

## III Semester

<b>TRANSFORM CALCULUS, FOURIER SERIES AND NUMERICAL TECHNIQUES</b>			
Course Code:	<b>21MAT31</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
<b>Course Objectives:</b>			
<p>CLO 1. To have an insight into solving ordinary differential equations by using Laplace transform techniques</p> <p>CLO 2. Learn to use the Fourier series to represent periodical physical phenomena in engineering analysis.</p> <p>CLO 3. To enable the students to study Fourier Transforms and concepts of infinite Fourier Sine and Cosine transforms and to learn the method of solving difference equations by the z-transform method.</p> <p>CLO 4. To develop the proficiency in solving ordinary and partial differential equations arising in engineering applications, using numerical methods</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and 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 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>Definition and Laplace transforms of elementary functions (statements only). Problems on Laplace transform of <math>e^{at}f(t)</math>, <math>t^n f(t)</math>, <math>\frac{f(t)}{t}</math>. Laplace transforms of Periodic functions (statement only) and unit-step function – problems.</p> <p>Inverse Laplace transforms definition and problems, Convolution theorem to find the inverse Laplace transforms (without Proof) and problems. Laplace transforms of derivatives, solution of differential equations.</p> <p><b>Self-study:</b> Solution of simultaneous first-order differential equations.</p>			
<b>Teaching-Learning Process</b>	Chalk and talk method /		
<b>Module-2</b>			
<p>Introduction to infinite series, convergence and divergence. Periodic functions, Dirichlet's condition. Fourier series of periodic functions with period <math>2\pi</math> and arbitrary period. Half range Fourier series. Practical harmonic analysis.</p> <p><b>Self-study:</b> Convergence of series by D'Alembert's Ratio test and, Cauchy's root test</p>			
<b>Teaching-Learning Process</b>	Chalk and talk method / Powerpoint Presentation		

<b>Module-3</b>	
<p>Infinite Fourier transforms definition, Fourier sine and cosine transforms. Inverse Fourier transforms, Inverse Fourier cosine and sine transforms. Problems.</p> <p>Difference equations, z-transform-definition, Standard z-transforms, Damping and shifting rules, Problems. Inverse z-transform and applications to solve difference equations.</p> <p><b>Self-Study:</b> Initial value and final value theorems, problems.</p>	
<b>Teaching-Learning Process</b>	Chalk and talk method / Powerpoint Presentation
<b>Module-4</b>	
<p>Classifications of second-order partial differential equations, finite difference approximations to derivatives, Solution of Laplace's equation using standard five-point formula. Solution of heat equation by Schmidt explicit formula and Crank- Nicholson method, Solution of the Wave equation. Problems.</p> <p><b>Self-Study:</b> Solution of Poisson equations using standard five-point formula.</p>	
<b>Teaching-Learning Process</b>	Chalk and talk method / PowerPoint Presentation
<b>Module-5</b>	
<p>Second-order differential equations - Runge-Kutta method and Milne's predictor and corrector method. (No derivations of formulae).</p> <p>Calculus of Variations: Functionals, Euler's equation, Problems on extremals of functional. Geodesics on a plane, Variational problems.</p> <p><b>Self-Study:</b> Hanging chain problem</p>	
<b>Teaching-Learning Process</b>	Chalk and talk method / PowerPoint Presentation
<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>CO 1. To solve ordinary differential equations using Laplace transform.</li> <li>CO 2. Demonstrate Fourier series to study the behaviour of periodic functions and their applications in system communications, digital signal processing and field theory.</li> <li>CO 3. To use Fourier transforms to analyze problems involving continuous-time signals and to apply Z-Transform techniques to solve difference equations</li> <li>CO 4. To solve mathematical models represented by initial or boundary value problems involving partial differential equations</li> <li>CO 5. Determine the extremals of functionals using calculus of variations and solve problems arising in dynamics of rigid bodies and vibrational analysis.</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 passing mark for the CIE is 40% of the maximum marks (20 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 not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and 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> <p>Three Unit Tests each of <b>20 Marks (duration 01 hour)</b></p> <ol style="list-style-type: none"> <li>1. First test at the end of 5<sup>th</sup> week of the semester</li> <li>2. Second test at the end of the 10<sup>th</sup> week of the semester</li> <li>3. Third test at the end of the 15<sup>th</sup> week of the semester</li> </ol> <p>Two assignments each of <b>10 Marks</b></p> <ol style="list-style-type: none"> <li>4. First assignment at the end of 4<sup>th</sup> week of the semester</li> <li>5. Second assignment at the end of 9<sup>th</sup> week of the semester</li> </ol> <p>Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b></p>	

6. At the end of the 13<sup>th</sup> week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**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.

The students have to answer 5 full questions, selecting one full question from each module

**Suggested Learning Resources:**

**Textbooks**

1. B. S. Grewal: "Higher Engineering Mathematics", Khanna publishers, 44th Ed.2018
2. E. Kreyszig: "Advanced Engineering Mathematics", John Wiley & Sons, 10th Ed. (Reprint), 2016.

**Reference Books:**

1. V. Ramana: "Higher Engineering Mathematics" McGraw-Hill Education, 11th Ed.
2. Srimanta Pal & Subodh C. Bhunia: "Engineering Mathematics" Oxford University Press, 3rd Reprint, 2016.
3. N.P Bali and Manish Goyal: "A textbook of Engineering Mathematics" Laxmi Publications, Latest edition.
4. C. Ray Wylie, Louis C. Barrett: "Advanced Engineering Mathematics" McGraw - Hill Book Co.Newyork, Latest ed.
5. Gupta C.B, Sing S.R and Mukesh Kumar: "Engineering Mathematic for Semester I and II", McGraw Hill Education(India) Pvt. Ltd 2015.
6. H.K.Dass and Er. Rajnish Verma: "Higher Engineering Mathematics" S.Chand Publication (2014).
7. James Stewart: "Calculus" Cengage publications, 7th edition, 4th Reprint 2019

**Weblinks and Video Lectures (e-Resources):**

1. [http://www.class-central.com/subject/math\(MOOCs\)](http://www.class-central.com/subject/math(MOOCs))
2. <http://academicearth.org/>
3. <http://www.bookstreet.in>.
4. VTU e-Shikshana Program
5. VTU EDUSAT Program

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

- Quizzes
- Assignments
- Seminars

## III Semester

<b>DATA STRUCTURES AND APPLICATIONS</b>			
Course Code:	<b>21CS32</b>	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 T + 20 P	Total Marks	100
Credits	04	Exam Hours	03
<b>Course Objectives:</b>			
<p>CLO 1. Explain the fundamentals of data structures and their applications essential for implementing solutions to problems.</p> <p>CLO 2. Illustrate representation of data structures: Stack, Queues, Linked Lists, Trees and Graphs.</p> <p>CLO 3. Design and Develop Solutions to problems using Arrays, Structures, Stack, Queues, Linked Lists.</p> <p>CLO 4. Explore usage of Trees and Graph for application development.</p> <p>CLO 5. Apply the Hashing techniques in mapping key value pairs.</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>Lecturer method (L) 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 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>Introduce Topics in manifold representations.</li> <li>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>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> Data Structures, Classifications (Primitive &amp; Non-Primitive), Data structure operations (Traversing, inserting, deleting, searching, and sorting). Review of Arrays. Structures: Array of structures Self-Referential Structures.</p> <p>Dynamic Memory Allocation Functions. Representation of Linear Arrays in Memory, dynamically allocated arrays and Multidimensional Arrays.</p> <p>Demonstration of representation of Polynomials and Sparse Matrices with arrays.</p>			
<p><b>Textbook 1: Chapter 1: 1.2, Chapter 2: 2.2 - 2.7, Text Textbook 2: Chapter 1: 1.1 - 1.4, Chapter 3: 3.1 - 3.3, 3.5, 3.7, Chapter 4: 4.1 - 4.9, 4.14 Textbook 3: Chapter 1: 1.3</b></p>			
<b>Laboratory Component:</b>			
<ol style="list-style-type: none"> <li>Design, Develop and Implement a menu driven Program in C for the following Array Operations <ol style="list-style-type: none"> <li>Creating an Array of N Integer Elements</li> <li>Display of Array Elements with Suitable Headings</li> <li>Exit.</li> </ol> <p>Support the program with functions for each of the above operations.</p> </li> <li>Design, Develop and Implement a menu driven Program in C for the following Array operations <ol style="list-style-type: none"> <li>Inserting an Element (ELEM) at a given valid Position (POS)</li> <li>Deleting an Element at a given valid Position POS)</li> <li>Display of Array Elements</li> </ol> </li> </ol>			

