

Mathematics for Computer Science		Semester	3
Course Code	BCS301	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 20 Hours Tutorial	Total Marks	100
Credits	04	Exam Hours	3
Examination type (SEE)	Theory		
<b>Course objectives:</b> This course will enable the students to: 1. To introduce the concept of random variables, probability distributions, specific discrete and continuous distributions with practical application in Computer Science Engineering and social life situations. 2. To Provide the principles of statistical inferences and the basics of hypothesis testing with emphasis on some commonly encountered hypotheses. 3. To Determine whether an input has a statistically significant effect on the system's response through ANOVA testing.			
<b>Teaching-Learning Process</b> <b>Pedagogy (General Instructions):</b> Teachers can use the following strategies to accelerate the attainment of the various course outcomes. 1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop students' theoretical and applied Mathematical skills. 2. State the need for Mathematics with Engineering Studies and Provide real-life examples. 3. Support and guide the students for self-study. 4. You will assign homework, grading assignments and quizzes, and documenting students' progress. 5. Encourage the students to group learning to improve their creative and analytical skills. 6. Show short related video lectures in the following ways: <ul style="list-style-type: none"><li>As an introduction to new topics (pre-lecture activity).</li><li>As a revision of topics (post-lecture activity).</li><li>As additional examples (post-lecture activity).</li><li>As an additional material of challenging topics (pre-and post-lecture activity).</li><li>As a model solution of some exercises (post-lecture activity).</li></ul>			
Module-1: Probability Distributions			
<b>Probability Distributions:</b> Review of basic probability theory. Random variables (discrete and continuous), probability mass and density functions. Mathematical expectation, mean and variance. Binomial, Poisson and normal distributions- problems (derivations for mean and standard deviation for Binomial and Poisson distributions only)-Illustrative examples. Exponential distribution. <b>(12 Hours)</b> <b>(RBT Levels: L1, L2 and L3)</b>			
Pedagogy	Chalk and Board, Problem-based learning		
Module-2: Joint probability distribution & Markov Chain			

<b>Joint probability distribution:</b> Joint Probability distribution for two discrete random variables, expectation, covariance and correlation. <b>Markov Chain:</b> Introduction to Stochastic Process, Probability Vectors, Stochastic matrices, Regular stochastic matrices, Markov chains, Higher transition probabilities, Stationary distribution of Regular Markov chains and absorbing states. <b>(12 Hours)</b> <b>(RBT Levels: L1, L2 and L3)</b>	
<b>Pedagogy</b>	Chalk and Board, Problem-based learning
<b>Module-3: Statistical Inference 1</b>	
Introduction, sampling distribution, standard error, testing of hypothesis, levels of significance, test of significances, confidence limits, simple sampling of attributes, test of significance for large samples, comparison of large samples. <b>(12 Hours)</b> <b>(RBT Levels: L1, L2 and L3)</b>	
<b>Pedagogy</b>	Chalk and Board, Problem-based learning
<b>Module-4: Statistical Inference 2</b>	
Sampling variables, central limit theorem and confidences limit for unknown mean. Test of Significance for means of two small samples, students 't' distribution, Chi-square distribution as a test of goodness of fit. F-Distribution. <b>(12 Hours)</b> <b>(RBT Levels: L1, L2 and L3)</b>	
<b>Pedagogy</b>	Chalk and Board, Problem-based learning
<b>Module-5: Design of Experiments &amp; ANOVA</b>	
Principles of experimentation in design, Analysis of completely randomized design, randomized block design. The ANOVA Technique, Basic Principle of ANOVA, One-way ANOVA, Two-way ANOVA, Latin-square Design, and Analysis of Co-Variance. <b>(12 Hours)</b> <b>(RBT Levels: L1, L2 and L3)</b>	
<b>Pedagogy</b>	Chalk and Board, Problem-based learning
<b>Course outcome (Course Skill Set)</b> At the end of the course, the student will be able to: <ol style="list-style-type: none"> <li>1. Explain the basic concepts of probability, random variables, probability distribution</li> <li>2. Apply suitable probability distribution models for the given scenario.</li> <li>3. Apply the notion of a discrete-time Markov chain and n-step transition probabilities to solve the given problem</li> <li>4. Use statistical methodology and tools in the engineering problem-solving process.</li> <li>5. Compute the confidence intervals for the mean of the population.</li> <li>6. Apply the ANOVA test related to engineering problems.</li> </ol>	
<b>Assessment Details (both CIE and SEE)</b> The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together. <b>Continuous Internal Evaluation:</b> <ul style="list-style-type: none"> <li>• For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment</li> </ul>	

Test component, there are 25 marks.

- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

**Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

#### **Semester-End Examination:**

Theory SEE will be conducted by the University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**).

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.

Marks scored shall be proportionally reduced to 50 marks

#### **Suggested Learning Resources:**

##### **Textbooks:**

1. **Ronald E. Walpole, Raymond H Myers, Sharon L Myers & Keying Ye** "Probability & Statistics for Engineers & Scientists", Pearson Education, 9<sup>th</sup> edition, 2017.
2. **Peter Bruce, Andrew Bruce & Peter Gedeck** "Practical Statistics for Data Scientists" O'Reilly Media, Inc., 2<sup>nd</sup> edition **2020**.

##### **Reference Books: (Name of the author/Title of the Book/ Name of the publisher/Edition and Year)**

1. **Erwin Kreyszig**, "Advanced Engineering Mathematics", John Wiley & Sons, 9<sup>th</sup> Edition, 2006.
2. **B. S. Grewal** "Higher Engineering Mathematics", Khanna publishers, 44<sup>th</sup> Ed., 2021.
3. **G Haribaskaran** "Probability, Queuing Theory & Reliability Engineering", Laxmi Publication, Latest Edition, 2006
4. **Irwin Miller & Marylees Miller**, John E. Freund's "Mathematical Statistics with Applications" Pearson. Dorling Kindersley Pvt. Ltd. India, 8<sup>th</sup> edition, 2014.
5. **S C Gupta and V K Kapoor**, "Fundamentals of Mathematical Statistics", S Chand and Company, Latest edition.
6. **Robert V. Hogg, Joseph W. McKean & Allen T. Craig**. "Introduction to Mathematical Statistics", Pearson Education 7<sup>th</sup> edition, 2013.
7. **Jim Pitman**. Probability, Springer-Verlag, 1993.
8. **Sheldon M. Ross**, "Introduction to Probability Models" 11<sup>th</sup> edition. Elsevier, 2014.
9. **A. M. Yaglom and I. M. Yaglom**, "Probability and Information". D. Reidel Publishing Company. Distributed by Hindustan Publishing Corporation (India) Delhi, 1983.
10. **P. G. Hoel, S. C. Port and C. J. Stone**, "Introduction to Probability Theory", Universal Book Stall, (Reprint), 2003.
11. **S. Ross**, "A First Course in Probability", Pearson Education India, 6<sup>th</sup> Ed., 2002.
12. **W. Feller**, "An Introduction to Probability Theory and its Applications", Vol. 1, Wiley, 3rd

<p>Ed., 1968.</p> <p>13. <b>N.P. Bali and Manish Goyal</b>, A Textbook of Engineering Mathematics, Laxmi Publications, Reprint, 2010.</p> <p>14. <b>Veerarajan T</b>, Engineering Mathematics (for semester III), Tata McGraw-Hill, New Delhi, 2010</p>
<p><b>Web links and Video Lectures (e-Resources):</b></p>
<p> <a href="http://nptel.ac.in/courses.php?disciplineID=111">http://nptel.ac.in/courses.php?disciplineID=111</a>  <a href="http://www.class-central.com/subject/math(MOOCs)">http://www.class-central.com/subject/math(MOOCs)</a>  <a href="http://academicearth.org/">http://academicearth.org/</a>  <a href="http://www.bookstreet.in">http://www.bookstreet.in</a>.  <a href="#">VTU EDUSAT PROGRAMME – 20</a>            VTU e-Shikshana Program         </p>
<p><b>Activity-Based Learning (Suggested Activities in Class)/Practical-Based Learning</b></p> <ul style="list-style-type: none"> <li>• Programming Assignment</li> <li>• Seminars</li> </ul>

<b>Digital Design and Computer Organization</b>		Semester	3
Course Code	BCS302	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 20 Hours of Practicals	Total Marks	100
Credits	04	Exam Hours	3
Examination nature (SEE)	Theory		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>• To demonstrate the functionalities of binary logic system</li><li>• To explain the working of combinational and sequential logic system</li><li>• To realize the basic structure of computer system</li><li>• To illustrate the working of I/O operations and processing unit</li></ul>			
<b>Teaching-Learning Process (General Instructions)</b> <p>These are sample Strategies; that teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"><li>1. Chalk and Talk</li><li>2. Live Demo with experiments</li><li>3. Power point presentation</li></ol>			
<b>MODULE-1</b>		<b>8 Hr</b>	
<b>Introduction to Digital Design:</b> Binary Logic, Basic Theorems And Properties Of Boolean Algebra, Boolean Functions, Digital Logic Gates, Introduction, The Map Method, Four-Variable Map, Don't-Care Conditions, NAND and NOR Implementation, Other Hardware Description Language – Verilog Model of a simple circuit.			
<b>Text book 1: 1.9, 2.4, 2.5, 2.8, 3.1, 3.2, 3.3, 3.5, 3.6, 3.9</b>			
<b>MODULE-2</b>		<b>8 Hr</b>	
<b>Combinational Logic:</b> Introduction, Combinational Circuits, Design Procedure, Binary Adder- Subtractor, Decoders, Encoders, Multiplexers. HDL Models of Combinational Circuits – Adder, Multiplexer, Encoder. <b>Sequential Logic:</b> Introduction, Sequential Circuits, Storage Elements: Latches, Flip-Flops.			
<b>Text book 1: 4.1, 4.2, 4.4, 4.5, 4.9, 4.10, 4.11, 4.12, 5.1, 5.2, 5.3, 5.4.</b>			
<b>MODULE-3</b>		<b>8 Hr</b>	
<b>Basic Structure of Computers:</b> Functional Units, Basic Operational Concepts, Bus structure, Performance – Processor Clock, Basic Performance Equation, Clock Rate, Performance Measurement. <b>Machine Instructions and Programs:</b> Memory Location and Addresses, Memory Operations, Instruction and Instruction sequencing, Addressing Modes.			
<b>Text book 2: 1.2, 1.3, 1.4, 1.6, 2.2, 2.3, 2.4, 2.5</b>			
<b>MODULE-4</b>		<b>8 Hr</b>	
<b>Input/output Organization:</b> Accessing I/O Devices, Interrupts – Interrupt Hardware, Enabling and Disabling Interrupts, Handling Multiple Devices, Direct Memory Access: Bus Arbitration, Speed, size and Cost of memory systems. Cache Memories – Mapping Functions.			
<b>Text book 2: 4.1, 4.2.1, 4.2.2, 4.2.3, 4.4, 5.4, 5.5.1</b>			
<b>MODULE-5</b>		<b>8 Hr</b>	

**Basic Processing Unit:** Some Fundamental Concepts: Register Transfers, Performing ALU operations, fetching a word from Memory, Storing a word in memory. Execution of a Complete Instruction. **Pipelining:** Basic concepts, Role of Cache memory, Pipeline Performance.

**Text book 2: 7.1, 7.2, 8.1**

#### PRACTICAL COMPONENT OF IPCC

Sl.N O	Experiments Simulation packages preferred: Multisim, Modelsim, PSpice or any other relevant
1	Given a 4-variable logic expression, simplify it using appropriate technique and simulate the same using basic gates.
2	Design a 4 bit full adder and subtractor and simulate the same using basic gates.
3	Design Verilog HDL to implement simple circuits using structural, Data flow and Behavioural model.
4	Design Verilog HDL to implement Binary Adder-Subtractor – Half and Full Adder, Half and Full Subtractor.
5	Design Verilog HDL to implement Decimal adder.
6	Design Verilog program to implement Different types of multiplexer like 2:1, 4:1 and 8:1.
7	Design Verilog program to implement types of De-Multiplexer.
8	Design Verilog program for implementing various types of Flip-Flops such as SR, JK and D.

#### Course outcomes (Course Skill Set):

At the end of the course, the student will be able to:

CO1: Apply the K–Map techniques to simplify various Boolean expressions.

CO2: Design different types of combinational and sequential circuits along with Verilog programs.

CO3: Describe the fundamentals of machine instructions, addressing modes and Processor performance.

CO4: Explain the approaches involved in achieving communication between processor and I/O devices.

CO5: Analyze internal Organization of Memory and Impact of cache/Pipelining on Processor Performance.

#### Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

#### CIE for the theory component of the IPCC (maximum marks 50)

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.
- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other

assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.

- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks**).
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

#### **CIE for the practical component of the IPCC**

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test (**duration 02/03 hours**) after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks**.
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

#### **SEE for IPCC**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored by the student shall be proportionally scaled down to 50 Marks

**The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.**

#### **Suggested Learning Resources:**

##### **Books**

1. M. Morris Mano & Michael D. Ciletti, Digital Design With an Introduction to Verilog Design, 5e, Pearson Education.
2. Carl Hamacher, Zvonko Vranesic, Safwat Zaky, Computer Organization, 5<sup>th</sup> Edition, Tata McGraw Hill.

#### **Web links and Video Lectures (e-Resources):**

<https://cse11-iiith.vlabs.ac.in/>

**Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

Assign the group task to Design the various types of counters and display the output accordingly

**Assessment Methods**

- Lab Assessment (25 Marks)
- GATE Based Aptitude Test



OPERATING SYSTEMS		Semester	3
Course Code	BCS303	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 20 hours practicals	Total Marks	100
Credits	04	Exam Hours	3
Examination nature (SEE)	Theory		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>• To Demonstrate the need for OS and different types of OS</li><li>• To discuss suitable techniques for management of different resources</li><li>• To demonstrate different APIs/Commands related to processor, memory, storage and file system management.</li></ul>			
<b>Teaching-Learning Process (General Instructions)</b> <p>Teachers can use the following strategies to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"><li>1. Lecturer methods (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li><li>2. Use of Video/Animation to explain functioning of various concepts.</li><li>3. Encourage collaborative (Group Learning) Learning in the class.</li><li>4. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li><li>5. Role play for process scheduling.</li><li>6. Demonstrate the installation of any one Linux OS on VMware/Virtual Box</li></ol>			
MODULE-1		8 Hours	
<b>Introduction to operating systems, System structures:</b> What operating systems do; Computer System organization; Computer System architecture; Operating System structure; Operating System operations; Process management; Memory management; Storage management; Protection and Security; Distributed system; Special-purpose systems; Computing environments.			
<b>Operating System Services:</b> User - Operating System interface; System calls; Types of system calls; System programs; Operating system design and implementation; Operating System structure; Virtual machines; Operating System debugging, Operating System generation; System boot.			
<b>Textbook 1: Chapter – 1 (1.1-1.12), 2 (2.2-2.11)</b>			
MODULE-2		8 Hours	
<b>Process Management:</b> Process concept; Process scheduling; Operations on processes; Inter process communication			
<b>Multi-threaded Programming:</b> Overview; Multithreading models; Thread Libraries; Threading issues.			
<b>Process Scheduling:</b> Basic concepts; Scheduling Criteria; Scheduling Algorithms; Thread scheduling; Multiple-processor scheduling,			
<b>Textbook 1: Chapter – 3 (3.1-3.4), 4 (4.1-4.4), 5 (5.1 -5.5)</b>			
MODULE-3		8 Hours	

<p><b>Process Synchronization:</b> Synchronization: The critical section problem; Peterson's solution; Synchronization hardware; Semaphores; Classical problems of synchronization;</p> <p><b>Deadlocks:</b> System model; Deadlock characterization; Methods for handling deadlocks; Deadlock prevention; Deadlock avoidance; Deadlock detection and recovery from deadlock.</p> <p><b>Textbook 1: Chapter – 6 (6.1-6.6), 7 (7.1 -7.7)</b></p>	
<b>MODULE-4</b>	<b>8 Hours</b>
<p><b>Memory Management:</b> Memory management strategies: Background; Swapping; Contiguous memory allocation; Paging; Structure of page table; Segmentation.</p> <p><b>Virtual Memory Management:</b> Background; Demand paging; Copy-on-write; Page replacement; Allocation of frames; Thrashing.</p> <p><b>Textbook 1: Chapter -8 (8.1-8.6), 9 (9.1-9.6)</b></p>	
<b>MODULE-5</b>	<b>8 Hours</b>
<p><b>File System, Implementation of File System:</b> File system: File concept; Access methods; Directory and Disk structure; File system mounting; File sharing; <b>Implementing File system:</b> File system structure; File system implementation; Directory implementation; Allocation methods; Free space management.</p> <p><b>Secondary Storage Structure, Protection:</b> Mass storage structures; Disk structure; Disk attachment; Disk scheduling; Disk management; <b>Protection:</b> Goals of protection, Principles of protection, Domain of protection, Access matrix.</p> <p><b>Textbook 1: Chapter – 10 (10.1-10.5) ,11 (11.1-11.5),12 (12.1-12.5), 14 (14.1-14.4)</b></p>	

**PRACTICAL COMPONENT OF IPCC** *(May cover all / major modules)*

Sl.N O	Experiments
1	Develop a c program to implement the Process system calls (fork (), exec(), wait(), create process, terminate process)
2	Simulate the following CPU scheduling algorithms to find turnaround time and waiting time a) FCFS b) SJF c) Round Robin d) Priority.
3	Develop a C program to simulate producer-consumer problem using semaphores.
4	Develop a C program which demonstrates interprocess communication between a reader process and a writer process. Use mkfifo, open, read, write and close APIs in your program.
5	Develop a C program to simulate Bankers Algorithm for DeadLock Avoidance.
6	Develop a C program to simulate the following contiguous memory allocation Techniques: a) Worst fit b) Best fit c) First fit.
7	Develop a C program to simulate page replacement algorithms: a) FIFO b) LRU
8	Simulate following File Organization Techniques a) Single level directory b) Two level directory
9	Develop a C program to simulate the Linked file allocation strategies.
10	Develop a C program to simulate SCAN disk scheduling algorithm.
<b>Course outcomes (Course Skill Set):</b> At the end of the course, the student will be able to: CO 1. Explain the structure and functionality of operating system CO 2. Apply appropriate CPU scheduling algorithms for the given problem. CO 3. Analyse the various techniques for process synchronization and deadlock handling. CO 4. Apply the various techniques for memory management CO 5. Explain file and secondary storage management strategies. CO 6. Describe the need for information protection mechanisms	
<b>Assessment Details (both CIE and SEE)</b> The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.	
<b>CIE for the theory component of the IPCC (maximum marks 50)</b> <ul style="list-style-type: none"> <li>IPCC means practical portion integrated with the theory of the course.</li> <li>CIE marks for the theory component are <b>25 marks</b> and that for the practical component is <b>25 marks</b>.</li> <li>25 marks for the theory component are split into <b>15 marks</b> for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and <b>10 marks</b> for other assessment methods</li> </ul>	

mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.

- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks**).
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

#### **CIE for the practical component of the IPCC**

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test (**duration 02/03 hours**) after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks**.
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

#### **SEE for IPCC**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored by the student shall be proportionally scaled down to 50 Marks

**The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.**

#### **Suggested Learning Resources:**

##### **Textbooks**

1. Abraham Silberschatz, Peter Baer Galvin, Greg Gagne, Operating System Principles 8th edition, Wiley-India, 2015

##### **Reference Books**

1. Ann McHoes Ida M Fylnn, Understanding Operating System, Cengage Learning, 6th Edition
2. D.M Dhamdhare, Operating Systems: A Concept Based Approach 3rd Ed, McGraw- Hill, 2013.
3. P.C.P. Bhatt, An Introduction to Operating Systems: Concepts and Practice 4th Edition, PHI(EEE), 2014.
4. William Stallings Operating Systems: Internals and Design Principles, 6th Edition, Pearson.

#### **Web links and Video Lectures (e-Resources):**

1. <https://youtu.be/mXw9ruZaxzQ>

2. <https://youtu.be/vBURt97EkA>
3. [https://www.youtube.com/watch?v=783KAB-tuE4&list=PLIemF3uozcAKTgsCIj82voMK3TMR0YE\\_f](https://www.youtube.com/watch?v=783KAB-tuE4&list=PLIemF3uozcAKTgsCIj82voMK3TMR0YE_f)
4. <https://www.youtube.com/watch?v=3-ITLMMeeXY&list=PL3pGy4HtqwD0n7bQfHjPnsWzkeRn6mkO>

**Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

- Assessment Methods
  - Case Study on Unix Based Systems (10 Marks)
  - Lab Assessment (25 Marks)

DATA STRUCTURES AND APPLICATIONS		Semester	3
Course Code	BCS304	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	3
Examination type (SEE)	Theory		
<b>Course objectives:</b> CLO 1. To explain fundamentals of data structures and their applications. CLO 2. To illustrate representation of Different data structures such as Stack, Queues, Linked Lists, Trees and Graphs. CLO 3. To Design and Develop Solutions to problems using Linear Data Structures CLO 4. To discuss applications of Nonlinear Data Structures in problem solving. CLO 5. To introduce advanced Data structure concepts such as Hashing and Optimal Binary Search Trees			
<b>Teaching-Learning Process (General Instructions)</b> Teachers can use following strategies to accelerate the attainment of the various course outcomes. 1. Chalk and Talk with Black Board 2. ICT based Teaching 3. Demonstration based Teaching			
Module-1		8Hours	
<b>INTRODUCTION TO DATA STRUCTURES:</b> Data Structures, Classifications (Primitive & Non-Primitive), Data structure Operations <b>Review of</b> pointers and dynamic Memory Allocation, <b>ARRAYS and STRUCTURES:</b> Arrays, Dynamic Allocated Arrays, Structures and Unions, Polynomials, Sparse Matrices, representation of Multidimensional Arrays, Strings <b>STACKS:</b> Stacks, Stacks Using Dynamic Arrays, Evaluation and conversion of Expressions Text Book: Chapter-1:1.2 Chapter-2: 2.1 to 2.7 Chapter-3: 3.1,3.2,3.6 Reference Book 1: 1.1 to 1.4			
Module-2		8Hours	
<b>QUEUES:</b> Queues, Circular Queues, Using Dynamic Arrays, Multiple Stacks and queues. <b>LINKED LISTS :</b> Singly Linked, Lists and Chains, Representing Chains in C, Linked Stacks and Queues, Polynomials Text Book: Chapter-3: 3.3, 3.4, 3.7 Chapter-4: 4.1 to 4.4			
Module-3		8Hours	
<b>LINKED LISTS :</b> Additional List Operations, Sparse Matrices, Doubly Linked List. <b>TREES:</b> Introduction, Binary Trees, Binary Tree Traversals, Threaded Binary Trees. Text Book: Chapter-4: 4.5,4.7,4.8 Chapter-5: 5.1 to 5.3, 5.5			
Module-4		8Hours	
<b>TREES(Cont.):</b> Binary Search trees, Selection Trees, Forests, Representation of Disjoint sets, Counting Binary Trees, <b>GRAPHS:</b> The Graph Abstract Data Types, Elementary Graph Operations Text Book: Chapter-5: 5.7 to 5.11 Chapter-6: 6.1, 6.2			
Module-5		8Hours	

<p><b>HASHING:</b> Introduction, Static Hashing, Dynamic Hashing</p> <p><b>PRIORITY QUEUES:</b> Single and double ended Priority Queues, Leftist Trees</p> <p><b>INTRODUCTION TO EFFICIENT BINARY SEARCH TREES:</b> Optimal Binary Search Trees</p> <p>Text Book: Chapter 8: 8.1 to 8.3 Chapter 9: 9.1, 9.2 Chapter 10: 10.1</p>
<p><b>Course outcome (Course Skill Set)</b></p> <p>At the end of the course the student will be able to:</p> <p>CO 1. Explain different data structures and their applications.</p> <p>CO 2. Apply Arrays, Stacks and Queue data structures to solve the given problems.</p> <p>CO 3. Use the concept of linked list in problem solving.</p> <p>CO 4. Develop solutions using trees and graphs to model the real-world problem.</p> <p>CO 5. Explain the advanced Data Structures concepts such as Hashing Techniques and Optimal Binary Search Trees.</p>
<p><b>Assessment Details (both CIE and SEE)</b></p> <p>The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.</p> <p><b>Continuous Internal Evaluation:</b></p> <ul style="list-style-type: none"> <li>For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.</li> <li>The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered</li> <li>Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.</li> <li>For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.</li> </ul> <p><b>Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.</b></p> <p><b>Semester-End Examination:</b></p> <p>Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (<b>duration 03 hours</b>).</p> <ol style="list-style-type: none"> <li>The question paper will have ten questions. Each question is set for 20 marks.</li> <li>There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), <b>should have a mix of topics</b> under that module.</li> <li>The students have to answer 5 full questions, selecting one full question from each module.</li> <li>Marks scored shall be proportionally reduced to 50 marks</li> </ol>
<p><b>Suggested Learning Resources:</b></p> <p><b>Textbook:</b></p> <ol style="list-style-type: none"> <li>Ellis Horowitz, Sartaj Sahni and Susan Anderson-Freed, Fundamentals of Data Structures in C, 2<sup>nd</sup> Ed, Universities Press, 2014</li> </ol>

**Reference Books:**

1. Seymour Lipschutz, Data Structures Schaum's Outlines, Revised 1<sup>st</sup> Ed, McGraw Hill, 2014.
2. Gilberg & Forouzan, Data Structures: A Pseudo-code approach with C, 2<sup>nd</sup> Ed, Cengage Learning, 2014.
3. Reema Thareja, Data Structures using C, 3<sup>rd</sup> Ed, Oxford press, 2012.
4. Jean-Paul Tremblay & Paul G. Sorenson, An Introduction to Data Structures with Applications, 2<sup>nd</sup> Ed, McGraw Hill, 2013
5. A M Tenenbaum, Data Structures using C, PHI, 1989
6. Robert Kruse, Data Structures and Program Design in C, 2<sup>nd</sup> Ed, PHI, 1996.

**Web links and Video Lectures (e-Resources):**

- <http://elearning.vtu.ac.in/econtent/courses/video/CSE/06CS35.html>
- <https://nptel.ac.in/courses/106/105/106105171/>
- <http://www.nptelvideos.in/2012/11/data-structures-and-algorithms.html>
- [https://www.youtube.com/watch?v=3Xo6P\\_V-qns&t=201s](https://www.youtube.com/watch?v=3Xo6P_V-qns&t=201s)
- <https://ds2-iiith.vlabs.ac.in/exp/selection-sort/index.html>
- <https://nptel.ac.in/courses/106/102/106102064/>
- <https://ds1-iiith.vlabs.ac.in/exp/stacks-queues/index.html>
- <https://ds1-iiith.vlabs.ac.in/exp/linked-list/basics/overview.html>
- <https://ds1-iiith.vlabs.ac.in/List%20of%20experiments.html>
- <https://ds1-iiith.vlabs.ac.in/exp/tree-traversal/index.html>
- <https://ds1-iiith.vlabs.ac.in/exp/tree-traversal/depth-first-traversal/dft-practice.html>
- [https://infyspringboard.onwingspan.com/web/en/app/toc/lex\\_auth\\_01350159542807756812559/overview](https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_01350159542807756812559/overview)

**Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

- Role Play
- Flipped classroom
- Assessment Methods for 25 Marks (opt two Learning Activities)
  - Case Study
  - Programming Assignment
  - Gate Based Aptitude Test
  - MOOC Assignment for selected Module



DATA STRUCTURES LABORATORY SEMESTER – III			
Course Code	BCSL305	CIE Marks	50
Number of Contact Hours/Week	0:0:2	SEE Marks	50
Total Number of Lab Contact Hours	28	Exam Hours	03
Credits – 1			
<b>Course Learning Objectives:</b>			
<p>This laboratory course enables students to get practical experience in design, develop, implement, analyze and evaluation/testing of</p> <ul style="list-style-type: none"> <li>• Dynamic memory management</li> <li>• Linear data structures and their applications such as stacks, queues and lists</li> <li>• Non-Linear data structures and their applications such as trees and graphs</li> </ul>			
<b>Descriptions (if any):</b>			
<ul style="list-style-type: none"> <li>• Implement all the programs in “C ” Programming Language and Linux OS.</li> </ul>			
<b>Programs List:</b>			
1.	<p>Develop a Program in C for the following:</p> <ol style="list-style-type: none"> <li>Declare a calendar as an array of 7 elements (A dynamically Created array) to represent 7 days of a week. Each Element of the array is a structure having three fields. The first field is the name of the Day (A dynamically allocated String), The second field is the date of the Day (A integer), the third field is the description of the activity for a particular day (A dynamically allocated String).</li> <li>Write functions create(), read() and display(); to create the calendar, to read the data from the keyboard and to print weeks activity details report on screen.</li> </ol>		
2.	<p>Develop a Program in C for the following operations on Strings.</p> <ol style="list-style-type: none"> <li>Read a main String (STR), a Pattern String (PAT) and a Replace String (REP)</li> <li>Perform Pattern Matching Operation: Find and Replace all occurrences of PAT in STR with REP if PAT exists in STR. Report suitable messages in case PAT does not exist in STR</li> </ol> <p>Support the program with functions for each of the above operations. Don't use Built-in functions.</p>		
3.	<p>Develop a menu driven Program in C for the following operations on STACK of Integers (Array Implementation of Stack with maximum size MAX)</p> <ol style="list-style-type: none"> <li>Push an Element on to Stack</li> <li>Pop an Element from Stack</li> <li>Demonstrate how Stack can be used to check Palindrome</li> <li>Demonstrate Overflow and Underflow situations on Stack</li> <li>Display the status of Stack</li> <li>Exit</li> </ol> <p>Support the program with appropriate functions for each of the above operations</p>		

4.	Develop a Program in C for converting an Infix Expression to Postfix Expression. Program should support for both parenthesized and free parenthesized expressions with the operators: +, -, *, /, % (Remainder), ^ (Power) and alphanumeric operands.
5.	Develop a Program in C for the following Stack Applications <ol style="list-style-type: none"> <li>Evaluation of Suffix expression with single digit operands and operators: +, -, *, /, %, ^</li> <li>Solving Tower of Hanoi problem with n disks</li> </ol>
6.	Develop a menu driven Program in C for the following operations on Circular QUEUE of Characters (Array Implementation of Queue with maximum size MAX) <ol style="list-style-type: none"> <li>Insert an Element on to Circular QUEUE</li> <li>Delete an Element from Circular QUEUE</li> <li>Demonstrate Overflow and Underflow situations on Circular QUEUE</li> <li>Display the status of Circular QUEUE</li> <li>Exit</li> </ol> Support the program with appropriate functions for each of the above operations
7.	Develop a menu driven Program in C for the following operations on Singly Linked List (SLL) of Student Data with the fields: <i>USN, Name, Programme, Sem, PhNo</i> <ol style="list-style-type: none"> <li>Create a SLL of N Students Data by using <i>front insertion</i>.</li> <li>Display the status of SLL and count the number of nodes in it</li> <li>Perform Insertion / Deletion at End of SLL</li> <li>Perform Insertion / Deletion at Front of SLL (Demonstration of stack)</li> <li>Exit</li> </ol>
8.	Develop a menu driven Program in C for the following operations on Doubly Linked List (DLL) of Employee Data with the fields: <i>SSN, Name, Dept, Designation, Sal, PhNo</i> <ol style="list-style-type: none"> <li>Create a DLL of N Employees Data by using <i>end insertion</i>.</li> <li>Display the status of DLL and count the number of nodes in it</li> <li>Perform Insertion and Deletion at End of DLL</li> <li>Perform Insertion and Deletion at Front of DLL</li> <li>Demonstrate how this DLL can be used as Double Ended Queue.</li> <li>Exit</li> </ol>
9.	Develop a Program in C for the following operations on Singly Circular Linked List (SCLL) with header nodes <ol style="list-style-type: none"> <li>Represent and Evaluate a Polynomial <math>P(x,y,z) = 6x^2y^2z - 4yz^5 + 3x^3yz + 2xy^5z - 2xyz^3</math></li> <li>Find the sum of two polynomials <math>POLY1(x,y,z)</math> and <math>POLY2(x,y,z)</math> and store the result in <math>POLYSUM(x,y,z)</math></li> </ol> Support the program with appropriate functions for each of the above operations
10.	Develop a menu driven Program in C for the following operations on Binary Search Tree (BST) of Integers . <ol style="list-style-type: none"> <li>Create a BST of N Integers: 6, 9, 5, 2, 8, 15, 24, 14, 7, 8, 5, 2</li> <li>Traverse the BST in Inorder, Preorder and Post Order</li> <li>Search the BST for a given element (KEY) and report the appropriate message</li> <li>Exit</li> </ol>
11.	Develop a Program in C for the following operations on Graph(G) of Cities <ol style="list-style-type: none"> <li>Create a Graph of N cities using Adjacency Matrix.</li> <li>Print all the nodes reachable from a given starting node in a digraph using DFS/BFS method</li> </ol>

