practices in the Department. It examines various methods and approaches used in experiential learning and highlights their impact on student engagement, skill development, and overall learning outcomes. Additionally, the report discusses the challenges and opportunities associated with implementing experiential learning initiatives and provides recommendations for educators and institutions looking to integrate experiential learning into their curriculum.

**Table of Contents:**

Introduction

Theoretical Framework of Experiential Learning

Types and Approaches of Experiential Learning

Benefits of Experiential Learning

Challenges in Implementing Experiential Learning

Case Studies and Examples

Recommendations for Integrating Experiential Learning

Outcome and Conclusion

## 1. Introduction:

Experiential learning is an educational approach that emphasizes learning through experience, reflection, and application. It involves hands-on activities, real-world problem-solving, and active engagement with the subject matter. In the context of AI & ML (Artificial Intelligence & Machine Learning), experiential learning plays a crucial role in bridging the gap between theoretical knowledge and practical skills, preparing students for the demands of the rapidly evolving technological landscape. AI & ML thrive on real-world data and applications. Experiential learning provides students with opportunities to work on real-world datasets and problems, allowing them to develop practical skills that are directly applicable in industry settings.

## 2. Theoretical Framework of Experiential Learning:

Here, the report delves into the theoretical underpinnings of experiential learning, including models such as Kolb's Experiential Learning Cycle and Dewey's theory of learning by doing (PBL). It explores how these theories inform the design and implementation of experiential learning practices.

## 3. Types and Approaches of Experiential Learning

This section discusses various types and approaches of experiential learning, such as internships, project-based learning, and simulations. It examines the characteristics of each approach and provides examples of how they are used in different educational contexts.

**Years wise Broad Topics**

| 2023-24 | | |
|---|---|---|
| Sl.No | EVEN Semester Topics (EL/PBL) | ODD Semester Topics (EL/PBL) |
| 1 | II - Semester has started now<br>IV & VI – Semester – Yet to start | FCPS - Industrial CPS,Smart Hospitals and wards,Intelligent Transportation ,Fraud detection in Financial Institution ,CPS in Supply Chain Management,Supply chain management - Dairy ,Smart City,Predictive maintenance of Industrial Equipment ,CPS In Agriculture ,Air BnB,Cyber Security,CPS in F1 Racing,CPS in Smart Homes,Smart Cities ,CPS in Retail Industry,CPS in traffic Management System ,CPS in Healthcare,Weather Station |
| 2 | | A Comprehensive Analysis of Netflix Ratings Dataset Cricket Statistics, State-wise crop rotation in India, Car sales in India (2019-2021), Visualizing the impact of Covid 19 to prevent future epidemic, Crop analysis in North and Southern parts of India,Diabetes Awareness using common health statistics |
| 3 | | Chatbots and applications using NLP for various domains like healthcare, education FinTech and so on. |
| 4 | | Data analysis on various datasets using Numpy, Pandas and Matplotlib APIs |
| 5 | | Sorting, Searching, Mathematical and Scientific equations, Calculator, Reservation system, Calendar |
| 6 | | Case Studies on different Search Engines like Google, Yahoo, Bing, Duckduckgo etc. |
| 7 | | Essay writing in various topics such as Winter season, summer season, technology, pollution, traffic, science, music, sports etc.<br>Travel logs, grammar videos, debates |

| | | |
|---|---|---|
| | | https://drive.google.com/file/d/18COCkhq2a2EdOor8R-kTNfCBt09yO0nn/view?usp=sharing<br><br>https://drive.google.com/file/d/10GWf_QdzLi7wve2WkEzNx44ROTcsT7z3/view?usp=sharing |
| | | Exploring usage of Public Cloud, CI/CD Pipeline creation, Exploring ML Model Creation and Deployment in public cloud |
| | | Data analysis on various datasets using Numpy, Pandas and Matplotlib APIs |
| **2022-23** | | |
| 1 | Design and development of web application using Java and DBMS on different topics like<br>RTO Management System<br>Wildlife management System<br>Bike Rental Service etc | Tourism Management System,Instagram Public Transport,Call Logs,Disease Diagnose,Navigation System,Flight Scheduling,Traffic simulation,Diet Chart plan,DJ mixing songs,Library Management System,E-Commerce,Hospital Priority,Tic-Tac-Toe,Word search with sentiment Analysis,Music Synthesis,Sudoku,Medical store Management,Phone Directory,Friends recommendation based on common interest<br>Implementation of Phonebook Mgmt system using c++,Road Traffic,File Exporer,Syntax Checker,Use of DAG's in MS Excel,Meeting point Finder,Airline Routing,Tourist Management System,Tree Data Structure in C++,Music Player,Kidney Exchange problem |
| 2 | Case Study on Stealing to Feed the Hungry, Cybercriminal donates stolen money to charity organisation,The gift of kindness and generosity, Unveilingthe Shadows: A Case Study on Child ,Domestic Labour in India<br>Ethical Considerations in an Orphanage Setting, Promoting Human Dignity in Healthcare in | Main Memory Management And Virtual Memory, Business Process Management In Operating Systems, Grid Computing, Process Scheduling And Ai In Operating Systems, Embedded Operating System, Protection Of Operating System, Dead Lock - Management And Prevention, Virtual Machine Security |

| | | |
|---|---|---|
| | India,Ethical Dilemma in Software Development<br>A case study of school shootings,Combating Bribery and Upholding Human Values,Stampede at Elphinstone Road,Railway Station, Mumbai ,Autonomous Cars based Trolley Problem<br>Violence against Healing Hands,Social Responsibility, Respect and Compassion,Depiction of Religion in Artistic Media,Unfulfilled Wishes: The Discrepancy Between Love and Duty | |
| 3 | Arduino based seismic monitoring system, Gesture Vocalizer, Temperature based fan controller, Tachometer using Hall effect sensor, Automatic railway gate open and closing system, Laser Security System, Smart Path Finding Robot, 4WD Obstacle Avoidance Robot Car | Presentation on applications of Discrete Mathematical Structures apart from Computer Science |
| **2021-22** | | |
| 1 | | Implementation of C-program on the topics like<br>Recursion, Sorting, Searching, Factorial, Towers of Hanoi |

## 4. Benefits of Experiential Learning with respect to your department:

In this section, the report outlines the numerous benefits of experiential learning for students, educators, and institutions. Overview of experiential learning and its growing significance in the field of AI & ML:

**Problem-Solving Skills**: AI & ML require strong problem-solving skills. Experiential learning environments present students with authentic

challenges and problems to solve, fostering the development of critical thinking, analytical reasoning, and creativity.

**Adaptability and Agility**: The field of AI & ML is constantly evolving with new algorithms, techniques, and technologies emerging rapidly. Experiential learning promotes adaptability and agility by exposing students to diverse tools, methodologies, and real-world scenarios, preparing them to navigate the dynamic landscape of AI & ML with confidence.

**Career Readiness**: Employers increasingly value candidates with practical experience and demonstrable skills in AI & ML. Experiential learning equips students with the hands-on experience and portfolio of projects necessary to stand out in the job market and pursue rewarding careers in fields such as data science, machine learning engineering, and AI research.

**Active Engagement**: Experiential learning encourages students to actively engage with AI & ML concepts through practical projects, simulations, and experiments. This active involvement enhances understanding and retention compared to passive learning methods.

## 5. Challenges in Implementing Experiential Learning with respect to your department:

Here, the report identifies common challenges and barriers to implementing experiential learning initiatives. It addresses issues such as

**Time and Resource constraints**: Experiential learning activities often require more time, effort, and resources compared to traditional lecture-based instruction. Faculty have faced constraints in terms of available class time, student workload, making it challenging to incorporate the topics of experiential learning

**Assessment and Evaluation**: Assessing student learning and performance in experiential learning environments can be more complex than traditional assessment methods. Measuring skills such as problem-solving, critical thinking, and collaboration requires innovative assessment approaches, such as project-based assessments, peer evaluations, and portfolio reviews, which may pose logistical challenges for faculties.

The different strategies are followed in the department to overcome these obstacles

**Rubrics and Criteria**: A comprehensive rubrics and assessment criteria for each of the experiential learning topics is considered. These rubrics that outline expectations for student performance across various dimensions, including technical proficiency, problem-solving skills, critical thinking, communication, collaboration.

## 6. Case Studies and Examples:

This section presents real-world case studies and examples of successful experiential learning programs. It highlights innovative approaches and best practices used by institutions to integrate experiential learning into their curriculum and shares insights gained from these experiences. Include the photos of events in case studies if any.

**Each semester put two best case studies (i.e. any one EL/PBL)**

| **2023-24** |
|---|
| Case Study – 1 (Complete Process report with Evaluation rubrics)<br>• Video-based Presentation on a real-world application of Data Structures<br>• The Outcome of participating in Hackathons (Inter-collegiate or https://www.hackerearth.com/challenges/hackathon/)<br>• Producing international conference/journal paper/book chapter<br>• Part of organizing an event<br>• Resource person for a topic<br>• Part of department-level industrial consultancy or research activity<br>• Any other activity with the permission of the subject faculty<br><br>Rubrics:<br><br>• **Business Problem and Objectives(05 Marks)** - Excellent (05), Very good (4), Good(3), Fair(0-2)<br>• **Hypothesis(05 Marks)** - Clearly stated (5), Fairly Stated (3-4), Poorly stated (0-2)<br>• **Data Sources (05 Marks)** - Six proper data sources (5), 4 to 5 proper data sources (3-4), < 4 data sources (0-2)<br>• **Data Visualization and Understanding (10 Marks**) - Effective use of tools and detailed visualization(8-10), Good visualization and detailed (5-7), Good Visualization not detailed (3-5), Poor visualization (0-2)<br>• **Data Modeling (10 Marks)** - Clearly stated approach(8-10), Approach stated but with gaps(4-7), Approach not clear(0-3)<br>• **Performance and Conclusions(05 Marks)** - Performance metrics stated and anlysed with proper conclusion(3-5), Not Analysed just concluded (0-2)<br><br>Fundamentals of Data Structures and Data Analysis - Experiential Learning Components<br><br>**Component #1 (30 Marks)**<br>▪ Demonstration of CRISP Data Mining Process for the selected business problem from a domain, e.g., supplier selection in a supply |

chain management, inventory management in a selected business-like jewelry, etc. (15 Marks)

- Using Open source tools like Orange, RapidMiner, WEKA, etc., demonstrate the data mining process (15 Marks)

**Component #2 (10 Marks)**

Expected Outcome (any of the following):

- Video-based Presentation on a real-world application of Data Structures
- The Outcome of participating in Hackathons (Inter-collegiate or https://www.hackerearth.com/challenges/hackathon/)
- Producing international conference/journal paper/book chapter
- Part of organizing an event
- Resource person for a topic
- Part of department-level industrial consultancy or research activity
- Any other activity with the permission of the subject faculty

Rubrics:

- **Business Problem and Objectives(05 Marks)** - Excellent (05), Very good (4), Good(3), Fair(0-2)
- **Hypothesis(05 Marks)** - Clearly stated (5), Fairly Stated (3-4), Poorly stated (0-2)
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- **Performance and Conclusions(05 Marks)** - Performance metrics stated and anlysed with proper conclusion(3-5), Not Analysed just concluded (0-2)

Sample Submission

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# FUNDAMENTALS OF DATA STRUCTURE AND DATA ANALYSIS (AI233AI) EXPERIENCIAL LEARNING

TEAM MEMBERS: (1RV22AI004) AKSHIT AGARWAL
(1RV22AI042) RAKESH H G
(1RV22AI033) NISHANTH UDUPA
(1RV22AI034) NITINKUMAR LONI

SUBMITTED TO : DR. B. SATHISH BABU

Department of AI & ML

RV College of Engineering

## CRISP-DM Framework

Go, change the world

The CRISP-DM (Cross-Industry Standard Process for Data Mining) framework is a widely used methodology for guiding data mining and machine learning projects. It consists of six main phases:

1. **Business Understanding:** Define the project objectives and requirements from a business perspective.
2. **Data Understanding:** Collect initial data and describe it through exploration and initial analysis.
3. **Data Preparation:** Select data, clean it, and construct the final dataset for analysis.
4. **Modeling:** Select suitable modeling techniques based on the project's objectives.
   Build and validate models using the prepared dataset.
   Iterate the modeling process to refine and improve model performance.
5. **Evaluation:** Evaluate the models to ensure they meet the business objectives.
6. **Deployment:** Deploy the model into the business environment.

Throughout these phases, the process is iterative and may require revisiting previous stages based on new insights or changing requirements.

Department of AI & ML

RV College of Engineering

# Business Problem:

## Customer Churn Prediction in the Telecom Industry

- The telecom industry is **highly competitive**, with numerous service providers fighting for market share.
- Since the Telecom Industry has become **saturated** over the past few years in terms of acquiring new customers and hence **retaining** the existing customers becomes very much critical.
- One of the most significant challenges faced by telecom companies is **customer churn.**
  - Churn occurs when subscribers switch from one service provider to another or terminate their subscriptions altogether.
  - High churn rates can significantly impact a company's revenue and profitability.



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# HYPOTHESIS:

The tendency of a telecom customer to churn is influenced by a combination of demographic characteristics, usage patterns, customer satisfaction metrics, and market dynamics.

**Independent Variables:**

1. **Demographic Variables:** Age, gender, marital status, geographic location of the customer.
2. **Usage Patterns:** Average monthly call duration, data usage, number of text messages sent/received, frequency of international calls, roaming usage, and usage of value-added services.
3. **Contract and Billing Information:** Contract type (prepaid or postpaid), contract duration, billing plan, monthly charges, additional fees, and payment history.
4. **Customer Satisfaction Metrics:** Customer satisfaction scores obtained from surveys, Net Promoter Score (NPS), customer complaints, call center interactions, and sentiment analysis of customer feedback.
5. **Network Performance:** Signal strength, call drop rates, data speed, network coverage, and latency.
6. **Competitive Factors:** Presence of competing telecom providers in the customer's area, promotional offers from competitors, market saturation, and industry trends.
7. **External Events:** Economic conditions, changes in regulatory policies, technological advancements, and sociopolitical factors.

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## Data Visualization and Understanding

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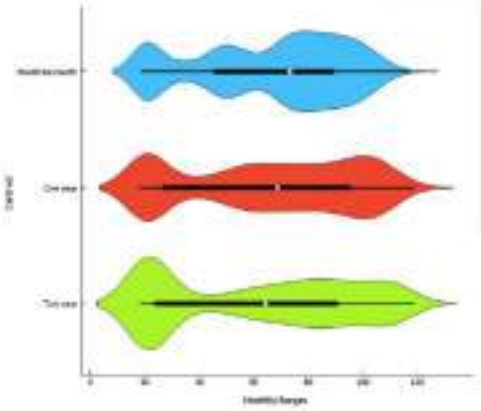
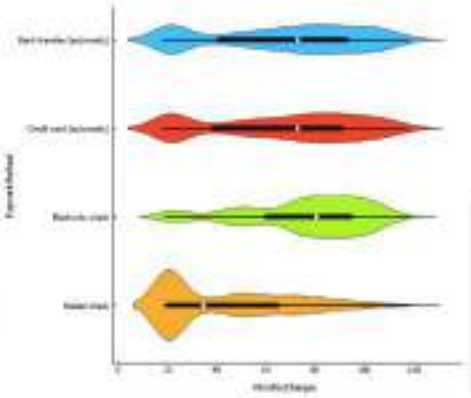


In the case of Month-to-month contract Monthly charges is very high which leads to high churn rates. Whereas Yearly contracts with low costs have high density.



In the case of Electronic check, monthly charges is very high. People having month-to-month contract prefer paying by Electronic Check mostly or mailed check. The reason might be short subscription cancellation process compared to automatic payment.

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## Data Mining/Modeling

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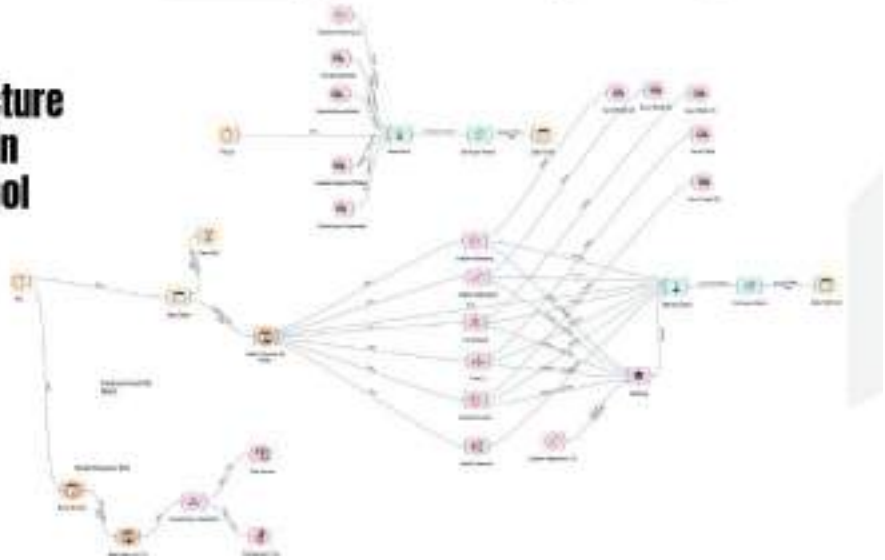
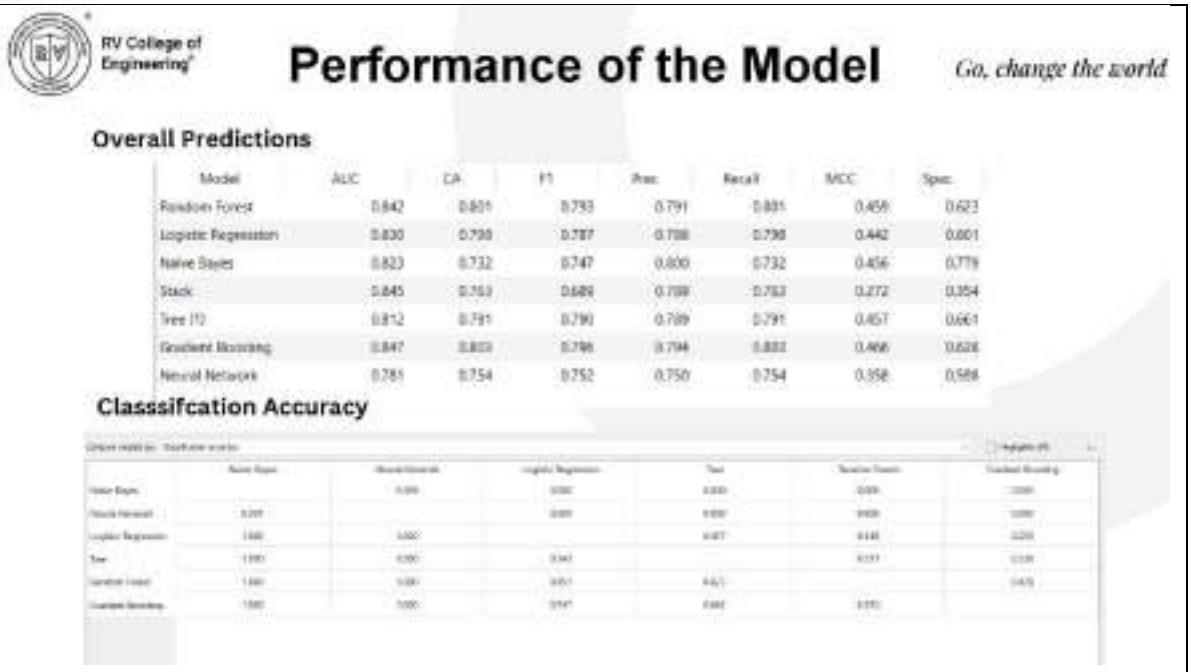
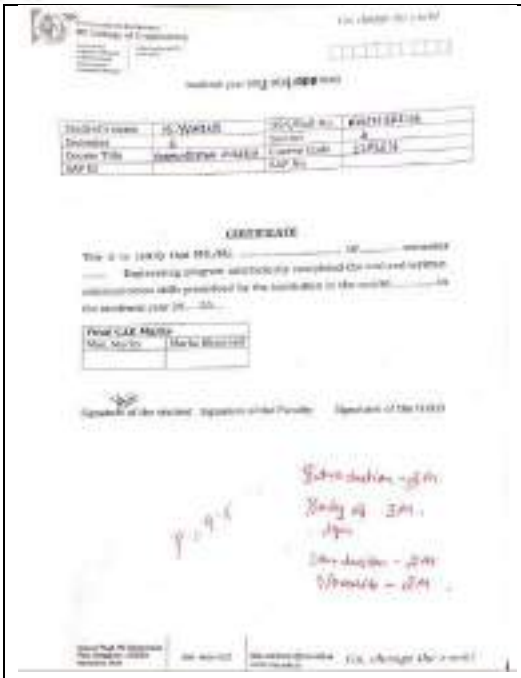
**Model Structure created in Orange Tool**






| |
|---|
| Case Study – 1 (Complete Process report with Evaluation rubrics)<br>RVassist: A chatbot for RVCE with end to end information about college along with an internal navigation system. The project is developed using GPT API from Hugging face. |
| Case Study – 2 (Complete Process report with Evaluation rubrics)<br>Exam paper evaluation: An NLP model developed to automate the paper evaluation and grading system. |
| Case study – 1 (Complete Process report with Evaluation rubrics)<br>Data analysis on heart disease--- Developed using various APIs in python to visualize the correlation between various attributes in the dataset. |
| Case – 2 (Complete Process report with Evaluation rubrics)<br>Data analysis on tesla stock data--- Developed using Numpy pandas, and matplotlib to visualize the correlation between various features and their importance in giving a prediction |
| Case Study – 1 (Complete Process report with Evaluation rubrics)<br>Bus Reservation system : Developed in C language to insert, delete, append and update the reservation details of the passenger and find the availability of seats. |
| Case Study – 2 (Complete Process report with Evaluation rubrics)<br>Calculator: All the mathematical, scientific applications and the mathematical series are included |
| Case Study – 1(Complete Process report with Evaluation rubrics) |



Introduction to the topic – 3 Marks
Body of the topic – 3 Marks
Conclusion – 2 Marks
Novelty – 2 Marks

| |
|---|
| Case Study – 1(Complete Process report with Evaluation rubrics)<br>Case Study on Swisscows Engine – In this case study, all the features of the search engine, its architecture, ranking algorithm and SEO of the engine was discussed |
| Case Study – 1(Complete Process report with Evaluation rubrics)<br>Case Study on Ecosia Search Engine - In this case study, all the features of the search engine, its architecture, ranking algorithm and SEO of the engine was discussed |
| Case Study – 1 (Complete Process report with Evaluation rubrics)<br>**EMR Assisted Personalized Meal Recommendation**<br>Created model to assist the individual to take EMR assisted Personalized Meal Recommendation, model built in AWS cloud platform and deployed in the same cloud |
| Case study – 1 (Complete Process report with Evaluation rubrics)<br>Data analysis on heart disease--- Developed using various APIs in python to visualize the correlation between various attributes in the dataset |
| Case – 2 (Complete Process report with Evaluation rubrics)<br>Visualizing the impact of Covid 19 to prevent future epidemic --- Developed using Numpy pandas, and matplotlib to visualize the correlation between various features and their importance in giving a prediction. |
| Case Study – 1 Renewable Energy Statistics |
| Case Study – 2 Crop analysis in North and Southern parts of India |
| **2022-23** |
| Case Study – 1 (Complete Process report with Evaluation rubrics)<br>Universal Human Values - Experiential Learning Components<br><br>**EL Activity 1**<br>**Purpose:** Develop and present a case study about human values and professional ethics, choosing a real situation close to our hearts.<br>**Batch size:** Two<br>**Example situation:**<br>1. Biker severed by truck cries in pain… and then says he wishes to donate his organs |

2. Son left old parents in front of Old age home: **https://www.youtube.com/watch?v=rNBwSKtV6UU**

**Submission (10 Marks):**

1. Case study write up
2. Presentation recorded video

**Reference:**

https://www.drishtiias.com/ethics/case-studies/case-study-16-call-of-duty-versus-human-value
https://www.ias4sure.com/wikiias/gs4/human-values-upsc-ethics-case-study/
https://writing.colostate.edu/guides/guide.cfm?guideid=60

Rubrics

| | |
|---|---|
| **Depth of Case Study and Relevance (5) : 4-4.5 (Covered the case in enough details, and questions were framed properly and solutions are convincing) 5: Above points with sufficient photographical evidences , 3-4: Completed but not sufficient 2-3: Not sufficient coverage** | **Presentation (5)** |

## EL Activity 2

**Purpose:** Group Discussion on a Selected Topic linking to the syllabus - Factual/opinion-based/case studies based

**Batch size:** Five

**Example Topics:**

1. Impact of Social Media on Human Values
2. The Effect of Globalization on our culture
3. Case studies assigned by the faculty (this can be picked from EL Activity 1)
4. Technology addiction on today's youth and its impact on relationships
5. How does children's television help to shape responsible personalities?

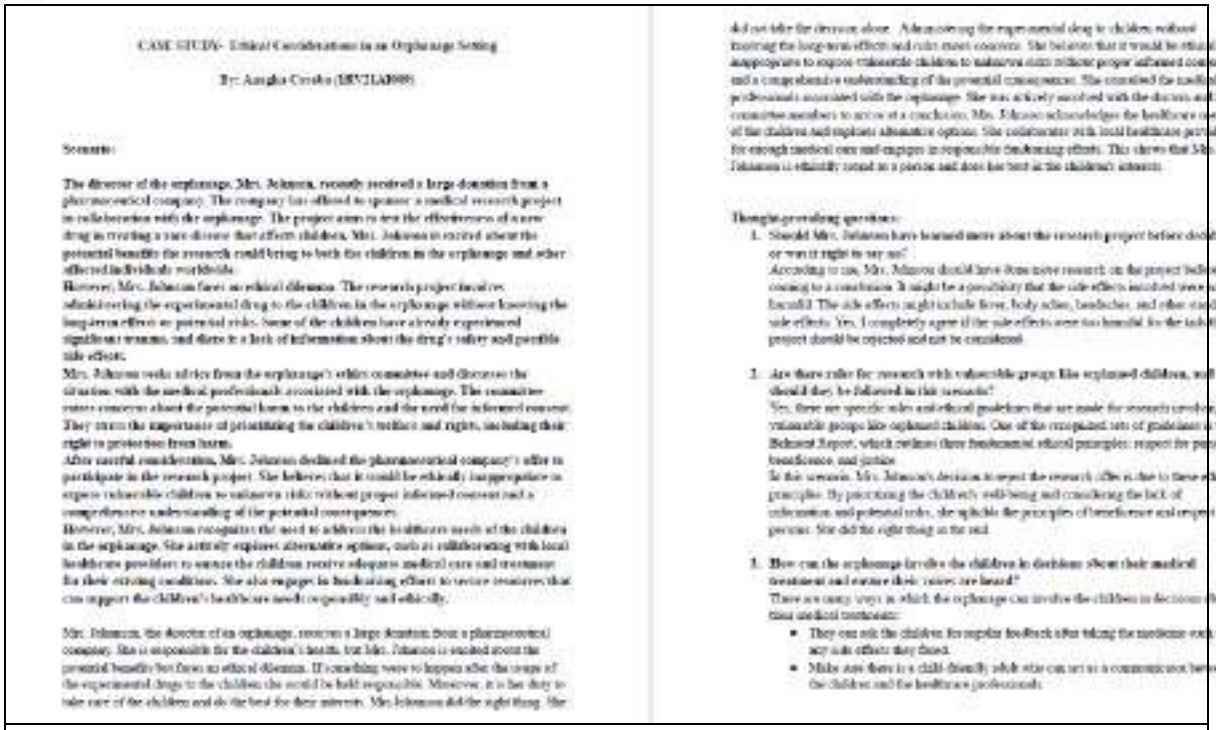
**Submission (10 Marks):**

1. Online/Offline mode
2. Submission of recording (if online mode)
3. Submission of a writeup on proceedings of the GD by each team

Rubrics:

| | |
|---|---|
| **Quality Of Outcome (4-5: Excellent and Creative and informative, 2-3: Average 1: Poor)** | **Presentation (4-5: Covered maximum points in UHV theme, 2-3: Average 1: Fair)** |

**Sample Submission**



CASE STUDY- Ethical Considerations in an Orphanage Setting

By: Anagha Cyriac (1RVU[illegible])

Scenario:

The director of the orphanage, Mrs. Johnson, recently received a large donation from a pharmaceutical company. The company has offered to sponsor a medical research project in collaboration with the orphanage. The project aims to test the effectiveness of a new drug in treating a rare disease that affects children. Mrs. Johnson is excited about the potential benefits the research could bring to both the children in the orphanage and other affected individuals worldwide.

However, Mrs. Johnson faces an ethical dilemma. The research project involves administering the experimental drug to the children in the orphanage without knowing the long-term effects or potential risks. Some of the children have already experienced significant trauma, and there is a lack of information about the drug's safety and possible side effects.

Mrs. Johnson seeks advice from the orphanage's ethics committee and discusses the situation with the medical professionals associated with the orphanage. The committee raises concerns about the potential harm to the children and the need for informed consent. They stress the importance of prioritizing the children's welfare and rights, including their right to protection from harm.

After careful consideration, Mrs. Johnson declined the pharmaceutical company's offer to participate in the research project. She believes that it would be ethically inappropriate to expose vulnerable children to unknown risks without proper informed consent and a comprehensive understanding of the potential consequences.

However, Mrs. Johnson recognizes the need to address the healthcare needs of the children in the orphanage. She actively explores alternative options, such as collaborating with local healthcare providers to ensure the children receive adequate medical care and treatment for their existing conditions. She also engages in fundraising efforts to secure resources that can support the children's healthcare needs organically and ethically.

Mrs. Johnson, the director of an orphanage, receives a large donation from a pharmaceutical company. She is responsible for the children's health, but Mrs. Johnson is excited about the potential benefits but faces an ethical dilemma. If something were to happen after the usage of the experimental drugs to the children, she would be held responsible. Moreover, it is her duty to take care of the children and do the best for their interests. Mrs.Johnson did the right thing. She did not take the donation alone. Johnson sent the experimental drug to children without knowing the long-term effects and risks most concerns. She believes that it would be ethically inappropriate to expose vulnerable children to unknown risks without proper informed consent and a comprehensive understanding of the potential consequences. She consulted the medical professionals associated with the orphanage. She was actively involved with the doctors and the committee members to arrive at a conclusion. Mrs. Johnson acknowledges the healthcare needs of the children and explores alternative options. She collaborates with local healthcare providers for enough medical care and engages in responsible fundraising efforts. This shows that Mrs. Johnson is ethically sound as a person and does her best in the children's interests.

Thought-provoking questions:

1. Should Mrs. Johnson have learned more about the research project before deciding, or was it right to say no?
   According to me, Mrs. Johnson should have done more research on the project before coming to a conclusion. It might be a possibility that the side effects involved were not so harmful. The side effects might include fever, body aches, headaches, and other minimal side effects. Yes, I completely agree if the side effects were too harmful for the kids the project should be rejected and not be considered.
2. Are there rules for research with vulnerable groups like orphanage children, and should they be followed in this scenario?
   Yes, there are specific rules and ethical guidelines that are made for research involving vulnerable groups like orphanage children. One of the recognized sets of guidelines is the Belmont Report, which outlines three fundamental ethical principles: respect for persons, beneficence, and justice.
   In this scenario, Mrs. Johnson's decision to reject the research offer is due to these ethical principles. By prioritizing the children's well-being and considering the lack of information and potential risks, she upholds the principles of beneficence and respect for persons. She did the right thing in the end.
3. How can the orphanage involve the children in decisions about their medical treatment and ensure their voices are heard?
   There are many ways in which the orphanage can involve the children in decisions about their medical treatment:
   - They can ask the children for regular feedback after taking the medicine such as any side effects they faced.
   - Make sure there is a child-friendly adult who can act as a communicator between the children and the healthcare professionals.

Case Study – 2 (Complete Process report with Evaluation rubrics)

Data Structures and Data Analysis - Experiential Learning Components

Component #1 (30 Marks)

In combination with CPS Subject - For the domain chosen in the CPS EL.

- Data Collection and Process (Techniques and Technologies Used) - 05 Marks
- Dataset Description and Data Preparation / Data Pre-processing - 05 Marks
- Visualization (Any Visualization Tools) - 15 Marks
- Data Interpretation Insights Presentation - 05 Marks

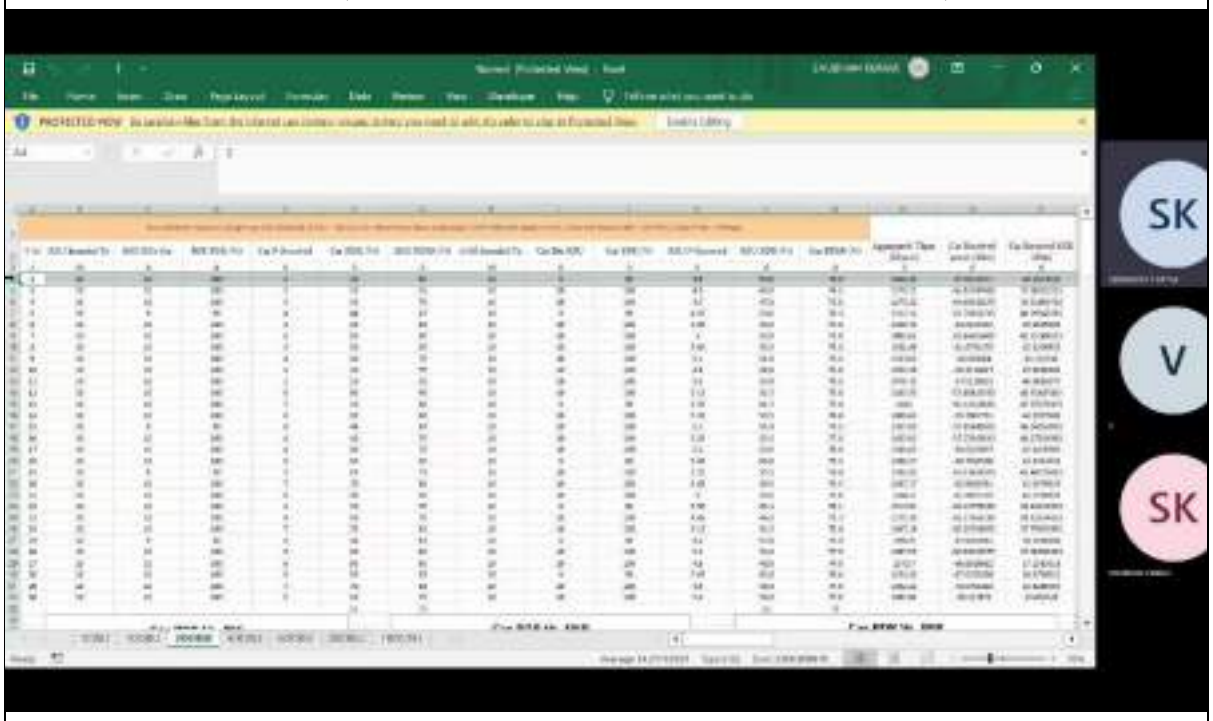
Expected Outcome: Poster

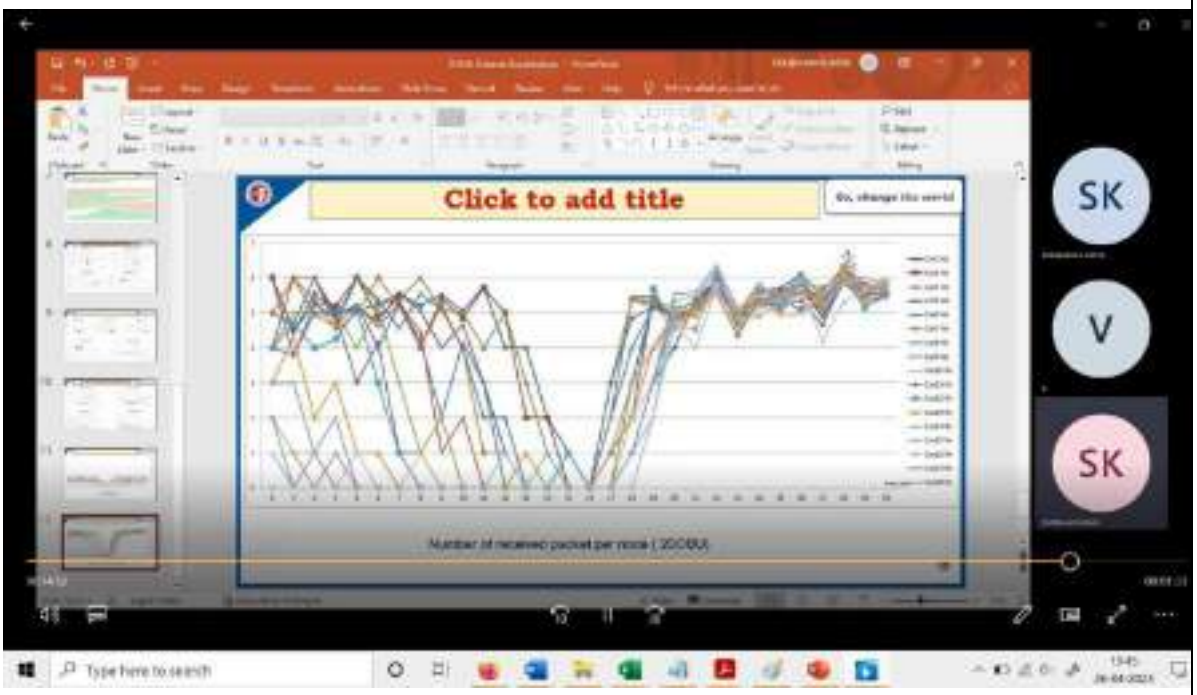
Component #2 (10 Marks)

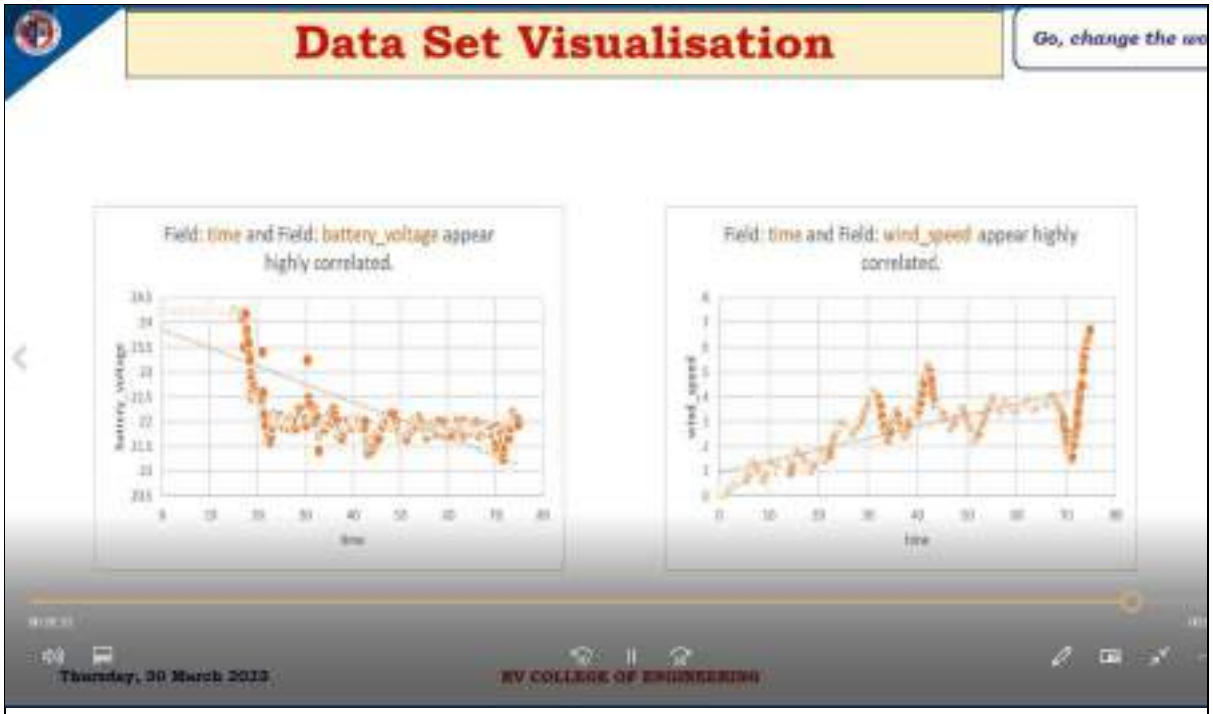
Expected Outcome (any of the following):

- Video-based Presentation on a real-world application of Data Structures
- Outcome of participating in Hackathons (Inter-collegiate or https://www.hackerearth.com/challenges/hackathon/)
- Producing international conference/journal paper/book chapter
- Part of organizing an event
- Resource person for a topic
- Part of department level industrial consultancy or research activity
- Any other activity with the permission of the subject faculty

Sample Submission (Video-based Presentation screenshots):






| |
|---|
| Case Study – 1 (Complete Process report with Evaluation rubrics)<br>Solving the Schrodinger Wave Equation for a particle in Infinite Potential Well |
| Case Study – 2 (Complete Process report with Evaluation rubrics)<br>Temperature based fan controller |
| Case Study – 1 (Complete Process report with Evaluation rubrics)<br>Court Case Management system – It was PBL where students design all the use cases of court case management using Java Script as front end and SQL as back end. All the CRUD operations were carried out |
| Case Study – 2 (Complete Process report with Evaluation rubrics)<br>Social Impact Tracking - It was PBL where students design all the use cases of court case management using Java Script as front end and SQL as back end. All the CRUD operations were carried out |
| Case Study – 1 (Complete Process report with Evaluation rubrics)<br>Implementation Of Cps Program In IoT OS |
| Case Study – 2 (Complete Process report with Evaluation rubrics)<br>Servo Motor Control Using Iot Os |
| **2021-22** |
| Case Study – 1 (Complete Process report with Evaluation rubrics)<br>Developed in C language to insert a new element in the sorted array |
| Case Study – 2 (Complete Process report with Evaluation rubrics)<br><br>Developed in C language to print the characters in reverse order |

## 7. Recommendations for Integrating Experiential Learning:

Based on the findings of the report, this section provides practical recommendations for educators and institutions looking to integrate experiential learning into their teaching practices. It offers guidance on curriculum design, faculty training, and assessment methods tailored to experiential learning.

## 8. Outcome & Conclusion:

The report concludes by summarizing key findings and insights from the exploration of experiential learning practices. It underscores the importance of experiential learning in fostering student success and calls for continued efforts to promote its widespread adoption in engineering education.

