SAI VIDYA INSTITUTE OF TECHNOLOGY

RAJANIKUNTE, BENGALURU-560064

DEPARTMENT OF INFORMATION SCIENCE AND ENGINEERING

Innovative Teaching Methods

Course Name with code: Automata Theory and Computability-17CS54

Activity: Think,pair & share Activity Date: 05.10.2019

Semester: V Course Coordinator: Dr. Vrinda Shetty

Description:

Think,pair & share activity was adopted in "Automata theory & computabilty" course in which students were involved in group, where students were asked to solve problems on various concepts. Students in a group helped each other to find the solution for the problems.

Outcome:

This activity gave an opportunity for the student to improve the understanding ability of the course. Students were able to perform better in the course IA test & semester end exam.

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Innovative Teaching Methods

Course Name with code: Automata Theory and Computability-17CS54

Activity: Demo on open source simulation tool JFLAP & JFAST

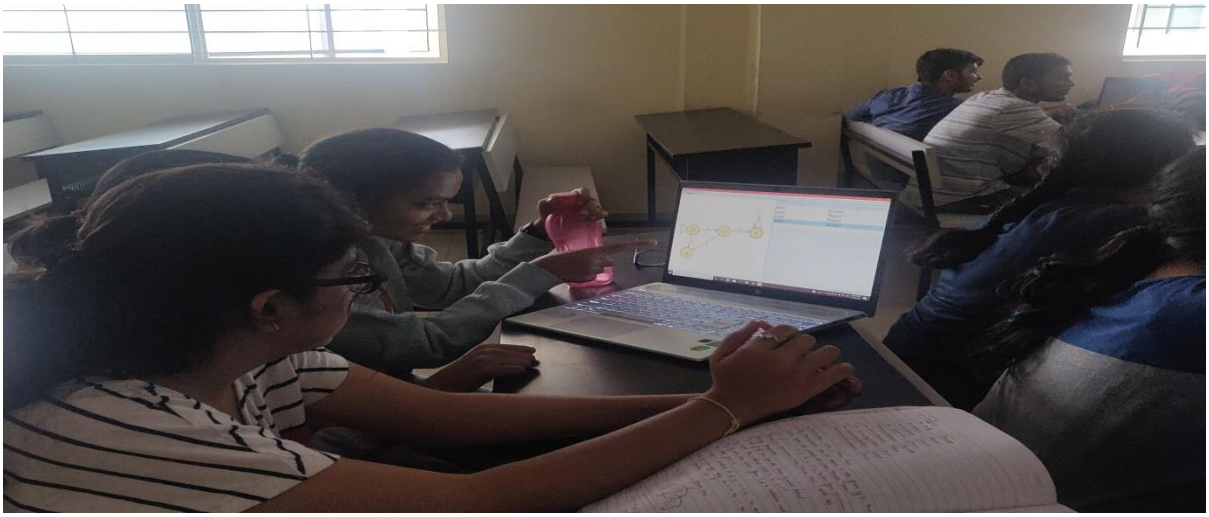
Activity Date: 17.10.2019

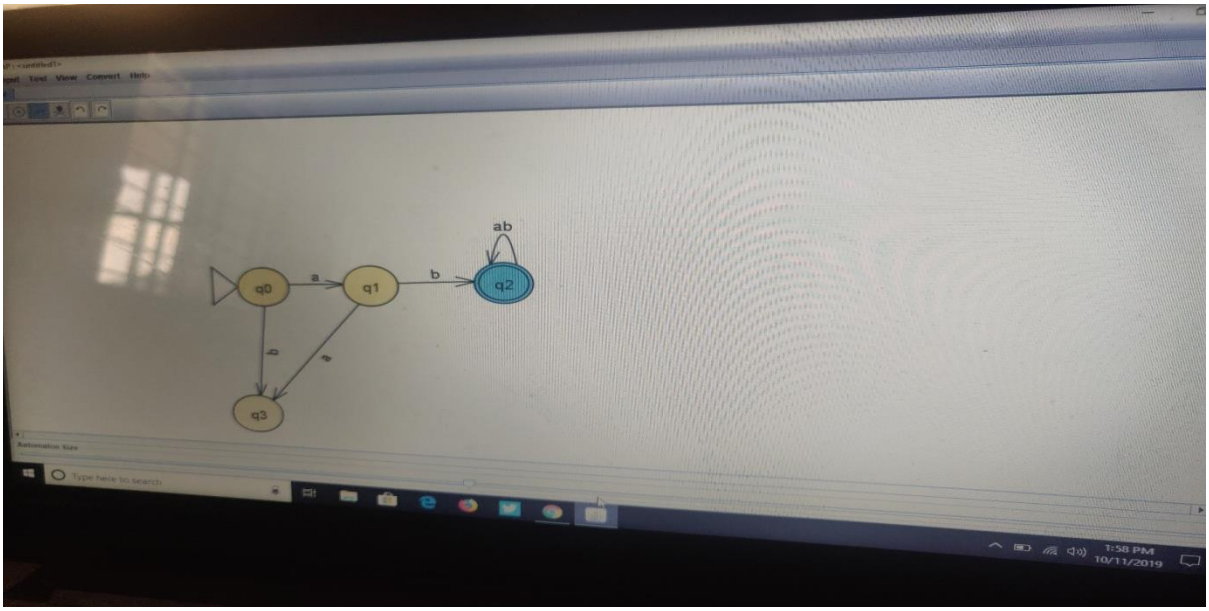
Semester: V Course Coordinator: Dr. Vrinda Shetty

Description:

Demo on open source simulation tool JFLAP and JFAST was given in the class. Students were asked to solve given examples on the black board in the class and to demonstrate the same using open source simulation tool JFLAP and JFAST software's .