12.	<p>Given a File of N employee records with a set K of Keys (4-digit) which uniquely determine the records in file F. Assume that file F is maintained in memory by a Hash Table (HT) of m memory locations with L as the set of memory addresses (2-digit) of locations in HT. Let the keys in K and addresses in L are Integers. Develop a Program in C that uses Hash function H: <math>K \rightarrow L</math> as <math>H(K)=K \bmod m</math> (remainder method), and implement hashing technique to map a given key K to the address space L. Resolve the collision (if any) using linear probing.</p>
<b>Laboratory Outcomes:</b> The student should be able to:	

- Analyze various linear and non-linear data structures
- Demonstrate the working nature of different types of data structures and their applications
- Use appropriate searching and sorting algorithms for the give scenario.
- Apply the appropriate data structure for solving real world problems

**Conduct of Practical Examination:**

- Experiment distribution
  - For laboratories having only one part: Students are allowed to pick one experiment from the lot with equal opportunity.
  - For laboratories having PART A and PART B: Students are allowed to pick one experiment from PART A and one experiment from PART B, with equal opportunity.
- Change of experiment is allowed only once and marks allotted for procedure to be made zero of the changed part only.
- Marks Distribution (*Need to change in accordance with university regulations*)
  - c) For laboratories having only one part – Procedure + Execution + Viva-Voce:  $15+70+15 = 100$  Marks
  - d) For laboratories having PART A and PART B
    - i. Part A – Procedure + Execution + Viva =  $6 + 28 + 6 = 40$  Marks
    - ii. Part B – Procedure + Execution + Viva =  $9 + 42 + 9 = 60$  Marks

<b>Object Oriented Programming with JAVA</b>		Semester	3
Course Code	BCS306A	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	2:0:2	SEE Marks	50
Total Hours of Pedagogy	28 Hours of Theory + 20 Hours of Practical	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		
<b>Note - Students who have undergone “ Basics of Java Programming-BPLCK105C/205C” in first year are not eligible to opt this course</b>			
<b>Course objectives:</b> <ul style="list-style-type: none"><li>To learn primitive constructs JAVA programming language.</li><li>To understand Object Oriented Programming Features of JAVA.</li><li>To gain knowledge on: packages, multithreaded programing and exceptions.</li></ul>			
<b>Teaching-Learning Process (General Instructions)</b> <p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective</p> <ol style="list-style-type: none"><li>Use Online Java Compiler IDE: <a href="https://www.jdoodle.com/online-java-compiler/">https://www.jdoodle.com/online-java-compiler/</a> or any other.</li><li>Demonstration of programing examples.</li><li>Chalk and board, power point presentations</li><li>Online material (Tutorials) and video lectures.</li></ol>			
<b>Module-1</b>			
<b>An Overview of Java:</b> Object-Oriented Programming (Two Paradigms, Abstraction, The Three OOP Principles), Using Blocks of Code, Lexical Issues (Whitespace, Identifiers, Literals, Comments, Separators, The Java Keywords). <b>Data Types, Variables, and Arrays:</b> The Primitive Types (Integers, Floating-Point Types, Characters, Booleans), Variables, Type Conversion and Casting, Automatic Type Promotion in Expressions, Arrays, Introducing Type Inference with Local Variables. <b>Operators:</b> Arithmetic Operators, Relational Operators, Boolean Logical Operators, The Assignment Operator, The ? Operator, Operator Precedence, Using Parentheses. <b>Control Statements:</b> Java’s Selection Statements (if, The Traditional switch), Iteration Statements (while, do-while, for, The For-Each Version of the for Loop, Local Variable Type Inference in a for Loop, Nested Loops), Jump Statements (Using break, Using continue, return). <b>Chapter 2, 3, 4, 5</b>			
<b>Module-2</b>			
<b>Introducing Classes:</b> Class Fundamentals, Declaring Objects, Assigning Object Reference Variables, Introducing Methods, Constructors, The this Keyword, Garbage Collection. <b>Methods and Classes:</b> Overloading Methods, Objects as Parameters, Argument Passing, Returning Objects, Recursion, Access Control, Understanding static, Introducing final, Introducing Nested and Inner Classes. <b>Chapter 6, 7</b>			
<b>Module-3</b>			
<b>Inheritance:</b> Inheritance Basics, Using super, Creating a Multilevel Hierarchy, When Constructors Are Executed, Method Overriding, Dynamic Method Dispatch, Using Abstract Classes, Using final with Inheritance, Local Variable Type Inference and Inheritance, The Object Class. <b>Interfaces:</b> Interfaces, Default Interface Methods, Use static Methods in an Interface, Private Interface Methods. <b>Chapter 8, 9</b>			

	<b>Module-4</b>
	<p><b>Packages:</b> Packages, Packages and Member Access, Importing Packages.</p> <p><b>Exceptions:</b> Exception-Handling Fundamentals, Exception Types, Uncaught Exceptions, Using try and catch, Multiple catch Clauses, Nested try Statements, throw, throws, finally, Java's Built-in Exceptions, Creating Your Own Exception Subclasses, Chained Exceptions.</p> <p><b>Chapter 9, 10</b></p>
	<b>Module-5</b>
	<p><b>Multithreaded Programming:</b> The Java Thread Model, The Main Thread, Creating a Thread, Creating Multiple Threads, Using <code>isAlive()</code> and <code>join()</code>, Thread Priorities, Synchronization, Interthread Communication, Suspending, Resuming, and Stopping Threads, Obtaining a Thread's State.</p> <p><b>Enumerations, Type Wrappers and Autoboxing:</b> Enumerations (Enumeration Fundamentals, The <code>values()</code> and <code>valueOf()</code> Methods), Type Wrappers (Character, Boolean, The Numeric Type Wrappers), Autoboxing (Autoboxing and Methods, Autoboxing/Unboxing Occurs in Expressions, Autoboxing/Unboxing Boolean and Character Values).</p> <p><b>Chapter 11, 12</b></p>
<p><b>Course outcome (Course Skill Set)</b></p> <p>At the end of the course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate proficiency in writing simple programs involving branching and looping structures.</li> <li>2. Design a class involving data members and methods for the given scenario.</li> <li>3. Apply the concepts of inheritance and interfaces in solving real world problems.</li> <li>4. Use the concept of packages and exception handling in solving complex problem</li> <li>5. Apply concepts of multithreading, autoboxing and enumerations in program development</li> </ol>	
<p><b>Programming Experiments (Suggested and are not limited to)</b></p> <ol style="list-style-type: none"> <li>1. Develop a JAVA program to add TWO matrices of suitable order N (The value of N should be read from command line arguments).</li> <li>2. Develop a stack class to hold a maximum of 10 integers with suitable methods. Develop a JAVA main method to illustrate Stack operations.</li> <li>3. A class called Employee, which models an employee with an ID, name and salary, is designed as shown in the following class diagram. The method <code>raiseSalary</code> (percent) increases the salary by the given percentage. Develop the Employee class and suitable main method for demonstration.</li> <li>4. A class called MyPoint, which models a 2D point with x and y coordinates, is designed as follows: <ul style="list-style-type: none"> <li>• Two instance variables x (int) and y (int).</li> <li>• A default (or "no-arg") constructor that construct a point at the default location of (0, 0).</li> <li>• A overloaded constructor that constructs a point with the given x and y coordinates.</li> <li>• A method <code>setXY()</code> to set both x and y.</li> <li>• A method <code>getXY()</code> which returns the x and y in a 2-element int array.</li> <li>• A <code>toString()</code> method that returns a string description of the instance in the format "(x, y)".</li> <li>• A method called <code>distance(int x, int y)</code> that returns the distance from this point to another point at the given (x, y) coordinates</li> <li>• An overloaded <code>distance(MyPoint another)</code> that returns the distance from this point to the given MyPoint instance (called another)</li> <li>• Another overloaded <code>distance()</code> method that returns the distance from this point to the origin (0,0)</li> </ul>           Develop the code for the class MyPoint. Also develop a JAVA program (called TestMyPoint) to test all the methods defined in the class. </li> <li>5. Develop a JAVA program to create a class named shape. Create three sub classes namely: circle, triangle and square, each class has two member functions named <code>draw ()</code> and <code>erase ()</code>. Demonstrate</li> </ol>	

polymorphism concepts by developing suitable methods, defining member data and main program.

6. Develop a JAVA program to create an abstract class Shape with abstract methods calculateArea() and calculatePerimeter(). Create subclasses Circle and Triangle that extend the Shape class and implement the respective methods to calculate the area and perimeter of each shape.
7. Develop a JAVA program to create an interface Resizable with methods resizeWidth(int width) and resizeHeight(int height) that allow an object to be resized. Create a class Rectangle that implements the Resizable interface and implements the resize methods
8. Develop a JAVA program to create an outer class with a function display. Create another class inside the outer class named inner with a function called display and call the two functions in the main class.
9. Develop a JAVA program to raise a custom exception (user defined exception) for DivisionByZero using try, catch, throw and finally.
10. Develop a JAVA program to create a package named mypack and import & implement it in a suitable class.
11. Write a program to illustrate creation of threads using runnable class. (start method start each of the newly created thread. Inside the run method there is sleep() for suspend the thread for 500 milliseconds).
12. Develop a program to create a class MyThread in this class a constructor, call the base class constructor, using super and start the thread. The run method of the class starts after this. It can be observed that both main thread and created child thread are executed concurrently.

**Assessment Details (both CIE and SEE)**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

**CIE for the theory component of the IPCC (maximum marks 50)**

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.
- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.
- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks**).
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

**CIE for the practical component of the IPCC**

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test (**duration 02/03 hours**) after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks**.
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

**SEE for IPCC**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored by the student shall be proportionally scaled down to 50 Marks

**The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.**

**Suggested Learning Resources:****Textbook**

1. Java: The Complete Reference, Twelfth Edition, by Herbert Schildt, November 2021, McGraw-Hill, ISBN: 9781260463422

### Reference Books

1. Programming with Java, 6th Edition, by E Balagurusamy, Mar-2019, McGraw Hill Education, ISBN: 9789353162337.
2. Thinking in Java, Fourth Edition, by Bruce Eckel, Prentice Hall, 2006 ([https://sd.blackball.lv/library/thinking\\_in\\_java\\_4th\\_edition.pdf](https://sd.blackball.lv/library/thinking_in_java_4th_edition.pdf))

### Web links and Video Lectures (e-Resources):

- Java Tutorial: <https://www.geeksforgeeks.org/java/>
- Introduction To Programming In Java (by Evan Jones, Adam Marcus and Eugene Wu): <https://ocw.mit.edu/courses/6-092-introduction-to-programming-in-java-january-iap-2010/>
- Java Tutorial: <https://www.w3schools.com/java/>
- Java Tutorial: <https://www.javatpoint.com/java-tutorial>

### Activity Based Learning (Suggested Activities)/ Practical Based learning

1. Installation of Java (Refer: [https://www.java.com/en/download/help/index\\_installing.html](https://www.java.com/en/download/help/index_installing.html))
2. Demonstration of online IDEs like geeksforgeeks, jdoodle or any other Tools
3. Demonstration of class diagrams for the class abstraction, type visibility, composition and inheritance

### Assessment Method

- Programming Assignment / Course Project



Python Programming for Data Science		Semester	3
Course Code	BDS306B	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	2:0:2:0	SEE Marks	50
Total Hours of Pedagogy	28 Hours Theory + 20 Hours Practical	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		
<b>Note - Students who have undergone “ Introduction to Python Programming-BPLCK105B/205B” in first year are not eligible to opt this course</b>			
<b>Course Learning objectives:</b> CLO 1:To understand Python constructs and use them to build the programs. CLO 2: To analyse different conditional statements and their applications in programs. CLO 3: To learn and use basic data structures in python language. CLO 4: To learn and demonstrate array manipulations by reading data from files CLO 5: To understand and use different data in a data analytics context.			
<b>Teaching-Learning Process (General Instructions)</b> These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes. <div><div>1.</div><div>Chalk and board, power point presentations</div></div> <div><div>2.</div><div>Online material (Tutorials) and video lectures.</div></div> <div><div>3.</div><div>Demonstration of programing examples.</div></div>			
Module-1		6 hr	
Introduction to python: Elements of python language, python block structure, variables and assignment statement, data types in python, operations, simple input/output print statements, formatting print statement. <b>Text Book 1: Chapter 3 ( 3.2, 3.3, 3.4, 3.6, 3.7, 3.9 and 3.10)</b>			
Module-2		5 hr	
Decision structure: forming conditions, if statement, the if-else and nested if-else, looping statements: introduction to looping, python built in functions for looping, loop statements, jump statement. <b>Text Book 1: Chapter 4 (4.2 to 4.6) , Chapter 5 (5.1 to 5.4)</b>			
Module-3		5 hr	
Lists: lists, operation on list, Tuples: introduction, creating,indexing and slicing, operations on tuples. sets: creating, operation in sets, introduction dictionaries, creating, operations, nested dictionary, looping over dictionary. <b>Text Book 1: Chapter 7 ( 7.2 to 7.3) , Chapter 8 (8.1 to 8.4) and Chapter 9( 9.1 to 9.3, 9.7 to 9.12)</b>			
Module-4		6 hr	
<b>The NumPy Library:</b> Nddarray: the heart of the library, Basic operations, indexing, slicing and iterating, conditions and boolean arrays, array manipulation, general concepts, reading and writing array data on files. <b>The pandas Library:</b> an introduction to Data structure, other functionalities on indexes, operations between data structures, function application and mapping.			

	<b>Text Book 2: Chapter 3 and Chapter 4.</b>
	<div>Module-5</div> <div>6 hr</div>
	<p><b>The pandas : Reading and Writing data:</b> i/o API tools, CSV and textual files, Reading data in CSV or text files, reading and writing HTML files, reading data from XML files, Microsoft excel files, JSON data, Pickle python object serialization. <b>Pandas in Depth : data manipulation:</b> data preparation, concatenating data transformation discretization binning, permutation, string manipulation, data aggregation group iteration.</p> <p><b>Text Book 2: Chapter 5 and Chapter 6</b></p>
<p><b>Course outcome (Course Skill Set)</b></p> <p>At the end of the course, the student will be able to :</p> <p>CO1: Describe the constructs of python programming</p> <p>CO2: Use looping and conditional constructs to build programs.</p> <p>CO3: Apply the concept of data structure to solve the real world problem.</p> <p>CO4: Use the NumPy constructs for matrix manipulations</p> <p>CO5: Apply the Panda constructs for data analytics.</p>	
<p><b>Assessment Details (both CIE and SEE)</b></p> <p>The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.</p> <p><b>Continuous Internal Evaluation:</b></p> <ul style="list-style-type: none"> <li>For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.</li> <li>The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered</li> <li>Any two assignment methods mentioned in the 220B2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.</li> <li>For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.</li> </ul> <p><b>Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.</b></p> <p><b>Semester-End Examination:</b></p> <p>Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (<b>duration 03 hours</b>).</p> <ol style="list-style-type: none"> <li>The question paper will have ten questions. Each question is set for 20 marks.</li> <li>There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), <b>should have a mix of topics</b> under that module.</li> <li>The students have to answer 5 full questions, selecting one full question from each module.</li> <li>Marks scored shall be proportionally reduced to 50 marks</li> </ol>	

**Suggested Learning Resources:****Text Books:**

1. S. Sridhar, J. Indumathi, V.M. Hariharan “Python Programming” Pearson publishers, 1st edition 2023.
2. Fabio Nelli, “**Python Data Analytics**”, Apress, Publishing, 1st Edition, 2015.

**Reference Book:**

1. Paul Deitel and Harvey deitel, “**Intro to Python for Computer Science and Data science**”, 1st edition Pearson Publisher 2020.

**Web links and Video Lectures (e-Resources):**

- Nptel: Introduction to Python for Data Science [https://www.youtube.com/watch?v=tA42nHmEKw&list=PLh2mXjKcTPSACrQxPM2\\_1Ojus5HX88ht7](https://www.youtube.com/watch?v=tA42nHmEKw&list=PLh2mXjKcTPSACrQxPM2_1Ojus5HX88ht7)

**Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

- Assessment Methods
  - Programming Assignment (10 Marks)

**Practical Component**

Sl.NO	Experiments
1	Develop a python program to read <b>n</b> digit integer number, and separate the integer number and display each digit. [Hint: input:5678 output: 5 6 7 8, use: floor and mod operators)
2	Develop a python program to accept 4 numbers and display them in sorted order using a minimum number of <b>if else</b> statements.
3	Develop python scripts to Calculate the mean, median, mode, variance and standard deviation of <b>n</b> integer numbers.
4	Develop a program for checking if a given <b>n</b> digit number is palindrome or not. [hint: input 1221 output: palindrome, use //and % operator with loop statement]
5	Develop a python script to display a multiplication table for given integer <b>n</b> .
6	Develop a python script to rotate right about a given position in that list and display them. [hint: input [1,4,5,-10] position: 2, output: [-10,5,4,1]]
7	DevelopWrite a python script to interchange the digits of a given integer number. [hint: input: 23456, interchange: 3 and 5 output: 25436]

8	Develop a python program to capitalize a given list of strings. [hint: [hello, good, how, simple] output: [Hello, Good, How, Simple]
9	Using a dictionary, Develop a python program to determine and print the number of duplicate words in a sentence.
10	Develop python program to read Numpy array and print row (sum,mean std) and column (sum,mean,std)
11	Develop a python program to read and print in the console CSV file.
12	Develop a python program to read a HTML file with basic tags, and construct a dictionary and display the same in the console.

#### Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

#### CIE for the theory component of the IPCC (maximum marks 50)

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.
- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.
- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks**).
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

#### CIE for the practical component of the IPCC

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test (**duration 02/03 hours**) after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks**.
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

#### SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored by the student shall be proportionally scaled down to 50 Marks

**The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.**

	<b>Data Analytics with R</b>	Semester	3
Course Code	<b>BDS306C</b>	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	2;0;2;0	SEE Marks	50
Total Hours of Pedagogy	28 Hours Theory + 20 Hours Practical	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		
<b>Course Learning objectives:</b> CLO 1: To Gain the knowledge of R Programming Concepts CLO 2: To Explain the concepts of Data Visualization CLO 3: To Explain the concept of Statistics in R. CLO 4: To Work with R charts and Graphs			
<b>Teaching-Learning Process (General Instructions)</b>  1. Chalk and board, power point presentations 2. Online material (Tutorials) and video lectures. 3. Demonstration of programing examples.			
	<b>Module-1</b>	<b>5 hours</b>	
<b>Basics of R</b> Introducing R, Initiating R, Packages in R, Environments and Functions, Flow Controls, Loops, Basic Data Types in R, Vectors Chapter 1: 1.1 to 1.7 Chapter 2: 2.1,2.2			
	<b>Module-2</b>	<b>5 hours</b>	
<b>Basics of R Continued</b> Matrices and Arrays, Lists, Data Frames, Factors, Strings, Dates and Times Chapter 2: 2.3,2.4,2.5,2.6,2.7.2.8.1,2.8.2			
	<b>Module-3</b>	<b>6 Hours</b>	
<b>Data Preparation</b> Datasets, Importing and Exporting files, Accessing Databases, Data Cleaning and Transformation Chapter 3: 3.1,3.2,3.3,3.4			
	<b>Module-4</b>	<b>6 Hours</b>	
<b>Graphics using R</b> Exploratory Data Analysis, Main Graphical Packages, Pie Charts, Scatter Plots, Line Plots, Histograms, Box Plots, Bar Plots, Other Graphical packages Chapter 4: 4.1 to 4.9			
	<b>Module-5</b>	<b>6 Hours</b>	
<b>Statistical Analysis using R</b> Basic Statistical Measures, Normal distribution, Binomial distribution, Correlation Analysis, Regression Analysis-Linear Regression Analysis of Variance Chapter 5: 5.1, 5.3, 5.4, 5.5, 5.6.1, 5.7			

**Course outcome (Course Skill Set)**

At the end of the course, the student will be able to :

CO1: Describe the structures of R Programming.

CO2: Illustrate the basics of Data Preparation with real world examples.

CO3: Apply the Graphical Packages of R for visualization.

CO4: Apply various Statistical Analysis methods for data analytics.

**Assessment Details (both CIE and SEE)**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

**Continuous Internal Evaluation:**

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

**Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

**Semester-End Examination:**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**).

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

**Suggested Learning Resources:****Text Books:**

R Programming: An Approach to Data Analytics, G. Sudhamathy and C. Jothi Venkateswaran, MJP Publishers, 2019

**Reference Books:**

1..An Introduction to R, Notes on R: A Programming Environment for Data Analysis and Graphics. W. N. Venables, D.M. Smith and the R Development Core Team. Version 3.0.1 (2013-05-16)

2. Cotton, R. (2013). Learning R: A Step by Step Function Guide to Data Analysis. 1<sup>st</sup> ed. O'Reilly Media Inc

#### Web links and Video Lectures (e-Resources):

1. URL: <https://cran.r-project.org/doc/manuals/r-release/R-intro.pdf>
2. [http://www.tutorialspoint.com/r/r\\_tutorial.pdf](http://www.tutorialspoint.com/r/r_tutorial.pdf)
3. [https://users.phpufl.edu/rlp176/Courses/PHC6089/R\\_notes/intro.html](https://users.phpufl.edu/rlp176/Courses/PHC6089/R_notes/intro.html)
4. [https://cran.r-project.org/web/packages/explore/vignettes/explore\\_mtcars.html](https://cran.r-project.org/web/packages/explore/vignettes/explore_mtcars.html)
5. [https://www.w3schools.com/r/r\\_stat\\_data\\_set.asp](https://www.w3schools.com/r/r_stat_data_set.asp)
6. <https://rpubs.com/BillB/217355>

#### Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- Programming Assignment (10 Marks)

### Practical Component

Sl.NO	Experiments
1	<p>Demonstrate the steps for installation of R and R Studio. Perform the following:</p> <ol style="list-style-type: none"> <li>a) Assign different type of values to variables and display the type of variable. Assign different types such as Double, Integer, Logical, Complex and Character and understand the difference between each data type.</li> <li>b) Demonstrate Arithmetic and Logical Operations with simple examples.</li> <li>c) Demonstrate generation of sequences and creation of vectors.</li> <li>d) Demonstrate Creation of Matrices</li> <li>e) Demonstrate the Creation of Matrices from Vectors using Binding Function.</li> <li>f) Demonstrate element extraction from vectors, matrices and arrays</li> </ol>
2	<p>Assess the Financial Statement of an Organization being supplied with 2 vectors of data: Monthly Revenue and Monthly Expenses for the Financial Year. You can create your own sample data vector for this experiment) Calculate the following financial metrics:</p> <ol style="list-style-type: none"> <li>a. Profit for each month.</li> <li>b. Profit after tax for each month (Tax Rate is 30%).</li> <li>c. Profit margin for each month equals to profit after tax divided by revenue.</li> <li>d. Good Months – where the profit after tax was greater than the mean for the year.</li> <li>e. Bad Months – where the profit after tax was less than the mean for the year.</li> <li>f. The best month – where the profit after tax was max for the year.</li> <li>g. The worst month – where the profit after tax was min for the year.</li> </ol> <p><b>Note:</b></p> <ol style="list-style-type: none"> <li>a. All Results need to be presented as vectors</li> <li>b. Results for Dollar values need to be calculated with \$0.01 precision, but need to be presented in Units of \$1000 (i.e 1k) with no decimal points</li> <li>c. Results for the profit margin ratio need to be presented in units of % with no decimal point.</li> <li>d. It is okay for tax to be negative for any given month (deferred tax asset)</li> <li>e. Generate CSV file for the data.</li> </ol>
3	<p>Develop a program to create two 3 X 3 matrices A and B and perform the following operations a) Transpose of the matrix b) addition c) subtraction d) multiplication</p>
4	<p>Develop a program to find the factorial of given number using recursive function calls.</p>



5	Develop an R Program using functions to find all the prime numbers up to a specified number by the method of Sieve of Eratosthenes.																		
6	<p>The built-in data set mammals contain data on body weight versus brain weight. Develop R commands to:</p> <p>a) Find the Pearson and Spearman correlation coefficients. Are they similar?</p> <p>b) Plot the data using the plot command.</p> <p>c) Plot the logarithm (log) of each variable and see if that makes a difference.</p>																		
7	<p>Develop R program to create a Data Frame with following details and do the following operations.</p> <table><thead><tr><th>itemCode</th><th>itemCategory</th><th>itemPrice</th></tr></thead><tbody><tr><td>1001</td><td>Electronics</td><td>700</td></tr><tr><td>1002</td><td>Desktop Supplies</td><td>300</td></tr><tr><td>1003</td><td>Office Supplies</td><td>350</td></tr><tr><td>1004</td><td>USB</td><td>400</td></tr><tr><td>1005</td><td>CD Drive</td><td>800</td></tr></tbody></table> <p>a) Subset the Data frame and display the details of only those items whose price is greater than or equal to 350.</p> <p>b) Subset the Data frame and display only the items where the category is either "Office Supplies" or "Desktop Supplies"</p> <p>c) Create another Data Frame called "item-details" with three different fields itemCode, ItemQtyonHand and ItemReorderLvl and merge the two frames</p>	itemCode	itemCategory	itemPrice	1001	Electronics	700	1002	Desktop Supplies	300	1003	Office Supplies	350	1004	USB	400	1005	CD Drive	800
itemCode	itemCategory	itemPrice																	
1001	Electronics	700																	
1002	Desktop Supplies	300																	
1003	Office Supplies	350																	
1004	USB	400																	
1005	CD Drive	800																	
8	<p>Let us use the built-in dataset air quality which has Daily air quality measurements in New York, May to September 1973. Develop R program to generate histogram by using appropriate arguments for the following statements.</p> <p>a) Assigning names, using the air quality data set.</p> <p>b) Change colors of the Histogram</p> <p>c) Remove Axis and Add labels to Histogram</p> <p>d) Change Axis limits of a Histogram</p> <p>e) Add Density curve to the histogram</p>																		
9	<p>Design a data frame in R for storing about 20 employee details. Create a CSV file named "input.csv" that defines all the required information about the employee such as id, name, salary, start_date, dept. Import into R and do the following analysis.</p> <p>a) Find the total number rows &amp; columns</p> <p>b) Find the maximum salary</p> <p>c) Retrieve the details of the employee with maximum salary</p> <p>d) Retrieve all the employees working in the IT Department.</p> <p>e) Retrieve the employees in the IT Department whose salary is greater than 20000 and write these details into another file "output.csv"</p>																		
10	<p>Using the built in dataset mtcars which is a popular dataset consisting of the design and fuel consumption patterns of 32 different automobiles. The data was extracted from the 1974 Motor Trend US magazine, and comprises fuel consumption and 10 aspects of automobile design and performance for 32 automobiles (1973-74 models). Format A data frame with 32 observations on 11 variables : [1] mpg Miles/(US) gallon, [2] cyl Number of cylinders [3] disp Displacement (cu.in.), [4] hp Gross horsepower [5] drat Rear axle ratio,[6] wt Weight (lb/1000) [7] qsec 1/4 mile time, [8] vs V/S, [9] am Transmission (0 = automatic, 1 = manual), [10] gear Number of forward gears, [11] carb Number of carburetors</p> <p>Develop R program, to solve the following:</p> <p>a) What is the total number of observations and variables in the dataset?</p> <p>b) Find the car with the largest hp and the least hp using suitable functions</p> <p>c) Plot histogram / density for each variable and determine whether continuous variables are normally distributed or not. If not, what is their skewness?</p> <p>d) What is the average difference of gross horse power(hp) between automobiles with 3 and 4 number of cylinders(cyl)? Also determine the difference in their standard deviations.</p> <p>e) Which pair of variables has the highest Pearson correlation?</p>																		

11	Demonstrate the progression of salary with years of experience using a suitable data set (You can create your own dataset). Plot the graph visualizing the best fit line on the plot of the given data points. Plot a curve of Actual Values vs. Predicted values to show their correlation and performance of the model. Interpret the meaning of the slope and y-intercept of the line with respect to the given data. Implement using lm function. Save the graphs and coefficients in files. Attach the predicted values of salaries as a new column to the original data set and save the data as a new CSV file.
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#### Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

#### CIE for the theory component of the IPCC (maximum marks 50)

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.
- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 220B4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.
- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks**).
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

#### CIE for the practical component of the IPCC

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test (**duration 02/03 hours**) after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks**.
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

#### SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored by the student shall be proportionally scaled down to 50 Marks

**The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.**

<b>BSCK307 – Social Connect &amp; Responsibility 2022 Scheme &amp; syllabus for 3<sup>rd</sup> sem</b>		Semester	<b>3<sup>rd</sup></b>
Course Code	<b>BSCK307</b>	CIE Marks	<b>100</b>
Teaching Hours/Week (L:T:P: S)	0:0:3:1	SEE Marks	-----
Total Hours of Pedagogy	40 hour Practical Session +15 hour Planning	Total Marks	<b>100</b>
Examination nature (No SEE – Only CIE)	For CIE Assessment - Activities Report Evaluation by College NSS Officer / HOD / Sports Dept / Any Dept.		
Credits	01 - Credit		

**Course objectives: The course will enable the students to:**

1. Provide a formal platform for students to communicate and connect to the surrounding.
2. create a responsible connection with the society.
3. Understand the community in general in which they work.
4. Identify the needs and problems of the community and involve them in problem –solving.
5. Develop among themselves a sense of social & civic responsibility & utilize their knowledge in finding practical solutions to individual and community problems.
6. Develop competence required for group-living and sharing of responsibilities & gain skills in mobilizing community participation to acquire leadership qualities and democratic attitudes.

**General Instructions - Pedagogy :**

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the activities will develop students' theoretical and applied social and cultural skills.
2. State the need for activities and its present relevance in the society and Provide real-life examples.
3. Support and guide the students for self-planned activities.
4. You will also be responsible for assigning homework, grading assignments and quizzes, and documenting students' progress in real activities in the field.
5. Encourage the students for group work to improve their creative and analytical skills.

**Contents :**

The course is mainly activity-based that will offer a set of activities for the student that enables them to connect with fellow human beings, nature, society, and the world at large.

The course will engage students for interactive sessions, open mic, reading group, storytelling sessions, and semester-long activities conducted by faculty mentors.

In the following a set of activities planned for the course have been listed:

**Social Connect & Responsibility - Contents**

**Part I:**

**Plantation and adoption of a tree:**

Plantation of a tree that will be adopted for four years by a group of BE / B.Tech students. (ONE STUDENT ONE TREE)

They will also make an excerpt either as a documentary or a photo blog describing the plant's origin, its usage in daily life, its appearance in folklore and literature - – Objectives, Visit, case study, report, outcomes.

**Part II :**

**Heritage walk and crafts corner:**

Heritage tour, knowing the history and culture of the city, connecting to people around through their history, knowing the city and its craftsman, photo blog and documentary on evolution and practice of various craft forms - – Objectives, Visit, case study, report, outcomes.

**Part III :**

**Organic farming and waste management:**

Usefulness of organic farming, wet waste management in neighboring villages, and implementation in the campus –

Objectives, Visit, case study, report, outcomes.

#### **Part IV:**

##### **Water conservation:**

Knowing the present practices in the surrounding villages and implementation in the campus, documentary or photoblog presenting the current practices – Objectives, Visit, case study, report, outcomes.

#### **Part V :**

##### **Food walk:**

City's culinary practices, food lore, and indigenous materials of the region used in cooking – Objectives, Visit, case study, report, outcomes.

#### **Course outcomes (Course Skill Set):**

At the end of the course, the student will be able to:

CO1: Communicate and connect to the surrounding.

CO2: Create a responsible connection with the society.

CO3: Involve in the community in general in which they work.

CO4: Notice the needs and problems of the community and involve them in problem –solving.

CO5: Develop among themselves a sense of social & civic responsibility & utilize their knowledge in finding practical solutions to individual and community problems.

CO6: Develop competence required for group-living and sharing of responsibilities & gain skills in mobilizing community participation to acquire leadership qualities and democratic attitudes.

#### **Activities:**

Jamming session, open mic, and poetry: Platform to connect to others. Share the stories with others. Share the experience of Social Connect. Exhibit the talent like playing instruments, singing, one-act play, art-painting, and fine art.

#### **PEDAGOGY:**

The pedagogy will include interactive lectures, inspiring guest talks, field visits, social immersion, and a course project. Applying and synthesizing information from these sources to define the social problem to address and take up the solution as the course project, with your group. Social immersion with NGOs/social sections will be a key part of the course. Will all lead to the course project that will address the needs of the social sector?

#### **COURSE TOPICS:**

The course will introduce social context and various players in the social space, and present approaches to discovering and understanding social needs. Social immersion and inspiring conversational will culminate in developing an actual, idea for problem-based intervention, based on an in-depth understanding of a key social problem.