Upload all the EL/PBL reports of all the batches years wise in the following link:

https://drive.google.com/drive/folders/12Bl-3GMcanxaplN87IX-8t8f7107Au76

Course Wise Subtopic information need to be filled:

**List of Students**

**Name of the Course : Fundamentals of Data Structures and Data Analysis**

**Year : 2023-24**

| Sl.No. | USN | Name | Title |
|---|---|---|---|
| 1 | 1RV22AI011 | Ashwin Dharmavaram | FCPS - Industrial CPS |
| | 1RV22AI064 | Kriti Kannan | |
| | 1RV22AI037 | Parth Shukla | |
| | 1RV22AI022 | Keerti Patil | |
| 2 | 1RV22AI007 | Ananth M Athreya | Smart Hospitals and wards |
| | 1RV22AI014 | Chinmaya J | |
| | 1RV22AI049 | Sandeep S Pawar | |
| | 1RV22AI059 | Sujay Arun Kudtarkar | |
| 3 | 1RV22AI038 | Pavithra C | Intelligent Transportation |
| | 1RV22AI015 | D V Sarayu Reddy | |
| | 1RV22AI005 | Akshita Chavan | |
| | 1RV22AI031 | Nischitha P | |
| 4 | 1RV22AI044 | Ravikiran Aithal | Fraud detection in Financial Institution |
| | 1RV23AI052 | Shiva Kumar | |
| | 1RV22A1028 | Mrinal Cariappa G P | |
| | 1RV22AI023 | Kompella Tushar | |

| | | | |
|---|---|---|---|
| 5 | 1RV22AI013 | Chillale Naveen | CPS in Supply Chain Management |
| | 1RV22AI016 | Dhanamkula Sai Siva Bhaswanth | |
| | 1RV22AI024 | Kota Vishnu Datta | |
| | 1RV22AI040 | Rachith S | |
| 6 | 1RV22AI002 | Abhishek Baradwaj | Supply chain management - Dairy |
| | 1RV22AI026 | Lakshmeesha KR | |
| | 1RV22AI067 | Niranjan Sindur | |
| | 1RV22AI053 | Shivukumar MH | |
| 7 | 1RV22AI025 | Kushagra Aatre | Smart City |
| | 1RV22AI054 | Shreya M | |
| | 1RV22AI009 | Aryan Sinha | |
| | 1RV22AI066 | Anvitha A Rao | |
| 8 | 1RV22AI004 | Akshit Agarwal | Predictive maintenance of Industrial Equipment |
| | 1RV22AI042 | Rakesh H G | |
| | 1RV22AI033 | Nishanth Udupa | |
| | 1RV22AI034 | Nitinkumar Loni | |
| 9 | 1RV22AI036 | P Shreyas | CPS In Agriculture |
| | 1RV22AI001 | Abhinav | |
| | 1RV22AI062 | Varun Banda | |
| | 1RV23AI400 | Gagan Gowda Vs | |
| 10 | 1RV22AI039 | Preetham N | AirBnB |
| | 1RV22AI029 | Nandeesh C M | |
| | 1RV23AI402 | K Preethi | |
| | 1RV22AI032 | Nishanth H R | |
| 11 | 1RV22AI055 | Shreyas Jain | Cyber Security |
| | 1RV22AI012 | Ayush Chouhan | |
| | 1RV22AI050 | Saumya Srivastava | |
| | 1RV23AI404 | Roopa Iranna Bagalkoti | |
| 12 | 1RV22AI018 | Harsh Lilha | CPS in F1 Racing |
| | 1RV22AI051 | Sharankrishna | |
| | 1RV22AI043 | Rakesh Shetty | |
| | 1RV23AI405 | Sabaa | |
| 13 | 1RV22AI071 | Pranshu Bhatt | CPS in Smart Homes |
| | 1RV22AI065 | Boru Harshavardhan Reddy | |
| | 1RV22AI072 | Sanjana Kumari Singh | |
| | 1RV22AI070 | Km Amogha | |
| 14 | 1RV22AI041 | Rajyalakshmi Prasanna | Smart Cities |
| | 1RV22AI046 | Roshan John | |
| | 1RV22AI003 | Aditya Tekriwal | |
| | 1RV22AI017 | Gnyan Mallaiah | |
| 15 | 1RV22AI010 | Ashrith Chitriki | CPS in Retail Industry |
| | 1RV22AI021 | K Shashank | |
| | 1RV22AI047 | S Kushaal | |
| | 1RV22AI061 | Tanishq Manju Reddy | |
| 16 | 1RV22AI019 | Nikhil | |

| | | | |
|---|---|---|---|
| | 1RV22AI020 | Jaswanth Reddy M | CPS in traffic Management System |
| | 1RV22AI060 | Tanish S | |
| | 1RV22AI045 | Rishikesh | |
| 17 | 1RV22AI058 | Srivanth Srinivasan | CPS in Healthcare |
| | 1RV22AI048 | Safiya Farheen | |
| | 1RV22AI008 | Ankush Arunkumar | |
| | 1RV22AI027 | Mishael Abhishek Zakkam | |
| 18 | 1RV22AI068 | Labdhi Ranka | Weather Station |
| | 1RV22AI069 | Dharshini M A | |
| | 1RV23AI403 | Omkar M | |
| | 1RV23AI401 | Gayithri B R | |

**List of Students**

**Name of the Course : Natural Language Processing and Transformers**

**Year : 2023-24**

| Sl. No. | USN | Name | Topic |
|---|---|---|---|
| 1 | 1RV21AI020 | Ganeshprasad Revadi | Exam paper evaluation |
| 2 | 1RV21AI031 | Naveen S Chegaraddi | |
| 3 | 1RV21AI047 | Shivaprasad Hiremath | |
| 4 | 1RV21AI035 | Om Mangalgi | Medicinal plant classification |
| 5 | 1RV21AI040 | Rahul Anilal | |
| 6 | 1RV21AI054 | Subhash Gupta | |
| 7 | 1RV21AI045 | Saakshi Bagali | real time voice captioning with emotion recognition |
| 8 | 1RV21AI030 | Namratha Bhat | |
| 9 | 1RV21AI026 | Madhumita K H | |
| 10 | 1RV21AI052 | Sloke | Health care prediction system |
| 11 | 1RV21AI056 | swanrna | |
| 12 | 1RV21AI009 | Anagha | |
| 13 | 1RV21AI012 | Ayush Goyal | |
| 14 | 1RV21AI403 | Phalguna P Shavanak | Invoice automation and fraud detection |
| 16 | 1RV21AI400 | Ajith Subrahmanya M | |
| 16 | 1RV21AI401 | M Madhava Reddy | |
| 18 | 1RV21AI405 | Shashidhara G K | |
| 19 | 1RV21AI038 | Prajwal M Pawar | RVassist |
| 20 | 1RV21AI001 | Aayaan Hasnain | |
| 21 | 1RV21AI007 | Akshay Alva | |
| 22 | 1RV21AI061 | Yazna Kalp | chatbot using philosophical principles |
| 23 | 1RV21AI042 | Rohan B Mahendra | |
| 24 | 1RV21AI051 | Siddharth S Katta | |
| 25 | 1RV21AI062 | Indraneel Reddy | |
| 26 | 1RV21AI057 | Swastik Agarwal | NutriInsight Analyzāer |
| 27 | 1RV21AI049 | Shrishti K | |

| | | | |
|---|---|---|---|
| 28 | 1RV21AI032 | Keerthan Reddy | Mental Healthcare chatbot |
| 29 | 1RV21AI027 | Meenakshi Shinde | |
| 30 | 1RV21AI019 | Dheeraj Anna | automated resume shortlisting system |
| 31 | 1RV21AI002 | Abhinav Anand | |
| 32 | 1RV21AI021 | Granth Mirchandani | |
| 33 | 1RV21AI039 | P sharat chandra | Image captioning |
| 34 | 1RV21AI014 | B sai rohith | |
| 35 | 1RV21AI037 | Partha Sai Paladugu | |
| 36 | 1RV21AI053 | Sreekantha Sreekar | |
| 37 | 1RV21AI041 | Revanasiddappa | voice bot for agri product price prediction |
| 38 | 1RV21AI043 | Rohan Menon | |
| 39 | 1RV21AI055 | Sunil Kumar S | |
| 40 | 1RV21AI008 | Aman Tripathi | Exam preparation assistant |
| 41 | 1RV21AI050 | Shubham Kumar | |
| 42 | 1RV21AI036 | G Pardhiv Varma | |
| 43 | 1RV21AI060 | Vaishnavi A. | |
| 44 | 1RV21AI015 | Ajey Prasad | Personalized career path recommendation |
| 45 | 1RV21AI025 | Maanas M Dev | |
| 46 | 1RV21AI033 | Nishanth Shyam Shankar | |
| 47 | 1RV21AI044 | Rohan Sridar | |
| 48 | 1RV21AI22 | Harshith | MLOps |
| 49 | 1RV21AI003 | Abhishek | |
| 50 | 1RV21AI005 | Ajay Brightson | |
| 51 | 1RV21AI006 | Akhil reddy | |
| 52 | 1RV21AI048 | Shreyas R | LEXI |
| 53 | 1RV21AI034 | Niveditha V | |
| 54 | 1RV21AI018 | Dhanush S | |
| 55 | 1RV21AI058 | Nanda Kumar | |
| 56 | 1RV21AI059 | Tripti Kanodia | Movie recommendation system |
| 57 | 1RV21AI028 | Mohit Lunia | |
| 58 | 1RV21AI011 | Ashika V | |
| 59 | 1RV21AI004 | Ahamad Ali Athani | Question generation using ML and NLP |
| 60 | 1RV21AI017 | Dev | |
| 61 | 1RV21AI046 | Samarth kumbar | |
| 62 | 1RV21AI23 | Kumar Aryan | |
| 63 | 1RV21AI13 | B M Aryaveer Gowda | Healthcare assistant chatbot |
| 64 | 1RV21AI16 | David Yadav | |
| 65 | 1RV21AI10 | Ananth Vishnu | |

| | | | |
|---|---|---|---|
| 66 | 1RV21AI404 | Pranathi V | |
| 67 | 1RV21AI029 | N akash | |
| 68 | 1RV21AI402 | Mohammed faiyaz | chatbot |

**List of Students**

**Name of the Course : Introduction to python programming**

**Year : 2023-24**

| Sl. No. | USN | Name | Topic |
|---|---|---|---|
| 1 | RVCE23BCD019 | Oshi Khabya | Data analysis on zomato dataset |
| 2 | RVCE23BCD049 | Sharanya Rao Y | |
| 3 | RVCE23BBT052 | Vihasini J | Data analysis on heart disease |
| 4 | RVCE23BBT028 | Shaarngini Galagali | |
| 5 | RVCE23BBT029 | vijetha | |
| 6 | RVCE23BCD016 | Sinchana RV | Data analysis on Covid19 |
| 7 | RVCE23BCD016 | Nikita | |
| 8 | RVCE23BBT048 | Syeda Nooreen Fathima | Data analysis on cereals dataset |
| 9 | RVCE23BBT055 | Varsha G | |
| 10 | RVCE23BBT033 | Shravani B | |
| 11 | RVCE23BCD047 | Sanvi H S | Data analysis on movie dataset |
| 12 | RVCE23BCD031 | Shreya Ravi | |
| 13 | RVCE23BCS135 | Adhya S Niranjan | |
| 14 | RVCE23BCD021 | Manan Joshi | Data analysis on IMDB dataset |
| 15 | RVCE23BCD023 | Prabal Kumar Sukhla | |
| 16 | RVCE23BCD027 | Shreyash Parashar | |
| 17 | RVCE23BCD010 | Anuj Devpura | Data analysis on titanic dataset |
| 18 | RVCE23BCD041 | Muhammad Umar Yaksambi | |
| 19 | RVCE23BCD012 | Adhitya shainesh | |
| 20 | RVCE23BCD009 | Gayathri SunilNambiar | Data analysis on cardiovascular health |
| 21 | RVCE23BCD003 | Mrida Pradhan | |
| 22 | RVCE23BCD022 | Khushi Gaonkar | Data analysis on diabetes data |
| 23 | RVCE23BCD006 | Anika Krishna | |
| 24 | RVCE23BCS151 | Aditi R | |
| 25 | RVCE23BCS224 | Abhyuday Sharma | |

| | | | |
|---|---|---|---|
| 26 | RVCE23BCS247 | Aditya Kumar | Data analysis on cricket dataset |
| 27 | RVCE23BCD024 | Aditya Rukmangad | |
| 28 | RVCE23BCD002 | Gm Vaishnavi | Data analysis on life expectency and literacy rate |
| 29 | RVCE23BCD044 | GL Shravani | |
| 30 | RVCE23BCD054 | Ishani shetty | |
| 31 | RVCE23BCD018 | Likith K G | |
| 32 | RVCE23BCD058 | Vishal S | |
| 33 | RVCE23BCD032 | Shailee Tejas Shah | Data analysis on road accidents data |
| 34 | RVCE23BCD059 | Spoorthy S | |
| 35 | RVCE23BBT025 | Sanjana Appa Kadpodkar | |
| 36 | RVCE23BBT005 | Tanya Prashanth | Data analysis on cancer data |
| 37 | RVCE23BBT039 | Shriya | |
| 38 | RVCE23BBT007 | Dharshini | |
| 39 | RVCE23BBT005 | Tanya | |
| 40 | RVCE23BCD053 | Nitin Bhaskar | Data analysis on game dataset |
| 41 | RVCE23BCD052 | Partha Suresh | |
| 42 | RVCE23BBT041 | Rachana M | Data analysis on heart disease |
| 43 | RVCE23BBT051 | Salvika Sahu | |
| 44 | RVCE23BBT024 | Prutha V Murthy | |
| 45 | RVCE23BCS057 | Abhisikta Maitra | Data analysis on Netflix shows data |
| 46 | RVCE23BCD004 | Apoorv kumar verma | |
| 47 | RVCE23BCS042 | Aadira shivakumar | |
| 48 | RVCE23BCD039 | AN Keerthi Saagar | Analysis on NIRF ranking of engineering college |
| 49 | RVCE23BCD028 | M Niteesh sai Kumar | |
| 50 | RVCE23BCD011 | Rahul Patnaik | Data analysis of earthquake data |
| 51 | RVCE23BCD026 | Jai Sinha | |
| 52 | RVCE23BCS262 | Abhishek Varma | Data analysis of cricket data |
| 53 | RVCE23BCS008 | Abhinav Rayachoti | |
| 54 | RVCE23BCD036 | Anant Ahlawat | |
| 55 | RVCE23BBT031 | Vinayakaa D J | Data analysis of common wealth game |
| 56 | RVCE23BBT042 | Rahul Gowda S | |
| 57 | RVCE23BBT031 | R Srivardhan | |
| 58 | RVCE23BCD063 | Yogesh R Sindagi | Data analysis of tesla stock data |
| 59 | RVCE23BCD055 | Aditya S | |
| 60 | RVCE23BCD033 | Shashank Reddy | |

| | | | |
|---|---|---|---|
| 61 | RVCE23BCD017 | Syeda Fathima Zahara | Data analysis on world happiness report |

**Name of the Course: Introduction to Python Programming**

**Year 2023-24**

| USN | Name | Topic |
|---|---|---|
| RVCE23BAI102 | Kushal S Gowda | World Happiness and Global Education |
| RVCE23BAI104 | Ashish R Biradar | |
| RVCE23BAI068 | Aaditey Chalva | |
| RVCE23BAI059 | Navyasri Pulipati | |
| RVCE23BAI082 | Samruddhi D | |
| RVCE23BAI020 | Amudhan S | Diabetes Awareness using common health statistics |
| RVCE23BAI051 | Aditya Ranjan | A Comprehensive Analysis of Netflix Ratings Dataset |
| RVCE23BAI054 | Garv Agarwalla | |
| RVCE23BAI119 | Machani Bhanu Teja | |
| RVCE23BAI052 | Anjali Suresh Kalarikkal | Indian Startup Ecosystem |
| RVCE23BAIO72 | Mowin S | Cricket Statistics |
| RVCE23BAIO86 | Mohit M | |
| RVCE23BAI034 | Bheemaraj | |
| RVCE23BAI055 | Dhaksha Muthukumaran | Renewable Energy Statistics |
| RVCEBAI025 | Nishaan U Shetty | |
| RVCE23BAI006 | Preetham R | |
| RVCE23BAI047 | Rushil Shodavaram | |
| RVCE23BAI103 | Ramita K A | |
| RVCE23BAI084 | Shalini P | IPL Statistics |
| RVCE23BAI060 | Kavya Jain | |
| RVCE23BAI048 | Arindam Gupta | |
| RVCE23BAI042 | Abhishek Biradar | |
| RVCE23BAI108 | Adithya Acharya U | State-wise crop rotation in India |
| RVCE23BAI018 | Alroy Deon Saldanha | |
| RVCE23BAI109 | Sankalp Khamesra | |
| RVCE23BAI061 | Karnati Lakshmi Sree | Genetic disorders based on Genomes and Genetics |
| RVCE23BAI089 | Keerthi V C | |
| RVCE23BAI019 | Kashish Gupta | |
| RVCE23BAI017 | Nitya Sharma | |
| RVCE23BAI016 | Aanish Khan | Car sales in India (2019-2021) |
| RVCE23BAI092 | Raghavi Ubaler | |

| | | |
|---|---|---|
| RVCE23BAI033 | Anupama | |
| RVCE23BAI074 | Mpsahasra | |
| RVCE23BAI113 | Abhilash Maiya Y | |
| RVCE23BAI105 | Mohith V | |
| RVCE23BAI046 | Priyansh Poddar | |
| RVCE23BAI078 | Daksh Chauhan | Diwali sales Analysis |
| RVCE23BAI021 | Ishita Goyal | Visualizing the impact of Covid 19 to prevent future epidemic |
| RVCE23BAI122 | Medha Sanketh | |
| RVCE23BAI064 | Aniket R T | |
| RCEE23BAI115 | Niranjan S Kaithota | |
| RVCE23BAI044 | Monil Palak Mehta | Credit Card Spending in India |
| RVCE23BAI065 | Rayala Yuvaraj Vaishnav | |
| RVCE23BAI053 | Sasank Sekhar Panda | |
| RVCE23BAI0120 | Preetam Baheti | |
| RVCE23BAI095 | Ravi Kishan | Strategic disease analysis data for a healthy society |
| RVCE23BAI023 | Apoorva Krishna P | |
| RVCE23BAI090 | Ballupet Prakash Monal | |
| RVCE23BAI003 | Manoj | |
| RVCE23BAI117 | Dhanush R Mollemane | Crop analysis in North and Southern parts of India |
| RVCE23BAI069 | Nandini R Aravindakshan | |
| RVCE23BAI005 | Neelam J | |
| RVCE23BAI027 | Nishta N Shetty | |

**List of Students**

**Name of the Course: Cloud Computing Technology and Architectures**

**Year : 2023-24**

| SL | USN | Name of the Student | Title of the EL |
|---|---|---|---|
| 1 | 1RV21AI041 | Revanasiddappa | Implementation of RAID 0 and RAID 1 Model in AWS |
| 2 | 1RV21AI043 | Rohan Menon | |
| 3 | 1RV21AI055 | Sunil Kumar S | |
| 4 | 1RV21AI008 | Aman Tripathi | Private Cloud Implementation using NAS |
| 5 | 1RV21AI036 | Pardhiv V Varma Ganapathiraj | |
| 6 | 1RV21AI050 | Shubham Kumar | |
| 7 | 1RV21AI060 | Vaishnavi Manu Adyam Venimadhav | |
| 8 | 1RV21AI042 | Rohan B Mahendra | Confor Bot |
| 9 | 1RV21AI051 | Siddarh Katta | |
| 10 | 1RV21AI061 | Yazna Kalp | |
| 11 | 1RV21AI062 | Yaduguri Indraneel Reddy | |
| 12 | 1RV21AI010 | Anantha Vishnu N G | |

| | | | |
|---|---|---|---|
| 13 | 1RV21AI013 | B M Aryaveer Gowda | Diesease prediction model deployment in Microsoft Azure |
| 14 | 1RV21AI016 | David Yadav | |
| 15 | 1RV22AI404 | Pranathi V | |
| 16 | 1RV21AI011 | Ashika V | Movie Recommndation using Render |
| 17 | 1RV21AI028 | Mohit Lunia | |
| 18 | 1RV21AI059 | Tripti Kanodia | |
| 19 | 1RV21AI002 | Abhinav Anand | Resume Parser Utilizing Google cloud for LLM Computation |
| 20 | 1RV21AI019 | Dheeraj Manirathnam Anna | |
| 21 | 1RV21AI021 | Granth Mirchandani | |
| 22 | 1RV21AI004 | Ahamad Ali Meerasab Athani | Blog App Serverless Web Application Deployment on Cloudfare |
| 23 | 1RV21AI017 | Dev | |
| 24 | 1RV21AI023 | Kumar Aryan | |
| 25 | 1RV21AI046 | Samarth Kumbar | |
| 26 | 1RV21AI014 | B Sai Rohith | Remote Desktop Controll in AWS |
| 27 | 1RV21AI037 | Parth Sai Paladugu | |
| 28 | 1RV21AI039 | Puripanda Sharat Chandra | |
| 29 | 1RV21AI053 | Sreekantha Sreekar | |
| 30 | 1RV21AI009 | Anagha Casaba | EMR Assisted Personalized Meal Recommendation |
| 31 | 1RV21AI012 | Ayush Goyal | |
| 32 | 1RV21AI052 | Sloke | |
| 33 | 1RV21AI056 | Swarna A N | |
| 34 | 1RV21AI026 | Madhumitha K H | CI/CD Pipeline Creation using Git Hub |
| 35 | 1RV21AI030 | Manratha P Bhat | |
| 36 | 1RV21AI045 | Saakshi Bagali | |
| 37 | 1RV21AI027 | Meenakshi Vijay Shinde | Stock Market Prediction Deployed in Amazon Web Server |
| 38 | 1RV21AI029 | N Akash | |
| 39 | 1RV21AI032 | Nimmala Keerthan Reddy | |
| 40 | 1RV22AI402 | Mohammed Faiyaz | |
| 41 | 1RV21AI020 | Ganeshprasad Revadi | Exam paper evaluation |
| 42 | 1RV21AI031 | Naveen S Chegaraddi | |
| 43 | 1RV21AI047 | Shivaprasad Hiremath | |
| 44 | 1RV21AI035 | Om Mangalgi | Medicinal plant classification |
| 45 | 1RV21AI040 | Rahul Anilal | |
| 46 | 1RV21AI054 | Subhash Gupta | |
| 47 | 1RV21AI403 | Phalguna P Shavanak | Invoice automation and fraud detection |
| 48 | 1RV21AI400 | Ajith Subrahmanya M | |
| 49 | 1RV21AI401 | M Madhava Reddy | |
| 50 | 1RV21AI405 | Shashidhara G K | |
| 51 | 1RV21AI038 | Prajwal M Pawar | RVassist |
| 52 | 1RV21AI001 | Aayaan Hasnain | |
| 53 | 1RV21AI007 | Akshay Alva | |
| 54 | 1RV21AI22 | Harshith | MLOps |

| | | | |
|---|---|---|---|
| 55 | 1RV21AI003 | Abhishek | |
| 56 | 1RV21AI005 | Ajay Brightson | |
| 57 | 1RV21AI006 | Akhil reddy | |
| 58 | 1RV21AI015 | Ajey Prasad | Personalized career path recommendation |
| 59 | 1RV21AI025 | Maanas M Dev | |
| 60 | 1RV21AI033 | Nishanth Shyam Shankar | |
| 61 | 1RV21AI044 | Rohan Sridar | |
| 62 | 1RV21AI22 | Harshith | MLOps |
| 63 | 1RV21AI003 | Abhishek | |
| 64 | 1RV21AI005 | Ajay Brightson | |
| 65 | 1RV21AI006 | Akhil reddy | |
| 66 | 1RV21AI059 | Tripti Kanodia | Movie recommendation system |
| 67 | 1RV21AI028 | Mohit Lunia | |
| 68 | 1RV21AI011 | Ashika V | |

**List of Students**

**Name of the Course: Introduction to Python programming**

**Year: 2023-24**

| SL | RVCE ID | Name | Topic |
|---|---|---|---|
| 1 | RVCE23BBT062 | Arya Tote | Crop analysis in North and Southern parts of India |
| 2 | RVCE23BBT053 | Neya Yallurkar | |
| 3 | RVCE23BBT012 | Ananya Sreekumar | |
| 4 | RVCE23BBT023 | Ananya Sudarshan | |
| 5 | RVCE23BBT018 | Aabha Parag Tembhurne | Student analysis using data visualization |
| 6 | RVCE23BBT016 | Monika V | Netflix Movies and Shows Dataset |
| 7 | RVCE23BBT019 | N. Sivakhami | |
| 8 | RVCE23BBT026 | Neha N Madangerikar | |
| 9 | RVCE23BBT022 | Nivriti Jain | |
| 10 | RVCE23BAI116 | Sriram.A | Visualizing the impact of Covid 19 to prevent future epidemic |
| 11 | RVCE23BAI088 | Sreeharish TJ | |
| 12 | RVCE23BAI079 | Srihari S | |
| 13 | RVCE23BAI030 | Zaid Sharieff | |
| 14 | RVCE23BBT059 | G.Daksha Reddy | Car sales in India (2019-2021) |
| 15 | RVCE23BBT056 | A.J.Deeksha | |
| 16 | RVCE23BBT004 | Aarushi Das | |
| 17 | RVCE23BBT030 | Jayalakshmi | |
| 18 | RVCE23BBT034 | Prajakta Patil | Genetic disorders based on Genomes and Genetics |
| 19 | RVCE23BBT044 | Aarti Anand | |
| 20 | RVCE23BBT054 | Advaith Rambhatla | |
| 21 | RVCE23BBT003 | Kanva Udupa | |

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|---|---|---|---|
| 22 | RVCE23BAI098 | Suravi Reddy | Plot graphs of a dataset related to healthcare using pandas, numpy and math plot |
| 23 | RVCE23BAI041 | Shresta Namburi | |
| 24 | RVCE23BAI076 | Shreya Mohan | |
| 25 | RVCE23BAI121 | Shravyaa S | |
| 26 | RVCE23BAI011 | Yashpreet Goyal | Performing Exploratory Data Analysis (EDA) on patterns. |
| 27 | RVCE23BAI070 | Yash Sharma | |
| 28 | RVCE23BAI012 | Shaurya Singh | |
| 29 | RVCE23BBT040 | Abhinav Srinivasan | State-wise crop rotation in India |
| 30 | RVCE23BBT013 | Hari Sudarsan Chinta | |
| 31 | RVCE23BBT047 | Harshith Krishna K | |
| 32 | RVCE23BBT049 | Iranna G G | |
| 33 | RVCE23BBT013 | Hari Sudarsan Ch | Annual Rainfalling Analysiy in india |
| 34 | RVCE23BBT047 | Harshith Krishna K Rvce | |
| 35 | RVCE23BBT040 | Abhinav Srinivasan | |
| 36 | RVCE23BAI127 | Harsh Agrawal | Design and implement a machine learning project for analyzing the TMDb 5000 Movies Dataset with the goal of predicting a movie's success |
| 37 | RVCE23BBT017 | Adit Nikhil Mutnalkar | |
| 38 | RVCE23BBT038 | Aditya Raj | |

**Name of the Course : Universal Human Values**

**Year: 2022-23**

| Sl.No | USN | Name | Topic |
|---|---|---|---|
| 1 | 1RV21AI023 | Kumar Aryan | Case Study on Stealing to Feed the Hungry |
| 2 | 1RV21AI004 | Ahamad Ali M Athani | |
| 3 | 1RV21AI013 | B M Aryaveer Gowda | Cyber criminal donates stolen money to charity organisation |
| 4 | 1RV21AI037 | Partha Sai Paladugu | The gift of kindness and generosity |
| 5 | 1RV21AI032 | N Keerthan Reddy | |
| 6 | 1RV21AI008 | Aman Tripathi | Unveiling the Shadows: A Case Study on Child Domes:c Labour in India |
| 7 | 1RV21AI050 | Shubham Kumar | |
| 8 | 1RV21AI009 | Anagha Casaba | Ethical Considerations in an Orphanage Setting |
| 9 | 1RV21AI016 | David Yadav | Promoting Human Dignity in Healthcare in India |
| 10 | 1RV21AI010 | Anantha Vishnu N G | |
| 11 | 1RV21AI027 | Meenakshi Shinde | Ethical Dilemma in Software Development |
| 12 | 1RV21AI028 | Mohit Lunia | |
| 13 | 1RV21AI056 | Swarna A N | A case study of school shootings |
| 14 | 1RV21AI014 | B Sai Rohith | Combating Bribery and Upholding Human Values |
| 15 | 1RV21AI039 | P Sharat Chandra | |
| 16 | 1RV21AI017 | Dev | Stampede at Elphinstone Road,Railway Station, Mumbai |
| 17 | 1RV21AI043 | Rohan Menon | Autonomous Cars based Trolley Problem |
| 18 | 1RV21AI046 | Samarth K | Violence against Healing Hands |
| 19 | 1RV21AI047 | Shivaprasad H | |
| 20 | 1RV21AI036 | G Pardhiv Varma | Social Responsibility, Respect and Compassion |
| 21 | 1RV22AI404 | Pranathi V | |
| 22 | 1RV21AI019 | Dheeraj Manirathnam Anna | |
| 23 | 1RV21AI018 | Dhanush S | Unfulfilled Wishes: The Discrepancy Between Love and Duty |
| 24 | 1RV22AI401 | M Madhavareddy | |
| 25 | 1RV21AI026 | Madhumita K H | Bengaluru woman goes to Delhi HC to stop friend's euthanasia trip to Europe |
| 26 | 1RV21AI030 | Namratha Bhat | |
| 27 | 1RV21AI051 | Siddharth.S.Katta | Striking a Balance Professional Ethics, and Enforcement of Traffic Laws |
| 28 | 1RV21AI042 | Rohan.B.Mahendra | |
| 29 | 1RV21AI062 | Yeduguri Indraneel Reddy | Global acquisitions ethics case study |
| 30 | 1RV22AI402 | Mohammed Faiyaz | The Captain's Dilemma: Virat Kohli and the Ethical Crossroads in Cricket |
| 31 | 1RV22AI405 | Shashidhara G K | |
| 32 | 1RV21AI035 | Om Mangalgi | A father's rage |
| 33 | 1RV21AI040 | Rahul Samuel Anilal | |
| 34 | 1RV21AI041 | Revanasiddappa | |

| | | | |
|---|---|---|---|
| 35 | 1RV21AI055 | Sunil Kumar S | Zomato Row - Allegations and Accusations The Case of Hitesha Chandranee and Kamaraj |
| 36 | 1RV21AI025 | Maanas M Dev | Caught in the Web: A Target's Experience with Cyber Bullying |
| 37 | 1RV21AI033 | Nishanth Shyam Shankar | |
| 38 | 1RV21AI046 | Samarth K | Violence against Healing Hands: Addressing Safety Concerns for Healthcare Workers |
| 39 | 1RV21AI047 | Shivaprasad H | |
| 40 | 1RV21AI003 | Abhishek N D | Striking the Ethical Balance in Public Services |
| 41 | 1RV21AI005 | Ajay Brightson | |
| 42 | 1RV21AI011 | Ashika V | The lost wallet |
| 43 | 1RV21AI007 | Akshay Alva | Schindler's list moral dilemmas & human values |
| 44 | 1RV21AI015 | C S Ajey Prasad | |
| 45 | 1RV21AI034 | Niveditha V | Ethical Dilemmas in Legal Representation |
| 46 | 1RV21AI048 | Shreyas R | |
| 47 | 1RV21AI058 | Nandhakumar | The Unyielding Spirit of Peng Shuilin: A Journey of Resilience and Hope |
| 48 | 1RV21AI060 | Vaishnavi A | |
| 49 | 1RV21AI038 | Prajwal Pawar | Ethical leadership in contemporary corporate organization |
| 50 | 1RV21AI001 | Aayaan Hasnain | |
| 51 | 1RV21AI020 | Ganeshprasad Revadi | Lack of Respect to the Old Age People in Public Transport |
| 52 | 1RV21AI031 | Naveen S Chegaraddi | |
| 53 | 1RV21AI049 | Shrishti | Ball Tampering Incident in Cricket - Ethical Dilemmas and Reflections |
| 54 | 1RV21AI057 | Swastik Agarwal | |
| 55 | 1RV22AI400 | Ajith Subrahmanya M | Balancing compassion and self care |
| 56 | 1RV22AI403 | Phalguna P Shavanak | |
| 57 | 1RV21AI044 | Rohan Sridhar | Job delima scenario |
| 58 | 1RV21AI054 | Subhash Gupta | |
| 59 | 1RV21AI006 | Akhil Reddy N | Navigating Employee Loyalty and Financial Struggles in Times of Downturn |
| 60 | 1RV21AI022 | Harshith Suresh | |
| 61 | 1RV21AI012 | Ayush Goyal | The stanford prison experiment: an ethical analysis |
| 62 | 1RV21AI052 | Sloke | |

**Name of the Course : Data Structures and Data Analysis**

**Year : 2022-23**

| Slno | USN | NAME | Title |
|---|---|---|---|
| 1 | 1RV21AI001 | Aayaan Hasnain | Tourism Management System |
| | 1RV21AI002 | Abhinav Anand | |
| 2 | 1RV21AI049 | Shrishti | Instagram |
| | 1RV21AI057 | Swastik Agarwal | |
| 3 | 1RV21AI035 | Om Mangalgi | Public Transport |
| | 1RV21AI040 | Rahul Anilal | |

| | | | |
|---|---|---|---|
| 4 | 1RV21AI004 | Ahamad Ali Meerasab Athani | Call Logs |
| | 1RV21AI008 | Aman Tripathi | |
| 5 | 1RV21AI019 | Dheeraj Anna | Disease Diagnose |
| | 1RV21AI012 | Ayush Goyal | |
| 6 | 1RV21AI054 | Subhash Gupta | Navigation System |
| | 1RV21AI051 | Siddharth S Katta | |
| 7 | 1RV21AI050 | Shubham Kumar | Flight Scheduling |
| | 1RV21AI058 | Nandha | |
| 8 | 1RV21AI031 | Naveen S Chegaraddi | Traffic simulation |
| | 1RV21AI024 | M S Agneya | |
| 9 | 1RV21AI017 | Dev | Diet Chart plan |
| | 1RV21AI021 | Granth Mirchandani | |
| 10 | 1RV21AI056 | Swarna A N | DJ mixing songs |
| | 1RV21AI052 | Sloke | |
| 11 | 1RV21AI023 | Kumar Aryan | Library Management System |
| | 1RV21AI037 | Partha Sai Paladugu | |
| 12 | 1RV21AI045 | Saakshi Bagali | E-Commerece |
| | 1RV21AI059 | Tripti Kanodia | |
| 13 | 1RV21AI039 | P Sharat Chandra | Hospital Priority |
| | 1RV21AI036 | G Pardhiv Varma | |
| 14 | 1RV21AI061 | Yazna Kalp | Tic-Tac-Toe |
| | 1RV21AI062 | Y Indraneel Reddy | |
| 15 | 1RV21AI047 | Shivaprasad Hiremath | Word search with sentiment Analysis |
| | 1RV21AI046 | Samarth K | |
| 16 | 1RV21AI003 | Abhishek N D | Music Synthesis |
| | 1RV21AI015 | C S Ajey Prasad | |
| 17 | 1RV21AI020 | Ganeshprasad Revadi | Suduku |
| | 1RV21AI018 | Dhanush S | |
| 18 | 1RV21AI034 | Niveditha V | Medical store Management |
| | 1RV21AI027 | Meenakshi Shinde | |
| 19 | 1RV21AI016 | David Yadav | Phone Directory |
| | 1RV21AI010 | Anantha Vishnu Ng | |
| 20 | 1RV21AI043 | Rohan Menon | Friends recommendation based on common interest |
| | 1RV21AI033 | Nishant Shyam Shankar | |
| 21 | 1RV21AI009 | Anagha Casaba | Implementation of Phonebook Mgmt system using c++ |
| | 1RV21AI011 | Ashika V | |
| 22 | 1RV21AI055 | Sunil Kumar S | Road Traffic |
| | 1RV21AI053 | Sreekantha Sreekar | |
| 23 | 1RV21AI041 | Revanasiddappa | File Exporer |
| | 1RV21AI029 | N Akash | |
| 24 | 1RV21AI060 | Vaishnavi A | Syntax Checker |
| | 1RV21AI48 | Shreyas R | |
| 25 | 1RV21AI030 | Namratha P Bhat | Use of DAG's in MS Excel |
| | 1RV21AI026 | Madhumita K H | |

| | | | |
|---|---|---|---|
| 26 | 1RV21AI007 | Akshay Alva | Meeting point Finder |
| | 1RV21AI005 | Ajay Brightson | |
| 27 | 1RV21AI022 | Harshith Suresh | Airline Routing |
| | 1RV21AI006 | Akhil Reddy | |
| 28 | 1RV21AI025 | Maanas M Dev | Tourist Management System |
| | 1RV21AI042 | Rohan B Mahendra | |
| 29 | 1RV21AI038 | Prajwal M Pawar | Trie Data Structure in c++ |
| | 1RV21AI028 | Mohit Lunia | |
| 30 | 1RV21AI044 | Rohan Sridhar | Music Player |
| | 1RV21AI032 | Keerthan Reddy | |
| 31 | 1RV21AI013 | B M Aryaveer Gowda | Kidney Exchange problem |
| | 1RV21AI014 | Sai Rohith | |

**List of Students**

**Name of the Course: Operating System**

**Year: 2022-23**

| Slno | USN | NAME | Topic |
|---|---|---|---|
| 1 | 1RV21AI001 | Aayaan Hasnain | Main Memory Management And Virtual Memory |
| | 1RV21AI002 | Abhinav Anand | Security Of Operating Systems. |
| 2 | 1RV21AI049 | Shrishti | Business Process Management In Operating Systems |
| | 1RV21AI057 | Swastik Agarwal | Grid Computing |
| 3 | 1RV21AI035 | Om Mangalgi | Mobile Computing |
| | 1RV21AI040 | Rahul Anilal | Process Scheduling And Ai In Operating Systems |
| 4 | 1RV21AI004 | Ahamad Ali Meerasab Athani | Operationg Systems For Internet Of Things |
| | 1RV21AI008 | Aman Tripathi | Embedded Operating System |
| 5 | 1RV21AI019 | Dheeraj Anna | Dynamic Process Scheduling Based On Predictive Analytics |
| | 1RV21AI012 | Ayush Goyal | Protection Of Operating System |
| 6 | 1RV21AI054 | Subhash Gupta | Dead Lock - Management And Prevention |
| | 1RV21AI051 | Siddharth S Katta | High Performance Computing In Operating Systems |
| 7 | 1RV21AI050 | Shubham Kumar | Virtual Machine Security |
| | 1RV21AI058 | Nandha | A Study On The Portability Of Iot Operating Systems |
| 8 | 1RV21AI031 | Naveen S Chegaraddi | Distributed Object Computing |
| | 1RV21AI024 | M S Agneya | Real Time Scheduling |
| 9 | 1RV21AI017 | Dev | Implementation Of Cps Program In Iot OS |

| | | | |
|---|---|---|---|
| | 1RV21AI021 | Granth Mirchandani | Main Memory Management And Virtual Memory |
| 10 | 1RV21AI056 | Swarna A N | Security Of Operating Systems. |
| | 1RV21AI052 | Sloke | Business Process Management In Operating Systems |
| 11 | 1RV21AI023 | Kumar Aryan | Main Memory Management And Virtual Memory |
| | 1RV21AI037 | Partha Sai Paladugu | Security Of Operating Systems. |
| 12 | 1RV21AI045 | Saakshi Bagali | Business Process Management In Operating Systems |
| | 1RV21AI059 | Tripti Kanodia | Grid Computing |
| 13 | 1RV21AI039 | P Sharat Chandra | Mobile Computing |
| | 1RV21AI036 | G Pardhiv Varma | Process Scheduling And Ai In Operating Systems |
| 14 | 1RV21AI061 | Yazna Kalp | Operationg Systems For Internet Of Things |
| | 1RV21AI062 | Y Indraneel Reddy | Embedded Operating System |
| 15 | 1RV21AI047 | Shivaprasad Hiremath | Dynamic Process Scheduling Based On Predictive Analytics |
| | 1RV21AI046 | Samarth K | Protection Of Operating System |
| 16 | 1RV21AI003 | Abhishek N D | Dead Lock - Management And Prevention |
| | 1RV21AI015 | C S Ajey Prasad | High Performance Computing In Operating Systems |
| 17 | 1RV21AI020 | Ganeshprasad Revadi | Virtual Machine Security |
| | 1RV21AI018 | Dhanush S | A Study On The Portability Of Iot Operating Systems |
| 18 | 1RV21AI034 | Niveditha V | Distributed Object Computing |
| | 1RV21AI027 | Meenakshi Shinde | Real Time Scheduling |
| 19 | 1RV21AI016 | David Yadav | Implementation Of Cps Program In Iot Os |
| | 1RV21AI010 | Anantha Vishnu Ng | Main Memory Management And Virtual Memory |
| 20 | 1RV21AI043 | Rohan Menon | Security Of Operating Systems. |
| | 1RV21AI033 | Nishant Shyam Shankar | Business Process Management In Operating Systems |
| 21 | 1RV21AI009 | Anagha Casaba | Main Memory Management And Virtual Memory |
| | 1RV21AI011 | Ashika V | Security Of Operating Systems. |
| 22 | 1RV21AI055 | Sunil Kumar S | Business Process Management In Operating Systems |
| | 1RV21AI053 | Sreekantha Sreekar | Grid Computing |
| 23 | 1RV21AI041 | Revan Siddappa | Mobile Computing |
| | 1RV21AI029 | N Akash | Process Scheduling And Ai In Operating Systems |

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|---|---|---|---|
| 24 | 1RV21AI060 | Vaishnavi A | Operationg Systems For Internet Of Things |
| | 1RV21AI48 | Shreyas R | Embedded Operating System |
| 25 | 1RV21AI030 | Namratha P Bhat | Dynamic Process Scheduling Based On Predictive Analytics |
| | 1RV21AI026 | Madhumita K H | Protection Of Operating System |
| 26 | 1RV21AI007 | Akshay Alva | Dead Lock - Management And Prevention |
| | 1RV21AI005 | Ajay Brightson | High Performance Computing In Operating Systems |
| 27 | 1RV21AI022 | Harshith Suresh | Virtual Machine Security |
| | 1RV21AI006 | Akhil Reddy | A Study On The Portability Of Iot Operating Systems |
| 28 | 1RV21AI025 | Maanas M Dev | Distributed Object Computing |
| | 1RV21AI042 | Rohan B Mahendra | Real Time Scheduling |
| 29 | 1RV21AI038 | Prajwal M Pawar | Implementation Of Cps Program In Iot Os |
| | 1RV21AI028 | Mohit Lunia | Main Memory Management And Virtual Memory |
| 30 | 1RV21AI044 | Rohan Sridhar | Security Of Operating Systems. |
| | 1RV21AI032 | Keerthan Reddy | Business Process Management In Operating Systems |
| 31 | 1RV21AI013 | B M Aryaveer Gowda | Grid Computing |
| | 1RV21AI014 | Sai Rohith | Mobile Computing |

**List of Students**

**Name of the Course: Principles of Programming Using C**

**Year: 2022-23**

| USN | Name | Topic |
|---|---|---|
| 1RV22AI048 | Safiya Farheen | Communication through Optical fibre |
| 1RV22AI008 | Ankush Arunkumar | |
| 1RV22AI027 | Mishael Abhishek | |
| 1RV22AI056 | Snehil Vukkusila | |
| 1RV22AI037 | Parth Shukla | 4WD Obstacle Avoidance Robot Car |
| 1RV22AI017 | Gnyan Mallaiah | |
| 1RV22AI05 | Ananth A | |
| 1RV22AI009 | Aryan Sinha | Gesture Vocalizer |
| 1RV22AI025 | Kushagra Aatre | |
| 1RV22AI054 | Shreya M | |
| 1RV22AI010 | Ashrith Chitriki | Arduino based seismic monitoring system |
| 1RV22AI023 | Kompella Tushar | |
| 1RV22AI028 | Mrinal Cariappa Gp | |

| | | |
|---|---|---|
| 1RV22AI047 | Kushaal S | |
| 1RV22AI044 | Ravikiran Aithal | Temperature based fan controller |
| 1RV22AI061 | Tanishq M Reddy | |
| 1RV22AI052 | Shivakumar Shetty | |
| 1RV22AI021 | Shashank Kalkura | |
| 1RV22AI024 | Kota Vishnu Datta | Voice controlled Car |
| 1RV22AI013 | Chillale Naveen | |
| 1RV22AI016 | D.Sai Siva Bhaswanth | |
| 1RV22AI002 | Abhishek Bharadwaj | |
| 1RV22AI058 | Srivanth Srinivasan | Solving the Schrodinger Wave Equation for a particle in Infinite Potential Well |
| 1RV22AI046 | Roshan John | |
| 1RV22AI040 | Rachith S | |
| 1RV22AI060 | Tanish S | |
| 1RV22AI004 | Akshit Agarwal | Quad Motor Obstacle Avoiding Robot Car |
| 1RV22AI033 | Nishanth Udupa | |
| 1RV22AI034 | Nitinkumar Loni | |
| 1RV22AI042 | Rakesh H G | |
| 1RV22AI063 | Yashvanth B L | Tachometer using Hall effect sensor |
| 1RV22AI006 | Allan Saldanha | |
| 1RV22AI001 | Abhinav | |
| 1RV22AI | P Shreyas | |
| 1RV22AI019 | J R Nikhil | Automatic railway gate open and closing system |
| 1RV22AI032 | Nishanth H R | |
| 1RV22AI029 | Nandeesh C M | |
| 1RV22AI039 | Preetham N | |
| 1RV22AI040 | Lakshmeesha K R | Wireless energy transmission |
| 1RV22AI047 | Shivukumar | |
| 1RV22AI020 | M Jaswanth Reddy | |
| 1RV22AI027 | Sandeep S Pawar | |
| 1RV22AI003 | Aditya Tekriwal | Laser Security System |
| 1RV22AI041 | Rajyalakshmi Prasanna | |
| 1RV22AI055 | Shreyas Jain | Smart Path Finding Robot |
| 1RV22AI045 | Rishikesh Kakade | |
| 1RV22AI012 | Ayush Chouhan | |
| 1RV22AI050 | Saumya Srivastava | |
| 1RV22AI005 | Akshita Chavan | Accident Alert System using Accelerometer |
| 1RV22AI031 | Nischitha P | |
| 1RV22AI051 | Sharankrishna Kondi | |
| 1RV22AI043 | Rakesh V Shetty | |

**Couse Name : Fundamentals of Programming using C**

**Year: 2023-24**

**List of Students**

| Sl. No. | USN | Name | Topic |
|---|---|---|---|
| 1 | RVCE23BME083 | Harini Saravanan | Sorting And Searching Using Array Operations |
| 2 | RVCE23BME039 | Lok Ranjan P N | |
| 3 | RVCE23BME009 | Anirudh Kollipara | |
| 4 | RVCE23BME029 | Harshavardhan P | |
| 5 | RVCE23BME025 | Mohammad Liyan | Numerical Solutions - Matrix Operations |
| 6 | RVCE23BME095 | Harinandan | |
| 7 | RVCE23BME008 | Nikhil Kashyap | |
| 8 | RVCE23BME016 | Ayush Ingavale | |
| 9 | RVCE23BME041 | Nihal Sathish | Linear Graph Plotter Using Console |
| 10 | RVCE23BME081 | Omkar Das | |
| 11 | RVCE23BME066 | Abhinav Potharaju | |
| 12 | RVCE23BME | Aitijhya Sahoo | |
| 13 | RVCE23BME102 | Diya Sunilkumar Gunaki | Restaurant Management System |
| 14 | RVCE23BME123 | Nayana H | |
| 15 | RVCE23BME | Aman Kumar Gupta | |
| 16 | RVCE23BME031 | Len Achaiah K M | Currency Converter |
| 17 | RVCE23BME020 | K M Talin Thimmaiah | |
| 18 | RVCE23BME011 | Kiruthikram P S | |
| 19 | RVCE23BME125 | Kishan Kumar U | |
| 20 | RVCE23BME044 | Panchayya | TIC TAC TOE Game Using C Programming |
| 21 | RVCE23BME128 | Mahesh | |
| 22 | RVCE23BME048 | Maheshappa | |
| 23 | RVCE23BME006 | Gopal Reddy | Calendar |
| 24 | RVCE23BME106 | Chetan Chanaveeragoudra | |
| 25 | RVCE23BME120 | Abhinandan Nandagave | |
| 26 | RVCE23BME127 | Aravind Patil | |
| 27 | RVCE23BME096 | Abir Mandal | Color Detector |
| 28 | RVCE23BME077 | Ashraf Ali | |
| 29 | RVCE23BME080 | Abhinav Kumar | |
| 30 | RVCE23BME079 | Bulusu Vyaghri Ramachandra Vivek | |
| 31 | RVCE23BME069 | Kunal Raj | Password Strength Meter |
| 32 | RVCE23BME075 | Abhishek Gupta | |
| 33 | RVCE23BME021 | Bhuvan Vasu | Mathematical Series |
| 34 | RVCE23BME002 | Achinthya G Kadekar | |
| 35 | RVCE23BME034 | Adithya K | |
| 36 | RVCE23BME097 | Bhoomith Gowda | |
| 37 | RVCE23BME050 | Panyam Chetan.S.A | Smart Sync Calander |
| 38 | RVCE23BME062 | Atharva Srivastava | |
| 39 | RVCE23BME064 | Akshad Jagdale | |