<p>d. Exit. Support the program with functions for each of the above operations.</p>	
<p><b>Teaching-Learning Process</b></p>	<p>Problem based learning (Implementation of different programs to illustrate application of arrays and structures. <a href="https://www.youtube.com/watch?v=3Xo6P_V-qns&amp;t=201s">https://www.youtube.com/watch?v=3Xo6P_V-qns&amp;t=201s</a>  <a href="https://ds2-iiith.vlabs.ac.in/exp/selection-sort/index.html">https://ds2-iiith.vlabs.ac.in/exp/selection-sort/index.html</a> <a href="https://ds1-iiith.vlabs.ac.in/data-structures-1/List%20of%20experiments.html">https://ds1-iiith.vlabs.ac.in/data-structures-1/List%20of%20experiments.html</a></p>
<p><b>Module-2</b></p>	
<p><b>Stacks:</b> Definition, Stack Operations, Array Representation of Stacks, Stacks using Dynamic Arrays. Different representation of expression. Stack Applications: Infix to postfix conversion, Infix to prefix conversion, evaluation of postfix expression, recursion.</p> <p><b>Queues:</b> Definition, Array Representation of Queues, Queue Operations, Circular Queues, Queues and Circular queues using Dynamic arrays, Dequeues, Priority Queues.</p> <p><b>Textbook 1: Chapter 3: 3.1 -3.4, 3.6 Textbook 2: Chapter 6: 6.1 -6.4, 6.5, 6.7-6.13</b></p>	
<p><b>Laboratory Component:</b></p> <ol style="list-style-type: none"> <li>1. Design, Develop and Implement 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. <i>Push</i> an Element on to Stack</li> <li>b. <i>Pop</i> an Element from Stack</li> <li>c. Demonstrate <i>Overflow</i> and <i>Underflow</i> situations on Stack</li> <li>d. Display the status of Stack</li> <li>e. Exit</li> </ol> <p>Support the program with appropriate functions for each of the above operations</p> </li> <li>2. Design, Develop and Implement a Program in C for the following Stack Applications <ol style="list-style-type: none"> <li>a. Evaluation of Suffix expression with single digit operands and operators: +, -, *, /, %, ^</li> <li>b. Solving Tower of Hanoi problem with n disks</li> </ol> </li> </ol>	
<p><b>Teaching-Learning Process</b></p>	<p>Active Learning, Problem based learning <a href="https://nptel.ac.in/courses/106/102/106102064/">https://nptel.ac.in/courses/106/102/106102064/</a> <a href="https://ds1-iiith.vlabs.ac.in/exp/stacks-queues/index.html">https://ds1-iiith.vlabs.ac.in/exp/stacks-queues/index.html</a></p>
<p><b>Module-3</b></p>	
<p><b>Linked Lists:</b> Definition, classification of linked lists. Representation of different types of linked lists in Memory, Traversing, Insertion, Deletion, Searching, Sorting, and Concatenation Operations on Singly linked list, Doubly Linked lists, Circular linked lists, and header linked lists. Linked Stacks and Queues. Applications of Linked lists – Polynomials, Sparse matrix representation. Programming Examples.</p> <p><b>Textbook 1: Chapter 4: 4.1 – 4.4, 4.5.2, 4.7, 4.8, Textbook 2: Chapter 5: 5.1 – 5.9</b></p>	
<p><b>Laboratory Component:</b></p> <ol style="list-style-type: none"> <li>1. Singly Linked List (SLL) of Integer Data <ol style="list-style-type: none"> <li>a. Create a SLL stack of N integer.</li> <li>b. Display of SLL</li> <li>c. Linear search. Create a SLL queue of N Students Data Concatenation of two SLL of integers.</li> </ol> </li> <li>2. Design, Develop and Implement a menu driven Program in C for the following operationson Doubly Linked List (DLL) of Professor Data with the fields: ID, Name, Branch, Area of specialization <ol style="list-style-type: none"> <li>a. Create a DLL stack of N Professor's Data.</li> </ol> </li> </ol>	

<p>b. Create a DLL queue of N Professor's Data Display the status of DLL and count the number of nodes in it.</p>	
<p><b>Teaching-Learning Process</b></p>	<p>MOOC, Active Learning, Problem solving based on linked lists.  <a href="https://nptel.ac.in/courses/106/102/106102064/">https://nptel.ac.in/courses/106/102/106102064/</a>  <a href="https://ds1-iiith.vlabs.ac.in/exp/linked-list/basics/overview.html">https://ds1-iiith.vlabs.ac.in/exp/linked-list/basics/overview.html</a>  <a href="https://ds1-iiith.vlabs.ac.in/List%20of%20experiments.html">https://ds1-iiith.vlabs.ac.in/List%20of%20experiments.html</a>  <a href="https://ds1-iiith.vlabs.ac.in/exp/linked-list/basics/overview.html">https://ds1-iiith.vlabs.ac.in/exp/linked-list/basics/overview.html</a>  <a href="https://ds1-iiith.vlabs.ac.in/List%20of%20experiments.html">https://ds1-iiith.vlabs.ac.in/List%20of%20experiments.html</a></p>
<p><b>Module-4</b></p>	
<p><b>Trees 1:</b> Terminologies, Binary Trees, Properties of Binary trees, Array and linked Representation of Binary Trees, Binary Tree Traversals - Inorder, postorder, preorder; Threaded binary trees, Binary Search Trees – Definition, Insertion, Deletion, Traversal, and Searching operation on Binary search tree. Application of Trees-Evaluation of Expression.</p>	
<p><b>Textbook 1: Chapter 5: 5.1 –5.5, 5.7; Textbook 2: Chapter 7: 7.1 – 7.9</b></p>	
<p><b>Laboratory Component:</b></p> <ol style="list-style-type: none"> <li>Given an array of elements, construct a complete binary tree from this array in level order fashion. That is, elements from left in the array will be filled in the tree level wise starting from level 0. Ex: Input : arr[] = {1, 2, 3, 4, 5, 6} Output : Root of the following tree           <pre>               1              /\             2 3            /\ /\           4 5 6           </pre> </li> <li>Design, Develop and Implement 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</li> <li>Traverse the BST in Inorder, Preorder and Post Order</li> </ol> </li> </ol>	
<p><b>Teaching-Learning Process</b></p>	<p>Problem based learning  <a href="http://www.nptelvideos.in/2012/11/data-structures-and-algorithms.html">http://www.nptelvideos.in/2012/11/data-structures-and-algorithms.html</a>  <a href="https://ds1-iiith.vlabs.ac.in/exp/tree-traversal/index.html">https://ds1-iiith.vlabs.ac.in/exp/tree-traversal/index.html</a>  <a href="https://ds1-iiith.vlabs.ac.in/exp/tree-traversal/depth-first-traversal/dft-practice.html">https://ds1-iiith.vlabs.ac.in/exp/tree-traversal/depth-first-traversal/dft-practice.html</a></p>
<p><b>Module-5</b></p>	
<p><b>Trees 2:</b> AVL tree, Red-black tree, Splay tree, B-tree.</p>	
<p><b>Graphs:</b> Definitions, Terminologies, Matrix and Adjacency List Representation of Graphs, Traversal methods: Breadth First Search and Depth FirstSearch.</p>	
<p><b>Hashing:</b> Hash Table organizations, Hashing Functions, Static and Dynamic Hashing.</p>	
<p><b>Textbook 1: Chapter 10:10.2, 10.3, 10.4, Textbook 2:7.10 – 7.12, 7.15 Chapter 11: 11.2, Textbook 1: Chapter 6 : 6.1–6.2, Chapter 8 : 8.1-8.3, Textbook 2: 8.1 – 8.3, 8.5, 8.7</b></p>	
<p><b>Textbook 3: Chapter 15:15.1, 15.2,15.3, 15.4,15.5 and 15.7</b></p>	

**Laboratory Component:**

1. Design, Develop and implement a program in C for the following operations on Graph (G) of cities
  - a. Create a Graph of N cities using Adjacency Matrix.
  - b. Print all the nodes reachable from a given starting node in a diagraph using DFS/BFS method.
2. Design and develop a program in C that uses Hash Function  $H:K \rightarrow L$  as  $H(K)=K \bmod m$ (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.

**Teaching-Learning Process**

NPTL, MOOC etc. courses on trees and graphs.  
<http://www.nptelvideos.in/2012/11/data-structures-and-algorithms.html>

**Course Outcomes (Course Skill Set)**

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

- CO 1. Identify different data structures and their applications.
- CO 2. Apply stack and queues in solving problems.
- CO 3. Demonstrate applications of linked list.
- CO 4. Explore the applications of trees and graphs to model and solve the real-world problem.
- CO 5. Make use of Hashing techniques and resolve collisions during mapping of key value pairs

**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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and 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:**

Three Unit Tests each of **20 Marks (duration 01 hour)**

1. First test at the end of 5<sup>th</sup> week of the semester
2. Second test at the end of the 10<sup>th</sup> week of the semester
3. Third test at the end of the 15<sup>th</sup> week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4<sup>th</sup> week of the semester
5. Second assignment at the end of 9<sup>th</sup> week of the semester

Practical Sessions need to be assessed by appropriate rubrics and viva-voce method. This will contribute to **20 marks**.

- Rubrics for each Experiment taken average for all Lab components – 15 Marks.
- Viva-Voce– 5 Marks (more emphasized on demonstration topics)

The sum of three tests, two assignments, and practical sessions will be out of 100 marks and will be **scaled down to 50 marks**

(to have a less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

**Suggested Learning Resources:**

**Textbooks:**

1. Ellis Horowitz and Sartaj Sahni, Fundamentals of Data Structures in C, 2nd Ed, Universities Press, 2014.
2. Seymour Lipschutz, Data Structures Schaum's Outlines, Revised 1st Ed, McGraw Hill, 2014.
3. Reema Thareja, Data Structures using C, 3rd Ed, Oxford press, 2012.

**Reference Books:**

1. Gilberg and Forouzan, Data Structures: A Pseudo-code approach with C, 2nd Ed, Cengage Learning, 2014.
2. Jean-Paul Tremblay & Paul G. Sorenson, An Introduction to Data Structures with Applications, 2nd Ed, McGraw Hill, 2013
3. A M Tenenbaum, Data Structures using C, PHI, 1989
4. Robert Kruse, Data Structures and Program Design in C, 2nd Ed, PHI, 1996.