#### **Duration :**

A total of 40 - 50 hrs engagement per semester is required for the 3rd semester of the B.E. /B.Tech. program. The students will be divided into groups. Each group will be handled by faculty mentor. Faculty mentor will design the activities (particularly Jamming sessions open mic ,and poetry) Faculty mentors has to design the evaluation system as per VTU guidelines of scheme & syllabus.

#### **Guideline for Assessment Process:**

##### **Continuous Internal Evaluation (CIE):**

After completion of the course, the student shall prepare, with daily diary as reference, a comprehensive report in consultation with the mentor/s to indicate what he has observed and learned in the social connect period. The report should be signed by the mentor. The report shall

be evaluated on the basis of the following criteria and/or other relevant criteria pertaining to the activity completed. Marks allotted for the diary are out of 50. Planning and scheduling the social connect Information/Data collected during the social connect Analysis of the information/data and report writing Considering all above points allotting the marks as mentioned below

**Excellent : 80 to 100**

**Good : 60 to 79**

**Satisfactory : 40 to 59**

**Unsatisfactory and fail : <39**

### Special Note :

**NO SEE – Semester End Exam – Completely Practical and activities based evaluation**

## Pedagogy – Guidelines :

It may differ depending on local resources available for the study as well as environment and climatic differences, location and time of execution.

Sl No	Topic	Group size	Location	Activity execution	Reporting	Evaluation Of the Topic
1.	<b>Plantation and adoption of a tree:</b>	May be individual or team	Farmers land/ parks / Villages / roadside/ community area / College campus etc.....	Site selection /proper consultation/Continuous monitoring/ Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by Faculty
2.	<b>Heritage walk and crafts corner:</b>	May be individual or team	Temples / monumental places / Villages/ City Areas / Grama panchayat/ public associations/Government Schemes officers/ campus etc.....	Site selection /proper consultation/Continuous monitoring/ Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by Faculty
3.	<b>Organic farming and waste management:</b>	May be individual or team	Farmers land / parks / Villages visits / roadside/ community area / College campus etc.....	Group selection / proper consultation / Continuous monitoring / Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by Faculty
4.	<b>Water conservation: &amp; conservation techniques</b>	May be individual or team	Villages/ City Areas / Grama panchayat/ public associations/Government Schemes officers / campus etc.....	site selection / proper consultation/Continuous monitoring/ Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by Faculty
5.	<b>Food walk: Practices in society</b>	May be individual or team	Villages/ City Areas / Grama panchayat/ public associations/Government Schemes officers/ campus etc.....	Group selection / proper consultation / Continuous monitoring / Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by Faculty

## Plan of Action (Execution of Activities )

Sl.NO	Practice Session Description
1	Lecture session in field to start activities
2	Students Presentation on Ideas
3	Commencement of activity and its progress
4	Execution of Activity
5	Execution of Activity
6	Execution of Activity
7	Execution of Activity
8	Case study based Assessment, Individual performance
9	Sector/ Team wise study and its consolidation
10	Video based seminar for 10 minutes by each student At the end of semester with Report.
<ul style="list-style-type: none"><li>Each student should do activities according to the scheme and syllabus.</li><li>At the end of semester student performance has to be evaluated by the faculty for the assigned activity progress and its completion.</li><li>At last consolidated report of all activities from 1<sup>st</sup> to 5<sup>th</sup>, compiled report should be submitted as per the instructions and scheme.</li></ul> <p>-----</p>	
<b>Assessment Details for CIE (both CIE and SEE)</b>	
<b>Weightage</b>	<b>CIE – 100%</b>
Field Visit, Plan, Discussion	10 Marks
Commencement of activities and its progress	20 Marks
Case study based Assessment Individual performance with report	20 Marks
Sector wise study & its consolidation 5*5 = 25	25 Marks
Video based seminar for 10 minutes by each student At the end of semester with Report. <u>Activities 1 to 5, 5*5 = 25</u>	25 Marks
<b>Total marks for the course in each semester</b>	<b>100 Marks</b>
<b>For each activity, 20 marks CIE will be evaluated for IA marks at the end of semester, Report and assessment copy should be made available in the department.</b>	
Students should present the progress of the activities as per the schedule in the prescribed practical session in the field. There should be positive progress in the vertical order for the benefit of society in general through activities.	

Data Analytics with Excel		Semester	3
Course Code	BCS358A	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	100
Examination type (SEE)	Practical		
Course objectives:			
<ul style="list-style-type: none"><li>● To Apply analysis techniques to datasets in Excel</li><li>● Learn how to use Pivot Tables and Pivot Charts to streamline your workflow in Excel</li><li>● Understand and Identify the principles of data analysis</li><li>● Become adept at using Excel functions and techniques for analysis</li><li>● Build presentation ready dashboards in Excel</li></ul>			
Sl.NO	Experiments		
1	<b>Getting Started with Excel:</b> Creation of spread sheets, Insertion of rows and columns, Drag & Fill, use of Aggregate functions.		
2	<b>Working with Data :</b> Importing data, Data Entry & Manipulation, Sorting & Filtering.		
3	<b>Working with Data:</b> Data Validation, Pivot Tables & Pivot Charts.		
4	<b>Data Analysis Process:</b> Conditional Formatting, What-If Analysis, Data Tables, Charts & Graphs.		
5	<b>Cleaning Data with Text Functions:</b> use of UPPER and LOWER, TRIM function, Concatenate.		
6	<b>Cleaning Data Containing Date and Time Values:</b> use of DATEVALUE function, DATEADD and DATEDIF, TIMEVALUE functions.		
7	<b>Conditional Formatting:</b> formatting, parsing, and highlighting data in spreadsheets during data analysis.		
8	<b>Working with Multiple Sheets:</b> work with multiple sheets within a workbook is crucial for organizing and managing data, perform complex calculations and create comprehensive reports.		
9	Create worksheet with following fields: Empno, Ename, Basic Pay(BP), Travelling Allowance(TA), Dearness Allowance(DA), House Rent Allowance(HRA), Income Tax(IT), Provident Fund(PF), Net Pay(NP). Use appropriate formulas to calculate the above scenario. Analyse the data using appropriate chart and report the data.		
10	Create worksheet on Inventory Management: Sheet should contain Product code, Product name, Product type, MRP, Cost after % of discount, Date of purchase. Use appropriate formulas to calculate the above scenario. Analyse the data using appropriate chart and report the data.		



11	Create worksheet on Sales analysis of Merchandise Store: data consisting of Order ID, Customer ID, Gender, age, date of order, month, online platform, Category of product, size, quantity, amount, shipping city and other details. Use of formula to segregate different categories and perform a comparative study using pivot tables and different sort of charts.
12	Generation of report & presentation using Autofilter & macro.

**Course outcomes (Course Skill Set):**

At the end of the course the student will be able to:

- Use advanced functions and productivity tools to assist in developing worksheets.
- Manipulate data lists using Outline and PivotTables.
- Use Consolidation to summarise and report results from multiple worksheets.
- Apply Macros and Autofilter to solve the given real world scenario.



**Assessment Details (both CIE and SEE)**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

**Continuous Internal Evaluation (CIE):**

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

**Semester End Evaluation (SEE):**

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.

- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.  
The minimum duration of SEE is 02 hours

**Suggested Learning Resources:**

- **Berk & Carey** - Data Analysis with Microsoft® Excel: Updated for Office 2007®, Third Edition, © 2010 Brooks/Cole, Cengage Learning, ISBN-13: 978-0-495-39178-4
- **Wayne L. Winston** - Microsoft Excel 2019: Data Analysis And Business Modeling, PHI, ISBN: 9789389347180
- **Aryan Gupta** - Data Analysis in Excel: The Best Guide. (<https://www.simplilearn.com/tutorials/excel-tutorial/data-analysis-excel>)

Ethics and Public Policy for AI		Semester	
Course Code	BAI358B	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	1:0:0	SEE Marks	50
Total Hours of Pedagogy	14	Total Marks	100
Credits	03	Exam Hours	2
Examination type (SEE)	Theory		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>• <i>To understand Ethical Framework for a Good AI Society, establishing Rules for trustworthy AI</i></li><li>• <i>To Designing ethics for good society</i></li><li>• <i>To familiar with Tools, methods and practices for designing AI for social good</i></li><li>• <i>To familiar with Innovation and future AI</i></li><li>• <i>To understand the Case Study: Ai in health care, knowing Regulation and Governance of AI ethics</i></li></ul>			
<b>Teaching-Learning Process (General Instructions)</b> <p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"><li>1. Chalk and Talk</li><li>2. Real time Examples</li><li>3. Natural Approaches</li></ol>			
<b>Module-1</b>			
<b>An Ethical Framework for a Good AI Society:</b> opportunities, Risks, principles and Recommendations. <b>Establishing the rules for building trustworthy AI</b>  Textbook1: Chapter 3, chapter 4			
<b>Module-2</b>			
<b>Translating principles into practices of digital ethics:</b> five risks of being Unethical <b>The Ethics of Algorithms: Key problems and Solution</b> <b>How to Design AI for Social Good:</b> Seven Essential Factors  Textbook1: Chapter 6, Chapter 8, Chapter 9			
<b>Module-3</b>			
<b>How to design AI for social good: seven essential factors</b> <b>From What to How:</b> An Initial Review of publicly available AI Ethics tools, Methods and Research to Translate principles into Practices  Textbook1: Chapter 9, Chapter 10			
<b>Module-4</b>			
<b>Innovating with Confidence:</b> Embedding AI Governance and fairness in financial Services Risk management framework, <b>What the near future of AI could be.</b>  Textbook1: Chapter 20, chapter 22			
<b>Module-5</b>			
<b>Human-AI Relationship, AI and Workforce, Autonomous Machines and Moral Decisions, AI in HealthCare:</b> balancing Progress and Ethics,			

	<b>Regulation and Governance of AI Ethics</b>  Textbook2 : Chapter 5,Chapter 8, Chapter 9
	<b>Course outcome (Course Skill Set)</b> At the end of the course, the student will be able to : <ol style="list-style-type: none"> <li>1. <i>Describe Ethical Framework for a Good AI Society, establishing Rules for trustworthy AI</i></li> <li>2. <i>Explain ethics for good society</i></li> <li>3. <i>Illustrate various Tools, methods and practices for designing AI for social good</i></li> <li>4. <i>Describe the Innovation and future AI</i></li> <li>5. <i>Illustrate Regulation and Governance of AI ethics in Healthcare domain.</i></li> </ol>
	<b>Assessment Details (both CIE and SEE)</b> The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.  <b>Continuous Internal Evaluation:</b> <ul style="list-style-type: none"> <li>• For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.</li> <li>• The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered</li> <li>• Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.</li> <li>• For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.</li> </ul> <b>Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.</b>  <b>Semester-End Examination:</b> Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course ( <b>duration 03 hours</b> ). <ol style="list-style-type: none"> <li>1. The question paper will have ten questions. Each question is set for 20 marks.</li> <li>2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), <b>should have a mix of topics</b> under that module.</li> <li>3. The students have to answer 5 full questions, selecting one full question from each module.</li> <li>4. Marks scored shall be proportionally reduced to 50 marks</li> </ol>
	<b>Suggested Learning Resources:</b> <b>Books</b> <ol style="list-style-type: none"> <li>1. "Ethics, governance and Policies in Artificial Intelligence", Author-Editor : Luciano Floridi, Springer, 1<sup>st</sup> Edition 2021, vol 144, Oxford Internet Institute, University of Oxford, UK, ISSN 0921-8599, e-ISSN 2542-8349 Philosophical Studies series, ISBN 978-3-030-81906-4 e-ISSN 978-3-030-81907-1, <a href="https://doi.org/10.1007/978-3-030-81907-1">https://doi.org/10.1007/978-3-030-81907-1</a>, 2021.</li> <li>2. "Ethics and AI: Navigating the Moral Landscape of Digital Age", Author: Aaron Aboagye,</li> </ol>

Project Management with Git		Semester	3
Course Code	BCS358C	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0: 0 : 2: 0	SEE Marks	50
Credits	01	Exam Marks	100
Examination type (SEE)	Practical		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>• .To familiar with basic command of Git</li><li>• To create and manage branches</li><li>• To understand how to collaborate and work with Remote Repositories</li><li>• To familiar with virion controlling commands</li></ul>			
Sl.NO	Experiments		
1	<b>Setting Up and Basic Commands</b>  Initialize a new Git repository in a directory. Create a new file and add it to the staging area and commit the changes with an appropriate commit message.		
2	<b>Creating and Managing Branches</b>  Create a new branch named "feature-branch." Switch to the "master" branch. Merge the "feature-branch" into "master."		
3	<b>Creating and Managing Branches</b>  Write the commands to stash your changes, switch branches, and then apply the stashed changes.		
4	<b>Collaboration and Remote Repositories</b>  Clone a remote Git repository to your local machine.		
5	<b>Collaboration and Remote Repositories</b>  Fetch the latest changes from a remote repository and rebase your local branch onto the updated remote branch.		
6	<b>Collaboration and Remote Repositories</b>  Write the command to merge "feature-branch" into "master" while providing a custom commit message for the merge.		
7	<b>Git Tags and Releases</b>  Write the command to create a lightweight Git tag named "v1.0" for a commit in your local repository.		
8	<b>Advanced Git Operations</b>		

	Write the command to cherry-pick a range of commits from "source-branch" to the current branch.
9	<b>Analysing and Changing Git History</b>  Given a commit ID, how would you use Git to view the details of that specific commit, including the author, date, and commit message?
10	<b>Analysing and Changing Git History</b>  Write the command to list all commits made by the author "JohnDoe" between "2023-01-01" and "2023-12-31."
11	<b>Analysing and Changing Git History</b>  Write the command to display the last five commits in the repository's history.
12	<b>Analysing and Changing Git History</b>  Write the command to undo the changes introduced by the commit with the ID "abc123".
<b>Course outcomes (Course Skill Set):</b> At the end of the course the student will be able to: <ul style="list-style-type: none"> <li>• Use the basics commands related to git repository</li> <li>• Create and manage the branches</li> <li>• Apply commands related to Collaboration and Remote Repositories</li> <li>• Use the commands related to Git Tags, Releases and advanced git operations</li> <li>• Analyse and change the git history</li> </ul>	

**Assessment Details (both CIE and SEE)**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

**Continuous Internal Evaluation (CIE):**

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

**Semester End Evaluation (SEE):**

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.

- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.  
The minimum duration of SEE is 02 hours

**Suggested Learning Resources:**

- Version Control with Git, 3rd Edition, by Prem Kumar Ponuthurai, Jon Loeliger Released October 2022, Publisher(s): O'Reilly Media, Inc.
- Pro Git book, written by Scott Chacon and Ben Straub and published by Apress, <https://git-scm.com/book/en/v2>
- [https://infyspringboard.onwingspan.com/web/en/app/toc/lex\\_auth\\_0130944433473699842782\\_shared/overview](https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_0130944433473699842782_shared/overview)
- [https://infyspringboard.onwingspan.com/web/en/app/toc/lex\\_auth\\_01330134712177459211926\\_shared/overview](https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_01330134712177459211926_shared/overview)



PHP Programming		Semester	3
Course Code	BAI358D	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	02
Examination type (SEE)	Practical		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>• To introduce the PHP syntax, elements, and control structures</li><li>• To make use of PHP Functions and File handling</li><li>• To illustrate the concept of PHP arrays and OOPs</li></ul>			
<b>Sl.NO</b>	<b>Experiments</b>		
<b>AIM:</b> Introduction to HTML/PHP environment, PHP Data Types, Variables, Literals, and operators			
1	a. Develop a PHP program to calculate areas of Triangle and Rectangle. b. Develop a PHP program to calculate Compound Interest.		
2	Demonstrating the various forms to concatenate multiple strings Develop program(s) to demonstrate concatenation of strings: (i) Strings represented with literals (single quote or double quote) (ii) Strings as variables (iii) Multiple strings represented with literals (single quote or double quote) and variables (iv) Strings and string variables containing single quotes as part string contents (v) Strings containing HTML segments having elements with attributes		
3	a. Develop a PHP Program(s) to check given number is: (i) Odd or even (ii) Divisible by a given number (N) (iii) Square of a another number b. Develop a PHP Program to compute the roots of a quadratic equation by accepting the coefficients. Print the appropriate messages.		
4	a. Develop a PHP program to find the square root of a number by using the newton's algorithm. b. Develop a PHP program to generate Floyd's triangle.		
5	a. Develop a PHP application that reads a list of numbers and calculates mean and standard deviation. b. Develop a PHP application that reads scores between 0 and 100 (possibly including both 0 and 100) and creates a histogram array whose elements contain the number of scores between 0 and 9, 10 and 19, etc. The last "box" in the histogram should include scores between 90 and 100. Use a function to generate the histogram.		
6	a. Develop PHP program to demonstrate the date() with different parameter options. b. Develop a PHP program to generate the Fibonacci series using a recursive function.		
7	Develop a PHP program to accept the file and perform the following  (i) Print the first N lines of a file (ii) Update/Add the content of a file		
8	Develop a PHP program to read the content of the file and print the frequency of occurrence of the word accepted by the user in the file		
9	Develop a PHP program to filter the elements of an array with key names.  Sample Input Data: 1st array: ('c1' => 'Red', 'c2' => 'Green', 'c3' => 'White', c4 => 'Black') 2nd array: ('c2', 'c4')		

	Output: Array ( [c1] => Red [c3] => White )
10	Develop a PHP program that illustrates the concept of classes and objects by reading and printing employee data, including Emp_Name, Emp_ID, Emp_Dept, Emp_Salary, and Emp_DOJ.
11	a. Develop a PHP program to count the occurrences of Aadhaar numbers present in a text. b. Develop a PHP program to find the occurrences of a given pattern and replace them with a text.
12	Develop a PHP program to read the contents of a HTML form and display the contents on a browser.
<b>NOTE: Necessary HTML elements (and CSS) can be used for designing the experiments.</b>	
<b>Course outcomes (Course Skill Set):</b> At the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>• Apply basic concepts of PHP to develop web program</li> <li>• Develop programs in PHP involving control structures</li> <li>• Develop programs to handle structured data (object) and data items (array)</li> <li>• Develop programs to access and manipulate contents of files</li> <li>• Use super-global arrays and regular expressions to solve real world problems.</li> </ul>	

**Assessment Details (both CIE and SEE)**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

**Continuous Internal Evaluation (CIE):**

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

**Semester End Evaluation (SEE):**

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.  
The minimum duration of SEE is 02 hours

**Suggested Learning Resources:**

- BOOK: Programming in HTML and PHP (Coding for Scientists and Engineers, BY DEVID R BROOKS, Springer International Publishing AG 2017)
- PHP TUTORIALS: [<https://www.w3schools.com/php/>]
- PHP TUTORIALS: [ <https://www.tutorialspoint.com/php/index.htm>]
- HTML TUTORIALS: [<https://www.w3schools.com/html/>]

Analysis & Design of Algorithms		Semester	4
Course Code	BCS401	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>• To learn the methods for analyzing algorithms and evaluating their performance.</li><li>• To demonstrate the efficiency of algorithms using asymptotic notations.</li><li>• To solve problems using various algorithm design methods, including brute force, greedy, divide and conquer, decrease and conquer, transform and conquer, dynamic programming, backtracking, and branch and bound.</li><li>• To learn the concepts of P and NP complexity classes.</li></ul>			
<b>Teaching-Learning Process (General Instructions)</b> <p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"><li>1. Lecturer method (L) does not mean only the traditional lecture method, but different types of teaching methods may be adopted to achieve the outcomes.</li><li>2. Utilize video/animation films to illustrate the functioning of various concepts.</li><li>3. Promote collaborative learning (Group Learning) in the class.</li><li>4. Pose at least three HOT (Higher Order Thinking) questions in the class to stimulate critical thinking.</li><li>5. Incorporate Problem-Based Learning (PBL) to foster students' analytical skills and develop their ability to evaluate, generalize, and analyze information rather than merely recalling it.</li><li>6. Introduce topics through multiple representations.</li><li>7. Demonstrate various ways to solve the same problem and encourage students to devise their own creative solutions.</li><li>8. Discuss the real-world applications of every concept to enhance students' comprehension.</li></ol>			
<b>Module-1</b>			
<b>INTRODUCTION:</b> What is an Algorithm?, Fundamentals of Algorithmic Problem Solving. <b>FUNDAMENTALS OF THE ANALYSIS OF ALGORITHM EFFICIENCY:</b> Analysis Framework, Asymptotic Notations and Basic Efficiency Classes, Mathematical Analysis of Non recursive Algorithms, Mathematical Analysis of Recursive Algorithms. <b>BRUTE FORCE APPROACHES:</b> Selection Sort and Bubble Sort, Sequential Search and Brute Force String Matching. <b>Chapter 1 (Sections 1.1,1.2), Chapter 2(Sections 2.1,2.2,2.3,2.4), Chapter 3(Section 3.1,3.2)</b>			
<b>Module-2</b>			
<b>BRUTE FORCE APPROACHES (contd.):</b> Exhaustive Search (Travelling Salesman problem and Knapsack Problem). <b>DECREASE-AND-CONQUER:</b> Insertion Sort, Topological Sorting. <b>DIVIDE AND CONQUER:</b> Merge Sort, Quick Sort, Binary Tree Traversals, Multiplication of Large Integers and Strassen's Matrix Multiplication.			

<b>Chapter 3(Section 3.4), Chapter 4 (Sections 4.1,4.2), Chapter 5 (Section 5.1,5.2,5.3, 5.4)</b>
<b>Module-3</b>
<b>TRANSFORM-AND-CONQUER:</b> Balanced Search Trees, Heaps and Heapsort. <b>SPACE-TIME TRADEOFFS:</b> Sorting by Counting: Comparison counting sort, Input Enhancement in String Matching: Horspool's Algorithm. <b>Chapter 6 (Sections 6.3,6.4), Chapter 7 (Sections 7.1,7.2)</b>
<b>Module-4</b>
<b>DYNAMIC PROGRAMMING:</b> Three basic examples, The Knapsack Problem and Memory Functions, Warshall's and Floyd's Algorithms. <b>THE GREEDY METHOD:</b> Prim's Algorithm, Kruskal's Algorithm, Dijkstra's Algorithm, Huffman Trees and Codes. <b>Chapter 8 (Sections 8.1,8.2,8.4), Chapter 9 (Sections 9.1,9.2,9.3,9.4)</b>
<b>Module-5</b>
<b>LIMITATIONS OF ALGORITHMIC POWER:</b> Decision Trees, P, NP, and NP-Complete Problems. <b>COPING WITH LIMITATIONS OF ALGORITHMIC POWER:</b> Backtracking (n-Queens problem, Subset-sum problem), Branch-and-Bound (Knapsack problem), Approximation algorithms for NP-Hard problems (Knapsack problem). <b>Chapter 11 (Section 11.2, 11.3), Chapter 12 (Sections 12.1,12.2,12.3)</b>
<b>Course outcome (Course Skill Set)</b>  At the end of the course, the student will be able to: <ol style="list-style-type: none"> <li>1. Apply asymptotic notational method to analyze the performance of the algorithms in terms of time complexity.</li> <li>2. Demonstrate divide &amp; conquer approaches and decrease &amp; conquer approaches to solve computational problems.</li> <li>3. Make use of transform &amp; conquer and dynamic programming design approaches to solve the given real world or complex computational problems.</li> <li>4. Apply greedy and input enhancement methods to solve graph &amp; string based computational problems.</li> <li>5. Analyse various classes (P,NP and NP Complete) of problems</li> <li>6. Illustrate backtracking, branch &amp; bound and approximation methods.</li> </ol>

**Assessment Details (both CIE and SEE)**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

**Continuous Internal Evaluation:**

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 220B2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

**Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

**Semester-End Examination:**

Theory SEE will be conducted by the University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**).

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally **reduced to 50 marks**

**Suggested Learning Resources:****Textbooks**

1. Introduction to the Design and Analysis of Algorithms, By Anany Levitin, 3rd Edition (Indian), 2017, Pearson.

**Reference books**

1. Computer Algorithms/C++, Ellis Horowitz, SatrajSahni and Rajasekaran, 2nd Edition, 2014, Universities Press.
2. Introduction to Algorithms, Thomas H. Cormen, Charles E. Leiserson, Ronal L. Rivest, Clifford Stein, 3rd Edition, PHI.
3. Design and Analysis of Algorithms, S. Sridhar, Oxford (Higher Education)

**Web links and Video Lectures (e-Resources):**

- Design and Analysis of Algorithms: <https://nptel.ac.in/courses/106/101/106101060/>

**Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

- Promote real-world problem-solving and competitive problem solving through group discussions to engage students actively in the learning process.
- Encourage students to enhance their problem-solving skills by implementing algorithms and solutions through programming exercises, fostering practical application of theoretical concepts.

**Assessment Methods -**

1. Problem Solving Assignments (Hacker Rank/ Hacker Earth / Leadcode)
2. Gate Based Aptitude Test



ARTIFICIAL INTELLIGENCE		Semester	IV
Course Code	BAD402	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab slots	Total Marks	100
Credits	04	Exam Hours	
Examination nature (SEE)	Theory/		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>• Gain a historical perspective of AI and its foundations.</li><li>• Become familiar with basic principles of AI toward problem solving</li><li>• Get to know approaches of inference, perception, knowledge representation, and learning</li></ul>			
<b>Teaching-Learning Process (General Instructions)</b> <p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"><li>1. Lecturer methods (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li><li>2. Use of Video/Animation to explain functioning of various concepts.</li><li>3. Encourage collaborative (Group Learning) Learning in the class.</li><li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li><li>5. Adopt Problem Based Learning (PBL), which fosters students’ Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li><li>6. Introduce Topics in manifold representations.</li><li>7. Demonstrate ways to solve the same problem and encourage the students to come up with their own creative solutions.</li><li>8. Discuss application of every concept to solve the real world problems.</li></ol>			
<b>MODULE-1</b>			
<b>Introduction:</b> What is AI? Foundations and History of AI <b>Intelligent Agents:</b> Agents and environment, Concept of Rationality, The nature of environment, The structure of agents. <b>Text book 1:</b> Chapter 1- 1.1, 1.2, 1.3 Chapter 2- 2.1, 2.2, 2.3, 2.4			
<b>MODULE-2</b>			
<b>Problem-solving:</b> Problem-solving agents, Example problems, Searching for Solutions Uninformed Search Strategies: Breadth First search, Depth First Search, Iterative deepening depth first search;  <b>Text book 1:</b> Chapter 3- 3.1, 3.2, 3.3, 3.4			
<b>MODULE-3</b>			

**Informed Search Strategies:** Heuristic functions, Greedy best first search, A\*search. Heuristic Functions  
**Logical Agents:** Knowledge-based agents, The Wumpus world, Logic, Propositional logic, Reasoning patterns in Propositional Logic

**Text book 1:** Chapter 3-3.5,3.6

Chapter 4 – 4.1, 4.2 Chapter 7- 7.1, 7.2, 7.3, 7.4, 7.5

#### MODULE-4

**First Order Logic:** Representation Revisited, Syntax and Semantics of First Order logic, Using First Order logic. **Inference in First Order Logic :**Propositional Versus First Order Inference, Unification, Forward Chaining, Backward Chaining, Resolution

Text book 1: Chapter 8- 8.1, 8.2, 8.3 Chapter 9- 9.1, 9.2, 9.3, 9.4, 9.5

#### MODULE-5

**Uncertain Knowledge and Reasoning: Quantifying Uncertainty:** Acting under Uncertainty, Basic Probability Notation, Inference using Full Joint Distributions, Independence, Baye's Rule and its use. Wumpus World Revisited

**Expert Systems:** Representing and using domain knowledge, ES shells. Explanation, knowledge acquisition

Text Book 1: Chapter 13-13.1, 13.2, 13.3, 13.4, 13.5, 13.6

Text Book 2: Chapter 20

### PRACTICAL COMPONENT OF IPCC *(May cover all / major modules)*

*NOTE: Programs need to be implemented in python*

Sl.N O	Experiments
1	Implement and Demonstrate Depth First Search Algorithm on Water Jug Problem
2	Implement and Demonstrate Best First Search Algorithm on Missionaries-Cannibals Problems using Python
3	Implement A* Search algorithm
4	Implement AO* Search algorithm
5	Solve 8-Queens Problem with suitable assumptions
6	Implementation of TSP using heuristic approach
7	Implementation of the problem solving strategies: either using Forward Chaining or Backward Chaining
8	Implement resolution principle on FOPL related problems
9	Implement Tic-Tac-Toe game using Python

10	Build a bot which provides all the information related to text in search box
11	Implement any Game and demonstrate the Game playing strategies
<p><b>Course outcomes (Course Skill Set):</b>  At the end of the course, the student will be able to:</p> <p>CO1: Apply knowledge of agent architecture, searching and reasoning techniques for different applications.  CO 2. Compare various Searching and Inferencing Techniques.  CO 3. Develop knowledge base sentences using propositional logic and first order logic  CO 4. Describe the concepts of quantifying uncertainty.  CO5: Use the concepts of Expert Systems to build applications.</p>	
<p><b>Assessment Details (both CIE and SEE)</b>  The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.</p> <p><b>CIE for the theory component of the IPCC (maximum marks 50)</b></p> <ul style="list-style-type: none"> <li>• IPCC means practical portion integrated with the theory of the course.</li> <li>• CIE marks for the theory component are <b>25 marks</b> and that for the practical component is <b>25 marks</b>.</li> <li>• 25 marks for the theory component are split into <b>15 marks</b> for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and <b>10 marks</b> for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.</li> <li>• Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for <b>25 marks</b>).</li> <li>• The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.</li> </ul> <p><b>CIE for the practical component of the IPCC</b></p> <ul style="list-style-type: none"> <li>• <b>15 marks</b> for the conduction of the experiment and preparation of laboratory record, and <b>10 marks</b> for the test to be conducted after the completion of all the laboratory sessions.</li> <li>• On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.</li> <li>• The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to <b>15 marks</b>.</li> <li>• The laboratory test (<b>duration 02/03 hours</b>) after completion of all the experiments shall be conducted for 50 marks and scaled down to <b>10 marks</b>.</li> <li>• Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for <b>25 marks</b>.</li> </ul>	

- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

### **SEE for IPCC**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored by the student shall be proportionally scaled down to 50 Marks

**The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.**

### **Suggested Learning Resources:**

#### **Text Books**

1. Stuart J. Russell and Peter Norvig, Artificial Intelligence, 3rd Edition, Pearson, 2015
2. Elaine Rich, Kevin Knight, Artificial Intelligence, 3rd edition, Tata McGraw Hill, 2013

#### **Reference:**

1. George F Luger, Artificial Intelligence Structure and strategies for complex, Pearson Education, 5th Edition, 2011
2. Nils J. Nilsson, Principles of Artificial Intelligence, Elsevier, 1980
3. Saroj Kaushik, Artificial Intelligence, Cengage learning, 2014

#### **Web links and Video Lectures (e-Resources)**

1. <https://www.kdnuggets.com/2019/11/10-free-must-read-books-ai.html>
2. <https://www.udacity.com/course/knowledge-based-ai-cognitive-systems--ud409>
3. <https://nptel.ac.in/courses/106/105/106105077/>

#### **Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

1. Group discussion on Real world examples
2. Project based learning
3. Simple strategies on gaming, reasoning and uncertainty etc

DATABASE MANAGEMENT SYSTEM		Semester	4
Course Code	BCS403	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab slots	Total Marks	100
Credits	04	Exam Hours	
Examination nature (SEE)	Theory		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>● To Provide a strong foundation in database concepts, technology, and practice.</li><li>● To Practice SQL programming through a variety of database problems.</li><li>● To Understand the relational database design principles.</li><li>● To Demonstrate the use of concurrency and transactions in database.</li><li>● To Design and build database applications for real world problems.</li><li>● To become familiar with database storage structures and access techniques.</li></ul>			
<b>Teaching-Learning Process</b> <p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"><li>1. Lecturer method (L) needs not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li><li>2. Use of Video/Animation to explain functioning of various concepts.</li><li>3. Encourage collaborative (Group Learning) Learning in the class.</li><li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li><li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li><li>6. Introduce Topics in manifold representations.</li><li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li><li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding</li><li>9. Use any of these methods: Chalk and board, Active Learning, Case Studies</li></ol>			
MODULE-1			No. of Hours: 8
<b>Introduction to Databases:</b> Introduction, Characteristics of database approach, Advantages of using the DBMS approach, History of database applications.			
<b>Overview of Database Languages and Architectures:</b> Data Models, Schemas, and Instances. Three schema architecture and data independence, database languages, and interfaces, The Database System environment.			
<b>Conceptual Data Modelling using Entities and Relationships:</b> Entity types, Entity sets and structural constraints, Weak entity types, ER diagrams,Specialization and Generalization.			
<b>Textbook 1:Ch 1.1 to 1.8, 2.1 to 2.6, 3.1 to 3.10</b> <b>RBT: L1, L2, L3</b>			
MODULE-2			No. of Hours: 8

**Relational Model:** Relational Model Concepts, Relational Model Constraints and relational database schemas, Update operations, transactions, and dealing with constraint violations.  
**Relational Algebra:** Unary and Binary relational operations, additional relational operations (aggregate, grouping, etc.) Examples of Queries in relational algebra.  
**Mapping Conceptual Design into a Logical Design:** Relational Database Design using ER-to-Relational mapping.

