

<b>Mathematics for Computer Science</b>		Semester	3
Course Code	<b>BCS301</b>	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)	<b>Theory</b>		
<p><b>Course objectives:</b> This course will enable the students to:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. To Provide the principles of statistical inferences and the basics of hypothesis testing with emphasis on some commonly encountered hypotheses.</li> <li>3. To Determine whether an input has a statistically significant effect on the system's response through ANOVA testing.</li> </ol>			
<p><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.</p> <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: Probability Distributions</b>			
<p><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></p>			
<b>Pedagogy</b>	Chalk and Board, Problem-based learning		
<b>Module-2: Joint probability distribution &amp; Markov Chain</b>			

	<p><b>Joint probability distribution:</b> Joint Probability distribution for two discrete random variables, expectation, covariance and correlation.</p> <p><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></p>
<b>Pedagogy</b>	Chalk and Board, Problem-based learning
<b>Module-3: Statistical Inference 1</b>	
	<p>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></p>
<b>Pedagogy</b>	Chalk and Board, Problem-based learning
<b>Module-4: Statistical Inference 2</b>	
	<p>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></p>
<b>Pedagogy</b>	Chalk and Board, Problem-based learning
<b>Module-5: Design of Experiments &amp; ANOVA</b>	
	<p>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></p>
<b>Pedagogy</b>	Chalk and Board, Problem-based learning
<p><b>Course outcome (Course Skill Set)</b> At the end of the course, the student will be able to:</p> <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>	
<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>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</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

Ed., 1968.

13. **N.P. Bali and Manish Goyal**, A Textbook of Engineering Mathematics, Laxmi Publications, Reprint, 2010.

14. **Veerarajan T**, Engineering Mathematics (for semester III), Tata McGraw-Hill, New Delhi, 2010

**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/>

<http://www.bookstreet.in>.

[VTU EDUSAT PROGRAMME – 20](#)

VTU e-Shikshana Program

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

- Programming Assignment
- Seminars

<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		
<p><b>Course objectives:</b></p> <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>			
<p><b>Teaching-Learning Process (General Instructions)</b>            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>	
<p><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.</p> <p><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></p>			
<b>MODULE-2</b>		<b>8 Hr</b>	
<p><b>Combinational Logic:</b> Introduction, Combinational Circuits, Design Procedure, Binary Adder- Subtractor, Decoders, Encoders, Multiplexers. HDL Models of Combinational Circuits – Adder, Multiplexer, Encoder.</p> <p><b>Sequential Logic:</b> Introduction, Sequential Circuits, Storage Elements: Latches, Flip-Flops.</p> <p><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></p>			
<b>MODULE-3</b>		<b>8 Hr</b>	
<p><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.</p> <p><b>Text book 2: 1.2, 1.3, 1.4, 1.6, 2.2, 2.3, 2.4, 2.5</b></p>			
<b>MODULE-4</b>		<b>8 Hr</b>	
<p><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.</p> <p><b>Text book 2: 4.1, 4.2.1, 4.2.2, 4.2.3, 4.4, 5.4, 5.5.1</b></p>			
<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

<b>OPERATING SYSTEMS</b>		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)	<b>Theory</b>		
<p><b>Course objectives:</b></p> <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>			
<p><b>Teaching-Learning Process (General Instructions)</b>  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>			
<b>MODULE-1</b>		<b>8 Hours</b>	
<p><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.</p> <p><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.</p> <p><b>Textbook 1: Chapter – 1 (1.1-1.12), 2 (2.2-2.11)</b></p>			
<b>MODULE-2</b>		<b>8 Hours</b>	
<p><b>Process Management:</b> Process concept; Process scheduling; Operations on processes; Inter process communication</p> <p><b>Multi-threaded Programming:</b> Overview; Multithreading models; Thread Libraries; Threading issues.</p> <p><b>Process Scheduling:</b> Basic concepts; Scheduling Criteria; Scheduling Algorithms; Thread scheduling; Multiple-processor scheduling,</p> <p><b>Textbook 1: Chapter – 3 (3.1-3.4), 4 (4.1-4.4), 5 (5.1 -5.5)</b></p>			
<b>MODULE-3</b>		<b>8 Hours</b>	

<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.

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

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

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

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**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:**

##### **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/vBURTi97EkA>
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)

<b>DATA STRUCTURES AND APPLICATIONS</b>		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)	<b>Theory</b>		
<p><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</p>			
<p><b>Teaching-Learning Process (General Instructions)</b>  Teachers can use following strategies to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Chalk and Talk with Black Board</li> <li>2. ICT based Teaching</li> <li>3. Demonstration based Teaching</li> </ol>			
<b>Module-1</b>		<b>8Hours</b>	
<p><b>INTRODUCTION TO DATA STRUCTURES:</b> Data Structures, Classifications (Primitive &amp; 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</p>			
<b>Module-2</b>		<b>8Hours</b>	
<p><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</p>			
<b>Module-3</b>		<b>8Hours</b>	
<p><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</p>			
<b>Module-4</b>		<b>8Hours</b>	
<p><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</p>			
<b>Module-5</b>		<b>8Hours</b>	

<p><b>HASHING:</b> Introduction, Static Hashing, Dynamic Hashing  <b>PRIORITY QUEUES:</b> Single and double ended Priority Queues, Leftist Trees  <b>INTRODUCTION TO EFFICIENT BINARY SEARCH TREES:</b> Optimal Binary Search Trees  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>  At the end of the course the student will be able to:  CO 1. Explain different data structures and their applications.  CO 2. Apply Arrays, Stacks and Queue data structures to solve the given problems.  CO 3. Use the concept of linked list in problem solving.  CO 4. Develop solutions using trees and graphs to model the real-world problem.  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>  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>  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>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>
<p><b>Suggested Learning Resources:</b>  <b>Textbook:</b></p> <ol style="list-style-type: none"> <li>1. 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

<b>DATA STRUCTURES LABORATORY</b>			
<b>SEMESTER – III</b>			
<b>Course Code</b>	<b>BCSL305</b>	<b>CIE Marks</b>	50
<b>Number of Contact Hours/Week</b>	0:0:2	<b>SEE Marks</b>	50
<b>Total Number of Lab Contact Hours</b>	28	<b>Exam Hours</b>	03
<b>Credits – 1</b>			
<b>Course Learning Objectives:</b>			
This laboratory course enables students to get practical experience in design, develop, implement, analyze and evaluation/testing of			
<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.	Develop a Program in C for the following: <ol style="list-style-type: none"> <li>a) 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>b) 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.	Develop a Program in C for the following operations on Strings. <ol style="list-style-type: none"> <li>a. Read a main String (STR), a Pattern String (PAT) and a Replace String (REP)</li> <li>b. 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> Support the program with functions for each of the above operations. Don't use Built-in functions.		
3.	Develop a menu driven Program in C for the following operations on STACK of Integers (Array Implementation of Stack with maximum size MAX) <ol style="list-style-type: none"> <li>a. Push an Element on to Stack</li> <li>b. Pop an Element from Stack</li> <li>c. Demonstrate how Stack can be used to check Palindrome</li> <li>d. Demonstrate Overflow and Underflow situations on Stack</li> <li>e. Display the status of Stack</li> <li>f. Exit</li> </ol> Support the program with appropriate functions for each of the above operations		

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 <math>H: 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>
<p><b>Laboratory Outcomes:</b> The student should be able to:</p>	

- 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>			
These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective			
<ol style="list-style-type: none"> <li>1. 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>2. Demonstration of programing examples.</li> <li>3. Chalk and board, power point presentations</li> <li>4. 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

<b>OBJECT ORIENTED PROGRAMMING with C++</b>		Semester	3
Course Code	BCS306B	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	2;0:2	SEE Marks	50
Total Hours of Pedagogy	28 Hours Theory + 20 Hours of Practical	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	<b>Theory</b>		
<b>Note - Students who have undergone “ Introduction to C++ Programming-BPLCK105D/205D” in first year are not eligible to opt this course</b>			
<b>Course objectives:</b> <ul style="list-style-type: none"> <li>● To understand object-oriented programming using C++ and Gain knowledge about the capability to store information together in an object.</li> <li>● To illustrate the capability of a class to rely upon another class and functions.</li> <li>● To Create and process data in files using file I/O functions</li> <li>● To understand the generic programming features of C++ including Exception handling</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. Chalk and board, power point presentations</li> <li>2. Online material (Tutorials) and video lectures.</li> <li>3. Demonstration of programing examples.</li> </ol>			
<b>Module-1</b>		<b>5 Hours</b>	
<b>An overview of C++:</b> What is object-Oriented Programming? Introducing C++ Classes, The General Form of a C++ Program. <b>Classes and Objects:</b> Classes, Friend Functions, Friend Classes, Inline Functions, Parameterized Constructors, Static Class Members, When Constructors and Destructors are Executed, The Scope Resolution Operator, Passing Objects to functions, Returning Objects, Object Assignment  Ch 11, Ch 12			
<b>Module-2</b>		<b>6 Hours</b>	
<b>Arrays, Pointers, References, and the Dynamic Allocation Operators:</b> Arrays of Objects, Pointers to Objects, The this Pointer, Pointers to derived types, Pointers to class members. <b>Functions Overloading, Copy Constructors:</b> Functions Overloading, Overloading Constructor Functions. Copy Constructors, Default Function Arguments, Function Overloading and Ambiguity.  Ch 13, Ch 14			
<b>Module-3</b>		<b>6 Hours</b>	

<p><b>Operator Overloading:</b> Creating a Member Operator Function, Operator Overloading Using a Friend Function, Overloading new and delete</p> <p><b>Inheritance:</b> Base-Class Access Control, Inheritance and Protected Members, Inheriting Multiple Base Classes , Constructors, Destructors and Inheritance, Granting Access, Virtual Base Classes</p> <p>Ch 15, Ch 16</p>	
<b>Module-4</b>	<b>5 Hours</b>
<p><b>Virtual Functions and Polymorphism:</b> Virtual Functions, The Virtual Attribute is Inherited, Virtual Functions are Hierarchical, Pure Virtual Functions, Using Virtual Functions, Early vs Late Binding.</p> <p><b>Templates:</b> Generic Functions, Applying Generic Functions, Generic Classes. The type name and export Keywords. The Power of Templates</p> <p>Ch 17, Ch 18</p>	
<b>Module-5</b>	<b>6 Hours</b>
<p><b>Exception Handling:</b> Exception Handling Fundamentals, Handling Derived-Class Exceptions, Exception Handling Options, Applying Exception Handling.</p> <p><b>The C++ I/O System Basics:</b> C++ Streams, The C++ Classes, Formatted I/O</p> <p><b>File I/O:</b> &lt;fstream&gt; and File Classes, Opening and Closing a File, Reading and Writing Text Files, Detecting EOF.</p> <p>Ch 19, Ch 20, Ch21</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 Illustrate the basic concepts of object-oriented programming.</li> <li>2 Design appropriate classes for the given real world scenario.</li> <li>3 Apply the knowledge of compile-time / run-time polymorphism to solve the given problem</li> <li>4 Use the knowledge of inheritance for developing optimized solutions</li> <li>5 Apply the concepts of templates and exception handling for the given problem</li> <li>6 Use the concepts of input output streams for file operations</li> </ol>	
<p><b>Suggested Learning Resources:</b></p> <p><b>Books</b></p> <ol style="list-style-type: none"> <li>1. Herbert schildt, The Complete Reference C++, 4<sup>th</sup> edition, TMH, 2005</li> </ol> <p><b>Reference Books</b></p> <ol style="list-style-type: none"> <li>1. Balagurusamy E, Object Oriented Programming with C++, Tata McGraw Hill Education Pvt.Ltd., Sixth Edition 2016.</li> <li>2. Bhave , “ Object Oriented Programming With C++”, Pearson Education , 2004.</li> <li>3. A K Sharma , “Object Oriented Programming with C++”, Pearson Education, 2014</li> </ol>	
<p><b>Web links and Video Lectures (e-Resources):</b></p>	

<p>1. Basics of C++ - <a href="https://www.youtube.com/watch?v=BCIS40yzssA">https://www.youtube.com/watch?v=BCIS40yzssA</a></p> <p>2. Functions of C++ - <a href="https://www.youtube.com/watch?v=p8ehAjZWjPw">https://www.youtube.com/watch?v=p8ehAjZWjPw</a></p> <p><b>Tutorial Link:</b></p> <p>1. <a href="https://www.w3schools.com/cpp/cpp_intro.asp">https://www.w3schools.com/cpp/cpp_intro.asp</a></p> <p>2. <a href="https://www.edx.org/course/introduction-to-c-3">https://www.edx.org/course/introduction-to-c-3</a></p> <p>3. <a href="https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_01384364250678886443375_shared/overview">https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_01384364250678886443375_shared/overview</a></p>
<p><b>Activity Based Learning (Suggested Activities in Class)/ Practical Based learning</b></p> <ul style="list-style-type: none"> <li>Group Assignment to develop small projects and demonstrate using C++</li> </ul>

### Practical Component

Sl.NO	Experiments
1	Develop a C++ program to find the largest of three numbers
2	Develop a C++ program to sort the elements in ascending and descending order.
3	Develop a C++ program using classes to display student name, roll number, marks obtained in two subjects and total score of student
4	Develop a C++ program for a bank employee to print name of the employee, account_no. & balance. Print invalid balance if amount < 500, Display the same, also display the balance after withdraw and deposit.
5	Develop a C++ program to demonstrate function overloading for the following prototypes. add(int a, int b) add(double a, double b
6	Develop a C++ program using Operator Overloading for overloading Unary minus operator.
7	Develop a C++ program to implement Multiple inheritance for performing arithmetic operation of two numbers
8	Develop a C++ program using Constructor in Derived classes to initialize alpha, beta and gamma and display corresponding values.
9	Develop a C++ program to create a text file, check file created or not, if created it will write some text into the file and then read the text from the file.
10	Develop a C++ program to write and read time in/from binary file using fstream
11	Develop a function which throws a division by zero exception and catch it in catch block. Write a C++ program to demonstrate usage of try, catch and throw to handle exception.
12	Develop a C++ program that handles array out of bounds exception using C++.

**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>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>	<ul style="list-style-type: none"> <li>Implementation strategies of the project (NSS work).</li> <li>The last report should be signed by NSS Officer, the HOD and principal.</li> <li>At last report should be evaluated by the NSS officer of the institute.</li> <li>Finally the consolidated marks sheet should be sent to the university and also to be made available at LIC visit.</li> </ul>
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. <b>Activities 1 to 5, 5*5 = 25</b>	25 Marks	
<b>Total marks for the course in each semester</b>	<b>100 Marks</b>	
<p><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></p> <p>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.</p>		

<b>Data Analytics with Excel</b>		Semester	<b>3</b>
Course Code	<b>BCS358A</b>	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>)

R Programming		Semester	3
Course Code	BCS358B	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 how R and R Studio interactive environment.</li> <li>● To understand the different data Structures, data types in R.</li> <li>● To learn and practice programming techniques using R programming.</li> <li>● To import data into R from various data sources and generate visualizations.</li> <li>● To draw insights from datasets using data analytics techniques.</li> </ul>			
Sl.NO	Experiments		
1	Demonstrate the steps for installation of R and R Studio. Perform the following: <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> <b>Suggested Reading</b> – Text Book 1 – Chapter 1 (What is R, Installing R, Choosing an IDE – RStudio, How to Get Help in R, Installing Extra Related Software), Chapter 2 (Mathematical Operations and Vectors, Assigning Variables, Special Numbers, Logical Vectors), Chapter 3 (Classes, Different Types of Numbers, Other Common Classes, Checking and Changing Classes, Examining Variables )		
2	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: <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> <b>Note:</b> <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> <b>Suggested Reading</b> – Text Book 1 – Chapter 4 (Vectors, Combining Matrices)		
3	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 <b>Suggested Reading</b> – Text Book 1 – Chapter 4 (Matrices and Arrays – Array Arithmetic)		
4	Develop a program to find the factorial of given number using recursive function calls. <b>Suggested Reading</b> – Reference Book 1 – Chapter 5 (5.5 – Recursive Programming) Text Book 1 – Chapter 8 (Flow Control and Loops – If and Else, Vectorized If, while loops, for loops), Chapter 6 (Creating and Calling Functions, Passing Functions to and from other functions)		

5	<p>Develop an R Program using functions to find all the prime numbers up to a specified number by the method of Sieve of Eratosthenes.</p> <p><b>Suggested Reading</b> – Reference Book                  1 - Chapter 5 (5.5 – Recursive Programming)                  Text Book 1 – Chapter 8 (Flow Control and Loops – If and Else, Vectorized If, while loops, for loops), Chapter 6 (Creating and Calling Functions, Passing Functions to and from other functions)</p>																		
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?                  b) Plot the data using the plot command.                  c) Plot the logarithm (log) of each variable and see if that makes a difference.</p> <p><b>Suggested Reading</b> – Text Book 1 –Chapter 12 – (Built-in Datasets) Chapter 14 – (Scatterplots)                  Reference Book 2 – 13.2.5 (Covariance and Correlation)</p>																		
7	<p>Develop R program to create a Data Frame with following details and do the following operations.</p> <table border="1" data-bbox="272 636 1482 972"> <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.                  b) Subset the Data frame and display only the items where the category is either “Office Supplies” or “Desktop Supplies”                  c) Create another Data Frame called “item-details” with three different fields itemCode, ItemQtyonHand and ItemReorderLvl and merge the two frames</p> <p><b>Suggested Reading</b> –Textbook 1: Chapter 5 (Lists and Data 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.                  b) Change colors of the Histogram                  c) Remove Axis and Add labels to Histogram                  d) Change Axis limits of a Histogram                  e) Add Density curve to the histogram</p> <p><b>Suggested Reading</b> –Reference Book 2 – Chapter 7 (7.4 – The ggplot2 Package), Chapter 24 (Smoothing and Shading )</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                  b) Find the maximum salary                  c) Retrieve the details of the employee with maximum salary                  d) Retrieve all the employees working in the IT Department.                  e) Retrieve the employees in the IT Department whose salary is greater than 20000 and write these</p>																		

	<p>details into another file “output.csv”</p> <p><b>Suggested Reading</b> – Text Book 1 – Chapter 12(CSV and Tab Delimited Files)</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> <ol style="list-style-type: none"> <li>What is the total number of observations and variables in the dataset?</li> <li>Find the car with the largest hp and the least hp using suitable functions</li> <li>Plot histogram / density for each variable and determine whether continuous variables are normally distributed or not. If not, what is their skewness?</li> <li>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.</li> <li>Which pair of variables has the highest Pearson correlation?</li> </ol> <p><b>References (Web links):</b></p> <ol style="list-style-type: none"> <li><a href="https://cran.r-project.org/web/packages/explore/vignettes/explore_mtcars.html">https://cran.r-project.org/web/packages/explore/vignettes/explore_mtcars.html</a></li> <li><a href="https://www.w3schools.com/r/r_stat_data_set.asp">https://www.w3schools.com/r/r_stat_data_set.asp</a></li> <li><a href="https://rpubs.com/BillB/217355">https://rpubs.com/BillB/217355</a></li> </ol>
11	<p>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.</p> <p><b>Suggested Reading</b> – Reference Book 2 – Chapter 20 (General Concepts, Statistical Inference, Prediction)</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>Explain the fundamental syntax of R data types, expressions and the usage of the R-Studio IDE</li> <li>Develop a program in R with programming constructs: conditionals, looping and functions.</li> <li>Apply the list and data frame structure of the R programming language.</li> <li>Use visualization packages and file handlers for data analysis..</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. Cotton, R. (2013). Learning R: A Step by Step Function Guide to Data Analysis. 1<sup>st</sup> ed. O'Reilly Media Inc.

**References:**

1. Jones, O., Maillardet. R. and Robinson, A. (2014). Introduction to Scientific Programming and Simulation Using R. Chapman & Hall/CRC, The R Series.
2. Davies, T.M. (2016) The Book of R: A First Course in Programming and Statistics. No Starch Press.