Using JFLAP tool students were able to design & simulate DFSM,NDFSM,PDA, Regular grammer.





Outcome: This helped the students to clearly understand the concepts. This made class room teaching and learning very effective and joyful.

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Department of Information Science and Engineering

Report on Teaching Learning Process Adopted in Computer Networks Class

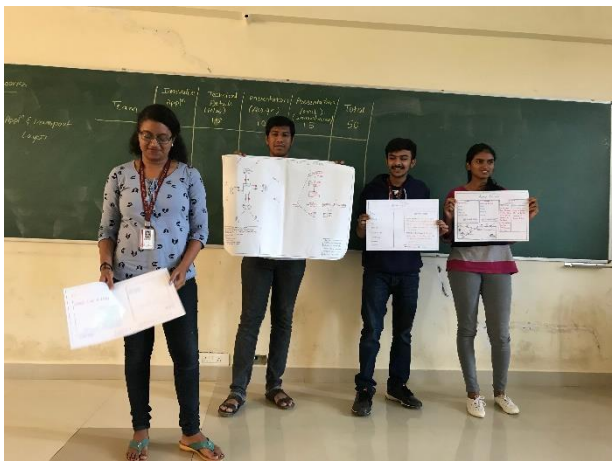
Course: Computer Networks **Semester:** 5

Branch: ISE **Academic Year:** 2019-20

Activity 1: Network Application Design

Class was divided into groups of 4-5 students. Each team using asked to design one innovative application using client server or peer to peer architecture. Also students were asked to identify the transport layer protocol according to services required. At the end students were asked to give presentation on the same.


Students involved in the activity

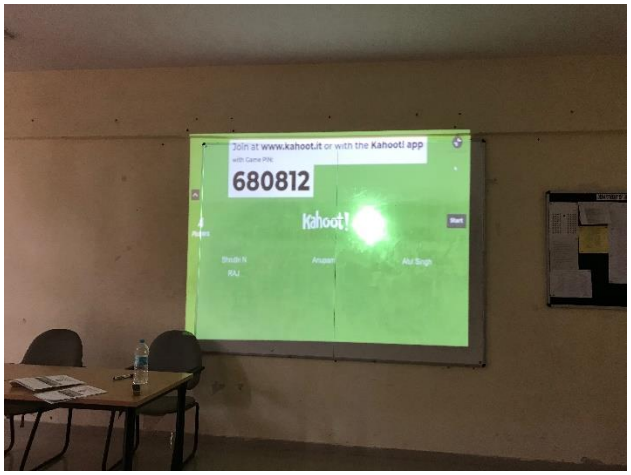



Students presenting the application

Activity 2: Quiz using Kahoot

Requirement:
Mobile/Desktop/Laptop with access to Kahoot app or website
Projector to display the question
Computer to run Kahoot and display question