**Textbook 1:** Ch 5.1 to 5.3, Ch 8.1 to 8.5; Ch 9.1 to 9.2 **Textbook 2:** 3.5

**RBT:** L1, L2, L3

#### MODULE-3

**No. of Hours:8**

**Normalization: Database Design Theory** – Introduction to Normalization using Functional and Multivalued Dependencies: Informal design guidelines for relation schema, Functional Dependencies, Normal Forms based on Primary Keys, Second and Third Normal Forms, Boyce-Codd Normal Form, Multivalued Dependency and Fourth Normal Form, Join Dependencies and Fifth Normal Form.

**SQL:** SQL data definition and data types, Schema change statements in SQL, specifying constraints in SQL, retrieval queries in SQL, INSERT, DELETE, and UPDATE statements in SQL, Additional features of SQL

**Textbook 1:** Ch 14.1 to 14.7, Ch 6.1 to 6.5

**RBT:** L1, L2, L3

#### MODULE-4

**No. of Hours:8**

**SQL: Advanced Queries:** More complex SQL retrieval queries, Specifying constraints as assertions and action triggers, Views in SQL.

**Transaction Processing:** Introduction to Transaction Processing, Transaction and System concepts, Desirable properties of Transactions, Characterizing schedules based on recoverability, Characterizing schedules based on Serializability, Transaction support in SQL.

**Textbook 1:** Ch 7.1 to 7.3, Ch 20.1 to 20.6

**RBT:** L1, L2, L3

#### MODULE-5

**No. of Hours:08**

**Concurrency Control in Databases:** Two-phase locking techniques for Concurrency control, Concurrency control based on Timestamp ordering, Multiversion Concurrency control techniques, Validation Concurrency control techniques, Granularity of Data items and Multiple Granularity Locking.

**NOSQL Databases and Big Data Storage Systems:** Introduction to NOSQL Systems, The CAP Theorem, Document-Based NOSQL Systems and MongoDB, NOSQL Key-Value Stores, Column-Based or Wide Column NOSQL Systems, NOSQL Graph Databases and Neo4j

**Textbook 1:**Chapter 21.1 to 21.5, Chapter 24.1 to 24.6

**RBT:** L1, L2, L3

**PRACTICAL COMPONENT OF IPCC** *(May cover all / major modules)*

Sl.NO	Experiments
1	<p>Create a table called Employee &amp; execute the following.</p> <p><b>Employee(EMPNO,ENAME,JOB, MANAGER_NO, SAL, COMMISSION)</b></p> <ol style="list-style-type: none"> <li>1. Create a user and grant all permissions to the user.</li> <li>2. Insert the any three records in the employee table contains attributes EMPNO,ENAME JOB, MANAGER_NO, SAL, COMMISSION and use rollback. Check the result.</li> <li>3. Add primary key constraint and not null constraint to the employee table.</li> <li>4. Insert null values to the employee table and verify the result.</li> </ol>
2	<p>Create a table called Employee that contain attributes EMPNO,ENAME,JOB, MGR,SAL &amp; execute the following.</p> <ol style="list-style-type: none"> <li>1. Add a column commission with domain to the Employee table.</li> <li>2. Insert any five records into the table.</li> <li>3. Update the column details of job</li> <li>4. Rename the column of Employ table using alter command.</li> <li>5. Delete the employee whose Empno is 105.</li> </ol>
3	<p>Queries using aggregate functions(COUNT,AVG,MIN,MAX,SUM),Group by,Orderby.</p> <p><b>Employee(E_id, E_name, Age, Salary)</b></p> <ol style="list-style-type: none"> <li>1. Create Employee table containing all Records E_id, E_name, Age, Salary.</li> <li>2. Count number of employee names from employeetable</li> <li>3. Find the Maximum age from employee table.</li> <li>4. Find the Minimum age from employeetable.</li> <li>5. Find salaries of employee in Ascending Order.</li> <li>6. Find grouped salaries of employees.</li> </ol>
4	<p>Create a row level trigger for the customers table that would fire for INSERT or UPDATE or DELETE operations performed on the CUSTOMERS table. This trigger will display the salary difference between the old &amp; new Salary.</p> <p><b>CUSTOMERS(ID,NAME,AGE,ADDRESS,SALARY)</b></p>
5	<p>Create cursor for Employee table &amp; extract the values from the table. Declare the variables ,Open the cursor &amp; extrct the values from the cursor. Close the cursor.</p> <p><b>Employee(E_id, E_name, Age, Salary)</b></p>
6	<p>Write a PL/SQL block of code using parameterized Cursor, that will merge the data available in the newly created table N_RollCall with the data available in the table O_RollCall. If the data in the first table already exist in the second table then that data should be skipped.</p>
7	<p>Install an Open Source NoSQL Data base MangoDB &amp; perform basic CRUD(Create, Read, Update &amp; Delete) operations. Execute MangoDB basic Queries using CRUD operations.</p>
<p><b>Course outcomes (Course Skill Set):</b>            At the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>● Describe the basic elements of a relational database management system</li> <li>● Design entity relationship for the given scenario.</li> <li>● Apply various Structured Query Language (SQL) statements for database manipulation.</li> <li>● Analyse various normalization forms for the given application.</li> <li>● Develop database applications for the given real world problem.</li> <li>● Understand the concepts related to NoSQL databases.</li> </ul>	
<p><b>Assessment Details (both CIE and SEE)</b>            The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum</p>	



passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

**CIE for the theory component of the IPCC (maximum marks 50)**

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.
- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.
- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks**).
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

**CIE for the practical component of the IPCC**

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test (**duration 02/03 hours**) after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks**.
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

**SEE for IPCC**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored by the student shall be proportionally scaled down to 50 Marks

**The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.**

**Suggested Learning Resources:**

**Text Books:**

1. Fundamentals of Database Systems, Ramez Elmasri and Shamkant B. Navathe, 7th Edition, 2017, Pearson.
2. Database management systems, Ramakrishnan, and Gehrke, 3rd Edition, 2014, McGraw Hill

**Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

**Mini Project:**

- Project Based Learning



Analysis & Design of Algorithms Lab		Semester	4
Course Code	BCSL404	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	2
Examination type (SEE)	Practical		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>• To design and implement various algorithms in C/C++ programming using suitable development tools to address different computational challenges.</li><li>• To apply diverse design strategies for effective problem-solving.</li><li>• To Measure and compare the performance of different algorithms to determine their efficiency and suitability for specific tasks.</li></ul>			
Sl.No	Experiments		
1	Design and implement C/C++ Program to find Minimum Cost Spanning Tree of a given connected undirected graph using Kruskal's algorithm.		
2	Design and implement C/C++ Program to find Minimum Cost Spanning Tree of a given connected undirected graph using Prim's algorithm.		
3	a. Design and implement C/C++ Program to solve All-Pairs Shortest Paths problem using Floyd's algorithm. b. Design and implement C/C++ Program to find the transitive closure using Warshal's algorithm.		
4	Design and implement C/C++ Program to find shortest paths from a given vertex in a weighted connected graph to other vertices using Dijkstra's algorithm.		
5	Design and implement C/C++ Program to obtain the Topological ordering of vertices in a given digraph.		
6	Design and implement C/C++ Program to solve 0/1 Knapsack problem using Dynamic Programming method.		
7	Design and implement C/C++ Program to solve discrete Knapsack and continuous Knapsack problems using greedy approximation method.		
8	Design and implement C/C++ Program to find a subset of a given set $S = \{s_1, s_2, \dots, s_n\}$ of n positive integers whose sum is equal to a given positive integer d.		
9	Design and implement C/C++ Program to sort a given set of n integer elements using Selection Sort method and compute its time complexity. Run the program for varied values of $n > 5000$ and record the time taken to sort. Plot a graph of the time taken versus n. The elements can be read from a file or can be generated using the random number generator.		
10	Design and implement C/C++ Program to sort a given set of n integer elements using Quick Sort method and compute its time complexity. Run the program for varied values of $n > 5000$ and record the time taken to sort. Plot a graph of the time taken versus n. The elements can be read from a file or can be generated using the random number generator.		
11	Design and implement C/C++ Program to sort a given set of n integer elements using Merge Sort method and compute its time complexity. Run the program for varied values of $n > 5000$ , and record the time taken to sort. Plot a graph of the time taken versus n. The elements can be read from a file or can be generated using the random number generator.		
12	Design and implement C/C++ Program for N Queen's problem using Backtracking.		

**Course outcomes (Course Skill Set):**

At the end of the course the student will be able to:

1. Develop programs to solve computational problems using suitable algorithm design strategy.
2. Compare algorithm design strategies by developing equivalent programs and observing running times for analysis (Empirical).
3. Make use of suitable integrated development tools to develop programs
4. Choose appropriate algorithm design techniques to develop solution to the computational and complex problems.
5. Demonstrate and present the development of program, its execution and running time(s) and record the results/inferences.

**Assessment Details (both CIE and SEE)**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

**Continuous Internal Evaluation (CIE):**

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

**Semester End Evaluation (SEE):**

- SEE marks for the practical course are 50 Marks.

- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
  - The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
  - All laboratory experiments are to be included for practical examination.
  - (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
  - Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
  - Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
  - General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
  - Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.
- The minimum duration of SEE is 02 hours

**Suggested Learning Resources:**

- Virtual Labs (CSE): <http://cse01-iiith.vlabs.ac.in/>

DISCRETE MATHEMATICAL STRUCTURES		Semester	IV
Course Code	BCS405A	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		
<b>Course objectives:</b> <ol style="list-style-type: none"><li>1. To help students to understand discrete and continuous mathematical structures.</li><li>2. To impart basics of relations and functions.</li><li>3. To facilitate students in applying principles of Recurrence Relations to find the generating functions and solve the Recurrence relations.</li><li>4. To have the knowledge of groups and their properties to understand the importance of algebraic properties relative to various number systems.</li></ol>			
<b>Teaching-Learning Process</b> <b>Pedagogy (General Instructions):</b> These are sample Strategies, teachers can use to accelerate the attainment of the various course outcomes. <ol style="list-style-type: none"><li>1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop students' theoretical and applied Mathematical skills.</li><li>2. State the need for Mathematics with Engineering Studies and Provide real-life examples.</li><li>3. Support and guide the students for self-study.</li><li>4. You will assign homework, grading assignments and quizzes, and documenting students' progress.</li><li>5. Encourage the students to group learning to improve their creative and analytical skills.</li><li>6. Show short related video lectures in the following ways:<ul style="list-style-type: none"><li>• As an introduction to new topics (pre-lecture activity).</li><li>• As a revision of topics (post-lecture activity).</li><li>• As additional examples (post-lecture activity).</li><li>• As an additional material of challenging topics (pre-and post-lecture activity).</li><li>• As a model solution for some exercises (post-lecture activity).</li></ul></li></ol>			
<b>Module-1: Fundamentals of Logic</b> Basic Connectives and Truth Tables, Logic Equivalence – The Laws of Logic, Logical Implication – Rules of Inference. The Use of Quantifiers, Quantifiers, Definitions and the Proofs of Theorems. <b>(8 hours)</b> <b>(RBT Levels: L1, L2 and L3)</b>			
<b>Module-2: Properties of the Integers</b> Mathematical Induction, The Well Ordering Principle – Mathematical Induction, Recursive Definitions. <b>Fundamental Principles of Counting:</b> The Rules of Sum and Product, Permutations, Combinations – The Binomial Theorem, Combinations with Repetition. <b>(8 Hours)</b> <b>(RBT Levels: L1, L2 and L3)</b>			
<b>Module-3: Relations and Functions</b> Cartesian Products and Relations, Functions – Plain and One-to-One, Onto Functions. The Pigeon-hole Principle, Function Composition and Inverse Functions. <b>Properties of Relations,</b> Computer Recognition – Zero-One Matrices and Directed Graphs, Partial Orders – Hasse Diagrams, Equivalence Relations and Partitions. <b>(8 hours)</b> <b>(RBT Levels: L1, L2 and L3)</b>			
<b>Module-4: The Principle of Inclusion and Exclusion</b>			

<p>The Principle of Inclusion and Exclusion, Generalizations of the Principle, Derangements – Nothing is in its Right Place, Rook Polynomials.</p> <p><b>Recurrence Relations:</b> First Order Linear Recurrence Relation, The Second Order Linear Homogeneous Recurrence Relation with Constant Coefficients. <b>(8 Hours)</b></p> <p><b>(RBT Levels: L1, L2 and L3)</b></p>
<p align="center"><b>Module-5: Introduction to Groups Theory</b></p>
<p>Definitions and Examples of Particular Groups Klein 4-group, Additive group of Integers modulo <math>n</math>, Multiplicative group of Integers modulo-<math>p</math> and permutation groups, Properties of groups, Subgroups, cyclic groups, Cosets, Lagrange's Theorem. <b>(8 Hours)</b></p> <p><b>(RBT Levels: L1, L2 and L3)</b></p>
<p><b>Course outcome (Course Skill Set)</b></p> <p>At the end of the course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply concepts of logical reasoning and mathematical proof techniques in proving theorems and statements.</li> <li>2. Demonstrate the application of discrete structures in different fields of computer science.</li> <li>3. Apply the basic concepts of relations, functions and partially ordered sets for computer representations.</li> <li>4. Solve problems involving recurrence relations and generating functions.</li> <li>5. Illustrate the fundamental principles of Algebraic structures with the problems related to computer science &amp; engineering.</li> </ol>
<p><b>Assessment Details (both CIE and SEE)</b></p> <p>The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE, the minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.</p>
<p><b>Continuous Internal Evaluation:</b></p> <ul style="list-style-type: none"> <li>• There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.</li> <li>• Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks</li> <li>• Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)</li> </ul> <p>The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.</p>

**The Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

**Semester-End Examination:**

Theory SEE will be conducted by the University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**).

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.

Marks scored shall be proportionally reduced to 50 marks

**Suggested Learning Resources:**

**Books (Name of the author/Title of the Book/Name of the publisher/Edition and Year)**

**Text Books:**

1. **Ralph P. Grimaldi, B V Ramana: "Discrete Mathematical Structures an Applied Introduction"**, 5<sup>th</sup> Edition, Pearson Education, 2004.
2. **Ralph P. Grimaldi: "Discrete and Combinatorial Mathematics"**, 5th Edition, Pearson Education. 2004.

**Reference Books:**

1. **Basavaraj S Anami and Venakanna S Madalli: "Discrete Mathematics – A Concept-based approach"**, Universities Press, 2016
2. **Kenneth H. Rosen: "Discrete Mathematics and its Applications"**, 6th Edition, McGraw Hill, 2007.
3. **Jayant Ganguly: "A Treatise on Discrete Mathematical Structures"**, Sanguine-Pearson, 2010.
4. **D.S. Malik and M.K. Sen: "Discrete Mathematical Structures Theory and Applications"**, Latest Edition, Thomson, 2004.
5. **Thomas Koshy: "Discrete Mathematics with Applications"**, Elsevier, 2005, Reprint 2008.

**Web links and Video Lectures (e-Resources):**

- <http://nptel.ac.in/courses.php?disciplineID=111>
- [http://www.class-central.com/subject/math\(MOOCs\)](http://www.class-central.com/subject/math(MOOCs))
- <http://academicearth.org/>
- VTU e-Shikshana Program
- VTU EDUSAT Program.
- <http://www.themathpage.com/>
- <http://www.abstractmath.org/>
- <http://www.ocw.mit.edu/courses/mathematics/>

**Activity-Based Learning (Suggested Activities in Class)/Practical-Based Learning**

- Quizzes
- Assignments
- Seminar

METRIC SPACES		Semester	IV
Course Code	BAI405B	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>• Provide insight into the theory of sets</li><li>• Learn basic concepts of metric spaces</li><li>• Understand the concepts of connected sets and compact spaces</li></ul>			
<b>Teaching-Learning Process</b> <b>Pedagogy (General Instructions):</b> These are sample Strategies, teachers can use to accelerate the attainment of the various course outcomes. <ol style="list-style-type: none"><li>1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop students' theoretical and applied Mathematical skills.</li><li>2. State the need for Mathematics with Engineering Studies and Provide real-life examples.</li><li>3. Support and guide the students for self-study.</li><li>4. You will assign homework, grading assignments and quizzes, and documenting students' progress.</li><li>5. Encourage the students to group learning to improve their creative and analytical skills.</li><li>6. Show short related video lectures in the following ways:<ul style="list-style-type: none"><li>• As an introduction to new topics (pre-lecture activity).</li><li>• As a revision of topics (post-lecture activity).</li><li>• As additional examples (post-lecture activity).</li><li>• As an additional material of challenging topics (pre-and post-lecture activity).</li><li>• As a model solution for some exercises (post-lecture activity).</li></ul></li></ol>			
<b>Module-1: Theory of Sets</b> Finite and infinite sets, countable and uncountable sets, cardinality of sets, Schroder-Bernstein theorem, cantor's theorem, Order relation in cardinal numbers, Arithmetic of cardinal numbers, Partially ordered set, Zorn's lemma and axioms of choice, various set-theoretic paradoxes. <div>(8 hours)</div> <b>(RBT Levels: L1, L2 and L3)</b>			
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation		
<b>Module-2: Concepts in Metric Spaces</b> Definition and examples of metric spaces, Open spheres and Closed spheres, Neighborhoods, Open sets, Interior, Exterior and boundary points, Closed sets, Limit points and isolated points, Interior and closure of a set, Boundary of a set, Bounded sets, Distance between two sets, Diameter of a set. <div>(8 hours)</div> <b>(RBT Levels: L1, L2 and L3)</b>			
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation		
<b>Module-3: Complete Metric Spaces and Continuous Functions</b>			



Cauchy and Convergent sequences, Completeness of metric spaces, Cantor's intersection theorem, Dense sets and separable spaces, Nowhere dense sets and Baire's category theorem, continuous and uniformly continuous functions, Homeomorphism. Banach contraction principle. <b>(8 hours)</b> <b>(RBT Levels: L1, L2 and L3)</b>	
<b>Teaching-Learning Process</b>	Chalk and talk method / PowerPoint Presentation
<b>Module-4: Compactness</b>	
Compact spaces, Sequential compactness, Bolzano-Weierstrass property, Compactness and finite intersection property, Heine-Borel theorem, Totally bounded set, equivalence of compactness and sequential compactness. <b>(8 hours)</b> <b>(RBT Levels: L1, L2 and L3)</b>	
<b>Module-5: Connectedness</b>	
Separated sets, Disconnected and connected sets, components, connected subsets of R, Continuous functions on connected sets. Local connectedness and arc-wise connectedness. <b>(8 hours)</b> <b>(RBT Levels: L1, L2 and L3)</b>	
<b>Teaching-Learning Process</b>	Chalk and talk method / PowerPoint Presentation
<b>Course outcome (Course Skill Set)</b> At the end of the course, the student will be able to: <ol style="list-style-type: none"> <li>1. Explain basic facts about the cardinality of a set and various set-theoretic paradoxes.</li> <li>2. Apply the concepts of open and closed spheres and bounded sets to solve problems.</li> <li>3. Demonstrate standard concepts of metric spaces and their properties.</li> <li>4. Identify the continuity of a function defined on metric spaces and homomorphism.</li> </ol>	
<b>Assessment Details (both CIE and SEE)</b> The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE, the minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.	
<b>Continuous Internal Evaluation:</b> <ul style="list-style-type: none"> <li>• There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.</li> <li>• Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks</li> <li>• Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)</li> </ul>	



- The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

**Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

**Semester-End Examination:**

Theory SEE will be conducted by the University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**).

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.

Marks scored shall be proportionally reduced to 50 marks

**Suggested Learning Resources:**

**Books (Name of the author/Title of the Book/Name of the publisher/Edition and Year)**

**Text Books**

1. P.K. Jain & Khalil Ahamad, "*Metric Spaces*". Narosa, 2019.
2. Micheal O; Searcoid, "*Metric spaces*". Springer-Verlag, 2009.

**Reference Books:**

1. Satish Shirali & Harikishan L. Vasudeva, "*Metric Spaces*", Springer-Verlag, 2006.
2. E.T. Copson, "*Metric spaces*", Cambridge University Press, 1988.
3. P.R. Halmos, "*Naive Set Theory*". Springer, 1974.
4. S. Kumaresan, "*Topology of Metric spaces*", 2<sup>nd</sup> edition, Narosa, 2011.
5. G.F. Simmons, "*Introduction to Topology and Modern Analysis*". McGraw-Hill, 2004.

**Web links and Video Lectures (e-Resources):**

- <http://nptel.ac.in/courses.php?disciplineID=111>
- [http://www.class-central.com/subject/math\(MOOCs\)](http://www.class-central.com/subject/math(MOOCs))
- <http://academicearth.org/>
- VTU e-Shikshana Program
- VTU EDUSAT Program.

**Activity-Based Learning (Suggested Activities in Class)/Practical-Based Learning**

- Quizzes
- Assignments
- Seminar

OPTIMIZATION TECHNIQUE		Semester	IV
Course Code	BCS405C	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		
<b>Course objectives:</b> The objectives of the course are to facilitate the learners to: <ul style="list-style-type: none"><li>• Appreciate the importance of linear algebra in computer science and allied engineering science.</li><li>• Gain the knowledge of linear algebra tools and concepts to implement them in their core domain.</li><li>• Improve their mathematical thinking and acquire skills required for sustained lifelong learning.</li></ul>			
<b>Teaching-Learning Process</b> <b>Pedagogy (General Instructions):</b> These are sample Strategies, teachers can use to accelerate the attainment of the various course outcomes. <ol style="list-style-type: none"><li>1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop students' theoretical and applied Mathematical skills.</li><li>2. State the need for Mathematics with Engineering Studies and Provide real-life examples.</li><li>3. Support and guide the students for self-study.</li><li>4. You will assign homework, grading assignments and quizzes, and documenting students' progress.</li><li>5. Encourage the students to group learning to improve their creative and analytical skills.</li><li>6. Show short related video lectures in the following ways:<ul style="list-style-type: none"><li>• As an introduction to new topics (pre-lecture activity).</li><li>• As a revision of topics (post-lecture activity).</li><li>• As additional examples (post-lecture activity).</li><li>• As an additional material of challenging topics (pre-and post-lecture activity).</li><li>• As a model solution of some exercises (post-lecture activity).</li></ul></li></ol>			
<b>Module-1: VECTOR CALCULUS</b>			
Functions of several variables, Differentiation and partial differentials, gradients of vector-valued functions, gradients of matrices, useful identities for computing gradients, linearization and multivariate Taylor series. <b>(8 hours)</b> <b>(RBT Levels: L1, L2 and L3)</b>			
<b>Module-2: APPLICATIONS OF VECTOR CALCULUS</b>			
Backpropagation and automatic differentiation, gradients in a deep network, The Gradient of Quadratic Cost, Descending the Gradient of Cost, The Gradient of Mean Squared Error. <b>(8 hours)</b> <b>(RBT Levels: L1, L2 and L3)</b>			
<b>Module-3: Convex Optimization-1</b>			

Local and global optima, convex sets and functions separating hyperplanes, application of Hessian matrix in optimization, Optimization using gradient descent, Sequential search 3-point search and Fibonacci search. <b>(8 hours)</b> <b>(RBT Levels: L1, L2 and L3)</b>
<b>Module-4: Convex Optimization-2</b>
Unconstrained optimization -Method of steepest ascent/descent, NR method, Gradient descent, Mini batch gradient descent, Stochastic gradient descent. <b>(8 hours)</b> <b>(RBT Levels: L1, L2 and L3)</b>
<b>Module-5: Advanced Optimization</b>
Momentum-based gradient descent methods: Adagrad, RMSprop and Adam. Non-Convex Optimization: Convergence to Critical Points, Saddle-Point methods. <b>(8 hours)</b> <b>(RBT Levels: L1, L2 and L3)</b>
<b>Course outcome (Course Skill Set)</b> At the end of the course, the student will be able to: <ol style="list-style-type: none"> <li>1. Apply the concepts of vector calculus to solve the given problem.</li> <li>2. Apply the concepts of partial differentiation in machine learning and deep neural networks.</li> <li>3. Analyze the convex optimization algorithms and their importance in computer science &amp; engineering.</li> <li>4. Apply the optimization algorithms to solve the problem.</li> <li>5. Analyze the advanced optimization algorithms for machine learning .</li> </ol>
<b>Assessment Details (both CIE and SEE)</b> The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE, the minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

**Continuous Internal Evaluation:**

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.
- Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)
- The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

**Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

**Semester-End Examination:**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**).

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.

Marks scored shall be proportionally reduced to 50 marks.

**Suggested Learning Resources:**

**Books (Name of the author/Title of the Book/Name of the publisher/Edition and Year)**

**Text Books:**

1. Mathematics for Machine learning, Marc Peter Deisenroth, A. Aldo Faisal, Cheng Soon Ong, 2020, Cambridge University Press.
2. S. Bubeck, Convex Optimization: Algorithms and Complexity, Foundations and Trends in Optimization, 2015.
3. S. Boyd, N. Parikh, and E. Chu, "Distributed optimization and statistical learning via the alternating direction method of multipliers", Foundations and Trends in Machine Learning, Now Publishers Inc.

**Reference Books:**

1. Linear Algebra and Optimization for Machine Learning, Charu C. Aggarwal, Springer, 2020.
2. A. Beck, First-Order Methods in Optimization, MOS-SIAM Series on Optimization, 2017.
3. F. Bach, "Learning with Submodular Functions: A Convex Optimization Perspective", Foundations and Trends in Machine Learning, Now Publishers Inc.

**Web links and Video Lectures (e-Resources):**

- <https://ocw.mit.edu/courses/mathematics/18-06sc-linear-algebra-fall-2011/index.htm>
- <https://www.math.ucdavis.edu/~linear/linear.pdf>
- <https://www.coursera.org/learn/linear-algebra-machine-learning>
- <https://nptel.ac.in/syllabus/111106051/>
- [https://github.com/epfml/OptML\\_course](https://github.com/epfml/OptML_course)
- <https://www.youtube.com/playlist?list=PL404bXkI-fAeYrsBqTUYn2xMjJAqlFQzX>

**Activity-Based Learning (Suggested Activities in Class)/Practical-Based Learning**

- Quizzes
- Assignments
- Seminar

ALGORITHMIC GAME THEORY		Semester	IV
Course Code	BAI405D	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>• Comprehend the basics of strategic gaming and mixed strategic equilibrium.</li><li>• Enable students to develop skills on extensive gaming strategies.</li><li>• Analyze and discuss various gaming models.</li><li>• Illustrate some real-time situations.</li></ul>			
<b>Teaching-Learning Process</b> <b>Pedagogy (General Instructions):</b> These are sample Strategies, teachers can use to accelerate the attainment of the various course outcomes. <ol style="list-style-type: none"><li>1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop students’ theoretical and applied Mathematical skills.</li><li>2. State the need for Mathematics with Engineering Studies and Provide real-life examples.</li><li>3. Support and guide the students for self–study.</li><li>4. You will assign homework, grading assignments and quizzes, and documenting students' progress.</li><li>5. Encourage the students to group learning to improve their creative and analytical skills.</li><li>6. Show short related video lectures in the following ways:<ul style="list-style-type: none"><li>• As an introduction to new topics (pre-lecture activity).</li><li>• As a revision of topics (post-lecture activity).</li><li>• As additional examples (post-lecture activity).</li><li>• As an additional material of challenging topics (pre-and post-lecture activity).</li><li>• As a model solution for some exercises (post-lecture activity).</li></ul></li></ol>			
<b>Module-1</b>			
<b>Introduction to Strategic Games:</b> What is game theory? The theory of rational choice, Strategic games; Examples: The prisoner’s dilemma, Bach or Stravinsky, Matching pennies; Nash equilibrium; Examples of Nash equilibrium; Best response functions; Dominated actions. <div>(8 hours)</div>			
<b>(RBT Levels: L1, L2 and L3)</b>			
<b>Teaching-Learning Process</b>	Chalk and talk method / PowerPoint Presentation		
<b>Module-2</b>			
Introduction; Strategic games in which players may randomize; Mixed strategy Nash equilibrium; Dominated actions; Pure equilibrium when randomization is allowed. Illustration: Expert Diagnosis; Equilibrium in a single population. <div>(8 hours)</div>			
<b>(RBT Levels: L1, L2 and L3)</b>			
<b>Teaching-Learning Process</b>	Chalk and talk method / PowerPoint Presentation		
<b>Module-3</b>			

Extensive games with perfect information; Strategies and outcomes; Nash equilibrium; Sub-game perfect equilibrium; Finding sub-game perfect equilibria of finite horizon games; Backward induction; Illustrations: The ultimatum game, Stackelberg's model of duopoly. (8 hours) (RBT Levels: L1, L2 and L3)	
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation
<b>Module-4</b>	
Bayesian Games, Motivational examples; General definitions; Two examples concerning information; Illustrations: Cournot's duopoly game with imperfect information, Providing a public good; Auctions: Auctions with an arbitrary distribution of valuations. (8 hours) (RBT Levels: L1, L2 and L3)	
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation
<b>Module-5</b>	
<b>Competative Games:</b> Strictly competitive games and maximization. <b>Repeated games:</b> The main idea; Preferences; Repeated games; Finitely and infinitely repeated Prisoner's dilemma; Strategies in an infinitely repeated Prisoner's dilemma; Nash equilibrium of an infinitely repeated Prisoner's dilemma, Nash equilibrium payoffs of an infinitely repeated Prisoner's dilemma. (8 hours) (RBT Levels: L1, L2 and L3)	
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation
<b>Course outcome (Course Skill Set)</b> At the end of the course, the student will be able to: <ol style="list-style-type: none"> <li>1. Interpret the basics of strategic gaming and extensive games.</li> <li>2. Analyze gaming strategies on real-time incidence.</li> <li>3. Develop the models of gaming on real-time incidence.</li> <li>4. Apply game theory in the real world problems.</li> </ol>	
<b>Assessment Details (both CIE and SEE)</b> The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE, the minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.	
<b>Continuous Internal Evaluation:</b> <ul style="list-style-type: none"> <li>• There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.</li> <li>• Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks</li> </ul>	

- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The schedule for assignments shall be planned properly by the course teacher. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Each assignment shall be conducted for 25 marks. (If two assignments are conducted then the sum of the two assignments shall be scaled down to 25 marks)
- The final CIE marks of the course out of 50 will be the sum of the scale-down marks of tests and assignment/s marks.

**Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

**Semester-End Examination:**

Theory SEE will be conducted by the University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**).

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.

Marks scored shall be proportionally reduced to 50 marks

**Suggested Learning Resources:**

**Books (Name of the author/Title of the Book/Name of the publisher/Edition and Year)**

**Text Books:**

1. **Martin Osborne: "An Introduction to Game Theory"**, Oxford University Press, First Indian Edition, 2009, 7<sup>th</sup> impression, ISBN – 0195128958.

**Reference Books:**

1. **Roger B. Myerson: "Analysis of Conflict Game Theory"**, Re-print Edition, Harvard University Press, 2008, ISBN – 978-0674341166.
2. **Frederick S. Hillier and Gerald J. Lieberman: "Introduction to Operations Research, Concepts and Cases"**, 9<sup>th</sup> Edition; Tata McGraw Hill, 2010, ISBN – 0073376299.
3. **Joel Watson: "An Introduction to Game Theory" Strategy**, 2<sup>nd</sup> Edition, W.W. Norton & Company, 2007, ISBN – 9780393929348.

**Web links and Video Lectures (e-Resources):**

- <http://nptel.ac.in/courses.php?disciplineID=111>
- [http://www.class-central.com/subject/math\(MOOCs\)](http://www.class-central.com/subject/math(MOOCs))
- <http://academicearth.org/>
- VTU e-Shikshana Program
- VTU EDUSAT Program.