<b>Project Management with Git</b>		Semester	<b>3</b>
Course Code	<b>BCS358C</b>	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>			
<b>Sl.NO</b>	<b>Experiments</b>		
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

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

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- 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 Ponuthorai, 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)

<b>Data Visualization with Python</b>		Semester	III
Course Code	<b>BCS358D</b>	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>● CLO 1. Demonstrate the use of IDLE or PyCharm IDE to create Python Applications</li> <li>● CLO 2. Using Python programming language to develop programs for solving real-world problems</li> <li>● CLO 3. Implementation of Matplotlib for drawing different Plots</li> <li>● CLO 4. Demonstrate working with Seaborn, Bokeh.</li> <li>● CLO 5. Working with Plotly for 3D, Time Series and Maps.</li> </ul>			
<b>Experiments</b>			
<b>Sl. No.</b>	<b><i>PART A – List of problems for which student should develop program and execute in the Laboratory</i></b>		
1	<p>a) Write a python program to find the best of two test average marks out of three test's marks accepted from the user.</p> <p>b) Develop a Python program to check whether a given number is palindrome or not and also count the number of occurrences of each digit in the input number.</p> <p>Datatypes: <a href="https://www.youtube.com/watch?v=gCCVsvgR2KU">https://www.youtube.com/watch?v=gCCVsvgR2KU</a> Operators: <a href="https://www.youtube.com/watch?v=v5MR5JnKcZI">https://www.youtube.com/watch?v=v5MR5JnKcZI</a> Flow Control: <a href="https://www.youtube.com/watch?v=PqFKRqpHrjw">https://www.youtube.com/watch?v=PqFKRqpHrjw</a> For loop: <a href="https://www.youtube.com/watch?v=0ZvaDa8eT5s">https://www.youtube.com/watch?v=0ZvaDa8eT5s</a> While loop: <a href="https://www.youtube.com/watch?v=HZARImviDxg">https://www.youtube.com/watch?v=HZARImviDxg</a> Exceptions: <a href="https://www.youtube.com/watch?v=6SPDvPK38tw">https://www.youtube.com/watch?v=6SPDvPK38tw</a></p>		
2	<p>a) Defined as a function F as <math>F_n = F_{n-1} + F_{n-2}</math>. Write a Python program which accepts a value for N (where <math>N &gt; 0</math>) as input and pass this value to the function. Display suitable error message if the condition for input value is not followed.</p> <p>b) Develop a python program to convert binary to decimal, octal to hexadecimal using functions.</p> <p>Functions: <a href="https://www.youtube.com/watch?v=BVfCWuca9nw">https://www.youtube.com/watch?v=BVfCWuca9nw</a>  Arguments: <a href="https://www.youtube.com/watch?v=ijXMGpoMkhQ">https://www.youtube.com/watch?v=ijXMGpoMkhQ</a>  Return value: <a href="https://www.youtube.com/watch?v=nuNXiEDnM44">https://www.youtube.com/watch?v=nuNXiEDnM44</a></p>		
3	<p>a) Write a Python program that accepts a sentence and find the number of words, digits, uppercase letters and lowercase letters.</p> <p>b) Write a Python program to find the string similarity between two given strings</p> <p><b>Sample Output:</b></p> <p>Original string:  Python Exercises  Python Exercises  Similarity between two said strings:</p> <p><b>Sample Output:</b></p> <p>Original string:  Python Exercises  Python Exercise  Similarity between two said strings:1.0  0.967741935483871</p> <p>Strings: <a href="https://www.youtube.com/watch?v=ISItwlnF0eU">https://www.youtube.com/watch?v=ISItwlnF0eU</a>  String functions: <a href="https://www.youtube.com/watch?v=9a3CxJyTq00">https://www.youtube.com/watch?v=9a3CxJyTq00</a></p>		

4	<p>a) Write a Python program to Demonstrate how to Draw a Bar Plot using Matplotlib.</p> <p>b) Write a Python program to Demonstrate how to Draw a Scatter Plot using Matplotlib.</p> <p><a href="https://www.youtube.com/watch?v=RRHQ6Fs1b8w&amp;list=PLjVLYmrlmjGcC0B_FP3bkJ-JIPkV5GuZR&amp;index=3">https://www.youtube.com/watch?v=RRHQ6Fs1b8w&amp;list=PLjVLYmrlmjGcC0B_FP3bkJ-JIPkV5GuZR&amp;index=3</a></p> <p><a href="https://www.youtube.com/watch?v=7ABCuhWO9II&amp;list=PLjVLYmrlmjGcC0B_FP3bkJ-JIPkV5GuZR&amp;index=4">https://www.youtube.com/watch?v=7ABCuhWO9II&amp;list=PLjVLYmrlmjGcC0B_FP3bkJ-JIPkV5GuZR&amp;index=4</a></p>
5	<p>a) Write a Python program to Demonstrate how to Draw a Histogram Plot using Matplotlib.</p> <p>b) Write a Python program to Demonstrate how to Draw a Pie Chart using Matplotlib.</p> <p><a href="https://www.youtube.com/watch?v=Qk7caotaQUQ&amp;list=PLjVLYmrlmjGcC0B_FP3bkJ-JIPkV5GuZR&amp;index=6">https://www.youtube.com/watch?v=Qk7caotaQUQ&amp;list=PLjVLYmrlmjGcC0B_FP3bkJ-JIPkV5GuZR&amp;index=6</a></p> <p><a href="https://www.youtube.com/watch?v=PSji21jUNO0&amp;list=PLjVLYmrlmjGcC0B_FP3bkJ-JIPkV5GuZR&amp;index=7">https://www.youtube.com/watch?v=PSji21jUNO0&amp;list=PLjVLYmrlmjGcC0B_FP3bkJ-JIPkV5GuZR&amp;index=7</a></p>
6	<p>a) Write a Python program to illustrate Linear Plotting using Matplotlib.</p> <p>b) Write a Python program to illustrate liner plotting with line formatting using Matplotlib.</p> <p><a href="https://www.youtube.com/watch?v=UO98IJO3QGI&amp;list=PL-osiE80TeTvipOqomVEeZ1HRrcEvtZB">https://www.youtube.com/watch?v=UO98IJO3QGI&amp;list=PL-osiE80TeTvipOqomVEeZ1HRrcEvtZB</a></p>
7	<p>Write a Python program which explains uses of customizing seaborn plots with Aesthetic functions.</p> <p><a href="https://www.youtube.com/watch?v=6GUZXDef2U0">https://www.youtube.com/watch?v=6GUZXDef2U0</a></p>
8	<p>Write a Python program to explain working with bokeh line graph using Annotations and Legends.</p> <p>a) Write a Python program for plotting different types of plots using Bokeh.</p> <p><a href="https://www.youtube.com/watch?v=HDvxYoRadcA">https://www.youtube.com/watch?v=HDvxYoRadcA</a></p>
9	<p>Write a Python program to draw 3D Plots using Plotly Libraries.</p> <p><a href="https://www.youtube.com/watch?v=cCck7hCanpw&amp;list=PLE50-dh6JzC4onX-qkv9H3HtPbBVA8M94&amp;index=4">https://www.youtube.com/watch?v=cCck7hCanpw&amp;list=PLE50-dh6JzC4onX-qkv9H3HtPbBVA8M94&amp;index=4</a></p>

10	<p>a) Write a Python program to draw Time Series using Plotly Libraries.</p> <p>b) Write a Python program for creating Maps using Plotly Libraries.</p> <p><a href="https://www.youtube.com/watch?v=xnJ2TnrGYik&amp;list=PLE50-dh6JzC4onX-qkv9H3HtPbBVA8M94&amp;index=5">https://www.youtube.com/watch?v=xnJ2TnrGYik&amp;list=PLE50-dh6JzC4onX-qkv9H3HtPbBVA8M94&amp;index=5</a></p> <p><a href="https://www.youtube.com/watch?v=D35m2CdMhVs&amp;list=PLE50-dh6JzC4onX-qkv9H3HtPbBVA8M94&amp;index=6">https://www.youtube.com/watch?v=D35m2CdMhVs&amp;list=PLE50-dh6JzC4onX-qkv9H3HtPbBVA8M94&amp;index=6</a></p>
<p><b>Python (Full Course):</b> <a href="https://www.youtube.com/watch?v=_uQrJ0TkZlc">https://www.youtube.com/watch?v=_uQrJ0TkZlc</a></p>	
<b>Pedagogy</b>	<p>For the above experiments the following pedagogy can be considered. Problem based learning, Active learning, MOOC, Chalk &amp;Talk</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>CO 1. Demonstrate the use of IDLE or PyCharm IDE to create Python Applications</li> <li>CO 2. Use Python programming constructs to develop programs for solving real-world problems</li> <li>CO 3. Use Matplotlib for drawing different Plots</li> <li>CO 4. Demonstrate working with Seaborn, Bokeh for visualization.</li> <li>CO 5. Use Plotly for drawing Time Series and Maps.</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

- **Weightage of marks for PART A is 80% and for PART B is 20%. General rubrics suggested to be followed for part A and part B.**
- **Change of experiment is allowed only once and Marks allotted to the procedure part to be made zero (Not allowed for Part B).**
- **The duration of SEE is 03 hours**

**Rubrics suggested in Annexure-II of Regulation book****Textbooks:**

1. Al Sweigart, "Automate the Boring Stuff with Python", 1st Edition, No Starch Press, 2015. (Available under CC-BY-NC-SA license at <https://automatetheboringstuff.com/>)
2. Reema Thareja "Python Programming Using Problem Solving Approach" Oxford University Press.
3. Allen B. Downey, "Think Python: How to Think Like a Computer Scientist", 2nd Edition, Green Tea Press, 2015. (Available under CC-BY-NC license at <http://greenteapress.com/thinkpython2/thinkpython2.pdf>)
4. Jake VanderPlas "Python Data Science Handbook" 1<sup>st</sup> Edition, O'REILLY.

<b>Analysis &amp; Design of Algorithms</b>		Semester	4
Course Code	<b>BCS401</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		
<p><b>Course objectives:</b></p> <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>			
<p><b>Teaching-Learning Process (General Instructions)</b>  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>			
<p><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></p>			
<b>Module-2</b>			
<p><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.</p>			

<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

ADVANCED JAVA		Semester	IV
Course Code	<b>BIS402</b>	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/		

**Note- Students who have not opted for Java course in earlier semester, student has to undergo a bridge course on basics of java before the commencement of 4th sem**

**Course objectives:**

- CLO 1. Understanding the fundamentals of collection framework
- CLO 2. Demonstrate the fundamental concepts of String operations and Swing applications
- CLO 3. Design and develop web applications using Java servlets and JSP
- CLO 4. Apply database interaction through Java database Connectivity

**Teaching-Learning Process (General Instructions)**

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

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.
2. Promote collaborative learning (Group Learning) in the class.
3. Pose at least three HOT (Higher Order Thinking) questions in the class to stimulate critical thinking.
4. 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.
5. Introduce Topics in manifold representations.
6. Demonstrate ways to solve the same problem and encourage the students to come up with their own creative solutions.
7. Discuss application of every concept to solve the real world problems.

**MODULE-1**

**The collections and Framework:** Collections Overview, The Collection Interfaces, The Collection Classes, Accessing a collection Via an Iterator, Storing User Defined Classes in Collections, The Random Access Interface, Working With Maps, Comparators, The Collection Algorithms, Arrays,, The legacy Classes and Interfaces, Parting Thoughts on Collections.

**Text Book 1:** Ch. 20

**MODULE-2**

**String Handling :**The String Constructors, String Length, Special String Operations, Character Extraction, String Comparison, Searching Strings, Modifying a String, Data Conversion Using valueOf( ), Changing the Case of Characters Within a String, joining strings, Additional String Methods, StringBuffer , StringBuilder

**Text Book 1:** Ch 18

**MODULE-3**

**Introducing Swing:** The Origin of Swing, Swing Is Built on AWT, Two Key Swing Features, The MVC Connection, Components and Containers, The Swing Packages, A Simple Swing Application, Event Handling, Painting in Swing,  
**Exploring Swing :** JLabel and ImageIcon, JtextField, The Swing Buttons-JButton, JToggleButton, Check Boxes, Radio Buttons

**Text Book 1:** Ch 32 and Ch. 33

#### **MODULE-4**

**Introducing servlets:** Background; The Life Cycle of a Servlet; Using Tomcat for Servlet Development; A simple Servlet; The Servlet API; The Jakarta. Servlet Package; Reading Servlet Parameter; The Jakarta.servlet.http package; Handling HTTP Requests and Responses; Using Cookies; Session Tracking. Java Server Pages (JSP); JSP tags, Variables and Objects, Methods, Control statements, Loops, Request String, Parsing other information, User sessions, Cookies, Session Objects.

**Text Book 1:** Ch 36

**Text Book 2:** Ch 11

#### **MODULE-5**

**JDBC Objects:** The Concept of JDBC; JDBC Driver Types; JDBC Packages; A Brief Overview of the JDBC process; Database Connection; Associating the JDBC/ODBC Bridge with the Database; Statement Objects; ResultSet; Transaction Processing; Metadata, Data types; Exceptions.

**Text Book 2:** Ch 06

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

Sl.N O	Experiments
1	Implement a java program to demonstrate creating an ArrayList, adding elements, removing elements, sorting elements of ArrayList. Also illustrate the use of toArray() method.
2	Develop a program to read random numbers between a given range that are multiples of 2 and 5, sort the numbers according to tens place using comparator.
3	Implement a java program to illustrate storing user defined classes in collection.
4	Implement a java program to illustrate the use of different types of string class constructors.
5	Implement a java program to illustrate the use of different types of character extraction, string comparison, string search and string modification methods.
6	Implement a java program to illustrate the use of different types of StringBuffer methods
7	Demonstrate a swing event handling application that creates 2 buttons Alpha and Beta and displays the text "Alpha pressed" when alpha button is clicked and "Beta pressed" when beta button is clicked.
8	A program to display greeting message on the browser "Hello UserName", "How Are You?", accept username from the client using servlet.
9	A servlet program to display the name, USN, and total marks by accepting student detail
10	A Java program to create and read the cookie for the given cookie name as "EMPID" and its value as "AN2356".
11	Write a JAVA Program to insert data into Student DATA BASE and retrieve info based on particular queries(For example update, delete, search etc...).
12	A program to design the Login page and validating the USER_ID and PASSWORD using JSP and DataBase.

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

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

- CO 1. Apply appropriate collection class/interface to solve the given problem
- CO 2. Demonstrate the concepts of String operations in Java
- CO 3. Apply the concepts of Swings to build Java applications
- CO 4. Develop web based applications using Java servlets and JSP
- CO 5. Use JDBC to build database applications

**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. Y. Daniel Liang: Introduction to JAVA Programming, 7<sup>th</sup> Edition, Pearson Education, 2007.
2. Stephanie Bodoff et al: The J2EE Tutorial, 2<sup>nd</sup> Edition, Pearson Education, 2004.
3. Uttam K Roy, Advanced JAVA programming, Oxford University press, 2015.

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

1. <https://nptel.ac.in/courses/106/105/106105191/>
2. <https://nptel.ac.in/courses/106/105/106105225/>
3. <https://youtu.be/qGMxs-PbFPk>

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

Demonstration of simple projects on database connectivity

Group assignment for J2EE projects

DATABASE MANAGEMENT SYSTEM		Semester	4
Course Code	<b>BCS403</b>	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		
<p><b>Course objectives:</b></p> <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>			
<p><b>Teaching-Learning Process</b></p> <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>			
<b>MODULE-1</b>			<b>No. of Hours: 8</b>
<p><b>Introduction to Databases:</b> Introduction, Characteristics of database approach, Advantages of using the DBMS approach, History of database applications.</p> <p><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.</p> <p><b>Conceptual Data Modelling using Entities and Relationships:</b> Entity types, Entity sets and structural constraints, Weak entity types, ER diagrams, Specialization and Generalization.</p> <p><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></p>			
<b>MODULE-2</b>			<b>No. of Hours: 8</b>

<p><b>Relational Model:</b> Relational Model Concepts, Relational Model Constraints and relational database schemas, Update operations, transactions, and dealing with constraint violations.</p> <p><b>Relational Algebra:</b> Unary and Binary relational operations, additional relational operations (aggregate, grouping, etc.) Examples of Queries in relational algebra.</p> <p><b>Mapping Conceptual Design into a Logical Design:</b> Relational Database Design using ER-to-Relational mapping.</p> <p><b>Textbook 1: Ch 5.1 to 5.3, Ch 8.1 to 8.5; Ch 9.1 to 9.2 Textbook 2: 3.5</b>  <b>RBT: L1, L2, L3</b></p>	
<b>MODULE-3</b>	<b>No. of Hours:8</b>
<p><b>Normalization: Database Design Theory</b> – 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.</p> <p><b>SQL:</b> 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</p> <p><b>Textbook 1: Ch 14.1 to 14.7, Ch 6.1 to 6.5</b>  <b>RBT: L1, L2, L3</b></p>	
<b>MODULE-4</b>	<b>No. of Hours:8</b>
<p><b>SQL: Advanced Queries:</b> More complex SQL retrieval queries, Specifying constraints as assertions and action triggers, Views in SQL.</p> <p><b>Transaction Processing:</b> 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.</p> <p><b>Textbook 1: Ch 7.1 to 7.3, Ch 20.1 to 20.6</b>  <b>RBT: L1, L2, L3</b></p>	
<b>MODULE-5</b>	<b>No. of Hours:08</b>
<p><b>Concurrency Control in Databases:</b> 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.</p> <p><b>NOSQL Databases and Big Data Storage Systems:</b> 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</p> <p><b>Textbook 1:Chapter 21.1 to 21.5, Chapter 24.1 to 24.6</b>  <b>RBT: L1, L2, L3</b></p>	

**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></p> <p>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></p> <p>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

<b>Analysis &amp; Design of Algorithms Lab</b>		Semester	4
Course Code	<b>BCSL404</b>	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/>

<b>DISCRETE MATHEMATICAL STRUCTURES</b>		Semester	IV
Course Code	<b>BCS405A</b>	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		
<p><b>Course objectives:</b></p> <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>			
<p><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.</p> <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. <p style="text-align: right;"><b>(8 hours)</b></p> <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. <p style="text-align: right;"><b>(8 Hours)</b></p> <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. <p style="text-align: right;"><b>(8 hours)</b></p> <b>(RBT Levels: L1, L2 and L3)</b>			
<b>Module-4: The Principle of Inclusion and Exclusion</b>			

The Principle of Inclusion and Exclusion, Generalizations of the Principle, Derangements – Nothing is in its Right Place, Rook Polynomials.

**Recurrence Relations:** First Order Linear Recurrence Relation, The Second Order Linear Homogeneous Recurrence Relation with Constant Coefficients. **(8 Hours)**

**(RBT Levels: L1, L2 and L3)**

### **Module-5: Introduction to Groups Theory**

Definitions and Examples of Particular Groups Klein 4-group, Additive group of Integers modulo  $n$ , Multiplicative group of Integers modulo- $p$  and permutation groups, Properties of groups, Subgroups, cyclic groups, Cosets, Lagrange's Theorem. **(8 Hours)**

**(RBT Levels: L1, L2 and L3)**

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

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

1. Apply concepts of logical reasoning and mathematical proof techniques in proving theorems and statements.
2. Demonstrate the application of discrete structures in different fields of computer science.
3. Apply the basic concepts of relations, functions and partially ordered sets for computer representations.
4. Solve problems involving recurrence relations and generating functions.
5. Illustrate the fundamental principles of Algebraic structures with the problems related to computer science & engineering.