In order to revise the concepts after completing modules a small quiz was conducted in a different way using Kahoot App.
Class was created in the Kahoot app. In thet questions were added. It was displayed on the screen. Students answered using desktop. Entire quiz will be like a game.



Quiz using Kahoot

Activity 3: Quiz using Plicker Tool

Requirement:
Plicker cards – According to class strength.
Plicker App installed mobile
Projector to display the question
Computer to run plicker and display question

In order to revise the concepts after completing module 1 a small quiz was conducted in a different way using Plicker App and Plicker cards.

Each student in a class is mapped to 1 plicker card. MCQ based quiz was conducted. Students can show the correct option using plicker card. Answes are scanned through plicker app installed in mobile phone.

Students answering using Plicker card

Activity 4: Sliding Window Protocol Class

Requirements:

Empty Sweet box used as networking packet – 40
Drawing Sheet - 1
Empty silver packing box used as ACK and NAK Packet – 12

In order to explain Go-Back N and Selective Repeat ARQ Protocols networking model was created using above mentioned requirements.

As these two protocols are bit complicated for students to understand, networking model makes understanding easier.

Model created to explain the concepts

Various scenarios of protocols like success case, packet loss, acknowledgement loss, timer timeout, sliding window, receiver window was demonstrated using the model.

Sliding window model and its explanation

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ACTIVITY REPORT

Initiatives	
Activity Title	Collage Activity making
Coordinator name	Santosh Y N
Mapped Course Name/Code (If Applicable)	Analog and Digital Electronics / 18CS33
Date	03/10/2019
Intended Students	3rd
Topic covered	Importance of Electronics

Implementation	
Number of Students attended	49
Description	• Students were asked to form 4 groups • Each group is assigned with different topics such as Smart Electronic Devices Analog and Digital Electronics circuit Application of Electronic circuits Robotics • All Students are instructed to come prepared for the assigned topic and bring the required materials to prepare charts on specified date • Every student participated in collage making in the classroom within the stipulated period of time.
Outcomes	**Students are able to :** CO1: understands the importance of electronics in various fields. CO2: Familiarization of Analog and Digital electronics.

Activity Photos

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REPORT ON ENTREPRENEURSHIP GUEST LECTURE

SUBJECT: MANAGEMENT AND ENTREPRENEURSHIP FOR IT INDUSTRY

SUBJECT CODE: 17CS51

SUBJECT FACULTY: MAMATHA G

Guest lecture on **"ENTREPRENEURSHIP" was organized** for 5th semester ISE Students on 11th September 2019 from 9:30 am to 10:30am. The main focus of this guest lecture is to motivate the students to be entrepreneur in the field of Management and Entrepreneurship for the future corporate INDIA.

Sessions of guest lecture was delivered by Dr. Pradeep N E, Department of MBA, Placement Officer, Associate Professor, Chief Coordinator - SVIT Incubation Centre, Sai Vidya Institute of Technology, Bengaluru.

Following topics were covered in the lecture:

- About entrepreneurship.
- Interaction about inspiring entrepreneurs (like flipkart,OYO etc).
- Information about the Incubation center in SVIT.
- Why one should become entrepreneur?
- How to become entrepreneur?
- About market or target customer.
- Types of entrepreneurs.
- About Intrapreneur.

Photographs of the Guest Lecture:

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REPORT ON BUSINESS PLAN ACTIVITY

SUBJECT: MANAGEMENT AND ENTREPRENEURSHIP FOR IT INDUSTRY

SUBJECT CODE: 17CS51

SEMESTER: 5th SEM ISE

SUBJECT FACULTY: MAMATHA G

TOPIC: BUSINESS PLAN.