**Activity-Based Learning (Suggested Activities in Class)/Practical-Based Learning**

- Quizzes
- Assignments
- Seminar



Scala		Semester	4
Course Code	BDSL456A	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	02
Examination type (SEE)	Practical		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>• Model data using algebraic data types, represented in Scala as families of sealed traits and case classes.</li><li>• Use structural recursion and pattern matching to traverse and transform data.</li><li>• Learn programming with the common data structures of Scala</li><li>• Learn object-oriented programming in Scala</li></ul>			
<b>Sl.NO</b>	<b>Experiments</b>		
1	a. Write a Scala program to compute the sum of the two given integer values. If the two values are the same, then return triples their sum. b. Write a Scala program to check two given integers, and return true if one of them is 22 or if their sum is 32.		
2	a. Write a Scala program to remove the character in a given position of a given string. The given position will be in the range 0...string length -1 inclusive. b. Write a Scala program to create a new string taking the first 5 characters of a given string and return the string with the 5 characters added at both the front and back.		
3	a. Write a Scala program to print the multiplication table of a given number using a for loop. b. Write a Scala program to find the largest element in an array using pattern matching		
4	a. Write a Scala function to calculate the product of digits in a given number b. Write a Scala function to check if a given number is a perfect square		
5	a. Write a Scala program that creates a subclass Student that extends the Person class. Add a property called grade and implement methods to get and set it. b. Write a Scala program that creates a class Triangle with properties side1, side2, and side3. Implement a method isEquilateral to check if the triangle is equilateral.		
6	a. Write a Scala program that creates an enum class Color with values for different colors. Use the enum class to represent an object's color. b. Write a Scala program that creates a class ContactInfo with properties name, email, and address. Create a class Customer that includes a ContactInfo object.		
7	a. Write a Scala program to create a set and find the difference and intersection between two sets. b. Write a Scala program to create a set and find the second largest element in the set.		
8	a. Write a Scala program to create a list in different ways. Note: Use Lisp style, Java style, Range list, Uniform list, Tabulate list b. Write a Scala program to flatten a given List of Lists, nested list structure.		
9	a. Write a Scala program to add each element n times to a given list of integers. b. Write a Scala program to split a given list into two lists.		
10	a. Write a Scala program to swap the elements of a tuple Further print no swapping required if elements are same. b. Write a Scala program to find non-unique elements in a tuple		
<b>Course outcomes (Course Skill Set):</b> At the end of the course the student will be able to: <ul style="list-style-type: none"><li>• Get familiar with the Scala syntax and object-oriented principles</li><li>• Learn advanced concepts - loops, expressions, inheritance, pattern matching</li><li>• Learn to write clean and functional Scala codes and test it</li><li>• Learn functional programming using Scala</li></ul>			

### Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

#### Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

#### Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners

jointly.

- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

#### **Suggested Learning Resources:**

- Programming Scala, Third Edition, O'Reilly Media.
- Paul Chiusano, Rúnar Bjarnason, Functional Programming in Scala 1st Edition, Manning Publications
- <https://docs.scala-lang.org/tutorials/scala-for-java-programmers.html>
- <https://www.javatpoint.com/scala-tutorial>

MongoDB		Semester	4
Course Code	BDSL456B	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	0:0:2:0	SEE Marks	50
Total Hours of Pedagogy	24	Total Marks	100
Credits	01		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>Understand basic MongoDB functions, operators and types of operations in MongoDB.</li><li>Demonstrate the use of Indexing, Advanced Indexing in MongoDB.</li><li>Apply the aggregation and Map Reduction in MongoDB.</li><li>Demonstrate text searching on collections in MongoDB.</li></ul>			
Sl.NO	Experiments		
1	a. Illustration of Where Clause, AND,OR operations in MongoDB. b. Execute the Commands of MongoDB and operations in MongoDB : Insert, Query, Update, Delete and Projection. (Note: use any collection) [Refer: Book 1 chapter 4].		
2	a. Develop a MongoDB query to select certain fields and ignore some fields of the documents from any collection. b. Develop a MongoDB query to display the first 5 documents from the results obtained in a. [use of limit and find] [Refe: Book1 Chapter 4, book 2: chapter 5]		
3	a. Execute query selectors (comparison selectors, logical selectors ) and list out the results on any collection b. Execute query selectors (Geospatial selectors, Bitwise selectors ) and list out the results on any collection [Refer: Book 3 Chapter 13]		
4	Create and demonstrate how projection operators (\$, \$elematch and \$slice) would be used in the MondoDB. [Refer: Book 3 Chapter 14]		
5	Execute Aggregation operations (\$avg, \$min,\$max, \$push, \$addToSet etc.). students encourage to execute several queries to demonstrate various aggregation operators) [Refer: Book 3 Chapter 15]		
6	Execute Aggregation Pipeline and its operations (pipeline must contain \$match, \$group, \$sort, \$project, \$skip etc. students encourage to execute several queries to demonstrate various aggregation operators) [refer book 2: chapter 6 ]		
7	a. Find all listings with listing_url, name, address, host_picture_url in the listings And Reviews collection that have a host with a picture url b. Using E-commerce collection write a query to display reviews summary. [refer Book2: chapter 6]		
8	a. Demonstrate creation of different types of indexes on collection (unique, sparse, compound and multikey indexes) b. Demonstrate optimization of queries using indexes. Refer: Book 2: Chapter 8 and Book 3: Chapter 12]		
9	a. Develop a query to demonstrate Text search using catalog data collection for a given word b. Develop queries to illustrate excluding documents with certain words and phrases Refer: Book 2: Chapter 9]		

10	Develop an aggregation pipeline to illustrate Text search on Catalog data collection.  Refer: Book 2 :Chapter 9]
<b>Course outcomes (Course Skill Set):</b> At the end of the course the student will be able to: <ol style="list-style-type: none"> <li>1. Make use of MongoDB commands and queries.</li> <li>2. Illustrate the role of aggregate pipelines to extract data.</li> <li>3. Demonstrate optimization of queries by creating indexes.</li> <li>4. Develop aggregate pipelines for text search in collections.</li> </ol>	
<b>Assessment Details (both CIE and SEE)</b>  The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together  <b>Continuous Internal Evaluation (CIE):</b> CIE marks for the practical course are <b>50 Marks</b> . The split-up of CIE marks for record/ journal and test are in the ratio <b>60:40</b> . <ul style="list-style-type: none"> <li>● Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.</li> <li>● Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.</li> <li>● Total marks scored by the students are scaled down to <b>30 marks</b> (60% of maximum marks).</li> <li>● Weightage to be given for neatness and submission of record/write-up on time.</li> <li>● Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.</li> <li>● In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.</li> <li>● The suitable rubrics can be designed to evaluate each student's performance and learning ability.</li> <li>● The marks scored shall be scaled down to <b>20 marks</b> (40% of the maximum marks).</li> </ul> The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.	
<b>Semester End Evaluation (SEE):</b> <ul style="list-style-type: none"> <li>● SEE marks for the practical course are 50 Marks.</li> <li>● SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.</li> <li>● The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.</li> </ul>	

- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

#### **Suggested Learning Resources:**

- **BOOK 1:** "MongoDB: The Definitive Guide", Kristina chodorow, 2nd ed O'REILLY, 2013.
- **BOOK 2:** "*MongoDB in Action*" by KYLE BANKER et. al. 2nd ed, Manning publication, 2016
- **BOOK 3:** "MongoDB Complete Guide" by Manu Sharma 1st ed, bpb publication, 2023.
- **installation of MongoDB Video:** <https://www.youtube.com/watch?v=dEm2AS5amyA>
- **video on Aggregation:** <https://www.youtube.com/watch?v=vx1C8EyTa7Y>
- **MongoDB in action book Code download URL:** <https://www.manning.com/downloads/529>
- **MongoDB Exercise URL:** <https://www.w3resource.com/mongodb-exercises/>

MERN		Semester	4
Course Code	BDSL456C	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	02
Examination type (SEE)	Practical		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>Understand and apply critical web development languages and tools to create dynamic and responsive web applications.</li><li>To build server-side applications using Node.js and Express</li><li>Develop user interfaces with React.js,</li><li>Manage data using MongoDB, and integrate these technologies to create full stack apps</li><li>Understanding APIs and routing.</li></ul>			
Sl.NO	Experiments		
1	Using MongoDB, create a collection called transactions in database usermanaged (drop if it already exists) and bulk load the data from a json file, transactions.json Upsert the record from the new file called transactions_upsert.json in Mongoddb.		
2	Query MongoDB with Conditions: [Create appropriate collection with necessary documents to answer the query] a. Find any record where Name is Somu b. Find any record where total payment amount (Payment.Total) is 600. c. Find any record where price (Transaction.price) is between 300 to 500. d. Calculate the total transaction amount by adding up Payment.Total in all records.		
3	a. Write a program to check request header for cookies. b. write node.js program to print the a car object properties, delete the second property and get length of the object.		
4	a. Read the data of a student containing usn, name, sem, year_of_admission from node js and store it in the mongodb b. For a partial name given in node js, search all the names from mongodb student documents created in Question(a)		
5	Implement all CRUD operations on a File System using Node JS		
6	Develop the application that sends fruit name and price data from client side to Node.js server using Ajax		
7	Develop an authentication mechanism with email_id and password using HTML and Express JS (POST method)		
8	Develop two routes: find_prime_100 and find_cube_100 which prints prime numbers less than 100 and cubes less than 100 using Express JS routing mechanism		
9	Develop a React code to build a simple search filter functionality to display a filtered list based on the search query entered by the user.		
10	Develop a React code to collect data from rest API.		
<b>Course outcomes (Course Skill Set):</b> At the end of the course the student will be able to: <ul style="list-style-type: none"><li>Apply the fundamentals of MongoDB, such as data modelling, CRUD operations, and basic queries to solve given problem.</li><li>Use constructs of Express.js, including routing, software and constructing RESTful APIs to solve real world problems.</li><li>Develop scalable and efficient RESTful APIs using NodeJS.</li><li>Develop applications using React, including components, state, props, and JSX syntax.</li></ul>			

### Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

#### Continuous Internal Evaluation (CIE):

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

#### Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners



jointly.

- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

**Suggested Learning Resources:**

- Vasan SubramanianPro MERN Stack: Full Stack Web App Development with Mongo, Express, React, and Node, Apress; 1st ed. edition (1 April 2017)
- . Eddy Wilson Iriarte Koroliova,MERN Quick Start Guide, Packt Publishing (31 May 2018),
- <https://www.geeksforgeeks.org/mern-stack/>
- <https://blog.logrocket.com/mern-stack-tutorial/>

	Julia	Semester	4
Course Code	BDSL456D	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	0:0:2:0	SEE Marks	50
Total Hours of Pedagogy	24	Total Marks	100
Credits	01		
<b>Course objectives:</b> <ul style="list-style-type: none"> <li>To introduce the basics of Julia programming language</li> <li>To illustrate the data structures of Julia programming language</li> <li>To make use of built-in functions and packages</li> </ul>			
<b>Sl.NO</b>	<b>Experiments</b>		
1	a. Develop a Julia program to simulate a calculator (for integer and real numbers). b. Develop a Julia program to add, subtract, multiply and divide complex numbers. c. Develop a Julia program to evaluate expressions having mixed data types (integer, real, floating-point number and complex). <a href="#">[Refer Book 2: Chapter 3, 4]</a>		
2	a. Develop a Julia program for the following problem: A computer repair shop charges \$100 per hour for labour plus the cost of any parts used in the repair. However, the minimum charge for any job is \$150. Prompt for the number of hours worked and the cost of parts (which could be \$0) and print the charge for the job. b. Develop a Julia program to calculate a person's regular pay, overtime pay and gross pay based on the following: If hours worked is less than or equal to 40, regular pay is calculated by multiplying hours worked by rate of pay, and overtime pay is 0. If hours worked is greater than 40, regular pay is calculated by multiplying 40 by the rate of pay, and overtime pay is calculated by multiplying the hours in excess of 40 by the rate of pay by 1.5. Gross pay is calculated by adding regular pay and overtime pay. <a href="#">[Refer Book 1: Chapter 3]</a>		
3	a. An amount of money P (for principal) is put into an account which earns interest at r% per annum. So, at the end of one year, the amount becomes $P + P \times r/100$ . This becomes the principal for the next year. Develop a Julia program to print the amount at the end of each year for the next 10 years. However, if the amount ever exceeds 2P, stop any further printing. Your program should prompt for the values of P and r. b. Develop a Julia program which reads numbers from a file (input.txt) and finds the largest number, smallest number, count, sum and average of numbers. <a href="#">[Refer Book 1: Chapter 4]</a>		
4	a. Develop a Julia program and two separate functions to calculate GCD and LCM. b. Develop a Julia program and a recursive function to calculate factorial of a number. c. Develop a Julia program and a recursive function to generate Fibonacci series. <a href="#">[Refer Book 1: Chapter 5]</a>		
5	a. Develop a Julia program which reads a string (word) and prints whether the word is palindrome. b. Develop a Julia program which reads and prints the words present in a file (input.txt) having Random Data in which words are dispersed randomly (Assumption: a word is a contiguous sequence of letters. A word is delimited by any non-letter character or end-of-line). <a href="#">[Refer Book 1: Chapter 6]</a>		
6	a. Develop a Julia program to determine and print the frequency with which each letter of the alphabet is used in a given line of text. b. A survey of 10 pop artists is made. Each person votes for an artist by specifying the number of the artist (a value from 1 to 10). Develop a Julia program to read the names of the artists, followed by the votes, and find out which artist is the most popular. <a href="#">[Refer Book 1: Chapter 7]</a>		

7	<p>a. Given a line of text as input, develop a Julia program to determine the frequency with which each letter of the alphabet is used (make use of dictionary)</p> <p>b. Develop a Julia program to fetch words from a file with arbitrary punctuation and keep track of all the different words found (make use of set and ignore the case of the letters: e.g. to and To are treated as the same word).</p> <p><a href="#">[Refer Book 1: Chapter 10]</a></p>
8	<p>a. Develop a Julia program to evaluate expressions consisting of rational, irrational number and floating-point numbers)</p> <p>b. Develop a Julia program to determine the following properties of a matrix: determinant, inverse, rank, upper &amp; lower triangular matrix, diagonal elements, Euclidean norm and Square Root of a Matrix.</p> <p><a href="#">[Refer Book 2: Chapter 5, 8]</a></p>
9	<p>a. Develop a Julia program to determine addition and subtraction of two matrices (element -wise).</p> <p>b. Develop a Julia program to perform multiplication operation on matrices: scalar multiplication, element-wise multiplication, dot product, cross product.</p> <p><a href="#">[Refer Book 2: Chapter 8]</a></p>
10	<p>a. Develop a Julia program to generate a plot of (solid &amp; dotted) a function: <math>y=x^2</math> (use suitable data points for x).</p> <p>b. Develop a Julia program to generate a plot of mathematical equation: <math>y = \sin(x) + \sin(2x)</math>.</p> <p>c. Develop a Julia program to generate multiple plots of mathematical equations: <math>y = \sin(x) + \sin(2x)</math> and <math>y = \sin(2x) + \sin(3x)</math>.</p> <p><a href="#">[Refer Book 2: Chapter 13]</a></p>
<p><b>Course outcomes (Course Skill Set):</b></p> <p>At the end of the course the student will be able to:</p> <ul style="list-style-type: none"> <li>● Apply concepts of data-types, selection and looping constructs of Julia programming language.</li> <li>● Demonstrate the use of strings, functions, arrays and matrix operations in solving problems.</li> <li>● Develop programs involving data structures to handle multi-valued data items.</li> <li>● Make use of packages to generate plots of mathematical functions and equations.</li> </ul>	

**Assessment Details (both CIE and SEE)**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

**Continuous Internal Evaluation (CIE):**

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

**Semester End Evaluation (SEE):**

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and

result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

**Suggested Learning Resources:**

- **BOOK 1:** Julia – Bit by Bit (Programming for Beginners), by Noel Kalicharan, Springer: ISBN 978-3-030-73935-5, doi: <https://doi.org/10.1007/978-3-030-73936-2>, 2021.
- **BOOK 2:** Beginning Julia Programming (For Engineers and Scientists), by Sandeep Nagar, Apress-Springer: ISBN 978-1-4842-3170-8, doi: <https://doi.org/10.1007/978-1-4842-3171-5>, 2017.

Software Engineering & Project Management		Semester	V
Course Code	BCS501	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	4:0:0:0	SEE Marks	50
Total Hours of Pedagogy	52 hours	Total Marks	100
Credits	04	Exam Hours	03
Examination nature (SEE)	Theory		
<b>Course objectives:</b> This course will enable students to, <ul style="list-style-type: none"><li>Outline software engineering principles and activities involved in building large software programs. Identify ethical and professional issues and explain why they are of concern to Software Engineers.</li><li>Describe the process of requirement gathering, requirement classification, requirement specification and requirements validation.</li><li>Recognize the importance of Project Management with its methods and methodologies.</li><li>Identify software quality parameters and quantify software using measurements and metrics. List software quality standards and outline the practices involved.</li></ul>			
<b>Teaching-Learning Process (General Instructions)</b> These are sample Strategies; that teachers can use to accelerate the attainment of the various course outcomes. <ol style="list-style-type: none"><li>Lecturer method (L) need not be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li><li>Use of Video/Animation to explain functioning of various concepts.</li><li>Encourage collaborative (Group Learning) Learning in the class.</li><li>Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li><li>Adopt Problem Based-Learning (PBL), which fosters student’s Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li></ol>			
MODULE-1		10 hours	
<b>Software and Software Engineering:</b> The nature of Software, The unique nature of WebApps, Software Engineering, The software Process, Software Engineering Practice, Software Myths. <b>Process Models:</b> A generic process model, Process assessment and improvement, Prescriptive process models: Waterfall model, Incremental process models, Evolutionary process models, Concurrent models, Specialized process models. Unified Process , Personal and Team process models  <b>Textbook 1: Chapter 1: 1.1 to 1.6, Chapter 2: 2.1 to 2.5</b>			
MODULE-2		12 hours	
<b>Understanding Requirements:</b> Requirements Engineering, Establishing the ground work, Eliciting Requirements, Developing use cases, Building the requirements model, Negotiating Requirements, Validating Requirements. <b>Requirements Modeling Scenarios, Information and Analysis classes:</b> Requirement Analysis, Scenario based modeling, UML models that supplement the Use Case, Data modeling Concepts, Class-Based Modeling. <b>Requirement Modeling Strategies :</b> Flow oriented Modeling , Behavioral Modeling. <b>Textbook 1: Chapter 5: 5.1 to 5.7, Chapter 6: 6.1 to 6.5, Chapter 7: 7.1 to 7.3</b>			
MODULE-3		10 hours	

**Agile Development:** What is Agility?, Agility and the cost of change. What is an agile Process?, Extreme Programming (XP), Other Agile Process Models, A tool set for Agile process .

**Principles that guide practice:** Software Engineering Knowledge, Core principles, Principles that guide each framework activity.

**Textbook 1: Chapter 3: 3.1 to 3.6, Chapter 4: 4.1 to 4.3**

#### MODULE-4

**10 hours**

**Introduction to Project Management:** Introduction, Project and Importance of Project Management, Contract Management, Activities Covered by Software Project Management, Plans, Methods and Methodologies, Some ways of categorizing Software Projects, Stakeholders, Setting Objectives, Business Case, Project Success and Failure, Management and Management Control, Project Management life cycle, Traditional versus Modern Project Management Practices.

**Project Evaluation:** Evaluation of Individual projects, Cost-benefit Evaluation Techniques, Risk Evaluation

**Textbook 2: Chapter 1: 1.1 to 1.17 , Chapter 2: 2.4 to 2.6**

#### MODULE-5

**10 hours**

**Software Quality:** Introduction, The place of software quality in project planning, Importance of software quality, Defining software quality, Software quality models, product versus process quality management.

**Software Project Estimation:** Observations on Estimation, Decomposition Techniques, Empirical Estimation Models.

**Textbook 2: Chapter 13: 13.1 to 13.5, 13.7, 13.8, Text Book 1: Chapter 26: 26.5 to 26.7**

#### Course Outcomes

At the end of the course, the student will be able to:

- **Differentiate** process models to judge which process model has to be adopted for the given scenarios.
- **Derive** both functional and nonfunctional requirements from the case study.
- **Analyze** the importance of various software testing methods and agile methodology.
- **Illustrate** the role of project planning and quality management in software development.
- **Identify** appropriate techniques to enhance software quality.

#### Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

##### Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at

the end of the semester if two assignments are planned.

- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

**The Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

**Semester-End Examination:**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**).

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.

Marks scored shall be proportionally reduced to 50 marks. .

**Suggested Learning Resources:**

**Textbooks**

1. Roger S. Pressman: Software Engineering-A Practitioners approach, 7th Edition, Tata McGraw Hill.
2. Bob Hughes, Mike Cotterell, Rajib Mall: Software Project Management, 6th Edition, McGraw Hill Education, 2018.

**Reference Book:**

3. Pankaj Jalote: An Integrated Approach to Software Engineering, Wiley India.
4. "Software Engineering: Principles and Practice", Hans van Vliet, Wiley India, 3rd Edition, 2010.

**Web links and Video Lectures (e-Resources):**

- [https://onlinecourses.nptel.ac.in/noc20\\_cs68/preview](https://onlinecourses.nptel.ac.in/noc20_cs68/preview)
- [https://onlinecourses.nptel.ac.in/noc24\\_mg01/preview](https://onlinecourses.nptel.ac.in/noc24_mg01/preview)

**Activity Based Learning (Suggested Activities in Class)/Practical-Based Learning**

- Demonstration of Agile tool: The students are expected to learn any of the popular agile tool. (10 marks)
- Field Survey (In Team): The students' team may of the size of 2 or 4. Students are expected to visit their library and understand the Library Automation Software. **OR** they have to understand the working of ERP or any inventory management, and then they have to prepare a report and then to be submitted to the concerned staff. Prepare a document/report which includes all the phases of SDLC and to be submitted accordingly (15 marks)



COMPUTER NETWORKS		Semester	V
Course Code	BCS502	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
Examination nature (SEE)	Theory/practical		
<b>Course objectives:</b> This course will enable students to, <ul style="list-style-type: none"><li>• Study the TCP/IP protocol suite, switching criteria and Medium Access Control protocols for reliable and noisy channels.</li><li>• Learn network layer services and IP versions.</li><li>• Discuss transport layer services and understand UDP and TCP protocols.</li><li>• Demonstrate the working of different concepts of networking layers and protocols.</li></ul>			
<b>Teaching-Learning Process (General Instructions)</b> These are sample Strategies; that teachers can use to accelerate the attainment of the various course outcomes. <ol style="list-style-type: none"><li>1. Lecturer method (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li><li>2. Use of Video/Animation to explain functioning of various concepts.</li><li>3. Encourage collaborative (Group Learning) Learning in the class.</li><li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li><li>5. Adopt Problem Based Learning (PBL), which fosters student’s Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li></ol>			
<b>MODULE-1</b>			
Introduction: Data Communications, Networks, Network Types, Networks Models: Protocol Layering, TCP/IP Protocol suite, The OSI model, Introduction to Physical Layer: Transmission media, Guided Media, Unguided Media: Wireless. Switching: Packet Switching and its types. <b>Textbook:</b> Ch. 1.1 - 1.3, 2.1 - 2.3, 7.1 – 7.3, 8.3.			
<b>MODULE-2</b>			
Data Link Layer: Error Detection and Correction: Introduction, Block Coding, Cyclic Codes. Data link control: DLC Services: Framing, Flow Control, Error Control, Connectionless and Connection Oriented, Data link layer protocols, High Level Data Link Control. Media Access Control: Random Access, Controlled Access. Check Sum and Point to Point Protocol <b>Textbook:</b> Ch. 10.1-10.4, 11.1 -11.4, 12.1 - 12.2			
<b>MODULE-3</b>			
Network Layer: Network layer Services, Packet Switching, IPv4 Address, IPv4 Datagram, IPv6 Datagram, Introduction to Routing Algorithms, Unicast Routing Protocols: DVR, LSR, PVR, Unicast Routing protocols: RIP, OSPF, BGP, Multicasting Routing-MOSPF <b>Textbook:</b> Ch. 18.1, 18.2, 18.4, 22.2,20.1-20.3, 21.3.2			
<b>MODULE-4</b>			
Introduction to Transport Layer: Introduction, Transport-Layer Protocols: Introduction, User Datagram Protocol, Transmission Control Protocol: services, features, segments, TCP connections, flow control, Error control, Congestion control. <b>Textbook:</b> Ch. 23.1- 23.2, 24.1-24.3.4, 24.3.6-24.3.9			
<b>MODULE-5</b>			

Introduction to Application Layer: Introduction, Client-Server Programming, Standard Client-Server Protocols: World Wide Web and HTTP, FTP, Electronic Mail, Domain Name System (DNS), TELNET, Secure Shell (SSH)

**Textbook:** Ch. 25.1-25.2, 26.1-26.6

#### PRACTICAL COMPONENT OF IPCC

Sl.NO	Experiments
1	Implement three nodes point – to – point network with duplex links between them. Set the queue size, vary the bandwidth, and find the number of packets dropped.
2	Implement transmission of ping messages/trace route over a network topology consisting of 6 nodes and find the number of packets dropped due to congestion.
3	Implement an Ethernet LAN using n nodes and set multiple traffic nodes and plot congestion window for different source / destination.
4	Develop a program for error detecting code using CRC-CCITT (16- bits).
5	Develop a program to implement a sliding window protocol in the data link layer.
6	Develop a program to find the shortest path between vertices using the Bellman-Ford and path vector routing algorithm.
7	Using TCP/IP sockets, write a client – server program to make the client send the file name and to make the server send back the contents of the requested file if present.
8	Develop a program on a datagram socket for client/server to display the messages on client side, typed at the server side.
9	Develop a program for a simple RSA algorithm to encrypt and decrypt the data.
10	Develop a program for congestion control using a leaky bucket algorithm.

#### Course outcomes (Course Skill Set):

At the end of the course, the student will be able to:

- **Explain** the fundamentals of computer networks.
- **Apply** the concepts of computer networks to demonstrate the working of various layers and protocols in communication network.
- **Analyze** the principles of protocol layering in modern communication systems.
- **Demonstrate** various Routing protocols and their services using tools such as Cisco packet tracer.

**Note: For the Simulation experiments modify the topology and parameters set for the experiment and take multiple rounds of reading and analyze the results available in log files. Plot necessary graphs and conclude using NS2 or NS3. Installation procedure of the required software must be demonstrated, carried out in groups, and documented in the report. Non simulation programs can be implemented using Java.**

#### Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE

(Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

### **CIE for the theory component of the IPCC (maximum marks 50)**

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.
- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.
- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks**).
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

### **CIE for the practical component of the IPCC**

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test (**duration 02/03 hours**) after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks**.
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

### **SEE for IPCC**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored by the student shall be proportionally scaled down to 50 Marks

**The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.**

### **Suggested Learning Resources:**

#### **Textbook:**

1. Behrouz A. Forouzan, Data Communications and Networking, 5th Edition, Tata McGraw-

Hill,2013.

**Reference Books:**

1. Larry L. Peterson and Bruce S. Davie: Computer Networks – A Systems Approach, 4th Edition, Elsevier, 2019.
2. Nader F. Mir: Computer and Communication Networks, 2nd Edition, Pearson Education, 2015.
3. William Stallings, Data and Computer Communication 10th Edition, Pearson Education, Inc., 2014.

**Web links and Video Lectures (e-Resources):**

1. <https://www.digimat.in/nptel/courses/video/106105183/L01.html>
2. <http://www.digimat.in/nptel/courses/video/106105081/L25.html>
3. <https://nptel.ac.in/courses/10610>

**Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

- Implementation of various protocols using open source simulation tools. (5 marks)
- Simulation of Personal area network, Home area network, achieve QoS etc. (5 marks)

THEORY OF COMPUTATION		Semester	V
Course Code	BCS503	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	(3:2:0:0)	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	04	Exam Hours	3
Examination type (SEE)	Theory		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>• Introduce core concepts in Automata and Theory of Computation.</li><li>• Identify different Formal Language Classes and their Relationships.</li><li>• Learn concepts of Grammars and Recognizers for different formal languages.</li><li>• Prove or disprove theorems in automata theory using their properties.</li><li>• Determine the decidability and intractability of Computational problems.</li></ul>			
<b>Teaching-Learning Process (General Instructions)</b> <p>These are sample Strategies which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"><li>1. Lecturer method (L) needs not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li><li>2. Use of Video/Animation to explain functioning of various concepts.</li><li>3. Encourage collaborative (Group Learning) Learning in the class.</li><li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li><li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.</li><li>6. Introduce Topics in manifold representations.</li><li>7. Show the different ways to solve the same problem with different approaches and encourage the students to come up with their own creative ways to solve them.</li><li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li></ol>			
<b>Module-1</b>		<b>10 Hours</b>	
Introduction to Finite Automata, Structural Representations, Automata and Complexity. The Central Concepts of Automata Theory. Deterministic Finite Automata, Nondeterministic Finite Automata, An Application: Text Search, Finite Automata with Epsilon-Transitions. <b>TEXT BOOK: Sections 1.1, 1.5, 2.2,2.3,2.4,2.5</b>			
<b>Module-2</b>		<b>10 Hours</b>	
Regular Expressions, Finite Automata and Regular Expressions, Proving Languages not to be Regular. Closure Properties of Regular Languages, Equivalence and Minimization of Automata, Applications of Regular Expressions  <b>TEXT BOOK: Sections 3.1, 3.2 (Except 3.2.1), 3.3, 4.1, 4.2, 4.4</b>			
<b>Module-3</b>		<b>10 Hours</b>	

	Context-Free Grammars, Parse Trees, Ambiguity in Grammars and Languages, Ambiguity in Grammars and Languages, Definition of the Pushdown Automaton, The Languages of a PDA, Equivalence of PDA's and CFG's, Deterministic Pushdown Automata.  <b>TEXT BOOK: Sections 5.1, 5.2, 5.4, 6.1,6.2,6.3.1,6.4</b>
	<b>Module-4</b> <b>10 Hours</b>
	Normal Forms for Context-Free Grammars, The Pumping Lemma for Context-Free Languages, Closure Properties of Context-Free Languages.  <b>TEXT BOOK: Sections 7.1, 7.2, 7.3</b>
	<b>Module-5</b> <b>10 Hours</b>
	Introduction to Turing Machines: Problems That Computers Cannot Solve, The Turing Machine, Programming Techniques for Turing Machines, Extensions to the Basic Turing Machine, Undecidability: A Language That Is Not Recursively Enumerable. <b>TEXT BOOK: Sections 8.1,8.2, 8.3,8.4, 9.1, 9.2</b>
<b>Course outcome (Course Skill Set)</b> At the end of the course, the student will be able to: <ol style="list-style-type: none"> <li>1. Apply the fundamentals of automata theory to write DFA, NFA, Epsilon-NFA and conversion between them.</li> <li>2. Prove the properties of regular languages using regular expressions.</li> <li>3. Design context-free grammars (CFGs) and pushdown automata (PDAs) for formal languages.</li> <li>4. Design Turing machines to solve the computational problems.</li> <li>5. Explain the concepts of decidability and undecidability.</li> </ol>	

**Assessment Details (both CIE and SEE)**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

**Continuous Internal Evaluation:**

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 220B2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

**The Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

**Semester-End Examination:**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**).

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks.

**Suggested Learning Resources:****Books**

1. John E Hopcroft, Rajeev Motwani, Jeffrey D. Ullman, "Introduction to Automata Theory, Languages and Computation", Second Edition, Pearson.

**Reference:**

1. Elain Rich, "Automata, Computability and complexity", 1st Edition, Pearson Education, 2018.
2. K.L.P Mishra, N Chandrashekar, 3rd Edition, "Theory of Computer Science", PHI, 2012.
3. Peter Linz, "An introduction to Formal Languages and Automata", 3rd Edition, Narosa Publishers, 1998.
4. Michael Sipser : Introduction to the Theory of Computation, 3rd edition, Cengage learning, 2013.
5. John C Martin, Introduction to Languages and The Theory of Computation, 3rd Edition, Tata McGraw –Hill Publishing Company Limited, 2013.

**Web links and Video Lectures (e-Resources):**

- <https://archive.nptel.ac.in/courses/106/105/106105196/>
- <https://archive.nptel.ac.in/courses/106/106/106106049/>
- <https://nptelvideos.com/course.php?id=717>

**Activity Based Learning (Suggested Activities in Class)/ Practical Based Learning**

- Open source tools (like JFLAP) to make teaching and learning more interactive [<https://www.jflap.org/>] (10 Marks)
- Assignments at RBTL-4 (15 marks)



DATA VISUALIZATION LAB		Semester	V
Course Code	BAIL504	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	100
Examination type (SEE)	Practical		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>Understand the Importance of data Visualization for business intelligence and decision making.</li><li>Learn different approaches to understand the importance of visual perception.</li><li>Learn different data visualization techniques and tools.</li><li>Gain knowledge of effective data visuals to solve workplace problems.</li></ul>			
Sl.NO	Experiments		
1	Getting Started - Tableau Workspace, Tableau terminologies, basic functionalities.		
2	Connecting to Data Source – Connecting to Database, Different types of Tableau Joins.		
3	Creating a View - formatting charts, adding filters, creating calculated fields and defining parameters.		
4	Dashboard Design and Storytelling – Components of Dashboard, Understanding how to place worksheets in Containers, Action filters and its types.		
5	Introducing Power BI –Components and the flow of work. Power BI Desktop Interface-The Report has five main areas.		
6	Querying Data from CSV - Query Editor, Connecting the data from the Excel Source, Clean, Transform the data.		
7	Creating Reports & Visualizations - Different types of charts, Formatting charts with Title, Colors.		
8	Dashboards - Filters in Power BI, Formatting dashboards.		
9	Analysis of revenue in sales dataset: i) Create a choropleth map (fill the map) to spot the special trends to show the state which has the highest revenue. ii) Create a line chart to show the revenue based on the month of the year. iii) Create a bin of size 10 for the age measure to create a new dimension to show the revenue. iv) Create a donut chart view to show the percentage of revenue per region by creating zero access in the calculated field. v) Create a butterfly chart by reversing the bar chart to compare female & male revenue based on product category. vi) Create a calculated field to show the average revenue per state & display profitable & non-profitable state. vii) Build a dashboard.		
10	Analysis of GDP dataset: i) Visualize the countries data given in the dataset with respect to latitude and longitude along with country name using symbol maps. ii) Create a bar graph to compare GDP of Belgium between 2006 – 2026. iii) Using pie chart, visualize the GDP of India, Nepal, Romania, South Asia, Singapore by the year 2010. iv) Visualize the countries Bhutan & Costa Rica competing in terms of GDP.		