**Weblinks and Video Lectures (e-Resources):**

1. <http://elearning.vtu.ac.in/econtent/courses/video/CSE/06CS35.html>
2. <https://nptel.ac.in/courses/106/105/106105171/>
3. <http://www.nptelvideos.in/2012/11/data-structures-and-algorithms.html>

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

- Real world problem solving using group discussion.
- Back/Forward stacks on browsers.
- Undo/Redo stacks in Excel or Word.
- Linked list representation of real-world queues -Music player, image viewer



## III Semester

<b>ANALOG AND DIGITAL ELECTRONICS</b>			
Course Code	<b>21CS33</b>	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 T + 20 P	Total Marks	100
Credits	04	Exam Hours	03
<b>Course Learning Objectives:</b>			
CLO 1. Explain the use of photo electronics devices, 555 timer IC, Regulator ICs and uA741			
CLO 2. Make use of simplifying techniques in the design of combinational circuits.			
CLO 3. Illustrate combinational and sequential digital circuits			
CLO 4. Demonstrate the use of flipflops and apply for registers			
CLO 5. Design and test counters, Analog-to-Digital and Digital-to-Analog conversion techniques.			
<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>Lecturer method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.</li> <li>Show Video/animation films to explain functioning of various concepts.</li> <li>Encourage collaborative (Group Learning) Learning in the class.</li> <li>Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.</li> <li>Topics will be introduced in a multiple representation.</li> <li>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>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>			
BJT Biasing: Fixed bias, Collector to base Bias, voltage divider bias			
Operational Amplifier Application Circuits: Peak Detector, Schmitt trigger, Active Filters, Non-Linear Amplifier, Relaxation Oscillator, Current-to-Voltage and Voltage-to-Current Converter, Regulated Power Supply Parameters, adjustable voltage regulator, D to A and A to D converter.			
<b>Textbook 1: Part A: Chapter 4 (Sections 4.2, 4.3, 4.4), Chapter 7 (Sections 7.4, 7.6 to 7.11), Chapter 8 (Sections 8.1 and 8.5), Chapter 9.</b>			
<b>Laboratory Component:</b>			
<ol style="list-style-type: none"> <li>Simulate BJT CE voltage divider biased voltage amplifier using any suitable circuit simulator.</li> <li>Using ua 741 Opamp, design a 1 kHz Relaxation Oscillator with 50% duty cycle</li> <li>Design an astable multivibrator circuit for three cases of duty cycle (50%, &lt;50% and &gt;50%) using NE 555 timer IC.</li> <li>Using ua 741 opamp, design a window comparator for any given UTP and LTP.</li> </ol>			
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>Demonstration of circuits using simulation.</li> <li>Project work: Design a integrated power supply and function generator operating at audio frequency. Sine, square and triangular functions are to be generated.</li> <li>Chalk and Board for numerical</li> </ol>		
<b>Module-2</b>			

Karnaugh maps: minimum forms of switching functions, two and three variable Karnaugh maps, four variable Karnaugh maps, determination of minimum expressions using essential prime implicants, Quine-McClusky Method: determination of prime implicants, the prime implicant chart, Petricks method, simplification of incompletely specified functions, simplification using map-entered variables

**Textbook 1: Part B: Chapter 5 (Sections 5.1 to 5.4) Chapter 6 (Sections 6.1 to 6.5)**

**Laboratory Component:**

1. Given a 4-variable logic expression, simplify it using appropriate technique and implement the same using basic gates.

**Teaching-Learning Process**

1. Chalk and Board for numerical
2. Laboratory Demonstration

**Module-3**

Combinational circuit design and simulation using gates: Review of Combinational circuit design, design of circuits with limited Gate Fan-in, Gate delays and Timing diagrams, Hazards in combinational Logic, simulation and testing of logic circuits

Multiplexers, Decoders and Programmable Logic Devices: Multiplexers, three state buffers, decoders and encoders, Programmable Logic devices.

**Textbook 1: Part B: Chapter 8, Chapter 9 (Sections 9.1 to 9.6)**

**Laboratory Component:**

1. Given a 4-variable logic expression, simplify it using appropriate technique and realize the simplified logic expression using 8:1 multiplexer IC.
2. Design and implement code converter I) Binary to Gray (II) Gray to Binary Code

**Teaching-Learning Process**

1. Demonstration using simulator
2. Case study: Applications of Programmable Logic device
3. Chalk and Board for numerical

**Module-4**

Introduction to VHDL: VHDL description of combinational circuits, VHDL Models for multiplexers, VHDL Modules.

Latches and Flip-Flops: Set Reset Latch, Gated Latches, Edge-Triggered D Flip Flop 3,SR Flip Flop, J K Flip Flop, T Flip Flop.

**Textbook 1: Part B: Chapter 10(Sections 10.1 to 10.3), Chapter 11 (Sections 11.1 to 11.7)**

**Laboratory Component:**

1. Given a 4-variable logic expression, simplify it using appropriate technique and simulate the same in HDL simulator
2. Realize a J-K Master / Slave Flip-Flop using NAND gates and verify its truth table. And implement the same in HDL.

**Teaching-Learning Process**

1. Demonstration using simulator
2. Case study: Arithmetic and Logic unit in VHDL
3. Chalk and Board for numerical

**Module-5**

Registers and Counters: Registers and Register Transfers, Parallel Adder with accumulator, shift registers, design of Binary counters, counters for other sequences, counter design using SR and J K Flip Flops.

**Textbook 1: Part B: Chapter 12 (Sections 12.1 to 12.5)**

<b>Laboratory Component:</b>	
<ol style="list-style-type: none"> <li>Design and implement a mod-n (<math>n &lt; 8</math>) synchronous up counter using J-K Flip-Flop ICs and demonstrate its working.</li> <li>Design and implement an asynchronous counter using decade counter IC to count up from 0 to n (<math>n \leq 9</math>) and demonstrate on 7-segment display (using IC-7447)</li> </ol>	
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>Demonstration using simulator</li> <li>Project Work: Designing any counter, use LED / Seven-segment display to display the output</li> <li>Chalk and Board for numerical</li> </ol>
<b>Course outcome (Course Skill Set)</b>	
At the end of the course the student will be able to:	
CO 1. Design and analyze application of analog circuits using photo devices, timer IC, power supply and regulator IC and op-amp.	
CO 2. Explain the basic principles of A/D and D/A conversion circuits and develop the same.	
CO 3. Simplify digital circuits using Karnaugh Map, and Quine-McClusky Methods	
CO 4. Explain Gates and flip flops and make us in designing different data processing circuits, registers and counters and compare the types.	
CO 5. Develop simple HDL programs	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
<ol style="list-style-type: none"> <li>First test at the end of 5<sup>th</sup> week of the semester</li> <li>Second test at the end of the 10<sup>th</sup> week of the semester</li> <li>Third test at the end of the 15<sup>th</sup> week of the semester</li> </ol>	
Two assignments each of <b>10 Marks</b>	
<ol style="list-style-type: none"> <li>First assignment at the end of 4<sup>th</sup> week of the semester</li> <li>Second assignment at the end of 9<sup>th</sup> week of the semester</li> </ol>	
Practical Sessions need to be assessed by appropriate rubrics and viva-voce method. This will contribute to <b>20 marks</b> .	
<ul style="list-style-type: none"> <li>Rubrics for each Experiment taken average for all Lab components – 15 Marks.</li> <li>Viva-Voce– 5 Marks (more emphasized on demonstration topics)</li> </ul>	
The sum of three tests, two assignments, and practical sessions will be out of 100 marks and will be <b>scaled down to 50 marks</b>	
(to have a less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).	
<b>CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.</b>	
<b>Semester End Examination:</b>	
Theory SEE will be conducted by University as per the scheduled timetable, with common question	

papers for the subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

**Suggested Learning Resources:**

**Textbooks**

1. Charles H Roth and Larry L Kinney, Raghunandan G H Analog and Digital Electronics, Cengage Learning, 2019

**Reference Books**

1. Anil K Maini, Varsha Agarwal, Electronic Devices and Circuits, Wiley, 2012.
2. Donald P Leach, Albert Paul Malvino & Goutam Saha, Digital Principles and Applications, 8th Edition, Tata McGraw Hill, 2015.
3. M. Morris Mani, Digital Design, 4th Edition, Pearson Prentice Hall, 2008.
4. David A. Bell, Electronic Devices and Circuits, 5th Edition, Oxford University Press, 2008

**Weblinks and Video Lectures (e-Resources):**

1. Analog Electronic Circuits: <https://nptel.ac.in/courses/108/102/108102112/>
2. Digital Electronic Circuits: <https://nptel.ac.in/courses/108/105/108105132/>
3. Analog Electronics Lab: <http://vlabs.iitkgp.ac.in/be/>
4. Digital Electronics Lab: <http://vlabs.iitkgp.ac.in/dec>

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

1. Real world problem solving - applying the design concepts of oscillator, amplifier, switch, Digital circuits using Opamps, 555 timer, transistor, Digital ICs and design a application like tone generator, temperature sensor, digital clock, dancing lights etc.