### **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, 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.

**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

<b>GRAPH THEORY</b>		Semester	IV
Course Code	<b>BCS405B</b>	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		
<p><b>Course objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand the basic concepts of graphs and their properties, and operations of graphs.</li> <li>• Hamiltonian and Euler graphs, trees and matrix representation of the graph.</li> <li>• Apply the concepts of a planar graph, matching and colouring in computer science engineering.</li> </ul>			
<p><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.</p> <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>			
Introduction to Graphs: Introduction- Basic definition – Application of graphs – finite, infinite and bipartite graphs – Incidence and Degree – Isolated vertex, pendant vertex and Null graph. Paths and circuits – Isomorphism, sub-graphs, walks, paths and circuits, connected graphs, disconnected graphs and components. <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-2</b>			
Eulerian and Hamiltonian graphs: Euler graphs, Operations on graphs, Hamiltonian paths and circuits, Travelling salesman problem. Directed graphs – types of digraphs, Digraphs and binary relation. <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-3</b>			
<b>Trees</b> – properties, pendant vertex, Distance and centres in a tree - Rooted and binary trees, counting trees, spanning trees. <b>Connectivity Graphs:</b> Vertex Connectivity, Edge Connectivity, Cut set and Cut Vertices, Fundamental circuits. <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</b>	
<p>Planar Graphs: Planar graphs, Kuratowski's theorem (proof not required), Different representations of planar graphs, Euler's theorem, Geometric dual.  Graph Representations: Matrix representation of graphs-Adjacency matrix, Incidence Matrix, Circuit Matrix, Path Matrix. <span style="float: right;"><b>(8 hours)</b></span>  <b>(RBT Levels: L1, L2 and L3)</b></p>	
<b>Teaching-Learning Process</b>	Chalk and talk method / PowerPoint Presentation
<b>Module-5:</b>	
<p>Graph Colouring: Colouring- Chromatic number, Chromatic polynomial, Matchings, Coverings, Four colour problem and Five colour problem. Greedy colouring algorithm. <span style="float: right;"><b>(8 hours)</b></span>  <b>(RBT Levels: L1, L2 and L3)</b></p>	
<b>Teaching-Learning Process</b>	Chalk and talk method / PowerPoint Presentation
<b>Course outcome (Course Skill Set)</b>	
<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 properties and representation of graphs.</li> <li>2. Solve the problems involving characterization and operations on graphs.</li> <li>3. Apply concepts of trees and graph connectivity to solve real world problems.</li> <li>4. Apply the concepts of planar graph and graph representations to solve the given problem.</li> <li>5. Use the concepts of matching and coloring of graphs to solve the real world problems.</li> </ol>	
<b>Assessment Details (both CIE and SEE)</b>	
<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>	
<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> <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>	

**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. Narsingh Deo, Graph theory with the applications to engineering & Computer Science, Dovers Publications, 2016
2. J.A. Bondy and U.S.R. Murty. Graph theory with Applications, Springer, 1<sup>st</sup> edition, 2008.

**Reference Books:**

1. Garry Chartand and Ping Zhang, Introduction to Graph Theory, Tata McGraw-Hill, 2006.
2. Frank Harary, Graph Theory, Narosa Publishing House, Latest edition.
3. R. Diestel, Graph Theory, free online edition, 2016: [diestel-graph-theory.com/basic.html](http://diestel-graph-theory.com/basic.html).
4. Douglas B. West, Introduction to Graph Theory, Prentice Hall India Ltd.,2001
5. Robin J. Wilson, Introduction to Graph Theory, Longman Group Ltd.,2010

**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

<b>OPTIMIZATION TECHNIQUE</b>		Semester	IV
Course Code	<b>BCS405C</b>	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		
<p><b>Course objectives:</b> The objectives of the course are to facilitate the learners to:</p> <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>			
<p><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.</p> <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. <p style="text-align: right;"><b>(8 hours)</b></p> <b>(RBT Levels: L1, L2 and L3)</b>			
<b>Module-3: Convex Optimization-1</b>			

<p>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></p>
<p><b>Module-4: Convex Optimization-2</b></p>
<p>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></p>
<p><b>Module-5: Advanced Optimization</b></p>
<p>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></p>
<p><b>Course outcome (Course Skill Set)</b>  At the end of the course, the student will be able to:</p> <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>
<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, 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>

**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://www.youtube.com/playlist?list=PL404bXkI-fAeYrsBqTUYn2xMjJAqlFQzX>

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

- Quizzes
- Assignments
- Seminar

<b>LINEAR ALGEBRA</b>		Semester	IV
Course Code	<b>BCS405D</b>	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		
<p><b>Course objectives:</b></p> <ul style="list-style-type: none"> <li>• To equip the students with standard concepts and tools in Linear algebra which will find them useful in their disciplines.</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>			
<p><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.</p> <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 SPACES</b>			
Introduction, Vector spaces, Subspaces, Linear Combinations, Linear Spans, row space and column space of a Matrix, Linear Dependence and Independence, Basis and Dimension, Coordinates. <span style="float: right;"><b>(8 hours)</b></span> <b>(RBT Levels: L1, L2 and L3)</b>			
<b>Teaching-Learning Process</b>	Chalk and talk method / PowerPoint Presentation		
<b>Module-2: LINEAR TRANSFORMATIONS</b>			

Introduction, Linear Mappings, Geometric linear transformation of $i^2$ , Kernel and Image of a linear transformations, Rank-Nullity Theorem (No proof), Matrix representation of linear transformations, Singular and Non-singular linear transformations, Invertible linear transformations <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-3: EIGENVALUES AND EIGENVECTORS</b>	
Introduction, Polynomials of Matrices, Applications of Cayley-Hamilton Theorem, Eigen spaces of a linear transformation, Characteristic and Minimal Polynomials of Block Matrices, Jordan Canonical form. <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: INNER PRODUCT SPACES</b>	
Inner products, inner product spaces, length and orthogonality, orthogonal sets and Bases, projections, Gram-Schmidt process, QR-factorization, least squares problem and least square error. <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-5: OPTIMIZATION TECHNIQUES IN LINEAR ALGEBRA</b>	
Diagonalization and Orthogonal diagonalization of real symmetric matrices, quadratic forms and its classifications, Hessian Matrix, Method of steepest descent, Singular value decomposition. Dimensionality reduction – Principal component analysis. <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 the concepts of vector spaces, subspaces, bases, dimension and their properties.</li> <li>2. Use matrices and linear transformations to solve the given problem.</li> <li>3. Compute Eigenvalues and Eigenvectors for the linear transformations</li> <li>4. Determine orthogonality of inner product spaces.</li> <li>5. Apply the optimization techniques to solve the problems.</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, 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 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. **David C. Lay, Steven R. Lay, Judi J Mc. Donald: “Linear Algebra and its applications”**, Pearson Education, 6<sup>th</sup> Edition, 2021.
2. **Gilbert Strang: “Linear Algebra and its applications”**, Brooks Cole, 4<sup>th</sup> edition, 2005.

**Reference Books:**

1. **Richard Bronson & Gabriel B. Costa: “Linear Algebra: An Introduction”**, 2<sup>nd</sup> edition. Academic Press, 2014.
2. **Seymour Lipschutz, Marc Lipso: “Theory and problems of linear algebra”**, Schaum’s outline series - 6th edition, 2017, McGraw-Hill Education.
3. **Marc Peter Deisenroth, A. Aldo Faisal, Cheng Soon Ong: “Mathematics for Machine learning”**, Cambridge University Press, 2020.

**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/>
- <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

<b>Green IT and Sustainability</b>		Semester	4
Course Code	<b>BCS456A</b>	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	1:0:0:0	SEE Marks	50
Total Hours of Pedagogy	14	Total Marks	100
Credits	01	Exam Hours	01
Examination type (SEE)	Theory(MCQ)		

**Course objectives:**

- Understand challenges for Green ICT and the environmental impact.
- Learn different aspects of ICT metrics and Sustainable Cloud Computing.
- Explore effects of software design on the sustainability.

**Teaching-Learning Process (General Instructions)**

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

1. Lecturer method (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes Critical thinking.
5. Adopt Case study Based Learning (CBL), which fosters students' analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyse information rather than simply recall it.
6. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

**Module-1**

**Green ICT -History, Agenda, and Challenges Ahead:** Introduction, Industrial Revolution, The Emergence of Information and Communication Technologies, The Agenda and Challenges Ahead.

**Module-2**

**Emerging Technologies and Their Environmental Impact:** Introduction, Number of Connected Devices , Increased , Functionality, Increased Number of Separate Functions , Increased Demand for Speed and Reliability , Obsolescence—The Problem of Backward Compatibility, The Other Side of the Balance Sheet, Videoconference as an Alternative to Business Travel, Dematerialization of Product Chain, Travel Advice/Road Traffic Control, Intelligent Energy Metering , Building Management Systems, Saving IT

**Module-3**

**Measurements and Sustainability:** Introduction, ICT Technical Measures, Ecological Measures and Ethical Consideration, Systems Engineering for Designing Sustainable ICT-Based Architectures.

**Module-4**

**Sustainable Cloud Computing:** Introduction, Challenges in the Use of Cloud Computing As Green Technology, Cloud Computing and Sustainability, Sustainable Applications of Cloud Computing, Technologies Associated With Sustainable Cloud Computing, Future Prospects of Sustainable Cloud Computing, Reflections on Sustainable Cloud Computing Applications.

**Module-5**

**Sustainable Software Design:** Overview and Scope, Evaluating Sustainability Effects , Sustainability and the Product Life Cycle , Direct Effects: Sustainability During Use, Runtime Energy Consumption Basics , Analyzing the Energy Consumption of an Application , Energy Consumption Reduction Using Physical Properties of Semiconductors, Optimizing the Energy Consumption of an Application: Compiler Techniques, Optimizing the Energy Consumption of an Application: Runtime Approaches.

**Course outcome (Course Skill Set)**

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

1. Classify the challenges for Green ICT
2. Relate the environmental impact due to emerging technologies.
3. Demonstrate different aspects of ICT metrics.
4. Compare the various parameters related to Sustainable Cloud Computing.

5. Interpret the effects of software design on the sustainability.

**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 Examination (CIE)**

- 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 Examinations (SEE)**

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 **01 hour**. The student has to secure a minimum of 35% of the maximum marks meant for SEE.

**Suggested Learning Resources:**

**Books**

1. Green Information Technology – A Sustainable Approach, Mohammad Dastbaz Colin Pattinson, Babak Akhgar, Elsevier, 2015 Inc.
2. San Murugesan; G. R. Gangadharan, Harnessing Green IT: Principles and Practices, Wiley-IEEE Press

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

- [https://www.youtube.com/watch?v=kvn\\_-mJ2tSo](https://www.youtube.com/watch?v=kvn_-mJ2tSo)
- <https://www.youtube.com/watch?v=kxngsYn5N3Y>
- <https://www.youtube.com/watch?v=EgdFi3sCgzU>
- <https://www.brightest.io/sustainability-measurement>
- <https://www.youtube.com/watch?v=S2m490p25Zw>

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

- Literature survey/review

<b>Capacity Planning for IT</b>		Semester	4
Course Code	<b>BCS456B</b>	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	1:0:0:0	SEE Marks	50
Total Hours of Pedagogy	14	Total Marks	100
Credits	01	Exam Hours	01
Examination type (SEE)	Theory (MCQ)		

**Course objectives:**

- Understand requirement and measurements for capacity planning, measurement and monitoring.
- Measurement of data for prediction towards the planning process.
- Understand concepts related to deployment, installation, configuration, and management.
- Role of virtualization and cloud services in capacity planning.

**Teaching-Learning Process (General Instructions)**

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

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.
2. Use of Video/Animation to explain the functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes Critical thinking.
5. Adopt Case study Based Learning (CBL), which fosters students' analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyse information rather than simply recall it.
6. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

**Module-1**

**Goals, Issues, and Processes:** capacity planning, Quick and Dirty Math, Predicting When Your Systems Will Fail, Make Your System Stats Tell Stories, Buying Stuff: Procurement Is a Process, Performance and Capacity: Two Different Animals, The Effects of Social Websites and Open APIs.

**Setting Goals for Capacity:** Different Kinds of Requirements and Measurements, Architecture Decisions.

**Module-2**

**Measurement: Units of Capacity:** Aspects of Capacity Tracking Tools, Applications of Monitoring.

**Module-3**

**Measurement:** API Usage and Its Effect on Capacity, Examples and Reality.

**Predicting Trends:** Riding Your Waves.

**Module-4**

**Predicting Trends:** Procurement, The Effects of Increasing Capacity, Long-Term Trends, Iteration and Calibration.

**Deployment:** Automated Deployment Philosophies, Automated Installation Tools, Automated Configuration.

**Module-5**

**Virtualization and Cloud Computing:** Virtualization, Cloud Computing, Computing Resource Evolutions, Mixed Definitions, Cloud Capacity, Use it or lose it (your wallet), Measuring the clouds, Cloud Case Studies, Cloud Use Case: Anonymous Desktop Software Company.

**Course outcome (Course Skill Set)**

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

1. Identify the requirement and measurements for capacity planning by considering the goal, issues, and processes.
2. Explain capacity measurement and monitoring.
3. Make use of measurement data for prediction towards overall planning process.
4. Explain the concepts related to deployment, installation, configuration, and management.
5. Demonstrate how the virtualization and cloud services fit into a capacity plan.

**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 Examination (CIE)**

- 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 Examinations (SEE)**

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 **01 hour**. The student has to secure a minimum of 35% of the total marks to pass.

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

1. John Allspaw, The Art of Capacity Planning, 2008, O'Reilly

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

- <https://www.youtube.com/watch?v=w0cD26CLBA0>
- <https://www.youtube.com/watch?v=5-hhfBXykec>
- <https://www.youtube.com/watch?v=9e4IohiFmZ8&t=63s>
- <https://www.youtube.com/watch?v=qj4ziswxupE>
- <https://www.youtube.com/watch?v=jTW79ofC6Go>
- [https://www.youtube.com/watch?v=\\_pPlanX5wQY](https://www.youtube.com/watch?v=_pPlanX5wQY)

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

- Tool demonstration

<b>UI/UX</b>		Semester	4
Course Code	<b>BCS456C</b>	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	1:0:0:0	SEE Marks	50
Total Hours of Pedagogy	14	Total Marks	100
Credits	01	Exam Hours	01
Examination type (SEE)	Theory (MCQ)		
<p><b>Course objectives:</b></p> <ul style="list-style-type: none"> <li>● Understand user experience design requirements, with design goals, metrics and targets.</li> <li>● Explore different prototyping methods, UX design principles with case examples.</li> <li>● Understand the role of design thinking concepts and mental models in UX design.</li> </ul>			
<p><b>Teaching-Learning Process (General Instructions)</b>  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 Case study Based Learning (CBL), which fosters students' analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyse information rather than simply recall it.</li> <li>6. 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>			
Introduction: Usability to user experience, Emotional impact as part of user experience, User experience needs a business case. Extracting Interaction Design Requirements: Needs & Requirements, Formal requirement extraction, Methods for requirement extraction.			
<b>Module-2</b>			
Design Thinking, Ideation, and Sketching: Design Thinking, Design Perspectives, User Personas, Ideation, Sketching. Mental Models and Conceptual Design: Storyboards, Design influencing user behaviour.			
<b>Module-3</b>			
Design Production: Detailed Design, Wireframes. UX Goals, Metrics and Targets: UX Goals, UX Measures, Measurement instruments, UX Metrics.			
<b>Module-4</b>			
Prototyping: Depth & breadth of a prototype, Fidelity of prototypes, Paper prototypes. Connections with Software Engineering: Foundations for success in SE-UX development, The challenge of connecting SE and UX.			
<b>Module-5</b>			
UX Design Guidelines: Using and interpreting design guidelines, Human memory limitations, UX design guidelines & examples, Planning, Translation, Physical action, Outcomes, Assessment, Overall.			
<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 user experience design requirements.</li> <li>2. Relate design thinking concepts and mental models to UX design.</li> <li>3. Illustrate UX design in line with design goals, metrics and targets.</li> <li>4. Demonstrate different prototyping in relation with software engineering.</li> </ol>			

5. Explain UX design principles with case examples.

**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 Examination (CIE)**

- For the Assignment component (CCE) 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 assessment methods mentioned in the 22OB2.4, if an assessment is project-based then only one assessment 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 Examinations (SEE)**

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 **01 hour**. The student has to secure a minimum of 35% of the maximum marks meant for SEE.

**Suggested Learning Resources:**

**Books**

1. REX HARTSON and PARDHA S. PYLA, The UX Book-Process and Guidelines for Ensuring a Quality User Experience, Morgan Kaufmann, Elsevier, 2012.

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

- <https://www.freecodecamp.org/news/ui-ux-design-tutorial-from-zero-to-hero-with-wireframe-prototype-figma/>
- <https://www.edureka.co/blog/ui-ux-design-tutorial/>
- <https://www.udemy.com/course/introtoux/>

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

- UI design demonstrations covering different UX design principles/concepts (specified in the syllabus) using UI/UX tools like Lunacy, framer, penpot, visily etc.

Technical Writing using LaTeX			Semester	4																											
Course Code	BCSL456D		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 basic syntax and semantics of the LaTeX scripting language</li> <li>• To understand the presentation of tables and figures in the document</li> <li>• To illustrate the LaTeX syntax to represent the theorems and mathematical equations</li> <li>• To make use of the libraries (Tikz, algorithm) to design the diagram and algorithms in the document</li> </ul>																															
<b>Sl.NO</b>	<b>Experiments</b>																														
1	Develop a LaTeX script to create a simple document that consists of 2 sections [Section1, Section2], and a paragraph with dummy text in each section. And also include header [title of document] and footer [institute name, page number] in the document.																														
2	Develop a LaTeX script to create a document that displays the sample Abstract/Summary																														
3	Develop a LaTeX script to create a simple title page of the VTU project Report [Use suitable Logos and text formatting]																														
4	Develop a LaTeX script to create the Certificate Page of the Report [Use suitable commands to leave the blank spaces for user entry]																														
5	Develop a LaTeX script to create a document that contains the following table with proper labels.																														
	<table border="1"> <thead> <tr> <th rowspan="2">S.No</th> <th rowspan="2">USN</th> <th rowspan="2">Student Name</th> <th colspan="3">Marks</th> </tr> <tr> <th>Subject1</th> <th>Subject2</th> <th>Subject3</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4XX22XX001</td> <td>Name 1</td> <td>89</td> <td>60</td> <td>90</td> </tr> <tr> <td>2</td> <td>4XX22XX002</td> <td>Name 2</td> <td>78</td> <td>45</td> <td>98</td> </tr> <tr> <td>3</td> <td>4XX22XX003</td> <td>Name 3</td> <td>67</td> <td>55</td> <td>59</td> </tr> </tbody> </table>				S.No	USN	Student Name	Marks			Subject1	Subject2	Subject3	1	4XX22XX001	Name 1	89	60	90	2	4XX22XX002	Name 2	78	45	98	3	4XX22XX003	Name 3	67	55	59
S.No	USN	Student Name	Marks																												
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2	4XX22XX002	Name 2	78	45	98																										
3	4XX22XX003	Name 3	67	55	59																										
6	Develop a LaTeX script to include the side-by-side graphics/pictures/figures in the document by using the subgraph concept																														
7	Develop a LaTeX script to create a document that consists of the following two mathematical equations																														
	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$ $= \frac{-2 \pm \sqrt{2^2 - 4*(1)*(-8)}}{2*1}$ $= \frac{-2 \pm \sqrt{4+32}}{2}$																														
	$\varphi_\sigma^\lambda A_t = \sum_{\pi \in C_t} \text{sgn}(\pi) \varphi_\sigma^\lambda \varphi_\pi^\lambda$ $= \sum_{\tau \in C_{\sigma t}} \text{sgn}(\sigma^{-1} \tau \sigma) \varphi_\sigma^\lambda \varphi_{\sigma^{-1} \tau \sigma}^\lambda$ $= A_{\sigma t} \varphi_\sigma^\lambda$																														

8	Develop a LaTeX script to demonstrate the presentation of Numbered theorems, definitions, corollaries, and lemmas in the document
9	Develop a LaTeX script to create a document that consists of two paragraphs with a minimum of 10 citations in it and display the reference in the section
10	Develop a LaTeX script to design a simple tree diagram or hierarchical structure in the document with appropriate labels using the Tikz library
11	Develop a LaTeX script to present an algorithm in the document using algorithm/algorithmic/algorithm2e library
12	Develop a LaTeX script to create a simple report and article by using suitable commands and formats of user choice.
<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>● Apply basic LaTeX command to develop simple document</li> <li>● Develop LaTeX script to present the tables and figures in the document</li> <li>● Illustrate LaTeX script to present theorems and mathematical equations in the document</li> <li>● Develop programs to generate the complete report with citations and a bibliography</li> <li>● Illustrate the use of Tikz and algorithm libraries to design graphics and algorithms in the document</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:** A Short Introduction to LaTeX BY FIRUZA KARMALI (AIBARA), A book for beginners, 2019
- **BOOK:** Formatting Information: A Beginner's Introduction to Typesetting with LaTeX, BY PETER FLYNN, Comprehensive TeX Archive Network (2005)
- LaTeX TUTORIAL: [<https://latex-tutorial.com/tutorials/>]
- LaTeX TUTORIAL: [<https://www.javatpoint.com/latex>]