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|---|---|---|---|
| 40 | RVCE23BME063 | Kislay | |
| 41 | RVCE23BME010 | Devansh Shah | Text Based Calender For Specified Year |
| 42 | RVCE23BME094 | Kalp Raval | |
| 43 | RVCE23BME | Anshul | |
| 44 | RVCE23BME109 | Chethan R | |
| 45 | RVCE23BME012 | Harshavardhan Yale | Scientific Calculator Using C |
| 46 | RVCE23BME046 | Bhuvan S. U | |
| 47 | RVCE23BME053 | Chinthan K A | |
| 48 | RVCE23BME032 | Chandran Sulpi | Birthday Calculator In C-Language |
| 49 | RVCE23BME058 | Mallikarjun | |
| 50 | RVCE23BME108 | Mallikarjun J S | |
| 51 | RVCE23BME017 | Likhith .M | |
| 52 | RVCE23BME113 | Madhura Rao K.S. | Bus Seat Reservation Systems |
| 53 | RVCE23BME093 | Anirudh Huligeri | |
| 54 | RVCE23BME087 | Aditya Vinay Nair | |
| 55 | RVCE23BME023 | Namrata E | |
| 56 | RVCE23BIM049 | Chaithan Gowda R | Scientific Calculator Using C |
| 57 | RVCE23BIM025 | Shreya Kalyanee | |
| 58 | RVCE23BIM034 | Pranshu Shaleen | |
| 59 | RVCE23BIM060 | G M Bindu | |
| 60 | RVCEBME054 | Manas Senthil Kumar | Unit Converter |

**List of Students**

Couse Name: **Information Retrieval Systems**

**Year: 2023-24**

| Sl. No. | USN | Name | Topic |
|---|---|---|---|
| 1 | 1RV21AI001 | Aayaan Hasnain | Case Study On Bing Search Engine |
| 2 | 1RV21AI003 | Abhishek N D | |
| 3 | 1RV22AI405 | Shashidhara G K | |
| 4 | 1RV21AI007 | Akshay Alva | |
| 5 | 1RV21AI009 | Anagha Casaba | Case Study On Yahoo Search Engine |
| 6 | 1RV21AI011 | Ashika V | |
| 7 | 1RV21AI013 | B M Aryaveer Gowda | |
| 8 | 1RV21AI015 | C S Ajey Prasad | |
| 9 | 1RV21AI017 | DEV | Case Study On Yandex Search Engine |
| 10 | 1RV21AI019 | Dheeraj Anna | |
| 11 | 1RV21AI021 | Granth Mirchandani | |
| 12 | 1RV21AI023 | Kumar Aryan | |
| 13 | 1RV21AI025 | Maanas M Dev | Case Study On Searx Search Engine |
| 14 | 1RV21AI027 | Meenakshi Shinde | |
| 15 | 1RV21AI029 | N Akash | |

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|---|---|---|---|
| 16 | 1RV21AI031 | Naveen S Chegaraddi | |
| 17 | 1RV21AI033 | Nishanth Shyam Shankar | Case Study On Disconnect Search Search Engine |
| 18 | 1RV21AI035 | Om Mangalgi | |
| 19 | 1RV21AI037 | Partha Sai Paladugu | |
| 20 | 1RV21AI039 | Puripanda Sharat Chandra | |
| 21 | 1RV21AI041 | Revanasiddappa | Case Study On Meta Ger Search Engine |
| 22 | 1RV21AI043 | Rohan Menon | |
| 23 | 1RV21AI046 | Samarth Kumbar | |
| 24 | 1RV21AI047 | Shivaprasad Hiremath | |
| 25 | 1RV21AI056 | SWARNA A N | Case Study On Gigablast Search Engine |
| 26 | 1RV21AI051 | Siddharth S Katta | |
| 27 | 1RV21AI053 | Sreekanth Sreekar | |
| 28 | 1RV21AI055 | Sunil Kumar S | |
| 29 | 1RV21AI057 | Swastik Agarwal | Crawler Based Search Enginees |
| 30 | 1RV21AI059 | Tripti Kanodia | |
| 31 | 1RV21AI061 | Yazna Kalp | |
| 32 | 1RV22AI400 | Ajith Subrahmanya M | |
| 33 | 1RV22AI402 | Mohammed Faiyaz | Types Of Crawlers |
| 34 | 1RV22AI404 | Pranathi V | |
| 35 | 1RV21AI005 | Ajay Brightson | |
| 36 | 1RV21AI054 | Subhash Gupta P | |
| 37 | 1RV21AI002 | Abhinav Anand | Case Study On Duckduckgo Search Engine |
| 38 | 1RV21AI004 | Ahamad Ali Meerasab Athani | |
| 39 | 1RV21AI006 | Akhil Reddy N | |
| 40 | 1RV21AI008 | Aman Tripathi | |
| 41 | 1RV21AI010 | Anantha Vishnu N G | Case Study On Brave Search Engine |
| 42 | 1RV21AI012 | Ayush Goyal | |
| 43 | 1RV21AI014 | B SAI ROHITH | |
| 44 | 1RV21AI016 | David Yadav | |
| 45 | 1RV21AI018 | Dhanush S | Case Study on Ecosia Search Engine |
| 46 | 1RV21AI020 | Ganeshprasad Revadi | |
| 47 | 1RV21AI022 | Harshith Suresh | |
| 48 | 1RV21AI024 | M S Agneya | |
| 48 | 1RV21AI026 | Madhumita K H | Case Study On Gibiru Search Engine |
| 50 | 1RV21AI028 | Mohit Lunia | |
| 51 | 1RV21AI030 | Namratha P Bhat | |
| 52 | 1RV21AI032 | Keerthan Reddy | |
| 53 | 1RV21AI034 | Niveditha V | Case Study On Swisscows Engine |
| 54 | 1RV21AI036 | Ganapathiraju Pardhiv Varma | |
| 55 | 1RV21AI038 | Prajwal M Pawar | |
| 56 | 1RV21AI040 | Rahul Samuel Anilal | |

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|---|---|---|---|
| 57 | 1RV21AI042 | Rohan B Mahendra | Case Study On Lukol Search Engine |
| 58 | 1RV21AI044 | Rohan Sridhar | |
| 59 | 1RV21AI045 | Saakshi Bagali | |
| 60 | 1RV21AI048 | Shreyas R | |
| 61 | 1RV21AI050 | Shubham Kumar | Search Engine Optimization |
| 62 | 1RV21AI052 | Sloke | |
| 63 | 1rv22ai403 | Phalguna P Shavanak | |
| 64 | 1RV21AI049 | Shrishti | |
| 65 | 1RV21AI058 | T Nandha Kumar | Search Engines Used In Mobile Phones |
| 66 | 1RV21AI060 | Vaishnavi A | |
| 67 | 1RV21AI062 | Yeduguri Indraneel Reddy | |
| 68 | 1RV22AI401 | M Madhavareddy | |

**List of Students**

**Name of the Course: Communicative English**

**Year: 2023-24**

| Sl.No | USN | Name | Topic of EL |
|---|---|---|---|
| 1 | 1RV22AI057 | Srikar Reddy Yettapu | Technology |
| 2 | 1RV23AI001 | Aaditey Chalva | Winter season |
| 3 | 1RV23AI002 | Aanish Khan | Sports |
| 4 | 1RV23AI003 | Abhayachandra C | Winter season |
| 5 | 1RV23AI004 | Abhilash Maiya Y | Sports |
| 6 | 1RV23AI005 | Adheesh Mudgal | deforestation |
| 7 | 1RV23AI006 | Adithya Acharya U | Poetry |
| 8 | 1RV23AI007 | Aditya Kaushik | Summer season |
| 9 | 1RV23AI008 | Aditya Ranjan | SPARK |
| 10 | 1RV23AI009 | Aditya Tripathi | |
| 11 | 1RV23AI010 | Affan Yasir | Sports |
| 12 | 1RV23AI011 | Ahibhruth A | Time management |
| 13 | 1RV23AI012 | Alroy Deon Saldanha | Summer season |
| 14 | 1RV23AI013 | Amogh A P | Time management |
| 15 | 1RV23AI014 | Amudhan S | Crossword puzzle |
| 16 | 1RV23AI015 | Anamay Mittal | Natural Disasters |
| 17 | 1RV23AI016 | Anika Vidya Raghav | Winter season |
| 18 | 1RV23AI017 | Aniket R T | Time Management |
| 19 | 1RV23AI018 | Anjali Suresh Kalarikkal | SPARK |
| 20 | 1RV23AI019 | Anupama | Science |
| 21 | 1RV23AI020 | Apoorva Krishna P | Music |

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|---|---|---|---|
| 22 | 1RV23AI021 | Arindam Gupta | Women empowerment |
| 23 | 1RV23AI022 | Ashish R Biradar | Essay on Winter season |
| 24 | 1RV23AI023 | B Vinayaka Aili | Mobile Phone |
| 25 | 1RV23AI024 | Ballupet Prakash Monal | Technology |
| 26 | 1RV23AI025 | Bhavin Biju | Winter season |
| 27 | 1RV23AI026 | Bheemaraj Doddamani | Traffic |
| 28 | 1RV23AI027 | Biradar Abhishek Mallikarjun | Winter season |
| 29 | 1RV23AI028 | Daksh Chauhan | Pollution |
| 30 | 1RV23AI029 | Dhaksha Muthukumaran | Music |
| 31 | 1RV23AI030 | Dhanush K M | Time management |
| 32 | 1RV23AI031 | Dhanush R Moolemane | Deforestation |
| 33 | 1RV23AI032 | Dhruv Patankar | Natural disasters |
| 34 | 1RV23AI033 | Diptanshu Kumar | Crossword puzzle |
| 35 | 1RV23AI034 | Garv Agarwalla | Mobile Phone |
| 36 | 1RV23AI035 | Gnanendra Naidu N | Crossword puzzle |
| 37 | 1RV23AI036 | Harsh Agrawal | Winter season |
| 38 | 1RV23AI037 | Hema Umesh Hegde | Technology |
| 39 | 1RV23AI038 | Ishan Shekhar Prasad | Winter season |
| 40 | 1RV23AI039 | Ishita Goyal | Friendship poem |
| 41 | 1RV23AI040 | Joseph Rejo Mathew | Deforestation |
| 42 | 1RV23AI041 | Juned Baba D Hunashimarad | Technology |
| 43 | 1RV23AI042 | K S Shamith Raj | Technology |
| 44 | 1RV23AI043 | Karnati Lakshmi Sree | Music |
| 45 | 1RV23AI044 | Kashish Gupta | Technology |
| 46 | 1RV23AI045 | Kavya Jain | Women empowerment |
| 47 | 1RV23AI046 | Keerthi V C | Music |
| 48 | 1RV23AI047 | Kumar Yash | Time management |
| 49 | 1RV23AI048 | Kushal S Gowda | Cricket |
| 50 | 1RV23AI049 | Machani Bhanu Teja | Mobile phone |
| 51 | 1RV23AI050 | Maheshkumar | SPARK |
| 52 | 1RV23AI051 | Manoj | Time Management |
| 53 | 1RV23AI052 | Manvith S | Crossword puzzle |
| 54 | 1RV23AI053 | Manya Sharma | Winter season |
| 55 | 1RV23AI054 | Mayur Kumar K N | Mobile phones |
| 56 | 1RV23AI055 | Medha Sanketh | Natural disaster |
| 57 | 1RV23AI056 | Mohit M | AI & Health |
| 58 | 1RV23AI057 | Mohith V | sports |
| 59 | 1RV23AI058 | Monil Palak Mehta | Summer season |
| 60 | 1RV23AI059 | Mowin S | Bengaluru traffic |
| 61 | 1RV23AI060 | Mylavaram Phanikumar Sahasra | Science |
| 62 | 1RV23AI061 | N Mohammed Akhil | Rainy day |
| 63 | 1RV23AI062 | N Yamini | Science |

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|---|---|---|---|
| 64 | 1RV23AI063 | Nandini C | Women empowerment |
| 65 | 1RV23AI064 | Nandini R Aravindakshan | Science |
| 66 | 1RV23AI065 | Navyasri Mahitha Pulipati | Traffic challenges and Solutions |
| 67 | 1RV23AI066 | Neelam J | Pollution |
| 68 | 1RV23AI067 | Niranjan S Kaithota | Crossword puzzle |
| 69 | 1RV23AI068 | Nishan U Shetty | COVID-19 |
| 70 | 1RV23AI069 | Nishta N Shetty | Pollution |
| 71 | 1RV23AI070 | Nitish Agarwal | SPARK |
| 72 | 1RV23AI071 | Nitya Sharma | |
| 73 | 1RV23AI072 | Penchala Himashree Perumalla | Indian festivals |
| 74 | 1RV23AI073 | Pratham M Mallya | Winter season |
| 75 | 1RV23AI074 | Preetam Baheti | AI |
| 76 | 1RV23AI075 | Preetham R | COVID-19 |
| 77 | 1RV23AI076 | Priyansh Abhishek Poddar | Winter season |
| 78 | 1RV23AI077 | R Daksharani | Pollution |
| 79 | 1RV23AI078 | Raghavi U Baler | Traffic |
| 80 | 1RV23AI079 | Ramita K A | College festival |
| 81 | 1RV23AI080 | Ravi Kishan Kumar | AI |
| 82 | 1RV23AI081 | Rayala Yuvaraj Vaishnav | AI |
| 83 | 1RV23AI082 | Rushil Shodavaram | COVID 19 |
| 84 | 1RV23AI083 | S Vishwanatha | Crossword puzzle |
| 85 | 1RV23AI084 | Sachit Ramesha Gowda | Winter season |
| 86 | 1RV23AI085 | Samruddhi D | Crossword puzzle |
| 87 | 1RV23AI086 | Sankalp Khamesra | Crossword puzzle |
| 88 | 1RV23AI087 | Sasank Sekhar Panda | AI |
| 89 | 1RV23AI088 | Shalini P | College Fest |
| 90 | 1RV23AI089 | Shanavi Narayan | Winter season |
| 91 | 1RV23AI090 | Shanthesh A S | Crossword puzzle |
| 92 | 1RV23AI091 | Shashank Krishnamani | Winter season |
| 93 | 1RV23AI092 | Shaurya Singh | Crossword puzzle |
| 94 | 1RV23AI093 | Shravyaa S | Poem |
| 95 | 1RV23AI094 | Shresta Namburi | College fest |
| 96 | 1RV23AI095 | Shreya Mohan | Traffic |
| 97 | 1RV23AI096 | Shreyas Bharadwaj | Crossword puzzle |
| 98 | 1RV23AI097 | Shripoorna Badagandi | Time management |
| 99 | 1RV23AI098 | Shubh Somani | Winter season |
| 100 | 1RV23AI099 | Shubhaditya Basudeo Bechan | Sports |
| 101 | 1RV23AI100 | Shubham Kumar Pandey | Winter season |
| 102 | 1RV23AI101 | Siddarth A Thotada | |
| 103 | 1RV23AI102 | Siri Kumar C S | |
| 104 | 1RV23AI103 | Sourabh R Shetty | Time management |
| 105 | 1RV23AI104 | Sreeharish T J | Winter season |
| 106 | 1RV23AI105 | Sri Ram A | Winter season |
| 107 | 1RV23AI106 | Srihari S | Cross word puzzle |

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|---|---|---|---|
| 108 | 1RV23AI107 | Srujan R | Time Management |
| 109 | 1RV23AI108 | Sumith S Shet | Tourism in India |
| 110 | 1RV23AI109 | Suravi Reddy | College Fest |
| 111 | 1RV23AI110 | Surya Pratap Singh | Sports |
| 112 | 1RV23AI111 | T P Mohith | Winter season |
| 113 | 1RV23AI112 | Tanuj S | Time Management |
| 114 | 1RV23AI113 | Tejas Anand | Indian Festival |
| 115 | 1RV23AI114 | Tharun Gowda P R | SPARK |
| 116 | 1RV23AI115 | Vaibhav S P | Tourism in India |
| 117 | 1RV23AI116 | Vaivaswat Verma | Indian festivals |
| 118 | 1RV23AI117 | Velumuri Sriram Kumar | SPARK |
| 119 | 1RV23AI118 | Vijaykumar B K | COVID 19 |
| 120 | 1RV23AI119 | Vikas Lalwani | Sports |
| 121 | 1RV23AI120 | Vinod Kumar | Tourism in India |
| 122 | 1RV23AI121 | Yash Sharma | Sports |
| 123 | 1RV23AI122 | Yashas H D | Crossword puzzle |
| 124 | 1RV23AI123 | Yashna Bhandary | Pollution |
| 125 | 1RV23AI124 | Yashpreet Goyal | Tourism in India |
| 126 | 1RV23AI125 | Yug Shivhare | Tourism in India |
| 127 | 1RV23AI126 | Zaid Sharieff | Indian Festivals |

**List of Students**

**Course: Database Management Systems**

**Year : 2022-23**

| SL NO. | USN | NAME OF THE STUDENT | Topic of EL / PBL |
|---|---|---|---|
| 1 | 1RV21AI035 | Om Mangalgi | Rvdar : An Effective Way To Travel Through Rvce |
| 2 | 1RV21AI040 | Rahul Samuel Anilal | |
| 3 | 1RV21AI054 | Subhash Gupta | |
| 4 | 1RV21AI004 | Ahamad Ali Meerasab Athani | It Consultancy Management |
| 5 | 1Rv21AI023 | Kumar Aryan | |
| 6 | 1RV21AI005 | Ajay Brightson | Dental Clinic Management |
| 7 | 1RV21AI038 | Prajwal M Pawar | |
| 8 | 1RV21AI056 | Swarna A N | |
| 9 | 1RV21AI047 | Shivaprasad Hiremath | Billing Management System-Retail Stores |
| 10 | 1RV21AI031 | Naveen S Chegaraddi | |

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|---|---|---|---|
| 11 | 1RV21AI020 | Ganeshprasad Revadi | |
| 12 | 1RV21AI024 | M S Agneya | Agricultural Trading System |
| 13 | 1RV21AI029 | N Akash | |
| 14 | 1RV21AI046 | Samarth K | |
| 15 | 1RV21AI001 | Aayaan Hasnain | Inventory Management System |
| 16 | 1RV21AI007 | Akshay Alva | |
| 17 | 1RV21AI015 | C.S Ajey Prasad | |
| 18 | 1RV22AI403 | Phalguna P Shavanak | Train Ticketing System |
| 19 | 1RV22AI400 | Ajith Subrahmanya M | |
| 20 | 1RV22AI400 | Ajith Subrahmanya M | |
| 21 | 1RV21AI017 | Dev | RTO Management System |
| 22 | 1RV21AI021 | Granth | |
| 23 | 1RV21AI002 | Abhinav | |
| 24 | 1RV21AI060 | Vaishnavi A | Wildlife Management System |
| 25 | 1RV21AI009 | Anagha Casaba | |
| 26 | 1RV21AI008 | Aman | |
| 27 | 1RV21AI057 | Swastik Agarwal | Real Estate Management System |
| 28 | 1RV21AI049 | Shrishti | |
| 29 | 1RV21AI050 | Shubham Kumar | |
| 30 | 1RV21AI011 | Ashika V | Journal Management System |
| 31 | 1RV21AI059 | Tripti Kanodia | |
| 32 | 1RV21AI028 | Mohit Lunia | |
| 33 | 1RV21AI037 | Partha Sai Paladugu | Bike Rental Service |
| 34 | 1RV21AI014 | B Sai Rohith | |
| 35 | 1RV21AI032 | N Keerthan Reddy | |
| 36 | 1RV21AI041 | Revanasiddappa | Parking Lot Management System |
| 37 | 1RV21AI055 | Sunil Kumar S | |
| 38 | 1RV21AI053 | Sreekantha Sreekar | |
| 39 | 1RV22AI401 | Madhava Reddy | Court Case Management System |
| 40 | 1RV21AI058 | T Nandha Kumar | |
| 41 | 1RV21AI039 | P Sharat Chandra | Student Management System |
| 42 | 1RV21AI062 | Indraneel Reddy | |
| 43 | 1RV21AI044 | Rohan Sridhar | |
| 44 | 1RV21AI026 | Madhumita K H | Court Case Database Management System |
| 45 | 1RV21AI030 | Namratha Bhat | |
| 46 | 1RV21AI045 | Saakshi Bagali | |
| 47 | 1RV21AI003 | Abhishek N D | Advertisement Agency Client Management System |
| 48 | 1RV21AI006 | Namratha Bhat | |
| 49 | 1RV21AI022 | Harshith Suresh | Jewellery Management System |
| 50 | 1RV21AI019 | Dheeraj Anna | |
| 51 | 1RV21AI052 | Sloke | |

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|---|---|---|---|
| 52 | 1RV21AI016 | David Yadav | Poultry Farm Management System |
| 53 | 1RV21AI013 | Aryaveer Gowda | |
| 54 | 1RV21AI010 | Anantha Vishnu | |
| 55 | 1RV21AI030 | Nivedita | Library Management System |
| 56 | 1RV21AI029 | Shreyas R | |
| 57 | 1RV21AI020 | Dhanush | |
| 58 | 1RV21AI035 | Meenakshi | Social Impact Tracking |
| 59 | 1RV21AI027 | Rohan Mahendra | |
| 60 | 1RV21AI060 | Yaznakalp | |
| 61 | 1RV21AI040 | Nishanth | Inventory Management |
| 62 | 1RV21AI050 | Maanas | |
| 63 | 1RV21AI020 | Siddarth Katta | |

**List of Students**

**Course** : Programming in C
**Year: 2021-22**

| SL NO. | USN | NAME OF THE STUDENT | Topic of EL / PBL |
|---|---|---|---|
| 1 | RVCE21BAI001 | Saakshi Bagali | Algorithms |
| 2 | RVCE21BA1002 | N Akash | Flow Charts |
| 3 | RVCE21BAI004 | Madhumita Kh | Operations On Pointers |
| 4 | RVCE21BA1005 | Sreekantha Sreekar | Searching Problems |
| 5 | RVCE21BA1003 | Rahul Samuel Anilal | Sorting Problems |
| 6 | RVCE21BAI006 | Nishanth Shyam . Shankar | Running The C Program |
| 7 | RVCE21BAI007 | Yeduguri Indraneel Reddy | Keywords |
| 8 | RVCE21BAI008 | Siddharth S Katta | Identifiers |
| 9 | RVCE21BAI009 | Rohan B Mahendra | Formatted Input |
| 10 | RVCE21BAI010 | Yazna Kalp | Formatted Output |
| 11 | RVCE21BAI012 | Meenakshi Vijay Shin | Arithmetic Operators |
| 12 | RVCE21BAI013 | Rohan Menon | Pointers And Strings |
| 13 | RVCE21BAI014 | Granth Mirchandani | Typecasting Of Pointers |
| 14 | RVCE21BAI015 | Ahamad Ali Meerasab Athani | Relational Operators |
| 15 | RVCE21BAI016 | Abhishek N D | Pointers And Functions |
| 16 | RVCE21BA1017 | B Sai Rohith | Logical Functions |
| 17 | RVCE21BA1018 | Cs Ajey Prasad | Increment And Decrement Operators |

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| 18 | RVCE21BA1019 | Parthasai Paladugu | Evaluation Of Expressions |
| 19 | RVCE21BA1020 | Ganeshprasad Revadi | Type Conversion In Expression |
| 20 | RVCE21BA1021 | Sunil Kumar S | Bitwise Operators |
| 21 | RVCE21BA1022 | Subhash Gupta Patchipulusu | Pointers And Functions |
| 22 | RVCE21BAI023 | Revanasiddappa | Operator Precedence And Associativity |
| 23 | RVCE21BA1024 | Ashika V | Simple If Statement |
| 24 | RVCE2IBAI025 | Shrishti | If Else Statement |
| 25 | RVCE2IBAI026 | Akhil Reddy N | The Elseif Ladder |
| 26 | RVCE2IBAI027 | Kumar Aryan | Switch Statement |
| 27 | RVCE2IBAI029 | Puripanda Sharat Chandra | Goto Statement |
| 28 | RVCE21BAI030 | Aayaan Hasnain | Initialization Of Pointers |
| 29 | RVCE21BAI031 | Dev | Types Of Arrays |
| 30 | RVCE21BAI032 | Harshith Suresh | Initialization Of One Dimensional Array |
| 31 | RVCE2IBA1033 | Mohit Lunia | Two Dimensional Array |
| 32 | RVCE21BA1034 | Swastik Agarwal | Initialization Of Strings Using Array |
| 33 | RVCE21BA1035 | Vaishnavimanu Adyam Venimadhav | String Operations And Functions |
| 34 | RVCE21BA1036 | Sloke | Types Of Functions |
| 35 | RVCE21BAI037 | Ayush Goyal | Recursion -Binary Search |
| 36 | RVCE21BAI038 | Abhinav Anand | Recursion Quicksort |
| 37 | RVCE21 BAI039 | Akshay Alva | Recursion -Mergesort |
| 38 | RVCE21BAI040 | Dheerajmanirathnam Anna | Storage Classes Of Functions |
| 39 | RVCE21BA1041 | Nimmala Keerthan Reddy | Recursion - Towers Of Hanoi |
| 40 | RVCE21BAI1042 | David Yadav | Recursion - Fibonacci Series |
| 41 | RVCE21BAI043 | Shivaprasad Hiremath | Recursion – Factorial Of A Number |
| 42 | RVCE21BAI044 | M S Agneya | For Loop |
| 43 | RVCE2IBAI045 | Bmaryaveer Gowda | While Loop |
| 44 | RVCE21BAI047 | Prajwal M Pawar | Jumps In Loops |
| 45 | RVCE21BA1048 | Anantha Vishnung | Recursion – Find Smallest Missing Element In The Sorted Array |
| 46 | RVCE21BAI050 | Maanas M Dev | Recursion - Bubble Sort |

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|---|---|---|---|
| 47 | RVCE21BAI052 | Naveens Chegaradddi | Recursion - Number As A Input And Return Factorial Of A Number |
| 48 | RVCE21BAI053\| | Ajay Brightson | C Program To Print Flyods Triangle |
| 49 | RVCE21BAI054 | Om Mangalgi | C Program To Insert New Element In A Sorted Array |
| 50 | RVCE21BAIO55 | Namratha P Bhat | C Program To Sum Of Left Diagonals Of A Matrix |
| 51 | RVCE21BAI056 | Anagha Casaba | To Calculate Determinant Of The Matrix |
| 52 | RVCE2IBAI58 | Rohan Sridhar | To Remove Characters In String Except Alphabets |
| 53 | RVCE21BAI059 | Shubham Kumar | Program To Check Whether Two Strings Are An Anagram |
| 54 | RVCE21BAI060 | G Pardhiv Varma | Program To Convert String To Double |
| 55 | RVCE2IBA1061 | Tripti Kanodia | Program To Allocate A Block Of Memory For An Array |
| 56 | RVCE21BA1062 | Aman Tripathi | Program To Print The Entered Characters In The Revers Ay |

# Master of Computer Applications

Department of Master of Computer Applications has been keen is continuous upskilling and upgrading in TLP. The department aims at providing best learning experience to the students through practical approach such as hands on experience in Laboratory, Internship, minor and major projects to envision the solutions to real world applications. Project Based Learning is emphasised in assessment including assignments or self-Learning. All these measures have alleviated the student's readiness towards being Industry ready.

Table of Contents:

1. Introduction
2. Theoretical Framework of Experiential Learning
3. Types and Approaches of Experiential Learning
4. Benefits of Experiential Learning
5. Challenges in Implementing Experiential Learning
6. Case Studies and Examples
7. Recommendations for Integrating Experiential Learning
8. Outcome and Conclusion

## 1. Introduction

The inclusion in ICT in education opens the new learning approaches including hands-on activities, problem-solving, and active commitment with the subjects. MCA (Master of Computer Applications) graduates are expected to design and deliver the solutions to the real-world problems in the rapidly evolving technological landscape. The Experiential learning and project based learning approach aids in bridging the theorical concepts and practical skills of students.

## 2. Theoretical framework of Experiential Learning

The theoretical framework for EL in MCA includes Human dimension- learning about oneself and others: team player, Integration- connecting people, ideas, and domain, learning to learn- becoming a better learner: life-long and sustained learning.

At department of MCA the EL and PBL are carried out as team activities, where students learn the skills to be a team player. They are provided with chances of exploring themselves to design solutions to the problems through design thinking approaches and acquire knowledge to fins association between users, solution, and the domain itself.

## 3. Types and Approaches of Experiential Learning

Department of MCA explored various approaches of EL and PBL such as weekly laboratory experiments, technical projects Minor and Major projects, Social and environmental projects through design thinking approach, Real time projects through Centre of Excellence. These diverse and practical approaches cater student community to acquire and enhance their practical knowledge and problem-solving ability.

Year wise Broad Topics

| 2023-24 | | |
|---|---|---|
| Sl No | Even Semester Topics (EL/PBL) | ODD Semester Topics (EL/PBL) |
| 1. | Even Semester are yet to commence for the year | AR VR: To obtain the Unity Certification of "Associate game developer"<br>WAP: Application domains considered are Event Management, Language learning, Landing page, social networking, E-commerce, Sales Monitoring, Dashboards<br>Job portals, Rental portals, AI chatbot, Crime alert, Online gaming, Booking / reservation, Matrimony Service |

| 2022-23 | | |
|---|---|---|
| Sl No | Even Semester Topics (EL/PBL) | ODD Semester Topics (EL/PBL) |
| 1. | DBMS: Database design, implementation, and querying (simple to complex queries) using Structured and un structed data bases such as MySQL for structure and MongoDB for NOSQL. Semantic DB concepts for current database design and interpretation. | OOP: Module of tkinter GUI, python function, python modules, dictionary in python and api, django web framework , mongoDB, Frontend - html ,css ,js, OpenCV for Motion Detection, D3 for Animation, Django Web Framework MySQL Database, Pillow, OpenCV, scikit-image, Jupyter(IDE), numpy, tensorflow, matplotlib, pandas, cv2, keras, Numpy and Pandas for data cleaning, Matplotlib for data visualization, Python flask for http server Sklearn for model building<br><br>AR-VR: To explore and design the Games in AR, VR or MR domain |

| 2021-22 | | |
|---|---|---|
| Sl No | Even Semester Topics (EL/PBL) | ODD Semester Topics (EL/PBL) |
| 1. | DSA: Load Balancing algorithms used in cloud computing (Round Robin and Weighted round robin)<br>Page replacement algorithms<br>Algorithms for Big databases<br>Shortest path algorithms used in computer networks and applications like google map<br>Algorithms used for resource management in software or optimization of content delivery networks (Rucksack problem)<br>Algorithms used in applications like network of roads, rail tracks connecting all the cities<br>Shortest path between all the source destination pairs<br>Linear ordering of vertices in directed acyclic graph<br>Algorithms used in applications like delivery of online ordered items by delivery boy to the customers at different locations in the city.<br>Traversal techniques used to convert an infix expression to prefix and postfix.<br>Algorithms used for data encryption<br>Algorithms used in task assignment to employees in an organization<br>Matrix Multiplication<br>String pattern matching algorithms used in detecting plagiarism in a sentence<br>Sorting countable objects, that come from a discrete set of values, such as bounded integers. | AR-VR: designing and developing either game based or experience based simple projects in the field of Augmented, Virtual and Mixed reality.<br><br>**Educational Website**-An educational website in its narrowest definition is one representing an educational institution such as a traditional school, college or university. It may also represent a private education provider such as a tutor, or a virtual college offering online and distance-based courses.<br>**Business Directory Websites**- A business directory website is one that gathers together data on many different businesses in one place. Such websites have traditionally been useful places to advertise on and have also served as valuable sources of free links to business websites<br>**Portfolio websites / CV websites**-Portfolio websites are ones serving as a showcase of the work |

| 2021-22 | | |
|---|---|---|
| Sl No | Even Semester Topics (EL/PBL) | ODD Semester Topics (EL/PBL) |
| 1. | Object Detection using Tiny ML: Data has been collected in real time from the institution and CNN model is built and evaluated using Tiny ML<br>Heart Disease Prediction: Real time data is collected, pre-processed and Regression algorithm is implemented. User Interface is developed using flask. | |

| 2020-21 | | |
|---|---|---|
| Sl No | Even Semester Topics (EL/PBL) | ODD Semester Topics (EL/PBL) |
| 1. | Reality Time Sign Language Detection using IBM Cloud: Different sign images are collected and pre-processed. Model is build using ML algorithm and uploaded in cloud.<br>Graduate Admission Prediction: Five years data regarding student admission and different other factors are collected, pre-processed and regression technique is implemented to predict the near admission | **Catalogue and Brochure**: A brochure website is the simplest type of website in terms of functionality. Brochure websites typically only have a few pages, and will be used by small businesses that need a simple online presence.<br>**Marketplace**: websites which allow multiple vendors to sell to customers through the same site.<br>**Portal, Informational**: brings together information from lots of different sources on the web, through their homepage, allowing users to access their emails, alerts and files all in one place.<br>**Online community, social media**: Social media websites are platforms which allow the sharing of images or ideas and encourage online interaction<br>**Merging of Topic with OOP course**: If the topic selected by students for OOP course allow to have the frontend, then with prior permission and discussion with both course handling faculty the student may take up the assignment |

| 2019-20 | | |
|---|---|---|
| Sl No | Even Semester Topics (EL/PBL) | ODD Semester Topics (EL/PBL) |
| 1. | | |

| 2018-19 | | |
|---|---|---|
| Sl No | Even Semester Topics (EL/PBL) | ODD Semester Topics (EL/PBL) |
| 1. | | |

## 4. Benefits of Experiential Learning with respect to your department

Some of the observed advantages of the EL and PBL among the student, are increased level of engagement, clear understanding the problem, adapting to new/latest tools and technologies, collaborative teamwork. Advantages observed for faculty are effective evaluation and assessment of the work, role, and contribution of each student in the work to give better feedback to students for improvement.

## 5. Challenges in Implementing Experiential Learning with respect to your department

The challenges identified for implementation of EL and PBL were: Defining clear and unambiguous problem statements. Time required for acquiring necessary knowledge to complete the work required more time as compared to traditional approaches. Framing evaluation criteria and rubrics to assess students' individual contribution, understanding the peer view, and coping with shift in one's idea. With time and experience these challenges are being handled.

## 6. Case Studies and Examples

Case studies considered at Department of MCA include real time and live projects from CoE, consultancy work, Social and environmental concerned projects through Design Thinking approach.

| 2023-24 | | | | |
|---|---|---|---|---|
| MCA104I-WAP: Assignment | | | | |
| Q. No | | Marks | CO | BT |
| 1 | Design and develop a web application for domain of your choice | 15 | 3 | 3 |
| 2 | Report demonstrating the entire development life cycle of your web application to be submitted after the presentation and review | 8 | 4 | 4 |

| | | | | |
|---|---|---|---|---|
| 3 | Presentation | 7 | 2 | 2 |

Assignment is team activity. Max size of the team is 2students. The team details to be shared within 2 days and get approval from the faculty.
List of Domain, Event Management app, Language learning app, Landing page, Social networking app, E-commerce app, Sales Monitoring app, Dashboards, Job portals, Rental portals, AI chatbot, Crime alert app, Online gaming app, Booking / reservation app, Matrimony app, Service app

Rubrics:

| Criteria | Excellent | Good | Poor |
|---|---|---|---|
| Analysing the requirements as per the selected domain | Excellent/different Analysis, design and development to get expected results (5 marks) | Good Analysis, design & development to get expected results (4-3marks) | Poor Analysis, limited design and development to get expected results (1-2 marks) |
| Aesthetic of the web applications with ease of navigation and user-friendly UI | Excellent aesthetics with user friendly UI (7-10 marks) | Good aesthetics with user friendly UI (3-6 marks) | Limited aesthetics with user friendly UI (1-2 marks) |
| Report | Organized and well formatted report with relevant content (6-8 marks) | Organized and but not well formatted report with relevant content (5-3 marks) | Poor organization and unformatted report with relevant content (1-2 marks) |
| Presentation | Confident and communicate all ideas clearly about method/ procedure (5-7marks) | Answers Questions & demonstrates good understanding of the working applicability (3-4 marks) | Explains the procedure without clear understanding (1-2 marks) |

Evaluation criteria:
The weightage of the Assignment Phase2 is of 20 marks.
The Assignment must be supported by GUI/Web interface.
The Assignment implementation must incorporate suitable data structures and programming methodology (Like: Greedy Approach, Divide and Conquer, Dynamic Programming, Backtracking or Branch and Bound) with the time complexity.
The Assignment will be evaluated in 2 phases.
Phase 1: Review on the application of data structure, programming methodology and implementation of programs
Phase 2: Analysis of the algorithms and GUI Implementation.
The questions 1 to 5 must be answered based on the topic selected by the group

| Sl. No | Question | Marks |
|---|---|---|
| 1 | Identify the different algorithms, data structures and various design techniques used to solve the given problem | 2 |
| 2 | Implement and demonstrate the problem using at least two different algorithms, data structures and techniques. | 7 |
| 3 | Analyze the time complexity of the problem for the identified algorithm, design techniques and data structures used. | 5 |
| 4 | Justify and evaluate the implemented design techniques? | 2 |
| 5 | GUI Design and implementation | 4 |

2021-22

22MCA13TL – COMPUTER NETWORKS

Review of the work will be done on -
Stage 1 - Understanding – any one of the View classes to be taken and sample working with one
event activity to be done and shown along with the explanation of other methods on the view object
considered - CO1 – 15 Marks
Stage 2 - Network Diagram & Procedure
o Problem definition – Requirement specification with hardware components used in the work to be specified
o The entire procedure / steps with required commands to be listed
o Students should pair as a team and can are free to choose a topic of their choice - CO2 – 15 Marks
Stage 3 – Implementation and Demonstration
o Linux commands related to the work taken up should be explained- CO3 – 15 Marks
o Demonstration of the work along with the report copy- CO4 – 15 Marks
Evaluation will be done on the individuals learning outcomes and contribution, demonstration and
presentation skills

20MCA251- Machine Learning

Assignment-1

| Subimitted on or before 10th May 2021 | | | | |
|---|---|---|---|---|
| Sl.No | Assignment1 | Marks | CO | BTL |
| 1 | software Testing related online certification course | 10 Marks | CO1,CO2 | 2 |
| 2 | Preparation of Presentation on the topic studied during certification and present | 5Marks | CO4 | 2 |

Assignment 2

| Submitted on or before 1st July 2021 | | | | |
|---|---|---|---|---|
| Sl.No | Assignment2 | Marks | CO | BTL |
| 1 | Report writing for the Testing project | 5 Marks | CO1,CO2 | 1,2 |
| 2 | Identifying the test cases and Writing test cases related to Minor project for all three levels | 5Marks | CO3 | 3 |
| 3 | Automate the test case and demonstrate | 5 | CO4 | 4 |

Rubrics:

| Criteria | Excellent | Good | Poor |
|---|---|---|---|
| Important and relevant Software testing Certification | Software testing Certification on time (10marks) | Delay in the producing certification (7marks) | Only basics understanding on the Software testing (5 mark) |
| Presentation of the outcome of online ST certification | Presentation with outcomes of the ST certification (5 marks) | Only case study (2) | Poor presentaion(1mark) |
| Writing for the test case selected Minor project/Case study | Relevant test cases with respect to Project/1case study (5) | ------ | Poor Test cases (1) |

| | | | |
|---|---|---|---|
| Identification of the proper test cases | Identification Unit / Integration and system test cases of Test cases for with respect to Case study selected(5) | Only Unit test cases (2) | ------- |
| Execution/Demonstration of test cases for the project/case study | Execution of all test cases (5) | Only execution of unit test cases(2) | ---------- |

2020-21

20MCA21-Software Engineering

The Assignment will be evaluated in 2 phases.
o Phase 1: Review on the certification carried out
o Phase 2: Report writing

| Sl. No | Assignment1 | Marks | BTL | CO |
|---|---|---|---|---|
| 1 | software Engineering related online certification course | 10 Marks | L1, L2 | CO1, CO2 |
| 2 | Preparation of SRS in the IEEE for the case study | 5 Marks | L3 | CO4 |

| Sl. No | Assignment2 | Marks | BTL | CO |
|---|---|---|---|---|
| 1 | Report writing for the selected case study | 5 Marks | L1, L2 | CO1, CO2 |
| 2 | Methodology adopted for the case study | 5 Marks | L3 | CO3 |
| 3 | Key finding explanation for the case study | 5 Marks | L4 | CO4 |

2019-20

16MCA422 - MAD

Review of the work will be done on -
Stage 1 - Understanding – any one of the View classes to be taken and sample working with one
event activity to be done and shown along with the explanation of other methods on the view object considered - 05 marks
Stage 2 - The Logic and UI
o Problem definition – Requirement specification with sustainability of the work to be given
o The entire flow of the activities / fragments to be drawn and explained
o Sample EL is given at the end. Students can take their own works also - 10 marks
Stage 3 - Action and Coding
o Java code related to the work taken up to be done
o Demonstration of the app along with report copy - 15 marks
Evaluation will be done on the individuals learning outcomes and contribution, demonstration and
presentation skills

2018-19

18MCA13 – Data Structures Using C

Assignment Evaluation Criteria

Review – I Should be completed before 14-12-2018
Demo and Documentation pertaining to

| Rubrics | Marks | CO | BTL |
|---|---|---|---|
| Literature Review : Understand the topics, Existing algorithms / Usage of data structure | 05 | CO1 | L1,L2 |
| Design relevant Algorithm/ Logic of data structure to the problem | 05 | CO2 | L2, L3 |
| Apply the algorithm/ data structure to the problem<br>& Implementation of Preliminary Modules / Sub Modules and Analyze it | 05 | CO3 | L3 |

Review – II on 04-01-2019
Demo and Documentation pertaining to

| Rubrics | Marks | CO | BTL |
|---|---|---|---|
| Testing: Validation & Verification<br>& Examine the efficiency | 05 | CO4 | L3, L4 |
| Implementation of the Integrated System<br>& Project Report | 10 | CO4 | L4 |

## 7. Recommendations for Integrating Experiential Learning

Experiential Learning was introduced in the department as one of the components in Continuous evaluation process. Over the period the advantages and benefits of it are released. Currently the is integrated with theory as well as the laboratory component. The EL is also extended and used in the regular classes to demonstrate the working scenario of the concepts taught in theory sessions. One concept is demonstrated, and the related ones are explained and asked to implement during the class. This approach has improved the time duration of engagement and involvement of students during theory classes.

## 8. Outcome & Conclusion

EL approach in MCA yielded multifaceted benefits in TLP. It has proved to be a tool in enhanced learning through laboratory experiments, internships, minor and major projects. It develops a critical thinking , problem solving ability and team associativity among student community.