	<p>v) Create a scatter plot or circle views of GDP of Mexico, Algeria, Fiji, Estonia from 2004 to 2006.</p> <p>vi) Build an interactive dashboard.</p>
11	<p>Analysis of HR Dataset:</p> <p>i) Create KPI to show employee count, attrition count, attrition rate, attrition count, active employees, and average age.</p> <p>ii) Create a Lollipop Chart to show the attrition rate based on gender category.</p> <p>iii) Create a pie chart to show the attrition percentage based on Department Category- Drag department into colours and change automatic to pie. Entire view, Drag attrition count to angle. Label attrition count, change to percent, add total also, edit label.</p> <p>iv) Create a bar chart to display the number of employees by Age group,</p> <p>v) Create a highlight table to show the Job Satisfaction Rating for each job role based on employee count.</p> <p>vi) Create a horizontal bar chart to show the attrition count for each Education field Education field wise attrition – drag education field to rows, sum attrition count to col,</p> <p>vii) Create multiple donut chart to show the Attrition Rate by Gender for different Age group.</p>
12	<p>Analysis of Amazon Prime Dataset:</p> <p>i) Create a Donut chart to show the percentage of movie and tv shows</p> <p>ii) Create a area chart to shows by release year and type</p> <p>iii) Create a horizontal bar chart to show Top 10 genre</p> <p>iv) Create a map to display total shows by country</p> <p>v) Create a text sheet to show the description of any movie/movies.</p> <p>vi) Build an interactive Dashboard.</p>
<p><b>Course outcomes (Course Skill Set):</b></p> <p>At the end of the course the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Design the experiment to create basic charts and graphs using Tableau and Power BI.</li> <li>2. Develop the solution for the given real world problem.</li> <li>3. Analyze the results and produce substantial written documentation.</li> </ol>	

**Assessment Details (both CIE and SEE)**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

**Continuous Internal Evaluation (CIE):**

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

**Semester End Evaluation (SEE):**

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in - 60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

**Suggested Learning Resources:**

1. Microsoft Power BI Dashboards Step by Step by Errin O'Connor, 2019 by Pearson Education, Inc
2. Information Dashboard Design: Displaying Data for At-a-glance Monitoring” by Stephen Few
3. <https://help.tableau.com/current/guides/get-started-tutorial/en-us/get-started-tutorial-home.htm>
4. <https://www.tutorialspoint.com/tableau/index.htm>
5. <https://www.simplilearn.com/tutorials/power-bi-tutorial/power-bi-vs-tableau>

	Computer Vision		Semester	V
	Course Code	BAI515A	CIE Marks	50
	Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
	Total Hours of Pedagogy	4	Total Marks	100
	Credits	03	Exam Hours	03
	Examination type (SEE)	Theory		
	<b>Course objectives:</b> The students will be able to: <ul style="list-style-type: none"><li>• To study the basic concepts of computer vision which helps to understand AI applications.</li><li>• Explain image geometry, photometric image formation and linear filters.</li><li>• Illustrate Hough Transform and its applications to detect lines, circles, ellipses.</li><li>• Contrast three-dimensional image analysis techniques, motion analysis and applications of computer vision algorithms.</li></ul>			
	<b>Teaching-Learning Process (General Instructions)</b> These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes. <ol style="list-style-type: none"><li>1. Give visual representations to students in the form of blended Learning for better understanding of geometric parameters.</li><li>2. Encourage them to develop simple computer vision models using open CV.</li></ol>			
	Module-1			
	<b>MODULE 1:</b>  <b>Radiometry - Measuring Light: Light in Space, Light Surfaces, Important Special Cases. Sources, Shadows, And Shading: Qualitative Radiometry, Sources and Their Effects, Local Shading Models, Application: Photometric Stereo, Interreflections: Global Shading. Color: The Physics of Color, Human Color Perception, Representing Color, A Model for Image Color, Surface Color from finite dimensional linear models.</b>  <b>Textbook 1: Chapter 1, 2, 3</b>			
	Module-2			
	<b>Linear Filters:</b> Linear Filters and Convolution, Shift Invariant Linear Systems, Spatial Frequency and Fourier Transforms, Sampling and Aliasing, Filters as Templates. <b>Edge Detection:</b> Noise, Estimating Derivatives, <b>Texture:</b> Representing Texture, Analysis (and Synthesis) Using Oriented Pyramids, Application: Synthesis by Sampling Local Models. Textbook 1: Chapter 7(7.1-7.4), 8(8.1-8.2), 10(10.1,10.2,10.3.4)			
	Module-3			

	<p><b>The Geometry of Multiple Views:</b> Two Views. <b>Stereopsis:</b> Reconstruction, Human Stereopsis-Binocular Fusion, Using More Cameras, Using more cameras. <b>Segmentation by Clustering:</b> Human Vision: Grouping and Gestalt, Applications: Shot Boundary Detection and Background Subtraction, Image segmentation by Clustering Pixels. Textbook 1: Chapter 11(11.1), 12, 15(15.1,15.2,15.3)</p>
	<b>Module-4</b>
	<p><b>Segmentation by Fitting a Model:</b> The Hough Transform, Fitting Lines, Fitting Curves <b>Segmentation and Fitting Using Probabilistic Methods:</b> Missing Data Problems, Fitting, and Segmentation, The EM Algorithm in Practice. <b>Tracking With Linear Dynamic Models:</b> Tracking as an Abstract Inference Problem, Linear Dynamic Models and Kalman Filtering. Textbook 1: Chapter 16(16.1,16.2,16.3) 17(7.1.1, 7.1.2)</p>
	<b>Module-5</b>
	<p><b>Geometric Image features:</b> Elements of differential geometry. <b>Geometric Camera Models:</b> Elements of Analytical Euclidean Geometry, Geometric Camera Parameters, Calibration Methods: A Linear Approach to Camera Calibration technique- Linear Least-Square methods, Taking Radial Distortion into Account, Analytical Photogrammetry technique- Nonlinear least squares methods. Textbook 1: Chapter 4(4.1), 5</p>
<p><b>Course outcome (Course Skill Set)</b></p> <p>At the end of the course, the student will be able to :</p> <ol style="list-style-type: none"> <li>1. Explain the fundamental concepts of computer vision which helps to understand AI applications.</li> <li>2. Apply Linear Filters, Fourier transforms and segmentation in computer vision.</li> <li>3. Analyze Hough transformations, segmentation methods, Shot Boundary Detection and Background Subtraction in computer vision.</li> <li>4. Develop computer vision applications using appropriate tools for a given scenario.</li> </ol>	

**Assessment Details (both CIE and SEE)**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

**Continuous Internal Evaluation:**

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned (25 Marks). The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

**Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

**Semester-End Examination:**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**).

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

**Suggested Learning Resources:****Textbooks:**

1. David A. Forsyth and Jean Ponce: Computer Vision – A Modern Approach, PHI Learning (Indian Edition), 2012

**Reference Books:**

1. E. R. Davies: Computer and Machine Vision – Theory, Algorithms and Practicalities, Elsevier (Academic Press), 4th edition, 2013.
2. Richard Szeliski, "Computer Vision: Algorithms and Applications", 2nd Edition, Springer, 2022.

**Web links and Video Lectures (e-Resources):**

- <https://www.youtube.com/watch?v=90oS7j8zVYw>
- <https://www.youtube.com/watch?v=YW1cIaOBkl8&list=PL05umP7R6ij35L2MHGzis8AEHz7mg381>
- <https://www.youtube.com/watch?v=vqRzOGg9mi8&list=PL2zRqk16wsdorCSZ5GWZQr1EMWxs2TDeu>
- <https://viso.ai/computer-vision/the-most-popular-computer-vision-tools/>

**Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

- Course project (For assessment- 25 marks): Develop computer vision models for real world applications using tools like OpenCV/TensorFlow/SimpleCV/BoofCV/YOLO/DeepFace etc.

INFORMATION RETRIEVAL		Semester	V
Course Code	BAI515B	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>Understand the need of an information retrieval system.</li><li>Understand various retrieval models and the factors of evaluation.</li><li>Explore on text, query and indexed based processing for information retrieval.</li><li>Realize the importance of user interfaces for visualization and the web based search.</li></ul>			
<b>Teaching-Learning Process (General Instructions)</b> <p>These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"><li>Lecturer method (L) needs not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li><li>Use of Video/Animation to explain functioning of various concepts.</li><li>Encourage collaborative (Group Learning) Learning in the class.</li><li>Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li><li>Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li><li>Use any of these methods: Chalk and board, Active Learning, Case Studies.</li></ol>			
Module-1			
<b>Introduction:</b> Information retrieval, IR problem, IR System, The web. <b>User interfaces for search:</b> Introduction, How people search, Search interfaces today, Visualization on search interfaces, Design and evaluation of search interfaces.  Textbook: Chapter 1: 1.1 to 1.4, Chapter 2: 2.1 to 2.5			
Module-2			
<b>Modeling:</b> IR models, Classic information retrieval, Alternative set theoretic models, Alternative algebraic models, Alternative probabilistic models, Other models.  Textbook: Chapter 3: 3.1 to 3.6			
Module-3			
<b>Retrieval Evaluation:</b> Retrieval metrics, Reference Collections, User-based evaluation <b>Relevance feedback and Query expansion:</b> A framework for feedback methods, Explicit relevance feedback, Explicit feedback through clicks, Implicit feedback through local analysis, Implicit feedback through global analysis <b>Documents - Languages and Properties:</b> Metadata, Document formats, Text properties, Document preprocessing, Organizing documents, Text compression Textbook : Chapter 4: 4.3 to 4.5, Chapter 5: 5.2 to 5.6, Chapter 6: 6.2 to 6.3, 6.5 to 6.8			



	<b>Module-4</b>
	<b>Indexing and Searching:</b> Inverted indexes, Signature files, Suffix trees and suffix arrays, Sequential searching, Multi-dimensional indexing. Textbook: Chapter 9: 9.2 to 9.6
	<b>Module-5</b>
	<b>Web retrieval:</b> The web, Search engine architectures, Search engine ranking, Managing web data, Search engine user interaction. <b>Structured Text Retrieval:</b> Structuring Power, Early text retrieval models, XML retrieval, XML retrieval evaluation. Textbook: Chapter 11: 11.2 to 11.7, Chapter 13: 13.2 to 13.5
<b>Course outcome (Course Skill Set)</b>  At the end of the course, the student will be able to: <ol style="list-style-type: none"> <li>1. Identify the models and the tools for building an Information Retrieval system.</li> <li>2. Apply query based operations for information retrieval.</li> <li>3. Use of text based operations for information retrieval from the documents.</li> <li>4. Apply indexing and searching techniques for information retrieval.</li> <li>5. Design user interface for search and retrieval of information from the web/documents.</li> </ol>	
<b>Assessment Details (both CIE and SEE)</b> The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.	
<b>Continuous Internal Evaluation:</b> <ul style="list-style-type: none"> <li>• For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.</li> <li>• The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered</li> <li>• Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.</li> <li>• For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.</li> </ul>	
<b>Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.</b>	
<b>Semester-End Examination:</b> Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course ( <b>duration 03 hours</b> ). <ol style="list-style-type: none"> <li>1. The question paper will have ten questions. Each question is set for 20 marks.</li> <li>2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), <b>should have a mix of topics</b> under that module.</li> <li>3. The students have to answer 5 full questions, selecting one full question from each module.</li> <li>4. Marks scored shall be proportionally reduced to 50 marks</li> </ol>	

**Suggested Learning Resources:****Text Books:**

1. Ricardo BaezaYates and BerthierRibeiroNeto, Modern Information Retrieval, 2<sup>nd</sup> Edition, Pearson 2011

**Reference Books:**

1. Stefan Buettcher, Charles L. A. Clarke and Gordon V. Cormack, —Information Retrieval: Implementing and Evaluating Search Engines, The MIT Press, 2010.
2. Information Storage and Retrieval Systems: Theory and Implementation, Kowalski, Gerald, Mark T Maybury, Springer, 2<sup>nd</sup> Edition, 2002
3. Modern Information Retrieval, Ricardo Baeza-Yates, Pearson Education, 2007.

**Web links and Video Lectures (e-Resources):**

- <https://www.youtube.com/watch?v=cv7ztWiIaAM>
- <https://www.youtube.com/watch?v=ecRMy60oBrA>
- <https://www.youtube.com/watch?v=dXHxPvAlwcl>
- [https://www.youtube.com/playlist?list=PLpwnR8mPhhf8m7L\\_b9cSRLdjPW2soerAd](https://www.youtube.com/playlist?list=PLpwnR8mPhhf8m7L_b9cSRLdjPW2soerAd)
- <https://www.youtube.com/watch?v=m0oiAOgSQFw>
- <https://www.youtube.com/watch?v=yIuvahNq3wk>

**Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

- Design and development of Question-Answering System/Social media analytic etc... - 15 Marks
- Implementation of Web based/XML based retrieval applications - 10 Marks

UNIX SYSTEM PROGRAMMING		Semester	V
Course Code	BCS515C	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		
<b>Course objectives:</b> This course will enable students to <ul style="list-style-type: none"><li>• To help the students to understand effective use of Unix concepts, commands and terminology. Identify, access, and evaluate UNIX file system</li><li>• Explain the fundamental design of the unix operating system</li><li>• Familiarize with the systems calls provided in the unix environment</li><li>• Design and build an application/service over the unix operating system</li></ul>			
<b>Teaching-Learning Process (General Instructions)</b> <p>These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"><li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li><li>2. Use of Video/Animation to explain functioning of various concepts.</li><li>3. Encourage collaborative (Group Learning) Learning in the class.</li><li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li><li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li><li>6. Introduce Topics in manifold representations.</li><li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li><li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li></ol>			
<b>Module-1</b>			
<b>Introduction:</b> Unix Components/Architecture. Features of Unix. The UNIX Environment and UNIX Structure, Posix and Single Unix specification. General features of Unix commands/command structure. Command arguments and options. Basic Unix commands such as echo, printf, ls, who, date, passwd, cal, Combining commands. Meaning of Internal and external commands. The type command: knowing the type of a command and locating it. The root login. Becoming the super user: su command.			
<b>Unix files:</b> Naming files. Basic file types/categories. Organization of files. Hidden files. Standard directories. Parent-child relationship. The home directory and the HOME variable. Reaching required files- the PATH variable, manipulating the PATH, Relative and absolute pathnames. Directory commands – pwd, cd, mkdir, rmdir commands. The dot (.) and double dots (..) notations to represent present and parent directories and their usage in relative path names. File related commands – cat, mv, rm, cp, wc and od commands.			

	<b>Text Book1: Chapter-1, 2, 3, 4, 5</b>
	<b>Module-2</b>
	<p><b>File attributes and permissions:</b> The ls command with options. Changing file permissions: the relative and absolute permissions changing methods. Recursively changing file permissions. Directory permissions.</p> <p><b>The shells interpretive cycle:</b> Wild cards. Removing the special meanings of wild cards. Three standard files and redirection.</p> <p><b>Connecting commands:</b> Pipe. Basic and Extended regular expressions. The grep, egrep. Typical examples involving different regular expressions.</p> <p><b>Shell programming:</b> Ordinary and environment variables. The. profile. Read and read-only commands. Command line arguments. exit and exit status of a command. Logical operators for conditional execution. The test command and its shortcut. The if, while, for and case control statements. The set and shift commands and handling positional parameters. The here (&lt;&lt;) document and trap command. Simple shell program examples.</p> <p><b>Text Book1: Chapter-6,8,13,14</b></p>
	<b>Module-3</b>
	<p><b>Unix Standardization and Implementations:</b> Introduction, Unix Standardization, UNIX System Implementation.</p> <p><b>File I/O:</b> Introduction, File Description, open, create, read, write, close, fcntl functions.</p> <p><b>Files and Dictionaries:</b> mkdir and rmdir functions, reading dictionaries, chdir, fchdir and getcwd functions. Device Special files.</p> <p><b>The Environment of a UNIX Process:</b> Introduction, main function, Process Termination, Command-Line Arguments, Environment List, Memory Layout of a C Program, Shared Libraries, Memory Allocation, Environment Variables, setjmp and longjmp Functions, getrlimit, setrlimit Functions.</p> <p><b>Text Book 2: 2,3,4,7.</b></p>
	<b>Module-4</b>
	<p><b>Process Control:</b> Introduction, Process Identifiers, fork, vfork, exit, wait, waitpid, wait3, wait4 Functions, Race Conditions, exec Functions.</p> <p><b>Overview of IPC Methods,</b> Pipes, popen, pclose Functions, Coprocesses, FIFOs, System V IPC, Message Queues, Semaphores.</p> <p><b>Shared Memory,</b> Client-Server Properties, Passing File Descriptors, An Open Server-Version 1.</p> <p><b>Text Book2: Chapter 8, 15,17</b></p>
	<b>Module-5</b>

**Signals and Daemon Processes:** Introduction, Signal Concepts, Signal Functions, SIGCLD Semantics, Kill and Raise functions, Alarm and Pause Functions, Signal Sets, sigprocmask Function, sigpending function, sigaction function, sigsetjmp and siglongjmp functions, sigsuspend function, abort function, system function, sleep, nanosleep and clock\_nanosleep functions, sigqueue functions, job-control signals, signal names and numbers.

**Daemon Processes:** Introduction, Daemon Characteristics, Coding Rules, Error Logging, Client-Server Model.

**Text Book 2: Chapter 10, 13**

### **Course outcome (Course Skill Set)**

At the end of the course, the student will be able to:

- Demonstrate the basics of Unix concepts and commands.
- Demonstrate the UNIX file system.
- Apply commands to reflect changes in file system.
- Demonstrate IPC and process management.
- Develop an application/service over a Unix system.

### **Assessment Details (both CIE and SEE)**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

#### **Continuous Internal Evaluation:**

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 220B2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

**Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

#### **Semester-End Examination:**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**).

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

**Suggested Learning Resources:****Text Books:**

1. Sumitabha Das., Unix Concepts and Applications., 4thEdition., Tata McGraw Hill
2. W. Richard Stevens: Advanced Programming in the UNIX Environment, 2nd Edition, Pearson Education, 2005

**Reference Books:**

1. Unix System Programming Using C++ - Terrence Chan, PHI, 1999.
2. M.G. Venkatesh Murthy: UNIX & Shell Programming, Pearson Education.
3. Richard Blum, Christine Brenham: Linux Command Line and Shell Scripting Bible, 2ndEdition, Wiley, 2014.

**Web links and Video Lectures (e-Resources):**

<https://www.youtube.com/watch?v=ffYUfAqEamY>  
<https://www.youtube.com/watch?v=Q05NZiYFcD0>  
<https://www.youtube.com/watch?v=8GdT53KDIyY>  
<https://www.youtube.com/watch?app=desktop&v=3Pga3y7rCgo>

**Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

Programming assignment -1 (Shell level) - 10 marks

Programming assignment -2 (API level) - 15 marks

	<b>DISTRIBUTED SYSTEMS</b>		Semester	5
	Course Code	<b>BCS515D</b>	CIE Marks	50
	Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
	Total Hours of Pedagogy	3Hrs	Total Marks	100
	Credits	03	Exam Hours	
	Examination type (SEE)	Theory		
	<b>Course objectives:</b> <ul style="list-style-type: none"><li>• Understand the goals and challenges of distributed systems</li><li>• Describe the architecture of RPC/RMI, distributed file systems and name services</li><li>• Learn clock synchronization algorithms to monitor and order the events, mutual exclusion, election and consensus algorithms.</li><li>• Study the fundamental concepts and algorithms related to distributed transactions and replication.</li></ul>			
	<b>Teaching-Learning Process (General Instructions)</b> <p>These are sample strategies which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"><li>1. Lecturer method (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li><li>2. Use of Video/Animation to explain functioning of various concepts.</li><li>3. Encourage collaborative (Group Learning) Learning in the class.</li><li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li><li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.</li><li>6. Introduce Topics in manifold representations.</li><li>7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.</li><li>8. Demonstrate every concept by implementing an OpenGL program.</li></ol>			
	<b>Module-1</b>			
	<b>CHARACTERIZATION OF DISTRIBUTED SYSTEMS:</b> Introduction, Focus on resource sharing, Challenges.  <b>REMOTE INVOCATION:</b> Introduction, Request-reply protocols, Remote procedure call, Introduction to Remote Method Invocation.  <b>Textbook: Chapter- 1.1,1.4,1.5, 5.1-5.5</b>			
	<b>Module-2</b>			
	<b>DISTRIBUTED FILE SYSTEMS:</b> Introduction, File service architecture.  <b>NAME SERVICES:</b> Introduction, Name services and the Domain Name System, Directory services.  <b>Textbook: Chapter- 12.1,12.2, 13.1-13.3</b>			
	<b>Module-3</b>			
	<b>TIME AND GLOBAL STATES:</b> Introduction, Clocks, events and process states, Synchronizing Physical clocks, Logical time and logical clocks, Global states			

	<b>Textbook: Chapter- 14.1-14.5</b>
	<b>Module-4</b>
	<b>COORDINATION AND AGREEMENT:</b> Introduction, Distributed mutual exclusion, Elections, Coordination and agreement in group communication, Consensus and related problems. <b>Textbook: Chapter -15.1-15.5</b>
	<b>Module-5</b>
	<b>DISTRIBUTED TRANSACTIONS:</b> Introduction, Flat and nested distributed transactions, Atomic commit protocols, Concurrency control in distributed transactions, Distributed deadlocks, Transaction recovery. <b>REPLICATION:</b> Introduction. <b>Textbook: Chapter -17.1-17.6, 18.1</b>
<b>Course outcome (Course Skill Set)</b> At the end of the course, the student will be able to : <ol style="list-style-type: none"> <li>1. Identify the goals and challenges of distributed systems</li> <li>2. Demonstrate the remote invocation techniques for communication</li> <li>3. Describe the architecture of distributed file systems and name services</li> <li>4. Apply clock synchronization algorithms to monitor and order the events.</li> <li>5. Analyze the performance of mutual exclusion, election and consensus algorithms.</li> <li>6. Illustrate the fundamental concepts and algorithms related to distributed transactions and replication</li> </ol>	



**Assessment Details (both CIE and SEE)**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

**Continuous Internal Evaluation:**

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

**Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

**Semester-End Examination:**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**).

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

**Suggested Learning Resources:****Textbook's:**

1. George Coulouris, Jean Dollimore and Tim Kindberg, "Distributed Systems Concepts and Design", Fifth Edition, Pearson Education, 2012.

**Web links and Video Lectures (e-Resources):**

- [https://www.youtube.com/watch?v=Azyizl9w2xo&list=PLrjkTql3jnm9FEOXHA\\_qjRTMO\\_DlaIk-W](https://www.youtube.com/watch?v=Azyizl9w2xo&list=PLrjkTql3jnm9FEOXHA_qjRTMO_DlaIk-W)

**Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

- Programming Assignment (15 marks)
- Literature Review/ Case Studies (10 marks)

NATURAL LANGUAGE PROCESSING		Semester	6
Course Code	BAI601	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
Examination nature (SEE)	Theory		
<b>Course objectives:</b> This course will enable students to, <ul style="list-style-type: none"><li>• Learn the importance of natural language modelling</li><li>• Understand the Applications of natural language processing</li><li>• Study spelling, error detection and correction methods and parsing techniques in NLP</li><li>• Illustrate the information retrieval models in natural language processing</li></ul>			
<b>Teaching-Learning Process (General Instructions)</b> These are sample Strategies that teachers can use to accelerate the attainment of the various course outcomes. <ol style="list-style-type: none"><li>1. Lecturer method (L) need not to be only traditional lecture methods, but alternative effective teaching methods could be adopted to attain the outcomes.</li><li>2. Use of Video/Animation to explain functioning of various concepts.</li><li>3. Encourage collaborative (Group Learning) Learning in the class.</li><li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li><li>5. Adopt Problem Based Learning (PBL), which fosters student’s Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li></ol>			
MODULE-1			
<b>Introduction:</b> What is Natural Language Processing? Origins of NLP, Language and Knowledge, The Challenges of NLP, Language and Grammar, Processing Indian Languages, NLP Applications. <b>Language Modeling:</b> Statistical Language Model - N-gram model (unigram, bigram), Paninion Framework, Karaka theory. <b>Textbook 1:</b> Ch. 1, Ch. 2.			
MODULE-2			
<b>Word Level Analysis:</b> Regular Expressions, Finite-State Automata, Morphological Parsing, Spelling Error Detection and Correction, Words and Word Classes, Part-of Speech Tagging. <b>Syntactic Analysis:</b> Context-Free Grammar, Constituency, Top-down and Bottom-up Parsing, CYK Parsing. <b>Textbook 1:</b> Ch. 3, Ch. 4.			
MODULE-3			
<b>Naive Bayes, Text Classification and Sentiment:</b> Naive Bayes Classifiers, Training the Naive Bayes Classifier, Worked Example, Optimizing for Sentiment Analysis, Naive Bayes for Other Text Classification Tasks, Naive Bayes as a Language Model. <b>Textbook 2:</b> Ch. 4.			
MODULE-4			

**Information Retrieval:** Design Features of Information Retrieval Systems, Information Retrieval Models - Classical, Non-classical, Alternative Models of Information Retrieval - Custer model, Fuzzy model, LSTM model, Major Issues in Information Retrieval.

**Lexical Resources:** WordNet, FrameNet, Stemmers, Parts-of-Speech Tagger, Research Corpora.

**Textbook 1:** Ch. 9, Ch. 12.

### MODULE-5

**Machine Translation:** Language Divergences and Typology, Machine Translation using Encoder-Decoder, Details of the Encoder-Decoder Model, Translating in Low-Resource Situations, MT Evaluation, Bias and Ethical Issues.

**Textbook 2:** Ch. 13.

### PRACTICAL COMPONENT OF IPCC

Sl.NO	Experiments
1	Write a Python program for the following preprocessing of text in NLP: <ul style="list-style-type: none"> <li>• Tokenization</li> <li>• Filtration</li> <li>• Script Validation</li> <li>• Stop Word Removal</li> <li>• Stemming</li> </ul>
2	Demonstrate the N-gram modeling to analyze and establish the probability distribution across sentences and explore the utilization of unigrams, bigrams, and trigrams in diverse English sentences to illustrate the impact of varying n-gram orders on the calculated probabilities.
3	Investigate the Minimum Edit Distance (MED) algorithm and its application in string comparison and the goal is to understand how the algorithm efficiently computes the minimum number of edit operations required to transform one string into another. <ul style="list-style-type: none"> <li>• Test the algorithm on strings with different type of variations (e.g., typos, substitutions, insertions, deletions)</li> <li>• Evaluate its adaptability to different types of input variations</li> </ul>
4	Write a program to implement top-down and bottom-up parser using appropriate context free grammar.
5	Given the following short movie reviews, each labeled with a genre, either comedy or action: <ul style="list-style-type: none"> <li>• fun, couple, love, love comedy</li> <li>• fast, furious, shoot action</li> <li>• couple, fly, fast, fun, fun comedy</li> <li>• furious, shoot, shoot, fun action</li> <li>• fly, fast, shoot, love action and</li> </ul> A new document D: fast, couple, shoot, fly Compute the most likely class for D. Assume a Naive Bayes classifier and use add-1 smoothing for the likelihoods.
6	Demonstrate the following using appropriate programming tool which illustrates the use of information retrieval in NLP: <ul style="list-style-type: none"> <li>• Study the various Corpus – Brown, Inaugural, Reuters, udhr with various methods like filelds, raw, words, sents, categories</li> </ul>

	<ul style="list-style-type: none"> <li>● Create and use your own corpora (plaintext, categorical)</li> <li>● Study Conditional frequency distributions</li> <li>● Study of tagged corpora with methods like tagged_sents, tagged_words</li> <li>● Write a program to find the most frequent noun tags</li> <li>● Map Words to Properties Using Python Dictionaries</li> <li>● Study Rule based tagger, Unigram Tagger</li> </ul> <p>Find different words from a given plain text without any space by comparing this text with a given corpus of words. Also find the score of words.</p>
7	Write a Python program to find synonyms and antonyms of the word "active" using WordNet.
8	Implement the machine translation application of NLP where it needs to train a machine translation model for a language with limited parallel corpora. Investigate and incorporate techniques to improve performance in low-resource scenarios.
<b>Course outcomes (Course Skill Set):</b> At the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>● Apply the fundamental concept of NLP, grammar-based language model and statistical-based language model.</li> <li>● Model morphological analysis using Finite State Transducers and parsing using context-free grammar and different parsing approaches.</li> <li>● Develop the Naïve Bayes classifier and sentiment analysis for Natural language problems and text classifications.</li> <li>● Apply the concepts of information retrieval, lexical semantics, lexical dictionaries such as WordNet, lexical computational semantics, distributional word similarity.</li> <li>● Identify the Machine Translation applications of NLP using Encode and Decoder.</li> </ul>	
<b>Assessment Details (both CIE and SEE)</b> The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.	
<b>CIE for the theory component of the IPCC (maximum marks 50)</b> <ul style="list-style-type: none"> <li>● IPCC means practical portion integrated with the theory of the course.</li> <li>● CIE marks for the theory component are <b>25 marks</b> and that for the practical component is <b>25 marks</b>.</li> <li>● 25 marks for the theory component are split into <b>15 marks</b> for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and <b>10 marks</b> for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.</li> <li>● Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for <b>25 marks</b>).</li> <li>● The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.</li> </ul>	
<b>CIE for the practical component of the IPCC</b> <ul style="list-style-type: none"> <li>● <b>15 marks</b> for the conduction of the experiment and preparation of laboratory record, and <b>10 marks</b> for the test to be conducted after the completion of all the laboratory sessions.</li> </ul>	

- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test (**duration 02/03 hours**) after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks**.
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

### SEE for IPCC

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored by the student shall be proportionally scaled down to 50 Marks

**The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.**

### Suggested Learning Resources:

#### Textbook:

1. Tanveer Siddiqui, U.S. Tiwary, "Natural Language Processing and Information Retrieval", Oxford University Press.
2. Daniel Jurafsky, James H. Martin, "Speech and Language Processing, An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition", Pearson Education, 2023.

#### Reference Books:

1. Akshay Kulkarni, Adarsha Shivananda, "Natural Language Processing Recipes - Unlocking Text Data with Machine Learning and Deep Learning using Python", Apress, 2019.
2. T V Geetha, "Understanding Natural Language Processing – Machine Learning and Deep Learning Perspectives", Pearson, 2024.
3. Gerald J. Kowalski and Mark.T. Maybury, "Information Storage and Retrieval systems", Kluwer Academic Publishers.

### Web links and Video Lectures (e-Resources):

1. <https://www.youtube.com/watch?v=M7SWr5xObkA>
2. <https://youtu.be/02QWRAhGc7g>
3. <https://www.youtube.com/watch?v=CMrHM8a3hqw>
4. [https://onlinecourses.nptel.ac.in/noc23\\_cs45/preview](https://onlinecourses.nptel.ac.in/noc23_cs45/preview)
5. <https://archive.nptel.ac.in/courses/106/106/106106211/>

**Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

**Text Classification Game (5 Marks)**

- **Objective:** Learn supervised learning and text classification.
- **Activity:** Provide students with a set of documents (e.g., movie reviews) labeled as positive or negative. Divide them into groups and have them create a simple classification model using keywords or phrases. They can then test their model on new reviews.

**Grammar Check and Correction (5 Marks)**

- **Objective:** Learn about language structure and NLP tools.
- **Activity:** Provide sentences with grammatical errors. Students can use grammar checking tools (like Grammarly or LanguageTool) to identify errors and suggest corrections, discussing why each suggestion is made.