<b>Software Engineering &amp; Project Management</b>		Semester	V
Course Code	<b>BCS501</b>	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	45 hours	Total Marks	100
Credits	03	Exam Hours	03
Examination nature (SEE)	<b>Theory</b>		
<p><b>Course objectives:</b> This course will enable students to,</p> <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>			
<p><b>Teaching-Learning Process (General Instructions)</b> 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. 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>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>		<b>10 hours</b>	
<p><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</p> <p><b>Textbook 1: Chapter 1: 1.1 to 1.6, Chapter 2: 2.1 to 2.5</b></p>			
<b>MODULE-2</b>		<b>12 hours</b>	
<p><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></p>			
<b>MODULE-3</b>		<b>10 hours</b>	

**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 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.

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)

<b>COMPUTER NETWORKS</b>		Semester	V
Course Code	<b>BCS502</b>	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		
<p><b>Course objectives:</b> This course will enable students to,</p> <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>			
<p><b>Teaching-Learning Process (General Instructions)</b> 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. 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>			
<p>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.</p>			
<b>MODULE-2</b>			
<p>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</p>			
<b>MODULE-3</b>			
<p>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</p>			
<b>MODULE-4</b>			
<p>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</p>			
<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)

<b>THEORY OF COMPUTATION</b>		Semester	V
Course Code	<b>BCS503</b>	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		
<p><b>Course objectives:</b></p> <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>			
<p><b>Teaching-Learning Process (General Instructions)</b>            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> <span style="float: right;"><b>10 Hours</b></span>
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> <span style="float: right;"><b>10 Hours</b></span>
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	<b>BAIL504</b>	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	<b>Getting Started</b> - Tableau Workspace, Tableau terminologies, basic functionalities.		
2	<b>Connecting to Data Source</b> – Connecting to Database, Different types of Tableau Joins.		
3	<b>Creating a View</b> - formatting charts, adding filters, creating calculated fields and defining parameters.		
4	<b>Dashboard Design and Storytelling</b> – Components of Dashboard, Understanding how to place worksheets in Containers, Action filters and its types.		
5	<b>Introducing Power BI</b> –Components and the flow of work. Power BI Desktop Interface-The Report has five main areas.		
6	<b>Querying Data from CSV</b> - Query Editor, Connecting the data from the Excel Source, Clean, Transform the data.		
7	<b>Creating Reports &amp; Visualizations</b> - Different types of charts, Formatting charts with Title, Colors.		
8	<b>Dashboards</b> - 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>                  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>

<b>COMPUTER VISION</b>		Semester	5
Course Code	<b>BAI515A</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)	<b>Theory</b>		
<p><b>Course objectives:</b>            CLO1: To understand the fundamentals of computer vision and digital image processing            CLO2: To introduce the processes involved image enhancement and restoration.            CLO3: To facilitate the students to gain understanding color image processing and morphology.            CLO5: To impart the knowledge of image segmentation and object recognition techniques.</p>			
<p><b>Teaching-Learning Process (General Instructions)</b>            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. Use animations/videos to help the students to understand the concepts.</li> <li>7. Demonstrate the concepts using a suitable programming language.</li> </ol>			
<b>Module-1</b>			
<p><b>Introduction:</b> What is computer vision? A brief history. <b>Image Formation:</b> Photometric image formation, The digital camera. <b>Image processing:</b> Point operators, Linear filtering.</p> <p><b>Textbook-1:</b> Chap-1 (1.1, 1.2), Chap-2 (2.2, 2.3), Chap-3 (3.1, 3.2)</p>			
<b>Module-2</b>			
<p><b>Image processing:</b> More neighborhood operators, Fourier transforms, Pyramids and wavelets, and Geometric transformations.</p> <p><b>Textbook-1:</b> Chap- 3 (3.3 - 3.6)</p>			
<b>Module-3</b>			
<p><b>Image Restoration and Reconstruction:</b> A model of Image degradation/restoration process, restoration in the presence of noise only, periodic noise reduction by frequency domain filtering.</p> <p><b>Image Segmentation:</b> Fundamentals, Point, Line and edge detection, thresholding (Foundation &amp; Basic global thresholding only), Segmentation by region growing &amp; region splitting &amp; merging.</p> <p><b>Textbook-2:</b> Chap-5 (5.1 to 5.4), Chap-10 (10.1 to 10.3.2, 10.4)</p>			
<b>Module-4</b>			
<p><b>Color Image Processing:</b> Color fundamentals, color models, Pseudocolor image processing, full color image processing, color transformations, color image smoothing and sharpening, Using color in image segmentation, Noise in color images.</p>			

<p><b>Textbook-2:</b> Chap-6 (6.1-6.8)</p>
<p><b>Module-5</b></p>
<p><b>Morphological Image Processing:</b> Preliminaries, Erosion and Dilation, opening and closing, Hit-or-miss transform, some basic morphological algorithms.</p> <p><b>Feature Extraction:</b> Background, Boundary preprocessing (Boundary following &amp; Chain codes only).</p> <p><b>Image pattern Classification:</b> Background, Patterns and classes, Pattern classification by prototype matching (Minimum distance classifier only).</p> <p><b>Textbook-2:</b> Chap -9 (9.1-9.5), Chap-11(11.1-11.2.2), Chap-12 (12.1-12.3.1)</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. Explain the fundamentals of computer vision and its applications.</li> <li>2. Apply the image enhancement techniques for smoothing and sharpening of images.</li> <li>3. Compare the different image restoration and segmentation techniques.</li> <li>4. Demonstrate the smoothing and sharpening techniques for color images.</li> <li>5. Explain morphological, feature extraction, and pattern classification techniques for object recognition.</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 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 assessment 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. Implementation of Image processing and video processing techniques in Java/Python/Matlab is recommended.</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>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> </ol>

4. Marks scored shall be proportionally reduced to 50 marks

**Suggested Learning Resources:**

**Textbooks**

1. Richard Szeliski, Computer Vision: Algorithms and Applications (Texts in Computer Science), 2nd Edition, 2022, Springer.
2. Rafael C G., Woods R E. and Eddins S L, Digital Image Processing, Pearson, 4th edition, 2019.

**Reference books**

1. David Forsyth and Jean Ponce, Computer Vision: A Modern Approach, 2nd Edition, Pearson, 2015.
2. Reinhard Klette, Concise Computer Vision - An Introduction into Theory and Algorithms, Springer, 2014.

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

- Virtual Labs: <https://cse19-iiith.vlabs.ac.in/>
- [https://onlinecourses.nptel.ac.in/noc21\\_ee78/preview](https://onlinecourses.nptel.ac.in/noc21_ee78/preview)
- Introduction to Machine Vision: <https://www.youtube.com/watch?v=tY2gczObpfU>
- [https://coral.ise.lehigh.edu/optml/files/2019/10/OptML\\_CV\\_tutorial\\_1\\_compressed.pdf](https://coral.ise.lehigh.edu/optml/files/2019/10/OptML_CV_tutorial_1_compressed.pdf)

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

- Programming Assignment-1: Implementation of important concepts of Image enhancement (point & filters) and restoration techniques with C++/Java/Python - 10 Marks
- Programming Assignment-2: Implementation of segmentation, Morphological and color image processing techniques with C++/Java/Python - 15 Marks

<b>ARTIFICIAL INTELLIGENCE</b>		Semester	V
Course Code	<b>BCS515B</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>• Learn the basic principles and theories underlying artificial intelligence, including machine learning, neural networks, natural language processing, and robotics.</li> <li>• Apply AI techniques to solve real-world problems, including search algorithms, optimization, and decision-making processes.</li> <li>• Understand the ethical, legal, and societal implications of AI, including topics such as bias, fairness, accountability, and the impact of AI on the workforce and privacy.</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. Use of Video/Animation to explain functioning of various concepts.</li> <li>2. Encourage collaborative (Group Learning) Learning in the class.</li> <li>3. Discuss application of every concept to solve the real-world problems.</li> <li>4. Demonstrate ways to solve the same problem and encourage the students to come up with their own creative solutions.</li> </ol>			
<b>Module-1</b>			
<b>Introduction:</b> What Is AI? , The State of The Art.			
<b>Intelligent Agents:</b> Agents and environment, Concept of Rationality, The nature of environment, The structure of agents.			
<b>Chapter 1 - 1.1, 1.4</b>			
<b>Chapter 2 - 2.1, 2.2, 2.3, 2.4</b>			
<b>Module-2</b>			
<b>Problem-solving:</b> Problem-solving agents, Example problems, Searching for Solutions			
Uninformed Search Strategies			
<b>Chapter 3 - 3.1, 3.2, 3.3, 3.4</b>			
<b>Module-3</b>			
<b>Problem-solving:</b> Informed Search Strategies, Heuristic functions			
<b>Logical Agents:</b> Knowledge-based agents, The Wumpus world, Logic, Propositional logic, Reasoning patterns in Propositional Logic			
<b>Chapter 3 - 3.5, 7.6</b>			
<b>Chapter 7 - 7.1, 7.2, 7.3, 7.4</b>			
<b>Module-4</b>			
<b>First Order Logic:</b> Representation Revisited, Syntax and Semantics of First Order logic, Using First Order logic, Knowledge Engineering In First-Order Logic			
<b>Inference in First Order Logic:</b> Propositional Versus First Order Inference, Unification, Forward Chaining			
<b>Chapter 8- 8.1, 8.2, 8.3, 8.4</b>			
<b>Chapter 9- 9.1, 9.2, 9.3</b>			

### Module-5

**Inference in First Order Logic:** Backward Chaining, Resolution

**Classical Planning:** Definition of Classical Planning, Algorithms for Planning as State-Space Search, Planning Graphs

**Chapter 9-9.4, 9.5**

**Chapter 10- 10.1,10.2,10.3**

#### Course outcomes (Course Skill Set)

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

1. Explain the architecture and components of intelligent agents, including their interaction with the AI environment.
2. Apply problem-solving agents and various search strategies to solve a given problem.
3. Illustrate logical reasoning and knowledge representation using propositional and first-order logic.
4. Demonstrate proficiency in representing knowledge and solving problems using first-order logic.
5. Describe classical planning in the context of artificial intelligence, including its goals, constraints, and applications in problem-solving.

#### 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

**Suggested Learning Resources:****Text Book**

Stuart J. Russell and Peter Norvig, Artificial Intelligence, 3rd Edition, Pearson, 2015

**Reference Books**

1. Elaine Rich, Kevin Knight, Artificial Intelligence, 3rd edition, Tata McGraw Hill, 2013
2. George F Luger, Artificial Intelligence Structure and strategies for complex, Pearson Education, 5th Edition, 2011
3. Nils J. Nilsson, Principles of Artificial Intelligence, Elsevier, 1980
4. 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. Using OpenAI tool, develop a chatbot (25 marks)

UNIX SYSTEM PROGRAMMING		Semester	V
Course Code	<b>BCS515C</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		
<p><b>Course objectives:</b> This course will enable students to</p> <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>			
<p><b>Teaching-Learning Process (General Instructions)</b>  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>			
<p><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.</p> <p><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.</p>			

<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		
<p><b>Course objectives:</b></p> <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>			
<p><b>Teaching-Learning Process (General Instructions)</b>  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>			
<p><b>CHARACTERIZATION OF DISTRIBUTED SYSTEMS:</b> Introduction, Focus on resource sharing, Challenges.</p> <p><b>REMOTE INVOCATION:</b> Introduction, Request-reply protocols, Remote procedure call, Introduction to Remote Method Invocation.</p> <p><b>Textbook: Chapter- 1.1,1.4,1.5, 5.1-5.5</b></p>			
<b>Module-2</b>			
<p><b>DISTRIBUTED FILE SYSTEMS:</b> Introduction, File service architecture.</p> <p><b>NAME SERVICES:</b> Introduction, Name services and the Domain Name System, Directory services.</p> <p><b>Textbook: Chapter- 12.1,12.2, 13.1-13.3</b></p>			
<b>Module-3</b>			
<p><b>TIME AND GLOBAL STATES:</b> Introduction, Clocks, events and process states, Synchronizing Physical clocks, Logical time and logical clocks, Global states</p>			

	<b>Textbook: Chapter- 14.1-14.5</b>
	<b>Module-4</b>
	<p><b>COORDINATION AND AGREEMENT:</b> Introduction, Distributed mutual exclusion, Elections, Coordination and agreement in group communication, Consensus and related problems.</p> <p><b>Textbook: Chapter -15.1-15.5</b></p>
	<b>Module-5</b>
	<p><b>DISTRIBUTED TRANSACTIONS:</b> Introduction, Flat and nested distributed transactions, Atomic commit protocols, Concurrency control in distributed transactions, Distributed deadlocks, Transaction recovery.</p> <p><b>REPLICATION:</b> Introduction.</p> <p><b>Textbook: Chapter -17.1-17.6, 18.1</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. 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)

<b>Environmental Studies and E-Waste Management</b>		Semester	V
Course Code	<b>BCS508</b>	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	2:0:0:0	SEE Marks	50
Total Hours of Pedagogy	25	Total Marks	100
Credits	02	Exam Hours	1
Examination type (SEE)	Theory		
<p><b>Course objectives:</b></p> <ul style="list-style-type: none"> <li>Identify the major challenges of environmental issues</li> <li>Develop skills, critical thinking and demonstrate socio-economic skills for Environmental protection</li> <li>Analyze the impact of issues w. r. t. waste management</li> </ul>			
<p><b>Teaching-Learning Process (General Instructions)</b>                      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) need not to be only 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 Case study Based Learning (CBL), which fosters students' analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyse information rather than simply recall it.</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> </ol>			
<b>Module-1</b>			
<p>Ecosystem and Sustainability:                      Ecosystem: Structure of Ecosystem, Types: Forest, Desert, Wetlands, Riverine, Oceanic ecosystems.                      Sustainability: 17SDG targets and possible actions.                      Self-Study Component (SSC): Components of the environment.                      Textbook 1: CH- 3, e-resource: 1</p>			
<b>Module-2</b>			
<p>Natural resources and Energy:                      Natural Resources: Water resources – Availability &amp; Quality aspects, Water borne diseases &amp; water induced diseases, Fluoride problem in drinking water.                      Energy: Different types of energy, Conventional sources &amp; Non -Conventional sources of Energy, Solar energy, Wind Energy, Hydrogen as an alternative energy                      Self-Study Component (SSC): Alternative Energy sources                      Textbook 1: CH- 2</p>			
<b>Module-3</b>			
<p>Environmental Pollution:                      Environmental Pollution: Water Pollution, Noise pollution, Air pollution (Sources, Impacts, Preventive measures and Public Health Aspects.                      Self-Study Component (SSC): Case studies of air pollution episodes                      Textbook 1: CH- 5</p>			
<b>Module-4</b>			
<p>Waste management:                      Waste management: Solid Waste Management , types and sources, functional elements of SWM, Biomedical Waste Management - Sources, Characteristics                      Environmental Legislation: Solid Waste Management Rules, 2016, Biomedical Waste Management Rules, 2016.</p>			

Self-Study Component (SSC): Case studies on waste management options

Textbook 1: CH- 6, e-resource:2

**Module-5**

E - Waste Management

E- waste; composition and generation. Global context in e- waste; E-waste pollutants, E waste hazardous properties, Effects of pollutant (E- waste) on human health and surrounding environment, domestic e-waste disposal, Basic principles of E waste management, Component of E waste management.

E-waste (Management and Handling) Rules, 2011; and E-Waste (Management) Rules, 2022 - Salient Features and its implications.

Self-Study Component (SSC): E-Waste (Management) Amendment Rules, 2023, 2024

Textbook 1: CH- 6, Textbook 2: CH-2, e-resource:3

**Course outcome (Course Skill Set)**

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

1. Comprehend the principles of ecology and environmental issues pertaining to air, land, and water on a global scale.
2. Acquire observation skills for solving problems related to the environment.
3. Conduct survey to describe the realities of waste management 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 Examination (CIE)**

- 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 Examinations (SEE)**

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 **01 hour**. The student has to secure a minimum of 35% of the maximum marks meant for SEE.

**Suggested Learning Resources:**

**Textbooks**

1. S M Prakash , “Environmental Studies” 3rd Edition, Elite Publishing House, Mangalore, 2018.
2. Hester R.E., and Harrison R.M, Electronic Waste Management. Science, 2009.

**Reference Books:**

1. Earch Barucha, “Environmental Studies for UG students”, 2004.
2. Benny Joseph (2005), “Environmental Studies” , Tata McGraw – Hill Publishing Company Limited.
3. R. Rajagopalan, “Environmental Studies- From Crisis to Cure” , 2nd Edition, Oxford university press, New Delhi, 2013.
4. Johri R., E-waste: implications, regulations, and management in India and current global best practices, TERI Press, New Delhi.
5. Raman Sivakumar, “Principles of Environmental Science and Engineering”, 2nd edition, Cengage learning Singapur, 2005.
6. G. Tyler Miller Jr., “Environmental Science – working with the Earth”, Eleventh Edition, Thomson Brooks /Cole, 2006
7. Dr. Pratiba Singh, Dr.Anoop Singh and Dr. Piyush Malaviya, “Text Book of Environmental and Ecology”, Acme Learning Pvt. Ltd. New Delhi.