The activity of **WRITING THE BUSINESS PLAN** was given to the group of students on 25/09/19 from 9:30am to 10:30am. Students presented the business Plan to the other groups and discussed the plan and also answered the questions which were asked by other teams.

The **BUSINESS PLAN** includes,

1. Names of business group
2. Business name
3. Target market
4. Write what you are going to do?
5. Write how your business is going to work?
6. What makes your idea different??
7. Write down who your target market is
8. Who is going to be working with you
9. Financing
10. Risks!
11. Pricing

Photographs of the event:

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POGIL ACTIVITY

REPORT ON POSTER PRESENTATION

SUBJECT: MANAGEMENT AND ENTREPRENEURSHIP FOR IT INDUSTRY

SUBJECT CODE: 17CS51

SEMESTER: 5th SEM ISE

SUBJECT FACULTY: MAMATHA G

TOPIC: POSTER PRESENTATION.

The pogil activity of **POSTER PRESENTATION** was given to the group of students on 17 September. Students prepared and presented the posters in the class of assigned topics on November 8th and 11th.

TOPICS given for poster presentation are as follows:

1. Case study: Google
2. Case study: Apple
3. Case study: G R Gopinath
4. Case study: Infosys
5. Case study: Microsoft

PHOTOGRAPHS OF ACTIVITY:

Fig 1 All the group leaders presenting posters

Fig 2 Case study: G R Gopinath team poster presentation

Fig 3 Case study: Google team poster presentation

Fig 4 Case study: Microsoft team poster presentation

Fig 5 Case study: Apple team poster presentation

Fig 7 Case study: Infosys team poster presentation

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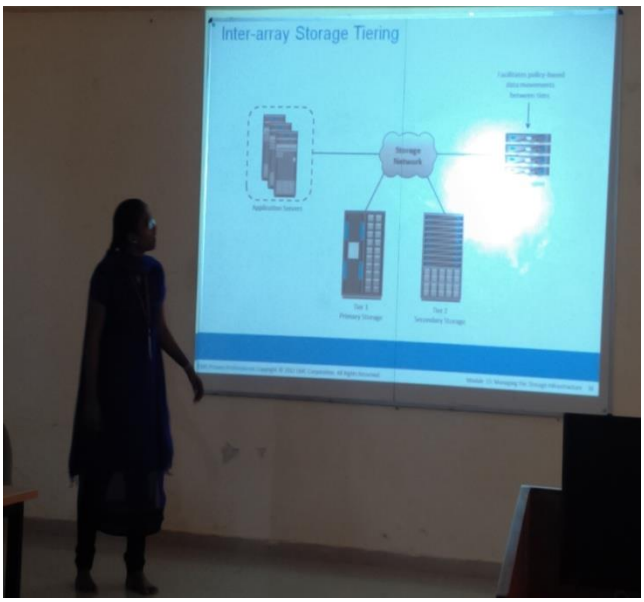
SEMINAR ACTIVITY REPORT

Initiatives	
Subject	Storage Area Network
Activity Title	Seminar
Coordinator name	Mary M Dsouza
Date	06/11/2019
Intended Students	7th sem
Topic covered	Securing storage infrastructure and Managing the storage infrastructure

Implementation	
Number of Students attended	52
Description	• Students were asked to form groups • Each group is assigned with different topics on challenges in securing and managing storage infrastructure • All the students are asked to prepare power point presentation and research on topic assigned. • Every student participated in presentation and students asked questions at the end of session.
Outcomes	**Students are able to :** • List the key storage infrastructure components that are Monitored • Describe the storage management activities. • Describe the storage infrastructure management challenges and their solutions • Describe the information lifecycle management (ILM) strategy