MACHINE LEARNING		Semester	6
Course Code	BAI602	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	4:0:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	04	Exam Hours	03
Examination type (SEE)	Theory		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>● To introduce the fundamental concepts and techniques of machine learning.</li><li>● To understanding of various types of machine learning and the challenges faced in real-world applications.</li><li>● To enable students to evaluate machine learning models for different types of problems.</li><li>● To familiarize the machine learning algorithms such as regression, decision trees, Bayesian models, clustering, and neural networks.</li></ul>			
<b>Teaching-Learning Process (General Instructions)</b> <p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"><li>1. Lecturer method (L) needs not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li><li>2. Use of Video/Animation/Demonstration to explain functioning of various concepts.</li><li>3. Encourage collaborative (Group Learning) Learning in the class.</li><li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li><li>5. Adopt Problem/Practical Based Learning (PBL), which fosters students’ Analytical skills, develop design thinking skills, and practical skill such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li><li>6. Use animations/videos to help the students to understand the concepts.</li><li>7. Demonstrate the concepts using PYTHON and its libraries wherever possible</li></ol>			
Module-1			
<b>Introduction:</b> Need for Machine Learning, Machine Learning Explained, Machine Learning in Relation to other Fields, Types of Machine Learning, Challenges of Machine Learning, Machine Learning Process, Machine Learning Applications.  <b>Understanding Data – 1:</b> Introduction, Big Data Analysis Framework, Descriptive Statistics, Univariate Data Analysis and Visualization. <b>Chapter-1, 2 (2.1-2.5)</b>			
Module-2			
<b>Understanding Data – 2:</b> Bivariate Data and Multivariate Data, Multivariate Statistics, Essential Mathematics for Multivariate Data, Feature Engineering and Dimensionality Reduction Techniques.  <b>Testing Machine Learning Algorithms:</b> Overfitting , Training, Testing, and Validation Sets ,The Confusion Matrix , Accuracy Metrics , The Receiver Operator Characteristic (ROC) Curve , Unbalanced Datasets , Measurement Precision  <b>Textbook-1: Chapter -2 (2.6-2.8, 2.10), Text book-2 (2.2)</b>			
Module-3			
<b>Similarity-based Learning:</b> Nearest-Neighbor Learning, Weighted K-Nearest-Neighbor Algorithm, Nearest Centroid Classifier, Locally Weighted Regression (LWR).			

	<p><b>Regression Analysis:</b> Introduction to Regression, Introduction to Linear Regression, Multiple Linear Regression, Polynomial Regression, Logistic Regression.</p> <p><b>Chapter-4 (4.2-4.5), Chapter-5 (5.1-5.3, 5.5-5.7)</b></p>
	<b>Module-4</b>
	<p><b>Decision Tree Learning:</b> Introduction to Decision Tree Learning Model, Decision Tree Induction Algorithms. Validating and pruning of Decision trees.</p> <p><b>Bayesian Learning:</b> Introduction to Probability-based Learning, Fundamentals of Bayes Theorem, Classification Using Bayes Model, Naïve Bayes Algorithm for Continuous Attributes.</p> <p><b>Chapter-6 (6.1, 6.3), Chapter-8 (8.1-8.4)</b></p>
	<b>Module-5</b>
	<p><b>Artificial Neural Networks:</b> Introduction, Biological Neurons, Artificial Neurons, Perceptron and Learning Theory, Types of Artificial Neural Networks, Popular Applications of Artificial Neural Networks, Advantages and Disadvantages of ANN, Challenges of ANN.</p> <p><b>Clustering Algorithms:</b> Introduction to Clustering Approaches, Proximity Measures, Hierarchical Clustering Algorithms, Partitional Clustering Algorithm, Density-based Methods, Grid-based Approach.</p> <p><b>Chapter-10 (10.1-10.5, 10.9-10.11), Chapter -13 (13.1-13.6)</b></p>
<p><b>Course outcome (Course Skill Set)</b></p> <p>At the end of the course, the student will be able to :</p> <ol style="list-style-type: none"> <li>1. Explain the machine learning techniques, their types and data analysis framework.</li> <li>2. Apply mathematical concepts for feature engineering and perform dimensionality reduction to enhance model performance.</li> <li>3. Develop similarity-based learning models and regression models for solving classification and prediction tasks.</li> <li>4. Develop probabilistic learning models and neural network models using perceptrons and multilayer architectures.</li> <li>5. Utilize clustering algorithms to identify patterns in data .</li> </ol>	



### Assessment Details (both CIE and SEE)

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#### Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

**Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

#### Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**).

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

#### Suggested Learning Resources:

##### Books

1. S Sridhar, M Vijayalakshmi, "Machine Learning", OXFORD University Press 2021, First Edition.
2. Stephen Marsland, "Machine Learning - An Algorithmic Perspective", Second Edition, CRC Press - Taylor and Francis Group, 2015 .

##### Reference Books

1. T. M. Mitchell, "Machine Learning", McGraw Hill, 1997.
2. Murty, M. N., and V. S. Ananthanarayana. Machine Learning: Theory and Practice, Universities Press, 2024.
3. Burkov, Andriy. *The hundred-page machine learning book*. Vol. 1. Quebec City, QC, Canada: Andriy Burkov, 2019.

#### Web links and Video Lectures (e-Resources):

- <https://www.universitiespress.com/resources?id=9789393330697>
- [https://www.drssridhar.com/?page\\_id=1053](https://www.drssridhar.com/?page_id=1053)
- Machine Learning Tutorials: <https://www.geeksforgeeks.org/machine-learning/>
- Machine Learning Tutorials: [https://www.tutorialspoint.com/machine\\_learning/index.htm](https://www.tutorialspoint.com/machine_learning/index.htm)
- Python for Machine Learning: [https://www.w3schools.com/python/python\\_ml\\_getting\\_started.asp](https://www.w3schools.com/python/python_ml_getting_started.asp)
- Introduction to Machine Learning: [https://onlinecourses.nptel.ac.in/noc22\\_cs29/preview](https://onlinecourses.nptel.ac.in/noc22_cs29/preview)

**Activity Based Learning (Suggested Activities in Class)/ Practical Based learning****Activities (10 marks)**

1. Identify real-world applications in ML and Discuss the type of ML (supervised, unsupervised, or semi-supervised) used in each case.
2. Consider a messy dataset and use data preprocessing approaches to clean up this data (for activity 1).
3. Use Data Analysis approaches to visualize trends, correlations, and distributions (for activity 2).

**Course project(15 marks):**

Implement suitable machine learning-based real-world application problems.

Human-Centred AI		Semester	6
Course Code	BAI613A	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>● To understanding of the foundational principles of Human-Centered AI</li><li>● To learn and evaluate reliable, safe, and trustworthy AI systems using the HCAI framework</li><li>● To understand governance strategies that bridge the gap between ethical principles and practical steps</li><li>● To learn how to create and assess safety cultures in organizations through management strategies, incident reporting, and trustworthy certification practices</li><li>● To understand how AI can amplify human-to-human communication and cooperation</li></ul>			
<b>Teaching-Learning Process (General Instructions)</b> <p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"><li>1. Lecturer method (L) needs not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li><li>2. Use of Video/Animation/Demonstration to explain functioning of various concepts.</li><li>3. Encourage collaborative (Group Learning) Learning in the class.</li><li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li><li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li><li>6. Use animations/videos to help the students to understand the concepts.</li></ol>			
<b>Module-1</b>			
<b>WHAT IS HUMAN-CENTERED ARTIFICIAL INTELLIGENCE:</b> Introduction, Are People and Computers in the Same Category?, Will Automation, AI, and Robots Lead to Widespread Unemployment?			
<b>Textbook: Chapter 1, Chapter 3, Chapter 4</b>			
<b>Module-2</b>			
<b>HUMAN-CENTERED AI FRAMEWORK:</b> Introduction, Defining Reliable, Safe, and Trustworthy Systems, Two-Dimensional HCAI Framework, Design Guidelines and Examples			
<b>Textbook: Chapter 6, Chapter 7, Chapter 8, Chapter 9</b>			
<b>Module-3</b>			
<b>DESIGN METAPHORS:</b> Introduction, Science and Innovation Goals, Intelligent Agents and Supertools, Teammates and Tele-bots, Social Robots and Active Appliances			
<b>Textbook: Chapter 11, Chapter 12, Chapter 13, Chapter 14, Chapter 16</b>			
<b>Module-4</b>			
<b>GOVERNANCE STRUCTURES – 1:</b> Introduction, Reliable Systems Based on Sound Software Engineering Practice, Safety Culture through Business Management Strategies, Trustworthy Certification by Independent Oversight			

	<b>Textbook: Chapter 18, Chapter 19, Chapter 20, Chapter 21</b>
	<b>Module-5</b>
	<b>GOVERNANCE STRUCTURES – 2:</b> Government Interventions and Regulations, Introduction: Driving HCAI Forward, Assessing Trustworthiness, Caring for and Learning from Older Adults  <b>Textbook: Chapter 22, Chapter 24, Chapter 25, Chapter 26,</b>
	<b>Course outcome (Course Skill Set)</b> At the end of the course, the student will be able to : <ol style="list-style-type: none"> <li>1. Demonstrate a foundational of Human-Centered AI with human values such as rights, dignity, and justice.</li> <li>2. Apply the Human-Centered AI framework to design AI systems that achieve high levels of both human control and automation</li> <li>3. Utilize design metaphors (supertools and tele-bots) to innovate and develop AI applications that enhance human creativity</li> <li>4. Develop governance structures and ethical strategies to ensure the safe and responsible deployment of AI systems</li> <li>5. Identify emerging trends and challenges in Human-Centered AI and Design strategies for enhancing trustworthiness and societal benefits</li> </ol>

**Assessment Details (both CIE and SEE)**

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**Continuous Internal Evaluation:**

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
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- Any two assignment methods mentioned in the 220B2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

**Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

**Semester-End Examination:**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**).

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

**Suggested Learning Resources:****Books**

1. Shneiderman, Ben. Human-centered AI. Oxford University Press, 2022.

**Reference Book**

1. Nam, Chang S., Jae-Yoon Jung, and Sangwon Lee, eds. Human-Centered Artificial Intelligence: Research and Applications. Academic Press, 2022.
2. Chetouani, Mohamed, et al., eds. Human-centered artificial intelligence: Advanced lectures. Vol. 13500. Springer Nature, 2023.

**Web links and Video Lectures (e-Resources):**

- <https://www.youtube.com/playlist?app=desktop&list=PL2ovtN0KdWZiBkaQsHXMGFTEzok7YQkvt>
- <https://www.youtube.com/watch?v=HcCZSw-Rm-w>

**Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

- Course Project: Covers the demonstration of the concepts outlined in the syllabus– 25 Marks

	<b>Cloud Computing &amp; Security</b>		Semester	VI
	Course Code	<b>BIS613D</b>	CIE Marks	50
	Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
	Total Hours of Pedagogy	40	Total Marks	100
	Credits	03	Exam Hours	3
	Examination type (SEE)	Theory		
	<b>Course objectives:</b> <ul style="list-style-type: none"><li>● Introduce the rationale behind the cloud computing revolution and the business drivers</li><li>● Understand various models, types and challenges of cloud computing</li><li>● Understand the design of cloud native applications, the necessary tools and the design tradeoffs.</li><li>● Realize the importance of Cloud Virtualization, Abstraction`s, Enabling Technologies and cloud security</li></ul>			
	<b>Teaching-Learning Process (General Instructions)</b> <p>These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"><li>1. Lecturer method (L) needs not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li><li>2. Use of Video/Animation to explain functioning of various concepts.</li><li>3. Encourage collaborative (Group Learning) Learning in the class.</li><li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li><li>5. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li><li>6. Use any of these methods: Chalk and board, Active Learning, Case Studies.</li></ol>			
	<b>Module-1</b>			
	<b>Distributed System Models and Enabling Technologies:</b> Scalable Computing Over the Internet, Technologies for Network Based Systems, System Models for Distributed and Cloud Computing, Software Environments for Distributed Systems and Clouds, Performance, Security and Energy Efficiency. <b>Textbook 1: Chapter 1: 1.1 to 1.5</b>			
	<b>Module-2</b>			
	<b>Virtual Machines and Virtualization of Clusters and Data Centers:</b> Implementation Levels of Virtualization, Virtualization Structure/Tools and Mechanisms, Virtualization of CPU/Memory and I/O devices, Virtual Clusters and Resource Management, Virtualization for Data Center Automation. <b>Textbook 1: Chapter 3: 3.1 to 3.5</b>			
	<b>Module-3</b>			
	<b>Cloud Platform Architecture over Virtualized Datacenters:</b> Cloud Computing and Service Models, Data Center Design and Interconnection Networks, Architectural Design of			

	<p>Compute and Storage Clouds, Public Cloud Platforms: GAE, AWS and Azure, Inter-Cloud Resource Management.</p> <p><b>Textbook 1: Chapter 4: 4.1 to 4.5</b></p>
	<b>Module-4</b>
	<p><b>Cloud Security:</b> Top concern for cloud users, Risks, Privacy Impact Assessment, Cloud Data Encryption, Security of Database Services, OS security, VM Security, Security Risks Posed by Shared Images and Management OS, XOAR, A Trusted Hypervisor, Mobile Devices and Cloud Security.</p> <p><b>Cloud Security and Trust Management:</b> Cloud Security Defense Strategies, Distributed Intrusion/Anomaly Detection, Data and Software Protection Techniques, Reputation-Guided Protection of Data Centers.</p> <p><b>Textbook 2: Chapter 11: 11.1 to 11.3, 11.5 to 11.8, 11.10 to 11.14</b></p> <p><b>Textbook 1: Chapter 4: 4.6</b></p>
	<b>Module-5</b>
	<p><b>Cloud Programming and Software Environments:</b></p> <p>Features of Cloud and Grid Platforms, Parallel and Distributed Computing Paradigms, Programming Support for Google App Engine, Programming on Amazon AWS and Microsoft, Emerging Cloud Software Environments.</p> <p><b>Textbook 1: Chapter 6: 6.1 to 6.5</b></p>
<p><b>Course outcome (Course Skill Set)</b></p> <p>At the end of the course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe various cloud computing platforms and service providers.</li> <li>2. Illustrate the significance of various types of virtualization.</li> <li>3. Identify the architecture, delivery models and industrial platforms for cloud computing based applications.</li> <li>4. Analyze the role of security aspects in cloud computing.</li> <li>5. Demonstrate cloud applications in various fields using suitable cloud platforms.</li> </ol>	

### Assessment Details (both CIE and SEE)

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#### Continuous Internal Evaluation:

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2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

#### Suggested Learning Resources:

##### Text Books:

1. Kai Hwang, Geoffrey C Fox, and Jack J Dongarra, Distributed and Cloud Computing, Morgan Kaufmann, Elsevier 2012
2. Dan C. Marinescu, Cloud Computing Theory and Practice, Morgan Kaufmann, 2nd Edition, Elsevier 2018

##### Reference Books:

1. Rajkumar Buyya, Christian Vecchiola, and Thamrai Selvi, Mastering Cloud Computing McGrawHill Education, 1<sup>st</sup> Edition, 2017
2. Toby Velte, Anthony Velte, Cloud Computing: A Practical Approach, McGraw-Hill Education, 2017.
3. George Reese, Cloud Application Architectures: Building Applications and Infrastructure in the Cloud, O'Reilly Publication, 1<sup>st</sup> Edition, 2009
4. John Rhoton, Cloud Computing Explained: Implementation Handbook for Enterprises, Recursive Press, 2<sup>nd</sup> Edition, 2009.

#### Web links and Video Lectures (e-Resources):

- <https://freevideolectures.com/course/4639/npTEL-cloud-computing/1>.
- <https://www.youtube.com/playlist?list=PLShJJCRzJWxhz7SfG4hpaBD5bKOloWx9J>
- [https://www.youtube.com/watch?v=EN4fEbcFZ\\_E](https://www.youtube.com/watch?v=EN4fEbcFZ_E)
- <https://www.youtube.com/watch?v=RWgW-CgdIk0>
- <https://www.geeksforgeeks.org/virtualization-cloud-computing-types/>
- <https://www.javatpoint.com/cloud-service-provider-companies>



**Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

- Installation of virtualization software (Virtual box, Xen etc..) and run applications with different OS.  
- 10 Marks
- Implement cloud applications using GAE, AWS, Azure/simulate cloud applications using Cloudsim/  
Greencloud/ Cloud Analyst etc... - 15 Marks

Blockchain Technology		Semester	6
Course Code	BCS613A	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>• To Understand Blockchain terminologies with its applications. design</li><li>• To learn working principles of Blockchain and methodologies used in Bitcoin</li><li>• To gain knowledge on Ethereum Network, Wallets, Nodes, Smart contract &amp; DApps</li><li>• To learn blockchain Based Application Architecture using Hyperledger and the Smart Contract Lifecycle</li></ul>			
<b>Teaching-Learning Process (General Instructions)</b> <p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"><li>1. Lecturer method (L) needs not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li><li>2. Use of Video/Animation/Demonstration to explain functioning of various concepts.</li><li>3. Encourage collaborative (Group Learning) Learning in the class.</li><li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li><li>5. Adopt Problem Based Learning (PBL), which fosters students’ Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li><li>6. Use animations/videos to help the students to understand the concepts.</li></ol>			
Module-1			
Distributed systems, CAP theorem, Byzantine Generals problem, Consensus. The history of blockchain, Introduction to blockchain, Various technical definitions of blockchains, Generic elements of a blockchain, Features of a blockchain, Applications of blockchain technology, Tiers of blockchain technology, Consensus in blockchain, CAP theorem and blockchain, Benefits and limitations of blockchain.			
Chapter 1			
Module-2			
Decentralization using blockchain, Methods of decentralization, Blockchain and full ecosystem decentralization, Smart contract, Decentralized organizations, Decentralized autonomous organizations, Decentralized autonomous corporations, Decentralized autonomous societies Decentralized applications, Platforms for decentralization. Cryptographic primitives: Symmetric cryptography, Asymmetric cryptography, Public and private keys, Hash functions: Compression of arbitrary messages into fixed length digest, Easy to compute, Pre-image resistance, Second pre-image resistance, Collision resistance, Message Digest (MD),Secure Hash Algorithms (SHAs), Merkle trees, Patricia trees, Distributed hash tables (DHTs), Digital signatures, Elliptic Curve Digital signature algorithm (ECDSA).			
Chapter 2, Chapter 3: pg:56-105			
Module-3			

	<p>Bitcoin, Bitcoin definition, Transactions, The transaction life cycle, The transaction structure, Types of transaction, The structure of a block , The structure of a block header, The genesis block, The bitcoin network, Wallets, Smart Contracts-History, Definition, Ricardian contracts, Smart contract templates, Oracles, Smart Oracles, Deploying smart contracts on a blockchain, The DAO.</p> <p><b>Chapter 4:pg:111-148, Chapter 6</b></p>
	<p><b>Module-4</b></p>
	<p>Ethereum 101, Introduction, Ethereum clients and releases, The Ethereum stack, Ethereum blockchain, Currency (ETH and ETC), Forks, Gas, The consensus mechanism, The world state, Transactions, Contract creation transaction, Message call transaction, Elements of the Ethereum blockchain , Ethereum virtual machine (EVM), Accounts, Block, Ether, Messages, Mining, The Ethereum network. Hands-on: Clients and wallets –Geth.</p> <p><b>Chapter 7: pg: 210-227, 235-269</b></p>
	<p><b>Module-5</b></p>
	<p>Hyperledger, Hyperledger as a protocol, Fabric, Hyperledger Fabric, Sawtooth lake, Corda.</p> <p><b>Chapter 9</b></p>
	<p><b>Course outcomes (Course Skill Set)</b></p> <p>At the end of the course, the student will be able to :</p> <ol style="list-style-type: none"> <li>1. Explain the Blockchain terminologies with its applications. design</li> <li>2. Illustrate the working principles of Blockchain and the Smart Contract Lifecycle</li> <li>3. Demonstrate the principles and methodologies used in Bitcoin</li> <li>4. Develop Ethereum Network, Wallets, Nodes, Smart contract and DApps.</li> <li>5. Make use of Hyperledger in Blockchain Based Application Architecture.</li> </ol>

**Assessment Details (both CIE and SEE)**

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- Any two assignment methods mentioned in the 220B2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
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1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

**Suggested Learning Resources:****Books**

1. Imran Bashir. "Mastring Blockchain", Third Edition, Packt – 2020.

**Reference Book**

1. Andreas M. , Mastering Bitcoin: Programming the Open Blockchain – O'rielly – 2017.

**Web links and Video Lectures (e-Resources):**

- <https://nptel.ac.in/courses/106104220>
- <https://www.geeksforgeeks.org/blockchain/>
- <https://www.tutorialspoint.com/blockchain/index.htm>

**Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

- Course Project: Covers the implementation of the major concepts outlined in the syllabus– 25 Marks

TIME SERIES ANALYSIS		Semester	6
Course Code	BAI613D	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>• Learn the importance of time series analysis on the data.</li><li>• Identify approaches to handle linear stationary and non stationary models.</li><li>• Analyse ways of model building and parameter estimation.</li><li>• Recognize methods to handle multivariate time series data.</li></ul>			
<b>Teaching-Learning Process (General Instructions)</b> <p>These are sample strategies; which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"><li>1. Lecturer method (L) does not mean only the traditional lecture method, but different types of teaching methods may be adopted to achieve the outcomes.</li><li>2. Utilize video/animation films to illustrate the functioning of various concepts.</li><li>3. Promote collaborative learning (Group Learning) in the class.</li><li>4. Pose at least three HOT (Higher Order Thinking) questions in the class to stimulate critical thinking.</li><li>5. Incorporate Problem-Based Learning (PBL) to foster students' analytical skills and develop their ability to evaluate, generalize, and analyze information rather than merely recalling it.</li><li>6. Introduce topics through multiple representations.</li><li>7. Demonstrate various ways to solve the same problem and encourage students to devise their own creative solutions.</li><li>8. Discuss the real-world applications of every concept to enhance students' comprehension.</li><li>9. Use any of these methods: Chalk and board, Active Learning, Case Studies.</li></ol>			
<b>Module-1</b>			
Introduction, Five Important Practical Problems, <b>Autocorrelation Function and Spectrum of Stationary Processes:</b> Autocorrelation Properties of Stationary Models, Spectral Properties of Stationary Models, <b>Linear Stationary Models:</b> General Linear Process, Autoregressive Processes, Moving Average Processes, Mixed Autoregressive--Moving Average Processes. <b>Ch. 1.1, Ch. 2.1,2.2 Ch. 3.1,3.2,3.3,3.4</b>			
<b>Module-2</b>			
<b>Linear Nonstationary Models:</b> Autoregressive Integrated Moving Average Processes, Three Explicit Forms for the ARIMA Model, Integrated Moving Average Processes. <b>Forecasting :</b> Minimum Mean Square Error Forecasts and Their Properties, Calculating Forecasts and Probability Limits, Examples of Forecast Functions and Their Updating, Use of State-Space Model Formulation for Exact Forecasting <b>Ch. 4.1,4.2,4.3, Ch. 5.1,5.2,5.3,5.4,5.5.</b>			

	<b>Module-3</b>
	<p><b>Model Identification:</b> Objectives of Identification, Identification Techniques, Initial Estimates for the Parameters, Model Multiplicity.</p> <p><b>Parameter Estimation:</b> Study of the Likelihood and Sum-of-Squares Functions, Nonlinear Estimation, Some Estimation Results for Specific Models, Likelihood Function Based on the State-Space Model, Estimation Using Bayes' Theorem</p> <p><b>Ch. 6.1,6.2,6.3,6.4 Ch. 7.1,7.2,7.3,7.4,7.5.</b></p>
	<b>Module-4</b>
	<p><b>Model Diagnostic Checking:</b> Checking the Stochastic Model, Overfitting, Diagnostic Checks Applied to Residuals, Use of Residuals to Modify the Model,</p> <p><b>Analysis of Seasonal Time Series:</b> Parsimonious Models for Seasonal Time Series, Some Aspects of More General Seasonal ARIMA Models, Structural Component Models and Deterministic Seasonal Components, Regression Models with Time Series Error Terms.</p> <p><b>Ch. 8.1,8.2,8.3 Ch. 9.1,9.2,9.3,9.4,9.5</b></p>
	<b>Module-5</b>
	<p><b>Multivariate Time Series Analysis:</b> Stationary Multivariate Time Series, Vector Autoregressive Models, Vector Moving Average Models, Vector Autoregressive--Moving Average Models, Forecasting for Vector Autoregressive--Moving Average Processes, State-Space Form of the VARMA Model, Nonstationary and Cointegration</p> <p><b>Ch. 14.1,14.2,14.3,14.4,14.5,14.6,14.8</b></p>
<p><b>Course outcome (Course Skill Set)</b></p> <p>At the end of the course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply the fundamental concept of Time series analysis for Autocorrelation Function and spectrum on linear stationary models.</li> <li>2. Develop non-linear stationary models and perform forecasting.</li> <li>3. Identify models and estimate the various parameters .</li> <li>4. Recognize ways to perform model diagnostic checking and analyze the seasonal time series .</li> <li>5. Analyze multivariate time series data.</li> </ol>	

### **Assessment Details (both CIE and SEE)**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

#### **Continuous Internal Evaluation:**

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 220B2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

**Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

#### **Semester-End Examination:**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**).

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

#### **Suggested Learning Resources:**

##### **Text Books:**

1. George E. P. Box, Gwilym M. Jenkins, Gregory C. Reinsel, Greta M. Ljung, "Time Series Analysis – Forecasting and Control", Wiley Publications , 2016.

##### **Reference Books:**

1. Paul S.P. Cowpertwait and Andrew V. Metcalfe, Introductory Time Series with R, Springer Verlag, New York, 2009.
2. Rob J. Hyndman and George Athanasopoulos, Forecasting: Principles and Practice, One line, Open Access Textbooks.

##### **Web links and Video Lectures (e-Resources):**

- <https://nptel.ac.in/courses/103106123>
- <https://www.youtube.com/watch?v=GE3JOFwTWVM>
- <https://www.youtube.com/watch?v=tepxdcepTbY>
- <https://www.youtube.com/watch?v=rDwczdWBTA>

##### **Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

- Course project ( 25 marks)

Load a raw time series dataset (e.g., stock prices, weather data, or energy consumption). Identify trends, seasonality, and noise using visualization tools. Handle missing values, outliers, and perform data transformation (e.g., log transformation or differencing). Decompose the series into trend, seasonal, and residual components using decomposition techniques.

Refer to monthly sales data or airline passenger data and Fit simple models like Moving Average (MA) and Exponential Smoothing (SES). Evaluate performance using metrics such as RMSE, MAE, and MAPE. Experiment with different smoothing parameters to improve forecasts.



Mobile Application Development with Flutter		Semester	6
Course Code	BCGL657A	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	100
Examination type (SEE)	Practical		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>• To introduce basics of Flutter platform for progressive app development</li><li>• To gain knowledge on user interface support in Flutter.</li><li>• To learn various programming elements reuired for app development.</li><li>• To develop progressive applications with flutter.</li></ul>			
<b>Sl.NO</b>	<b>Experiments</b>		
1	Develop an application using Flutter to print “Hello world and Hello Flutter”.		
2	Develop an application using Flutter to Increment and Decrement Numbers (Counter App).		
3	Develop Login Screen Application.		
4	Develop a “To-do List” Application.		
5	Develop Calculator Application.		
6	Develop an application to Check the Weather in Countries Across the world (Weather app).		
7	Develop a “Stopwatch” application using Flutter.		
8	Develop an application that Navigate from one Screen to another (Seamless navigation).		
9	Develop Basic E-commerce UI Application.		
10	Develop an application to implement Animates Logo.		
11	Develop an application that tracks our daily Expenses and get a report chart.		
12	Develop an application to Play Quiz and get the Score Board.		
<b>Course outcomes (Course Skill Set):</b> At the end of the course the student will be able to: <ul style="list-style-type: none"><li>• Demonstrate basics elements Flutter platform for progressive app development.</li><li>• Develop user interface designs for applications.</li><li>• Experiment with different programming elements of app development.</li><li>• Develop progressive applications for real-world problems.</li></ul>			

**Assessment Details (both CIE and SEE)**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

**Continuous Internal Evaluation (CIE):**

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

**Semester End Evaluation (SEE):**

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

**Suggested Learning Resources:**

- <https://flutter.dev/>
- <https://developers.google.com/learn/pathways/intro-to-flutter>
- <https://github.com/flutter/flutter>
- <https://www.geeksforgeeks.org/flutter-tutorial/>
- <https://www.tutorialspoint.com/flutter/index.htm>

UI/UX		Semester	6
Course Code	BADL657B	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	02
Examination type (SEE)	Practical		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>To explore and understand the nuances of User Experience and User Interface.</li><li>To gain mastery over the usage of Figma for designing and prototyping UI/UX.</li><li>To understand user requirement and translate it into UI/UX prototype.</li><li>To analyse apps and websites and understand how they can be continually improved.</li><li>To understand the UI components and interactions being used in different apps and websites.</li></ul>			
<b>Sl.NO</b>	<b>Experiments (Designing and Prototyping using Figma)</b>		
NOTE: Wire frames can be hand-drawn and recorded by the students. Designing and Prototyping can be done using Figma.			
1	Chat App Redesign: Create a Wireframe and redesign any popular chat app.		
2	Food App: Create a wireframe, Design and Prototype the UI Pages for the food application.		
3	Social Media App: Create a wireframe, Design and Prototype social media photo sharing app.		
4	Product Website: Design and prototype a product website page. Create web pages and rollovers for the web pages		
5	Travel Agency Website: Create a wireframe, Design and prototype the UI for the website including design for Home Page with search bar, Activities page, Client Testimonial Page, Image Gallery		
6	UI/UX Designer Portfolio Design: Create a wireframe, Design and prototype a UI for a portfolio including design for About page, Work showcase page, Blog page, contact page		
7	Dashboard Design: Create a wireframe, Design and Prototype Dashboard UI page, add some Dashboard details, statistics and graphs, Add dropdown options for some dashboard details		
8	E-Commerce Website: Create a wireframe, Design and prototype Web pages including product category pages (example: mobiles, gaming consoles, Speakers), product pages in each category, buynow page, add to cart page		
9	Educational Website: Create a wireframe, Design and Prototype the UI for an educational website – Include a Homepage with footer, About Us Page, Programs page, Instructors page, Pricing page, Payments page with radial buttons. Design dropdowns for programs button		
10	Music Player App: Create a wireframe, Design and prototype the pages with a background and a Rollover button, and Song selection Page with a Home Rollover button. The third page may include animated play and pause button, play music animation, timer animation.		
<b>Course outcomes (Course Skill Set):</b> At the end of the course the student will be able to: <ul style="list-style-type: none"><li>Apply the basics of wireframing in designing apps and Websites.</li><li>Make use of Figma for designing and prototyping UI/UX for different types of apps and Websites.</li><li>Analyse user requirements and translate the requirements to design prototypes.</li><li>Demonstrate the UI/UX concepts applied when designing the prototype of apps and Websites.</li><li>Develop (redesign) the existing apps &amp; Websites with customized design.</li></ul>			

**Assessment Details (both CIE and SEE)**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

**Continuous Internal Evaluation (CIE):**

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

**Semester End Evaluation (SEE):**

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
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- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
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General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

**Suggested Learning Resources:**

- <https://www.figma.com/>
- UX Programming for Beginners, August, 2022
- <https://www.udemy.com/course/learn-figma-web-design>
- <https://www.udemy.com/course/figma-2023-master-class-realtime-uiux-web-projects>

Generative AI		Semester	6
Course Code	BAIL657C	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:1:0	SEE Marks	50
Credits	01	Exam Hours	100
Examination type (SEE)	Practical		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>• Understand the principles and concepts behind generative AI models</li><li>• Explain the knowledge gained to implement generative models using Prompt design frameworks.</li><li>• Apply various Generative AI applications for increasing productivity.</li><li>• Develop Large Language Model-based Apps.</li></ul>			
Sl.NO	Experiments		
1.	Explore pre-trained word vectors. Explore word relationships using vector arithmetic. Perform arithmetic operations and analyze results.		
2.	Use dimensionality reduction (e.g., PCA or t-SNE) to visualize word embeddings for Q 1. Select 10 words from a specific domain (e.g., sports, technology) and visualize their embeddings. Analyze clusters and relationships. Generate contextually rich outputs using embeddings. Write a program to generate 5 semantically similar words for a given input.		
3.	Train a custom Word2Vec model on a small dataset. Train embeddings on a domain-specific corpus (e.g., legal, medical) and analyze how embeddings capture domain-specific semantics.		
4.	Use word embeddings to improve prompts for Generative AI model. Retrieve similar words using word embeddings. Use the similar words to enrich a GenAI prompt. Use the AI model to generate responses for the original and enriched prompts. Compare the outputs in terms of detail and relevance.		
5.	Use word embeddings to create meaningful sentences for creative tasks. Retrieve similar words for a seed word. Create a sentence or story using these words as a starting point. Write a program that: Takes a seed word. Generates similar words. Constructs a short paragraph using these words.		
6.	Use a pre-trained Hugging Face model to analyze sentiment in text. Assume a real-world application, Load the sentiment analysis pipeline. Analyze the sentiment by giving sentences to input.		
7.	Summarize long texts using a pre-trained summarization model using Hugging face model. Load the summarization pipeline. Take a passage as input and obtain the summarized text.		
8.	Install langchain, cohere (for key), langchain-community. Get the api key( By logging into Cohere and obtaining the cohere key). Load a text document from your google drive . Create a prompt template to display the output in a particular manner.		
9.	Take the Institution name as input. Use Pydantic to define the schema for the desired output and create a custom output parser. Invoke the Chain and Fetch Results. Extract the below Institution related details from Wikipedia: <b>The founder of the Institution. When it was founded. The current branches in the institution . How many employees are working in it. A brief 4-line summary of the institution.</b>		
10	Build a chatbot for the Indian Penal Code. We'll start by downloading the official Indian Penal Code document, and then we'll create a chatbot that can interact with it. Users will be able to ask questions about the Indian Penal Code and have a conversation with it.		