8. P. Meenakshi, "Elements of Environmental Science and Engineering", Prentice Hall of India Private Limited, New Delhi, 2006

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

1. <https://sdgs.un.org/goals>
2. <https://kspcb.karnataka.gov.in/waste-management/biomedical-waste>
3. E Waste (Management) Rules, 2022: <https://kspcb.karnataka.gov.in/sites/default/files/inline-files/E%20Waste%20%28Management%29%20Rules%2C%202022.pdf>

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

- Analysis report of case study specified in the Textbooks and reference books (one per student). (10 marks)
- Field Survey (In Team): The students' team of the size of 2 to 4 are expected to visit the organization or Industry understand the waste management, utilization of energy, pollution concerns, e-waste handling and other related suggested best practices specified in the syllabus and then submit a detailed visit report to the concerned staff. (15 marks)

<b>FULL STACK DEVELOPMENT</b>			Semester	6
Course Code	<b>BIS601</b>		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 type (SEE)	Theory			
<p><b>Course objectives:</b></p> <ul style="list-style-type: none"> <li>● To understand the essential javascript concepts for web development.</li> <li>● To style Web applications using bootstrap.</li> <li>● To utilize React JS to build front end User Interface.</li> <li>● To understand the usage of API's to create web applications using Express JS.</li> <li>● To store and model data in a no sql database.</li> </ul>				
<p><b>Teaching-Learning Process (General Instructions)</b>            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>				
Basic JavaScript Instructions, Statements, Comments, Variables, Data Types, Arrays, Strings, Functions, Methods & Objects, Decisions & Loops.				
<b>Text Book 1: Chapter 2, 3, 4</b>				
<b>Module-2</b>				
Document Object Model: DOM Manipulation, Selecting Elements, Working with DOM Nodes, Updating Element Content & Attributes, Events, Different Types of Events, How to Bind an Event to an Element, Event Delegation, Event Listeners.				
<b>Text Book 1: Chapter: 5, 6, 13</b>				
<b>Module-3</b>				
Form enhancement and validation. Introduction to MERN: MERN components, Server less Hello world. React Components: Issue Tracker, React Classes, Composing Components, Passing Data Using Properties, Passing Data Using Children, Dynamic Composition.				
<b>Text Book 2: Chapter 1, 2, 3</b>				
<b>Module-4</b>				

	<p><b>React State:</b> Initial State, Async State Initialization, Updating State, Lifting State Up, Event Handling, Stateless Components, Designing Components, State vs. Props, Component Hierarchy, Communication, Stateless Components.</p> <p><b>Express,</b> REST API, GraphQL, Field Specification, Graph Based, Single Endpoint, Strongly Typed, Introspection, Libraries, The About API GraphQL Schema File, The List API, List API Integration, Custom Scalar types, The Create API, Create API Integration, Query Variables, Input Validations, Displaying Errors.</p> <p><b>Text Book 2: Chapter 4, 5</b></p>
	<b>Module-5</b>
	<p><b>MongoDB:</b> Basics, Documents, Collections, Databases, Query Language, Installation, The Mongo Shell, MongoDB CRUD Operations, Create, Read, Projection, Update, Delete, Aggregate, MongoDB Node.js Driver, Schema Initialization, Reading from MongoDB, Writing to MongoDB.</p> <p><b>Modularization and Webpack</b> ,Back-End Modules Front-End Modules and Webpack Transform and Bundle, Libraries Bundle ,Hot Module Replacement, Debugging DefinePlugin: Build Configuration, Production Optimization.</p> <p><b>Text Book 2: Chapter 6, 7</b></p>
<b>PRACTICAL COMPONENT OF IPCC</b>	
<b>Sl.NO</b>	<b>Experiments</b>
<b>1.</b>	<p>a. Write a script that Logs "Hello, World!" to the console. Create a script that calculates the sum of two numbers and displays the result in an alert box.</p> <p>b. Create an array of 5 cities and perform the following operations: Log the total number of cities. Add a new city at the end. Remove the first city. Find and log the index of a specific city.</p>
<b>2.</b>	<p>a. Read a string from the user, Find its length. Extract the word "JavaScript" using substring() or slice(). Replace one word with another word and log the new string. Write a function isPalindrome(str) that checks if a given string is a palindrome (reads the same backward).</p>
<b>3.</b>	<p>Create an object student with properties: name (string), grade (number), subjects (array), displayInfo() (method to log the student's details)</p> <p>Write a script to dynamically add a passed property to the student object, with a value of true or false based on their grade. Create a loop to log all keys and values of the student object.</p>
<b>4.</b>	<p>Create a button in your HTML with the text "Click Me". Add an event listener to log "Button clicked!" to the console when the button is clicked. Select an image and add a mouseover event listener to change its border color. Add an event listener to the document that logs the key pressed by the user.</p>
<b>5.</b>	<p>Build a React application to track issues. Display a list of issues (use static data). Each issue should have a title, description, and status (e.g., Open/Closed). Render the list using a functional component.</p>
<b>6.</b>	<p>Create a component Counter with A state variable count initialized to 0. Create Buttons to increment and decrement the count. Simulate fetching initial data for the Counter component using useEffect (functional component) or componentDidMount (class component). Extend the Counter component to Double the count value when a button is clicked. Reset the count to 0 using another button.</p>
<b>7.</b>	<p>Install Express (npm install express).</p> <p>Set up a basic server that responds with "Hello, Express!" at the root endpoint (GET /).</p> <p>Create a REST API. Implement endpoints for a Product resource: GET : Returns a list of products. POST : Adds a new product. GET /:id: Returns details of a specific product. PUT /:id: Updates an existing product. DELETE /:id: Deletes a product. Add middleware to log requests to the console. Use express.json() to parse incoming JSON payloads.</p>

8.	Install the MongoDB driver for Node.js. Create a Node.js script to connect to the shop database. Implement insert, find, update, and delete operations using the Node.js MongoDB driver. Define a product schema using Mongoose. Insert data into the products collection using Mongoose. Create an Express API with a /products endpoint to fetch all products. Use fetch in React to call the /products endpoint and display the list of products. Add a POST /products endpoint in Express to insert a new product. Update the Product List, After adding a product, update the list of products displayed in React.
<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 Javascript to build dynamic and interactive Web projects .</li> <li>2. Implement user interface components for JavaScript-based Web using React.JS</li> <li>3. Apply Express/Node to build web applications on the server side.</li> <li>4. Develop data model in an open source nosql database.</li> <li>5. Demonstrate modularization and packing of the front-end modules .</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 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>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>	
<p><b>Suggested Learning Resources:</b></p> <p><b>Books</b></p> <ol style="list-style-type: none"> <li>1. Jon Duckett, "JavaScript &amp; jQuery: Interactive Front-End Web Development", Wiley, 2014.</li> <li>2. Vasan Subramanian, Pro MERN Stack: Full Stack Web App Development with Mongo, Express, React, and Node. Apress, 2019.</li> </ol>	
<p><b>Web links and Video Lectures (e-Resources):</b></p>	

- <https://github.com/vasansr/pro-mern-stack>
- <https://nptel.ac.in/courses/106106156>
- <https://archive.nptel.ac.in/courses/106/105/106105084/>

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

- Course Project: Build Web applications using MERN stack. Students (group of 2) can choose any real-world problem from domains such as finance, marketing, medical, or enterprise projects **(25 marks)**.

<b>MACHINE LEARNING</b>		Semester	6
Course Code	<b>BCS602</b>	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		
<p><b>Course objectives:</b></p> <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 familiarize the machine learning algorithms such as regression, decision trees, Bayesian models, clustering, and neural networks.</li> <li>● To explore advanced concept like reinforcement learning and provide practical insight into its applications.</li> <li>● To enable students to model and evaluate machine learning solutions for different types of problems.</li> </ul>			
<p><b>Teaching-Learning Process (General Instructions)</b> 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>			
<b>Module-1</b>			
<p><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.</p> <p><b>Understanding Data – 1:</b> Introduction, Big Data Analysis Framework, Descriptive Statistics, Univariate Data Analysis and Visualization.</p> <p><b>Chapter-1, 2 (2.1-2.5)</b></p>			
<b>Module-2</b>			
<p><b>Understanding Data – 2:</b> Bivariate Data and Multivariate Data, Multivariate Statistics, Essential Mathematics for Multivariate Data, Feature Engineering and Dimensionality Reduction Techniques.</p> <p><b>Basic Learning Theory:</b> Design of Learning System, Introduction to Concept of Learning, Modelling in Machine Learning.</p> <p><b>Chapter-2 (2.6-2.8, 2.10), Chapter-3 (3.3, 3.4, 3.6)</b></p>			
<b>Module-3</b>			

<p><b>Similarity-based Learning:</b> Nearest-Neighbor Learning, Weighted K-Nearest-Neighbor Algorithm, Nearest Centroid Classifier, Locally Weighted Regression (LWR).</p> <p><b>Regression Analysis:</b> Introduction to Regression, Introduction to Linear Regression, Multiple Linear Regression, Polynomial Regression, Logistic Regression.</p> <p><b>Decision Tree Learning:</b> Introduction to Decision Tree Learning Model, Decision Tree Induction Algorithms.</p> <p><b>Chapter-4 (4.2-4.5), Chapter-5 (5.1-5.3, 5.5-5.7), Chapter-6 (6.1, 6.2)</b></p>
<b>Module-4</b>
<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>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>Chapter-8 (8.1-8.4), Chapter-10 (10.1-10.5, 10.9-10.11)</b></p>
<b>Module-5</b>
<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>Reinforcement Learning:</b> Overview of Reinforcement Learning, Scope of Reinforcement Learning, Reinforcement Learning as Machine Learning, Components of Reinforcement Learning, Markov Decision Process, Multi-Arm Bandit Problem and Reinforcement Problem Types, Model-based Learning, Model Free Methods, Q-Learning, SARSA Learning.</p> <p><b>Chapter -13 (13.1-13.6), Chapter-14 (14-1-14.10)</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 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. Build probabilistic learning models and design neural network models using perceptrons and multilayer architectures</li> <li>5. Utilize clustering algorithms to identify patterns in data and implement reinforcement learning techniques</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:

##### Books

1. S Sridhar, M Vijayalakshmi, "Machine Learning", OXFORD University Press 2021, First Edition.

##### Reference Books

1. Murty, M. N., and V. S. Ananthanarayana. Machine Learning: Theory and Practice, Universities Press, 2024.
2. T. M. Mitchell, "Machine Learning", McGraw Hill, 1997.
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.drssidhar.com/?page\\_id=1053](https://www.drssidhar.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**

- Practical Assignment: Implementation of Practical Exercises Chapter 2: Q1-Q4, Chapter 3: Q1, Chapter-4: Q1, Chapter-7: Q1, Chapter-8: Q1 - **10 Marks.**  
**(Note:** Refer to *Reference book 1* for programming assignments  
<https://www.universitiespress.com/resources?id=9789393330697>)
- Course project: By considering suitable machine learning-based real-world application problem [**15 Marks**]

<b>Blockchain Technology</b>		Semester	6
Course Code	<b>BCS613A</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		
<p><b>Course objectives:</b></p> <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>			
<p><b>Teaching-Learning Process (General Instructions)</b>            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>			
<p>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.</p> <p><b>Chapter 1</b></p>			
<b>Module-2</b>			
<p>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.</p> <p>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).</p> <p><b>Chapter 2, Chapter 3: pg:56-105</b></p>			
<b>Module-3</b>			

<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>
<b>Module-4</b>
<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>
<b>Module-5</b>
<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)**

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:****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

<b>Internet of Things</b>		Semester	6
Course Code	BIS613B	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		
<p><b>Course objectives:</b></p> <ul style="list-style-type: none"> <li>● To understand the fundamentals of IoT with a strong knowledge of its architecture.</li> <li>● To acquire solid fundamentals of IEEE 802.15.4 along with few comparative standards.</li> <li>● Understand the network layer in the view of IoT along with the application protocol.</li> <li>● To learn the data and analytics concepts in terms for IoT and Security concerns.</li> </ul>			
<p><b>Teaching-Learning Process (General Instructions)</b>            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>			
<p>Introduction to IoT: Genesis of IoT, IoT digitization, IoT impact, Converge IT and OT, IoT challenges.            IoT Network architecture and design: Drivers behind new architecture, comparing IoT architectures, A simplified IoT architecture, Core IoT Functional stack, IoT data management and compute stack.</p> <p>[Chapter-1, Chapter-2]</p>			
<b>Module-2</b>			
<p>Connecting smart things: Communications criteria, IoT access technologies (IEEE 802.15.4, IEEE 802.15.4g and IEEE 802.15.4e, IEEE 1901.2a, IEEE 802.11ah, LoRaWAN, NB-IoT)</p> <p>[Chapter-4]</p>			
<b>Module-3</b>			

<p>IP as IoT network layer: The business case for IP, need for optimization, optimizing IP for IoT, profiles and compliances.</p> <p>[Chapter-5]</p>
<b>Module-4</b>
<p>Application Protocols for IoT: The Transport Layer, IoT Application Transport Methods. Data Analytic for IoT: Introduction to data analytics for IoT, Machine learning, Big data analytics tools and technology, Edge streaming analytics, network analytics.</p> <p>[Chapter-6, Chapter-7]</p>
<b>Module-5</b>
<p>Security for IoT: Common challenges in OT security, How IT and OT security practices and systems vary, formal risk analysis structures: OTAVE and FAIR, The phased application of security in an operational environment. Case study: Public safety</p> <p>[Chapter-8, Chapter-15]</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 fundamentals of IoT and its architecture.</li> <li>2. Compare IoT access technology IEEE 802.15.4 with few other related standards.</li> <li>3. Summarize network layer and application protocols in the view of IoT.</li> <li>4. Explain the data analytics concepts for IoT and Security concerns.</li> <li>5. Apply IoT concepts on an opensource IoT platform for the given real-world problem/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 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:****Textbooks**

1. IoT Fundamentals: Networking Technologies, Protocols, and Use Cases for the Internet of Things, David Hanes, Gonzalo Salgueiro, Patrick Grossetete, Robert Barton and Jerome Henry, Cisco Press, 2017 Cisco Systems.

**Reference book**

1. Internet of Things (Second Edition), Raj Kamal, McGraw Hill India, 2022.
2. Internet of Things: A Hands-On Approach, Aarshdeep Bahga and Vijay Madisetti, Universities Press, 2015.

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

- <https://www.geeksforgeeks.org/sensors-in-internet-of-thingsiot/>
- <https://www.edx.org/learn/iot-internet-of-things>
- [https://onlinecourses.nptel.ac.in/noc22\\_cs53/](https://onlinecourses.nptel.ac.in/noc22_cs53/)

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

- A. Demonstration of different IOT sensors and Raspberry Pi [5 Marks]
- B. Conduct the following experiments: [20 Marks]
  - 1. Develop a C program for controlling the Light Emitting Diode (LED) with a push button interfacing Arduino.
  - 2. Develop a C program to demonstrate the interfacing of the Active Buzzer with Arduino.
  - 3. Develop a C program to control the LED blink rate with the potentiometer interfacing with Arduino.
  - 4. Develop a C program to display the temperature by Interfacing of temperature sensor LM35 with Arduino.
  - 5. Develop a C program to demonstrate the interfacing of the Relay with Arduino.
  - 6. Develop a C program to demonstrate the Directional Control of the Stepper motor using Arduino.

<b>COMPILER DESIGN</b>		Semester	6
Course Code	BCS613C	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		
<p><b>Course objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand the working of language processors</li> <li>• Apply different phases of designing a compiler</li> <li>• Illustrate lexical analysis</li> <li>• Explain the need of real time operating system for embedded system applications.</li> </ul>			
<p><b>Teaching-Learning Process (General Instructions)</b>  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 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. Demonstration of sample code using Keil software.</li> <li>5. 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> </ol>			
<b>Module-1</b>			
<p>Introduction: Language Processors, The structure of Compiler, The evolution of Programming Languages, The science of Building a Compiler, Applications of Compiler Technology, Programming Language Basics</p> <p>A Simple Syntax Directed Translator: Introduction, Syntax Definition, Syntax Directed Translation, Parsing  Chapter 1: 1.1,1.2,1.3,1.4,1.5,1.6,1.7  Chapter 2: 2.1,2.2,2.3,2.4</p>			
<b>Module-2</b>			
<p>Lexical Analysis: The Role of Lexical Analyzer, Input buffering, Specification of Tokens, Recognition of Tokens, The lexical Analyzer Generator Lex</p> <p>Syntax Analysis: Introduction, Context Free Grammars, Writing a Grammar  Chapter 3: 3.1,3.2,3.3,3.4,3.5  Chapter 4: 4.1 4.2 4.3</p>			
<b>Module-3</b>			

<p>Top-Down Parsing: Recursive Descent Parsing, First and Follow, LL(1) Grammars</p> <p>Bottom Up Parsing: Reductions, Handle Pruning, Shift Reduce Parsing Chapter 4: 4.4, 4.5</p>
<b>Module-4</b>
<p>Introduction to LR Parsing: Simple LR, LR Parsing Algorithm, Construction of SLR parsing Tables, Viable Prefixes</p> <p>Syntax Directed Definitions, Evaluation Orders for SDD Chapter 5: 5.1,5.2</p>
<b>Module-5</b>
<p>Variants of Syntax Trees, Three Address Code, Types and Declarations. Control Flow Code generation: Issues in the Design of a Code Generator, The target language Chapter 6: 6.1,6.2,6.3,6.6 Chapter 8:8.1,8.2</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. Understand the different phases of compiler design techniques</li> <li>2. Analyse the working of lexical analyser in design of compilers</li> <li>3. Design syntax analyser using top down and bottom up approaches</li> <li>4. Illustrate syntax-directed translation for a given grammar.</li> <li>5. Explain intermediate code representation and code generation of compilers</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 Examination (CIE)**

- 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 Examinations (SEE)**

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 **01 hour**. The student has to secure a minimum of 35% of the maximum marks meant for SEE.

OR

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

1. The question paper will have ten questions. Each question is set for 10 marks.
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).
3. The students have to answer 5 full questions, selecting one full question from each module.

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

1. Compilers: Principles, Techniques, and Tools, [A. Aho](#), [M. Lam](#), [R. Sethi](#), and [J. Ullman](#), 2<sup>nd</sup> Edition, Pearson.

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

- <http://www.digimat.in/nptel/courses/video/106104123/L01.html>

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

- Students are expected (in group of 2) to develop scanner and parser for simple programming syntax (C/Java) - 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		
<p><b>Course objectives:</b></p> <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>			
<p><b>Teaching-Learning Process (General Instructions)</b>            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>			
<p><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></p>			
<b>Module-2</b>			
<p><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></p>			
<b>Module-3</b>			
<p><b>Cloud Platform Architecture over Virtualized Datacenters:</b> Cloud Computing and Service Models, Data Center Design and Interconnection Networks, Architectural Design of</p>			

<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>
<p><b>Module-4</b></p>
<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>
<p><b>Module-5</b></p>
<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)

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. 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

<b>INTRODUCTION TO DATA STRUCTURES</b>		Semester	6
Course Code	<b>BCS654A</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		
<p><b>Course Objectives:</b></p> <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>			
<p><b>Teaching-Learning Process (General Instructions)</b></p> <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>			
<p><b>Arrays:</b> Introduction, One-Dimensional Arrays, Two-Dimensional Arrays, Initializing Two-Dimensional Arrays, Multidimensional arrays.</p> <p><b>Pointers:</b> Introduction, Pointer Concepts, Accessing Variables through Pointers, Pointer Applications, Dynamic Memory Allocation Functions.</p> <p><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.</p> <p><b>Textbook 1:</b> Ch. 8.1 to 8.5, Ch. 12.1 to 12.8, 12.10, 12.11.</p> <p><b>Textbook 2:</b> Ch. 2.1 to 2.3, 2.5, 2.9.</p>			
<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 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 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).

<b>FUNDAMENTALS OF OPERATING SYSTEMS</b>		Semester	6
Course Code	<b>BCS654B</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		
<p><b>Course objectives:</b></p> <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>			
<p><b>Teaching-Learning Process (General Instructions)</b>  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>			
<p><b>Introduction:</b> What operating systems do; Computer System organization; Computer System Organization, Computer System architecture; Operating System operations; Resource Management</p> <p><b>Operating System Structures:</b> Operating System Services, User and Operating System interface; System calls, Application Program Interface, Types of system calls;</p> <p><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></p>			
<b>Module-2</b>			
<p><b>Process Management:</b> Process concept; Process scheduling; Operations on processes; Interprocess Communication</p> <p><b>Multi-threaded Programming:</b> Overview; Multithreading models, Thread Libraries</p> <p><b>Textbook 1: Chapter 3: 3.1-3.4, Chapter 4: 4.1, 4.3 5, 4.4</b></p>			
<b>Module-3</b>			

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

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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:**

##### **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.

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://archive.nptel.ac.in/courses/106/105/106105214/>
- 2.<https://archive.nptel.ac.in/courses/106/102/106102132/>

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

- Students are expected to prepare animated PPT to illustrate the different types of Process Scheduling and Paging. **(10 Marks)**
- Students are required to prepare detailed case study report on Deadlocks **OR** Students can illustrate deadlock using any programming language **(15 Marks)**

<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		
<p><b>Course objectives:</b></p> <ul style="list-style-type: none"> <li>Create, test and debug Android application by setting up Android development environment.</li> <li>Implement adaptive, responsive user interfaces that work across a wide range of devices.</li> <li>Infer long running tasks and background work in Android applications</li> <li>Demonstrate methods in storing, sharing and retrieving data in Android applications</li> <li>Analyze performance of android applications</li> <li>Describe the steps involved in publishing Android application to share with the world.</li> </ul>			
<p><b>Teaching-Learning Process (General Instructions)</b>                      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 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>			
<p>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.</p> <p>(Chapters 1 &amp; 2)</p>			
<b>Module-2</b>			
<p>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.</p> <p>(Chapters 3 &amp; 4)</p>			
<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>
<p><b>Module-4</b></p>
<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>
<p><b>Module-5</b></p>
<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>                  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>                  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>

<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>			
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. 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

3. Dan W. Patterson, Introduction to Artificial Intelligence and Expert Systems, 1st Edition, Prentice Hall of India, 2015
4. G. Luger, Artificial Intelligence: Structures and Strategies for complex problem Solving, 4<sup>th</sup> Edition, Pearson Education, 2002.
5. N.P. Padhy “Artificial Intelligence and Intelligent Systems”, Oxford University Press, 2015

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

1. <https://nptel.ac.in/courses/106102220>
2. <https://nptel.ac.in/courses/106105077>
3. <https://archive.nptel.ac.in/courses/106/105/106105158/>
4. <https://archive.nptel.ac.in/courses/106/106/106106140/>

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

- 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. **(10 Marks)**
- 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. **(15 marks)**

<b>Machine Learning lab</b>		Semester	<b>6</b>
Course Code	BCSL606	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>			
1. To become familiar with data and visualize univariate, bivariate, and multivariate data using statistical techniques and dimensionality reduction. 2. To understand various machine learning algorithms such as similarity-based learning, regression, decision trees, and clustering. 3. To familiarize with learning theories, probability-based models and developing the skills required for decision-making in dynamic environments.			
<b>Sl.NO</b>	<b>Experiments</b>		
1	Develop a program to create histograms for all numerical features and analyze the distribution of each feature. Generate box plots for all numerical features and identify any outliers. Use California Housing dataset.  <b>Book 1: Chapter 2</b>		
2	Develop a program to Compute the correlation matrix to understand the relationships between pairs of features. Visualize the correlation matrix using a heatmap to know which variables have strong positive/negative correlations. Create a pair plot to visualize pairwise relationships between features. Use California Housing dataset.  <b>Book 1: Chapter 2</b>		
3	Develop a program to implement Principal Component Analysis (PCA) for reducing the dimensionality of the Iris dataset from 4 features to 2.  <b>Book 1: Chapter 2</b>		
4	For a given set of training data examples stored in a .CSV file, implement and demonstrate the Find-S algorithm to output a description of the set of all hypotheses consistent with the training examples.  <b>Book 1: Chapter 3</b>		
5	Develop a program to implement k-Nearest Neighbour algorithm to classify the randomly generated 100 values of $x$ in the range of $[0,1]$ . Perform the following based on dataset generated. 1. Label the first 50 points $\{x_1, \dots, x_{50}\}$ as follows: if $(x_i \leq 0.5)$ , then $x_i \in \text{Class}_1$ , else $x_i \in \text{Class}_2$ 2. Classify the remaining points, $x_{51}, \dots, x_{100}$ using KNN. Perform this for $k=1,2,3,4,5,20,30$  <b>Book 2: Chapter - 2</b>		
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  <b>Book 1: Chapter - 4</b>		
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.  <b>Book 1: Chapter - 5</b>		
8	Develop a program to demonstrate the working of the decision tree algorithm. Use Breast Cancer Data set for building the decision tree and apply this knowledge to classify a new sample.  <b>Book 2: Chapter - 3</b>		

9	<p>Develop a program to implement the Naive Bayesian classifier considering Olivetti Face Data set for training. Compute the accuracy of the classifier, considering a few test data sets.</p> <p><b>Book 2: Chapter - 4</b></p>
10	<p>Develop a program to implement k-means clustering using Wisconsin Breast Cancer data set and visualize the clustering result.</p> <p><b>Book 2: Chapter - 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. Illustrate the principles of multivariate data and apply dimensionality reduction techniques.</li> <li>2. Demonstrate similarity-based learning methods and perform regression analysis.</li> <li>3. Develop decision trees for classification and regression problems, and Bayesian models for probabilistic learning.</li> <li>1. Implement the clustering algorithms to share computing resources.</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):**

1. SEE marks for the practical course are 50 Marks.
2. SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
3. 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.
4. All laboratory experiments are to be included for practical examination.