Activity Photos



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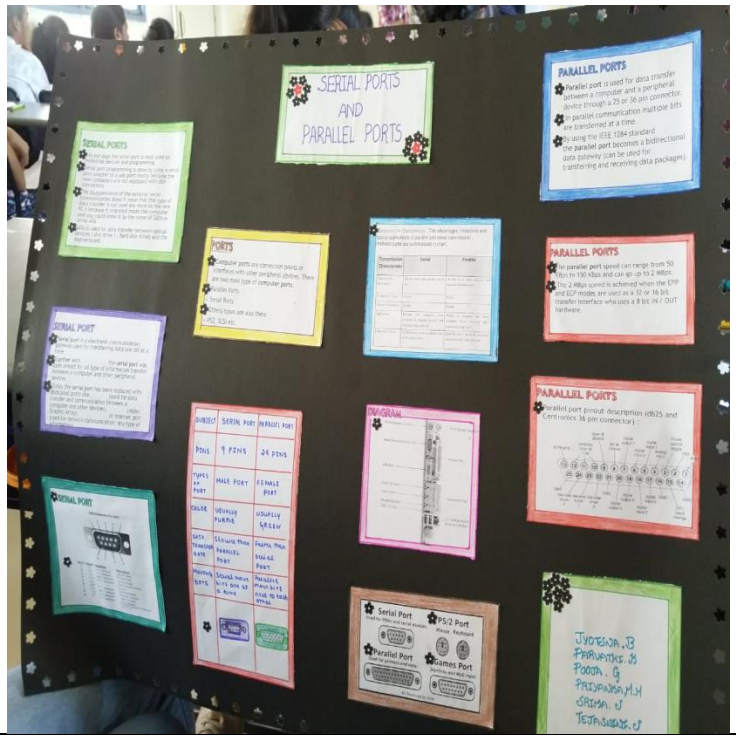
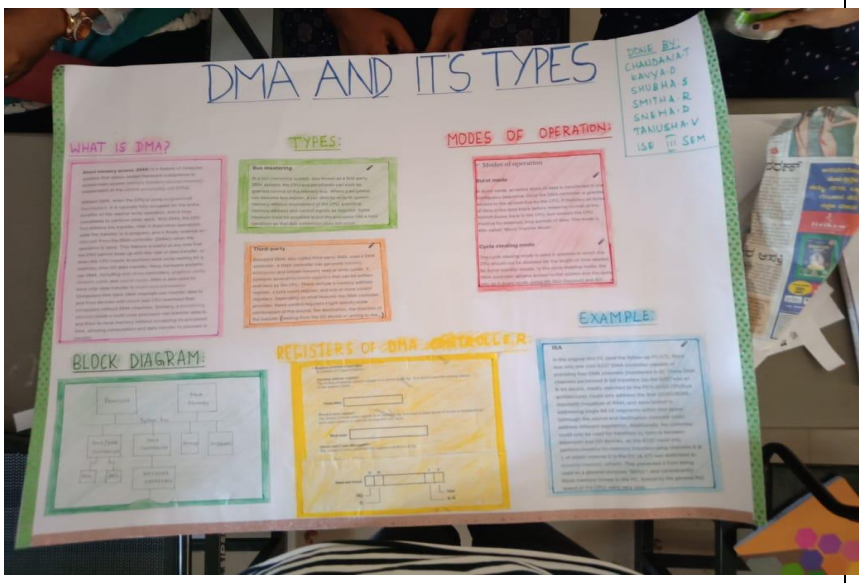
POGIL Activity for IA2 Component

Subject/Code: Computer Organization (18CS34)
Semester: 3
POGIL Activity: Poster Presentation **Date: 19-9-2019**

Group	Student Name	Topic	Photo
1	B Sai Pranathi Inturi Manaswi Nancy Saini Sharanya G S Vandana B T	Bus Strucutre and I/O interface for an I/P device	
2	Soundarya S P Holla Shreya V Namrata V Sharanya D Desai Revathi R	Bus Types-PCI,SCSI,USB	

3	Nischith Bs Rohith R V Adithya Jeevan N Nithish Baradwaj V Pal Yash Sanjay	Shift and Rotate instruction	
4	Tejas Vinay P Monish B M Rajesh K Rakshith Reddy A Manoj Bhat Saket P Gaddemane Mohammed Imran	Addressing Modes	
5	Vijay M G S Harsha Surya Datta Anoop R Monish M Vadiraja H S Rajath H P	Stack and Subroutine	