DEPARTMENT OF MASTER OF COMPUTER APPLICATIONS
EL TOPICS / ASSIGNEMNTS
Academic Year 2023-24
**20MCA14 : Object Oriented Programming**

| | | | |
|---|---|---|---|
| 1 | RVCE21MCA029 | Punith Gowda S P | Cyber crime management system using tkinter |
| | RVCE21MCA099 | Mathew K I | |
| 2 | RVCE21MCA010 | Shreeram M | Covid management system and Analyser |
| | RVCE21MCA082 | Sumanth CR | |
| 3 | RVCE21MCA023 | Yathish L | Weather forecast using tkinter |
| | RVCE 21MCA035 | SriGanesh NH | |
| 4 | RVCE21MCA016 | Megha Krishna | List Computation and Regular Expression. |
| | RVCE21MCA037 | Manjunatha B | |
| 5 | RVCE21MCA057 | S Prashant Iyer | Desktop Virtual Assistant (JARVIS the IRON MAN) |
| | RVCE21MCA011 | Piku Maity & | |
| | RVCE21MCA081 | Sanjeev K Pandit | |
| 6 | RVCE21MCA032 | Puneeth Kumar V | E-Commerce Application using Django |

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|---|---|---|---|
| | RVCE21MCA107 | Nithin | Examiner allotment system |
| 7 | RVCE21MCA061 | Thejas P | |
| | RVCE21MCA021 | Ranjith Kumar J | Quiz application |
| 8 | RVCE21MCA098 | Rakshith R | |
| | RVCE21MCA049 | Rudragouda | Face recognition using Django |
| 9 | RVCE21MCA114 | Pranav Dhama | |
| | RVCE21MCA042 | Nikhil Pradhan | Stock market analysis and prediction |
| 10 | RVCE21MCA112 | Piyush Kumar | |
| | RVCE21MCA091 | Vinay Narwade | Crypto Price and Graph Application |
| 11 | RVCE21MCA015 | Sanjana Gururaj Avadhani | |
| | RVCE21MCA053 | Vaibhava Hathawar T L | Sports -Cricket Score Board |
| 12 | RVCE21MCA055 | Prajwal K | |
| | RVCE21MCA038 | Prakruthi C Y | Transportation Problem |
| 13 | RVCE21MCA054 | Tejas Girijakant Naik | |
| | RVCE21MCA005 | Shashank Tiwari | Restaurant Management System |
| 14 | RVCE21MCA024 | Tyagaraj Gopal Naik | |
| | RVCE21MCA017 | Prathiksha M | Placement Management System |
| 15 | RVCE21MCA092 | Nagendra Herle | |
| | RVCE21MCA028 | Suraj N M | Animal veterinary management system |
| 16 | RVCE21MCA064 | Sanskrati Agarwal | |
| | RVCE21MCA110 | Sharad Mishra | Time table management system |
| 17 | RVCE21MCA072 | Priyanka P Devaramani | |
| | RVCE21MCA025 | Sushmita Shastri | |
| 18 | RVCE21MCA004 | Naganath Kousik | Tourism management Application |
| | RVCE21MCA093 | Winil Joseph Rodrigues | |
| 19 | RVCE21MCA018 | Subrahmanya hegde | Car price prediction |
| | RVCE21MCA041 | Vaibhav Kulkarni | |
| 20 | RVCE21MCA068 | Sai kiran | |

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|---|---|---|---|
| | RVCE21MCA067 | Pavan v chakrasali | Web scrapping to get least cost of books |
| 21 | RVCE21MCA050 | Vipul Tiwari | Tourism Manual System |
| | RVCE21MCA062 | Ravi Bansal | |
| 22 | RVCE21MCA003 | Shashi Singh | Quiz management system |
| | RVCE21MCA066 | Shaik Rukhaya Bhanu | |
| 23 | RVCE21MCA008 | Sohan Gowda C | Online Quiz management system |
| | RVCE21MCA117 | Rakshitha K | |
| 24 | RVCE21MCA065 | Pavitra T | Demonstration of Package- List of Even and Odd Number |
| | RVCE21MCA118 | Supriya M V | |
| 25 | RVCE21MCA026 | Sai Nirupama | Face Detection using tkinter |
| | RVCE21MCA040 | Shimpy Kumari | |
| 26 | RVCE21MCA077 | Pannaga Shastri S | Real Time Chat Application |
| | RVCE21MCA075 | Prakash RS | |
| 27 | RVCE21MCA104 | Shireesha K B | Data management- Crime against women |
| | RVCE21MCA089 | Nikisha Bongale | |
| 28 | RVCE21MCA119 | Md Nazish | Demonstration of User defined Package |
| | RVCE21MCA058 | Sudhyasatta mondal | |
| 29 | RVCE21MCA095 | Somnath Basavant Kenchannavar | Application to post all program doubts |
| | RVCE21MCA103 | Tushar | |
| | | | |

Principles of UI/UX Design MCA262C3

| Team No | USN | Name | Topic of EL (Details like Online Course/Application development) |
|---|---|---|---|
| 1 | 1RV22MC109 | Gautam Vaghasiya | Online course: Principles of UX/UI Design by Meta |
| 2 | 1RV22MC076 | Rahul.M.Salagundi | Project Based EL<br>UIUX components used in Power Bi Dashboard |
| 3 | 1RV22MC114 | Yashas K V | Minor Project Based EL<br>UIUX concepts used to implement IOT Based Biogas Plant Monitor |
| 4 | 1RV22MC085 | Sanketh S K | |
| 5 | 1RV22MC042 | Karthik Kalburgi | Online Course : Udemy<br>Complete Web & Mobile Designer: UI/UX, Figma, +more |
| 6 | 1RV22MC038 | Harsh Divate | Online Course : Udemy<br>Figma UIUX Design Essentials |
| 7 | 1Rv22MC041 | Karthik G Hiremath | Online Course : Udemy<br>Figma UI UX Design Essentials |
| 8 | 1RV22MC067 | Prajwal B C | Minor Project Based EL<br>Dynamic Virtual Chatroom with Voice Integration using Unity |
| 9 | 1RV22MC074 | Priyanka SP | Food Delivery Application Website using FIGMA |
| 10 | 1RV22MC068 | Prajwal R | |
| 11 | 1RV22MC046 | Manjunath B | Online Course : Infosys Springboard<br>Adobe XD for Web Design: Essentials principles of UI and UX |
| 12 | 1RV22MC033 | Gagan AS | Online Certification course: Coursera<br>Visual Elements of User Interface Design |

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|---|---|---|---|
| 13 | 1RV22MC107 | Usha Rani | Online Course: Infosys Springboard Adobe XD for Web Design: Essentials principles of UI and UX |
| 14 | 1RV22MC020 | Bharath K R | Designing of EdTech Web Page using FIGMA |

**Academic Year 2022-23**

**20MCA14 : Object Oriented Programming**

| Experiential Learning Topics (Teamwise) | | | | |
|---|---|---|---|---|
| SL No. | Member Names | SAP ID | Project Title | |
| 1 | Aravinda A Kumar | RVCE22MCA057 | Weather forecasting application using python modules | module of tkinter GUI, python function,python modules, dictionary in python and api |
| | Manjunath | RVCE22MCA096 | | |
| | Abhishek G kellur | RVCE22MCA110 | | |
| 2 | Akash M | RVCE22MCA107 | AYUSH - Health and hospitality website using python modules | django web framework , mongoDB , Frontend - html ,css ,js |
| | Bharath K R | RVCE22MCA064 | | |
| | Gagan A S | RVCE22MCA023 | | |
| 3 | Aishwarya C S | RVCE22MCA074 | Time Planner | Python with user defined functions, tkinter GUI application, date, time, PIL(pillow), playsound modules |
| | Nida Fatimah | RVCE22MCA038 | | |
| | Anjali Singh | RVCE22MCA020 | | |
| 4 | Bharath G M | RVCE22MCA048 | Versaconvert | |

| | | | | |
|---|---|---|---|---|
| | Amit Dattatreya Hegde | RVCE22MCA039 | | |
| | Mohammed anas | RVCE22MCA089 | | |
| 5 | Akash R | RVCE22MCA030 | IOT - Motion Sensing Time Lapse | OpenCV for Motion Detection, D3 for Animation, Django Web Framework MySQL Database |
| | Leandra Anderson | RVCE22MCA037 | | |
| | | | | |
| 7 | Nabendu Das | RVCE22MCA010 | IRIS - A Speech Recognition AI System With GUI Application | Python Basic with Conditional, Looping Statements, Functions, Pyttsx3, SpeechRecognition and GUI Modules, Build-in Modules |
| | Anushreeta Biswas | RVCE22MCA022 | | |
| | Muhammad Junaid | RVCE22MCA103 | | |
| 8 | Aditya Hegde | RVCE22MCA013 | Application for image editing and filters | Pillow, OpenCV, scikit-image |
| | Nandan Bhat | RVCE22MCA007 | | |
| | Ninad Hegde | RVCE22MCA006 | | |
| 9 | Goutam Narasimha Hegde | RVCE22MCA075 | Handwritten text recognition | Jupyter(IDE), numpy, tensorflow, matplotlib,pandas,cv2,keras |
| | Manthan Kumar Singh | RVCE22MCA042 | | |
| | Nataraj Veerapur | RVCE22MCA081 | | |
| 10 | Manoj Kulkarni | RVCE22MCA006 | Face recognition Attendance system | |
| | Abhishek Jadhav | RVCE22MCA019 | | |
| | Karthik Kalburgi | RVCE22MCA014 | | |
| 11 | Hanumantha Raju H | RVCE22MCA083 | Library management system | Python, tkinter, mysql |
| | Bharath Kumar B R | RVCE22MCA079 | | |
| | Mohd. Sehran | RVCE22MCA121 | | |
| 12 | Kishore Kumar A | RVCE22MCA066 | Sorting Algorithms Visualizer | Python - Object Oriented Programming concepts , Functions, Genterators . Pygame |
| | Dilip Singh M | RVCE22MCA072 | | |
| | Bharath B R | RVCE22MCA073 | | |
| 13 | Akshara M V | RVCE22MCA060 | | Tkinter, turtle and numpy |

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|---|---|---|---|---|
| | Ashwin P R | RVCE22MCA011 | Shortest Path Finder Visualizer | |
| | Dhanush Kashyap N | RVCE22MCA034 | | |
| | | | | |
| 14 | Divya M | RVCE22MCA069 | Face Recognition based Attendance using Flask and OpenCV | Open CV, imutils, numpy, Argparse |
| | Kajal pandey | RVCE22MCA029 | | |
| | Niharika M | RVCE22MCA015 | | |
| 15 | C.Ranjith | RVCE22MCA036 | Shopping Website | Numpy and Pandas for data cleaning,Matplotlib for data visualization ,Python flask for http server Sklearn for model building |
| | G.Kaushal | RVCE22MCA117 | | |
| | Chamundeshwari | RVCE22MCA100 | | |
| 16 | Niharika N shetty | RVCE22MCA090 | Review sentiment analysis | |
| | Manasa N | RVCE22MCA065 | | |
| | Dhanya M | RVCE22MCA087 | | |
| 17 | Gurumallesh | RVCE22MCA078 | Lodge Management System | Python tkinter -this module is used for building GUI and comes inbuilt with Python |
| | Bharath Ramesh H | RVCE22MCA002 | | |
| | Akshaya R | RVCE22MCA018 | | |
| 18 | Harsh Divate | RVCE22MCA080 | Volume control with Gesture Detection using Open CV | Python, OpenCV for motion detection,Pycaw, Mediapipe |
| | Karthik G. Hiremath | RVCE22MCA046 | | |
| | Sahil S. Naik | RVCE22MCA116 | | |
| 19 | Aradhya KC | RVCE22MCA092 | Food Review Web Application | django web framework , mongoDB ,python modules |
| | Ameer Fahad | RVCE22MCA047 | | |
| | Abin Aiyappa KS | RVCE22MCA005 | | |
| | Ashish Garg | RVCE22MCA001 | Typing Speed Test | Python - Object Oriented Programming concepts , Functions |
| 20 | Devik Pareek | RVCE22MCA028 | | |

**Academic Year 2021-22**

**20MCA22: Data Structures and Algorithms**

| Group No | USN | Name | Topic |
|---|---|---|---|
| 1 | 1RV21MC090<br>1RV21MC084<br>1RV21MC092<br>1RV21MC089 | Sanjana A<br>Ravi B<br>Sanskrati A<br>Sai Nirupama | Algorithms used in task assignment to employees in an organization |
| 2 | 1RV21MC079<br>1RV21MC066<br>1RV21MC095<br>1RV21MC098 | Sushmita S<br>Nikisha B<br>Shahank<br>Shimpy | Shortest path algorithms used in computer networks and applications like google map |
| 3 | 1RV21MC072<br>1RV21MC076<br>1RV21MC065<br>1RV21MC087 | Piyush Kumar<br>Pranav Dhama<br>Nikhil Pradhan<br>Prashant Iyer | Matrix Multiplication |
| 4 | 1RV21MC064<br>1RV21MC115<br>1RV21MC114<br>1RV21MC108 | Nagendra Herale<br>Vaibhava H<br>Vaibhav K<br>Suraj N M | Traversal techniques used to convert an infix expression to prefix and postfix. |

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|---|---|---|---|
| 5 | 1RV21MC068<br>1RV21MC069<br>1RV21MC074<br>1RV21MC067 | Pannaga Shastri<br>Pavan V<br>Chakrasali<br>Prakash R S<br>Nithin | Shortest path between all the source destination pairs |
| 6 | 1RV21MC120<br>1RV21MC073<br>1RV21MC079<br>1RV21MC071 | Yathish L<br>Prajwal<br>Puneethkumar V<br>Piku Maity | Sorting countable objects, that come from a discrete set of values, such as bounded integers. |
| 7 | 1RV21MC099<br>1RV21MC104<br>1RV21MC106<br>1RV21MC103 | Shreeram M<br>Subramanya<br>Sumanth<br>Sriganesh | Algorithms used for data encryption |
| 8 | 1RV21MC096<br>1RV21MC063<br>1RV21MC070<br>1RV21MC093 | Shashi Singh<br>Naganath<br>Kousik<br>Pavithra T<br>Saik Rukhaya Banu | Page replacement algorithms (FIFO and Optimal page replacement) |
| 9 | 1RV21MC080<br>1RV21MC081<br>1RV21MC083<br>1RV21MC099 | Punith Gowda S P<br>RAkshith R<br>Ranjith Kumar<br>Shireesha K B | Algorithms used in applications like delivery of online ordered items by delivery boy to the customers at different locations in the city. |
| 10 | 1RV21MC113<br>1RV21MC110<br>1RV21MC116<br>1RV21MC088 | Tyagaraj Gopal Naik<br>Tejas Girijakanth Naik<br>Vinay Narwade<br>SaiKiran Kashyap | Load Balancing algorithms used in cloud computing (Round Robin and Weighted round robin) |
| 11 | 1RV21MC111<br>1RV21MC086 | Thejas P<br>Rudragouda | Algorithms for Big databases |

| | | | |
|---|---|---|---|
| | 1RV21MC118<br>1RV20MC062 | Winil Joseph<br>Megha Krishna K | |
| 12 | 1RV21MC078<br>1RV21MC107<br>1RV21MC091 | Priyanka<br>Supriya M V<br>Sanjeev Kumar | Algorithms used in applications like network of roads, rail tracks connecting all the cities |
| 13 | 1RV21MC075<br>1RV21MC077<br>1RV21MC083 | Prakruthi C Y<br>Prathiksha M<br>Rakshitha K | Linear ordering of vertices in directed acyclic graph |
| 14 | 1RV21MC085<br>1RV21MC101<br>1RV21MC102<br>1RV21MC119 | Rohan S<br>Sohan Gowda<br>Somnath K<br>Y S Kiran Kumar | String pattern matching algorithms used in detecting plagiarism in a sentence |
| 15 | 1RV21MC117<br>1RV21MC112<br>1RV21MC105<br>1RV21MC094 | Vipul Tiwari<br>Tushar<br>Sudhya Satta Mondal<br>Sharad Mishra | Algorithms used for resource management in software or optimization of content delivery networks (Rucksack problem) |

**20MCA251: MACHINE LEARNING**

| SL NO | USN NO | STUDENT NAME | Title |
|---|---|---|---|
| 1 | 1RV21MC001 | ABHISHEK M | Car Safety Analysis |
| 2 | 1RV21MC006 | AJITH KUMAR K | Sentiment analysis on movie reviews |
| 3 | 1RV21MC009 | AKASH E PUNAGIN | Face Detection |
| 4 | 1RV21MC011 | AMIT KUMAR | Real Time Crypto Market Analysis |
| 5 | 1RV21MC012 | ANANDGOUDA PATIL | Sentiment analysis on movie reviews |
| 6 | 1RV21MC022 | BHAKTHI PRABHU | Text Summarization |

| | | | |
|---|---|---|---|
| 7 | 1RV21MC025 | BHAT DIVYA SUBRAHMANYA | Audio to Text Conversion |
| 8 | 1RV21MC027 | CHANDAN B REDDY | Rain Prediction |
| 9 | 1RV21MC029 | CHANDANA M | Amazon Review analysis |
| 10 | 1RV21MC031 | D S HARSHITHA | Loan Prediction |
| 11 | 1RV21MC033 | DASHLINE JOVE D SOUZA | Text Summarization |
| 12 | 1RV21MC035 | DEEPAK MANJUNATH BOORMANE | Face Detection |
| 13 | 1RV21MC036 | DIVYA M | Amazon Review analysis |
| 14 | 1RV21MC041 | HARSHA K S | Heart Disease Prediction |
| 15 | 1RV21MC042 | HRUTIK | Prediction of Stock Values using Historical Data |
| 16 | 1RV21MC045 | JUNAID PASHA | Car Safet Analysis |
| 17 | 1RV21MC046 | K B KRISHNA | House Price Prediciton in Bangalore |
| 18 | 1RV21MC047 | KAUSTAV PAUL | Sign Language Detection |
| 19 | 1RV21MC048 | KAVYASHREE N | Loan Prediction |
| 20 | 1RV21MC049 | KHAIRUNNISA | Audio to Text Conversion |
| 21 | 1RV21MC050 | KIRAN H S | House Price Prediciton in Bangalore |
| 22 | 1RV21MC051 | KIRAN NAIK | Prediction of Stock Values using Historical Data |
| 23 | 1RV21MC052 | KISHANKUMAR DAHIYA | House Price Prediction(Bengaluru) |
| 24 | 1RV21MC057 | MANASI NINGAPPA SHIMPIGER | Sign Language Detection |
| 25 | 1RV21MC059 | MANJUNATHA B | Rain Prediction |
| 26 | 1RV21MC060 | MATHEW K I | Super Resolution using GAN |

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|---|---|---|---|
| 27 | 1RV21MC065 | NIKHIL PRADHAN | Trend and Forecast Analysis of Stock Market data |
| 28 | 1RV21MC067 | NITHIN | Placement Analysis |
| 29 | 1RV21MC068 | PANNAGA SHASTRI S | Placement Analysis |
| 30 | 1RV21MC071 | PIKU MAITY | Object Detection using Tiny ML |
| 31 | 1RV21MC072 | PIYUSH KUMAR | Trend and Forecast Analysis of Stock Market data |
| 32 | 1RV21MC073 | PRAJWAL K | Personality Prediction |
| 33 | 1RV21MC075 | PRAKRUTHI C Y | Students Marks Prediction |
| 34 | 1RV21MC076 | PRANAV DHAMA | Trend and Forecast Analysis of Stock Market data |
| 35 | 1RV21MC079 | PUNEETH KUMAR V | Personality Prediction |
| 36 | 1RV21MC081 | RAKSHITH R | Object Detection using Tiny ML |
| 37 | 1RV21MC082 | RAKSHITHA K | Students Marks Prediction |
| 38 | 1RV21MC083 | RANJITH KUMAR J | Object Detection using Tiny ML |
| 39 | 1RV21MC084 | RAVI BANSAL | Cartoonifying Images |
| 40 | 1RV21MC086 | RUDRAGOUDA | Super Resolution using GAN |
| 41 | 1RV21MC089 | SAI NIRUPAMA | Hand writing recognition |
| 42 | 1RV21MC091 | SANJIV KUMAR | Real Time Crypto Market Analysis |
| 43 | 1RV21MC092 | SANSKRATI AGARWAL | Hand writing recognition |
| 44 | 1RV21MC093 | SHAIK RUKHAYA BHANU | Cartoonifying Images |

| | | | |
|---|---|---|---|
| 45 | 1RV21MC096 | SHASHI SINGH | House Price Prediction(Bengaluru) |
| 46 | 1RV21MC099 | SHIREESHA KB | Speech Recognition system |
| 47 | 1RV21MC100 | SHREERAM M | Gold Price Analysis |
| 48 | 1RV21MC101 | SOHAN GOWDA.C | Movie Recommender system using sentiment analysis |
| 49 | 1RV21MC103 | SRIGANESH NH | Personality Prediction |
| 50 | 1RV21MC106 | SUMANTH C R | Gold Price Analysis |
| 51 | 1RV21MC111 | THEJAS P | Speech Recognition system |
| 52 | 1RV21MC113 | TYAGARAJ GOPAL NAIK | Movie Recommender system using sentiment analysis |
| 53 | 1RV21MC114 | VAIBHAV KULKARNI | Object Detection using Tiny ML |
| 54 | 1RV21MC120 | YATHISH L | Heart Disease Prediction |

**AUGMENTED AND VIRTUAL REALITY MCA262C2**

| Sl No | USN | Name of the Students | Title |
|---|---|---|---|
| | 1RV21MC025 | BHAT DIVYA SUBRAHMANYA | Human Skeleton System |
| | 1RV21MC049 | KHAIRUNNISA | |

| | | | |
|---|---|---|---|
| | 1RV21MC028 | Chandan S | Assembling of Car using AR |
| | 1RV21MC112 | Tushar | |
| | 1RV21MC109 | Sushmita S | AR Portal |
| | 1RV21MC | Sai Nirupama | |
| | 1RV21MC013 | Anjali Patel | Tic-Toc-Toe game |
| | 1RV21MC033 | Dashline Jove D Souza | |
| | 1RV21MC047 | Kaustav Paul | Live Image |
| | 1RV21MC057 | Manasi N Shimpiger | |
| | 1RV21MC115 | Vaibhava Hathwar T L | AR Tattoo |
| | 1RV21MC064 | Nagendra Herle | |
| | 1RV21MC007 | Akash | FPS shooting |
| | 1RV21MC006 | Ajith Kumar K | |
| | 1RV21MC004 | Aishwarya K Kamble | Game(ace of space) |
| | 1RV21MC005 | Aishwarya Nagaraj Babaleshwar | |
| | 1RV21MC095 | SHASHANK TIWARI | Ar game |
| | 1RV21MC110 | Tejas Naik | |
| | 1RV21MC090 | Sanjana Gururaj Avadhani | VR game ray tracing |
| | 1RV21MC098 | Shimpy Kumari | |
| | 1RV21MC120 | Yathish L | Tour of MCA Building through VR |
| | 1RV21MC041 | Harsha K S | |
| | 1RV21MC073 | Prajwal K | |
| | 1RV21MC096 | Shashi Singh | MCA Exhibition-VR |
| | 1RV21MC108 | Suraj N M | |
| | 1RV21MC091 | Sanjiv Kumar | |
| | 1RV21MC043 | Indrabhushan Maluche | Earth Core-Science through AR |
| | 1RV21MC039 | Gokul S | |
| | 1RV21MC044 | Jay Shah | ZigZag 3D- VR Game |
| | 1RV21MC053 | Krupa S Arjunwadkar | |
| | 1RV21MC015 | Anupam kushwaha | Coin tag collector game-VR |
| | 1RV21MC008 | Akash Bhardwaj | |
| | 1RV21MC023 | Bharat Ranjan | OnStack VR bgame |
| | 1RV21MC032 | Daizy Dsouza | |

**Academic Year 2020-21**

**20MCA251: MACHINE LEARNING**

| Sl No | USN | Name | Project Title |
|---|---|---|---|
| 1 | 1RV20MC116 | Yashas P | Load Status Classification |
| 2 | 1RV20MC050 | Mohammed Saqib | |
| 3 | 1RV20MC006 | Ansh Gupta | EMAIL SPAM /NON-SPAM |
| 4 | 1RV20MC091 | Sahana Jagadeesh Bhatt | |
| 5 | 1RV20MC089 | Sahana R Koralli | Stock market price prediction |
| 6 | 1RV20MC074 | Priyanka | |

| | | | |
|---|---|---|---|
| 7 | 1RV20MC002 | Akshay T N | Diabetic prediction |
| 8 | | Roshith | |
| 9 | 1RV20MC080 | Raghuram | Gold price prediction |
| 10 | 1RV20MC032 | Kavya N | |
| 11 | 1RV20MC015 | DURGESH KUMAR | House price prediction |
| 12 | 1RV20MC019 | GAURAV KUMAR | |
| 13 | 1RV20MC047 | Mathias Russel Richard Rudolf | Steam games sales / owners prediction |
| 14 | 1RV20MC038 | M Shamanth | |
| 15 | 1RV20MC033 | Kiran Dixit | Areca nut price prediction |
| 16 | 1RV20MC034 | Krishnamoorti Bhat | |
| 17 | 1RV20MC076 | R Bharath | Big Mart Sales Predicition |
| 18 | 1RV20MC098 | Shiva Putra | |
| 19 | 1RV20MC101 | Shrihari M | Reality Time Sign Language Detection using IBM Cloud |
| 20 | 1RV20MC092 | Sakib N Bagewadi | |
| 21 | 1RV20MC012 | Ashish Bisht | Gold price prediction |
| 22 | 1RV20MC058 | Naziya Anjum | |
| 23 | 1RV20MC037 | LIKITHA S | FAKE NEWS PREDICTION |
| 24 | 1RV20MC067 | POOJA R | |
| 25 | 1RV20MC023 | Hanumantha Reddy | Diabetic prediction |
| 26 | 1RV20MC090 | Sahana J | |
| 27 | 1RV20MC096 | Shashi Kumar N | Movie Recommendation System |
| 28 | 1RV20MC071 | Prashanth BC | |
| 29 | 1RV20MC078 | Rachana A | Students Marks Prediction |
| 30 | 1RV20MC082 | Rakshitha K B | |
| 31 | 1RV20MC054 | Nagarathna | Medical Insurance Cost Prediction |
| 32 | 1RV20MC048 | Megha M | |
| 33 | 1RV20MC031 | Kavitha M | Optimising Agricultural Production |
| 34 | 1RV20MC027 | Indhu P | |
| 35 | 1RV20MC016 | FIZA KOUSAR | Credit card Fraud Detection |
| 36 | 1RV20MC024 | Harini Gowda | Calories Burnt Prediction |
| 37 | 1RV20MC046 | Marcelo.D | |
| 38 | 1RV20MC108 | VIDYA ARADHYA G R | Diabetic prediction |

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|---|---|---|---|
| 39 | 1RV20MC026 | HARSHA VARDHANA P D | |
| 40 | 1RV20MC110 | VINAY KUMAR H R | CARTOONIFYING IMAGE |
| 41 | 1RV20MC004 | ANKITH KUMAR S K | |
| 42 | 1RV20MC077 | R VARUN PHUTANE | Consumption of Alcohol among youth |
| 43 | 1RV20MC097 | MOHAN SHARMA V | |
| 44 | 1RV20MC040 | Madhurya Mahadev | Medical insurance cost prediction |
| 45 | 1RV20MC093 | Sanmati R Hegde | |
| 46 | 1RV20MC009 | Anusha Manjunath Raykar | Iris data analysis |
| 47 | 1RV20MC084 | Ramya R Ambekar | |
| 48 | 1RV20MC043 | Mangala Devi N | Detecting fake news |
| 49 | 1RV20MC070 | Pranjali Prajwal M | |
| 50 | 1RV20MC087 | Royson Lobo | Movie success prediction |
| 51 | 1RV20MC100 | Shreyas H S | |
| 52 | 1RV20MC025 | Harsha EB | Emojify |
| 53 | 1RV20MC069 | Poorvika GN | |
| 54 | | Poojitha | Foot Fall Prediction |
| 55 | 1RV20MC117 | Yashaswini G | |
| 56 | 1RV20MC061 | NIRMAL KUMAR R | CAR PRICE PREDICTION SYSTEM |
| 57 | 1RV20MC049 | MITHUN TA | |
| 58 | 1RV20MC008 | Anurag Srivastava | Predict Loan Eligibility |
| 59 | 1RV20MC094 | Saurav Kumar | |
| 60 | 1RV20MC039 | Madhumitha.S | Customer targeting system |
| 61 | 1RV20MC085 | Ritisha.D | |
| 62 | 1RV20MC107 | Vatsal Patel | Stock Price Prediction |
| 63 | 1RV20MC113 | Vishal Gupta | |
| 64 | 1RV20MC036 | LAXMIKANTH | Glass Identification Data set |
| 65 | 1RV20MC014 | Dileep M G | |
| 66 | 1RV20MC106 | vamshikrishna BT | cricket score prediction |
| 67 | | Pavan Kumar | |
| 68 | 1RV20MC007 | Anshul Goyal | Player Performance Prediction |
| 69 | 1RV20MC075 | Pulkit Nagar | |
| 70 | 1RV20MC013 | Bhagyashree Iyar M | Face mask detection |

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|---|---|---|---|
| 71 | 1RV20MC112 | Vinod Kumar K | |
| 72 | 1RV20MC105 | Tejaswini Vishweshwar Hegde | Heart Attack Prediction Using Machine Learning |
| 73 | 1RV20MC095 | SAURAV PADHY | GRADUATE ADMISSION PREDICTION |
| 74 | 1RV20MC060 | Nirbhay patel | currency-exchange-rate-prediction-master |
| 75 | 1RV20MC003 | Aman raj | |
| 76 | 1RV20MC035 | Lalith Kumar M | Titanic disaster prediction |
| 77 | 1RV20MC083 | Ramesh Singh | |
| 78 | 1RVCE20MCA093 | ISHITA SARKAR | FAKE NEWS Detection |
| 79 | RVCE20MCA063 | Mallikarjun | Iris Flower Classificaiton |
| 80 | RVCE20MCA063 | Shreepad | |

**18MCA342 – Operations Research**

| Sl.No | USN | Name | Topic |
|---|---|---|---|
| 1 | 1RV19MCA22 | Charan Nagendra SS | Health Care Industry |
| | 1RD19MCA26 | V Vidya Priya | |
| 2 | 1RZ19MCA27 | Rakshitha MP | Implementation of Game Problem |
| | 1RD19MCA28 | Varsha Arun Dutt | |

| | | | |
|---|---|---|---|
| 3 | 1RV19MCA40 | KaviyaShree.E | Advertising Industry |
| | 1RZ19MCA16 | Nirmala H.G. | |
| 4 | 1RD19MCA25 | Umashree.leader | Transportation Industry |
| | 1RZ19MCA08 | Miral kalal | |
| 5 | 1RV19MCA24 | Darshan D | HR Management: Assignment Problem |
| | 1RZ19MCA24 | Pramod Simha B K | |
| 6 | 1RV19MCA28 | Gireesh C Hosakoppa | Simulation of CPM |
| | 1RZ19MCA38 | Sameer Akhtar A | |
| 7 | 1RZ19MCA36 | Sagar M | Simulation of PERT |
| | 1RD19MCA24 | Thejashree R | |
| 8 | 1RD19MCA12 | Sridevi Vattikuti | Simulation of Call Center Problem |
| | 1RD19MCA30 | Vedhasree G | |
| 9 | 1RD19MCA14 | Srujan P R | Agriculture Domain |
| | 1RV19MCA07 | Amit Jadhav | |
| 10 | 1RZ19MCA05 | Lavanya S | Furniture Industry |
| | 1RV19MCA03 | Aishwarya K N | |

**Academic Year 2019-20**

**16MCA422: MAD**

| Sl No | USN | Name | Topic |
|---|---|---|---|
| 1. | 1RV17MCA12 | K Geetha | Cooking App |
| 2. | 1RV17MCA13 | Karthik S | Fitness Application |
| 3. | 1RV17MCA14 | Karthika M | Calculator |
| 4. | 1RV17MCA26 | Prashant Hegde | Automatic Id Card Generator |
| 5. | 1RV17MCA39 | Shishira Raj K | Speech Recognization |
| 6. | 1RV17MCA44 | Shwetha G S | Quiz App |
| 7. | 1RV17MCA47 | Suchitra V Naik | Voice Recorder |
| 8. | 1RV17MCA48 | Sumayya Begum | Chat Message App |
| 9. | 1RV17MCA56 | Syed Saif | Note Taking App |
| 10. | 1RV17MCA57 | Tanjila A Mulla | Book Information |
| 11. | 1RV18MCA50 | Abhishek P | Uber Clone |
| 12. | 1RV18MCA54 | Ganapathy S K | Currency Converter |
| 13. | 1RV18MCA56 | Harish G | Stopwatch |
| 14. | 1RV18MCA58 | Kavya J | Playlist |

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|---|---|---|---|
| 15. | 1RV18MCA60 | Preeti Basanagouda Patil | My Tracky Day |
| 16. | 1RV18MCA61 | Priya P | Fm Radio App |
| 17. | 1RV18MCA62 | Raksha Jayaram | Java Programming Lab Component |
| 18. | 1RV18MCA63 | Ramya S | Expenditure Calculator |
| 19. | 1RV18MCA64 | Sagar Dhawale | Random Number Generator |
| 20. | 1RV18MCA66 | Shilu P M | Voice Recorder |
| 21. | 1RV18MCA67 | Sunil Kumar N | Food Recipe App |
| 22. | 1RV18MCA68 | Swarna Raj | Music Player |
| 23. | 1RV18MCA71 | V Ramya | Calendar App |
| 24. | 1RV18MVA68 | Swarna Raj | Music Player |
| 25. | 1RZ17MCA01 | Aatish Brian D Silva | Galley App |
| 26. | 1RZ17MCA02 | Abdul Mathin Hb | Crud Operations On Employee Database |
| 27. | 1RZ17MCA04 | Aishwarya Pai | Compass |
| 28. | 1RZ17MCA06 | Anuradha Mitra | Chat |
| 29. | 1RZ17MCA07 | Apeksha Ganiger | Alarm App |
| 30. | 1RZ17MCA08 | Arpitha Prasad Hm | Anybooks |
| 31. | 1RZ17MCA10 | Arun S Jois | Sudoku Solver |
| 32. | 1RZ17MCA11 | Ashik S S | App To Display Date And Time |
| 33. | 1RZ17MCA24 | Nagaveena | Calendar |
| 34. | 1RZ17MCA26 | Navyashree | Calculator |
| 35. | 1RZ17MCA33 | Punitha N | Music Player |
| 36. | 1RZ17MCA39 | Ramya.S | Age Calculator |
| 37. | 1RZ17MCA44 | Roopa.D.R | Event Remainder |
| 38. | 1RZ17MCA46 | S.A.Yashaswini | Find Day Of Given Date |
| 39. | 1RZ17MCA47 | S.P.Nayana | Sound Recorder |
| 40. | 1RZ17MCA49 | Triveni D.V | General Event Reminder0 |
| 41. | 1RZ17MCA50 | Varun Sharma | Personal Book App |
| 42. | 1RZ17MCA54 | Vinod P | Personal Assistance |
| 43. | 1RZ17MCA57 | Yashoda Sh | Alarm Clock |
| 44. | 1RV17MCA53 | Sweta Dey | Gaming App |
| 45. | 1RV18MCA70 | V Jyothi | Random Number Generating |

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|---|---|---|---|
| 46. | 1RV18MCA70 | V Jyothi | Random Number Generating |
| 47. | 1RV18MCA52 | Ashwini S A | Beauty Care |
| 48. | 1RV18MCA57 | Kavitha S | Timer App |
| 49. | 1RZ17MCA40 | Ranit Hazra | Weather Application |
| 50. | 1RV17MCA45 | Sk Anisur Rahaman | Google Nearby Places |
| 51. | 1RV17MCA37 | Sharan B V | Task Alerting System |
| 52. | 1RV17MCA07 | Deepashri | News App |
| 53. | 1RV18MCA59 | Preetham Sadashiva Revanakar | Sgpa Calculation |
| 54. | 1RV17MCA20 | Madhushree M | Book Reviews App |
| 55. | 1RV18MCA69 | Tousif | Alarm App |
| 56. | 1RV17MCA27 | Ravi Kumar V | Simple Calculator |
| 57. | 1RV17MCA41 | Shivanna Sdiddreaddi | Scientific Calculator |
| 58. | 1RZ17MCA37 | Rakshit P | Themes Application |
| 59. | 1RV17MCA51 | Sutirtha Saha Chaudhary | Blood Bank |
| 60. | 1RV17MCA28 | Rishav Raj | Student Faculty Document Sharing App |

**Academic Year 2018-19**

## 18MCA13 – Data Structures Using C

| No. | USN | Name | Topic |
|---|---|---|---|
| 01 | | Minna Elizabath Joshy<br>Jyothi Jyothi | Simple Dictionary |
| 02 | | Hemanth Vaarma B H<br>Koteshwara Reddy | Sparse Matrix Generation |
| 03 | | Chethan Pavate<br>Nilya Kumar | Inventory Managment for Local Shopkeeper |
| 04 | | Ajay D K<br>Dhanusha S | 2D Geometric Figures |
| 05 | | Navya M<br>Nishchita Nayak | Graphical Display of Recursive Calls |
| 06 | | Ganesh Bhat<br>Harshit Kumar | Tic-Tac-Toe Game |

| | | | |
|---|---|---|---|
| 07 | | Jyothi K<br>K. Vaibahvi | Solving Polynomial Expressions |
| 08 | | Nayana G<br>Kruthika Basavaraj | Pattern Generation |
| 09 | | Akshay C<br>Karthick B | Simple Calculator with Graphical Display |
| 10 | | Manoj M<br>Mohammad Sharief | Mathematical Problems using C |
| 11 | | Adarsh Kumar<br>Ankit Aman | Next number in Series of Number |
| 12 | | Arun G A<br>Karthik N K | Strong Password Generator |
| 13 | | Iramma S<br>Anujna P Rao | Operations on Mathematical Matrices |
| 14 | | Manasa R<br>Brinda K | Simple Calculator Building |
| 15 | | Apurwa<br>Anshikapriya | Game |
| 16 | | Arpita Chikkodi<br>Nidhi Shenvi | Simple Text Editor |
| 17 | | Nandan Gowda<br>Ashok R | Telephone Directory |
| 18 | | Mamata T<br>Priyanka Kambar | Student Directory |
| 19 | | Akash Hebbar<br>Aditya Raj | Sorting Functions in a Header |
| 20 | | Netravati<br>Devaki Jagannath | Family Tree for Given Relations |
| 21 | | Mohammad Muzeeb<br>Bahubali Ashok | Music Organizer |
| 22 | | Jojode Yeshwanth<br>Chapadiya Savan | Sorting Functions for Shopping Application |
| 23 | | Akhil S | Red Light Simulator |

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|---|---|---|---|
| | | Ajith Naik | |
| 24 | | Jyotsna Swami<br>Blossom Saviour | Ticket Counter System |
| 25 | | Bavyasri V<br>Amruta Shankar | Contact Management System |
| 26 | | Datar Priyanka<br>Ankita Patil | Facial Expression Generator |
| 27 | | Bhavika Krishna Shah | Flight Simulator |
| 28 | | Arunima Jaiswal Chirag<br>Kashyap M | Reverse the Direction of a Given Singly Linked List |
| 29 | | Fernandes Macklon<br>Hanseen Quadros | Game Played by One Player |
| 30 | | Abhijeet Singh<br>Kriti Raj | Device Driver for Mouse |

| No. | USN | Team | Topic |
|---|---|---|---|
| 01 | | Vishwanath M<br>Sagar M S | Charts Visualization System |
| 02 | | Ravi Chandra H N<br>RakshitSadanand Bhat | Space Complexity Visualization of the Program |
| 03 | | Poornachandra C M<br>Reetesh Kumar | Different Calendar Display System |
| 04 | | Shubham Gupta<br>Swarup Kumar Gupta | Graphical Display of Fractals |
| 05 | | PragyaPriyadarshini<br>Samskruthi S Patil | Precision Calculator System |
| 06 | | Sandesh S Hedge<br>SwarnenduGayen | Medical Fitness Sorting System |
| 07 | | NiteshKumar | Call Centre Queuing System |

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|---|---|---|---|
| | | Umang Kumar Gupta | |
| 08 | | Pavan S<br>Pushkara A | Different Random Number Generators |
| 09 | | VidhyaShanbhang<br>Shakunthala N | Implementation of Vector Space Model |
| 10 | | Sanjana S<br>SumanKumari | Empirical Distribution Visualization System |
| 11 | | ShilpaG<br>Sinchana Karnawadi | Baby Growth Rate Display System |
| 12 | | Varshitha G<br>Vaishnavi N | File Management System |
| 13 | | Sruthikumari<br>TanujaKumari | Photo Ranking & Management System |
| 14 | | Rukesh K R<br>Shrikanth | Implementation Random Number Frequency Test |
| 15 | | Shweta Marandi<br>Soniya D | Simulation & Visualization of Searching Algorithm |
| 16 | | Sowbhagya S<br>Vaishanavi V | Part-Time Employee Job Management System |
| 17 | | Thikshaya M<br>Sakina Kanchwala | Document Ranking & Management System |
| 18 | | Sumath Sharma<br>ProlaySaha | ISBN Information System |
| 19 | | Sunny Kumar<br>Varun Naik | Medicine Catalogue Management System |
| 20 | | Ranjitha B V<br>Shaminaz | Research Paper Management System |
| 21 | | SahilBhasin<br>Sohail Hussain | Implementation on Sparse Matrix Operations |
| 22 | | Rakshit P<br>Vibin john | Plant Catalogue Management system |
| 23 | | Sadiq Jaffer<br>Pratim Sen | Simulation of News Paper Inventory System |

| | | | |
|---|---|---|---|
| 24 | | Sunil Kumar S H<br>Vikrantha T S | Video Ranking & Management System |
| 25 | | SuchethaShreeramBhat<br>Shikha Prakash Gitte | Management of Rental product |
| 26 | | Varun Kumar V<br>Rajesh G | Traffic Signalling System |
| 27 | | Prajwal P Bhat | Audio Typing system |
| 28 | | Vivinadithya A M | Library Management System |
| 29 | | Saharsh | Time complexity visualization of the program |

# First Year Experiential Learning schedule and process

RV Educational Institutions
RV College of Engineering
Autonomous Institution Affiliated to Visvesvaraya Technological University, Belagavi
Approved by AICTE New Delhi

RVCE/DA/ 1018 /2022-23 Thursday, August 24, 2023

**CIRCULAR**

Sub: Schedule and Assessment of EL for Communicative English-II (22HSE26)-Reg

1. This is to bring to the notice all the Department heads that as part of Experiential Learning for Communicative English II (22HSE 26), students have chosen two activities, one under oral communication skills **(Group A)** and one under written communication skills **(Group B)**. The activities of **Group A** and **Group B** will be assessed for 10 marks each.
2. The following are the list of **Group A** and **Group B** Activities

| **Group A** | | **Group B** | |
|---|---|---|---|
| Activities | Total number of students participating in each activity | Activities | Total number of students participating in each activity |
| Debate | 229 | Poetry writing | 99 |
| Pick and speak | 170 | Blog | 83 |
| Standup comedy | 21 | crossword puzzles | 214 |
| Play/drama | 44 | Essays | 943 |
| Videos on grammar topics | 700 | English Magazine | 28 |
| Travel Vlog | 203 | | |
| Total Number of Students | 1367 | Total Number of Students | 1367 |

2 The assessment of **Group A** activities will be conducted on the dates specified below

| Sl.no | Activities | Date of conduction |
|---|---|---|
| 1 | Pick and speak | Aug 26, 2023 (offline activity) |
| 2 | Debate | Aug 31, 2023 (2 PM-5 PM) (offline activity) |
| 3 | Travel Vlog | Sep 2, 2023 (online submission) |
| 4 | Videos on grammar topics | Sep 2, 2023 (online submission) |
| 5 | Standup comedy | Sep 8, 2023 (2 PM-5 PM) (offline activity) |
| 6 | Play/drama | Sep 8, 2023 (2 PM-5 PM) (offline activity) |

3.The assessment of **Group B** activities will be scheduled by respective departments and will be intimated to students

4. Information regarding venue of **Group A** activities will be communicated to students a day before the evaluation

5. An online orientation session will be conducted for students who are registered for the Drama and English magazine. Date and time of orientation will be intimated shortly through department coordinators.

Enclosures:
1. Department wise statistics of number of students participating in various activities under oral and written communication skills
2. Department wise student registration list of EL activities
3. Guidelines for students for various EL activities

Coordinator

Dean Academics

DEAN ACADEMICS
R.V. College of Engineering
Bengaluru - 560 059

Principal

PRINCIPAL
R.V. College of Engineering
Bengaluru - 560 059

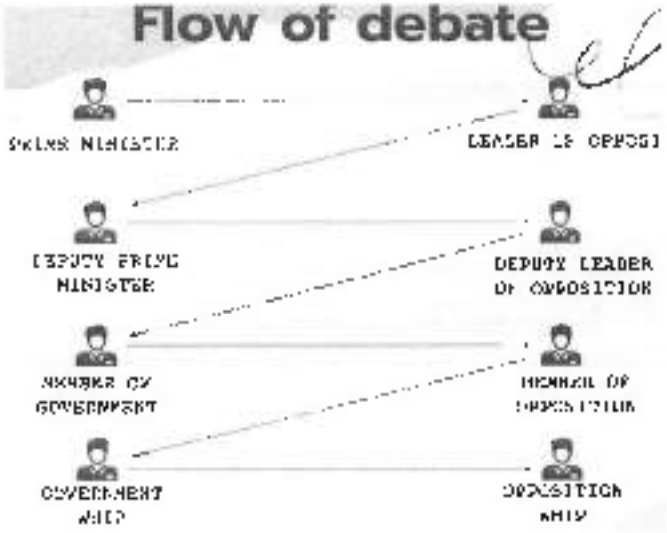
Copy to:
1. Dean Student Affairs.
2. HoDs for information and needful.
3. English lab coordinators of respective programs.
4. First year Counselors.

## Guidelines for Students involved in various EL activities

### Group A

**1. Debate**

- This is a team activity
- A debate session will have 8 students in two teams. Each team will consist of 4 members.
- List of teams will be circulated shortly
- Preparation time will be 25 minutes where each team will discuss the topic in depth.
- Each member of the team needs to give a 3 minute speech based on the order shown in the following flow chart.
- Speakers can read off a sheet of paper during the speech
- Use of the internet is strictly prohibited.
- Speakers will be graded only on the degree of persuasiveness and analysis. Manner of speaking (accents,rhetoric,etc..) will not be subject to evaluation.
- The speech structure of ARE (Argument->Reasoning->Example/Evidence) is encouraged.




**Speaker Roles**

**Government**

1. Prime Minister: The PM's role is to present a persuasive case by defining the motion, clarifying terms, and provide arguments for their case.
2. Deputy PM: The DPM's role is to refute the LO, while strengthening their case by adding new arguments and analysis
3. Member of Govt: The MOG counters the DLO's points and engages with oppositions case, while introducing some new arguments.
4. Govt. Whip: The Gov Whip summarizes the debate and explains why they deserve to win over opp. New arguments cannot be introduced

**Opposition**

5. Leader of Opp: The LO refutes the PMs case, provides the Opposition s stance on the motion, and provides arguments in support of their position
6. Member of Opp: The MOO counters the DLO's points and engages with oppositions case, while introducing some new arguments.
7. Deputy Leader of Opp: The DLO reinforces their partner's case, counters DPM's new points, Also, adds new points and layers of analysis supporting their position.
8. Opp Whip The Opp Whip summarizes the debate and explains why they deserve to win over gov side. New arguments cannot be introduced

**Debate Themes**

1. Philosophy: Philosophy debates delve into life's core concepts, fostering critical thinking through discussions on ethics, beliefs, and perspectives, while serving as a platform for dissecting impactful ideas.
2. Pop Culture: "Pop culture" as a theme in debates involves analyzing movies, music,social media, and more. It's about analysing the impact of pop culture in our everyday lives and in shaping our preferences, behaviors, and even our perceptions of the world around us
3. Education: This involves examining how policies influence the educational landscape At the same time, we delve into diverse aspects of education, and how education affects various communities.
4. Environment: For debates about the environment, the theme is about weighing different socio-economic policies and how it affects the environment both in the long-term and short-term.

**2. Pick and Speak**

- This is an Individual Activity
- The student will pick up a chit and on the selected topic will speak for about 2 3 minutes
- Speech should be completely in English.
- The venue for the conduction of EL will be intimated a day before the event
- Themes for Pick and speak: Education, Environment, Gender equality, Employment, Technology, corruption, Greatest leaders, Noble prize, philosophy.
- Students will be judged on content, delivery, clarity and expression originality, critical thinking

**3. Stand up comedy**

- It is an individual activity.
- Time limit is 4-5 Minutes.
- Participants can choose their own topic.
- Your material has to be original
- No participant can point out any individual or religion in any way, and any dual meaning obscene content is strictly not allowed.
- Participants will be evaluated on the basis of content, fluency, spontaneity, presentation & sense of humor.