5. (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.
6. Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
7. 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):**

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

TOSCA – Automated Software testing		Semester	VI
Subject Code	<b>BIS657A</b>	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 the features, components, and benefits of the Tosca platform</li> <li>• To understand the Test case design, Test execution and Test data management</li> <li>• To learn the concepts of Test automation</li> <li>• To understand the Test scenario development</li> </ul>			
Sl. No.	Experiments		
1	<b>Installation of Tosca:</b> Installation and Setup, Tosca Commander, Tosca Executor, Tosca XScan (Tosca Wizard) and Test Repository		
2	<b>Functional acceptance testing:</b> Tosca to perform functional acceptance tests for web applications (Hint: Web Application of your choice)		
3	<b>Scanning and creating a module:</b> Create a basic test case and Object Identification methods – By properties, By Anchor, By image, By Index		
4	<b>Buffer Operations:</b> Setting buffer, Deleting buffer, Partial buffer, Expression evaluator and Process Operations.		
5	<b>Window Operations:</b> Send Keys, Window Operations using MATH operation to perform calculations, such as finding the minimum or rounding a value.		
6	<b>Record and Playback:</b> Enable recording in the Execution Recorder settings, record your interactions with the application, Edit the recorded steps and Play back the recording.		
7	<b>Designing Testcases:</b> Data creation in Test Case design and Conversion of Mapping and Templates.		
8	<b>Dynamic objects:</b> (a) Creates dynamic lists when Module Attributes are added for the first time. (b) To convert a static list into a dynamic list, delete all static Module Attributes		
9	<b>Synchronization:</b> Wait On, Default Settings, Static Wait, Timeout, TBox Wait and SfWaitForBusyIndicator		
10	<b>Reusable Test Step block:</b> Create a Reusable TestStepBlock and Creating and Using Libraries.		
11	<b>Conditional statements:</b> create conditional statements in Tosca to run test steps		
12	<b>Practical Exercise and Wrap-Up:</b> Build Test suit with suitable application and complete end to end automation process, Discussion on Best Practices and Q&A		
<b>Course outcomes (Course Skill Set):</b>			
On completion of the course students will be able to:			
<ol style="list-style-type: none"> <li>1) Explain of Tosca's architecture, key features and fundamentals of the Tosca automation tool.</li> <li>2) Develop test scenarios that can be run automatically.</li> <li>3) Construct test cases and modules in the Tosca automation tool.</li> <li>4) Design Test Suits and run tests in different browsers.</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

Generative AI		Semester	6
Course Code	<b>BAIL657C</b>	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>			
SI.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)**

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. 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\\_9xMyrdjg](https://youtu.be/28_9xMyrdjg)
- <https://youtu.be/8iuiiz-c-EBw>
- <https://youtu.be/7oQ8VtEKcgE>
- <https://youtu.be/seXp0VWWZV0>

<b>DEVOPS</b>		Semester	<b>6</b>
Course Code	<b>BCSL657D</b>	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>

REACT		Semester	6
Course Code	BCSL657B	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>• Enable students to develop React applications utilizing functional and class-based components, effectively managing state with hooks and lifecycle methods .</li> <li>• Introduce, how to pass data dynamically between parent and child components using props, ensuring modular and reusable component design.</li> <li>• Create dynamic and responsive applications, integrating forms, validation, task management systems, and styled components.</li> <li>• Use React Router for navigation, external API integration for dynamic data handling, and CSS styling techniques for modern UI/UX design.</li> </ul>			
SI.NO	Experiments		
1.	Use create-react-app to set up a new project. Edit the App.js file to include a stateful component with useState. Add an input field and a <h1> element that displays text based on the input. Dynamically update the <h1> content as the user types.		
2.	Develop a React application that demonstrates the use of props to pass data from a parent component to child components. The application should include the parent component named App that serves as the central container for the application. Create two separate child components, Header: Displays the application title or heading. Footer: Displays additional information, such as copyright details or a tagline. Pass data (e.g., title, tagline, or copyright information) from the App component to the Header and Footer components using props. Ensure that the content displayed in the Header and Footer components is dynamically updated based on the data received from the parent component.		
3.	Create a Counter Application using React that demonstrates state management with the useState hook. Display the current value of the counter prominently on the screen. Add buttons to increase and decrease the counter value. Ensure the counter updates dynamically when the buttons are clicked. Use the useState hook to manage the counter's state within the component. Prevent the counter from going below a specified minimum value (e.g., 0). Add a "Reset" button to set the counter back to its initial value. Include functionality to specify a custom increment or decrement step value.		
4.	Develop a To-Do List Application using React functional components that demonstrates the use of the useState hook for state management. Create a functional component named ToDoFunction to manage and display the to-do list. Maintain a list of tasks using state. Provide an input field for users to add new tasks. Dynamically render the list of tasks below the input field. Ensure each task is displayed in a user-friendly manner. Allow users to delete tasks from the list. Mark tasks as completed or pending, and visually differentiate them.		
5.	Develop a React application that demonstrates component composition and the use of props to pass data. Create two components: FigureList: A parent component responsible for rendering multiple child components. BasicFigure: A child component designed to display an image and its associated caption. Use the FigureList component to dynamically render multiple BasicFigure components. Pass image URLs and captions as props from the FigureList component to each BasicFigure component. Style the BasicFigure components to display the image and caption in an aesthetically pleasing manner. Arrange the BasicFigure components within the FigureList in a grid or list format. Allow users to add or remove images dynamically. Add hover effects or animations to the images for an interactive experience.		
6.	Design and implement a React Form that collects user input for name, email, and password. Form Fields are Name, Email, Password. Ensure all fields are filled before allowing form submission. Validate the email field to		

	ensure it follows the correct email format (e.g., example@domain.com). Optionally enforce a minimum password length or complexity. Display error messages for invalid or missing inputs. Provide visual cues (e.g., red borders) to highlight invalid fields. Prevent form submission until all fields pass validation. Log or display the entered data upon successful submission (optional). Add a "Show Password" toggle for the password field. Implement client-side sanitization to ensure clean input.
7.	Develop a React Application featuring a ProfileCard component to display a user's profile information, including their name, profile picture, and bio. The component should demonstrate flexibility by utilizing both external CSS and inline styling for its design. Display the following information: Profile picture, User's name, A short bio or description Use an external CSS file for overall structure and primary styles, such as layout, colors, and typography. Apply inline styles for dynamic or specific styling elements, such as background colors or alignment. Design the ProfileCard to be visually appealing and responsive. Ensure the profile picture is displayed as a circle, and the name and bio are appropriately styled. Add hover effects or animations to enhance interactivity. Allow the background color of the card to change dynamically based on a prop or state.
8.	Develop a Reminder Application that allows users to efficiently manage their tasks. The application should include the following functionalities: Provide a form where users can add tasks along with due dates. The form includes task name, Due date, An optional description. Display a list of tasks dynamically as they are added. Show relevant details like task name, due date, and completion status. Include a filter option to allow users to view all Tasks and Display all tasks regardless of status. Show only tasks marked as completed. Show only tasks that are not yet completed.
9.	Design a React application that demonstrates the implementation of routing using the react-router-dom library. The application should include the Navigation Menu: Create a navigation bar with links to three distinct pages, Home, About, Contact. Develop separate components for each page (Home, About, and Contact) with appropriate content to differentiate them. Configure routes using react-router-dom to render the corresponding page component based on the selected link. Use BrowserRouter and Route components for routing. Highlight the active link in the navigation menu to indicate the current page
10	Design a React application featuring a class-based component that demonstrates the use of lifecycle methods to interact with an external API. The component should fetch and update data dynamically based on user interactions or state changes. Use the componentDidMount lifecycle method to fetch data from an API when the component is initially rendered. Display the fetched data in a structured format, such as a table or list. Use the componentDidUpdate lifecycle method to detect changes in the component's state or props. Trigger additional API calls to update the displayed data based on user input or actions (e.g., filtering, searching, or pagination). Implement error handling to manage issues such as failed API requests or empty data responses. Display appropriate error messages to the user when necessary. Allow users to perform actions like filtering, searching, or refreshing the data. Reflect changes in the displayed data based on these interactions.
<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>● Illustrate React basics and state components.</li> <li>● Develop React applications that utilize component composition, passing data through props.</li> <li>● Use dynamic state updates, event handling, and custom logic to increment, decrement, and reset state values.</li> <li>● Implement forms in React that collect and validate user input.</li> <li>● Demonstrate interaction with external APIs, dynamic content generation and manage state in real-time applications.</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:**

**Books:**

1. Beginning React JS Foundations Building User Interfaces with ReactJS: An Approachable Guide, Chris Minnick, Wiley publications , 2022.
2. Learning React Functional Web Development with React and Redux , Alex Banks, Eve Porcello · 2017

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

- <https://www.youtube.com/watch?v=V9i3cGD-mts>
- <https://youtu.be/PHaECbrKgs0>
- <https://youtu.be/uvEAvxWvwOs>
- <https://www.geeksforgeeks.org/state-management-with-usestate-hook-in-react/>
- <https://youtu.be/KU-I2M9Jm68>
- [https://youtu.be/H63Pd\\_IXkeQ](https://youtu.be/H63Pd_IXkeQ)
- <https://youtu.be/oTlJunBa6MA>
- <https://youtu.be/3EbYJrAOpUs>



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REGISTRAR

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REF: VTU/BGM/BoS/MCS101/693/2024-25/5650

DATE: 31 JAN 2025

### CIRCULAR

**Subject:** BIS657E-Software Testing Automation added to the CSE, CC, CE and ISE branches of CSE stream regarding

**Reference:**

1. Email from the Chairperson Board of Studies in CSE dated 30.01.2025.
2. The Hon'ble Vice-Chancellor's approval dated: 31.01.2025

This is in reference to the subject mentioned above. To utilize the free software for the course, a new course titled **BIS657E - Software Testing Automation** has been introduced for the following CSE branches:

- Computer Science and Engineering
- Information Science and Engineering
- Computer Engineering
- Computer & Communication Engineering

The syllabus for the course is attached to this circular for your reference and is also available on the official website under the syllabus section at <https://vtu.ac.in/en/b-e-scheme-syllabus/#menu07>.

All principals of engineering colleges are kindly requested to inform the relevant departments about the content of this circular.

Encl: BIS657E Syllabus

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REGISTRAR  
*31*

To,

The principals, of all Engineering Colleges under the ambit of the university, Belagavi

Copy to

1. The Registrar (Evaluation) VTU Belagavi for information
2. The Director, ITI SMU VTU Belagavi, for information and to make arrangements to upload the circular on the VTU web portal for stakeholders' reference.
3. The Special Officer, QPDS section for information and needful
4. Office Copy.

Software Testing Automation		Semester	VI
Subject Code	<b>BIS657E</b>	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 the features, components, and benefits of the Katalon and Selenium Studio</li> <li>To understand the Test case design, Test execution and Test data management</li> <li>To understand the concepts of Test automation</li> <li>To understand the Test scenario development</li> </ul>			
<b>Sl. No.</b>	<b>Experiments</b>		
1	<b>Installation of Katalon Studio:</b> Installation and Setup, Web Locators & Techniques, Selectors Hub and browsers dev tools		
2	<b>Automation Modes in Katalon Studio :</b> Katalon Studio record mode, Katalon Studio manual mode, Katalon Studio Keywords and Katalon Studio script mode		
3	<b>Exploring Katalon Recorder Tool:</b> Recorder for Chrome browser, Firefox, Explorer, Play testcases in recorder		
4	<b>Exploring Web Spy &amp; Web Object Repository:</b> web spy & object repository, spy on a web object in a browser, Object locators & strategies		
5	<b>Exploring the Predefined pre-Defined Web UI Keyboards:</b> browser keywords, windows keywords, checkbox keywords, combo box, textbox, file upload, screenshot, scroll down and scroll up button related, alerts frames, mouse hover, drag and drop and keystroke keywords.		
6	<b>Installation of Selenium:</b> Setting up Selenium RC and Selenium Web Driver.		
7	<b>Designing Testcases:</b> Test Case design and Conversion of Mapping and Templates using selenium tool and Manual test cases mapping with Selenium test cases.		
8	<b>Using Selenium IDE:</b> Develop a test suite containing minimum 4 test cases.		
9	<b>Test Suite:</b> Conduct a test suite for any two web sites		
10	<b>Test Scripts:</b> Develop and test a program to login a specific web page using selenium test scripts		
11	<b>Test Scripts:</b> Develop and test a program to provide total number of objects present available on the page using selenium test scripts		
12	<b>Practical Exercise and Wrap-Up:</b> Build Test suit with suitable application and complete end to end automation process, Discussion on Best Practices and Q&A		
<b>Course outcomes (Course Skill Set):</b>			
On completion of the course students will be able to:			
<ol style="list-style-type: none"> <li>Demonstrate Katalon Studio and Selenium architecture and key features of the Katalon Studio and Selenium automation tool.</li> <li>Develop test scenarios that can be run automatically.</li> <li>Develop test cases and modules in the automation tool.</li> <li>Use selenium to build test Suits and run tests in different browsers.</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

<b>BIG DATA ANALYTICS</b>		Semester	VII
Course Code	<b>BIS701</b>	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	3
Examination nature (SEE)	Theory/practical		
<p><b>Course objectives:</b></p> <ol style="list-style-type: none"> <li>To implement MapReduce programs for processing big data.</li> <li>To realize storage and processing of big data using MongoDB, Pig, Hive and Spark.</li> <li>To analyze big data using machine learning techniques.</li> </ol>			
<p><b>Teaching-Learning Process (General Instructions)</b> 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>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>			
<b>MODULE-1</b>			
<p>Classification of data, Characteristics, Evolution and definition of Big data, What is Big data, Why Big data, Traditional Business Intelligence Vs Big Data, Typical data warehouse and Hadoop environment. <b>Big Data Analytics:</b> What is Big data Analytics, Classification of Analytics, Importance of Big Data Analytics, Technologies used in Big data Environments, Few Top Analytical Tools , NoSQL, Hadoop.</p> <p><b>TB1:</b> Ch 1: 1.1, Ch2: 2.1-2.5,2.7,2.9-2.11, Ch3: 3.2,3.5,3.8,3.12, Ch4: 4.1,4.2</p>			
<b>MODULE-2</b>			
<p><b>Introduction to Hadoop:</b> Introducing hadoop, Why hadoop, Why not RDBMS, RDBMS Vs Hadoop, History of Hadoop, Hadoop overview, Use case of Hadoop, HDFS (Hadoop Distributed File System), Processing data with Hadoop, Managing resources and applications with Hadoop YARN(Yet Another Resource Negotiator). <b>Introduction to Map Reduce Programming:</b> Introduction, Mapper, Reducer, Combiner, Partitioner, Searching, Sorting, Compression.</p> <p><b>TB1:</b> Ch 5: 5.1-,5.8, 5.10-5.12, Ch 8: 8.1 - 8.8</p>			
<b>MODULE-3</b>			
<p><b>Introduction to MongoDB:</b> What is MongoDB, Why MongoDB, Terms used in RDBMS and MongoDB, Data Types in MongoDB, MongoDB Query Language.</p> <p><b>TB1:</b> Ch 6: 6.1-6.5</p>			
<b>MODULE-4</b>			
<p><b>Introduction to Hive:</b> What is Hive, Hive Architecture, Hive data types, Hive file formats, Hive Query Language (HQL), RC File implementation, User Defined Function (UDF). <b>Introduction to Pig:</b> What is Pig, Anatomy of Pig, Pig on Hadoop, Pig Philosophy, Use case for Pig, Pig Latin Overview, Data types in Pig, Running Pig, Execution Modes of Pig, HDFS Commands, Relational Operators, Eval Function, Complex Data Types, Piggy Bank, User Defined Function, Pig Vs Hive.</p> <p><b>TB1:</b> Ch 9: 9.1-9.6,9.8, Ch 10: 10.1 - 10.15, 10.22</p>			
<b>MODULE-5</b>			
<p><b>Spark and Big Data Analytics:</b> Spark, Introduction to Data Analysis with Spark. <b>Text, Web Content and Link Analytics:</b> Introduction, Text Mining, Web Mining, Web Content and Web</p>			

Usage Analytics, Page Rank, Structure of Web and Analyzing a Web Graph.

**TB2:** Ch5: 5.2,5.3, Ch 9: 9.1-9.4

### PRACTICAL COMPONENT OF IPCC

Sl.NO	Experiments (Java/Python/R)
1	Install Hadoop and Implement the following file management tasks in Hadoop: Adding files and directories Retrieving files Deleting files and directories. <b>Hint:</b> A typical Hadoop workflow creates data files (such as log files) elsewhere and copies them into HDFS using one of the above command line utilities.
2	Develop a MapReduce program to implement Matrix Multiplication
3	Develop a Map Reduce program that mines weather data and displays appropriate messages indicating the weather conditions of the day.
4	Develop a MapReduce program to find the tags associated with each movie by analyzing movie lens data.
5	Implement Functions: Count – Sort – Limit – Skip – Aggregate using MongoDB
6	Write Pig Latin scripts to sort, group, join, project, and filter the data.
7	Use Hive to create, alter, and drop databases, tables, views, functions, and indexes.
8	Implement a word count program in Hadoop and Spark.
9	Use CDH (Cloudera Distribution for Hadoop) and HUE (Hadoop User Interface) to analyze data and generate reports for sample datasets
<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>Identify and list various Big Data concepts, tools and applications.</li> <li>Develop programs using HADOOP framework.</li> <li>Use Hadoop Cluster to deploy Map Reduce jobs, PIG,HIVE and Spark programs.</li> <li>Analyze the given data set and identify deep insights from the data set.</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 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> </ul>	

- 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. Seema Acharya and Subhashini Chellappan "Big data and Analytics" Wiley India Publishers, 2nd Edition, 2019.
2. Rajkamal and Preeti Saxena, "Big Data Analytics, Introduction to Hadoop, Spark and Machine Learning", McGraw Hill Publication, 2019.