## III Semester

<b>COMPUTER ORGANIZATION AND ARCHITECTURE</b>			
Course Code	<b>21CS34</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
<b>Course Learning Objectives</b>			
<p>CLO 1. Understand the organization and architecture of computer systems, their structure and operation</p> <p>CLO 2. Illustrate the concept of machine instructions and programs</p> <p>CLO 3. Demonstrate different ways of communicating with I/O devices</p> <p>CLO 4. Describe different types memory devices and their functions</p> <p>CLO 5. Explain arithmetic and logical operations with different data types</p> <p>CLO 6. Demonstrate processing unit with parallel processing and pipeline architecture</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>Basic Structure of Computers:</b> Basic Operational Concepts, Bus Structures, Performance – Processor Clock, Basic Performance Equation, Clock Rate, Performance Measurement.			
<b>Machine Instructions and Programs:</b> Memory Location and Addresses, Memory Operations, Instructions and Instruction Sequencing, Addressing Modes			
<b>Textbook 1: Chapter1 – 1.3, 1.4, 1.6 (1.6.1-1.6.4, 1.6.7), Chapter2 – 2.2 to 2.5</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Problem based learning		
<b>Module-2</b>			
<b>Input/Output Organization:</b> Accessing I/O Devices, Interrupts – Interrupt Hardware, Direct Memory Access, Buses, Interface Circuits			
<b>Textbook 1: Chapter4 – 4.1, 4.2, 4.4, 4.5, 4.6</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration		
<b>Module-3</b>			
<b>Memory System:</b> Basic Concepts, Semiconductor RAM Memories, Read Only Memories, Speed, Size, and Cost, Cache Memories – Mapping Functions, Virtual memories			
<b>Textbook 1: Chapter 5 – 5.1 to 5.4, 5.5 (5.5.1, 5.5.2)</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning, Demonstration		

<b>Module-4</b>	
<b>Arithmetic:</b> Numbers, Arithmetic Operations and Characters, Addition and Subtraction of Signed Numbers, Design of Fast Adders, Multiplication of Positive Numbers	
<b>Basic Processing Unit:</b> Fundamental Concepts, Execution of a Complete Instruction, Hardwired control, Microprogrammed control	
<b>Textbook 1: Chapter2-2.1, Chapter6 – 6.1 to 6.3</b>	
<b>Textbook 1: Chapter7 – 7.1, 7.2,7.4, 7.5</b>	
<b>Teaching-Learning Process</b>	Chalk& board, Problem based learning
<b>Module-5</b>	
<b>Pipeline and Vector Processing:</b> Parallel Processing, Pipelining, Arithmetic Pipeline, Instruction Pipeline, Vector Processing, Array Processors	
<b>Textbook 2: Chapter 9 – 9.1, 9.2, 9.3, 9.4, 9.6, 9.7</b>	
<b>Teaching-Learning Process</b>	Chalk and board, MOOC
<b>Course Outcomes</b>	
At the end of the course the student will be able to:	
CO 1. Explain the organization and architecture of computer systems with machine instructions and programs	
CO 2. Analyze the input/output devices communicating with computer system	
CO 3. Demonstrate the functions of different types of memory devices	
CO 4. Apply different data types on simple arithmetic and logical unit	
CO 5. Analyze the functions of basic processing unit, Parallel processing and pipelining	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
1. First test at the end of 5 <sup>th</sup> week of the semester	
2. Second test at the end of the 10 <sup>th</sup> week of the semester	
3. Third test at the end of the 15 <sup>th</sup> week of the semester	
Two assignments each of <b>10 Marks</b>	
4. First assignment at the end of 4 <sup>th</sup> week of the semester	
5. Second assignment at the end of 9 <sup>th</sup> week of the semester	
Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b>	
6. At the end of the 13 <sup>th</sup> week of the semester	
The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be <b>scaled down to 50 marks</b>	
(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).	
<b>CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.</b>	
<b>Semester End Examination:</b>	
Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject ( <b>duration 03 hours</b> )	
1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall	

<p>be proportionally reduced to 50 marks</p> <p>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.</p>
<p>The students have to answer 5 full questions, selecting one full question from each module</p>
<p><b>Textbooks</b></p> <ol style="list-style-type: none"> <li>1. Carl Hamacher, Zvonko Vranesic, Safwat Zaky, Computer Organization, 5<sup>th</sup> Edition, Tata McGraw Hill</li> <li>2. M. Morris Mano, Computer System Architecture, PHI, 3<sup>rd</sup> Edition</li> </ol>
<p><b>Reference:</b></p> <ol style="list-style-type: none"> <li>1. William Stallings: Computer Organization &amp; Architecture, 9th Edition, Pearson</li> </ol>
<p><b>Weblinks and Video Lectures (e-Resources):</b></p> <ol style="list-style-type: none"> <li>1. <a href="https://nptel.ac.in/courses/106/103/106103068/">https://nptel.ac.in/courses/106/103/106103068/</a></li> <li>2. <a href="https://nptel.ac.in/content/storage2/courses/106103068/pdf/coa.pdf">https://nptel.ac.in/content/storage2/courses/106103068/pdf/coa.pdf</a></li> <li>3. <a href="https://nptel.ac.in/courses/106/105/106105163/">https://nptel.ac.in/courses/106/105/106105163/</a></li> <li>4. <a href="https://nptel.ac.in/courses/106/106/106106092/">https://nptel.ac.in/courses/106/106/106106092/</a></li> <li>5. <a href="https://nptel.ac.in/courses/106/106/106106166/">https://nptel.ac.in/courses/106/106/106106166/</a></li> <li>6. <a href="http://www.nptelvideos.in/2012/11/computer-organization.html">http://www.nptelvideos.in/2012/11/computer-organization.html</a></li> </ol>
<p><b>Activity Based Learning (Suggested Activities in Class)/ Practical Based learning</b></p> <ul style="list-style-type: none"> <li>• Discussion and literature survey on real world use cases</li> <li>• Quizzes</li> </ul>

## III Semester

<b>OBJECT ORIENTED PROGRAMMING WITH JAVA LABORATORY</b>			
Course Code	<b>21CSL35</b>	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Total Hours of Pedagogy	24	Total Marks	100
Credits	1	Exam Hours	03
<b>Course Objectives:</b>			
CLO 1. Demonstrate the use of Eclipse/Netbeans IDE to create Java Applications.			
CLO 2. Using java programming to develop programs for solving real-world problems.			
CLO 3. Reinforce the understanding of basic object-oriented programming concepts.			
<b>Note: two hours tutorial is suggested for each laboratory sessions.</b>			
<b>Prerequisite</b>			
<ul style="list-style-type: none"> <li>• Students should be familiarized about java installation and setting the java environment.</li> <li>• Usage of IDEs like Eclipse/Netbeans should be introduced.</li> </ul>			
<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	Aim: Introduce the java fundamentals, data types, operators in java  Program: Write a java program that prints all real solutions to the quadratic equation $ax^2+bx+c=0$ . Read in a, b, c and use the quadratic formula.		
2	Aim: Demonstrating creation of java classes, objects, constructors, declaration and initialization of variables.  Program: Create a Java class called <b>Student</b> with the following details as variables within it. USN Name Branch Phone Write a Java program to create n Student objects and print the USN, Name, Branch, and Phone of these objects with suitable headings.		
3	Aim: Discuss the various Decision-making statements, loop constructs in java  Program: A. Write a program to check prime number B. Write a program for Arithmetic calculator using switch case menu		
4	Aim: Demonstrate the core object-oriented concept of Inheritance, polymorphism  Design a super class called <b>Staff</b> with details as StaffId, Name, Phone, Salary. Extend this class by writing three subclasses namely Teaching (domain, publications), Technical (skills), and Contract (period). Write a Java program to read and display at least 3 staff objects of all three categories.		
5	Aim: Introduce concepts of method overloading, constructor overloading, overriding.  Program: Write a java program demonstrating Method overloading and Constructor overloading.		
6	Aim: Introduce the concept of Abstraction, packages.  Program: Develop a java application to implement currency converter (Dollar to INR, EURO to INR, Yen to INR and vice versa), distance converter (meter to KM, miles to KM and vice versa), time converter (hours to minutes, seconds and vice versa) using packages.		
7	Aim: Introduction to abstract classes, abstract methods, and Interface in java		



	Program: Write a program to generate the resume. Create 2 Java classes Teacher (data: personal information, qualification, experience, achievements) and Student (data: personal information, result, discipline) which implements the java interface Resume with the method biodata().
8	Aim: Demonstrate creation of threads using Thread class and Runnable interface, multi-threaded programming.  Program: Write a Java program that implements a <b>multi-thread</b> application that has three threads. First thread generates a random integer for every 1 second; second thread computes the square of the number and prints; third thread will print the value of cube of the number.
9	Aim: Introduce java Collections.  Program: Write a program to perform string operations using ArrayList. Write functions for the following a. Append - add at end b. Insert – add at particular index c. Search d. List all string starts with given letter.
10	Aim: Exception handling in java, introduction to throwable class, throw, throws, finally.  Program: Write a Java program to read two integers a and b. <b>Compute</b> a/b and print, when b is not zero. Raise an exception when b is equal to zero.
11	Aim: Introduce File operations in java.  Program: Write a java program that reads a file name from the user, displays information about whether the file exists, whether the file is readable, or writable, the type of file and the length of the file in bytes
12	Aim: Introduce java Applet, awt, swings.  Programs: Develop an applet that displays a simple message in center of the screen. Develop a simple calculator using Swings.
<b>PART B – Practical Based Learning</b>	
01	A problem statement for each batch is to be generated in consultation with the co-examiner and student should develop an algorithm, program and execute the program for the given problem with appropriate outputs.
<p><b>Course Outcome (Course Skill Set)</b> At the end of the course the student will be able to:</p> <p>CO 1. Use Eclipse/NetBeans IDE to design, develop, debug Java Projects. CO 2. Analyze the necessity for Object Oriented Programming paradigm over structured programming and become familiar with the fundamental concepts in OOP. CO 3. Demonstrate the ability to design and develop java programs, analyze, and interpret object-oriented data and document results. CO 4. Apply the concepts of multiprogramming, exception/event handling, abstraction to develop robust programs. CO 5. Develop user friendly applications using File I/O and GUI concepts.</p>	
<p><b>Assessment Details (both CIE and SEE)</b></p> <p>The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).</p> <p><b>Continuous Internal Evaluation (CIE):</b> CIE marks for the practical course is <b>50 Marks</b>. The split-up of CIE marks for record/ journal and test are in the ratio <b>60:40</b>.</p> <ul style="list-style-type: none"> <li>Each experiment to be evaluated for conduction with observation sheet and record write-up.</li> </ul>	

Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is 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 02 tests for 100 marks, the first test shall be conducted after the 8<sup>th</sup> week of the semester and the second test shall be conducted after the 14<sup>th</sup> week of the semester.
- In each 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. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

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

#### **Semester End Evaluation (SEE):**

- SEE marks for the practical course is 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by 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 internal /external 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)
- *Students can pick one experiment from the questions lot of PART A with equal choice to all the students in a batch. For PART B examiners should frame a question for each batch, student should develop an algorithm, program, execute and demonstrate the results with appropriate output for the given problem.*
- *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

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

1. E Balagurusamy, Programming with Java, Graw Hill, 6<sup>th</sup> Edition, 2019.
2. Herbert Schildt, C: Java the Complete Reference, McGraw Hill, 11<sup>th</sup> Edition, 2020

## III Semester

<b>MASTERING OFFICE (Practical based)</b>			
Course Code	<b>21CSL381</b>	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	<b>0:0:2:0</b>	SEE Marks	50
Total Hours of Pedagogy	12T + 12P	Total Marks	100
Credits	01	Exam Hours	02
<b>Course Objectives:</b>			
CLO 1. Understand the basics of computers and prepare documents and small presentations.			
CLO 2. Attain the knowledge about spreadsheet/worksheet with various options.			
CLO 3. Create simple presentations using templates various options available.			
CLO 4. Demonstrate the ability to apply application software in an office environment.			
CLO 5. Use MS Office to create projects, applications.			
<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>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 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>Introduce Topics in manifold representations.</li> <li>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>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>MS-Word</b> -Working with Files, Text – Formatting, Moving, copying and pasting text, Styles – Lists – Bulleted and numbered lists, Nested lists, Formatting lists. Table Manipulations. Graphics – Adding clip Art, add an image from a file, editing graphics, Page formatting - Header and footers, page numbers, Protect the Document, Mail Merge, Macros – Creating & Saving web pages, Hyperlinks.			
<b>Textbook 1: Chapter 2</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, practical based learning		
<b>Module-2</b>			
<b>MS-Excel-</b> Modifying a Worksheet – Moving through cells, adding worksheets, rows and columns, Resizing rows and columns, selecting cells, Moving and copying cells, freezing panes - Macros – recording and running. Linking worksheets - Sorting and Filling, Alternating text and numbers with Auto fill, Auto filling functions. Graphics – Adding clip art, add an image from a file, Charts – Using chart Wizard, Copy a chart to Microsoft Word.			
<b>Textbook 1: Chapter 3</b>			
<b>Teaching-Learning Process</b>	Active Learning, Demonstration, presentation,		
<b>Module-3</b>			
<b>MS-Power Point</b> -Create a Presentation from a template- Working with Slides – Insert a new slide, applying a design template, changing slide layouts – Resizing a text box, Text box properties, delete a text box - Video and Audio effects, Color Schemes & Backgrounds Adding clip art, adding an image from a file, Save as a web page.			

<b>Textbook 1: Chapter 5</b>	
<b>Teaching-Learning Process</b>	Demonstration, presentation preparation for case studies
<b>Module-4</b>	
<b>MS-Access</b> - Using Access database wizard, pages and projects. Creating Tables – Create a Table in design view. Datasheet Records – Adding, Editing, deleting records, Adding and deleting columns Resizing rows and columns, finding data in a table & replacing, Print a datasheet. Queries - MS-Access.	
<b>Textbook 1: Chapter 4</b>	
<b>Teaching-Learning Process</b>	Chalk& board, Practical based learning.
<b>Module-5</b>	
<b>Microsoft Outlook-</b> Introduction, Starting Microsoft Outlook, Outlook Today, Different Views In Outlook, Outlook Data Files	
<b>Textbook 1: Chapter 7</b>	
<b>Teaching-Learning Process</b>	Chalk and board, MOOC
<b>Course Outcomes (Course Skill Set):</b> At the end of the course the student will be able to: CO 1. Know the basics of computers and prepare documents, spreadsheets, make small presentations with audio, video and graphs and would be acquainted with internet. CO 2. Create, edit, save and print documents with list tables, header, footer, graphic, spellchecker, mail merge and grammar checker CO 3. Attain the knowledge about spreadsheet with formula, macros spell checker etc. CO 4. Demonstrate the ability to apply application software in an office environment. CO 5. Use Google Suite for office data management tasks	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE). <b>Continuous Internal Evaluation (CIE):</b> <b>NOTE: List of experiments to be prepared by the faculty based on the syllabus mentioned above</b> CIE marks for the practical course is <b>50 Marks</b> . The split-up of CIE marks for record/ journal and test are in the ratio <b>60:40</b> . <ul style="list-style-type: none"> <li>Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.</li> <li>Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.</li> <li>Total marks scored by the students are scaled down to 30 marks (60% of maximum marks).</li> <li>Weightage to be given for neatness and submission of record/write-up on time.</li> <li>Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8<sup>th</sup> week of the semester and the second test shall be conducted after the 14<sup>th</sup> week of the semester.</li> <li>In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.</li> <li>The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book</li> <li>The average of 02 tests is scaled down to <b>20 marks</b> (40% of the maximum marks).</li> </ul> The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.	
<b>Semester End Evaluation (SEE):</b>	

- SEE marks for the practical course is 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by 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 internal /external 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)
- The duration of SEE is 02 hours

Rubrics suggested in Annexure-II of Regulation book

**Weblinks and Video Lectures (e-Resources):**

1. <https://youtu.be/9VRmgC2GRFE>
2. <https://youtu.be/rJPWi5x0g3I>
3. <https://youtu.be/tcj2BhhCMN4>
4. <https://youtu.be/ubmwp8kbfPc>
5. <https://youtu.be/i6eNvfQ8fTw>
6. <http://office.microsoft.com/en-us/training/CR010047968.aspx>
7. <https://gsuite.google.com/learning-center>
8. <http://spoken-tutorial.org>

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

- Real world problem solving using group discussion.
- Real world examples of Windows Framework.

## III Semester

<b>C++ PROGRAMMING</b>			
Course Code	<b>21CS382</b>	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	1:0:0:0	SEE Marks	50
Total Hours of Pedagogy	12	Total Marks	100
Credits	01	Exam Hours	01
<b>Course Objectives:</b>			
CLO 1. Understanding about object oriented programming and Gain knowledge about the capability to store information together in an object.			
CLO 2. Understand the capability of a class to rely upon another class and functions.			
CLO 3. Understand about constructors which are special type of functions.			
CLO 4. Create and process data in files using file I/O functions			
CLO 5. Use the generic programming features of C++ including Exception handling.			
<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>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>Use of Video/Animation to explain functioning of various concepts.</li> <li>Encourage collaborative (Group Learning) Learning in the class.</li> <li>Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>Adopt Problem Based Learning (PBL), which fosters 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>Introduce Topics in manifold representations.</li> <li>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>Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>Introduction to Object Oriented Programming:</b> Computer programming background- C++ overview- First C++ Program -Basic C++ syntax, Object Oriented Programming: What is an object, Classes, methods and messages, abstraction and encapsulation, inheritance, abstract classes, polymorphism.			
<b>Textbook 1: Chapter 1(1.1 to 1.8)</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, practical based learning		
<b>Module-2</b>			
<b>Functions in C++:</b> Tokens – Keywords – Identifiers and constants – Operators in C++ – Scope resolution operator – Expressions and their types – Special assignment expressions – Function prototyping – Call by reference – Return by reference – Inline functions -Default arguments – Function overloading.			
<b>Textbook 2: Chapter 3(3.2,3.3,3.4,3.13,3.14,3.19, 3.20) , chapter 4(4.3,4.4,4.5,4.6,4.7,4.9)</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration, presentation, problem solving		
<b>Module-3</b>			
<b>Inheritance &amp; Polymorphism:</b> Derived class Constructors, destructors-Types of Inheritance- Defining Derived classes, Single Inheritance, Multiple, Hierarchical Inheritance, Hybrid Inheritance.			
<b>Textbook 2: Chapter 6 (6.2,6.11) chapter 8 (8.1 to,8.8)</b>			