**4. Drama**

- It's a team activity. However, Mono acting is also allowed
- Each team comprises a minimum of 3 students to a maximum of 6 students
- It is encouraged that the majority of the team members act and speak. This will work in favour of the team
- The selection of theme is open but should not touch on sensitive issues for instance, race, religion, politics etc
- Students can make their own teams for drama. Please refer to the attached list of students enrolled for drama
- Students will be judged on acting performance (how well the character was portrayed on stage), Dialogue (written and the way it is delivered on stage, grammar) , Script (originality, theme, impact) , technical aspect(use of stage, music, costume), Overall performance (audience impact), positive values or messages
- An online orientation for these students will be conducted. Date and time of orientation will be intimated shortly through department coordinators.

**5. Travel vlogs**

It is a team/individual activity. However, if it is a travel vlog, individual activity is allowed.

Time limit for videos is 5-8 minutes

Student face should be visible in videos

Students are encouraged to present videos in an innovative manner.

Submit the videos to the department coordinators by Sep 2, 2023. The mode of submission will be intimated by department coordinators.

Evaluation is based on content quality, video and sound clarity, speech and grammar.

**6. videos on grammar topics**

- It is a team activity. However, if it is a travel vlog, individual activity is allowed.
- Time limit for videos is 5-8 minutes
- Student face should be visible in videos
- Students are encouraged to present videos in an innovative manner. Complete PPT presentations should be avoided
- Submit the videos to the department coordinators by Sep 2, 2023. The mode of submission will be intimated by department coordinators.
- Evaluation is based on content quality, video and sound clarity, speech and grammar.

**Group B**

**1. Essays/Blogs**

- It is an individual activity
- Topic of the essay/blog will be provided at the venue
- The students will be given 1.5 hrs time to develop the content and write the essay or blog.
- No internet, printed materials, electronic gadgets, or storage devices shall be utilized.
- Essay should not exceed 1000 words
- Evaluation is based on content, organization and grammar

**2. Poetry**

- It is an individual activity
- 3 Poem themes will be announced and students can pick a theme of interest
- Students will be given 1.5 hrs time to develop the poem and write
- The title of the poem should be clearly stated. The length of the poem should be a minimum of 60 words and a maximum of 180 words
- No internet, printed materials, electronic gadgets, or storage devices shall be utilized.
- Evaluation is based on content and structure, rhythm, obvious and implied meanings and convention.

**3. English magazine**

- It is a team activity
- Students should form teams and cover all the EL activities and submit a report in the magazine format by Sep 10, 2023.
- An online orientation for these students will be conducted.
- Date and time of orientation will be intimated shortly through department coordinators.

**4. Crossword puzzle**

- It is an individual/team activity
- Each team receives the same puzzle
- No one gets to see the puzzle until the timer begins
- Individuals or teams try to put the puzzle together the fastest
- Rounds are a specified amount of time, two rounds of session are conducted
- Evaluation is based on solving all the puzzles, and the time taken to solve the puzzle.

Coordinator

24/8/23
Dean Academics

Dean Academics
RV College of Engineering
Bengaluru - 560 059.

24/8
Principal

Principal
RV College of Engineering
Bengaluru - 560 059

# Summary of EL activities Communicative English II (22HSE26)

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total no. of students in each department | 65 | 63 | 64 | 122 | 42 | 240 | 63 | 63 | 63 | 65 | 191 | 63 | 81 | 64 | 128 | 1377 |
| | No. of students opted for following activities under oral communication skill | AS | AI | BT | CV | CH | CS | CY | CD | EA | EEE | EC | ET | IS | IM | ME | |
| 1 | Pick and speak | 5 | 2 | 3 | 18 | 21 | 17 | --- | 2 | 10 | 6 | 13 | 1 | 8 | 5 | 57 | 170 |
| 2 | Debate | 20 | 12 | 23 | 19 | 10 | 17 | 6 | 2 | 8 | 4 | 39 | 14 | 14 | 26 | 15 | 229 |
| 3 | Travel Vlog | 18 | 15 | 11 | 17 | 4 | 7 | 10 | 1 | 1 | 32 | 23 | 19 | 11 | 6 | 28 | 203 |
| 4 | Videos on grammar topics | 12 | 32 | 25 | 48 | 7 | 196 | 46 | 55 | 31 | 20 | 103 | 28 | 46 | 26 | 25 | 700 |
| 5 | Standup comedy | 2 | 0 | 0 | 14 | 0 | 1 | 1 | | 0 | 0 | 1 | 1 | 0 | | 1 | 21 |
| 6 | Play/drama | 8 | 0 | 0 | 6 | 0 | 0 | --- | | 12 | 2 | 11 | 0 | 2 | 1 | 2 | 44 |
| | Total number of students for oral communication | 65 | 61 | 64 | 122 | 42 | 238 | 63 | 60 | 62 | 64 | 190 | 63 | 81 | 64 | 128 | 1367 |
| | No. of students opted for following activities under written communication skill | | | | | | | | | | | | | | | | |
| 1 | Poetry writing | 9 | 3 | 5 | 19 | 6 | 14 | 3 | 3 | 4 | 4 | 6 | 0 | 7 | 4 | 13 | 99 |
| 2 | Blog | 2 | 5 | 4 | 10 | 4 | 7 | 4 | 2 | 5 | 1 | 11 | 4 | 5 | 9 | 10 | 83 |
| 3 | crossword puzzles | 6 | 11 | 2 | 24 | 9 | 11 | 5 | 10 | 16 | 13 | 30 | 0 | 7 | 7 | 63 | 214 |
| 4 | Essays | 47 | 41 | 47 | 61 | 23 | 207 | 51 | 45 | 35 | 45 | 143 | 53 | 62 | 44 | 39 | 943 |
| 5 | Technical Magazine | 1 | 1 | 6 | 8 | 0 | 0 | 1 | | 2 | 1 | --- | 5 | 0 | | 3 | 28 |
| | Total number of students for written communication | 65 | 61 | 64 | 122 | 42 | 239 | 63 | 60 | 62 | 64 | 190 | 62 | 81 | 64 | 128 | 1367 |

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| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total number of students in each department | | 65 | 63 | 64 | 122 | 42 | 240 | 63 | 63 | 63 | 65 | 191 | 63 | 81 | 64 | 128 | 1377 |
| No. of students opted for following activities under oral communication skill | | AS | AI | BT | CV | CH | CS | CY | CD | EI | EEE | EC | ET | IS | IM | ME | |
| 1 | Pick and speak | 5 | 2 | 5 | 18 | 21 | 17 | *** | 2 | 10 | 6 | 13 | 1 | 8 | 5 | 57 | 170 |
| 2 | Debate | 20 | 12 | 23 | 19 | 10 | 17 | 6 | 2 | 8 | 4 | 39 | 14 | 14 | 26 | 15 | 229 |
| 3 | Travel Vlog | 18 | 15 | 11 | 17 | 4 | 7 | 10 | 1 | 1 | 32 | 23 | 19 | 11 | 6 | 28 | 203 |
| 4 | Videos on grammar topics | 12 | 32 | 25 | 48 | 7 | 196 | 46 | 55 | 31 | 20 | 103 | 28 | 46 | 26 | 25 | 700 |
| 5 | Standup comedy | 2 | 0 | 0 | 14 | 0 | 1 | 1 | | 0 | 0 | 1 | 1 | 0 | | 1 | 21 |
| 6 | Play/drama | 8 | 0 | 0 | 6 | 0 | 0 | *** | | 12 | 2 | 11 | 0 | 2 | 1 | 2 | 44 |
| | Total number of students for oral communication | 65 | 61 | 64 | 122 | 42 | 238 | 63 | 60 | 62 | 64 | 190 | 63 | 81 | 64 | 128 | 1367 |
| Activities for written communication skills | | | | | | | | | | | | | | | | | |
| 1 | Poetry writing | 9 | 3 | 5 | 19 | 6 | 14 | 2 | 3 | 4 | 4 | 6 | 0 | 7 | 4 | 13 | 99 |
| 2 | Blog | 2 | 5 | 4 | 10 | 4 | 7 | 4 | 2 | 5 | 1 | 11 | 4 | 5 | 9 | 10 | 83 |
| 3 | crossword puzzles | 6 | 11 | 2 | 24 | 9 | 11 | 5 | 10 | 16 | 13 | 30 | 0 | 7 | 7 | 63 | 214 |
| 4 | Essays | 47 | 41 | 47 | 61 | 23 | 207 | 51 | 45 | 35 | 45 | 143 | 53 | 62 | 44 | 39 | 943 |
| 5 | Technical Magazine | 1 | 1 | 6 | 8 | 0 | 0 | 1 | | 2 | 1 | --- | 5 | 0 | | 3 | 28 |
| | Total number of students for written communication | 65 | 61 | 64 | 122 | 42 | 239 | 63 | 60 | 62 | 64 | 190 | 62 | 81 | 64 | 128 | 1367 |

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**PROVISIONAL CANDIDATE LIST OF 2 SEMESTER B.E.: CIVIL ENGG., PROGRAM FOR THE YEAR 2022 - 2023**

| SL NO | USN | NAME | STUDENT RVCE EMAIL ID | Activity chosen under Oral Communication | Activity chosen under Written Communication |
|---|---|---|---|---|---|
| 1 | 1RV22CV001 | ABHIJIT DUTTA | abhijitdutta.cv22@rvce.edu.in | Videos on Grammar Topics | Essays |
| 2 | 1RV22CV002 | ABHINAV MANDA | abhinavmanda.cv22@rvce.edu.in | Videos on Grammar Topics | Essays |
| 3 | 1RV22CV003 | ADITYA KUMAR | adityakumar.cv22@rvce.edu.in | Debate | Technical Magazine |
| 4 | 1RV22CV004 | ADITYA SHETTAR | adityashettar.cv22@rvce.edu.in | Videos on Grammar Topics | Poetry Writing |
| 5 | 1RV22CV005 | AJAY | ajay.cv22@rvce.edu.in | Travel Vlog | Essays |
| 6 | 1RV22CV006 | AKASH KUMAR SINGH | akashksingh.cv22@rvce.edu.in | Debate | Technical Magazine |
| 7 | 1RV22CV007 | AKSHAT SHEKHAR JHA | akshatshekharj.cv22@rvce.edu.in | Play/Drama | Blog |
| 8 | 1RV22CV008 | AMAN PRAKASH | amanprakash.cv22@rvce.edu.in | Debate | Crossword Puzzles |
| 9 | 1RV22CV009 | AMITH GOWDA M P | amithgowdamp.cv22@rvce.edu.in | Play/Drama | Crossword Puzzles |
| 10 | 1RV22CV010 | ANAND KUMAR | anandkumar.cv22@rvce.edu.in | Pick and Speak | Essays |
| 11 | 1RV22CV011 | ANIKA SURESH | anikasuresh.cv22@rvce.edu.in | Videos on Grammar Topics | Essays |
| 12 | 1RV22CV012 | ANKESH RANJAN | ankeshranjan.cv22@rvce.edu.in | Videos on Grammar Topics | Essays |
| 13 | 1RV22CV013 | ARJUN P V | arjunpv.cv22@rvce.edu.in | Travel Vlog | Essays |
| 14 | 1RV22CV014 | ARYAN KUMAR | aryankumar.cv22@rvce.edu.in | Play/Drama | Crossword Puzzles |
| 15 | 1RV22CV015 | BHARATH KUMAR G | bharathkumarg.cv22@rvce.edu.in | Debate | Technical Magazine |
| 16 | 1RV22CV016 | BHAVANI SHANKAR SAIRAM | bhavanissr.cv22@rvce.edu.in | Pick and Speak | Crossword Puzzles |
| 17 | 1RV22CV017 | BRUNDA K S | brundaks.cv22@rvce.edu.in | Pick and Speak | Essays |
| 18 | 1RV22CV018 | CHANDANA V R | chandanavr.cv22@rvce.edu.in | Videos on Grammar Topics | Essays |
| 19 | 1RV22CV019 | CHINMAYA R | chinmayar.cv22@rvce.edu.in | Pick and Speak | Crossword Puzzles |
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| 25 | 1RV22CV025 | DEV | dev.cv22@rvce.edu.in | Videos on Grammar Topics | Essays |
| 26 | 1RV22CV026 | DHRITY KISHORE | dhritykishore.cv22@rvce.edu.in | Videos on Grammar Topics | Technical Magazine |
| 27 | 1RV22CV027 | DHRUV MAHIPAL PARMAR | dhruvmparmar.cv22@rvce.edu.in | Play/Drama | Poetry Writing |
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| 33 | 1RV22CV033 | HARSH KUMAR SINGH | harshsingh.cv22@rvce.edu.in | Standup Comedy | Crossword Puzzles |
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|---|---|---|---|---|---|
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| 58 | 1RV22CV058 | MOHAMMED ZAINULLA BUDEE | mohammedzb.cv22@rvce.edu.in | Pick and Speak | Blog |
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| 68 | 1RV22CV068 | NIKHITA JAKKAPPA BIRADAR | nikhitajb.cv22@rvce.edu.in | Videos on Grammar Topics | Essays |
| 69 | 1RV22CV069 | NIRANJAN MALLIKARJUN SINDI | niranjanms.cv22@rvce.edu.in | Videos on Grammar Topics | Essays |
| 70 | 1RV22CV070 | PARASMANI PARAS | parasmaniparas.cv22@rvce.edu.in | Videos on Grammar Topics | Essays |

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|---|---|---|---|---|---|
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| 71 | 1RV22CV071 | POORNACHANDRA B K | poornachandrabk.cv22@rvce.edu.in | Videos on Grammar Topics | Poetry Writing |
| 72 | 1RV22CV072 | PRADEEP S | pradeeps.cv22@rvce.edu.in | Travel Vlog | Essays |
| 73 | 1RV22CV073 | PRAGATHI B | pragathib.cv22@rvce.edu.in | Videos on Grammar Topics | Essays |
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| 85 | 1RV22CV085 | ROHAN C | rohanc.cv22@rvce.edu.in | Videos on Grammar Topics | Crossword Puzzles |
| 86 | 1RV22CV086 | ROHIT KUMAR | rohitkumar.cv22@rvce.edu.in | Debate | Essays |
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| 88 | 1RV22CV088 | S PREMSAI | spremsai.cv22@rvce.edu.in | Debate | Crossword Puzzles |
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| 91 | 1RV22CV091 | SADIQ SAIDUSAB MUDDAPUR | sadiqsmuddapur.cv22@rvce.edu.in | Videos on Grammar Topics | Essays |
| 92 | 1RV22CV092 | SAGNIK GOSWAMI | sagnikgoswami.cv22@rvce.edu.in | Videos on Grammar Topics | Essays |
| 93 | 1RV22CV093 | SAHIL BHANAWAT | sahilbhanawat.cv22@rvce.edu.in | Travel Vlog | Blog |
| 94 | 1RV22CV094 | SANJANA | sanjana.cv22@rvce.edu.in | Travel Vlog | Poetry Writing |
| 95 | 1RV22CV095 | SATHYA SAGAR D | sathyasagard.cv22@rvce.edu.in | Debate | Crossword Puzzles |
| 96 | 1RV22CV096 | SATYAM KUMAR | satyamkumar.cv22@rvce.edu.in | Travel Vlog | Blog |
| 97 | 1RV22CV097 | SHASHANK KABADAR | shashankk.cv22@rvce.edu.in | Videos on Grammar Topics | Essays |
| 98 | 1RV22CV098 | SHASHWAT SINGH | shashwatsingh.cv22@rvce.edu.in | Travel Vlog | Poetry Writing |
| 99 | 1RV22CV099 | SHIVANGOUDA SHANKARAGOU | shivangoudasp.cv22@rvce.edu.in | Pick and Speak | Essays |
| 100 | 1RV22CV100 | SHREYA BELAVI | shreyabelavi.cv22@rvce.edu.in | Videos on Grammar Topics | Essays |
| 101 | 1RV22CV101 | SHREYA SANGANGOUDA PATIL | shreyaspatil.cv22@rvce.edu.in | Videos on Grammar Topics | Essays |
| 102 | 1RV22CV102 | SHREYAS H C | shreyashc.cv22@rvce.edu.in | Travel Vlog | Blog |
| 103 | 1RV22CV103 | SHREYAS S | shreyass.cv22@rvce.edu.in | Videos on Grammar Topics | Crossword Puzzles |
| 104 | 1RV22CV104 | SOMASHEKAR L | somashekarl.cv22@rvce.edu.in | Videos on Grammar Topics | Essays |
| 105 | 1RV22CV105 | SRIJITA BHATTACHARJEE | srijitab.cv22@rvce.edu.in | Pick and Speak | Crossword Puzzles |
| 106 | 1RV22CV106 | SUBENDU KR DAS | subendukrdas.cv22@rvce.edu.in | Videos on Grammar Topics | Crossword Puzzles |

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| PROVISIONAL CANDIDATE LIST OF 2 SEMESTER B.E.: CIVIL ENGG., PROGRAM FOR THE YEAR 2022 - 2023 | | | | | |
| 107 | 1RV22CV107 | SUDEEP R SIRUR | sudeeprsirur.cv22@rvce.edu.in | Videos on Grammar Topics | Essays |
| 108 | 1RV22CV108 | SUDHANSHU KUMAR | sudhanshukumar.cv22@rvce.edu.in | Videos on Grammar Topics | Essays |
| 109 | 1RV22CV109 | SUDIPTHI S M | sudipthism.cv22@rvce.edu.in | Videos on Grammar Topics | Essays |
| 110 | 1RV22CV110 | SUPRITH S N | suprithsn.cv22@rvce.edu.in | Pick and Speak | Essays |
| 111 | 1RV22CV111 | SWEEKRUTH K H | sweekruthkh.cv22@rvce.edu.in | Videos on Grammar Topics | Essays |
| 112 | 1RV22CV112 | TEJAS R | tejasr.cv22@rvce.edu.in | Videos on Grammar Topics | Poetry Writing |
| 113 | 1RV22CV113 | TUSHAR SAHU | tusharsahu.cv22@rvce.edu.in | Travel Vlog | Blog |
| 114 | 1RV22CV114 | U SUJAL AHMED | usujalahmed.cv22@rvce.edu.in | Videos on Grammar Topics | Crossword Puzzles |
| 115 | 1RV22CV115 | UTKARSH AMARESH | utkarshamaresh.cv22@rvce.edu.in | Debate | Essays |
| 116 | 1RV22CV116 | UTKARSH BHARTI | utkarshbharti.cv22@rvce.edu.in | Debate | Essays |
| 117 | 1RV22CV117 | VACHAN H | vachanh.cv22@rvce.edu.in | Pick and Speak | Essays |
| 118 | 1RV22CV118 | VIKAS A M | vikasam.cv22@rvce.edu.in | Debate | Crossword Puzzles |
| 119 | 1RV22CV119 | VISHNU S | vishnus.cv22@rvce.edu.in | Travel Vlog | Essays |
| 120 | 1RV22CV120 | VISHNU SINGH | vishnusingh.cv22@rvce.edu.in | Videos on Grammar Topics | Essays |
| 121 | 1RV22CV121 | VISHRUTH J | vishruthj.cv22@rvce.edu.in | Travel Vlog | Poetry Writing |
| 122 | 1RV22CV122 | VISHWA KIRAN KULKARNI | vishwakk.cv22@rvce.edu.in | Pick and Speak | Essays |

**PROVISIONAL CANDIDATE LIST OF 2 SEMESTER B.E.: MECHANICAL ENGG., PROGRAM FOR THE YEAR 2022 - 2023**

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|---|---|---|---|---|---|
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| 171 | 1RV22CS170 | SAI ANKIT PANDA | saiankitpanda.cs22@rvce.edu.in | Pick and speak | Essay |
| 172 | 1RV22CS171 | SAI VARUN KONDA | saivarunkonda.cs22@rvce.edu.in | Video on Grammer topic | crossword |
| 173 | 1RV22CS172 | SAKSHAM KUMAR JINDAL | sakshamkjindal.cs22@rvce.edu.in | Video on Grammer topic | crossword |
| 174 | 1RV22CS173 | SAMARTH D GOTHE | samarthdgothe.cs22@rvce.edu.in | Video on Grammar topic | Essay |
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| 23 | 1RV22ET023 | M BARATH | mbarath.et22@rvce.edu.in | Videos on grammar topics | Essays |
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| PROVISIONAL CANDIDATE LIST OF 2 SEMESTER B.E.: BIOTECHNOLOGY PROGRAM FOR THE YEAR 2022 - 2023 | | | | | |
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| 56 | 1RV22BT056 | SMRITHI R HOLLA | smrithirholla.bt22@rvce.edu.in | videos on grammar topics | Essays |
| 57 | 1RV22BT057 | SNEHA DEB BARMAN | snehadebbarman.bt22@rvce.edu.in | Videos on Grammar topics | First year magazine/newsletter |
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# Report on Teaching, Learning, and Evaluation Using ICT Tools

SUPPORTING DOCUMENTS FOR
NAAC SELF STUDY REPORT (SSR)
(2ND CYCLE)
PERIOD: 2018-2023

| TEACHING, LEARNING AND EVALUATION | TEACHING LEARNING PROCESS |
|---|---|
| METRIC 2.3.1 | Students centric methods such as experiential learning, participative learning & problem solving methodologies for enhancing teaching learning experiences using ICT tools |

Information and Communication Technology (ICT) tools have significantly transformed engineering education, enhancing both teaching and learning processes. Here are several key ICT tools commonly used in engineering education:

1. **Simulation Software**: Simulation software allows students to virtually experiment with complex engineering concepts and systems. Tools like MATLAB, Simulink, ANSYS, and COMSOL enable students to model and simulate various engineering phenomena, helping them understand theoretical concepts and their practical applications.
2. **Computer-Aided Design (CAD) Software**: CAD software such as AutoCAD, SolidWorks, and CATIA facilitate the design and drafting of engineering projects. These tools enable students to create detailed 2D

and 3D models, analyze designs, and simulate real-world conditions, fostering creativity and problem-solving skills.

3. **Virtual Laboratories**: Virtual lab platforms provide students with access to laboratory experiments and demonstrations through digital interfaces. These platforms offer a wide range of experiments across different engineering disciplines, allowing students to practice skills, conduct experiments remotely, and visualize complex concepts.
4. **Online Learning Platforms**: Online learning platforms like Coursera, edX, and Khan Academy offer a plethora of engineering courses taught by experts from around the world. These platforms provide flexible learning options, including video lectures, interactive quizzes, and discussion forums, catering to diverse learning styles and preferences.
5. **Learning Management Systems (LMS)**: LMS such as Moodle, Blackboard, and Canvas serve as centralized platforms for course management and content delivery. They enable instructors to organize course materials, distribute assignments, facilitate discussions, and track student progress, promoting effective communication and collaboration in engineering education.
6. **Collaborative Tools**: Collaborative tools like Google Workspace (formerly G Suite), Microsoft Teams, and Slack facilitate communication and collaboration among students and instructors. These platforms offer features such as document sharing, real-time editing, video conferencing, and messaging, fostering teamwork and peer learning in engineering projects and assignments.
7. **Augmented Reality (AR) and Virtual Reality (VR)**: AR and VR technologies provide immersive learning experiences by overlaying digital information onto the real world or creating entirely virtual environments. In engineering education, AR and VR applications allow students to visualize complex systems, explore interactive simulations, and engage in hands-on training, enhancing their understanding and retention of engineering concepts.
8. **Online Resources and Open Educational Resources (OER)**: Various online resources, including textbooks, lecture notes, tutorials, and research papers, are freely available to students and educators. OER platforms like OpenStax and MIT OpenCourseWare offer high-quality educational materials that can supplement traditional classroom instruction, enriching the learning experience in engineering education.

By integrating these ICT tools into engineering education, institutions can create dynamic and engaging learning environments that prepare students for the challenges of the rapidly evolving engineering industry.

**In RVCE - Center for Education and Digital Learning Research (CEDLR) center to enhance the teaching and learning process.**

**VISION of the CEDLR:**

Transformation of education and learning through the adoption of digital initiatives to enhance learnability and research in engineering education.

## MISSION of the CEDLR

- Leverage technological advancements in education.
- Promote ethical emerging inclusive instructional technologies to transform education.
- Synergize digital research to strengthen the teaching-learning process.
- Facilitate opportunities to integrate various facets of education.

## OBJECTIVES of the CEDLR

- To enhance Cognitive abilities of students in Engineering Education.
- To adopt advanced digital technology to enhance learnability of students.
- To formulate strategies and models to integrate modern ICT tools in class rooms along with other teaching-Learning Strategies.
- To inculcate ethical practices for use of ICT among the faculty.
- To develop course content and implement virtual lab for e-learning.
- To Conduct Training Programs on regular basis for students and staff.

Figure: CEDLR Centre

# ICT Tools usage in RVCE

## Digital Technologies usage in Campus

| | |
|---|---|
| Online class conduction Tools | GoToMeeting, The New Google Hangouts Meet, Cisco Webex, Bluejeans, zoom |
| Learning Management Tools | Google Sites, easyclass, canvas, WordPress |
| Screen Recorders | SCREENCAST MATIC, Debut Video Capture Software, Active Presenter, CamStudio Open Source |
| Innovative Teaching Tools | JeopardyLabs, thinglink., TEDEd, plickers, YouTube |
| Online Assessment Tools | Google Forms, moodle, Quibblo, socrative, QuikIrn |

**Online Assessment Tools for Quiz, Test and Assignment**

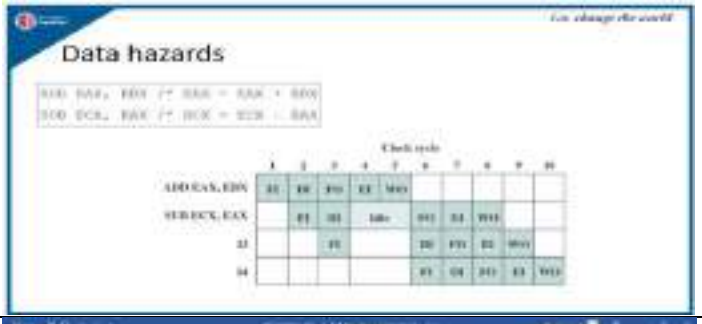
**In the following sections, a few departments ICT usage details are mentioned.**

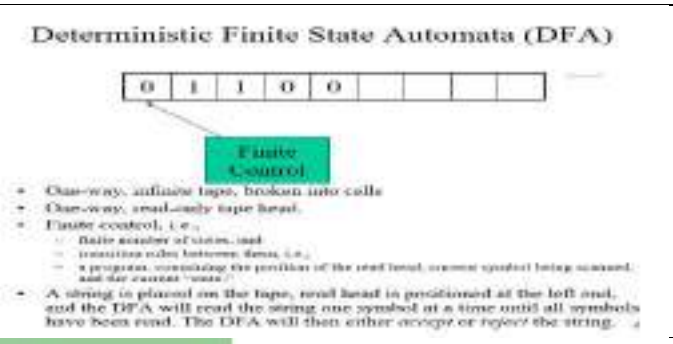
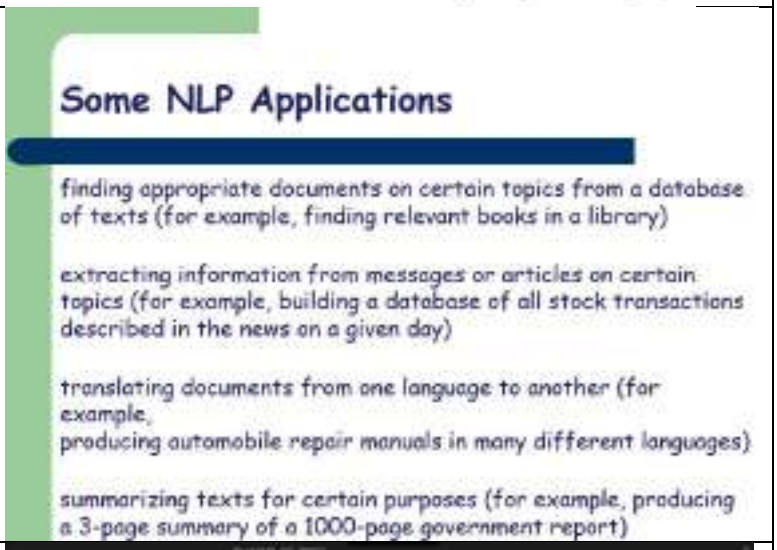
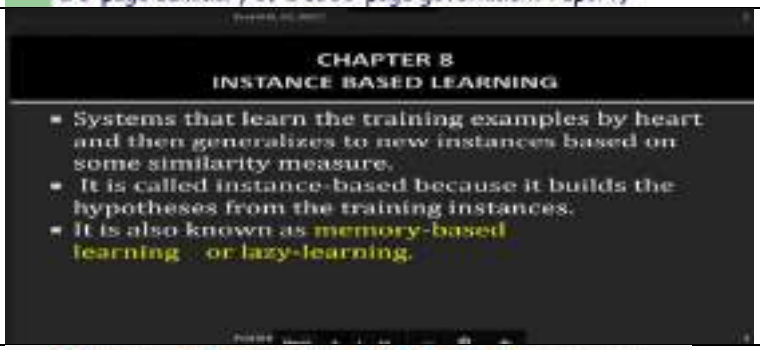
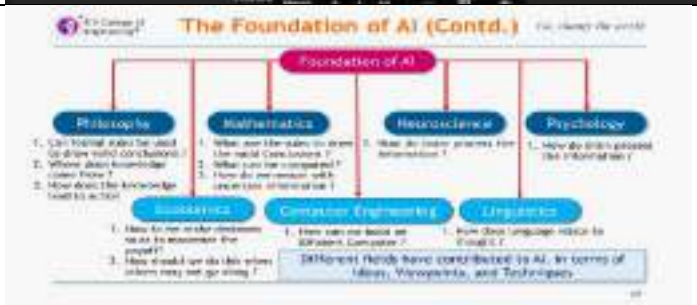
# INFORMATION SCIENCE & ENGINEERING

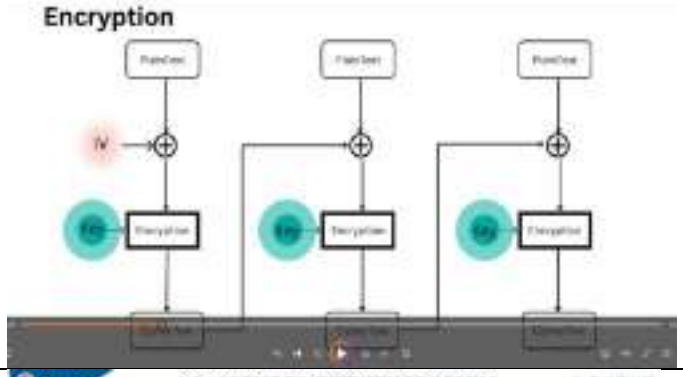
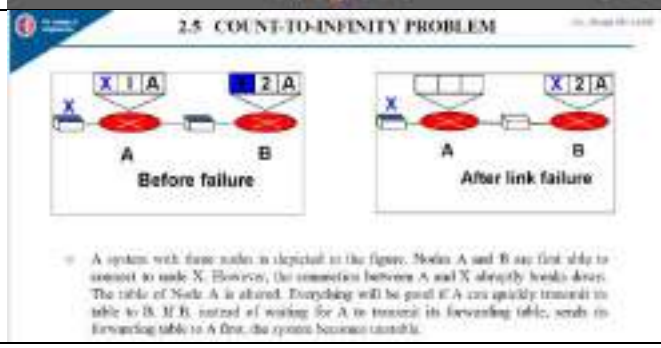
## 1. Teaching with ICT Tools:

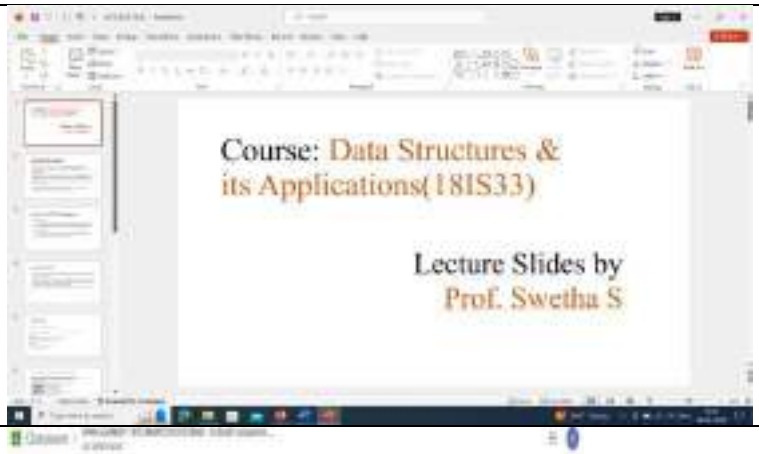
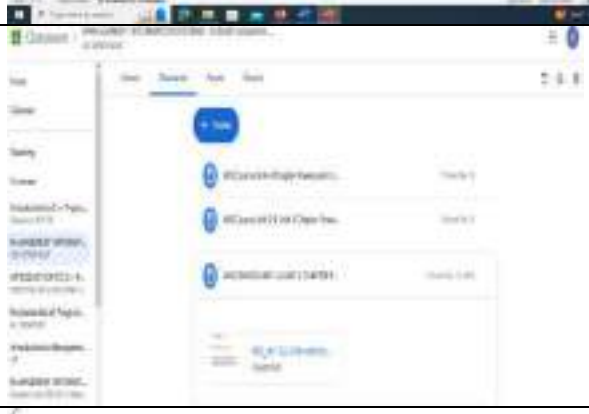
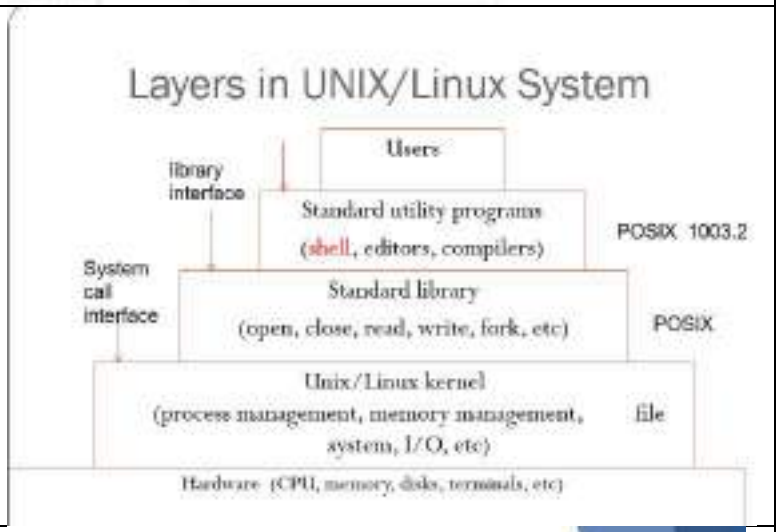
ICT tools offer educators a plethora of opportunities to engage students and make learning more interactive and effective. Some common ICT tools used for teaching include:

- ***Presentation Software:*** Platforms like Microsoft PowerPoint, Google Slides, or Prezi enable teachers to create visually appealing presentations to deliver content in an organized and engaging manner.

| Sl.No | Name of the Faculty | *Presentation Software used* | Sample Screen shot of any one course |
|---|---|---|---|
| 1. | Dr. Anala M R | Microsoft PowerPoint |  |
| 2. | Rashmi R | Microsoft Word, PowerPoint Intellij IDE | |
| 3 | Dr. Ashwini K B | Microsoft PowerPoint | |

| | | | |
|---|---|---|---|
| 4 | Poornima Kulkarni | Microsoft PowerPoint |  |
| 5 | B M Sagar | Microsoft Powerpoint |  |
| 6 | Merin Meleet | Microsoft Powerpoint |  |
| 7 | Raghavendra Prasad S G | Microsoft PowerPoint |  |

| | | | |
|---|---|---|---|
| 8 | Raghavendra Prasad S G | Lecture Video | Intellectual Property Rights and Entrepreneurship -18HSI51 |
| 9 | Dr G S Mamatha | Microsoft PowerPoint, Canva | |
| | | |   |
| 10 | Sushmitha N | Microsoft PowerPoint |   |

| | | | |
|---|---|---|---|
| 11 | Swetha S | Microsoft PowerPoint |  |
| 12 | Dr. Vanishree K | Microsoft PowerPoint, Google Slides |  |
| 13 | B K Srinivas | Microsoft Powerpoint |  |
| 14 | Dr.Padmashree T | Microsoft PowerPoint | |

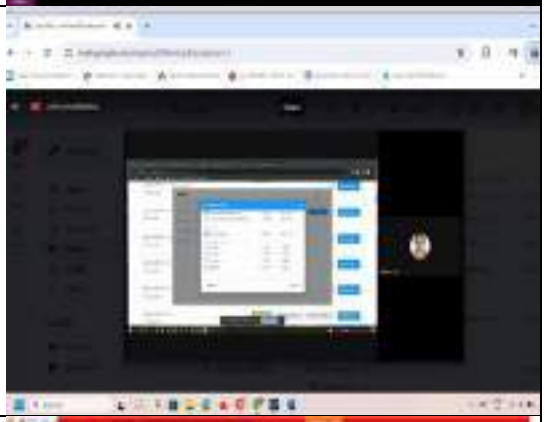
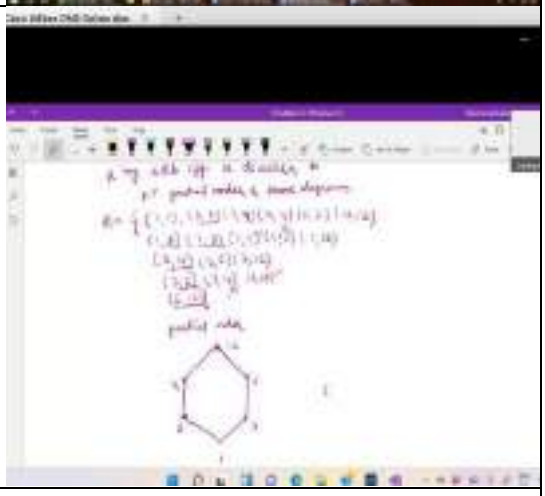
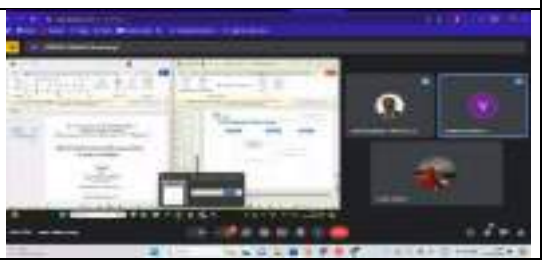
- ***Interactive Whiteboards:*** Interactive whiteboards facilitate dynamic teaching by allowing educators to display multimedia content,

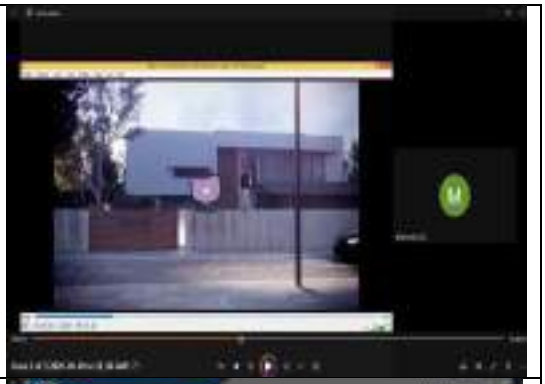
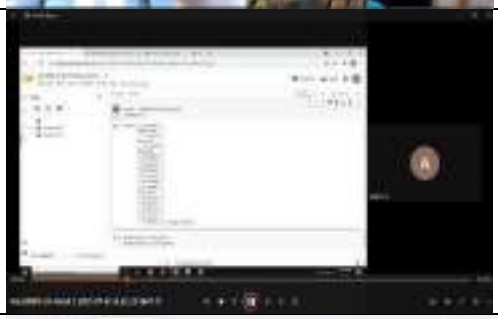
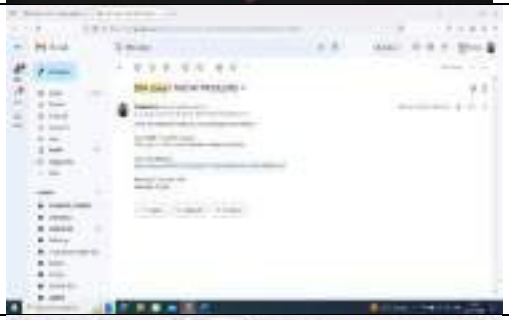
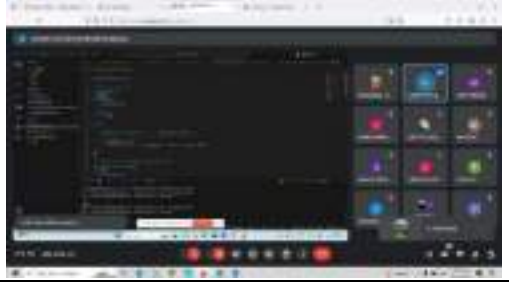
annotate, and interact with digital materials in real-time, fostering active participation among students.

| Sl No | No of Interactive Boards in the Department | Specifications of the whiteboard | Image of the whiteboard (smart board) | List the applications, faculties have explored (Like for annotation, real time interaction etc..) |
|---|---|---|---|---|
| 1 | 06 (Interactive Smart Boards) | MAXHUB smart interactive display E7520E 75" 4K infrared touch screen with android 11 / 4GB / 32GB ROM / 15 11th Gen processor 8GB / 128GB SSD 5years warranty with free UC W20 web camera | | Used it for display (PPT, Video ). Smart board was used to annotate while solving application oriented problems |

- **Video Conferencing:** Tools such as Zoom, Microsoft Teams, or Google Meet have become indispensable for remote or hybrid learning scenarios, enabling live virtual classes, guest lectures, and collaborative projects.