**Reference Books:**

1. Adam Shook and Donald Mine, "MapReduce Design Patterns: Building Effective Algorithms and Analytics for Hadoop and Other Systems" - O'Reilly 2012
2. Tom White, "Hadoop: The Definitive Guide" 4<sup>th</sup> Edition, O'reilly Media, 2015.
3. Thomas Erl, Wajid Khattak, and Paul Buhler, Big Data Fundamentals: Concepts, Drivers & Techniques, Pearson India Education Service Pvt. Ltd., 1<sup>st</sup> Edition, 2016
4. John D. Kelleher, Brian Mac Namee, Aoife D'Arcy -Fundamentals of Machine Learning for Predictive Data Analytics: Algorithms, Worked Examples, MIT Press 2020, 2nd Edition

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

- <https://www.kaggle.com/datasets/grouplens/movielens-20m-dataset>
- <https://www.youtube.com/watch?v=bAyrObl7TYE&list=PLEiEAq2VkUUJqp1k-g5W1mo37urJQOdCZ>
- <https://www.youtube.com/watch?v=VmO0QgPCbZY&list=PLEiEAq2VkUUJqp1kg5W1mo37urJQOdCZ&index=4>
- <https://www.youtube.com/watch?v=GG-VRm6XnNk> [https://www.youtube.com/watch?v=Jgl02Nv\\_92A](https://www.youtube.com/watch?v=Jgl02Nv_92A)

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

1. Implement MongoDB based application to store big data for data processing and analyzing the results [10 marks]

<b>PARALLEL COMPUTING</b>		Semester	VII
Course Code	<b>BCS702</b>	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		
<p><b>Course objectives:</b>  This course will enable to,</p> <ul style="list-style-type: none"> <li>• Explore the need for parallel programming</li> <li>• Explain how to parallelize on MIMD systems</li> <li>• To demonstrate how to apply MPI library and parallelize the suitable programs</li> <li>• To demonstrate how to apply OpenMP pragma and directives to parallelize the suitable programs</li> <li>• To demonstrate how to design CUDA program</li> </ul>			
<p><b>Teaching-Learning Process (General Instructions)</b>  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. 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 Programming assignment, 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>			
<p><b>Introduction to parallel programming, Parallel hardware and parallel software</b> – Classifications of parallel computers, SIMD systems, MIMD systems, Interconnection networks, Cache coherence, Shared-memory vs. distributed-memory, Coordinating the processes/threads, Shared-memory, Distributed-memory.</p>			
<b>MODULE-2</b>			
<p><b>GPU programming, Programming hybrid systems, MIMD systems, GPUs, Performance</b> – Speedup and efficiency in MIMD systems, Amdahl's law, Scalability in MIMD systems, Taking timings of MIMD programs, GPU performance.</p>			
<b>MODULE-3</b>			
<p><b>Distributed memory programming with MPI</b> – MPI functions, The trapezoidal rule in MPI, Dealing with I/O, Collective communication, MPI-derived datatypes, Performance evaluation of MPI programs, A parallel sorting algorithm.</p>			
<b>MODULE-4</b>			
<p><b>Shared-memory programming with OpenMP</b> – openmp pragmas and directives, The trapezoidal rule, Scope of variables, The reduction clause, loop carried dependency, scheduling, producers and consumers, Caches, cache coherence and false sharing in openmp, tasking, tasking, thread safety.</p>			
<b>MODULE-5</b>			

**GPU programming with CUDA** - GPUs and GPGPU, GPU architectures, Heterogeneous computing, Threads, blocks, and grids Nvidia compute capabilities and device architectures, Vector addition, Returning results from CUDA kernels, CUDA trapezoidal rule I, CUDA trapezoidal rule II: improving performance, CUDA trapezoidal rule III: blocks with more than one warp.

**PRACTICAL COMPONENT OF IPCC**

Sl.NO	Experiments
1	Write a OpenMP program to sort an array on n elements using both sequential and parallel mergesort(using Section). Record the difference in execution time.
2	Write an OpenMP program that divides the Iterations into chunks containing 2 iterations, respectively (OMP_SCHEDULE=static,2). Its input should be the number of iterations, and its output should be which iterations of a parallelized for loop are executed by which thread.  For example, if there are two threads and four iterations, the output might be the following: a. Thread 0 : Iterations 0 — 1 b. Thread 1 : Iterations 2 — 3
3	Write a OpenMP program to calculate n Fibonacci numbers using tasks.
4	Write a OpenMP program to find the prime numbers from 1 to n employing parallel for directive. Record both serial and parallel execution times.
5	Write a MPI Program to demonstration of MPI_Send and MPI_Recv.
6	Write a MPI program to demonstration of deadlock using point to point communication and avoidance of deadlock by altering the call sequence
7	Write a MPI Program to demonstration of Broadcast operation.
8	Write a MPI Program demonstration of MPI_Scatter and MPI_Gather
9	Write a MPI Program to demonstration of MPI_Reduce and MPI_Allreduce (MPI_MAX, MPI_MIN, MPI_SUM, MPI_PROD)

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

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

- Explain the need for parallel programming
- Demonstrate parallelism in MIMD system.
- Apply MPI library to parallelize the code to solve the given problem.
- Apply OpenMP pragma and directives to parallelize the code to solve the given problem
- Design a CUDA program for the given problem.

**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. Peter S Pacheco, Matthew Malensek – An Introduction to Parallel Programming, second

edition, Morgan Kauffman.

2. Michael J Quinn – Parallel Programming in C with MPI and OpenMp, McGrawHill.

**Reference Books:**

1. Calvin Lin, Lawrence Snyder – Principles of Parallel Programming, Pearson
2. Barbara Chapman – Using OpenMP: Portable Shared Memory Parallel Programming, Scientific and Engineering Computation
3. William Gropp, Ewing Lusk – Using MPI: Portable Parallel Programming, Third edition, Scientific and Engineering Computation

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

1. Introduction to parallel programming: <https://nptel.ac.in/courses/106102163>

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

- Programming Assignment at higher bloom level (10 Marks)

<b>INFORMATION AND NETWORK SECURITY</b>		Semester	7
Course Code	<b>BIS703</b>	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	3
Examination type (SEE)	Theory		
<p><b>Course objectives:</b></p> <ol style="list-style-type: none"> <li>1. Understand the basics of, Security, its principle and Cryptography.</li> <li>2. To study various cryptographic Algorithm.</li> <li>3. Apply the knowledge of Cryptography to various fields.</li> <li>4. Understand and apply various Hash functions</li> <li>5. Discuss about various key management scenario.</li> </ol>			
<p><b>Teaching-Learning Process</b>            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>			
<b>Module-1 10 hours</b>			
Introduction. How to Speak Crypto. Classic Crypto. Simple Substitution Cipher. Cryptanalysis of a Simple Substitution. Definition of Secure. Double Transposition Cipher. One-time Pad. Project VENONA. Codebook Cipher. Ciphers of the Election of 1876. Modern Crypto History. Taxonomy of Cryptography. Taxonomy of Cryptanalysis.			
<b>Textbook:1-Chapter 2</b>			
<b>Module-2 10 hours</b>			

	<p>What is a Hash Function? The Birthday Problem. Non-cryptographic Hashes. Tiger Hash. HMAC. Uses of Hash Functions. Online Bids. Spam Reduction. Other Crypto-Related Topics. Secret Sharing. Key Escrow. Random Numbers. Texas Hold 'em Poker. Generating Random Bits. Information Hiding.</p> <p><b>Textbook:1-Chapter 5</b></p>
	<p><b>Module-3 10 hours</b></p>
	<p>Random number generation, Providing Freshness, Fundamentals of entity authentication, Passwords, Dynamic password schemes, Zero-knowledge mechanisms, further reading.</p> <p><b>Cryptographic Protocols:</b> Protocol Basics, From objectives to a protocol, Analysing a simple protocol, Authentication and key establishment protocols.</p> <p><b>Textbook:2-Chapter 8, Chapter 9</b></p>
	<p><b>Module-4 10 hours</b></p>
	<p>Key management fundamentals, Key lengths and lifetimes, Key generation, Key establishment, Key storage, Key usage, Governing key management.</p> <p><b>Public-Key Management:</b> Certification of public keys, The certificate lifecycle, Public-key management models, Alternative approaches.</p> <p><b>Textbook:2-Chapter 10, Chapter 11</b></p>
	<p><b>Module-5 10 hours</b></p>
	<p><b>Cryptographic Applications:</b> Cryptography for securing the Internet, Cryptography for wireless local area networks, Cryptography for mobile telecommunications, Cryptography for secure payment card transactions, Cryptography for video broadcasting, Cryptography for identity cards.</p> <p><b>Textbook:2-Chapter 12 (12.1 to 12.6).</b></p>
<p><b>Course outcome</b></p> <p>At the end of the course, the student will be able to :</p> <p><b>CO1:</b> Understand the basic concepts of Security and Cryptography.</p> <p><b>CO2:</b> Apply different hash functions.</p> <p><b>CO3:</b> Describe the Random number generation and Cryptographic Protocols.</p> <p><b>CO4:</b> Explain key management scenario.</p> <p><b>CO5:</b> Apply the Concept of Cryptography for more security in different fields.</p>	

**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**

1. Information Security: Principles and Practice, 2nd Edition by Mark Stamp, Wiley
2. Everyday Cryptography: Fundamental Principles and Applications Keith M. Martin Oxford Scholarship Online: December 2013.

**Reference Books:**

1. Applied Cryptography Protocols, Algorithms, and Source Code in C by Bruce Schneier.

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

- Group assignments (TWO) to implement Cryptographic Algorithms (15 + 10 marks)

<b>Deep Learning</b>		Semester	7
Course Code	<b>BCS714A</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		
<p><b>Course objectives:</b></p> <ul style="list-style-type: none"> <li>● Understand the basic concepts of deep learning.</li> <li>● Know the basic working model of Convolutional Neural Networks and RNN in decision making.</li> <li>● Illustrate the strength and weaknesses of many popular deep learning approaches.</li> <li>● Introduce major deep learning algorithms, the problem settings, and their applications to solve real world problems</li> </ul>			
<p><b>Teaching-Learning Process (General Instructions)</b>  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/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>			
<b>Module-1</b>			
<p><b>Introducing Deep Learning: Biological and Machine Vision:</b> Biological Vision, Machine Vision: The Neocognitron, LeNet-5, The Traditional Machine Learning Approach, ImageNet and the ILSVRC, AlexNet, TensorFlow Playground. <b>Human and Machine Language:</b> Deep Learning for Natural Language Processing: Deep Learning Networks Learn Representations Automatically, Natural Language Processing, A Brief History of Deep Learning for NLP, Computational Representations of Language: One-Hot Representations of Words, Word Vectors, Word-Vector Arithmetic, word2viz, Localist Versus Distributed Representations, Elements of Natural Human Language.</p> <p><b>Text book 2 : Chapter 1, 2</b></p>			
<b>Module-2</b>			
<p><b>Regularization for Deep Learning:</b> Parameter Norm Penalties, Norm Penalties as Constrained Optimization, Regularization and Under-Constrained Problems, Dataset Augmentation, Noise Robustness, Semi- Supervised Learning, Multi-Task Learning, Early Stopping, Parameter Tying and Parameter Sharing, Sparse Representations, <b>Optimization for Training Deep Models:</b> How Learning Differs from Pure Optimization, Basic Algorithms. Parameter Initialization Strategies, Algorithms with Adaptive Learning Rates.</p> <p><b>Text book 1 : Chapter 7 (7.1 to 7.10), Chapter 8 (8.1,8.3,8.4,8.5)</b></p>			
<b>Module-3</b>			

<p><b>Convolution neural networks:</b> The Convolution Operation, Motivation, Pooling, Convolution and Pooling as an Infinitely Strong Prior, Variants of the Basic Convolution Function, Structured Outputs, Data Types, Efficient Convolution Algorithms, Convolutional Networks and the History of Deep Learning.</p> <p><b>Text book 1 : Chapter 9 (9.1 to 9.8, 9.11)</b></p>
<b>Module-4</b>
<p><b>Sequence Modelling:</b> Recurrent and Recursive Nets: Unfolding Computational Graphs, Recurrent Neural Networks, Bidirectional RNNs, Encoder-Decoder Sequence-to-Sequence Architectures, Deep Recurrent Networks, Recursive Neural Networks. Long short-term memory.</p> <p><b>Text book 1 : Chapter 10 (10.1 to 10.6, 10.10)</b></p>
<b>Module-5</b>
<p><b>Interactive Applications of Deep Learning:</b> Natural Language Processing: Preprocessing Natural Language Data: Tokenization, Converting All Characters to Lowercase, Removing Stop Words and Punctuation, Stemming, Handling <math>n</math>-grams, Preprocessing the Full Corpus, Creating Word Embeddings with word2vec: The Essential Theory Behind word2vec, Evaluating Word Vectors, Running word2vec, Plotting Word Vectors, The Area under the ROC Curve: The Confusion Matrix, Calculating the ROC AUC Metric, Natural Language Classification with Familiar Networks: Loading the IMDb Film Reviews, Examining the IMDb Data, Standardizing the Length of the Reviews, Dense Network, Convolutional Networks, Networks Designed for Sequential Data: Recurrent Neural Networks, Long Short-Term Memory Units, Bidirectional LSTMs, Stacked Recurrent Models, Seq2seq and Attention, Transfer Learning in NLP.</p> <p><b>Text book 2 : Chapter-8</b></p>
<p><b>Course outcomes (Course Skill Set):</b> At the end of the course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Interpret the concepts of neural networks learning processes.</li> <li>2. Illustrate deep learning methods using regularization and Optimization process</li> <li>3. Design deep learning models using convolutional operations.</li> <li>4. Analyze sequential data to build recurrent and recursive models.</li> <li>5. Demonstrate the different interactive applications of deep learning.</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:****Books**

1. Ian Goodfellow, Yoshua Bengio and Aaron Courville, Deep Learning, MIT Press, 2016.  
[https://www.deeplearningbook.org/lecture\\_slides.html](https://www.deeplearningbook.org/lecture_slides.html)
2. John Krohn, Grant Beyleveld, Aglae Bassens, Deep Learning Illustrated, A Visual, Interactive Guide to Artificial Intelligence, Pearson, 2022.

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

- <https://www.youtube.com/watch?v=VyWAvY2CF9c>  
<https://www.youtube.com/watch?v=7sB052Pz0sQ>  
[https://www.youtube.com/watch?v=Mubj\\_fqiAv8](https://www.youtube.com/watch?v=Mubj_fqiAv8)  
<https://www.coursera.org/learn/neural-networks-deep-learning>
- [https://onlinecourses.nptel.ac.in/noc20\\_cs62/preview](https://onlinecourses.nptel.ac.in/noc20_cs62/preview)

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

- Programming Assignments, such as implementation of CNN and Recurrent neural network models - 10 Marks
- Group assignment (Group of two) on recent developments in Deep learning – Refer IEEE/ACM/Elsevier etc publications - 15 Marks



<b>SOFTWARE QUALITY ASSURANCE</b>		Semester	7
Course Code	<b>BIS714B</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 nature (SEE)	Theory		
<p><b>Course objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand the basic tenets of software quality and quality factors.</li> <li>• Be exposed to the Software Quality Assurance (SQA) architecture and the details of SQA components.</li> <li>• Understand of how the SQA components can be integrated into the project life cycle.</li> <li>• Be familiar with the software quality infrastructure.</li> <li>• Be exposed to the management standards of software quality.</li> </ul>			
<p><b>Teaching-Learning Process (General Instructions)</b>  These are sample Strategies; that teachers can use to accelerate the attainment of the various course outcomes.</p> <ul 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> </ul>			
<b>MODULE-1</b>			
<p><b>The software quality challenge:</b> The uniqueness of software quality assurance, the environments for which SQA methods are developed, <b>what is software quality?</b> What is software, Software errors, faults and failures Classification of the causes of software errors, Software quality – definition, Software quality assurance – definition and objectives, Software quality assurance and software engineering, <b>Software quality factors:</b> The need for comprehensive software quality requirements, Classifications of software requirements into software quality factors , Product operation software quality factors, Product revision software quality factors, Product transition software quality factors ,Alternative models of software quality factors ,Who is interested in the definition of quality requirements?, Software compliance with quality factors  TB1: Ch 1: 1.1,1.2, Ch 2: 2.1-2.6, Ch 3:3.1-3.8.</p>			
<b>MODULE-2</b>			
<p><b>The components of the software quality assurance:</b> The SQA system – an SQA architecture, Pre-project components, software project life cycle components, Infrastructure components for error prevention and improvement, Management SQA components standards, system certification, and assessment components, Organizing for SQA – the human components, Considerations guiding construction of an organization’s SQA system. <b>Contract review:</b> Introduction: the CFV Project completion celebration, The contract review process and its stages, Contract review objectives, Implementation of a contract review, Contract review subjects, Contract reviews for internal projects</p>			

TB1: Ch 4: 4.1-4.8 Ch 5:5.1-5.6

### MODULE-3

**SQA components in the project life cycle:** Classic and other software development methodologies, Factors affecting intensity of quality assurance activities in the development process, Verification, validation and qualification, A model for SQA defect removal effectiveness and cost **Software testing – strategies**, Definition and objectives, Software testing strategies, Software test classifications, White box testing, Black box testing CASE tools and their effect on software quality

TB1: Ch 7: 7.1-7.4, Ch 9:9.1-9.5 ,

### MODULE-4

**Management components of software:** Project progress control -The components of project progress control, Progress control of internal projects and external participants, Implementation of project progress control regimes, Computerized tools for software progress control quality. **Software quality metrics:** Objectives of quality measurement, Classification of software quality metrics Process metrics, Product metrics, Implementation of software quality metrics, Limitations of software metrics.

TB1: Ch 20: 20.1-20.4, Ch21: 21.1-21.6

### MODULE-5

**Standards, certification and assessment:** Quality management standards, The scope of quality management standards, ISO 9001 and ISO 9000-3 Certification according to ISO 9000-3, Capability Maturity Models – CMM and CMML, assessment methodology, The Bootstrap methodology, The SPICE project and the ISO/IEC 15504, software process assessment standard. **SQA project process standards** –IEEE software engineering standards, Structure and content of IEEE software engineering standards, IEEE/EIA Std 12207 – software life cycle processes, IEEE Std 1012 – verification and validation, IEEE Std 1028 – reviews.

TB1: Ch 23:23.1-23.6, Ch 24:24.1-24.4

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

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

- Utilize the concepts in software development life cycle.
- Demonstrate their capability to adopt quality standards.
- Assess the quality of software product.
- Apply the concepts in preparing the quality plan & documents.
- Determine whether the product meets company's quality standards and client's expectations and demands

#### **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).
- The question paper will have ten questions. Each question is set for 20 marks.
- 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.
- 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:**

**Text Book:**

- Daniel Galin, "Software Quality Assurance "from theory to implementation, Pearson Publication, 2004.

**Reference Books:**

- Alan C. Gillies, "Software Quality: Theory and Management", International Thomson Computer Press, 1997.
- Mordechai Ben-Menachem "Software Quality: Producing Practical Consistent Software", International Thompson Computer Press, 1997

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

- [https://www.youtube.com/watch?v=5\\_cTi5xBIYg](https://www.youtube.com/watch?v=5_cTi5xBIYg)
- <https://www.youtube.com/watch?v=WAEhq7KMTHI>
- <https://www.youtube.com/watch?v=kmA4iXS88Bg>
- [https://www.youtube.com/watch?v=wDCZiq-d\\_PQ](https://www.youtube.com/watch?v=wDCZiq-d_PQ)
- <https://www.youtube.com/watch?v=PoZqHYrwnWc>
- <https://www.youtube.com/watch?v=g1Sy9ic7BVQ>
- <https://www.youtube.com/watch?v=JOq3v6vpw5A>
- <https://www.youtube.com/watch?v=Uze0HkUvHLs>
- <https://www.youtube.com/watch?v=dNtg9iOglos>
- <https://www.youtube.com/watch?v=UsYDzrvUPNA>
- <https://www.youtube.com/watch?v=Ra3NXNCpZkQ>
- <https://youtu.be/4DWlwfl6sZA?si=lb-e17T26mOnFhuF>

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

- Course project (Group of two) based on testing the quality aspects of software using any software testing tool. (25 marks)



<b>EMBEDDED SYSTEMS</b>		Semester	7
Course Code	<b>BIS714C</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		

**Course objectives:**

- Identify the components, purpose and applications of the Embedded Systems
- Learn the RTOS and IDE for Embedded System Design
- Understand the fundamentals of ARM-based systems and basic architecture of CISC and RISC
- Familiarize with ARM programming modules along with registers, CPSR and Flags

**Teaching-Learning Process (General Instructions)**

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

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.
2. Utilize video/animation films to illustrate the functioning of various concepts.
3. Promote collaborative learning (Group Learning) in the class.
4. Pose at least three HOT (Higher Order Thinking) questions in the class to stimulate critical thinking.
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.
6. Introduce topics through multiple representations.
7. Demonstrate various ways to solve the same problem and encourage students to devise their own creative solutions.
8. Discuss the real-world applications of every concept to enhance students' comprehension.
9. Use any of these methods: Chalk and board, Active Learning, Case Studies.