6	Tejaswini S Jyotsna B Pooja Guttal Parvathi Adiga K Srima Shetty	Difference between Serial port and parallel port	
7	Chandana T Kavya D Shubha S Shetty Smitha Raju B Sneha D	DMA and its types	
8	Arathi C Vinutha N Saichandana L Sharanya T S Sahana S Sahana D N	Memory word, Big endian and little endian	

9	Deepika G Sahana S M Chola Deepthi Priyanka D V	Difference between Synchronous bus and Asynchronous bus Connection between processor and memory	

EVALUATION OF POSTER PRESENTATION

Poster presentation was been evaluated by

Prof.Sreelatha, Assistant Professor, Dept of CSE

Prof.Sushma A, Assistant Professor,Dept of ISE

Group	Student Name	Topic	Presentation(5M)	Chart work(5M)	Total (10M)
1	B Sai Pranathi	Bus Strucutre and I/O interface for an I/P device	**4**	**5**	**9**
	Inturi Manaswi				
	Nancy Saini				
	Sharanya G S				
	Vandana B T				
2	Soundarya S P	Bus Types-PCI,SCSI,USB	**4**	**4**	**8**
	Holla Shreya V				
	Namrata V				
	Sharanya D Desai				
	Revathi R				
3	Nischith Bs	Shift and Rotate instruction	**3**	**4**	**7**
	Rohith R				
	V Adithya				
	Jeevan N				
	Nithish Baradwaj V				
4	Tejas Vinay P	Addressing Modes	**4**	**4**	**8**
	Monish B M				
	Rajesh K				
	Rakshith Reddy A				
	Manoj Bhat				
	Saket P Gaddemane				
	Mohammed Imran				
5	Vijay M G	Stack and Subroutine	**2**	**4**	**6**
	S Harsha Surya Datta				
	Anoop R				
	Monish M				
	Vadiraja H S				
	Rajath H P				
	Pal Yash Sanjay				
6	Tejaswini S	Difference between Serial port and	**4**	**5**	**9**
	Jyotsna B				
	Pooja Guttal				

	Parvathi Adiga K Srima Shetty	parallel port			
7	Chandana T Kavya D Shubha S Shetty Smitha Raju B Sneha D	DMA and its types	**3**	**2**	**5**
8	Arathi C Vinutha N Saichandana L Sharanya T S Sahana S Sahana D N	Memory word, Big endian and little endian	**5**	**4**	**9**
9	Deepika G Sahana S M Chola Deepthi Priyanka D V	Difference between Synchronous bus and Asynchronous bus Connection between processor and memory	**4**	**3**	**7**

Three Groups namely 1, 6 and 8 are selected as winners and been issued with Certificates.

Group	Student Name	Topic	Total (10M)
1	B Sai Pranathi	Bus Strucutre and I/O interface for an I/P device	**9**
	Inturi Manaswi		
	Nancy Saini		
	Sharanya G S		
	Vandana B T		
6	Tejaswini S	Difference between Serial port and parallel port	**9**
	Jyotsna B		
	Pooja Guttal		
	Parvathi Adiga K		
	Srima Shetty		
8	Arathi C	Memory word, Big endian and little endian	**9**
	Vinutha N		
	Saichandana L		
	Sharanya T S		
	Sahana S Sahana D N		

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POGIL ACTIVITY

Subject/Code: Machine Learning (15CS71) Date:4-9-2019
Semester: 7
POGIL Activity: Seminar
Topic: The Inductive Learning Hypothesis(Module-1)

Learning task is to determine a hypothesis h identical to the target concept cover the entire set of instances X, the only information available about c is its value over the training examples. Inductive learning algorithms can at best guarantee that the output hypothesis fits the target concept over the training data. Lacking any further information, our assumption is that the best hypothesis regarding unseen instances is the hypothesis that best fits the observed training data. This is the fundamental assumption of inductive learning.

The Inductive Learning Hypothesis - Any hypothesis found to approximate the target function well over a sufficiently large set of training examples will also approximate the target function well over other unobserved examples.


Hypothesis Evaluation
Motivation
Shot on OnePlus


Shot on OnePlus
Powered by Dual Camera