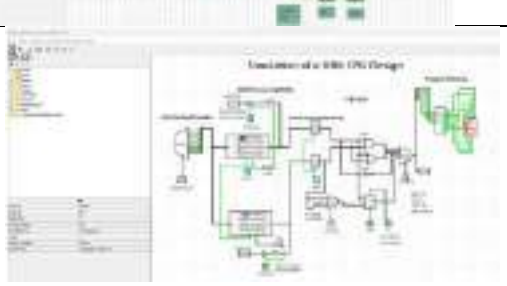
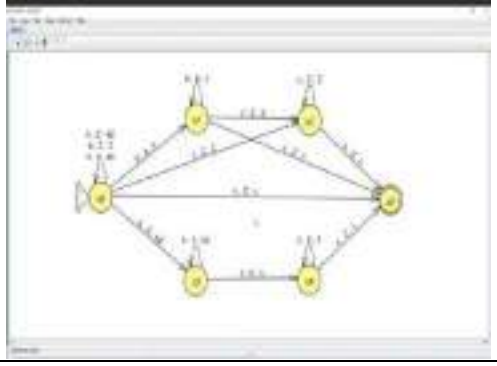
| Sl. No | Video Conference tool name | Purpose of the usage | Faculty Name | Photos of the event |
|---|---|---|---|---|
| 1 | Cisco webex | Student Training | Dr Anala M R | |
| 2 | Microsoft teams | Project Discussion | | |
| 3 | Google meet | Digital Design and Computer Organization extra classs | | |

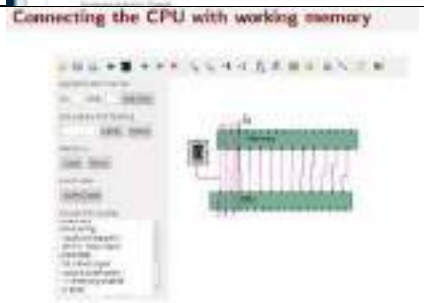
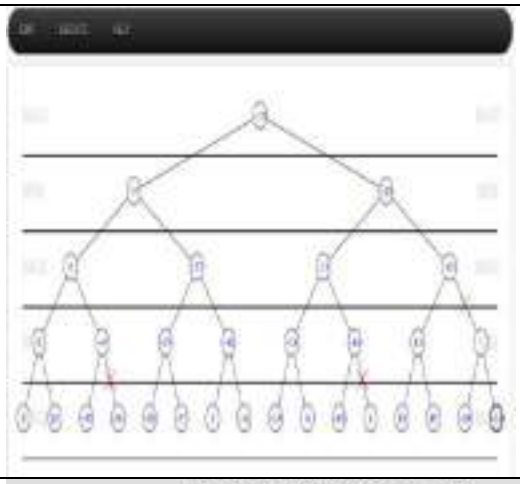
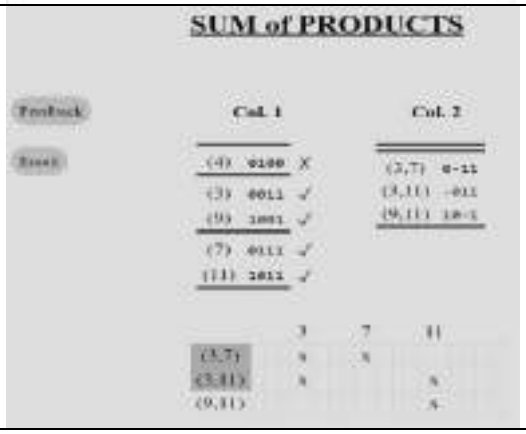
| | | | | |
|---|---|---|---|---|
| 4 | ZOOM | Online Classes conducted for CSPA | Rashmi R | |
| 5 | Google meet | To install Unity | Dr. Ashwini K B |  |
| 6 | Google Meet, Zoom Meet | Live classes | Merin Meleet | |
| 7 | Cisco WebEx Meeting | Online class held during COVID | Poornima Kulkarni |  |
| 8 | Google meet | Course delivery | B M Sagar | |
| 9 | Google Meet | Conduction of online class / lab / online project demo | Raghavendra Prasad S G |  |

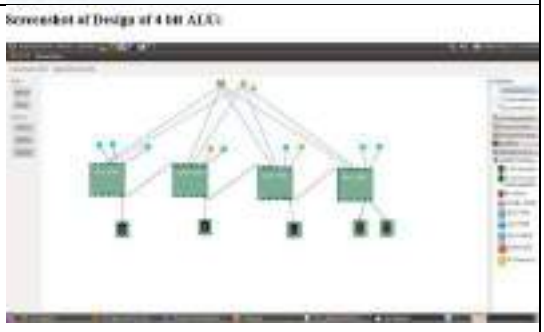
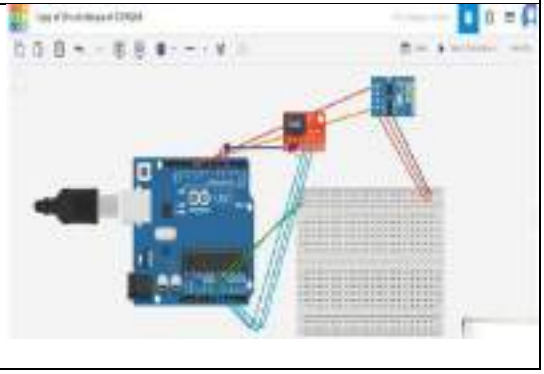
| | | | | |
|---|---|---|---|---|
| 10 | Webex, Zoom, Google Meet | Classroom, Project Review, Assignmemt evaluation, Industry meetings | Dr. G S Mamatha |   |
| 11 | Google meet and Zoom, Cisco Webex | Virtual classes, Academic assignments assessments | Swetha S |  |
| 12 | Google Meet | Tutorial Class conduction for the course Introduction to C++ Programming | Dr. Vanishree K |  |

| | | | | |
|---|---|---|---|---|
| 13 | Google meet | Class teaching delivery for the course Introduction to C++ Programming | | |
| 14 | Google meet | Course delivery | B K Srinivas | - |
| 15 | Cisco webex | Student Training | Dr Padmashree T | |
| 16 | Zoom Meetings | Project Discussion | | |
| 17 | Google meet | Coding Club Activities | | |

- ***Simulations and Virtual Labs:*** ICT tools offer simulated environments for students to conduct experiments or explore concepts that may be difficult or dangerous to replicate in a physical setting, enhancing experiential learning.

| **Sl. No** | ***Name of Simulations and Virtual Labs*** | **Name of the Course** | **Faculty Name** | **Photos of the Activity** |
|---|---|---|---|---|
| 1 | IIT Kharagpur Virtual Lab for computer organization | Digital design and Computer Organization | Dr Anala M R | |
| 2 | Logisim(4-bit CPU Design) | Logic Design and Computer Organization | |  |
| 3 | VLABS | Programming in Java | Rashmi R | |
| 4 | JFLAP | Theory of Computation | Poornima Kulkarni |  |
| 5 | NLTK tool Kit | Natural Language processing | B M Sagar | |

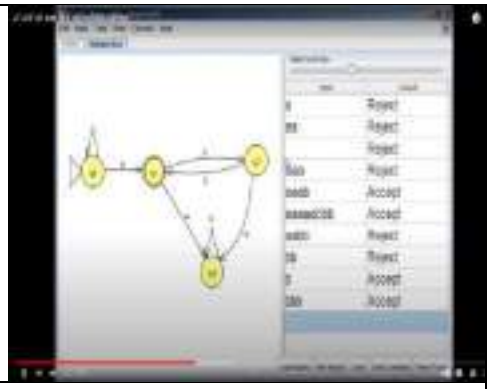
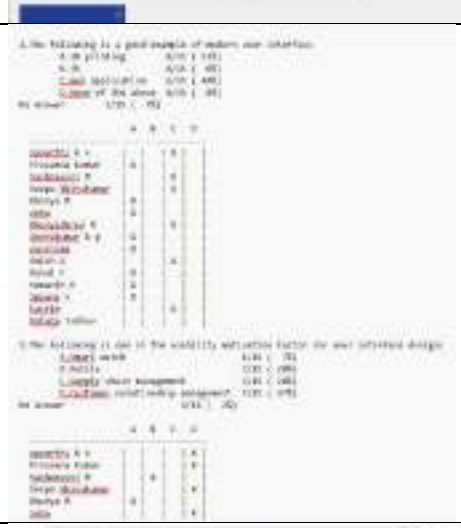
| | | | | |
|---|---|---|---|---|
| 6 | Virtual Labs by IIT Kharagpur | Software Engineering | Merin Meleet | |
| 7 | Logic Design and Computer Organization Virtual Lab<br><br>http://vlabs.iitkgp.ac.in/coa/ | Logic Design and Computer Organization – 18IS35 | Raghavendra Prasad S G |  |
| 8 | Minimax and Alpha-Beta Prunning simulator<br><br>https://raphsilva.github.io/utilities/minimax_simulator/# | Artificial Intelligence and Machine Learning (21AI52) | Raghavendra Prasad S G |  |
| 9 | Online Karnaugh map solver with circuit for up to 6 variables (http://www.32x8.com/index.html) | Logic Design and Computer Organization – 18IS35 | Raghavendra Prasad S G |  |

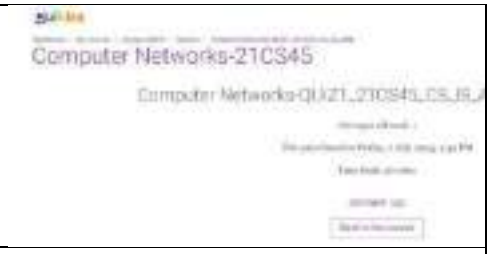
| | | | | |
|---|---|---|---|---|
| 10 | Kmap | LDCOA | G S Mamatha | |
| 11 | Paracache | LDCOA | G S Mamatha | |
| 12 | IITK VLab | LDCOA | G S Mamatha |  |
| 13 | Cooja simulator | IoT | G S Mamatha | |
| 14 | Cisco Packet Tracer - network simulation and visualization tool | Computer Networks | Sushmitha N |  |

| | | | | |
|---|---|---|---|---|
| 15 | Tinker CAD software | Programming in C | Dr. Vanishree K | - |
| 16 | Tinker CAD software | Introduction to C++ Programming | | - |
| 17 | C++ Programming | Introduction to C++ Programming | B K Srinivas | - |
| 18 | CryptTool Online | Cryptography and network security | Dr.Padmashree T | |

- ***Educational Apps and Software:*** There is a plethora of educational apps and software tailored to different subjects and age groups, providing interactive lessons, quizzes, and games to reinforce learning objectives.

| **Sl.No** | ***Name of Educational Apps and Software*** | **Name of the Course** | **Faculty Name** | **Photos of the Activity** |
|---|---|---|---|---|
| 1 | Enterprise Architect | Programming In Java | Rashmi R | - |
| 2 | Quiklrn | Theory of Computation | Poornima Kulkarni | |

| | | | | |
|---|---|---|---|---|
| 3 | JFLAP (software for experimenting with Finite Automata and formal languages) | Theory of Computation | Raghavendra Prasad S G |  |
| 4 | Quiklrn | LDCOA | G S Mamatha | |
| 5 | Quiklrn | IoT, Cloud Computing | G S Mamatha | |
| 6 | Quiklrn | HCI, SOA, Cloud Native Development | G S Mamatha | |
| 7 | WebEx Polls | HCI | G S Mamatha |  |
| 8 | Google Class room | HCI, IoT, CNS, CND | G S Mamatha | |

| | | | | |
|---|---|---|---|---|
| 9 | Quiklrn | Computer Networks | Sushmitha N |   |
| 10 | MatLab Software | Programming In C | Dr.Vanishree K | - |
| 11 | Tinker CAD | Programming In C | | - |
| 12 | Dev C++ | Introduction to C++ Programming | B K Srinivas | - |
| 13 | Quiklrn | Introduction to Databases | Dr.Padmashree T | |

## 2. Learning with ICT Tools:

ICT tools empower students to take ownership of their learning journey and access educational resources beyond the confines of the classroom. Some ways in which ICT tools facilitate learning include:

- ***Online Resources:*** The internet provides a vast repository of educational materials such as e-books, articles, videos, and tutorials, enabling students to supplement their learning and explore topics at their own pace.

| **Sl. No** | ***Type of online resource*** | **Name of the Course** | **Faculty Name** | **Online resource link** |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| 1 | e-books | Programming In Java | Rashmi R | www.e-booksdirectory.com |
| 2 | Online resources | Principles of Programming Using C | | w3schools.com |
| 3 | Unity Hub -> Learn | Virtual Reality &Augmented Reality | Dr. Ashwini K B | https://learn.unity.com/project/introduction-to-visual-scripting |
| 4 | Quiklrn | Natural language Processing | B M Sagar | https://home.quiklrn.com |
| 5 | SWEBOK | Software Enginnering | Merin Meleet | https://www.computer.org/education/bodies-of-knowledge/software-engineering |
| 6 | e-books | Intellectual Property Rights and Entrepreneurship - 18HSI51 | Raghavendra Prasad S G | chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.icsi.edu/media/webmodules/publications/9.4%20Intellectual%20Property%20Rights.pdf |
| 7 | videos | | | https://archive.nptel.ac.in/courses/110/105/110105139/ |
| 8 | tutorials | | | https://www.wipo.int/about-ip/en/ |
| 9 | Online Certification course | | | https://blp.ieee.org/intellectual-property-rights-ipr/ |
| 10 | Articles | | | https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3217699/ |
| 11 | Official website of Intellectual Property India | | | https://www.ipindia.gov.in/ |
| 12 | Case studies | | | https://intellectual-property-helpdesk.ec.europa.eu/regional-helpdesks/india-ip-sme-helpdesk/india-case-studies_en |
| 13 | Docker & kubernetes | Cloud Native DevOps | G S Mamatha | https://www.docker.com/products/docker-desktop/ |
| 14 | GitHub | Cloud Native DevOps | G S Mamatha | https://github.com/Mamathags/demo |
| 15 | Trello.com | SPM | G S Mamatha | https://trello.com/u/mamathags/boards |

| | | | | |
|---|---|---|---|---|
| 16 | Archi | HCI | G S Mamatha | https://www.archimatetool.com/ |
| 17 | ThingsSpeak Cloud | IoT | G S Mamatha | https://thingspeak.com/apps |
| 18 | ELK cloud | Cloud Computing | G S Mamatha | https://cloud.elastic.co/home |
| 19 | YouTube | CNS | G S Mamatha | https://cloud.elastic.co/home |
| 20 | VNC | IoT | G S Mamatha | https://www.realvnc.com/en/connect/download/viewer/ & https://www.realvnc.com/en/connect/download/server/ |
| 21 | Putty | Crptography &Network Security, IoT | G S Mamatha | https://www.putty.org/ |
| 22 | Rasa | SoA | G S Mamatha | https://rasa.com/ |
| 23 | Coursera | The Bits and Bytes of Computer Networking | Sushmitha N | The Bits and Bytes of Computer Networking \| Coursera |
| 23 | NPTEL and MIT Videos | Advanced Algorithms | Swetha S | https://ocw.mit.edu/courses/6-006-introduction-to-algorithms-spring-2020/ https://ocw.mit.edu/courses/6-854j-advanced-algorithms-fall-2008/ https://nptel.ac.in/courses/106104019 |
| 24 | NPTEL and MIT Videos | DAA and DSA | Swetha S | https://ocw.mit.edu/courses/6-006-introduction-to-algorithms-spring-2008/ https://nptel.ac.in/courses/106102064 |
| 25 | You tube videos | AA, DAA and DSA | Swetha S | https://www.youtube.com/c/DataStructuresbyGirishRaoSalanke |
| 26 | e-books | Programming In C | Dr. Vanishree K | www.e-booksdirectory.com |
| 27 | O=Online videos | Introduction to C++ Prograammi ng | | Neso Academy Videos |
| 28 | Quiklrn | Introduction to C++ Programmin g | B K Srinivas | https://home.quiklrn.com |

| | | | | |
|---|---|---|---|---|
| 29 | Web Links, Videos, Short case studies | Web Technology | Dr.Padmashree T | Online HTML Editor https://www.tutorialspoint.com/online_html_editor.php Online HTML, CSS and Java Script Editor https://www.w3schools.com/tryit/ Online Javascript Editor https://www.tutorialspoint.com/online_javascript_editor.php Online PHP Editor https://www.onlinegdb.com/online_php_interpreter AJAX Try it yourself https://www.w3schools.com/js/js_ajax_intro.asp |

- ***E-Learning Platforms:*** Platforms like Quiklrn, google Sites, Moodle, Blackboard, youtube or Canvas offer a centralized hub for course materials, assignments, discussions, and assessments, fostering a collaborative and structured learning environment.

| **Sl. No** | ***Type of E-Learning Platforms & Purpose*** | **Name of the Course** | **Faculty Name** | ***E-Learning Platform* link** |
|---|---|---|---|---|
| 1 | Quicklrn | Programming In Java | Rashmi R | https://home.quiklrn.com/ |
| 2 | Quicklrn | Principles of Programming Using C | | |
| 3 | Youtube | Virtual Reality &Augmented Reality | Dr. Ashwini K B | https://www.youtube.com/results?search_query=third+person+controller+unity |
| 4 | Youtube | Theory of Computation | Poornima Kulkarni | https://youtube.com/playlist?list=PLEbnTDJUr_IdM___FmDFBJBz0zCsOFxfK&si=4eBlshGoRXmRMbiR |
| 5 | Google classroom | Operating System | Merin Meleet | https://classroom.google.com/u/0/c/NjQ1NTUwMjk5NDc3 |
| 6 | Quiklrn | Intellectual Property Rights and Entrepreneur | Raghavendra Prasad S G | https://home.quiklrn.com/ |

| | | | | |
|---|---|---|---|---|
| | | ship - 18HSI51 | | |
| 7 | Quiklrn | LDCOA, IoT, Cloud Computing, Cloud Native DevOps, Crptography &Network Security, HCI, SOA | G S Mamatha | https://quiklrn.com/user/ |
| 8 | Google Classrrom | Logic Design & Computer Organization Architecture, IoT, Cloud Computing, Cloud Native DevOps, Crptography &Network Security, Human Computer Interaction, Service Oriented Architecture | G S Mamatha | https://classroom.google.com/c/NjY3Mjc3NDU3NDQ4<br><br>https://classroom.google.com/c/NjQzNzIwNDE2MTc0<br><br>https://classroom.google.com/c/NTU2MDkzMzg2ODAw<br><br>https://classroom.google.com/c/NDc1NzQxMzU2NDgy<br><br>https://classroom.google.com/c/NTQ3NzM5NDYxMTha<br><br>https://classroom.google.com/c/NjI5NzU1NTk0OTda<br><br>https://classroom.google.com/c/MzQ3NDg0MTYwNDE4 |
| 9 | Youtube | Computer Networks | Sushmitha N | https://www.youtube.com/watch?v=J7XK2W_4e1E&list=PLGIdiM8CYBMr5-N6bBN9JoXf3JgH0vJz4 |
| 10 | Quiklrn, Moodle, Blackboard, youtube | DAA and DSA | Swetha S | https://lms.quiklrn.com/course/view.php?id=16099 |

| | | | | |
|---|---|---|---|---|
| | | | | https://www.youtube.com/c/DataStructuresbyGirishRaoSalanke |
| 11 | Quicklrn | Management Information Systems | Dr. Vanishree K | https://home.quiklrn.com/ |
| 12 | Quicklrn | Programming In C | | |
| 13 | Quicklrn | Introduction to C++ Programming | | |
| 14 | Quiklrn | Introduction to C++ Programming | B K Srinivas | https://home.quiklrn.com |
| 15 | *QuickLrn, Online learning platforms* | Web Technology, Blockchain | Dr.Padmashree T | **Node.js**<br>**1. https://www.udemy.com/topic/nodejs/free/**<br>**2. https://www.coursera.org/learn/server-side-nodejs?ranMID=40328&ranEAID=JVFxdTr9V80&ranSiteID=JVFxdTr9V80-DlddMnfsyqw1OLFQTT0FbA&siteID=JVFxdTr9V80-DlddMnfsyqw1OLFQTT0FbA&utm_content=10&utm_medium=partners&utm_source=linkshare&utm_campaign=JVFxdTr9V80**<br>**3. https://www.udemy.com/course/intro-to-node-js-express/?LSNPUBID=JVFxdTr9V80&ranEAID=JVFxdTr9V80&ranMID=39197&ranSiteID=JVFxdTr9V80-H5z7ZvaKNR2PNsWBsGi57w&utm_medium=udemyads&utm_source=aff-campaign** |

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|---|---|---|---|---|
| | | | | 4. https://www.w3schools.com/nodejs/<br><br>**AngularJS**<br><br>1. https://www.w3schools.com/angular/<br>2. https://docs.angularjs.org/tutorial<br>3. https://www.tutorialspoint.com/angularjs/index.htm<br>4. https://www.javatpoint.com/angularjs-tutorial |

- ***Adaptive Learning Systems:*** ICT tools leverage adaptive learning algorithms to personalize the learning experience based on each student's strengths, weaknesses, and learning pace, ensuring tailored instruction and optimal comprehension.

| **Sl.No** | ***Type of Adaptive Learning Systems*** | **Name of the Course** | **Faculty Name** | ***Outcome of ALS*** |
|---|---|---|---|---|
| 1 | Quiklrn | LDCOA | G S Mamatha | Remote access enables study anytime |
| | | | | |
| | | | | |

- ***Collaborative learning techniques/Tools***: Tools like Google Workspace, Microsoft Office 365, or collaborative whiteboard apps facilitate group projects, peer review, and collaborative problem-solving, promoting teamwork and communication skills.

| **Sl. No** | ***Name of Collaborative learning techniques/ Tools*** | **Name of the Course** | **Faculty Name** | **Photos of the Activity** | **Semester /Year** |
|---|---|---|---|---|---|
| 1. | Google Classroom | Principles of Programming Using C | Rashmi R | - | First Year |

| | | | | | |
|---|---|---|---|---|---|
| 2 | Google Workspace | Artificial Intelligence and Machine Learning (21AI52) | Raghavendra Prasad S G | | 5 |
| 3 | Google Docs | IoT, Minor Project | G S Mamatha | | MTech SE & IT 2nd sem, 2019-21 |
| 4 | Group activity for Experiential Learning activity | DSA and DAA | Swetha S | - | UG 2nd year |
| 5 | Activity based learning | DSA | Swetha S | | UG 2nd year |
| 6 | Coding contest | DSA | Swetha S | | UG 2nd year |
| 7 | Google Classroom | Programming In C | Dr. Vanishree K | - | First Year |

## 3. Evaluation with ICT Tools:

ICT tools offer innovative solutions for assessing student progress and providing timely feedback. Some methods of evaluation using ICT tools include:

- ***Online Assessments:*** Platforms like Quiklrn, Kahoot, Quizizz, or Google Forms enable teachers to create and administer quizzes, tests, and surveys electronically, automating grading and providing instant feedback to students.

| **Sl No** | ***Name of Online Assessment tool*** | **Name of the Course** | **Faculty Name** | **Type of the event assessment** | **Semester/Year** |
|---|---|---|---|---|---|
| 1 | Quiklrn | Logic Design and Computer Organization | Dr Anala M R | Quiz | III |
| 2 | Quicklrn | Programming In Java | Rashmi R | Online Quiz conduction | Second Year |
| 3 | Quicklrn | Principles of Programming Using C | | Online Quiz conduction | First Year |
| 4 | Quiklrn | Virtual Reality &Augmented Reality | Dr. Ashwini K B | Quiz | 7th/4 |
| 5 | Google Forms | Virtual Reality &Augmented Reality | Dr. Ashwini K B | Survey | 7th/4 |
| 6 | Google Forms | Compiler Design | Poornima Kulkarni | Quiz | V/ 2022 - 23 |
| 7 | Quiklrn | Operating System | Merin Meleet | Quiz | 3- 2024 |
| 8 | Quiklrn | Intelligence and Machine Learning (21AI52) | Raghavendra Prasad S G | Quiz | 5 |
| 9 | Google Forms | Computer Networks | Sushmitha N | Quiz | IV/2022-2023 |
| 10 | Quiklrn | DSA and DAA | Swetha S | Quiz and Test conduction | 2nd year |
| 11 | Quicklrn | Management Information Systems | Dr. Vanishree K | Online Quiz conduction | Third Year |
| 12 | Quicklrn | Programming In C | | Online Quiz conduction | First Year |
| 13 | Quicklrn | Introduction to C++ Programming | | Online Quiz conduction | First Year |

| | | | | | |
|---|---|---|---|---|---|
| 14 | Quiklrn | Introduction to C++ Programming | B K Srinivas | Quiz | UG - I Sem/I Year |
| 15 | Google Forms | Introduction to IoT and Cloud Computing | B K Srinivas | Quiz | PG – III Sem/ II Year |
| 16 | Google drive | Introduction to IoT and Cloud Computing | B K Srinivas | Assignment | PG – III Sem/ II Year |
| 17 | Quiklrn | Introduction to Databases | Dr Padmashree T | Quiz | V |

- ***E-Portfolios:*** Digital portfolios allow students to showcase their work, reflections, and achievements over time, providing a holistic view of their learning journey and enabling self-assessment and peer feedback.

| **Sl. No** | ***Name of* E-Portfolios** | **Name of the Course** | **Faculty Name** | **Type of the work assessment** | **Semester/Year** |
|---|---|---|---|---|---|
| 1 | https://www.linkedin.com/feed/update/urn:li:activity:7186042806426046464/ | Artificial Intelligence and Machine Learning | Raghavendra Prasad S G | Paper published in IEEE Conference and won best paper award | 7 |
| 2 | Google Classroom | LDCOA, IoT, Cloud Computing, Cloud Native DevOps, Crptography &Network Security, HCI, SOA | G S Mamatha | Quiz, uploading certifications, reports, Review evaluations, assignment presentations | UG 3rd sem-2019<br>UG 7ths em-2020<br>UG 7th sem-2021,2022<br>UG CNS-2023<br>PG 1st sem-2020, 2021, 2022, 2023<br>PG 2nd sem-2020, 2021, 2022, 2023<br>PG 3rd sem-2020, 2021 |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | PG 4th sem-2020, 2021 |
| | Quiklrn | LDCOA, IoT, Cloud Computing, Cloud Native DevOps, Crptography &Network Security, HCI, SOA | G S Mamatha | Quiz, Test, Notes, PPTs | UG 3rd sem-2019<br>UG 7ths em-2020<br>UG 7th sem-2021,2022<br>UG CNS-2023<br>PG 1st sem-2020, 2021, 2022, 2023, 2024<br>PG 2nd sem-2020, 2021, 2022, 2023, 2024<br>PG 3rd sem-2020, 2021<br>PG 4th sem-2020, 2021 |
| 4 | Video content preparation | OS | Swetha S | Presentation mode | 2nd year |

- ***Learning Analytics:*** ICT tools collect and analyze data on student performance and engagement, allowing educators to identify trends, assess the effectiveness of instructional strategies, and tailor interventions to meet individual learning needs.

| **Sl. No** | ***Name of Learning Analytics*** | **Name of the Course** | **Faculty Name** | **Type of the work assessment** | **Semester/ Year** |
|---|---|---|---|---|---|
| 1 | Quiklrn | Artificial Intelligence and Machine Learning | Raghavendra Prasad S G | Quiz | 5 |
| 2 | Quiklrn | All | G S Mamatha | Quiz, Test | Past 8 years |

- ***Plagiarism Detection:*** With the proliferation of online resources, plagiarism has become a concern in academic settings. Plagiarism detection software like Turnitin or Grammarly can help educators identify and address instances of academic dishonesty.

| Sl. No | *Name of Plagiarism Detection tool* | Name of the Course | Faculty Name | Name of the activity |
|---|---|---|---|---|
| 1 | Turnitin | AI and ML, Major Project | Merin Meleet | Paper publication related |
| 2 | Drillbit | Artificial Intelligence and Machine Learning | Raghavendra Prasad S G | Plagiarism check of minor project in AIML |
| 3 | Ternitin, Drillbit | Major Project | G S Mamatha | Major Project Report |
| 4 | Ternitin, Drillbit | Paper Publications | G S Mamatha | To check Copyright violatiosn |
| 5 | Drill Bit | Management Information Systems | Dr. Vanishree K | Plagiarism check for Technical paper |

**Feedback and Communication Tools:** ICT tools facilitate timely communication between teachers and students, allowing for personalized feedback on assignments, clarification of doubts, and ongoing dialogue to support learning and growth.

| Sl. No | *Name of* Feedback and Communication Tools | Name of the Course | Faculty Name | Name of the activity |
|---|---|---|---|---|
| 1 | Goolgle Classroom | Logic Design and Computer Organization | Dr Anala M R | Assignments and interactions |
| 2 | Google Classroom | Principles of Programming Using C - CS222AI | Rashmi R | Notification regarding CIE, Assignment Evaluation, Delivery of Course materials |
| 3 | Google Classroom | Programming in Java-18IS49 | | Assignment Evaluation, Delivery of Course materials |
| 4 | Google Drive – Spreadsheet | Introduction to IoT and Cloud Computing | B M Sagar | Assignment Evaluation |
| 5 | Google classroom | Artificial Intelligence | Raghavendra Prasad S G | Announcements, |

| | | | | |
|---|---|---|---|---|
| | | and Machine Learning | | Assignment submission, Doubts clarification |
| 6 | Quiklrn | All | G S Mamatha | Content sharing, Test & quiz conduction, Grading, Appriasal, Analysis |
| 7 | Google classroom | All | G S Mamatha | Portions shared, content sharing, assignment uploading, quiz conduction, Instructions for activities, Grading |

| | | | | |
|---|---|---|---|---|
| 8 | Google class room | OS<br>DSA<br>DAA | Swetha S | Timely communication between teachers and students, allowing for personalized feedback on assignments, clarification of doubts |
| 9 | Google Classroom | Management Information Systems | Dr. Vanishree K | Assignment Evaluation, Delivery of Course materials |
| 10 | Google Classroom | Programming In C | | Assignment Evaluation, Delivery of Course materials |
| 11 | Google Classroom | Introduction to C++ Programming | | Assignment Evaluation, Delivery of Course materials |
| 12 | Google Drive – Spreadsheet | Introduction to IoT and Cloud Computing | B K Srinivas | Assignment Evaluation |
| 13 | Google Classroom | Introduction to Databases | | Assignments and interactions |

| | | | | |
|---|---|---|---|---|
| 14 | | Web Technology | Dr. Padmashree T | |
| 15 | | Blockchain Technology and use case | | |

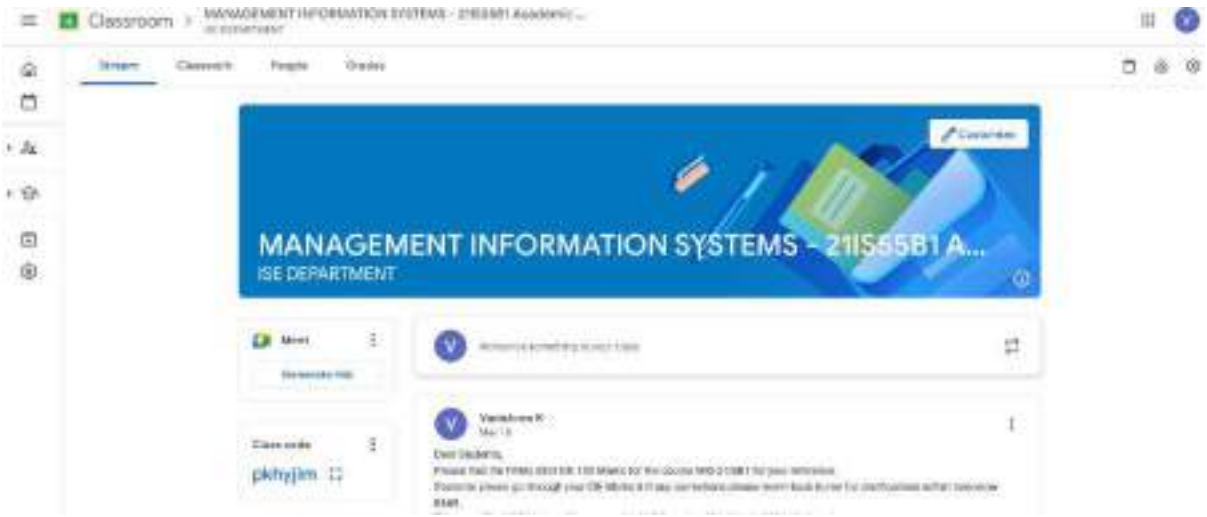
Google Classroom used for the courses Principles of Programming Using-CS222AI and Programming in Java-18IS49

1. Principles of Programming Using C-CS222AI 2nd Semester

1. Google Classroom for the course Programming in Java-18IS49 4th Semester

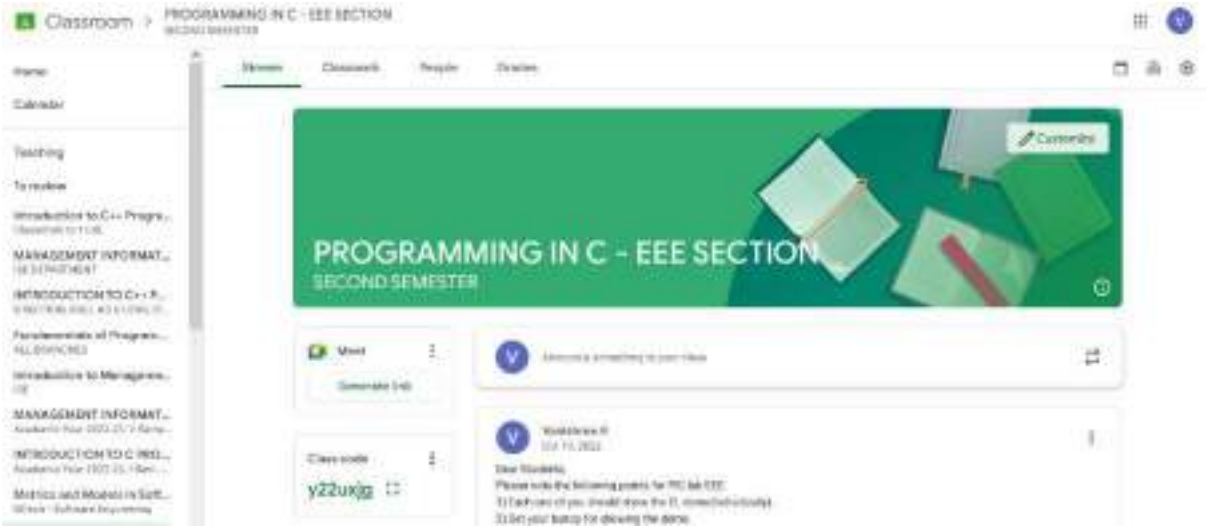
Google Classroom used for the courses Programming In C18CS23, Management Information Systems-21IS55B1 and Introduction to C++ Programming-22PL15D

1. Management Information Systems-21IS55B1 Fifth Semester




2. Introduction to C++ Programming-22PL15D First Semester

3. Google Classroom for the course Programming In C-18CS23 Second Semester



# Department of Computer Science and Engineering

The Department of Computer Science and Engineering offer both UG and PG courses. Faculty are encouraged to use ICT tools for effective teaching. Usage of online resources, tools, conduction of activities are done for all the courses. Below is a snapshot of activities conducted followed by details:

**Innovative classroom and Lab teaching:**

**Conduction of workshops, Hackathons etc.**

A day long workshop on CPU Design & CPU Hack-24 and awarded prizes to 3rd Sem Sections

**Conduction of partial delivery in Online and Offline mode using various tools:**

**Usage of Smart boards by Faculty and Students**

**Outcomes:**

- Students improved their communication skills and preparedness based on the program specialization seminar course topics and contents as well.
- Students studied and updated more research articles / interactive dialogues among peers and other e-learning resources to present their course contents. Thereby most of them enriched their knowledge, active participation and learning process.

- Students were able to design the research articles based on their specialization / domains topics of problem statement along with the review articles as well.

- Students strongly connected and collaborated very well. Also they have accessed E-resources and Internet sources more effectively.

**Impact Analysis**

- Student's strengths and issues were determined from their presentation interaction and motivated all of them to improve further based on the interactive sessions in the class.

- Students were asked to validate and test the results based on a number of use cases / scenarios.

- Research articles were thoroughly checked using the plagiarism tool Turntin for the similarity index thereby they were able to understand the changes they were supposed to do along with the right kind of IEEE template to reach a wider audience as well.

- Students have secured internship opportunities and also very good placement opportunities.

**Preamble of ICT:**

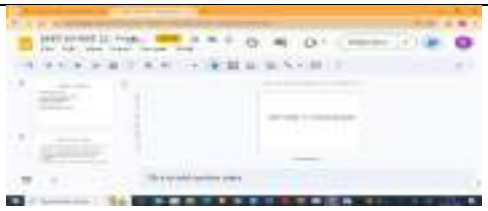
In the contemporary educational landscape, Information and Communication Technology (ICT) tools have revolutionized the way teaching, learning, and evaluation are conducted. This report aims to explore the various ways in which ICT tools are utilized to enhance these crucial aspects of education.

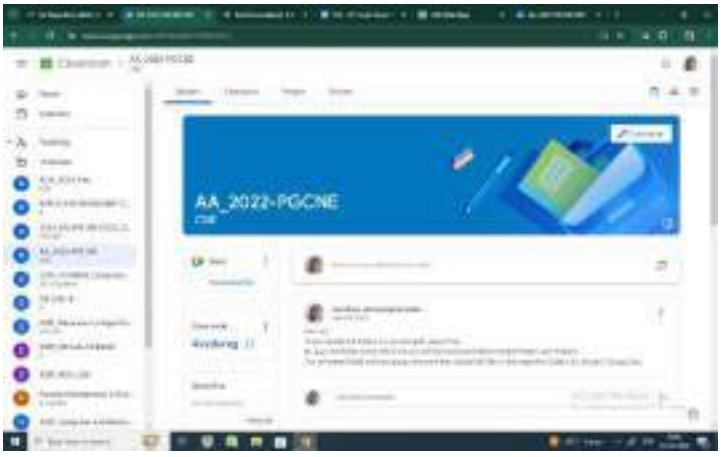
## 1. Teaching with ICT Tools:

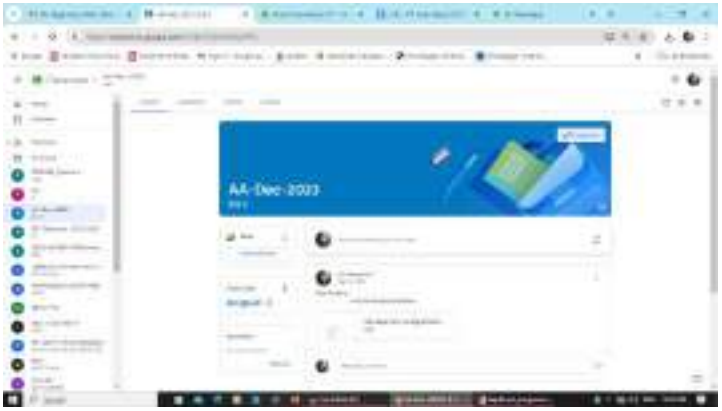
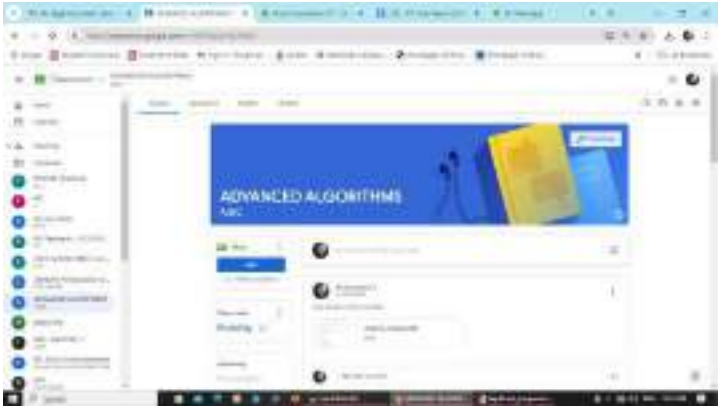
ICT tools offer educators a plethora of opportunities to engage students and make learning more interactive and effective. Some common ICT tools used for teaching include:

- ***Presentation Software:*** Platforms like Microsoft PowerPoint, Google Slides, or Prezi enable teachers to create visually appealing presentations to deliver content in an organized and engaging manner.

| Sl.No | Name of the Faculty | *Presentation* | Sample Screenshot of any one course |
|---|---|---|---|

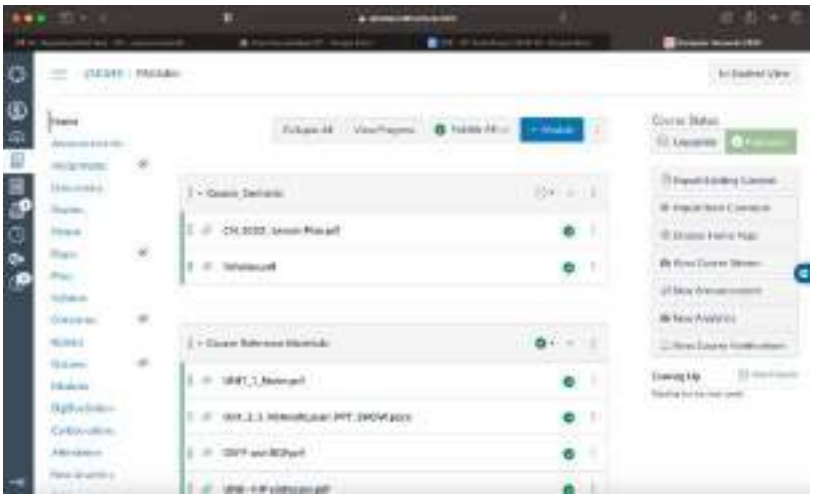
| | | *Software used* | |
|---|---|---|---|
| 1 | Dr. Deepamala N | Power Point | |
| 2 | Prapulla S B | Google slides/ power point | |
| 3 | Prapulla S B | Google slides/ power point | 18cs46 –computer networks |
| 4 | Prapulla S B | Google slides |  |
| 5. | Dr Nagaraja G.S | Microsoft Power Point | Advances in Networks-PGCNE Management-2018-19 |
| 6. | Dr Nagaraja G.S | Microsoft Power Point | High speed Networks-PGCNE-2019-20 |
| 7 | Dr Nagaraja G.S | Microsoft Power Point / | Data Preparation and Analysis--PGCSE-2020-2021. https://classroom.google.com/c/NDY3MDAxODY4NzIw |

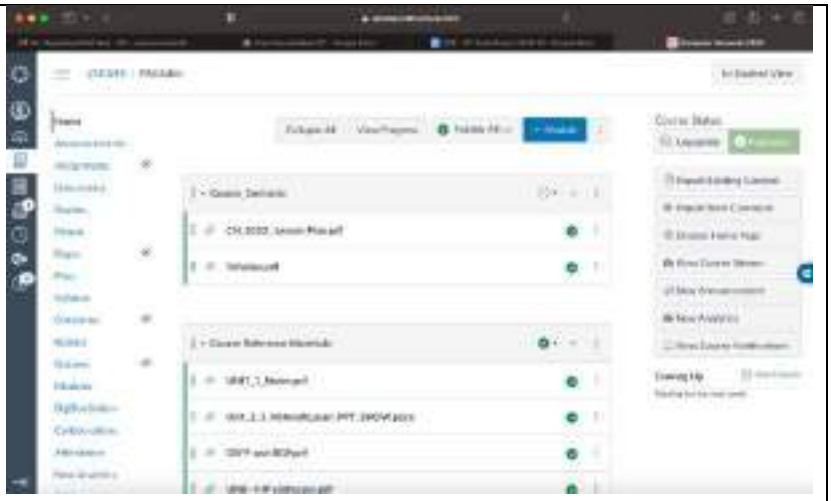
| | | | |
|---|---|---|---|
| | | Google Class Room | |
| 8 | Dr Nagaraja G.S | Microsoft Power Point / Google Class room | Advances in Networks Management-2021-2022 |
| 9 | Dr Nagaraja G.S | Microsoft Power Point / Google Class Room | Network Programming-2022-2023<br>https://classroom.google.com/c/NjMwNDc3MTIwNjg3 |
| 10 | Dr. Sandhya S | Microsoft Power Point / Google Class Room | Application Delivery Controller and Virtualization 2022-2023<br>https://classroom.google.com/w/NjQ2MDM0MDEwMDQ5/t/all |
| 11 | Dr. Sandhya S | Microsoft Power Point / Google Class Room | Advances in Algorithms 2021-2022<br>https://classroom.google.com/c/NTM4MDQ1OTMzMTcy?cjc=4vydwvg<br>  |
| 12 | Dr. Sandhya S | Microsoft Power Point / | Advances in Computer Networks 2023-2024<br>https://classroom.google.com/c/NjU5MjA4MDY2MDE4 |

| | | | |
|---|---|---|---|
| | | Google Class Room | |
| 13 | Dr. Praveena T | Google Classroom | Advanced Algorithms<br>https://classroom.google.com/c/NjM5MjYwNjAyNTI3<br>  |
| 14 | Dr. Praveena T | Google Classroom | Advanced Algorithms<br>https://classroom.google.com/c/NTE5MjQ5NjQ4NjI3<br>  |

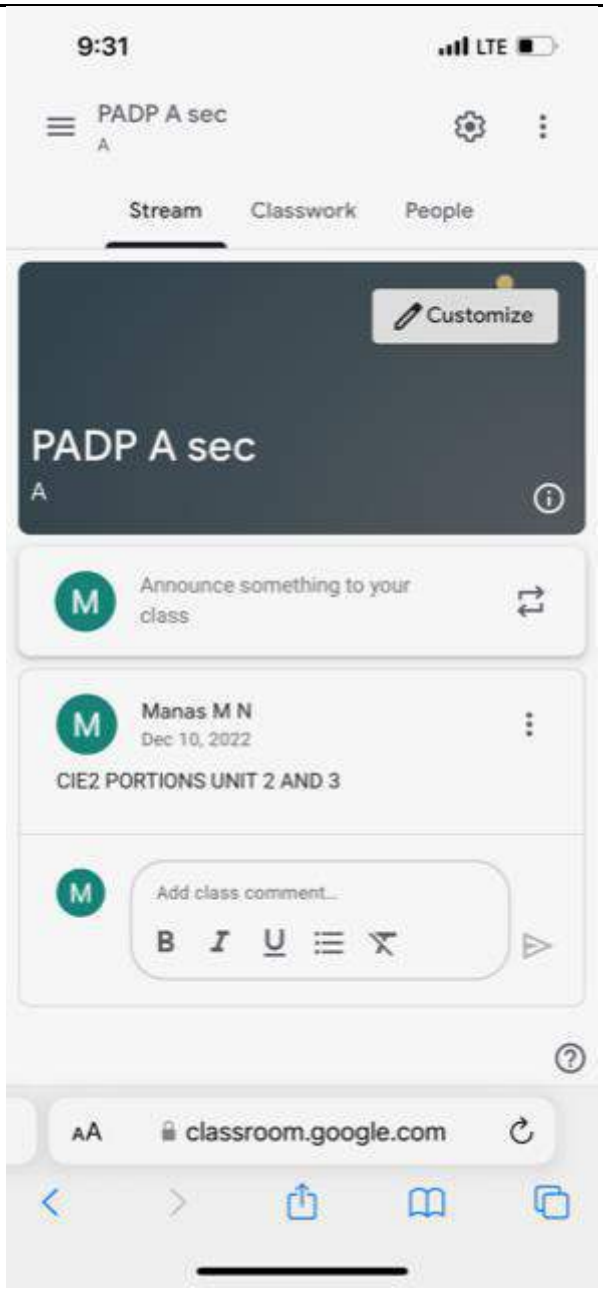
| | | | |
|---|---|---|---|
| 15 | Dr. Azra Nasreen | Google Classroom | Advances in Operating System<br>https://classroom.google.com/c/NjE2MzE3NDExNjg2<br> |
| 16 | Dr. Azra Nasreen | Google Classroom | High Performance Computing Architecture<br>https://classroom.google.com/c/NjU1MTU4NjUwNjA0<br> |
| 17 | Dr.Mohana | Google slides/ power point | <br>22EM206-Introduction to cybersecurity |