**Module-1**

**Introduction to Embedded Systems:** What is an Embedded System? Embedded Systems Vs General Computing Systems, History of Embedded Systems, Classification of Embedded systems, Major Application Areas of Embedded Systems. Purpose of Embedded Systems.

**The Typical Embedded System:** Microprocessor vs. Microcontroller, RISC vs. CISC Processors, Harvard vs. Von-Neumann Processor Architecture, Big-Endian vs. Little-Endian Processors, Memory-ROM and RAM types, Sensors & Actuators, The I/O Subsystem – I/O Devices, Light Emitting Diode (LED), 7-Segment LED Display, Optocoupler, Relay, Piezo Buzzer, Push button switch, Communication Interfaces, On-board Communication Interfaces, External Communication Interfaces.

**Textbook 1:** Ch. 1.1-1.6, Ch. 2.1-2.4

**Module-2**

**Embedded System Design Concepts:** Characteristics and Quality Attributes of Embedded Systems, Operational and Non-Operational Quality Attributes. Embedded Systems-Application and Domain Specific, Hardware Software Co-Design and Program Modelling.

**Embedded Firmware Design and Development:** Embedded Firmware Design Approaches, Embedded Firmware Development Languages, Programming in Embedded C (Excluding C language).

**Textbook 1:** Ch. 3.1-3.2, Ch. 4.1-4.2 (4.2.1 and 4.2.2 only), Ch. 7.1-7.2, Ch. 9.1-9.3 (9.3.1 and 9.3.2 only)

### Module-3

**RTOS and IDE for Embedded System Design:** Operating System Basics, Types of Operating Systems, Tasks, Process and Threads (Only POSIX Threads with an example program), Thread Preemption, Preemptive Task Scheduling Techniques, Task Communication, Task Synchronization Issues – Racing and Deadlock. How to Choose an RTOS, Integration and Testing of Embedded Hardware and Firmware, The Embedded System Development Environment.

**Textbook 1:** Ch. 10.1-10.3, 10.5.2, 10.7, 10.8.1.1, 10.8.1.2, 10.10, Ch. 12.1-12.2, Ch. 13.1

### Module-4

**ARM Embedded Systems:** The RISC Design Philosophy, The ARM Design Philosophy, Embedded System Hardware, Embedded System Software.

**ARM Processor Fundamentals:** Registers, Current Program Status Register, Pipeline, Exceptions, Interrupts, and the Vector Table, Core Extensions

**Textbook 2:** Ch. 1.1-1.4, Ch. 2.1-2.5

### Module-5

**Introduction to the ARM Instruction Set:** Data Processing Instructions, Branch Instructions, Load-Store Instructions, Software Interrupt Instruction, Program Status Register Instructions, Loading Constants.

**Textbook 2:** Ch. 3.1-3.6

### Course outcome (Course Skill Set)

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

1. Explain the characteristics and attributes of an Embedded System.
2. Illustrate the hardware software co-design and firmware design approaches of Embedded Systems.
3. Demonstrate the need of real time operating system for Embedded System applications.
4. Explain the ARM Architectural features and Instructions.
5. Develop programs using ARM instruction set for an ARM Microcontroller.

### **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 Book:**

1. Shibu K V, "Introduction to Embedded Systems", Second Edition, Tata McGraw Hill Education.
2. Andrew N Sloss, Dominic Symes and Chris Wright, "ARM System Developers Guide – Designing and Optimizing System Software", Elsevier, Morgan Kaufman Publishers.

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

1. Raj Kamal, "Embedded Systems: Architecture and Programming", Tata McGraw Hill, 2008.
2. Raghunandan.G.H, "Microcontroller (ARM) and Embedded System", Cengage learning Publication, 2019.
3. "Insider's Guide to the ARM7 based microcontrollers", Hitex Ltd., 1st edition, 2005.

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

- <https://alison.com/tag/embedded-systems>
- <https://www.youtube.com/watch?v=uFhDGagZzjs>
- [https://www.youtube.com/watch?v=G1c\\_WMD\\_5pU](https://www.youtube.com/watch?v=G1c_WMD_5pU)
- <https://archive.nptel.ac.in/courses/106/105/106105193/>

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

- Demonstrate the Installation and working of Keil Software - Student group of TWO (10 Marks).
- Using Keil software, observe the various Registers, Dump, CPSR etc. and write Assembly Language Programs (15 Marks).

<b>Social Network Analysis</b>		Semester	7
Course Code	<b>BAD714D</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		
<p><b>Course objectives:</b></p> <ul style="list-style-type: none"> <li>• To introduce the fundamentals of Social Network Analysis and its significance in understanding societal connections and behaviors.</li> <li>• To analyze various models of network growth and understand the properties of real-world networks.</li> <li>• To explore link analysis algorithms and their applications in understanding relationships within a network.</li> <li>• To study community detection methods and their relevance in identifying meaningful clusters within networks.</li> <li>• To understand link prediction techniques and their application in forecasting future connections within a network.</li> </ul>			
<p><b>Teaching-Learning Process (General Instructions)</b>            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 traditional lecture method, can make use of digital tools to visually demonstrate key ideas that could be adopted to attain the outcomes.</li> <li>2. Use think-pair-share strategies where students collaborate in pairs or groups to discuss concepts and solve small problems before sharing their understanding with the class.</li> <li>3. Use real-world examples such as social media platforms or professional networks (e.g., LinkedIn) to demonstrate the concepts of Social Network Analysis.</li> <li>4. Conduct practical sessions using software like Python with network libraries (e.g., NetworkX) to model and visualize network growth.</li> <li>5. Use step-by-step explanations to demonstrate algorithms like PageRank and SimRank, followed by coding sessions for implementation.</li> <li>6. Use network visualization tools (e.g., Gephi, Cytoscape) to help students identify and analyze communities in networks.</li> <li>7. 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.</li> <li>8. Demonstrate ways to solve the same problem and encourage the students to come up with their own creative solutions.</li> </ol>			
<b>Module-1</b>			
<p><b>Networks and Society</b> - What is Social Network Analysis, why do We Study Social Networks, Applications of Social Network Analysis, Preliminaries, Three Levels of Social Network Analysis.  <b>Network Measures</b> - Network Basics, Node Centrality, Assortativity, Transitivity and Reciprocity, Similarity, Degeneracy.  <b>T1 - Chapter 1 (1.1. - 1.5), Chapter 2 (2.1 - 2.6)</b></p>			
<b>Module-2</b>			
<p><b>Network Growth Models</b> - Properties of Real-World Networks, Random Network Model, Ring Lattice Network Model, Watts–Strogatz Model, Preferential Attachment Model, Price's Model, Local-world Network Growth Model, Network Model with Accelerating Growth, Aging in Preferential Attachment.  <b>T1 - Chapter 3 (3.1 - 3.9)</b></p>			
<b>Module-3</b>			

**Link Analysis** - Applications of Link Analysis, Signed Networks, Strong and Weak Ties, Link Analysis Algorithms, PageRank, Personalised PageRank, DivRank, SimRank, PathSIM.

**T1 - Chapter 4 (4.1 - 4.8)**

#### Module-4

**Community Structure in Networks** - Applications of Community Detection, Types of Communities, Community Detection Methods, Disjoint Community Detection, Overlapping Community Detection, Local Community Detection, Community Detection vs Community Search, Evaluation of Community Detection Methods.

**T1 - Chapter 5 (5.1 - 5.8)**

#### Module-5

**Link Prediction** - Applications of Link Prediction, Temporal Changes in a Network, Problem Definition Evaluating Link Prediction Methods, Heuristic Models, Probabilistic Models, Supervised Random Walk, Information-theoretic Model, Latest Trends in Link Prediction.

**T1 - Chapter 6 (6.1 - 6.9)**

#### Course outcome (Course Skill Set)

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

1. Illustrate the core concepts of Social Network Analysis and its levels of study.
2. Demonstrate the different network growth models for real-world networks
3. Apply algorithms of PageRank and SimRank to analyze and interpret link relationships.
4. Apply community detection methods and evaluating their effectiveness in real-world scenarios.
5. Analyze heuristic, probabilistic, and supervised models to predict network link formations and changes.

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

1. Tanmoy Chakraborty, "Social Network Analysis", Wiley India Pvt. Ltd., 2021

**Reference Books**

1. Albert-Laszlo Barabasi, "Network Science", Cambridge University Press, 2016
2. Stanley Wasserman, Katherine Faust, "Social Network Analysis: Methods and Applications", Cambridge University Press, 1994

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

- [https://onlinecourses.nptel.ac.in/noc22\\_cs117/preview](https://onlinecourses.nptel.ac.in/noc22_cs117/preview)
- <https://social-network-analysis.in/>
- <https://www.coursera.org/learn/social-network-analysis>

**Activity Based Learning (Suggested Activities in Class)/ Practical Based learning****Activity 1: Network Visualization and Analysis (10 Marks)**

**Understand network basics, measures, and visualization techniques using a real-world dataset.**

**Instructions:**

1. Choose a small real-world dataset (e.g., social media connections, collaboration networks, or communication networks).
2. Use a network analysis tool such as Gephi, NetworkX, or Cytoscape to visualize the dataset.
3. Analyze the following:
  - Node centrality measures (degree, closeness, and betweenness).
  - Network transitivity and reciprocity.
  - Similarity or assortativity in the network.
4. Submit a report that includes the network visualization and a summary of key findings.

**Assessment Criteria:**

- Clarity of visualization (3 marks)
- Accuracy in calculating and interpreting network measures (5 marks)
- Quality of the report (2 marks)

**Activity 2: Community Detection and Link Prediction Project (15 Marks)**

**Apply community detection techniques and predict future connections within a network.**

**Instructions:**

1. Select a medium-sized dataset (e.g., email communications, citation networks, or transport networks).
2. Perform the following tasks:
  - Identify and visualize communities using two different community detection methods (e.g., Disjoint and Overlapping Community Detection).
  - Evaluate the detected communities using appropriate evaluation metrics (e.g., modularity).
  - Use a link prediction algorithm (e.g., supervised random walk or probabilistic models) to forecast future connections within the network.
3. Prepare a detailed report with visuals and findings.

**Assessment Criteria:**

- Accuracy and comparison of community detection methods (7 marks)
- Implementation and results of link prediction (5 marks)
- Overall presentation and report quality (3 marks)

<b>Introduction to DBMS</b>		Semester	7
Course Code	<b>BCS755A</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 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 in database.</li> <li>● To Design and build database applications for real world problems.</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.			
<ul 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> </ul>			
<b>MODULE-1</b>			
<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>Textbook 1:Ch 1.1 to 1.8, 2.1 to 2.6</b>			
<b>MODULE-2</b>			
<b>Conceptual Data Modeling using Entities and Relationships:</b> Entity types, Entity sets and structural constraints, Weak entity types, ER diagrams, Specialization and Generalization.			
<b>Mapping Conceptual Design into a Logical Design:</b> Relational Database Design using ER-to-Relational mapping			
<b>Textbook 1: Ch 3.1 to 3.10, 9.1 &amp; 9.2</b>			
<b>MODULE-3</b>			
<b>Relational Model:</b> Relational Model Concepts, Relational Model Constraints and relational database schemas, Update operations, transactions, and dealing with constraint violations.			
<b>Relational Algebra:</b> Unary and Binary relational operations, additional relational operations (aggregate, grouping, etc.) Examples of Queries in relational algebra.			
<b>Textbook 1: Ch 5.1 to 5.3, Ch 8.1 to 8.5</b>			
<b>MODULE-4</b>			

**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

**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.

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

#### **MODULE-5**

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

**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.

**Textbook 1: Ch 7.1 to 7.3, 21.1 to 21.5**

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

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

- Demonstrate the basic elements of a database management system.
- Design entity relationship and convert entity relationship diagrams into RDBMS.
- Use Structured Query Language (SQL) for database manipulation.
- Apply normalization to increase the efficiency of database design.
- Illustrate the concepts of concurrency control techniques.

#### **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).
- The question paper will have ten questions. Each question is set for 20 marks.
- 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.
- 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:**

**Text Books:**

1. Fundamentals of Database Systems, Ramez Elmasri and Shamkant B. Navathe, 7th Edition, 2017, Pearson.

**Reference Books:**

1. Database management systems, Ramakrishnan, and Gehrke, 3rd Edition, 2014, McGraw Hill

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

**Course Project (25 marks)**

- For any problem selected
  - Develop the application having at least five tables & domain areas shall include health care, agriculture & so on.

Introduction to Algorithms		Semester	7
Course Code	BCS755B	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		
<p><b>Course objectives:</b></p> <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>			
<p><b>Teaching-Learning Process (General Instructions)</b> 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) does not mean only the traditional lecture method, but different types of teaching methods may be adopted to achieve the outcomes.</li> <li>Utilize video/animation films to illustrate the functioning of various concepts.</li> <li>Promote collaborative learning (Group Learning) in the class.</li> <li>Pose at least three HOT (Higher Order Thinking) questions in the class to stimulate critical thinking.</li> <li>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>Introduce topics through multiple representations.</li> <li>Demonstrate various ways to solve the same problem and encourage students to devise their own creative solutions.</li> <li>Discuss the real-world applications of every concept to enhance students' comprehension.</li> </ol>			
<b>Module-1</b>			
<p><b>INTRODUCTION:</b> What is an Algorithm?, Fundamentals of Algorithmic Problem Solving, Important problem Types, Fundamental Data Structures, Analysis Framework, Asymptotic Notations and Basic Efficiency Classes, ,Analysis Framework, Asymptotic Notations and Basic Efficiency Classes,</p> <p><b>Chapter 1 (Sections 1.1 to 1.4), Chapter 2 (2.1, 2.2)</b></p>			
<b>Module-2</b>			
<p><b>FUNDAMENTALS OF THE ANALYSIS OF ALGORITHM EFFICIENCY:</b> Mathematical Analysis of Non-recursive Algorithms, Mathematical Analysis of Recursive Algorithms.</p> <p><b>BRUTE FORCE APPROACHES:</b> Selection Sort and Bubble Sort, Sequential Search and Brute Force String Matching.</p> <p><b>Chapter 2(Sections 2.3,2.4), Chapter 3(Section 3.1,3.2)</b></p>			

<b>Module-3</b>
<p><b>Exhaustive Search</b> (Travelling Salesman problem and Knapsack Problem).  <b>Depth First search and Breadth First search.</b>  <b>DECREASE-AND-CONQUER:</b> Insertion Sort, Topological Sorting.  <b>DIVIDE AND CONQUER:</b> Merge Sort, Binary Tree Traversals.</p> <p><b>Chapter 3(3.4,3.5), Chapter 4 (Sections 4.1,4.2), Chapter 5 (Section 5.1,5.3)</b></p>
<b>Module-4</b>
<p><b>TRANSFORM-AND-CONQUER:</b> Balanced Search Trees (AVL Trees), Heaps and Heapsort.</p> <p><b>SPACE-TIME TRADEOFFS:</b> Sorting by Counting: Comparison counting sort, Input Enhancement in String Matching: Horspool's Algorithm, Hashing.</p> <p><b>Chapter 6 (Sections 6.3,6.4), Chapter 7 (Sections 7.1,7.2, 7.3)</b></p>
<b>Module-5</b>
<p><b>DYNAMIC PROGRAMMING:</b> Three basic examples, The Knapsack Problem and Memory Functions.</p> <p><b>THE GREEDY METHOD:</b> Kruskal's Algorithm, Dijkstra's Algorithm, Huffman Trees and Codes.</p> <p><b>Chapter 8 (Sections 8.1,8.2), Chapter 9 (Sections 9.2,9.3,9.4)</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 algorithm design steps and computational problem types.</li> <li>2. Apply the asymptotic notational method to analyze the performance of the algorithms in terms of time complexity.</li> <li>3. Demonstrate divide &amp; conquer approaches and decrease &amp; conquer approaches to solve computational problems.</li> <li>4. Make use of the transform &amp; conquer design approach to solve the given real-world or complex computational problems.</li> <li>5. Apply greedy and dynamic programming methods to solve graph &amp; string-based computational problems.</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:****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**

1. Problem Solving - Competitive programming (Hacker Rank/ Hacker Earth / Leetcode) - 10 Marks
2. Problem solving (Numerical examples) related to different algorithms - 15 Marks

<b>SOFTWARE ENGINEERING</b>		Semester	7
Course Code	<b>BCS755C</b>	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	04	Exam Hours	3
Examination type (SEE)	Theory		
<p><b>Course objectives:</b>            To understand foundational principles and the evolving nature of software engineering.            - To learn various software process models and their practical applications.            - To acquire skills in gathering, modeling, and validating software requirements.            - To apply Agile methodologies and understand core software engineering practices.            - To build a foundation for software design, testing, and quality assurance.</p>			
<p><b>Teaching-Learning Process</b>            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>			
<b>Module-1</b>			
<p><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></p>			
<b>Module-2</b>			

	<p><b>Understanding Requirements:</b> Requirements Engineering, Establishing the ground work, Eliciting Requirements, Developing use cases, Building the requirements model, Negotiating Requirements, Validating Requirements.</p> <p><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.</p> <p>Requirement Modeling Strategies : Flow oriented Modeling , Behavioral Modeling.</p> <p><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></p>
	<p><b>Module-3</b></p>
	<p><b>Agile Development:</b> 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 .</p> <p><b>Principles that guide practice:</b> Software Engineering Knowledge, Core principles, Principles that guide each framework activity.</p> <p><b>Textbook 1: Chapter 3: 3.1 to 3.6, Chapter 4: 4.1 to 4.3</b></p>
	<p><b>Module-4</b></p>
	<p><b>Software Design:</b> Design within the context of software engineering, Design process and quality, Design concepts: abstraction, modularity, architecture, patterns.</p> <p><b>Architectural Design:</b> Architectural styles and patterns, reference architectures, component-level design, designing class-based components, conducting component-level design, design for reuse.</p> <p><b>Textbook 1:Chapter 8: 8.1–8.6, Chapter 9: 9.1–9.5</b></p>
	<p><b>Module-5</b></p>
	<p><b>Software Testing:</b> Introduction to software testing, Strategic approach, Test strategies for conventional and object-oriented software, Validation testing, System testing, White-box and Black-box testing, Basis Path Testing, Control structure testing.</p> <p><b>Software Quality:</b> Concepts of quality, Software quality assurance, Reviews, Software reliability and metrics.</p> <p><b>Textbook 1: Chapter 14: Sections 14.1 to 14.5,Chapter 15: Sections 15.1 to 15.5, Chapter 19: Sections 19.1 to 19.5</b></p>
<p><b>Course outcome</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 software nature, engineering practices, myths, and software process models.</li> <li>2. Apply requirements engineering, elicitation, modeling, and validation in software development.</li> <li>3. Demonstrate agile principles, practices, and tools for software development agility.</li> <li>4. Apply design concepts, process, and architecture for quality software development.</li> <li>5. Explain software testing strategies and quality assurance for reliable software.</li> </ol>	

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

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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**

Roger S. Pressman: Software Engineering – A Practitioner's Approach, 7th Edition, Tata McGraw Hill, 2010.

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

<https://www.geeksforgeeks.org/software-engineering/software-engineering/>

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

- Course project (Group of two students): Simulation that covers all the phases of SDLC - 25 marks