<b>Teaching-Learning Process</b>	Chalk and board, Demonstration, problem solving
<b>Module-4</b>	
<b>I/O Streams:</b> C++ Class Hierarchy- File Stream-Text File Handling- Binary File Handling during file operations.	
<b>Textbook 1: Chapter 12(12.5) , Chapter 13 (13.6,13.7)</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Practical based learning, practical's
<b>Module-5</b>	
<b>Exception Handling:</b> Introduction to Exception - Benefits of Exception handling- Try and catch block- Throw statement- Pre-defined exceptions in C++ .	
<b>Textbook 2: Chapter 13 (13.2 to13.6)</b>	
<b>Teaching-Learning Process</b>	Chalk and board, MOOC
<b>Course Outcomes (Course Skill Set):</b>	
At the end of the course the student will be able to:	
CO 1. Able to understand and design the solution to a problem using object-oriented programming concepts.	
CO 2. Able to reuse the code with extensible Class types, User-defined operators and function Overloading.	
CO 3. Achieve code reusability and extensibility by means of Inheritance and Polymorphism	
CO 4. Identify and explore the Performance analysis of I/O Streams.	
CO 5. Implement the features of C++ including templates, exceptions and file handling for providing programmed solutions to complex problems.	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
1. First test at the end of 5 <sup>th</sup> week of the semester	
2. Second test at the end of the 10 <sup>th</sup> week of the semester	
3. Third test at the end of the 15 <sup>th</sup> week of the semester	
Two assignments each of <b>10 Marks</b>	
4. First assignment at the end of 4 <sup>th</sup> week of the semester	
5. Second assignment at the end of 9 <sup>th</sup> week of the semester	
Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b>	
6. At the end of the 13 <sup>th</sup> week of the semester	
The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be <b>scaled down to 50 marks</b>	
(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).	
<b>CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.</b>	
<b>Semester End Examination:</b>	
Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject ( <b>duration 01 hours</b> )	
SEE paper will be set for 50 questions of each of 01 marks. The pattern of the question paper is MCQ. The time allotted for SEE is 01 hours	

<b>Textbooks</b> <ol style="list-style-type: none"><li>1. Bhushan Trivedi, "Programming with ANSI C++", Oxford Press, Second Edition, 2012.</li><li>2. Balagurusamy E, Object Oriented Programming with C++, Tata McGraw Hill Education Pvt.Ltd , Fourth Edition 2010.</li></ol>
<b>Reference Books</b> <ol style="list-style-type: none"><li>1. Bhave , " Object Oriented Programming With C++", Pearson Education , 2004.</li><li>2. Ray Lischner, "Exploring C++ : The programmer's introduction to C++" , apress, 2010</li><li>3. Bhave , " Object Oriented Programming With C++", Pearson Education , 2004</li></ol>
<b>Weblinks and Video Lectures (e-Resources):</b> <ol style="list-style-type: none"><li>1. Basics of C++ - <a href="https://www.youtube.com/watch?v=BCIS40yzssA">https://www.youtube.com/watch?v=BCIS40yzssA</a></li><li>2. Functions of C++ - <a href="https://www.youtube.com/watch?v=p8ehAjZWjPw">https://www.youtube.com/watch?v=p8ehAjZWjPw</a></li></ol>
<b>Tutorial Link:</b> <ol style="list-style-type: none"><li>1. <a href="https://www.w3schools.com/cpp/cpp_intro.asp">https://www.w3schools.com/cpp/cpp_intro.asp</a></li><li>2. <a href="https://www.edx.org/course/introduction-to-c-3">https://www.edx.org/course/introduction-to-c-3</a></li></ol>
<b>Activity Based Learning (Suggested Activities in Class)/ Practical Based learning</b> <ul style="list-style-type: none"><li>• <b>Demonstration of simple projects</b></li></ul>










## IV Semester

<b>DESIGN AND ANALYSIS OF ALGORITHMS</b>			
Course Code	<b>21CS42</b>	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 T + 20 P	Total Marks	100
Credits	04	Exam Hours	03
<b>Course Learning Objectives:</b>			
<p>CLO 1. Explain the methods of analysing the algorithms and to analyze performance of algorithms.</p> <p>CLO 2. State algorithm's efficiencies using asymptotic notations.</p> <p>CLO 3. Solve problems using algorithm design methods such as the brute force method, greedy method, divide and conquer, decrease and conquer, transform and conquer, dynamic programming, backtracking and branch and bound.</p> <p>CLO 4. Choose the appropriate data structure and algorithm design method for a specified application.</p> <p>CLO 5. Introduce P and NP classes.</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.</li> <li>2. Show Video/animation films 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 thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Topics will be introduced in a multiple representation.</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. 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> What is an Algorithm? It's Properties. Algorithm Specification-using natural language, using Pseudo code convention, Fundamentals of Algorithmic Problem solving, Analysis Framework-Time efficiency and space efficiency, Worst-case, Best-case and Average case efficiency.</p> <p><b>Performance Analysis:</b> Estimating Space complexity and Time complexity of algorithms.</p> <p><b>Asymptotic Notations:</b> Big-Oh notation (<math>O</math>), Omega notation (<math>\Omega</math>), Theta notation (<math>\Theta</math>) with examples, Basic efficiency classes, Mathematical analysis of Non-Recursive and Recursive Algorithms with Examples.</p> <p><b>Brute force design technique:</b> Selection sort, sequential search, string matching algorithm with complexity Analysis.</p> <p><b>Textbook 1:</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)</p> <p><b>Textbook 2:</b> Chapter 1(section 1.1,1.2,1.3)</p>			
<b>Laboratory Component:</b>			

<p>1. Sort a given set of n integer elements using Selection Sort method and compute its time complexity. Run the program for varied values of <math>n &gt; 5000</math> 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. Demonstrate using C++/Java how the brute force method works along with its time complexity analysis: worst case, average case and best case.</p>	
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>1. Problem based Learning.</li> <li>2. Chalk &amp; board, Active Learning.</li> <li>3. Laboratory Demonstration.</li> </ol>
<b>Module-2</b>	
<p><b>Divide and Conquer:</b> General method, Recurrence equation for divide and conquer, solving it using Master's theorem. , Divide and Conquer algorithms and complexity Analysis of Finding the maximum &amp; minimum, Binary search, Merge sort, Quick sort.</p> <p><b>Decrease and Conquer Approach:</b> Introduction, Insertion sort, Graph searching algorithms, Topological Sorting. It's efficiency analysis.</p> <p><b>Textbook 2: Chapter 3(Sections 3.1,3.3,3.4,3.5,3.6)</b></p> <p><b>Textbook 1: Chapter 4 (Sections 4.1,4.2,4.3), Chapter 5(Section 5.1,5.2,5.3)</b></p>	
<b>Laboratory Component:</b>	
<ol style="list-style-type: none"> <li>1. Sort a given set of n integer elements using Quick Sort method and compute its time complexity. Run the program for varied values of <math>n &gt; 5000</math> 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. Demonstrate using C++/Java how the divide-and-conquer method works along with its time complexity analysis: worst case, average case and best case.</li> <li>2. Sort a given set of n integer elements using Merge Sort method and compute its time complexity. Run the program for varied values of <math>n &gt; 5000</math>, 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. Demonstrate using C++/Java how the divide-and-conquer method works along with its time complexity analysis: worst case, average case and best case.</li> </ol>	
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>1. Chalk &amp; board, Active Learning, MOOC, Problem based Learning.</li> <li>2. Laboratory Demonstration.</li> </ol>
<b>Module-3</b>	
<p><b>Greedy Method:</b> General method, Coin Change Problem, Knapsack Problem, solving Job sequencing with deadlines Problems.</p> <p><b>Minimum cost spanning trees:</b> Prim's Algorithm, Kruskal's Algorithm with performance analysis.</p> <p><b>Single source shortest paths:</b> Dijkstra's Algorithm.</p> <p><b>Optimal Tree problem:</b> Huffman Trees and Codes.</p> <p><b>Transform and Conquer Approach:</b> Introduction, Heaps and Heap Sort.</p> <p><b>Textbook 2: Chapter 4(Sections 4.1,4.3,4.5)</b></p> <p><b>Textbook 1: Chapter 9(Section 9.1,9.2,9.3,9.4), Chapter 6( section 6.4)</b></p>	
<b>Laboratory Component:</b>	