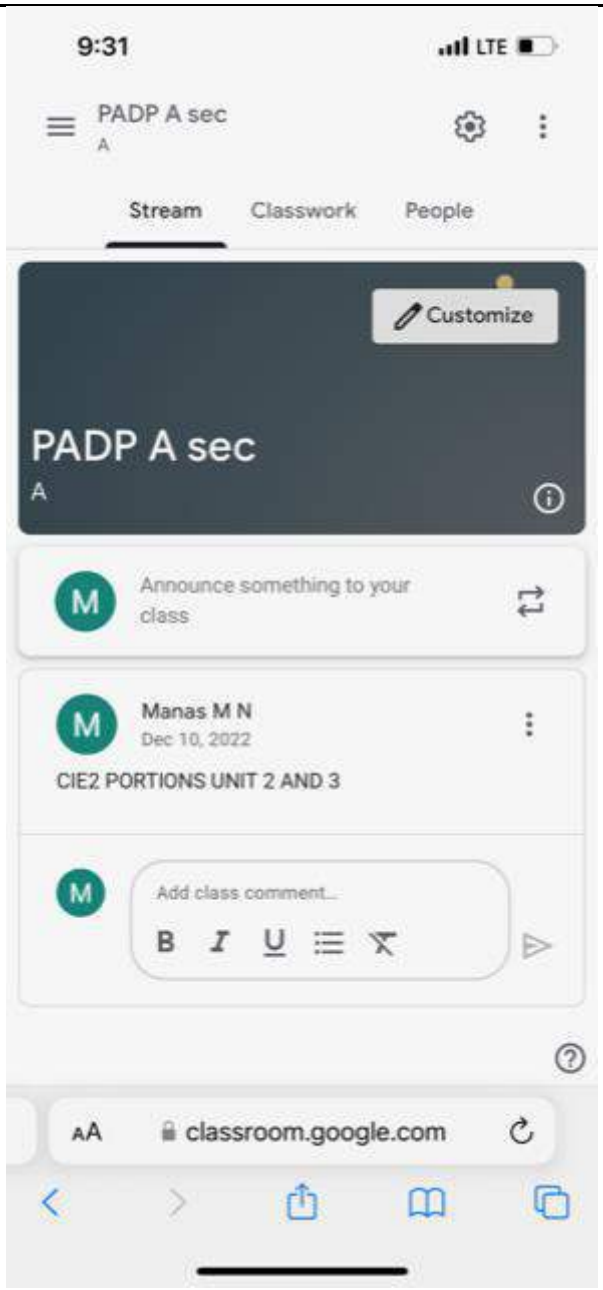
| | | | |
|---|---|---|---|
| | | | <br>CS114BTF-Introduction to cybersecurity<br> <br>CS234AI-Applied digital logic design and Computer organization |
| 18 | Dr H.Pavithra | Google site | https://sites.google.com/rvce.edu.in/networks2023<br>Computer Networks-21CS45<br> <br><br>21CS45-Computer Networks<br>https://classroom.google.com/c/NjE0NzE4MTA1NTU4 |

| | | | |
|---|---|---|---|
| 19b | Dr. Sowmyarani C N | Database Design | CANVAS<br>Database Design:18CS53<br> |
| 20 | Dr. Sowmyarani C N | 21CS45: Computer Networks | CANVAS<br>21CS45: Computer Networks<br>  |
| 21 | Dr. Sowmyarani C N | MCN202T: Information and Network Security | CANVAS<br>MCN202T: Information and Network Security |

| | | | |
|---|---|---|---|
| | | |  |
| 22 | Dr. Ashok Kumar A R | 18CS7F4: Softwar e Defned Network s | Google Class room<br>https://classroom.google.com/c/NDAxOTQ5NjMxODAx<br> |
| 23 | Dr. Hemavathy R | 18CS6 D3:Arti ficial Neural Networ ks | 2022-23 GoogleClass Room:<br>https://classroom.google.com/c/NjA4MzA2MjUwOTc3<br> |
| 24 | Dr. Hemavathy R | 22MCE 13 M.Tec-I st CSE | Google Classroom 23-24<br>https://classroom.google.com/c/NjAwODg1NzA3Njk0 |

| | | | |
|---|---|---|---|
| | | | |
| 24 | Dr. Hemavathy R | 18CS72-Computer Graphics & Virtual Reality | 2023-24 - Google Class Room<br>https://classroom.google.com/c/NjQyMDYwMTAwOTI2<br> |
| 25 | Dr.Pratiba D | Google Classroom | 2022-2023 (18CS53-Database Design)<br>https://classroom.google.com/c/NTA4NTk5ODQ1MTIz<br> |
| 26 | Dr.Manas M N | Google Classroom | 2021-22 (18CS73 Parallel Architecture and distributed Computing) |

| | | | |
|---|---|---|---|
| | | |  |
| 27 | Dr.Manas M N | Google Classroom | 2022-23 (18CS73 Parallel Architecture and distributed Computing) |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PADP A sec
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Stream
Classwork
People
Customize
PADP A sec
A
Announce something to your class
Manas M N
Dec 10, 2022
CIE2 PORTIONS UNIT 2 AND 3
Add class comment...
AA
classroom.google.com

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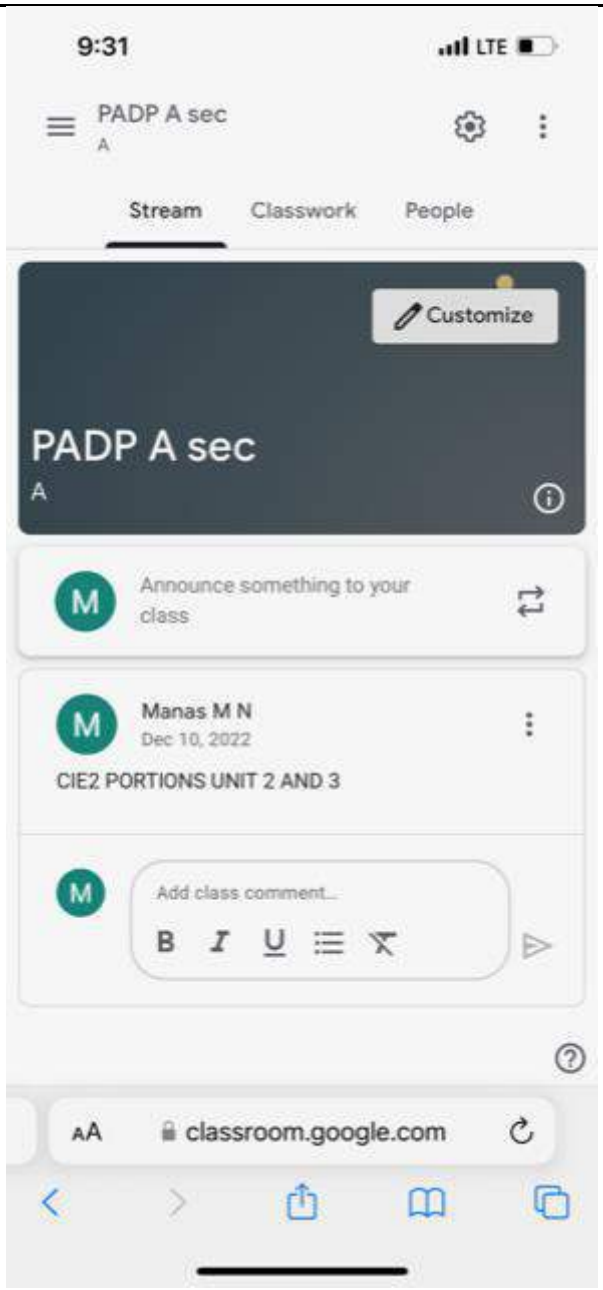
| | | |  |
| 28 | Dr.Manas M N | Video | 2022-23 (18CS73 Parallel Architecture and distributed Computing) |

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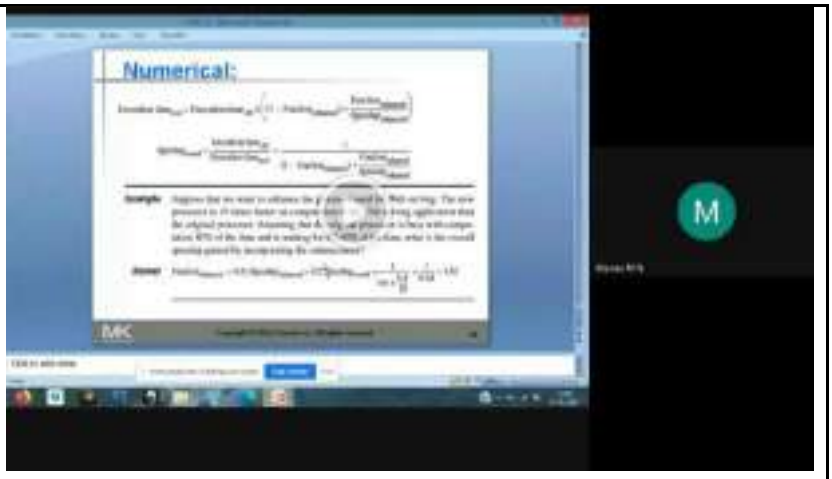
| | | |  |
| | Dr.Pratiba D | Google Classroom | 2023-2024 (Introduction to Web Programming)<br>https://classroom.google.com/c/NjUwMjkyNzUwNjgz<br> |
| 29. | Dr Soumya A | Microsoft Power Point & Videos in Google ClassRoom | Computer Graphics and Virtual Reality (18CS72) (2023-24)<br>https://classroom.google.com/c/NjM4MjA0NTE1NDMx<br> |

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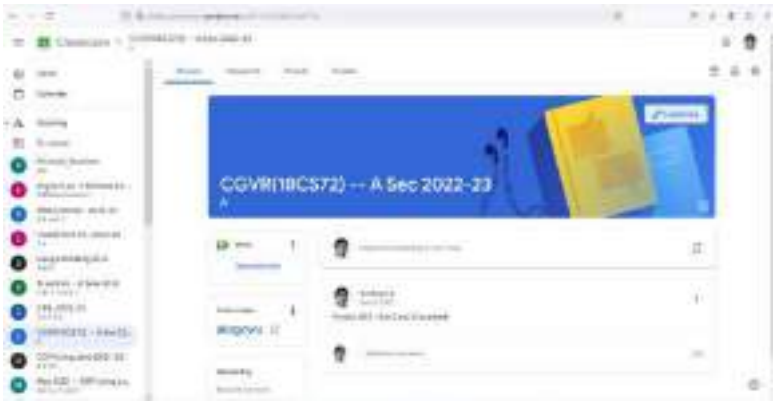
| | | | Computer Graphics and Virtual Reality (18CS72)<br>(2022-23)<br>https://classroom.google.com/c/NTY3ODk0MDc4NTYw<br>  <br>Computer Graphics and Virtual Reality (18CS72)<br>(2021-22)<br>https://classroom.google.com/c/NTY3ODk0MDc4NTYw<br> |

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|---|---|---|---|
| | | | Computer Graphics (16CS73)<br>(2020-21)<br>https://classroom.google.com/c/NTY3ODk0MDc4NTYw<br> |
| 30. | Dr Soumya A | Microsoft Power Point & Other materials in Google ClassRoom | Artificial Intelligence & Machine Learning(21AI52)<br>(2023-24)<br>Microsoft Power Point<br> <br>https://classroom.google.com/c/NjQ2MDAwMjQ3NDEw |

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| | | | <br><br>Artificial Intelligence & Machine Learning(18CS62)<br>(2022-23)<br>Microsoft Power Point<br> <br><br>https://classroom.google.com/c/NjA2MDM1MjY0MDEw |

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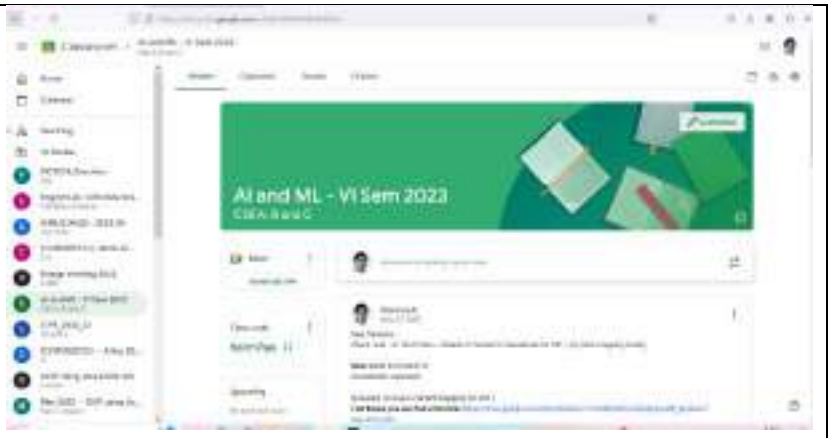
| | | |  |
| 31. | Dr Soumya A | Microsoft Power Point / Google Class Room | Object Oriented Programming in Java(2021-22)<br>https://classroom.google.com/c/NDk2NzQ5OTI1NzA0<br> <br>Object Oriented Programming in Java<br>May 2022<br>https://classroom.google.com/c/NDk1NzU2Nzg1ODQ1 |

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| | | | <br>Object Oriented Programming in Java(2020-21)<br>https://classroom.google.com/c/MzExNzQ0NTQ2MjA3<br> |
| 32 | Ganashree K C | Google Classroom | 2018 Scheme Advanced Algorithms 18IS6C2<br>-<br>https://classroom.google.com/c/NjE1MTQ2MTU1MzM4<br> |

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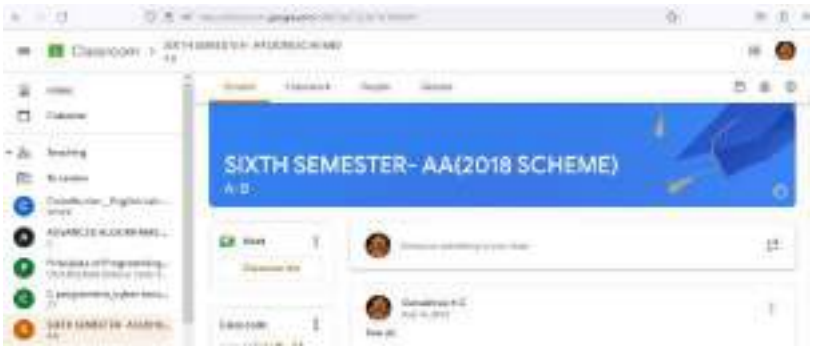
|---|---|---|---|
| 33 | Ganashree K C | Google Classroom | 2021Scheme Advanced Algorithms 21CS55B3<br>- https://classroom.google.com/<br>  |

- ***Interactive Whiteboards:*** Interactive whiteboards facilitate dynamic teaching by allowing educators to display multimedia content, annotate, and interact with digital materials in real-time, fosterin
- g active participation among students.

| Sl.No | No of Interactive Boards in the Department | Specifications of the whiteboard | Image of the whiteboard (smart board) | List the application faculties are explored (Like for annotation, real time interaction etc..) |
|---|---|---|---|---|
| 1. | 01 | Maxhub: 65" Display, Intel core i5, 8400, 2.8Ghz, 8 GBRAM, 128 SSD GB, 1TB HDD(external), Win Enterprice edition 10, | <br>Laboratory: 01 | Smart boards are used for demonstration of Experiential learning, Minor Project, Major Project, Seminars, Lecture class for ICT Tools. Smart boards are used by UG and PG students. |
| 2 | 01 | Maxhub: 65" Display, Intel core i5, 8400, 2.8Ghz, 8 GBRAM, 128 SSD GB, 1TB | | Smart boards are used for demonstration of Experiential learning, Minor Project, Major Project, Seminars, Lecture class for ICT |

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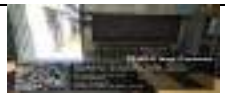
| | | HDD(external), Win Enterprice edition 10, | Laboratory : 03 | Tools. Smart boards are used by UG and PG students. |
| 3 | 01 | Maxhub: 65" Display, Intel core i5, 8400, 2.8Ghz, 8 GBRAM, 128 SSD GB, 1TB HDD(external), Win Enterprice edition 10, | Laboratory : 04 | Smart boards are used for demonstration of Experiential learning, Minor Project, Major Project, Seminars, Lecture class for ICT Tools. Smart boards are used by UG and PG students. |
| 4 | 01 | Maxhub: 65" Display, Intel core i5, 8400, 2.8Ghz, 8 GBRAM, 128 SSD GB, 1TB HDD(external), Win Enterprice edition 10, | Laboratory : 06 | Smart boards are used for demonstration of Experiential learning, Minor Project, Major Project, Seminars, Lecture class for ICT Tools. Smart boards are used by UG and PG students. |
| 5 | 01 | Maxhub: 65" Display, Intel core i5, 8400, 2.8Ghz, 8 GBRAM, 128 SSD GB, 1TB HDD(external), Win Enterprice edition 10, | Laboratory : 07 & 08 | Smart boards are used for demonstration of Experiential learning, Minor Project, Major Project, Seminars, Lecture class for ICT Tools. Smart boards are used by UG and PG students. |
| 6 | 01 | Maxhub: 65" Display, Intel core i5, 8400, 2.8Ghz, 8 GBRAM, 128 SSD GB, 1TB HDD(external), Win Enterprice edition 10, |  Laboratory: PGCSE | Smart boards are used for demonstration of Experiential learning, Minor Project, Major Project, Seminars, Lecture class for ICT Tools. Smart boards are used by UG and PG students. |

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| 7 | 01 | Samsung:55" Display, Model EM65R, | Class room : CS211 | Smart boards are used for demonstration of Experiential learning, Minor Project, Major Project, Seminars, Lecture class for ICT Tools. Smart boards are used by UG and PG students. |
| 8 | 01 | CONNAI : 65" Display, AMD A8-4500M, 4GB RAM, 128GB SSD, Win Pro 10 – 64bit OS | Class room : CS212 | Smart boards are used for demonstration of Experiential learning, Minor Project, Major Project, Seminars, Lecture class for ICT Tools. Smart boards are used by UG and PG students. |

- **Video Conferencing:** Tools such as Zoom, Microsoft Teams, or Google Meet have become indispensable for remote or hybrid learning scenarios, enabling live virtual classes, guest lectures, and collaborative projects.

| **Sl .No** | **Video Conference tool name** | **Purpose of the usage** | **Faculty Name** | **Photos of the event** |
|---|---|---|---|---|
| 1 | Google Meet | Class Conduction | Smriti Srivastava | meet.google.com/fjp-tiue-pay |
| 2 | Google Meet for the course | Class Conduction | Prapulla S B | |

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|---|---|---|---|---|
| | FCSD-Foundations of computer systems design | | | |
| 3 | Webex | Partial Delivery | Smriti Srivastava | https://bit.ly/34CxL5r |
| 4 | Webex | Partial Delivery | Prapulla S B | https://rvce.webex.com/rvce/ldr.php?RCID=91d0e4a6f04e8f251879faa6c01357a2 |
| 5 | Webex | Partial Delivery | Smriti Srivastava | |
| 6 | Google meet | Online class for theory as well as lab | Prapulla S B | |

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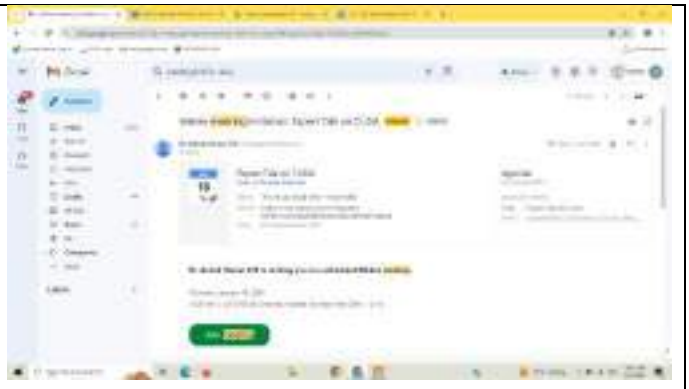
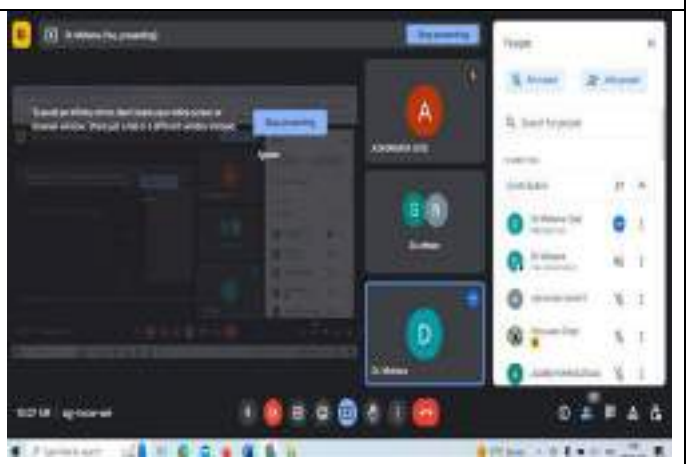
| 7 | Cisco Webex Link | Partial delivery by Industry for PADP Course | Dr. Manas Dr. Azra<br><br>Dr. Minal |  |
| 8 | Google Meet<br><br>Cisco Webex link | Class Conduction<br><br>EL Evaluation and doubts clarification | Dr.Mohana |  <br> <br><br> |

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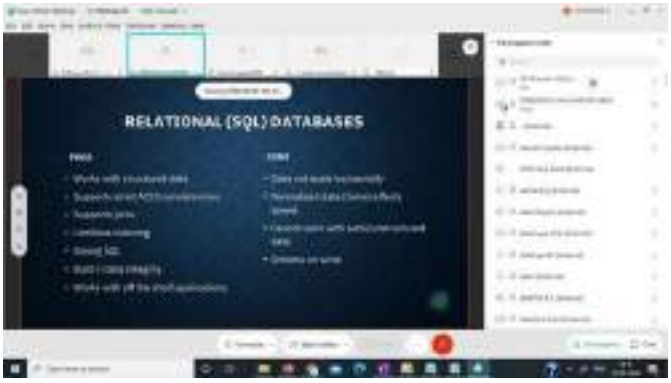
|---|---|---|---|---|
| 7 | Google meet | Class Conduction for Fundamentals of programming using C | Dr H.Pavithra | https://meet.google.com/fxk-tyzu-uqi?authuser=0&hs=179&pli=1 |
| 8 | Google Meet | Conduction of Workshop on UNITY software for 7th sem students | Dr. Hemavathy R Dr. Soumay A. Prof. Srividya M S | Date: 3rd Feb 2024,<br>Time: 10 am to 12.30 pm<br>Google Meet link: https://meet.google.com/dgj-xafe-bmz<br> |
| 9 | Cisco Webex | Conduction of partial delivery on "MongoDB and Casssandra" for 5th sem students | Dr. Pratiba D | Date: 16-09-2020<br>Subject:Database Design(18CS53)<br>Partial Delivery on MongoDB and Cassandra<br>  |

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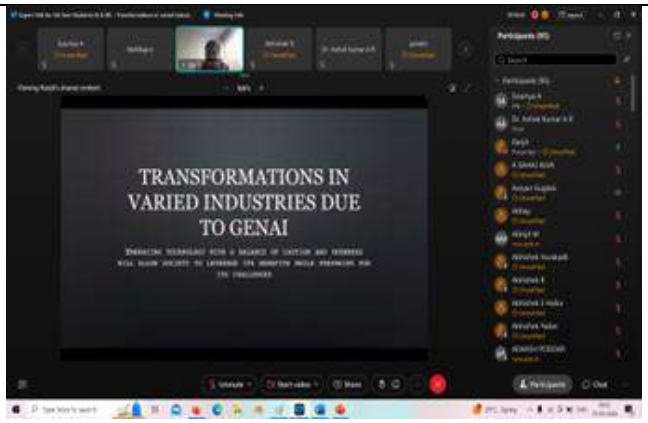
| | | | | |
| 10 | Cisco Webex | Conduction of Invited Talk on Angular JS for UG 6th sem students | Dr. Ramakanth Kumar P Dr. Pratiba D | Date: 30-07-2021<br>Subject:Web Programming(18IS6D1)<br>Talk on Angular JS<br> |
| 11 | Cisco Webex | **Conduction of Expert Talk on** "Transformations in varied Industries due to GenAI" for UG 5th Sem Students | Dr Soumya A |  |

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|---|---|---|---|---|
| | | | | <br><br>**Speaker:** Mr. Ranjit Reddy<br>**Date:** 15th March 2024 (Friday)<br>**Time :** 9 to 10.30, Virtual Mode.<br>**Meeting Link:**<br>https://rvce.webex.com/rvce/j.php?MTID=m207bbf5a87e9ea807c69dce75d0ee6e2 |
| 12 | Webex | Partial Delivery Condcuted on "Object Oriented Programming using Java (with Hands-on" | Dr Soumya A | Partial Delivery Conducted on "Object Oriented Programming using Java (with Hands-on)<br>**Speaker:** Mr Sanjay Deorari, Lead, ETA, Infosys<br>Pvt. Ltd<br>**Date:** 17th August 2022<br>**Time :** 10 am to 1.30 pm.<br>Virtual Mode.<br>https://infosys.webex.com/infosys/j.php?MTID=m50a61986f231db88cebf879bb344315a |
| 13 | Cisco Webex | Talk on "Object Oriented Programm | Dr Soumya A | **Topic:** Talk on "Object Oriented Programming from an Industry PoV" |

| | | | | |
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| | | ing from an Industry PoV" | | **Speaker:** Mr.Akshar Prasad, ML Engineer , Atlassian<br><br>**Date:** 17th July 2021<br><br>**Time :** 1.30 pm to 4.45 pm<br><br>Virtual Mode.<br><br>https://rvce.webex.com/rvce/j.php?MTID=me22ea4c080a04c80551c5fa318097167 |
| 14 | Webex | Expert talk on "Virtual Reality" | Dr Soumya A | **Topic:** Expert talk on "Virtual Reality".<br><br>**Speaker:** Mr. Rajesh Kumar Rawal- Infosys Pvt Ltd<br><br>**Date:** 29th Dec 2021<br><br>**Time :** 9.30 AM to 11 AM<br><br>Virtual Mode.<br><br>https://infosys.webex.com/infosys/j.php?MTID=mef792a1bd7f34fecc2630ef226230166 |

- ***Simulations and Virtual Labs:*** ICT tools offer simulated environments for students to conduct experiments or explore concepts that may be difficult or dangerous to replicate in a physical setting, enhancing experiential learning.

| Sl. No | *Name of Simulations and Virtual Labs* | Name of the Course | Faculty Name | Photos of the Activity |
|---|---|---|---|---|

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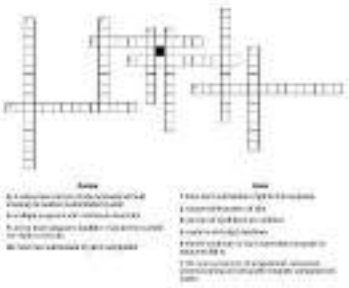
|---|---|---|---|---|
| 1 | http://vlabs.iitkgp.ac.in/coa/ | Foundations of computer systems design(FCSD) | Prapulla S B | |
| 2 | Linux machine – standalone or virtual box | Operating Sysems (18CS34) | Jyothi Shetty | Students were asked to<br>● Write a program to create a child process. The parent and child should write message to a file opened by parent. ( Handle race condition)<br>● Write a program to demonstrate locking and unlocking of a file.<br>● Write a program to implement ln command. |
| 3 | Game based pedagogical techniques adopted | Operating Sysems (18CS34) | Jyothi Shetty | Crossword Puzzles – The introductory topics of the operating systems course deals with various new terminologies and fundamental definitions. While wrapping up the session, to make more interesting a crossword puzzle was designed and shared with the students on the google classroom platform.  |
| 4 | https://cse02-iiith.vlabs.ac.in/List%20of%20experiments.html | Programming in C | Prapulla S B | |

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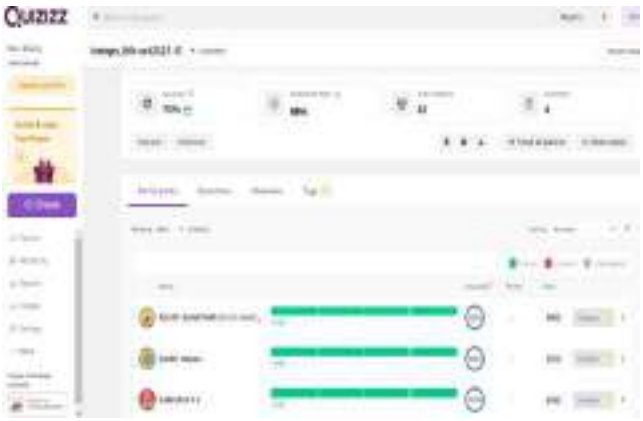
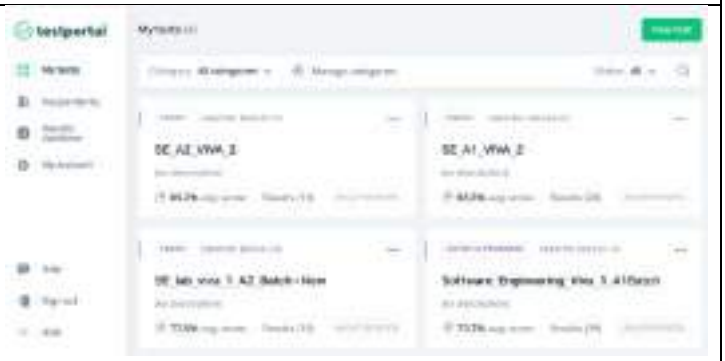
| | http://vlabs.iitkgp.ac.in/coa/<br><br>https://de-iitr.vlabs.ac.in/<br><br>https://de-iitg.vlabs.ac.in/ | 21CS34-Foundations of computer systems design(FCSD)<br><br>CS234AI-Applied digital logic design and Computer organization | Dr.Mohana | |
| 6 | Software Engineering Virtual Lab — IIT Kharagpur (iitkgp.ac.in) | Software Engineering | Dr H.Pavithra | |
| 7 | Information and Network Security | Information and Network Security | Dr. Sowmyarani C N | Cryptool<br><br>https://www.cryptool.org/en/ct2/ |

- ***Educational Apps and Software:*** There is a plethora of educational apps and software tailored to different subjects and age groups, providing interactive lessons, quizzes, and games to reinforce learning objectives.

| Sl. No | *Name of Educational* | Name of the Course | Faculty Name | Photos of the Activity |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| | *Apps and Softw are* | | | |
| 1 | Quiklrn | DMS | Smriti Srivastava | |
| 2 | Quiklrn | FCSD | Prapulla SB | |
| 3 | Quiziz | FCSD | Prapulla SB | https://quizizz.com/admin/reports/615fe95c45ca75001f4a81f6?source=report  |
| 4 | Quiklrn | Principle of Programming Using C | Smriti Srivastava | |
| 5 | Quiklrn | Principle of Programming | Prapulla SB | |

| | | | | |
|---|---|---|---|---|
| | | Using C | | |
| | Quiklrn | 21CS34-Foundations of computer systems design(FCSD)<br><br>CS234AI-Applied digital logic design and Computer organization<br><br>22EM206-Introduction to cybersecurity | Dr.Mohana | <br>CS234AI-Applied digital logic design and Computer organization<br> <br>Introduction To Cyber Security-CS114BT/CS124BT |
| 7 | My tests - Testportal - online skills and knowledge assessments platform- for | Software Engineering | Dr H.Pavithra |  <br>Software Engineering |

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| | lab viva | | | |
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| 8 | Quiklrn | Computer Graphics & Virtual Reality | Dr. Hemavathy R | |
| 9 | Quiklrn | Artificial Neural Networks | Dr. Hemavathy R | |
| 10 | Quiklrn | Database Design(18CS53) | Dr.Pratiba D | |
| 11 | Quiklrn | Introduction to Web Programming (CS115AIB) | Dr.Pratiba D | |

| | | | | |
|---|---|---|---|---|
| 12 | Quiklrn | Artificial Intelligence & Machine Learning(21AI52) | Dr Soumya A | |
| 13 | Quiklrn | Artificial Intelligence & Machine Learning(18CS62) | Dr Soumya A | |
| 14 | Quiklrn | Computer Graphics and Virtual Reality(18CS72) | Dr Soumya A | |
| 15 | Quiklrn | Object Oriented Using Java lab(21CS49) | Dr Soumya A | |

## 2. Learning with ICT Tools:

ICT tools empower students to take ownership of their learning journey and access educational resources beyond the confines of the classroom. Some ways in which ICT tools facilitate learning include:

- ***Online Resources:*** The internet provides a vast repository of educational materials such as e-books, articles, videos, and tutorials, enabling students to supplement their learning and explore topics at their own pace.

| Sl. No | *Type of online resource* | Name of the Course | Faculty Name | Online resource link |
|---|---|---|---|---|
| 1 | Youtube Channel | DMS | Smriti Srivastava | www.youtube.com/@smritisrivastava6282 |
| 2 | Quiklrn | Principle of Programming Using C | Smriti Srivastava | |
| 3 | Videos | Advanced Networks Management | Dr Nagaraja G.S | https://m.youtube.com/playlist?list=PL5VthiFd9slQRiCme5-soMQmLkx3b0D7 |
| 4 | Videos | High Speed Networks | Dr Nagaraja G.S | https://www.youtube.com/watch?v=U37pniQcS9M&t=16s |
| 5 | Videos | Data Prepartion and Analysis | Dr Nagaraja G.S | https://www.youtube.com/watch?v=E7x-UvrZEaw&list=PL5VthiFd9slT8-cLJTvpC67QPXXEtC9Xn&pp=iAQB |

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|---|---|---|---|---|
| 6 | Youtube Channel | Computer GRaphics | Hemavathy R | https://youtube.com/channel/UCScBqi4F6VTXG-B5vMKuK_A<br>materiallink: https://drive.google.com/file/d/1SPqdBH4ng4fhu_7MN7HS3K1P3Ynhxpsr/view?usp=drive_link |
| 7 | Videos | Artificial Neural Networks | Hemavathy R | https://drive.google.com/drive/folders/1X5hCQiYQG2ngLdOVSx1eIpsJ5FI1PiRm1oDqgS9kQ2AHwSE-gQGNcCRF6I4PmlCkAqw7Eq-Y?usp=drive_link |
| 8 | Tool based Learning | Database Design(18CS53) | Dr.Pratiba D | URL: http://www.ict.griffith.edu.au/~jw/normalization/index.html |

- ***E-Learning Platforms:*** Platforms like quiklrn, google Sites, Moodle, Blackboard, youtube or Canvas offer a centralized hub for course materials, assignments, discussions, and assessments, fostering a collaborative and structured learning environment.

| Sl. No | *Type of E-Learning Platforms & Purpose* | Name of the Course | Faculty Name | *E-Learning Platform* link |
|---|---|---|---|---|
| 1 | Quiklrn-Quiz and CIE Conduction | DMS | Smriti Srivastava | https://lms.quiklrn.com |

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|---|---|---|---|---|
| 2 | Google classroom-LMS | FCSD(18cs35) | Prapulla s B | https://classroom.google.com/u/0/c/MjE2NTE4OTQ5MjUx |
| 3 | Youtube | Web Technology (18IS6D1) | Manonmani S | |
| 4 | Youtube | Basics of java programming (CS115B1) | Manonmani S | |
| 5 | Youtube Channel-Lecture Videos | DMS | Smriti Srivastava | www.youtube.com/@smritisrivastava6282 |
| 6 | Google sites | Computer networks | Prapulla S B | https://sites.google.com/rvce.edu.in/prapullas-site/psis-activity_study-materials |
| 7 | Quiklrn-Quiz Conduction | Principle of Programming Using C | Smriti Srivastava | https://lms.quiklrn.com |

| | | | | |
|---|---|---|---|---|
| 8 | Youtube Channel-Lecture Videos | Principle of Programming Using C | Smriti Srivastava | www.youtube.com/@smritisrivastava6282 |
| 9 | Quiziz | Principle of Programming Using C | Prapulla S B | https://quizizz.com/admin/quiz/64d2730ed2b96f00079a2cfc?searchLocale= |
| 10 | Quiklrn.com | Principles of Programming Using C | Prapulla S B | https://lms.quiklrn.com/course/view.php?id=13817 |
| 11 | Youtube | C programming, DMS, FAFL | Anitha Sandeep | Anitha Sandeep - YouTube |
| 12 | Youtube | Computer Networks | Dr. Deepamala N | Deepamala N - YouTube |

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|---|---|---|---|---|
| 13 | Videos | Advanced Networks Management | Dr Nagaraja G.S | https://m.youtube.com/playlist?list=PL5VthiFd9slQRiCme5-soMQmLkx3b0D7 |
| 14 | Videos | High Speed Networks | Dr Nagaraja G.S | https://www.youtube.com/watch?v=U37pniQcS9M&t=16s |
| 15 | Videos | Data Preparation and Analysis | Dr Nagaraja G.S | https://www.youtube.com/watch?v=E7x-UvrZEaw&list=PL5VthiFd9slT8-cLJTvpC67QPXXEtC9Xn&pp=iAQB |
| 16 | Quiziz | Advances in Algorithms 2021-2022 | Dr. Sandhya S | https://quizizz.com/join?gc=0565736&from=challengeFriends |
| 17 | google docs | Advances in Algorithms 2021-2022 | Dr. Sandhya S | https://docs.google.com/forms/d/e/1FAIpQLSd7G8X3Ats0-MyclMnUEYw1BDf_EvIvSiiEW7IZ3A-Ts16FYw/viewform?usp=sf_link |
| 18 | google sites | Advances in Algorithms 2021-2022 | Dr. Sandhya S | https://sites.google.com/rvce.edu.in/dr-sandhya-s-aa/aa-home |
| 19 | google sites | Advances in Computer Networks 2021-2022 | Dr. Sandhya S | https://sites.google.com/rvce.edu.in/sans-acnfeb2022/home |

| | | | | |
|---|---|---|---|---|
| 20 | NPTEL<br><br>Quiklrn-Quiz and CIE Conduction | Introduction to cybersecurity | Dr.Mohana | <br>https://onlinecourses.swayam2.ac.in/nou23_cs10/preview<br><br>https://lms.quiklrn.com |
| | Google Site | Computer Graphics | Dr. Hemavathy R | Website: https://sites.google.com/rvce.edu.in/hemavathyr/home |
| | Google Site | Database Design(18CS53) | Dr.Pratiba D | Website Link:<br>https://sites.google.com/rvce.edu.in/drpratibad/home |
| | Quiklrn | Database Design(18CS53) | Dr.Pratiba D | |

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|---|---|---|---|---|
| | Quiklrn | Introduction to Web Programming(CS115AIB) | Dr.Pratiba D | |
| | Quiklrn<br><br>Quiz Conduction | Artificial Intelligence & Machine Learning(21AI52) | Dr Soumya A | |
| | Quiklrn<br><br>Quiz Conduction | Artificial Intelligence & Machine Learning(18CS62) | Dr Soumya A | |
| | Quiklrn<br><br>Quiz and CIE Conduction | Computer Graphics and Virtual Reality(18CS72) | Dr Soumya A | |

| | | | | |
|---|---|---|---|---|
| | Quiklrn<br><br>Assessment | Object Oriented Using Java lab(21CS49) | Dr Soumya A | |
| | | | | |

- ***Adaptive Learning Systems:*** ICT tools leverage adaptive learning algorithms to personalize the learning experience based on each student's strengths, weaknesses, and learning pace, ensuring tailored instruction and optimal comprehension.

| Sl.No | *Type of Adaptive Learning Systems* | Name of the Course | Faculty Name | *What is the outcome* |
|---|---|---|---|---|
| 1 | Flipped Classroom | DMS | Smriti Srivastava | Inclined towards real time problem solving. |
| 2 | Think pair share | FCSD(18cs35) | Prapulla S B | Logic puzzle solving, optimized solutions |
| 3 | PSIS activity(Peer supported Independent study) | CN | Prapulla S B | Exploring different learning styles of students and assigning activities based on their interest |
| 4 | Flipped Classroom | Computer Graphics | Dr. Hemavathy R | Problem Solving in 2D & 3D geometrical transformation exercise. |

| | | | | |
|---|---|---|---|---|
| 5 | PSIS activity(Peer supported Independent study) | Advances in DataBase Management & Mining | Dr. Hemavathy R | Exploring Different online editor for SQL and XML database framework. |
| 6 | Role Play Activity | Database Design(18CS53) | Dr.Pratiba D | Exploring the topic "Actors on the scene and workers behind the scene" |
| 7 | Think-Pair-Share Activity | Database Design(18CS53) | Dr.Pratiba D | Exploring the topic "ER Diagram for various databases" |
| 8 | Tool based Learning | | | |

- ***Collaborative learning techniques/Tools***: Tools like Google Workspace, Microsoft Office 365, or collaborative whiteboard apps facilitate group projects, peer review, and collaborative problem-solving, promoting teamwork and communication skills.

| Sl.No | *Name of Collaborative learning techniques/Tools* | Name of the Course | Faculty Name | Photos of the Activity | Which Semester/Year |
|---|---|---|---|---|---|
| 1. | Experiential learning | FCSD | Prapulla S B | | 3rd sem /2021 |
| 2. | EL | DMS | Smriti Srivastava | https://drive.google.com/drive/folders/1zeD4k98- | 3rd Sem/2 |

| | | | | | |
|---|---|---|---|---|---|
| | | | | tzW4bkLiiXLhIoRCaV2KKo9y?usp=drive_link | 021-22 |
| 3 | Flipped classroom | CN | Prapulla S B | https://docs.google.com/document/d/11oKDZLtkOCTj7cZqFC45IQmVtg8jGbVP/edit#heading=h.gjdgxs | 4th sem/2021-22 |
| 4. | Experiential learning (Open-Ended Project Based Learning) | Computer Graphics and Virtual Reality | Dr Soumya A | https://drive.google.com/drive/folders/1K_3YGavr-D7ZBn_Hh1y-wT6U1tWdTbWF | th Sem/ 2023-24 |
| | Experiential learning (Open-Ended Project Based Learning) | Artificial Intelligence & Machine Learning | Dr Soumya A | https://drive.google.com/drive/folders/10g18pkI9RM1y3InuPYi2XKUjE3l9mISL | 5th Sem/ 2023-24 |

## 3. Evaluation with ICT Tools:

ICT tools offer innovative solutions for assessing student progress and providing timely feedback. Some methods of evaluation using ICT tools include:

- ***Online Assessments:*** Platforms like quiklrn , Kahoot, Quizizz, or Google Forms enable teachers to create and administer quizzes, tests, and surveys electronically, automating grading and providing instant feedback to students.

| Sl. No | *Name of Online Assessment tool* | Name of the Course | Faculty Name | Type of the event assessment | Which Semester/ Year |
|---|---|---|---|---|---|
| 1. | Quiklrn | DMS | Smriti Srivastava | Quiz and CIE Conduction | 3rd sem/2020-21 |
| 2 | Quiklrn | FCSD | Prapulla S B | Quiz and CIE Conduction | 3rd sem/2020-21 |
| 3 | quizzizz | CN | Prapulla S B | Quiz Conduction<br>https://quizizz.com/admin/reports/60a3e660bb0b10001d51f6b4/players | 4th sem/2021-22 |
| 4 | Quiklrn | Principle of Programming Using C | Smriti Srivastava | Quiz Conduction | 2nd sem/2022-23 |
| 5 | Quiklrn | Programming Using C | Prapulla s B | Quiz Conduction | 2nd sem/2022-23 |
| 6 | Quiklrn | Advanced Networks Management | Dr Nagaraja G.S | QUIZ Component | 2-PGCNE-2019-2020,2021 |

| | | | | | |
|---|---|---|---|---|---|
| 7 | Quikl rn | High Speed Networks | Dr Nagaraja G.S | QUIZ-Component | 3-PGCNE-2019,2020 ,2021 |
| 8 | Quikl rn | Data Preparation and Analysis | Dr Nagaraja G.S | QUIZ-Component | I-PGCSE |
| 9 | Quikl rn | Operating System Design | Dr. Azra Nasreen | Quiz Conduction | 3-PGCSE-2021 |
| 10 | Quikl rn | CS234AI-Applied digital logic design and Computer organization<br><br>22EM206-Introduction to cybersecurity | Mohana | Quiz Conduction and EL Evaluation | 2022-23 and 2023-24 |
| 11 | Quikl rn | Artificial Neural Networks | Dr. Hemavathy R | Quiz Conduction | 6 the sem CSE-2022 |
| 12 | Quikl rn | Computer Graphics | Dr. Hemavathy R | Quiz Conduction | 7th the sem CSE-2022, 21-22,22-23 |
| 13 | Quikl rn | Principle of Programming Using C | Dr.Pratiba D | Quiz Conduction | 2nd sem/2022-23 |
| 14 | Quikl rn | Introduction to Web Programming | Dr.Pratiba D | Quiz Conduction | 1st/2nd sem/2022-23 |

| | | | | | |
|---|---|---|---|---|---|
| 15 | Quiklrn | Database Design | Dr.Pratiba D | Quiz Conduction | 5th sem/2022-23 |
| 12 | Quiklrn | Object Oriented Programming Using Java | Dr. Soumya A | Quiz Conduction | 4th the sem CSE-2018-19,<br>2019-20,<br>2020-21<br>2021-22 |
| 13 | Quiklrn | Computer Graphics | Dr. Soumya A | Quiz Conduction | 7th the sem CSE-2020-21, 21-22,22-23, 2023-24 |
| 14 | Quiklrn | Artificial Intelligence & Machine Learning | Dr. Soumya A | Quiz Conduction | 5th the sem CSE-2023-24<br>6th the sem CSE-2022-23 |

- ***E-Portfolios:*** Digital portfolios allow students to showcase their work, reflections, and achievements over time, providing a holistic view of their learning journey and enabling self-assessment and peer feedback.

| Sl. N | *Name of* E-Portfolios | Name of the Course | Faculty Name | Type of the work assessment | Which Semester/Year |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| 1 | Infosys springboard | Programming Using C | Prapulla S B | Online assessment<br>https://drive.google.com/drive/u/0/folders/1fPLcpoX8HpNq90qYMOr9hRN320idD1uX | 2nd sem/2022-23 |
| 2 | Infosys springboard | Virtual Reality | Hemavathy R | https://docs.google.com/spreadsheets/d/1F0BS6Idaami1sb1gnoMUUEDjKdQnBzbwk6Bs8fBELc8/edit#gid=0 | 7th Sem/2022-23 |

- ***Learning Analytics:*** ICT tools collect and analyze data on student performance and engagement, allowing educators to identify trends, assess the effectiveness of instructional strategies, and tailor interventions to meet individual learning needs.

| Sl.No | *Name of Learning Analytics* | Name of the Course | Faculty Name | Type of the work assessment | Which Semester/Year |
|---|---|---|---|---|---|
| 1. | Quiklrn | DMS | Smriti Srivastava | Quiz Assessment | 3rd Sem/2020-21 |
| 2. | Quiklrn | FCSD | Prapulla S B | Quiz Assessment | 3rd Sem/2020-21 |
| 3 | Quiklrn | ANN | Hemavarthy R | Quiz Assessment | 6th Sem/ 2020-21, 22-23 |
| 4 | Quiklrn | CG& VR | Hemavarthy R | Quiz Assessment | 7th Sem/ 2020-21, 22-23 |
| 5 | Quiklrn | Object Oriented Programming Using Java | Dr. Soumya A | Quiz Conduction | 4th the sem CSE- 2018-19,<br>2019-20,<br>2020-21<br>2021-22 |

| | | | | | |
|---|---|---|---|---|---|
| 6 | Quiklrn | Computer Graphics | Dr. Soumya A | Quiz Conduction | 7th the sem CSE-2020-21, 21-22,22-23, 2023-24 |
| 7 | Quiklrn | Artificial Intelligence & Machine Learning | Dr. Soumya A | Quiz Conduction | 5th the sem CSE-2023-24<br><br>6th the sem CSE-2022-23 |

- ***Plagiarism Detection:*** With the proliferation of online resources, plagiarism has become a concern in academic settings. Plagiarism detection software like Turnitin or Grammarly can help educators identify and address instances of academic dishonesty.