**Course outcomes (Course Skill Set):**

At the end of the course the student will be able to:

- Develop the ability to explore and analyze word embeddings, perform vector arithmetic to investigate word relationships, visualize embeddings using dimensionality reduction techniques
- Apply prompt engineering skills to real-world scenarios, such as information retrieval, text generation.
- Utilize pre-trained Hugging Face models for real-world applications, including sentiment analysis and text summarization.
- Apply different architectures used in large language models, such as transformers, and understand their advantages and limitations.

**Assessment Details (both CIE and SEE)**

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**Continuous Internal Evaluation (CIE):**

CIE marks for the practical course are **50 Marks**.

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- SEE marks for the practical course are 50 Marks.
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General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

#### **Suggested Learning Resources:**

##### **Books:**

1. Modern Generative AI with ChatGPT and OpenAI Models: Leverage the Capabilities of OpenAI's LLM for Productivity and Innovation with GPT3 and GPT4, by Valentina Alto, Packt Publishing Ltd, 2023.
2. Generative AI for Cloud Solutions: Architect modern AI LLMs in secure, scalable, and ethical cloud environments, by Paul Singh, Anurag Karuparti ,Packt Publishing Ltd, 2024.

##### **Web links and Video Lectures (e-Resources):**

- [https://www.w3schools.com/gen\\_ai/index.php](https://www.w3schools.com/gen_ai/index.php)
- <https://youtu.be/eTPiL3DF27U>
- <https://youtu.be/je6AlVeGOV0>
- <https://youtu.be/RLVqsA8ns6k>
- <https://youtu.be/0SAKM7wiC-A>
- [https://youtu.be/28\\_9xMyrdig](https://youtu.be/28_9xMyrdig)
- <https://youtu.be/8iuiiz-c-EBw>
- <https://youtu.be/7oQ8VtEKcgE>
- <https://youtu.be/seXp0VWWZV0>

<b>INTRODUCTION TO ARTIFICIAL INTELLIGENCE</b>		Semester	6
Course Code	<b>BAI654D</b>	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>• To understand the primitives of AI</li><li>• To familiarize Knowledge Representation Issues</li><li>• To understand fundamentals of Statistical Reasoning, Natural Language Processing.</li></ul>			
<b>Teaching-Learning Process (General Instructions)</b> <p>These are sample strategies; which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"><li>1. Lecturer method (L) does not mean only the traditional lecture method, but different types of teaching methods may be adopted to achieve the outcomes.</li><li>2. Utilize video/animation films to illustrate the functioning of various concepts.</li><li>3. Promote collaborative learning (Group Learning) in the class.</li><li>4. Pose at least three HOT (Higher Order Thinking) questions in the class to stimulate critical thinking.</li><li>5. Incorporate Problem-Based Learning (PBL) to foster students' analytical skills and develop their ability to evaluate, generalize, and analyze information rather than merely recalling it.</li><li>6. Introduce topics through multiple representations.</li><li>7. Demonstrate various ways to solve the same problem and encourage students to devise their own creative solutions.</li><li>8. Discuss the real-world applications of every concept to enhance students' comprehension.</li><li>9. Use any of these methods: Chalk and board, Active Learning, Case Studies</li></ol>			
<b>Module-1</b>			
What is artificial intelligence? Problems, Problem Spaces, and search <b>Text Book 1: Ch 1, 2</b>			
<b>Module-2</b>			
Knowledge Representation Issues, Using Predicate Logic, representing knowledge using Rules. <b>Text Book 1: Ch 4, 5 and 6.</b>			
<b>Module-3</b>			
Symbolic Reasoning under Uncertainty, Statistical reasoning <b>Text Book 1: Ch 7, 8</b>			
<b>Module-4</b>			
Game Playing, Natural Language Processing <b>Text Book 1: Ch 12 and 15</b>			
<b>Module-5</b>			
Learning, Expert Systems. <b>Text Book 1: Ch 17 and 20</b>			

**Course outcomes (Course Skill Set)**

At the end of the course, the student will be able to:

1. Identify the problems where the adaptation of AI has significant impact.
2. Analyse the different approaches of Knowledge Representation.
3. Explain Symbolic Reasoning under Uncertainty and Statistical reasoning.
4. Derive the importance of different types of Learning Techniques.
5. Explain Natural Language Processing and Expert System.

**Assessment Details (both CIE and SEE)**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

**Continuous Internal Evaluation:**

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

**Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

**Semester-End Examination:**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**).

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

**Suggested Learning Resources:****Text Books:**

1. E. Rich, K. Knight & S. B. Nair, Artificial Intelligence, 3<sup>rd</sup> Edition, McGraw Hill.,2009

**Reference Books**

2. Stuart Russell, Peter Norving, Artificial Intelligence: A Modern Approach, 2<sup>nd</sup> Edition, Pearson Education

<ol style="list-style-type: none"> <li>3. Dan W. Patterson, Introduction to Artificial Intelligence and Expert Systems, 1st Edition, Prentice Hall of India, 2015</li> <li>4. G. Luger, Artificial Intelligence: Structures and Strategies for complex problem Solving, 4<sup>th</sup> Edition, Pearson Education, 2002.</li> <li>5. N.P. Padhy “Artificial Intelligence and Intelligent Systems”, Oxford University Press, 2015</li> </ol>
<b>Web links and Video Lectures (e-Resources):</b>
<ol style="list-style-type: none"> <li>1. <a href="https://nptel.ac.in/courses/106102220">https://nptel.ac.in/courses/106102220</a></li> <li>2. <a href="https://nptel.ac.in/courses/106105077">https://nptel.ac.in/courses/106105077</a></li> <li>3. <a href="https://archive.nptel.ac.in/courses/106/105/106105158/">https://archive.nptel.ac.in/courses/106/105/106105158/</a></li> <li>4. <a href="https://archive.nptel.ac.in/courses/106/106/106106140/">https://archive.nptel.ac.in/courses/106/106/106106140/</a></li> </ol>
<b>Activity Based Learning (Suggested Activities in Class)/ Practical Based learning</b> <ul style="list-style-type: none"> <li>● Apply NLP steps for any given real time scenario. Students are expected to document different NLP steps and their output for the given scenario. Students can use python or any programming language of their choice. <b>(10 Marks)</b></li> <li>● Students are expected to identify different case studies/scenarios where expert systems can be adopted. Students need to prepare a report on any one case study. <b>(15 marks)</b></li> </ul>

Machine Learning lab		Semester	6
Course Code	BAIL606	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	100
Examination type (SEE)	Practical		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>To become familiar with data and visualize univariate, bivariate, and multivariate data using statistical techniques and dimensionality reduction.</li><li>To understand various machine learning algorithms such as similarity-based learning, regression, decision trees, and clustering.</li><li>To familiarize with learning theories, probability-based models and developing the skills required for decision-making in dynamic environments.</li></ul>			
Sl.NO	Experiments		
1	Develop a program to Load a dataset and select one numerical column. Compute mean, median, mode, standard deviation, variance, and range for a given numerical column in a dataset. Generate a histogram and boxplot to understand the distribution of the data. Identify any outliers in the data using IQR. Select a categorical variable from a dataset. Compute the frequency of each category and display it as a bar chart or pie chart.		
2	Develop a program to Load a dataset with at least two numerical columns (e.g., Iris, Titanic). Plot a scatter plot of two variables and calculate their Pearson correlation coefficient. Write a program to compute the covariance and correlation matrix for a dataset. Visualize the correlation matrix using a heatmap to know which variables have strong positive/negative correlations.		
3	Develop a program to implement Principal Component Analysis (PCA) for reducing the dimensionality of the Iris dataset from 4 features to 2.		
4	Develop a program to load the Iris dataset. Implement the k-Nearest Neighbors (k-NN) algorithm for classifying flowers based on their features. Split the dataset into training and testing sets and evaluate the model using metrics like accuracy and F1-score. Test it for different values of $k$ (e.g., $k=1,3,5$ ) and evaluate the accuracy. Extend the k-NN algorithm to assign weights based on the distance of neighbors (e.g., $weight=1/d^2$ ). Compare the performance of weighted k-NN and regular k-NN on a synthetic or real-world dataset.		
6	Implement the non-parametric Locally Weighted Regression algorithm in order to fit data points. Select appropriate data set for your experiment and draw graphs.		
7	Develop a program to demonstrate the working of Linear Regression and Polynomial Regression. Use Boston Housing Dataset for Linear Regression and Auto MPG Dataset (for vehicle fuel efficiency prediction) for Polynomial Regression.		
8	Develop a program to load the Titanic dataset. Split the data into training and test sets. Train a decision tree classifier. Visualize the tree structure. Evaluate accuracy, precision, recall, and F1-score.		
9	Develop a program to implement the Naive Bayesian classifier considering Iris dataset for training. Compute the accuracy of the classifier, considering the test data.		
10	Develop a program to implement k-means clustering using Wisconsin Breast Cancer data set and visualize the clustering result.		

**Course outcomes (Course Skill Set):**

At the end of the course the student will be able to:

- Illustrate the principles of multivariate data and apply dimensionality reduction techniques.
- Demonstrate similarity-based learning methods and perform regression analysis.
- Develop decision trees for classification and regression problems, and Bayesian models for probabilistic learning.
- Implement the clustering algorithms to share computing resources.

**Assessment Details (both CIE and SEE)**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

**Continuous Internal Evaluation (CIE):**

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

**Semester End Evaluation (SEE):**

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.

- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

**Suggested Learning Resources:****Books:**

1. S Sridhar and M Vijayalakshmi, "Machine Learning", Oxford University Press, 2021.
2. M N Murty and Ananthanarayana V S, "Machine Learning: Theory and Practice", Universities Press (India) Pvt. Limited, 2024.

**Web links and Video Lectures (e-Resources):**

- [https://www.drssridhar.com/?page\\_id=1053](https://www.drssridhar.com/?page_id=1053)
- <https://www.universitiespress.com/resources?id=9789393330697>
- [https://onlinecourses.nptel.ac.in/noc23\\_cs18/preview](https://onlinecourses.nptel.ac.in/noc23_cs18/preview)

INTRODUCTION TO DATA STRUCTURES		Semester	6
Course Code	BCS654A	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		
<b>Course Objectives:</b> <ul style="list-style-type: none"><li>● Introduce primitive and non-primitive data structures</li><li>● Understand the various types of data structure along their operations</li><li>● Study various searching and sorting algorithms</li><li>● Assess appropriate data structures during program development / problem solving</li></ul>			
<b>Teaching-Learning Process (General Instructions)</b> <p>These are sample strategies; which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"><li>1. Lecturer method (L) does not mean only the traditional lecture method, but different types of teaching methods may be adopted to achieve the outcomes.</li><li>2. Utilize video/animation films to illustrate the functioning of various concepts.</li><li>3. Promote collaborative learning (Group Learning) in the class.</li><li>4. Pose at least three HOT (Higher Order Thinking) questions in the class to stimulate critical thinking.</li><li>5. Incorporate Problem-Based Learning (PBL) to foster students' analytical skills and develop their ability to evaluate, generalize, and analyze information rather than merely recalling it.</li><li>6. Introduce topics through multiple representations.</li><li>7. Demonstrate various ways to solve the same problem and encourage students to devise their own creative solutions.</li><li>8. Discuss the real-world applications of every concept to enhance students' comprehension.</li><li>9. Use any of these methods: Chalk and board, Active Learning, Case Studies.</li></ol>			
<b>Module-1</b>			
<b>Arrays:</b> Introduction, One-Dimensional Arrays, Two-Dimensional Arrays, Initializing Two-Dimensional Arrays, Multidimensional arrays.			
<b>Pointers:</b> Introduction, Pointer Concepts, Accessing Variables through Pointers, Pointer Applications, Dynamic Memory Allocation Functions.			
<b>Structures and Unions:</b> Introduction, Declaring Structures, Giving Values to Members, Structure Initialization, Comparison of Structure Variables, Arrays of Structures, Arrays within Structures, Nested Structures, Unions, Size of Structures.			
<b>Textbook 1:</b> Ch. 8.1 to 8.5, Ch. 12.1 to 12.8, 12.10, 12.11.			
<b>Textbook 2:</b> Ch. 2.1 to 2.3, 2.5, 2.9.			
<b>Module-2</b>			



	<p><b>Stacks:</b> Introduction, Stack Operations, Stack Implementation using Arrays, Applications of Stacks.</p> <p><b>Queues:</b> Introduction, Queue Operations, Queue Implementation using Arrays, Different Types of Queues: Circular Queues, Double-Ended Queues, Priority Queues, Applications of Queues.</p> <p><b>Textbook 2:</b> Ch. 6.1 to 6.3, Ch. 8.1 to 8.2.</p>
	<b>Module-3</b>
	<p><b>Linked Lists:</b> Introduction, Singly Linked List, Self-Referential Structures, Operations on Singly Linked Lists: Insert-Delete-Display, Implementation of Stacks and Queues using Linked List, Concatenate two Lists, Reverse a List without Creating a New Node, Static Allocation Vs Linked Allocation.</p> <p><b>Circular Singly Linked List:</b> Introduction, Operations: Insert-Delete-Display.</p> <p><b>Textbook 2:</b> Ch. 9.1 to 9.2, 9.3 (Only 9.3.1 to 9.3.5, 9.3.11 to 9.3.12), 9.4 to 9.5.</p>
	<b>Module-4</b>
	<p><b>Trees:</b> Introduction, Basic Concepts, Representation of Binary Trees, Operations on Binary Trees: Insertion-Traversals-Searching-Copying a Tree, Binary Search Trees, Operations on Binary Search Trees: Insertion-Searching-Find Maximum and Minimum Value-Count Nodes, Expression Trees.</p> <p><b>Textbook 2:</b> Ch. 10.1 to 10.4, 10.5 (Only 10.5.1, 10.5.2, 10.5.3.1, 10.5.3.2, 10.5.3.4), 10.6.3.</p>
	<b>Module-5</b>
	<p><b>Sorting:</b> Introduction, Bubble Sort, Selection Sort, Insertion Sort.</p> <p><b>Searching:</b> Introduction, Linear Search, Binary Search.</p> <p><b>Textbook 1:</b> Ch. 17.1, 17.2.6, 17.3.2.</p> <p><b>Textbook 2:</b> Ch. 11.1 to 11.3, 11.10.1.</p>
<p><b>Course outcome (Course Skill Set)</b></p> <p>At the end of the course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop C programs utilizing fundamental concepts such as arrays, pointers and structures.</li> <li>2. Apply data structures like stacks and queues to solve problems.</li> <li>3. Develop C programs using linked lists and their various types.</li> <li>4. Explain the fundamental concepts of trees and their practical applications.</li> <li>5. Demonstrate different sorting and searching algorithms and determine their algorithmic complexities.</li> </ol>	

### Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

#### Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 220B2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

**Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

#### Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**).

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

#### Suggested Learning Resources:

##### Text Books:

1. E Balagurusamy, "C Programming and Data Structures", 4th Edition, McGraw-Hill, 2007.
2. A M Padma Reddy, "Systematic Approach to Data Structures using C", 9<sup>th</sup> Revised Edition, Sri Nandi Publications, 2009.

##### Reference Books:

1. Ellis Horowitz and Sartaj Sahni, "Fundamentals of Data Structures in C", 2nd Edition, Universities Press, 2014.
2. Seymour Lipschutz, "Data Structures Schaum's Outlines", Revised 1st Edition, McGraw-Hill, 2014.

#### Web links and Video Lectures (e-Resources):

- [https://www.youtube.com/watch?v=DFpWCl\\_49i0](https://www.youtube.com/watch?v=DFpWCl_49i0)
- [https://www.youtube.com/watch?v=x7t\\_-ULoAZM](https://www.youtube.com/watch?v=x7t_-ULoAZM)
- <https://www.youtube.com/watch?v=I37kGX-nZEI>
- <https://www.youtube.com/watch?v=XuCbpw6Bj1U>
- <https://www.youtube.com/watch?v=R9PTBwOzceo>

- <https://www.youtube.com/watch?v=qH6yxkw0u78>
- <https://archive.nptel.ac.in/courses/106/105/106105085/>
- [https://onlinecourses.swayam2.ac.in/cec19\\_cs04/preview](https://onlinecourses.swayam2.ac.in/cec19_cs04/preview)

**Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

Develop C programs that focus on Data Structure concepts such as arrays, pointers, structures, stacks, queues, linked lists, trees as well as, sorting and searching algorithms (25 Marks).

FUNDAMENTALS OF OPERATING SYSTEMS		Semester	6
Course Code	BCS654B	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>• To demonstrate the need and different types of OS</li><li>• To discuss suitable techniques for management of different resources</li><li>• To analyse different memory, storage, and file system management strategies.</li></ul>			
<b>Teaching-Learning Process (General Instructions)</b> <p>These are sample strategies; which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"><li>1. Lecturer method (L) does not mean only the traditional lecture method, but different types of teaching methods may be adopted to achieve the outcomes.</li><li>2. Utilize video/animation films to illustrate the functioning of various concepts.</li><li>3. Promote collaborative learning (Group Learning) in the class.</li><li>4. Pose at least three HOT (Higher Order Thinking) questions in the class to stimulate critical thinking.</li><li>5. Incorporate Problem-Based Learning (PBL) to foster students' analytical skills and develop their ability to evaluate, generalize, and analyze information rather than merely recalling it.</li><li>6. Introduce topics through multiple representations.</li><li>7. Demonstrate various ways to solve the same problem and encourage students to devise their own creative solutions.</li><li>8. Discuss the real-world applications of every concept to enhance students' comprehension.</li><li>9. Use any of these methods: Chalk and board, Active Learning, Case Studies.</li></ol>			
Module-1			
<b>Introduction:</b> What operating systems do; Computer System organization; Computer System Organization, Computer System architecture; Operating System operations; Resource Management			
<b>Operating System Structures:</b> Operating System Servies, User and Operating System interface; System calls, Application Program Interface, Types of system calls;			
<b>Textbook 1: Chapter 1: 1.1, 1.2, 1.3,1.4, 1.5 Chapter 2: 2.1, 2.2 (2.2.1, 2.2.2), 2.3 (2.3.2, 2.3.3)</b>			
Module-2			
<b>Process Management:</b> Process concept; Process scheduling; Operations on processes; Interprocess Communication			
<b>Multi-threaded Programming:</b> Overview; Multithreading models, Thread Libraries			
<b>Textbook 1: Chapter 3: 3.1-3.4, Chapter 4: 4.1, 4.3 5, 4.4</b>			
Module-3			

	<p><b>CPU Scheduling:</b> Basic Concepts, Scheduling criteria, Scheduling algorithms, Thread Scheduling,</p> <p><b>Process Synchronization:</b> Synchronization: The critical section problem; Peterson's solution; Semaphores; Classical problems of synchronization;</p> <p><b>Textbook 1: Chapter 5: 5.1, 5.2,5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.4 Chapter 6: 6.1, 6.2.,6.3, 6.6</b></p>
	<b>Module-4</b>
	<p><b>Deadlocks:</b> System model; Deadlock characterization; Methods for handling deadlocks; Deadlock prevention; Deadlock avoidance; Deadlock detection and recovery from deadlock.</p> <p><b>Memory Management:</b> Background; Contiguous memory allocation; Paging; Structure of page table</p> <p><b>Textbook 1: Chapter 8: 8.1-8.8 Textbook 1: Chapter 9: 9.1-9.4 (9.4.1, 9.4.2)</b></p>
	<b>Module-5</b>
	<p><b>Virtual Memory Management:</b> Background; Demand paging; Copy-on-write; Page replacement;</p> <p><b>File System Interface:</b> File concept; Access methods; Directory Structure, Protection, File System Implementation: File System Structure, File System Operations,</p> <p><b>File System Internals:</b> File Systems, File System Mounting; Partition and Mounting, File sharing;</p> <p><b>Textbook 1: Chapter 10: 10.1-10.3, 10.4 (10.4.1, 10.4.2, 10.4.4.) Chapter 13: 13.1, 13.2, 13.3 (13.3.1, 13.3.2, 13.3.3), 13.4 (13.4.1, 13.4.2) Chapter 15: 15.1-15.4</b></p>
	<p><b>Course outcomes (Course Skill Set)</b></p> <p>At the end of the course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the fundamentals of operating systems.</li> <li>2. Apply appropriate CPU scheduling algorithm for the given scenarios.</li> <li>3. Analyse the various techniques for process synchronization and deadlock handling.</li> <li>4. Apply the various techniques for memory management</li> <li>5. Analyse the importance of File System Mounting and File Sharing</li> </ol>

### **Assessment Details (both CIE and SEE)**

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#### **Continuous Internal Evaluation:**

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 220B2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

**Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

#### **Semester-End Examination:**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours**).

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

### **Suggested Learning Resources:**

#### **Text Books:**

1. Abraham Silberschatz, Peter Baer Galvin, Greg Gagne, Operating System Principles 10<sup>th</sup> edition, Wiley-India, 2015

#### **Reference Books**

2. Ann McHoes Ida M Fylnn, Understanding Operating System, Cengage Learning, 6th Edition, 2010
3. D.M Dhamdhare, Operating Systems: A Concept Based Approach 3rd Ed, McGraw-Hill, 2013, P.C.P. Bhatt, An Introduction to Operating Systems: Concepts and Practice 4th Edition, PHI(EEE), 2014.
4. William Stallings Operating Systems: Internals and Design Principles, 6th Edition, Pearson, 2008

#### **Reference Books:**

1. Akshay Kulkarni, Adarsha Shivananda, "Natural Language Processing Recipes - Unlocking Text Data with Machine Learning and Deep Learning using Python", Apress, 2019.
2. T V Geetha, "Understanding Natural Language Processing – Machine Learning and Deep Learning Perspectives", Pearson, 2024.

<p>3. Gerald J. Kowalski and Mark.T. Maybury, “Information Storage and Retrieval systems”, Kluwer Academic Publishers.</p>
<p><b>Web links and Video Lectures (e-Resources):</b></p>
<p>1.<a href="https://archive.nptel.ac.in/courses/106/105/106105214/">https://archive.nptel.ac.in/courses/106/105/106105214/</a>  2.<a href="https://archive.nptel.ac.in/courses/106/102/106102132/">https://archive.nptel.ac.in/courses/106/102/106102132/</a></p>
<p><b>Activity Based Learning (Suggested Activities in Class)/ Practical Based learning</b></p> <ul style="list-style-type: none"> <li>● Students are expected to prepare animated PPT to illustrate the different types of Process Scheduling and Paging. <b>(10 Marks)</b></li> <li>● Students are required to prepare detailed case study report on Deadlocks <b>OR</b> Students can illustrate deadlock using any programming language <b>(15 Marks)</b></li> </ul>

	<b>MOBILE APPLICATION DEVELOPMENT</b>		Semester	6
	Course Code	<b>BIS654C</b>	CIE Marks	50
	Teaching Hours/Week (L:T:P: S)	3:0:0	SEE Marks	50
	Total Hours of Pedagogy	40	Total Marks	100
	Credits	03	Exam Hours	3
	Examination type (SEE)	Theory		
<b>Course objectives:</b> Create, test and debug Android application by setting up Android development environment. Implement adaptive, responsive user interfaces that work across a wide range of devices. Infer long running tasks and background work in Android applications Demonstrate methods in storing, sharing and retrieving data in Android applications Analyze performance of android applications Describe the steps involved in publishing Android application to share with the world.				
<b>Teaching-Learning Process (General Instructions)</b> These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes. <ol style="list-style-type: none"><li>1. Chalk and board, power point presentations</li><li>2. Online material (Tutorials) and video lectures.</li><li>3. Demonstration of setup Android application development environment &amp; programing examples.</li><li>4. Illustrate user interfaces for interacting with apps and triggering actions</li></ol>				
<b>Module-1</b>				
Introduction to Android OS: Android Description – Open Handset Alliance – Android. Ecosystem – Android versions – Android Activity – Features of Android – Android Architecture Stack Linux Kernel. Configuration of Android Environment: Operating System – Java JDK Android SDK – Android Development Tools (ADT) – Android Virtual Devices (AVDs) – Emulators Dalvik Virtual Machine – Differences between JVM and DVM – Steps to Install and Configure Eclipse and SDK.  (Chapters 1 & 2)				
<b>Module-2</b>				
Create the first android application: Directory Structure. Android User Interface: Understanding the Components of a screen– Linear Layout – Absolute Layout – Frame. Layout Relative Layout – Table Layout.  (Chapters 3 & 4)				
<b>Module-3</b>				



<p>Designing User Interface with View – Text View – Button – Image Button – Edit Text Check Box – Toggle Button – Radio Button and Radio Group – Progress Bar – Auto complete Text View – Spinner – List View – Grid View – Image View - Scroll View – Custom Toast – Alert – Time and Date Picker.</p> <p>(Chapter 5)</p>	
<b>Module-4</b>	
<p>Activity: Introduction – Intent – Intent filter – Activity life cycle – Broadcast life cycle Service. Multimedia: Android System Architecture – Play Audio and Video – Text to Speech.</p> <p>(Chapters 6 &amp; 7)</p>	
<b>Module-5</b>	
<p>SQLite Database in Android: SQLite Database – Creation and Connection of the database – Transactions. Case Study: SMS Telephony and Location Based Services.</p> <p>(Chapters 8, 9, &amp; 10)</p>	
<p><b>Course outcome (Course Skill Set)</b></p> <p>At the end of the course the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain Mobile Application Ecosystem like concepts, architecture, and lifecycle of mobile applications on Android</li> <li>2. Identify the key components of mobile application frameworks and development tools.</li> <li>3. Apply design principles to create intuitive and responsive user interfaces using appropriate UI/UX tools.</li> <li>4. Develop Functional Mobile Applications -Integrate core functionalities such as layouts, event handling, navigation, and multimedia support into applications.</li> <li>5. Implement local data storage mechanisms (SQLite, Shared Preferences) and external databases (Firebase, APIs) for mobile applications.</li> </ol>	

<p><b>Assessment Details (both CIE and SEE)</b></p> <p>The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.</p> <p><b>Continuous internal Examination (CIE)</b></p> <ul style="list-style-type: none"> <li>• For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.</li> <li>• The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered</li> <li>• Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.</li> <li>• For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.</li> </ul> <p><b>Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.</b></p> <p><b>Semester End Examinations (SEE)</b></p> <p>SEE paper shall be set for 50 questions, each of the 01 marks. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is <b>01 hour</b>. The student has to secure a minimum of 35% of the maximum marks meant for SEE.</p> <p style="text-align: center;">OR</p> <p>MCQ (Multiple Choice Questions) are preferred for 01 credit courses, however, if course content demands the general question paper pattern that followed for 03 credit course, then</p> <ol style="list-style-type: none"> <li>1. The question paper will have ten questions. Each question is set for 10 marks.</li> <li>2. There will be 2 questions from each module. Each of the two questions under a module may or may not have the sub-questions (with maximum sub-questions of 02, with marks distributions 5+5, 4+6, 3+7).</li> <li>3. The students have to answer 5 full questions, selecting one full question from each module.</li> </ol>	<p><b>Suggested Learning Resources:</b></p> <p><b>Books</b></p> <ol style="list-style-type: none"> <li>1. TEXT BOOK 1. Prasanna Kumar Dixit, "Android", Vikas Publishing House Private Ltd., Noida, 2014.</li> <li>2. REFERENCE BOOKS             <ol style="list-style-type: none"> <li>1. Reto Meier and Wrox Wiley, "Professional Android 4 Application Development", 2012.</li> <li>2. ZiguradMednieks, LaridDornin, G.BlakeMeike, Masumi Nakamura, "Programming Andriod", O'Reilly,2013.</li> <li>3. Robert Green, Mario Zechner, "Beginning Android 4 Games Development", Apress Media LLC, New York, 2011</li> </ol> </li> </ol>
<p><b>Web links and Video Lectures (e-Resources):</b></p>	

	<ul style="list-style-type: none"> <li>• <a href="https://www.geeksforgeeks.org/android-tutorial/">https://www.geeksforgeeks.org/android-tutorial/</a></li> <li>• <a href="https://developer.android.com/">https://developer.android.com/</a></li> <li>• <a href="https://www.tutorialspoint.com/android">https://www.tutorialspoint.com/android</a></li> <li>• <a href="https://www.w3schools.blog/android-tutorial">https://www.w3schools.blog/android-tutorial</a></li> </ul>
	<p><b>Activity Based Learning (Suggested Activities in Class)/Practical-Based Learning:</b></p> <ol style="list-style-type: none"> <li>1. Programming exercises, fostering the practical application of theoretical concepts. [ 25 marks]</li> </ol>

DEVOPS		Semester	6
Course Code	BCSL657D	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	100
Examination type (SEE)	Practical		
<b>Course objectives:</b> <ul style="list-style-type: none"><li>• To introduce DevOps terminology, definition &amp; concepts</li><li>• To understand the different Version control tools like Git, Mercurial</li><li>• To understand the concepts of Continuous Integration/ Continuous Testing/ Continuous Deployment)</li><li>• To understand Configuration management using Ansible</li><li>• Illustrate the benefits and drive the adoption of cloud-based Devops tools to solve real world problems</li></ul>			
Sl.NO	Experiments		
1	<b>Introduction to Maven and Gradle:</b> Overview of Build Automation Tools, Key Differences Between Maven and Gradle, Installation and Setup		
2	<b>Working with Maven:</b> Creating a Maven Project, Understanding the POM File, Dependency Management and Plugins		
3	<b>Working with Gradle:</b> Setting Up a Gradle Project, Understanding Build Scripts (Groovy and Kotlin DSL), Dependency Management and Task Automation		
4	<b>Practical Exercise:</b> Build and Run a Java Application with Maven, Migrate the Same Application to Gradle		
5	<b>Introduction to Jenkins:</b> What is Jenkins?, Installing Jenkins on Local or Cloud Environment, Configuring Jenkins for First Use		
6	<b>Continuous Integration with Jenkins:</b> Setting Up a CI Pipeline, Integrating Jenkins with Maven/Gradle, Running Automated Builds and Tests		
7	<b>Configuration Management with Ansible:</b> Basics of Ansible: Inventory, Playbooks, and Modules, Automating Server Configurations with Playbooks, Hands-On: Writing and Running a Basic Playbook		
8	<b>Practical Exercise:</b> Set Up a Jenkins CI Pipeline for a Maven Project, Use Ansible to Deploy Artifacts Generated by Jenkins		
9	<b>Introduction to Azure DevOps:</b> Overview of Azure DevOps Services, Setting Up an Azure DevOps Account and Project		
10	<b>Creating Build Pipelines:</b> Building a Maven/Gradle Project with Azure Pipelines, Integrating Code Repositories (e.g., GitHub, Azure Repos), Running Unit Tests and Generating Reports		
11	<b>Creating Release Pipelines:</b> Deploying Applications to Azure App Services, Managing Secrets and Configuration with Azure Key Vault, Hands-On: Continuous Deployment with Azure Pipelines		
12	<b>Practical Exercise and Wrap-Up:</b> Build and Deploy a Complete DevOps Pipeline, Discussion on Best Practices and Q&A		
<b>Course outcomes (Course Skill Set):</b> At the end of the course the student will be able to: <ul style="list-style-type: none"><li>• Demonstrate different actions performed through Version control tools like Git.</li><li>• Perform Continuous Integration and Continuous Testing and Continuous Deployment using Jenkins by building and automating test cases using Maven &amp; Gradle.</li><li>• Experiment with configuration management using Ansible.</li><li>• Demonstrate Cloud-based DevOps tools using Azure DevOps.</li></ul>			

**Assessment Details (both CIE and SEE)**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

**Continuous Internal Evaluation (CIE):**

CIE marks for the practical course are **50 Marks**.

The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

The Sum of scaled-down marks scored in the report write-up/journal and marks of a test is the total CIE marks scored by the student.

**Semester End Evaluation (SEE):**

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

**Suggested Learning Resources:**

- <https://www.geeksforgeeks.org/devops-tutorial/>
- <https://www.javatpoint.com/devops>
- <https://www.youtube.com/watch?v=2N-59wUIPVI>
- <https://www.youtube.com/watch?v=87ZqwoFe088>