Write & Execute C++/Java Program	
<ol style="list-style-type: none"> <li>To solve Knapsack problem using Greedy method.</li> <li>To find shortest paths to other vertices from a given vertex in a weighted connected graph, using Dijkstra's algorithm.</li> <li>To find Minimum Cost Spanning Tree of a given connected undirected graph using Kruskal's algorithm. Use Union-Find algorithms in your program.</li> <li>To find Minimum Cost Spanning Tree of a given connected undirected graph using Prim's algorithm.</li> </ol>	
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>Chalk &amp; board, Active Learning, MOOC, Problem based Learning.</li> <li>Laboratory Demonstration.</li> </ol>
<b>Module-4</b>	
<p><b>Dynamic Programming:</b> General method with Examples, Multistage Graphs.</p> <p><b>Transitive Closure:</b> Warshall's Algorithm. <b>All Pairs Shortest Paths:</b> Floyd's Algorithm, Knapsack problem, Bellman-Ford Algorithm, Travelling Sales Person problem.</p> <p><b>Space-Time Tradeoffs:</b> Introduction, Sorting by Counting, Input Enhancement in String Matching-Harspool's algorithm.</p> <p><b>Textbook 2: Chapter 5 (Sections 5.1,5.2,5.4,5.9)</b></p> <p><b>Textbook 1: Chapter 8(Sections 8.2,8.4), Chapter 7 (Sections 7.1,7.2)</b></p>	
<b>Laboratory Component:</b>	
Write C++/ Java programs to	
<ol style="list-style-type: none"> <li>Solve All-Pairs Shortest Paths problem using Floyd's algorithm.</li> <li>Solve Travelling Sales Person problem using Dynamic programming.</li> <li>Solve 0/1 Knapsack problem using Dynamic Programming method.</li> </ol>	
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>Chalk &amp; board, Active Learning, MOOC, Problem based Learning.</li> <li>Laboratory Demonstration.</li> </ol>
<b>Module-5</b>	
<p><b>Backtracking:</b> General method, solution using back tracking to N-Queens problem, Sum of subsets problem, Graph coloring, Hamiltonian cycles Problems.</p> <p><b>Branch and Bound:</b> Assignment Problem, Travelling Sales Person problem, 0/1 Knapsack problem</p> <p><b>NP-Complete and NP-Hard problems:</b> Basic concepts, non- deterministic algorithms, P, NP, NP-Complete, and NP-Hard classes.</p> <p><b>Textbook 1: Chapter 12 (Sections 12.1,12.2) Chapter 11(11.3)</b></p> <p><b>Textbook 2: Chapter 7 (Sections 7.1,7.2,7.3,7.4,7.5) Chapter 11 (Section 11.1)</b></p>	
<b>Laboratory Component:</b>	
<ol style="list-style-type: none"> <li>Design and implement C++/Java Program to find a subset of a given set <math>S = \{S_1, S_2, \dots, S_n\}</math> of <math>n</math> positive integers whose SUM is equal to a given positive integer <math>d</math>. For example, if <math>S = \{1, 2, 5, 6, 8\}</math> and <math>d = 9</math>, there are two solutions <math>\{1, 2, 6\}</math> and <math>\{1, 8\}</math>. Display a suitable message, if the given problem instance doesn't have a solution.</li> </ol>	

2. Design and implement C++/Java Program to find all Hamiltonian Cycles in a connected undirected Graph G of n vertices using backtracking principle.	
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>1. Chalk &amp; board, Active Learning, MOOC, Problem based learning.</li> <li>2. Laboratory Demonstration.</li> </ol>
<b>Course outcome (Course Skill Set)</b>	
At the end of the course the student will be able to:	
<p>CO 1. Analyze the performance of the algorithms, state the efficiency using asymptotic notations and analyze mathematically the complexity of the algorithm.</p> <p>CO 2. Apply divide and conquer approaches and decrease and conquer approaches in solving the problems analyze the same</p> <p>CO 3. Apply the appropriate algorithmic design technique like greedy method, transform and conquer approaches and compare the efficiency of algorithms to solve the given problem.</p> <p>CO 4. Apply and analyze dynamic programming approaches to solve some problems. and improve an algorithm time efficiency by sacrificing space.</p> <p>CO 5. Apply and analyze backtracking, branch and bound methods and to describe P, NP and NP-Complete problems.</p>	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and 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>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
<ol style="list-style-type: none"> <li>1. First test at the end of 5<sup>th</sup> week of the semester</li> <li>2. Second test at the end of the 10<sup>th</sup> week of the semester</li> <li>3. Third test at the end of the 15<sup>th</sup> week of the semester</li> </ol>	
Two assignments each of <b>10 Marks</b>	
<ol style="list-style-type: none"> <li>4. First assignment at the end of 4<sup>th</sup> week of the semester</li> <li>5. Second assignment at the end of 9<sup>th</sup> week of the semester</li> </ol>	
Practical Sessions need to be assessed by appropriate rubrics and viva-voce method. This will contribute to <b>20 marks</b> .	
<ul style="list-style-type: none"> <li>• Rubrics for each Experiment taken average for all Lab components – 15 Marks.</li> <li>• Viva-Voce– 5 Marks (more emphasized on demonstration topics)</li> </ul>	
The sum of three tests, two assignments, and practical sessions will be out of 100 marks and will be <b>scaled down to 50 marks</b>	
(to have a less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).	
<b>CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.</b>	



**Semester End Examination:**

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

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

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

1. Introduction to the Design and Analysis of Algorithms, Anany Levitin: 2nd Edition, 2009. Pearson.
2. Computer Algorithms/C++, Ellis Horowitz, SatrajSahni and Rajasekaran, 2nd Edition, 2014, Universities Press.

**Reference Books**

1. Introduction to Algorithms, Thomas H. Cormen, Charles E. Leiserson, Ronal L. Rivest, Clifford Stein, 3rd Edition, PHI.
2. Design and Analysis of Algorithms, S. Sridhar, Oxford (Higher Education)

**Weblinks and Video Lectures (e-Resources):**

1. <http://elearning.vtu.ac.in/econtent/courses/video/CSE/06CS43.html>
2. <https://nptel.ac.in/courses/106/101/106101060/>
3. <http://elearning.vtu.ac.in/econtent/courses/video/FEP/ADA.html>
4. <http://cse01-iiith.vlabs.ac.in/>
5. <http://openclassroom.stanford.edu/MainFolder/CoursePage.php?course=IntroToAlgorithms>

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

1. Real world problem solving and puzzles using group discussion. E.g., Fake coin identification, Peasant, wolf, goat, cabbage puzzle, Konigsberg bridge puzzle etc.,
2. Demonstration of solution to a problem through programming.

## IV Semester

<b>MICROCONTROLLER AND EMBEDDED SYSTEMS</b>			
Course Code	<b>21CS43</b>	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 T + 20 P	Total Marks	100
Credits	04	Exam Hours	03
<b>Course Learning Objectives:</b>			
CLO 1: Understand the fundamentals of ARM-based systems, including programming modules with registers and the CPSR.			
CLO 2: Use the various instructions to program the ARM controller.			
CLO 3: Program various embedded components using the embedded C program.			
CLO 4: Identify various components, their purpose, and their application to the embedded system's applicability.			
CLO 5: Understand the embedded system's real-time operating system and its application in IoT.			
<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. The lecturer method (L) does not mean only the traditional lecture method, but different types of teaching methods may be adopted to develop the outcomes.</li> <li>2. Show video/animation films to explain the 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 thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Topics will be introduced in multiple 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. 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>			
Microprocessors versus Microcontrollers, ARM Embedded Systems: The RISC design philosophy, The ARM Design Philosophy, Embedded System Hardware, Embedded System Software.			
<b>ARM Processor Fundamentals:</b> Registers, Current Program Status Register, Pipeline, Exceptions, Interrupts, and the Vector Table, Core Extensions			
<b>Textbook 1: Chapter 1 - 1.1 to 1.4, Chapter 2 - 2.1 to 2.5</b>			
<b>Laboratory Component:</b>			
<ol style="list-style-type: none"> <li>1. Using Keil software, observe the various registers, dump, CPSR, with a simple ALP programme.</li> </ol>			
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>1. Demonstration of registers, memory access, and CPSR in a programme module.</li> <li>2. For concepts, numerical, and discussion, use chalk and a whiteboard, as well as a PowerPoint presentation.</li> </ol>		
<b>Module-2</b>			
<b>Introduction to the ARM Instruction Set:</b> Data Processing Instructions , Branch Instructions, Software Interrupt Instructions, Program Status Register Instructions, Coprocessor Instructions, Loading Constants			
<b>C Compilers and Optimization :</b> Basic C Data Types, C Looping Structures, Register Allocation, Function			

Calls, Pointer Aliasing,	
<b>Textbook 1: Chapter 3: Sections 3.1 to 3.6 (Excluding 3.5.2), Chapter 5</b>	
<b>Laboratory Component:</b>	
<ol style="list-style-type: none"> <li>2. Write a program to find the sum of the first 10 integer numbers.</li> <li>3. Write a program to find the factorial of a number.</li> <li>4. Write a program to add an array of 16 bit numbers and store the 32 bit result in internal RAM.</li> <li>5. Write a program to find the square of a number (1 to 10) using a look-up table.</li> <li>6. Write a program to find the largest or smallest number in an array of 32 numbers.</li> </ol>	
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>1. Demonstration of sample code using Keil software.</li> <li>2. Laboratory Demonstration</li> </ol>
<b>Module-3</b>	
<b>C Compilers and Optimization</b> :Structure Arrangement, Bit-fields, Unaligned Data and Endianness, Division, Floating Point, Inline Functions and Inline Assembly, Portability Issues.	
<b>ARM programming using Assembly language:</b> Writing Assembly code, Profiling and cycle counting, instruction scheduling, Register Allocation, Conditional Execution, Looping Constructs	
<b>Textbook 1: Chapter-5,6</b>	
<b>Laboratory Component:</b>	
<ol style="list-style-type: none"> <li>1. Write a program to arrange a series of 32 bit numbers in ascending/descending order.</li> <li>2. Write a program to count the number of ones and zeros in two consecutive memory locations.</li> <li>3. Display "Hello World" message using Internal UART.</li> </ol>	
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>1. Demonstration of sample code using Keil software.</li> <li>2. Chalk and Board for numerical</li> </ol>
<b>Module-4</b>	
<b>Embedded System Components:</b> Embedded Vs General computing system, History of embedded systems, Classification of Embedded systems, Major applications areas of embedded systems, purpose of embedded systems.	
Core of an Embedded System including all types of processor/controller, Memory, Sensors, Actuators, LED, 7 segment LED display, stepper motor, Keyboard, Push button switch, Communication Interface (onboard and external types), Embedded firmware, Other system components.	
<b>Textbook 2: Chapter 1 (Sections 1.2 to 1.6), Chapter 2 (Sections 2.1 to 2.6)</b>	
<b>Laboratory Component:</b>	
<ol style="list-style-type: none"> <li>1. Interface and Control a DC Motor.</li> <li>2. Interface a Stepper motor and rotate it in clockwise and anti-clockwise direction.</li> <li>3. Determine Digital output for a given Analog input using Internal ADC of ARM controller.</li> <li>4. Interface a DAC and generate Triangular and Square waveforms.</li> <li>5. Interface a 4x4 keyboard and display the key code on an LCD.</li> <li>6. Demonstrate the use of an external interrupt to toggle an LED On/Off.</li> <li>7. Display the Hex digits 0 to F on a 7-segment LED interface, with an appropriate delay in between.</li> </ol>	
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>1. Demonstration of sample code for various embedded components using keil.</li> <li>2. Chalk and Board for numerical and discussion</li> </ol>
<b>Module-5</b>	
<b>RTOS and IDE for Embedded System Design:</b> Operating System basics, Types of operating systems, Task, process and threads (Only POSIX Threads with an example program), Thread preemption, Multiprocessing and Multitasking, Task Communication (without any program), Task synchronization	