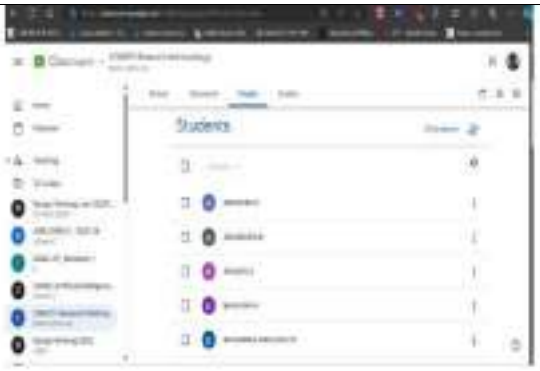
| Sl.No | *Name of Plagiarism Detection tool* | Name of the Course | Faculty Name | Name of the activity |
|---|---|---|---|---|
| 1 | Turntin | Advanced Networks Management-2018-19, 2019-20, 2020-21 | Dr Nagaraja G.S | Construction of Research paper |
| 2 | Turntin | High Speed Networks<br>2018-19, 2019-20, 2020-21 | Dr Nagaraja G.S | Construction of Research paper |
| 3 | Turntin | Data Preparation and Analysis<br>2020-21,2021-2022 | Dr Nagaraja G.S | Construction of Research paper |

| | | | | |
|---|---|---|---|---|
| 4 | Turntin | Network Programming<br>2022-2023 | Dr Nagaraja G.S | Construction of Research paper |
| 5 | Turntin and Drill bit tool | CS234AI-Applied digital logic design and Computer organization<br><br>22EM206-Introduction to cybersecurity | Dr.Mohana | For Research paper preparation and publication |
| 6 | Turnitin | 16CS52: Database<br><br>design and 18CS53:Database Design | Dr. Sowmyarani C N | For Research Paper |
| 7 | Turnitin and Drill bit | Database Design(18CS53) | Dr.Pratiba D | Research Paper |
| 8 | Turnitin and Drill bit | Major Project/Minor Project/ Technical Seminar (B.E and MTech) | Dr Soumya A | For drafting and Paper Publication |

**Feedback and Communication Tools:** ICT tools facilitate timely communication between teachers and students, allowing for personalized feedback on assignments, clarification of doubts, and ongoing dialogue to support learning and growth.

| Sl.No | *Name of* Feedback and Communicat | Name of the Course | Faculty Name | Name of the activity |
|---|---|---|---|---|

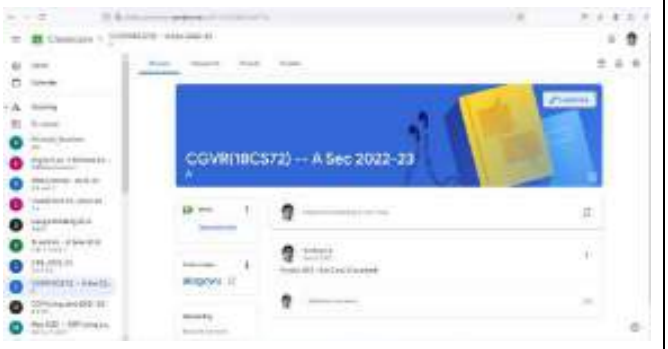
| | | | | |
|---|---|---|---|---|
| | ion Tools | | | |
| 1. | Google Form | DMS | Smriti Srivastava | Course End Survey |
| 2 | Menti meter | FOCSD | Prapulla S B | Feedback |
| 3 | Google Classroom | Web programming (18G7H04) | Manonmani S | |
| 4 | Google Classroom | Web Technology (18IS6D1) | Manonmani S | |
| 5 | Google Classroom | PLC-JAVA 2023-24 | Manonmani S | |

| | | | | |
|---|---|---|---|---|
| 6 | Google Form | DMS | Smriti Srivastava | Course End Survey |
| 7 | Google form | CN | Prapulla S B | Feedback for Jigsaw activity<br>https://docs.google.com/forms/d/17LkM2JTzsYFG1D_0UyYQN_iGjRz5XHULnCl4-xX7j30/edit#response=ACYDBNhu_pZJ_jq9MX2Sn2O0c8oxsOkFKSpGFUYZ_-_qTu2BX_GutMEPowI3hM8geFkXZRo |
| 8 | Google Form | CN | Prapulla S B | https://docs.google.com/forms/d/1uhfW6iAemfZalbHji93mEXTv1PKPW10yVGPymbA4jtQ/edit?ts=61305491#responses |
| 9 | Google classroom | Software Engineering (18IS55) | Dr. Shanta Rangaswamy | |
| 10 | Google classroom | Artificial Intelligence and Machine Learning (21AI52) | Dr. Shanta Rangaswamy | |
| 11 | Google classroom | Researcg Methodology (21IM21T) | Dr. Shanta Rangaswamy |  |

| | | | | |
|---|---|---|---|---|
| 12 | Google Classroom | Natural Language Processing (M.Tech) | Dr. Rajashree Shettar | |
| 13 | Google Form | CS234 AI-Applied digital logic design and Computer organization<br><br>22EM206-Introduction to cybersecurity | Dr.Mohana | Course End Survey<br> |
| 14 | google Form | 18CS72, CG&VR | Dr. Hemavathy R | Course End Survey<br> |
| 15 | google Form | M.Tech CSE ADBMS | Dr. Hemavathy R | Course End Survey |

| | | | | |
|---|---|---|---|---|
| | | (2022-24) | | https://docs.google.com/forms/d/1flP3vABddbPz7P6BIJd_oaH_60Ki5QwaxAwVx_Bjbzg/edit |
| 16 | Google Form | B.E. 5th Sem<br><br>Artificial Intelligence and Machine Learning (21AI52)<br><br>(2023-24) | Dr Soumya A | Course End Survey<br><br>https://docs.google.com/forms/d/16F8OoPgsTOqNWyR82JjXPLAUWV-VsApQGGLoph_HUn4/edit<br><br> |
| 17 | Google Form | B.E. 6th Sem<br><br>Artificial Intelligence and Machine Learning (18CS62)<br><br>(2023-24) | Dr Soumya A | Course End Survey<br><br>https://docs.google.com/forms/d/1INaBGcJCCZyEr3Fdv1KJiuUEd5l_hPthDJZ3pFqCM9A/edit<br><br> |

| | | | | |
|---|---|---|---|---|
| 18 | Google classroom | Artificial Intelligence and Machine Learning (21AI52) | Dr Soumya A | https://classroom.google.com/c/NjQ2MDAwMjQ3NDEw |
| 19 | Google classroom | Artificial Intelligence and Machine Learning (18C62) | Dr Soumya A | https://classroom.google.com/c/NjA2MDM1MjY0MDEw |
| 20 | Google classroom | Computer Graphics and Virtual Reality (18CS72) | Dr Soumya A | Computer Graphics and Virtual Reality (18CS72)<br>(2023-24)<br>https://classroom.google.com/c/NjM4MjA0NTE1NDMx |

| | | | | |
|---|---|---|---|---|
| | | | | <br>Computer Graphics and Virtual Reality (18CS72)<br>(2022-23)<br>https://classroom.google.com/c/NTY3ODk0MDc4NTYw<br>  <br>Computer Graphics and Virtual Reality (18CS72)<br>(2021-22)<br>https://classroom.google.com/c/NTY3ODk0MDc4NTYw |

| | | | | |
|---|---|---|---|---|
| | | | | <br>Computer Graphics (16CS73)<br>(2020-21)<br>https://classroom.google.com/c/NTY3ODk0MDc4NTYw<br> |

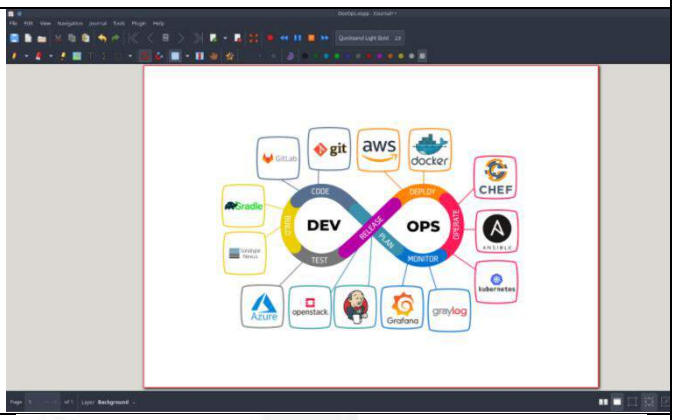
# MASTER OF COMPUTER APPLICATIONS

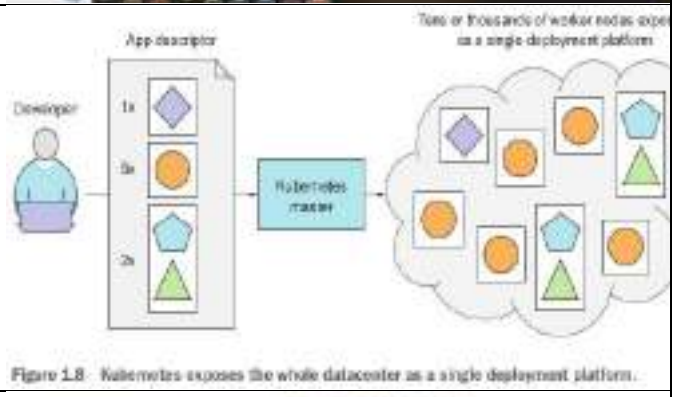
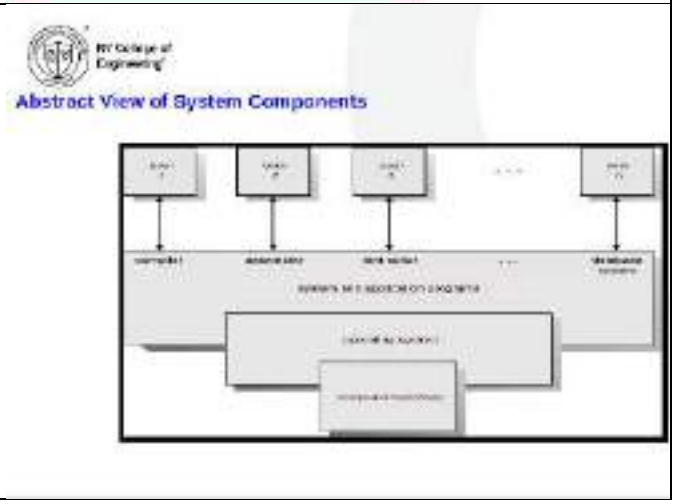
The influence and adoption of ICT in the Department of MCA is extensive. The various ICTs used at the department are power point presentation, digital boards, video recordings by faculty, demonstration of concepts through online tools and simulators, online meeting platforms for discussions and reviews are the most prominent among many other ICT tools.

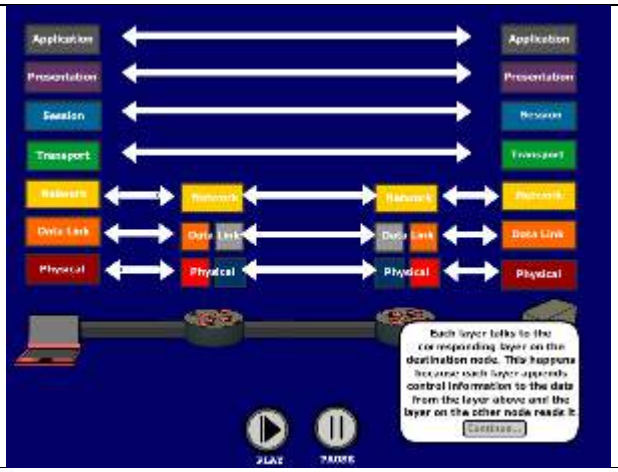
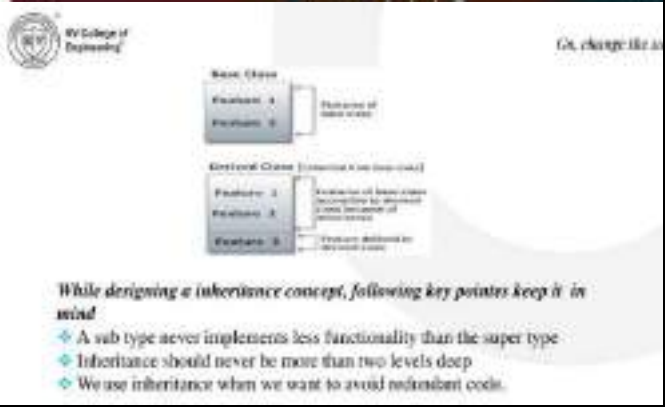
## 1. Teaching with ICT Tools:

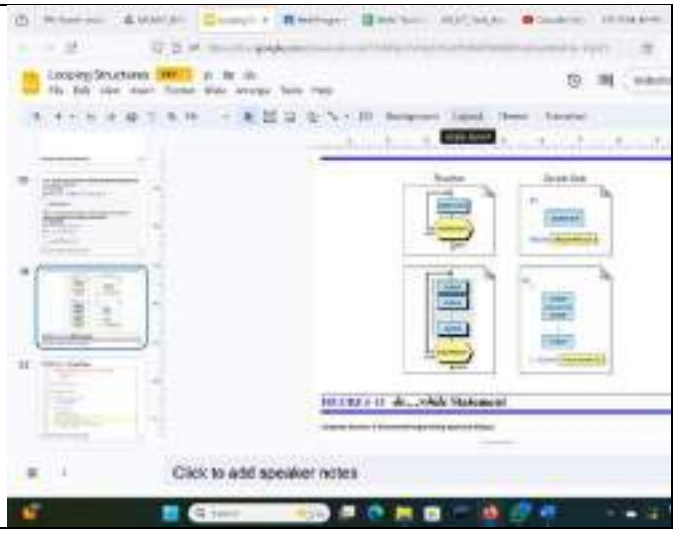
ICT tools offer educators a plethora of opportunities to engage students and make learning more interactive and effective. Some common ICT tools used for teaching include:

- ***Presentation Software:*** Platforms like Microsoft PowerPoint, Google Slides, or Prezi enable teachers to create visually appealing presentations to deliver content in an organized and engaging manner.

| Sl. No | Name of the Faculty | *Presentation Software used* | Sample Screen shot of any one course |
|---|---|---|---|
| 1. | Dr. Deepika K | Xournal++ |   |
| 2. | Dr. Jasmine K S | Microsoft Power point | |

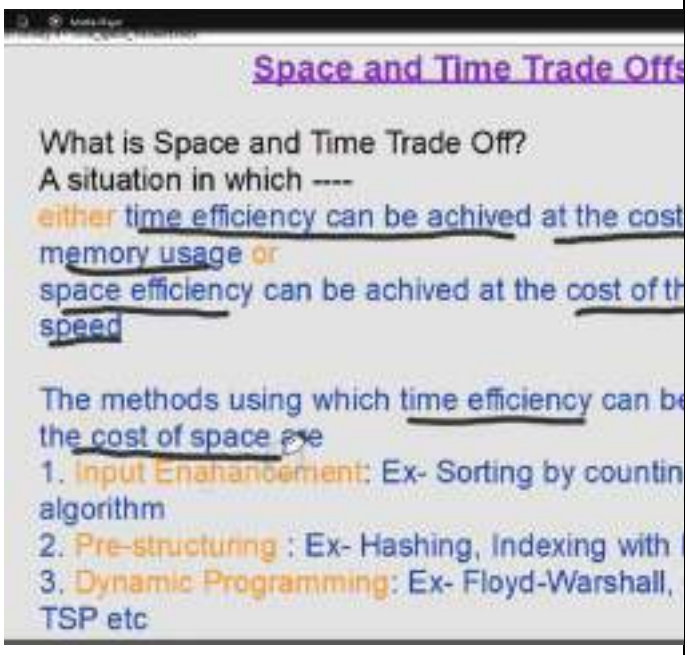
| | | | |
|---|---|---|---|
| 3. | Dr. Andhe Dharani | Microsoft PowerPoint | |
| 4. | Prof. Prashanth K | Google Slides |   Figure 1.8 Kubernetes exposes the whole datacenter as a single deployment platform. |
| 5. | Dr.Mohanaradhya | Power point presentation | |
| 6. | Dr. B.H.Chandrashekar | LibreOffice-Impress |   |

| | | | |
|---|---|---|---|
| 7. | Dr.jayasimha S R | Adobe Flash player |  |
| 8. | Dr. Preethi N Patil | Xournal++ | |
| 9. | Prof. Saravanan C | MS Power Point |  |

| | | | |
|---|---|---|---|
| 10. | Prof. Savita S | Google Slides |  |

- ***Interactive Whiteboards:*** Interactive whiteboards facilitate dynamic teaching by allowing educators to display multimedia content, annotate, and interact with digital materials in real-time, fostering active participation among students.

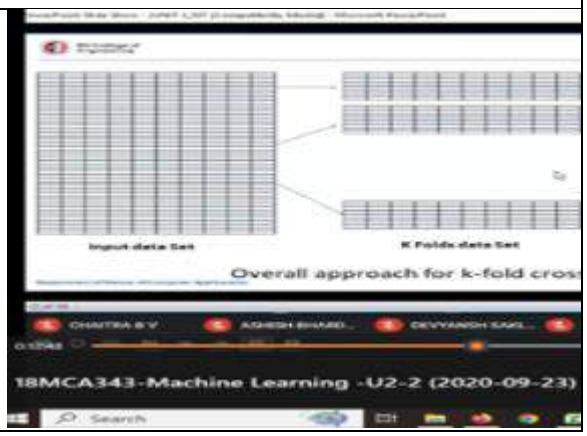
| Sl. No | No of Interactive Boards in the Department | Specifications of the whiteboard | Image of the whiteboard (smart board) | List the applications, faculties have explored (Like for annotation, real time interaction etc..) |
|---|---|---|---|---|
| | 06 | 1-Connoi Interactive Board-**01No** **(**Lab3) Connoi Interactive Panel | | Windows-OS, Browsers, VLC Media, Presentation, Google Meet etc and |

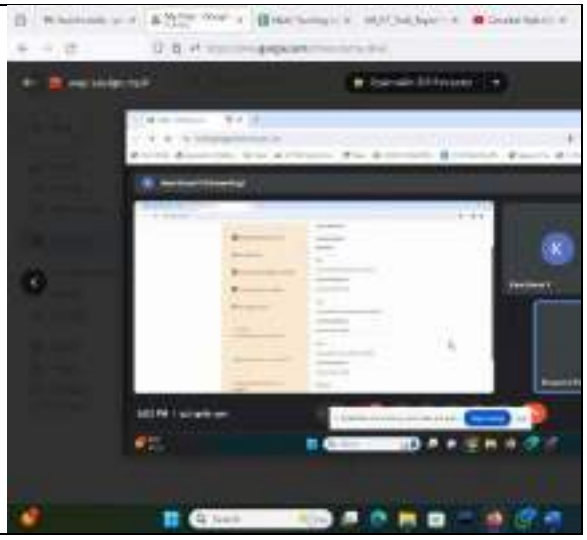
| | | | | |
|---|---|---|---|---|
| | | CGT75 with built in PC-OPS [AMDA8-4500M $core 1.95GHZ, 4GB RAM, 256GB MSATA HDD] Mobile Metal Stand Interactive Flat Panel<br><br>2-MaxHub-**02Nos**(MC005 & MC213) MAXHUB Smart Interactive Display - E7ZOCE - 75" 4K 1R Touchscreen with Android 11/4GB 32GB RAM/ROM 11th GEN Processor. 8GB | <br> <br>  | WIfi Connection with Internet facilities MS-Windows-OS and Android With Browsers VLC Media, Presentation, Writing Board, and Wifi Interent Faciliti es |

| | | | | |
|---|---|---|---|---|
| | | / 128GB SSD WC W230 Web Camera<br><br>3-Logical Interactive Display - **03Nos**( MC210, MC206 & IoT Lab) Logic Display 03 LT-1R86AX-AiO Computer 861NCH STP-AVIOTH 2113 / OPS-AX1ji58 /256 11Gen Intel Core i5 8GB/256 SSD | | |

- **Video Conferencing:** Tools such as Zoom, Microsoft Teams, or Google Meet have become indispensable for remote or hybrid learning scenarios, enabling live virtual classes, guest lectures, and collaborative projects.

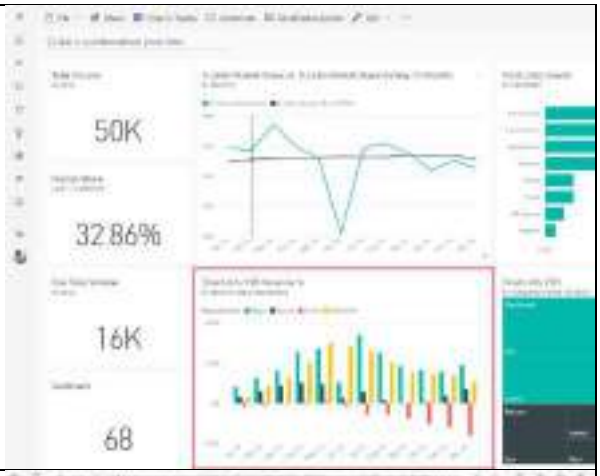
| Sl. No | Video Conference | Purpose of the usage | Faculty Name | Photos of the event |
|---|---|---|---|---|

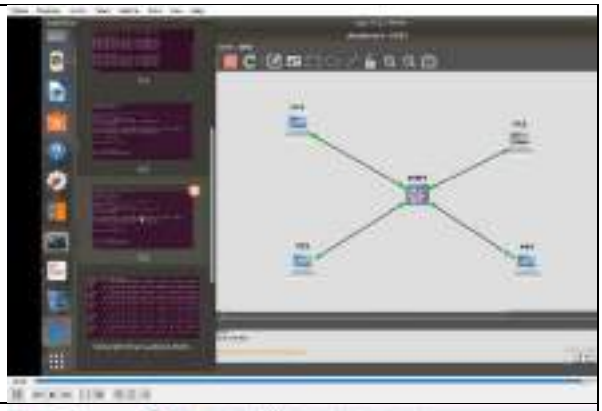
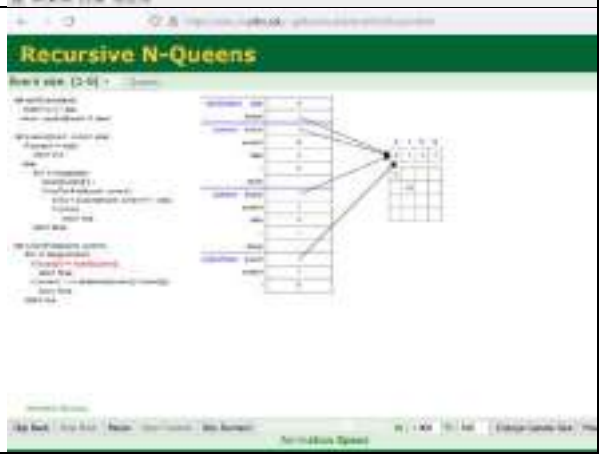
| | tool name | | | |
|---|---|---|---|---|
| 1. | Cisco Webex | Online class | Dr. Deepika K | |
| 2. | Cisco Webex | Online Class | Dr. Savitha R | |
| 3. | Cisco Webex | Online Class | Dr.B.H.Chandrashekar | |
| 4. | Cisco Webex | Online Class | Dr. Andhe Dharani |   |

| | | | | |
|---|---|---|---|---|
| 5. | Google Meet | Online Assignment Review | Dr. Preethi N Patil |  |

- ***Simulations and Virtual Labs:*** ICT tools offer simulated environments for students to conduct experiments or explore concepts that may be difficult or dangerous to replicate in a physical setting, enhancing experiential learning.

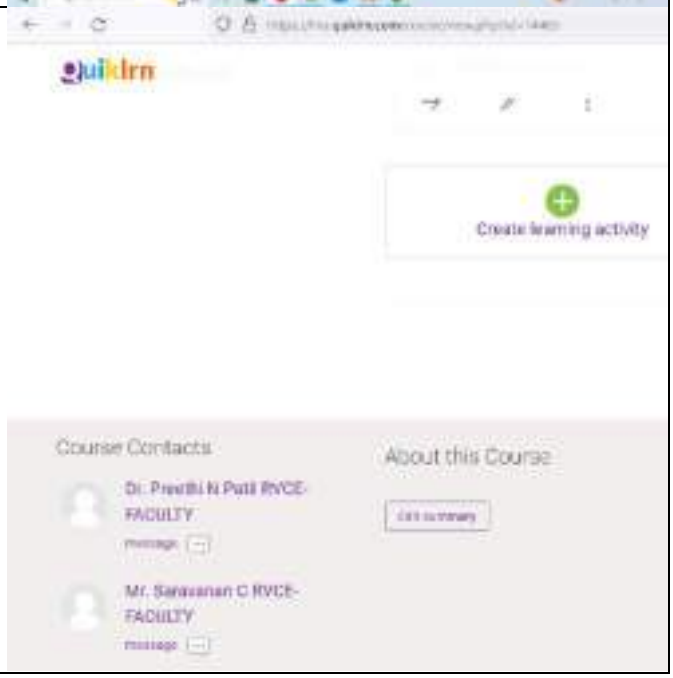
| Sl. No | *Name of Simulations and Virtual Labs* | Name of the Course | Faculty Name | Photos of the Activity |
|---|---|---|---|---|
| 1. | FIGMA – Collaborative Design tool used in UI/UX course | Principles of UI/UX | Dr. Jasmine K S | |

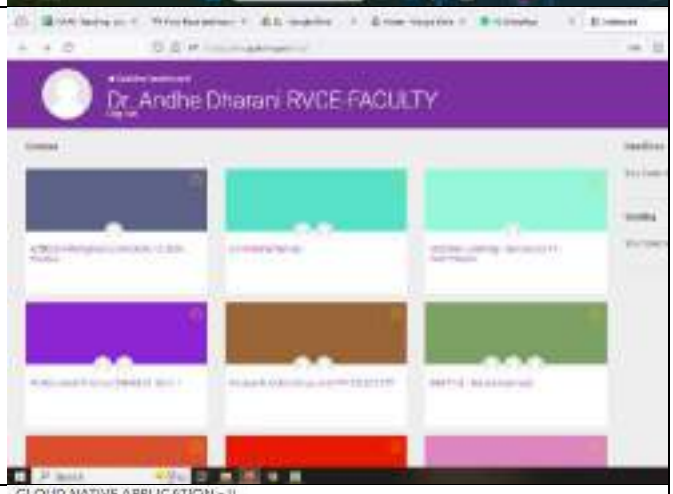
| | | | | |
|---|---|---|---|---|
| 2. | PowerBI | Data Visualization | Dr. Divya T L |  |
| 3. | PowerBI | Data Visualization | Dr. Andhe Dharani | |
| 4. | Tableau | Data Analysis | Prof. Chandrani C | |
| 5. | Unity 3D | Augmented Reality | Dr. Preethi N Patil | |

| | | | | |
|---|---|---|---|---|
| 6. | GNS3 | Computer Network | Dr. Mohanaradhya |  |
| 7. | USFCA Visualization | Data Structures | Dr. Savita S |  |

- ***Educational Apps and Software:*** There is a plethora of educational apps and software tailored to different subjects and age groups, providing interactive lessons, quizzes, and games to reinforce learning objectives.

| Sl. No | *Name of Educational Apps and Software* | Name of the Course | Faculty Name | Photos of the Activity |
|---|---|---|---|---|
| 1. | Quiklrn | Cybersecurity and Blockchain | Dr.Mohanaradhya | |

| | | | | |
|---|---|---|---|---|
| 2. | Google Classroom | DevOps | Dr. Deepika K | |
| 3. | Google Classroom | Data Science-1 | Dr. Divya TL | |
| 4. | Quiklrn | Database Systems | Prof. Saravanan C |  |

| | | | | |
|---|---|---|---|---|
| 5. | Quiklrn | AR/VR | Dr. Preethi N Patil | |
| 6. | Quiklrn | Machine Learning | Dr. Andhe Dharani |   |
| 7. | Google classroom | Cloud native Full Stack Applications | Prof. Prashanth K | |

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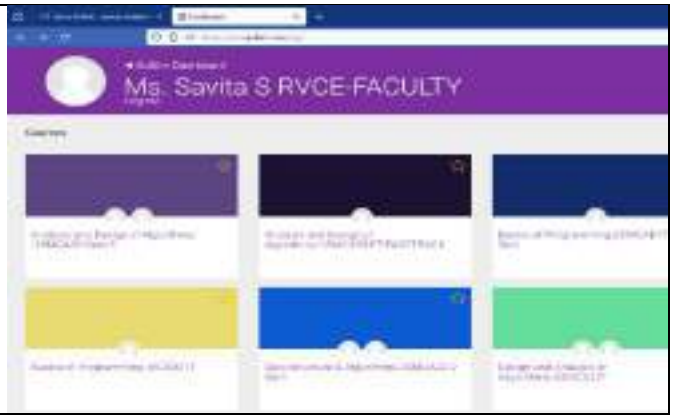
| 8. | Quiklrn | | Prof. Savita S |   |

## 2. Learning with ICT Tools:

ICT tools empower students to take ownership of their learning journey and access educational resources beyond the confines of the classroom. Some ways in which ICT tools facilitate learning include:

- ***Online Resources:*** The internet provides a vast repository of educational materials such as e-books, articles, videos, and tutorials, enabling students to supplement their learning and explore topics at their own pace.

| Sl.No | *Type of online resource* | Name of the Course | Faculty Name | Online resource link |
|---|---|---|---|---|
| 1 | Materials - Notes, Videos | DevOps | Dr. Deepika K | https://classroom.google.com/c/NjE1Njc1MzI2Nzk3?cjc=4krewhf |
| 2 | Class Recordings | DevOps | Dr. Deepika K | Webex meeting recording: Add to Home Screen (A2HS)<br>Password: Mad@2023<br>Recording link: https://rvce.webex.com/rvce/ldr.php?RCID=e334582018b09bbf959ce1a2a382a4ea |
| 3 | E-book | Cybersecurity and | Dr.Mohanaradhya | https://users.cs.fiu.edu/~prabakar/cen5079/Common/textbooks/Mastering_Blockchain_2nd_Edition.pdf |

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|---|---|---|---|---|
| | | Block chain | | |
| 4 | Video Lectures | DBMS and WEB application Programming | Dr. Preethi N Patil | https://www.youtube.com/@easycslearning4425 |
| 5 | Video Lectures | Python Programming | Dr. Jasmine K S | https://www.youtube.com/@jasmineks1040 |
| 6 | Reference Manual | Unity 3D-Game Engine | Dr. Preethi N Patil | https://docs.unity3d.com/Manual/index.html |
| 7 | Online Docs | LSS | Dr. Renukaprasad B | https://docs.docker.com/get-started/overview/ |

- ***E-Learning Platforms:*** Platforms like Quiklrn, google Sites, Moodle, Blackboard, youtube or Canvas offer a centralized hub for course materials, assignments, discussions, and assessments, fostering a collaborative and structured learning environment.

| Sl. No | *Type of E-Learning Platforms & Purpose* | Name of the Course | Faculty Name | *E-Learning Platform* link |
|---|---|---|---|---|
| 1 | Web Ex, Google Classroom | DevOps | Dr. Deepika K | https://classroom.google.com/c/NjE1Njc1MzI2Nzk3?cjc=4krewhf |

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|---|---|---|---|---|
| 2 | Google classroom | Big Data Analytics,Data Scince | Dr. Divya TL | https://classroom.google.com/c/NjQ5OTYyODM3NDMx/a/NjUwMjUxNjM4MTkz/details |
| 3 | Google classroom | Cloud Native Full Stack Application Development - II | Prashanth K | https://classroom.google.com/c/NjQ5NzEzOTkwNjc4 |
| 4 | Google classroom | Web Application Programming | Dr. Andhe Dharani | https://classroom.google.com/c/NjQ4MjQ2MjM5MDY0 |
| 5 | Google classroom | Augmented and Virtual Reality | Dr. Preethi N Patil | https://classroom.google.com/u/1/c/NjM5MjI5MzQzODA5 |
| 6 | Google Classroom | Machine Learning | Andhe Dharani | https://classroom.google.com/c/MTc0MTc4MjMzNzMy?cjc=qea75hs |
| 7 | Google classroom | Research Methodology | Usha J , Andhe Dharani | https://classroom.google.com/c/NjIzMDYyNjY1NTg2?cjc=fqwknut |
| 8 | Google Classrom | Artificial Intelligence | Andhe Dharni | https://classroom.google.com/c/NTc4MzU3MTkyNzI3?cjc=yrpie6r |
| 9 | Google classroom | Principles of UIUX Design<br><br>BOP<br><br>Design and | | https://classroom.google.com/c/NjQ2NDc4MTgyMDU0?cjc=w2bbrrb<br><br>https://classroom.google.com/c/NjYzOTEzMzU3ODI0?cjc=gwjter6 |

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|---|---|---|---|---|
| | | Analysis of Algorithms<br><br>Object oriented programming<br><br>Data Structures and Algorithms | | https://classroom.google.com/c/NjE1MjUyNzMyOTA4?cjc=3ydad67<br><br>https://classroom.google.com/c/NTE2NDk2OTEyNDI2?cjc=iyik3ic<br><br>https://classroom.google.com/c/NDk2OTQ4ODI3Mzk0?cjc=535yytd |

- ***Adaptive Learning Systems:*** ICT tools leverage adaptive learning algorithms to personalize the learning experience based on each student's strengths, weaknesses, and learning pace, ensuring tailored instruction and optimal comprehension.

| Sl.No | *Type of Adaptive Learning Systems* | Name of the Course | Faculty Name | *Outcome of ALS* |
|---|---|---|---|---|
| 1 | Xournal++ | DevOps | Dr. Deepika K | Action Taken: Individual Consultation: Conducted a one-on-one meeting with the student to discuss their performance and understand any challenges they are facing in the course.<br><br>Review of Course Material: Reviewed the course material with the student, focusing on |

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| | | | | areas where they struggled, and provided additional explanations and examples to enhance their understanding.<br><br>Regular Feedback: Provided regular feedback on the student's progress and performance to track improvements and address any issues promptly.<br><br>Encouragement and Motivation: Offered encouragement and motivation to boost the student's confidence and encourage them to put in their best effort in the course.<br><br>Follow-Up: Scheduled a follow-up meeting with the student to review their progress and address any further concerns they may have. |

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| | | | | Outcome: The student has shown improvement in their understanding and performance in Modern Application Development. They are encouraged to continue their efforts and seek help whenever needed to excel in the course. |

- ***Collaborative learning techniques/Tools***: Tools like Google Workspace, Microsoft Office 365, or collaborative whiteboard apps facilitate group projects, peer review, and collaborative problem-solving, promoting teamwork and communication skills.

| Sl.No | *Name of Collaborative learning techniques/Tools* | Name of the Course | Faculty Name | Photos of the Activity | Semester/Year |
|---|---|---|---|---|---|
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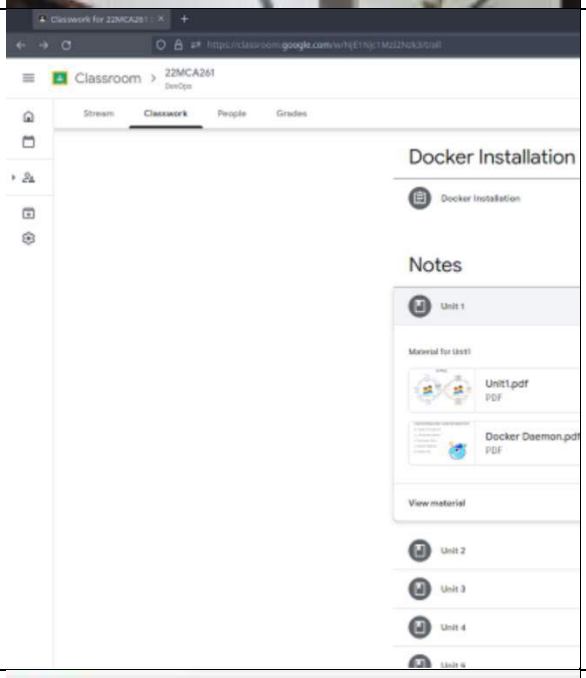
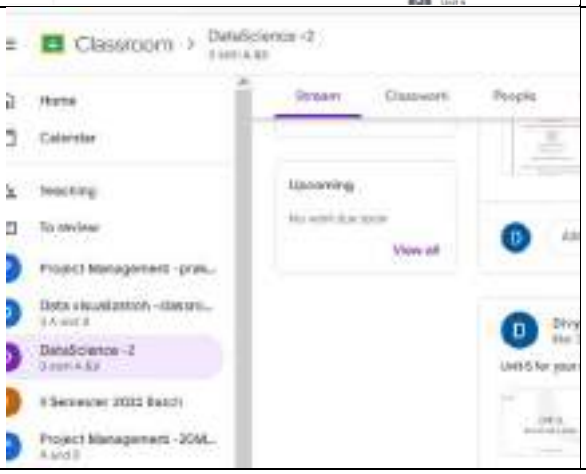
|---|---|---|---|---|---|
| 1 | *Webex* | IoT | Dr. Renukaprasad B | | II semester |
| 2 | Google Classroom | DevOps | Dr. Deepika K |  | II Semester |
| 3 | Google Classroom | Data Science | Dr.Divya TL |  | III Semester |

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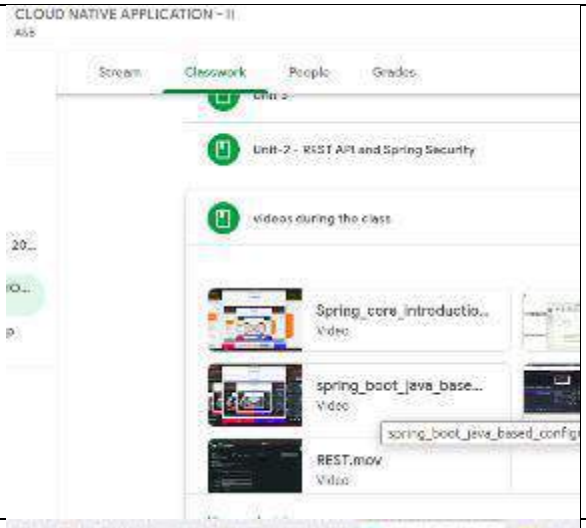
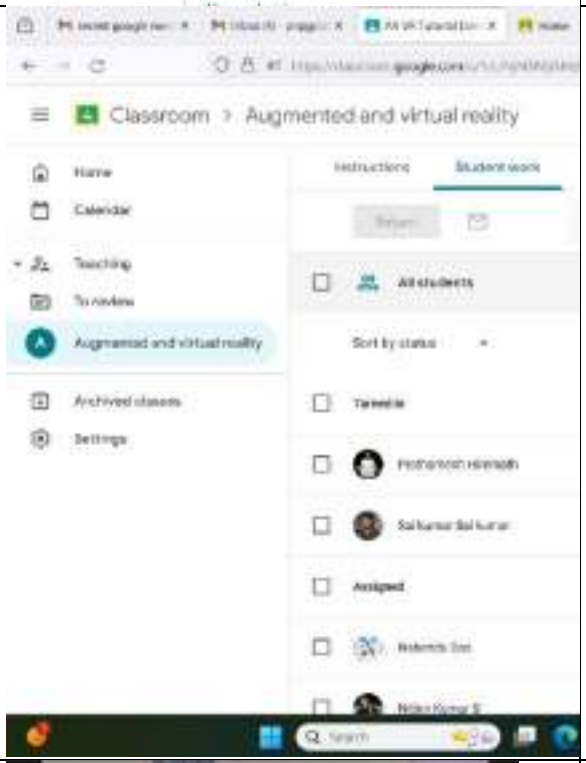
|---|---|---|---|---|---|
| 4 | Google Classroom | Cloud Native Full Stack Application Development -II | Prashanth K |  | III Semester |
| 5 | Google ClassRoom | Augmented and Virtual Reality | Dr. Preethi N Patil |  | III Semester |
| 6 | Collaborative Learning | Augmented and Virtual Reality | Dr. Preethi N Patil | | |

## 3. Evaluation with ICT Tools:

ICT tools offer innovative solutions for assessing student progress and providing timely feedback. Some methods of evaluation using ICT tools include:

- ***Online Assessments:*** Platforms like Quiklrn, Kahoot, Quizizz, or Google Forms enable teachers to create and administer quizzes, tests, and surveys electronically, automating grading and providing instant feedback to students.

| Sl.No | *Name of Online Assessment tool* | Name of the Course | Faculty Name | Type of the event assessment | Semester/Year |
|---|---|---|---|---|---|
| 1 | Google Classroom | DevOps | Dr. Deepika K | Assignment | II Semester |
| 2 | Google Classroom | Data Science -1 | Dr.Divya TL | Assignment | II Semester |
| 3 | Quiklrn | Cybersecurity and Blockchain | Dr.Mohanaradhya | Quiz | III Semester |
| 4. | Quiklrn | LSS | Dr. Renuka Prasad and Dr. B H Chandrashekar | Quiz | I Semester |
| 5. | Quiklrn | AR/VR | Dr. Preethi N Patil | Quiz | III Semester |
| 6. | Quiklrn | OOP | Dr. Jasmine K S | Quiz | I Semester |
| 7. | Quklrn | DBMS | Prof. Saravanan C | Quiz | II Semester |
| 8. | Quiklrn | AI | Dr. Andhe Dharani | Quiz | III Semester |
| 9. | Quiklrn | DSA | Dr. Jaysimha S R and Prof. Savita R | Quiz | II Semester |
| 10. | Quiklrn | WAP | Dr. Savitha R | Quiz | I Semester |
| 11. | Quiklrn | Cloud Native Full Stack Application | Prof. Prashanth K and Dr. Vishal C | Quiz | III Semester |
| 12. | Google Classroom | Web Application Programming | Dr. Andhe Dharani and Dr. Preethi N Patil | EL Assessment | I Semester |

| | | | | | |
|---|---|---|---|---|---|
| 13. | Google Classroom | AR/VR | Dr. Preethi N Patil and Prof. Chandrani C | EL Assessment | III Semester |

- ***E-Portfolios:*** Digital portfolios allow students to showcase their work, reflections, and achievements over time, providing a holistic view of their learning journey and enabling self-assessment and peer feedback.

| Sl.No | *Name of* E-Portfolios | Name of the Course | Faculty Name | Type of the work assessment | Semester/Year |
|---|---|---|---|---|---|
| 1. | DevOps - Assignment | DevOps | Dr. Deepika K | Assignment | II Semester |
| 2. | Data Science | Data Science 1 | Dr. Divya TL | Assignment | II Semester |
| 3. | Git and Github | Web Application Programming- | Dr. Preethi N Patil | Assignment | I Semester |
| 4. | Google Classroom | Web Application Programming | Dr. Andhe Dharani | Assignment | I Semester |
| 5. | Google Classroom | Principles of UI/UX | Prof. Savita S | Assignment | I Semester |
| 6. | Google classroom | Cloud Native Full Stack | Prof. Prashanth K and Vishal C | Assignment | III Semester |
| 7. | Google Classroom | AR/VR | Dr. Preethi N Patil | Assignment | III Semester |
| 8. | Google Classroom | Computer Networks | Dr. Mohanaradhya and Prof. Chandrani C | Assignment | I Semester |
| 9. | Google Classroom | OOP | Dr. Jasmine K S and Prof Saravanan C | Assignment | I Semester |

- ***Learning Analytics:*** ICT tools collect and analyze data on student performance and engagement, allowing educators to identify trends, assess the effectiveness of instructional strategies, and tailor interventions to meet individual learning needs.

| Sl.No | *Name of Learning Analytics* | Name of the Course | Faculty Name | Type of the work assessment | Semester/Year |
|---|---|---|---|---|---|
| 1 | Quiklrn | DevOps | Dr. Deepika K | Quiz | II Semester |
| 2 | Moodle | Modern Application Development | Dr. Deepika K | Quiz | III Semester |
| 3 | Quiklrn | Object Oriented Programming | Prof.Saravanan C | Quiz | I Semester |
| 4 | Quiklrn | Computer Networks | Dr.Mohanaradhya | Quiz | I semester |
| 5 | Quiklrn | WAP | Dr. Andhe Dharani | Quiz | I Semester |
| 6 | Quiklrn | AI | Dr. Andhe Dharani | Quiz | III Semester |
| 7 | Quiklrn | AR/VR | Dr. Preethi N Patil | Quiz | III Semester |

- ***Plagiarism Detection:*** With the proliferation of online resources, plagiarism has become a concern in academic settings. Plagiarism detection software like Turnitin or Grammarly can help educators identify and address instances of academic dishonesty.

| Sl.No | *Name of Plagiarism Detection tool* | Name of the Course | Faculty Name | Name of the activity |
|---|---|---|---|---|
| 1 | DrillBit Plagiarism Detection Software [May-2023 to till date] | Minor / Major Projects report and thesis | Department of MCA | Thesis plagiarism check |
| 2 | DrillBit Plagiarism Detection Software [May-2023 to till date] | Research and Technical Paper | Department of MCA | plagiarism check for papers to be published |
| 3 | Turnitin [2010 to April 2023] | Minor / Major Projects report and thesis | Department of MCA | Thesis plagiarism check |
| 4 | Turnitin [2010 to April 2023] | Research and Technical Paper | Department of MCA | plagiarism check for papers to be published |

**Feedback and Communication Tools:** ICT tools facilitate timely communication between teachers and students, allowing for personalized feedback on assignments, clarification of doubts, and ongoing dialogue to support learning and growth.

| Sl.No | *Name of* Feedback and Communication Tools | Name of the Course | Faculty Name | Name of the activity |
|---|---|---|---|---|
| 1 | Quiklrn | all the courses of program | department of MCA | faculty appraisal for the courses handled in every semester |
| 2 | Google form | all the course of the program | Department of MCA | Students Course End Survey and Exit Survey |