issues – Racing and Deadlock, Concept of Binary and counting semaphores (Mutex example without any program), How to choose an RTOS, Integration and testing of Embedded hardware and firmware, Embedded system Development Environment – Block diagram (excluding Keil), Disassembler/decompiler, simulator, emulator and debugging techniques, target hardware debugging, boundary scan.

**Textbook 2: Chapter-10 (Sections 10.1, 10.2, 10.3, 10.4 , 10.7, 10.8.1.1, 10.8.1.2, 10.8.2.2, 10.10 only), Chapter 12, Chapter-13 ( block diagram before 13.1, 13.3, 13.4, 13.5, 13.6 only)**

**Laboratory Component:**

1. Demonstration of IoT applications by using Arduino and Raspberry Pi

**Teaching-Learning Process**

1. Chalk and Board for numerical and discussion
2. Significance of real time operating system[RTOS] using raspberry pi

**Course outcome (Course Skill Set)**

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

- CO 1. Explain C-Compilers and optimization
- CO 2. Describe the ARM microcontroller's architectural features and program module.
- CO 3. Apply the knowledge gained from programming on ARM to different applications.
- CO 4. Program the basic hardware components and their application selection method.
- CO 5. Demonstrate the need for a real-time operating system for embedded system 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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and 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:**

Three Unit Tests each of **20 Marks (duration 01 hour)**

1. First test at the end of 5<sup>th</sup> week of the semester
2. Second test at the end of the 10<sup>th</sup> week of the semester
3. Third test at the end of the 15<sup>th</sup> week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4<sup>th</sup> week of the semester
5. Second assignment at the end of 9<sup>th</sup> week of the semester

Practical Sessions need to be assessed by appropriate rubrics and viva-voce method. This will contribute to **20 marks**.

- Rubrics for each Experiment taken average for all Lab components – 15 Marks.
- Viva-Voce– 5 Marks (more emphasized on demonstration topics)

The sum of three tests, two assignments, and practical sessions will be out of 100 marks and will be **scaled down to 50 marks**

(to have a less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

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

1. Andrew N Sloss, Dominic Symes and Chris Wright, ARM system developers guide, Elsevier, Morgan Kaufman publishers, 2008.
2. Shibu K V, "Introduction to Embedded Systems", Tata McGraw Hill Education, Private Limited, 2<sup>nd</sup> Edition.

**Reference Books**

1. Raghunandan. G.H, Microcontroller (ARM) and Embedded System, Cengage learning Publication,2019
2. The Insider's Guide to the ARM7 Based Microcontrollers, Hitex Ltd.,1st edition, 2005.
3. Steve Furber, ARM System-on-Chip Architecture, Second Edition, Pearson, 2015.
4. Raj Kamal, Embedded System, Tata McGraw-Hill Publishers, 2nd Edition, 2008.

**Weblinks and Video Lectures (e-Resources):****Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

## IV Semester

<b>OPERATING SYSTEMS</b>			
Course Code:	<b>21CS44</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
<b>Course Objectives:</b>			
<p>CLO 1. Demonstrate the need for OS and different types of OS</p> <p>CLO 2. Apply suitable techniques for management of different resources</p> <p>CLO 3. Use processor, memory, storage and file system commands</p> <p>CLO 4. Realize the different concepts of OS in platform of usage through case studies</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>Lecturer methods (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 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>Introduce Topics in manifold representations.</li> <li>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>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 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 generation; System boot.</p> <p><b>Process Management:</b> Process concept; Process scheduling; Operations on processes; Inter process communication</p>			
<b>Textbook 1: Chapter - 1,2,3</b>			
<b>Teaching-Learning Process</b>	<p>Active learning and problem solving</p> <ol style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=vBURTt97EkA&amp;list=PLBlnK6fEyqRiVhbXDGLXDk_OQAeuVcp2Q">https://www.youtube.com/watch?v=vBURTt97EkA&amp;list=PLBlnK6fEyqRiVhbXDGLXDk_OQAeuVcp2Q</a></li> <li><a href="https://www.youtube.com/watch?v=a2B69vCtjOU&amp;list=PL3-wYxht4yCjpcfUDz-TgD_ainZ2K3MUZ&amp;index=2">https://www.youtube.com/watch?v=a2B69vCtjOU&amp;list=PL3-wYxht4yCjpcfUDz-TgD_ainZ2K3MUZ&amp;index=2</a></li> </ol>		
<b>Module-2</b>			
<p><b>Multi-threaded Programming:</b> Overview; Multithreading models; Thread Libraries; Threading issues. Process Scheduling: Basic concepts; Scheduling Criteria; Scheduling Algorithms; Multiple-processor</p>			

scheduling; Thread scheduling.	
<b>Process Synchronization:</b> Synchronization: The critical section problem; Peterson's solution; Synchronization hardware; Semaphores; Classical problems of synchronization; Monitors.	
<b>Textbook 1: Chapter - 4,5</b>	
<b>Teaching-Learning Process</b>	Active Learning and problem solving 1. <a href="https://www.youtube.com/watch?v=HW2Wcx-ktsc">https://www.youtube.com/watch?v=HW2Wcx-ktsc</a> 2. <a href="https://www.youtube.com/watch?v=9YRxlvt9Zo">https://www.youtube.com/watch?v=9YRxlvt9Zo</a>
<b>Module-3</b>	
<b>Deadlocks:</b> Deadlocks; System model; Deadlock characterization; Methods for handling deadlocks; Deadlock prevention; Deadlock avoidance; Deadlock detection and recovery from deadlock.	
<b>Memory Management:</b> Memory management strategies: Background; Swapping; Contiguous memory allocation; Paging; Structure of page table; Segmentation.	
<b>Textbook 1: Chapter - 7,8</b>	
<b>Teaching-Learning Process</b>	Active Learning, Problem solving based on deadlock with animation 1. <a href="https://www.youtube.com/watch?v=MYgmmJjfdBg">https://www.youtube.com/watch?v=MYgmmJjfdBg</a> 2. <a href="https://www.youtube.com/watch?v=Y14b7_T3AEw&amp;list=PLEJxKK7AcSEGPOCFtQTJhOEIU44J_JAun&amp;index=30">https://www.youtube.com/watch?v=Y14b7_T3AEw&amp;list=PLEJxKK7AcSEGPOCFtQTJhOEIU44J_JAun&amp;index=30</a>
<b>Module-4</b>	
<b>Virtual Memory Management:</b> Background; Demand paging; Copy-on-write; Page replacement; Allocation of frames; Thrashing.	
<b>File System, Implementation of File System:</b> File system: File concept; Access methods; Directory structure; File system mounting; File sharing; Protection: Implementing File system: File system structure; File system implementation; Directory implementation; Allocation methods; Free space management.	
<b>Textbook 1: Chapter - 9,10,11</b>	
<b>Teaching-Learning Process</b>	Active learning about memory management and File system 1. <a href="https://www.youtube.com/watch?v=pl6qrCB8pDw&amp;list=PLIY8eNdw5tW-BxRY0yK3fYTYVqytw8qhp">https://www.youtube.com/watch?v=pl6qrCB8pDw&amp;list=PLIY8eNdw5tW-BxRY0yK3fYTYVqytw8qhp</a> 2. <a href="https://www.youtube.com/watch?v=-orfHvNBzY">https://www.youtube.com/watch?v=-orfHvNBzY</a>
<b>Module-5</b>	
<b>Secondary Storage Structures, Protection:</b> Mass storage structures; Disk structure; Disk attachment; Disk scheduling; Disk management; Swap space management. Protection: Goals of protection, Principles of protection, Domain of protection, Access matrix, Implementation of access matrix, Access control, Revocation of access rights, Capability- Based systems.	
<b>Case Study: The Linux Operating System:</b> Linux history; Design principles; Kernel modules; Process management; Scheduling; Memory Management; File systems, Input and output; Inter-process communication.	
<b>Textbook 1: Chapter - 2,21</b>	
<b>Teaching-Learning Process</b>	Active learning about case studies 1. <a href="https://www.youtube.com/watch?v=TTBkc5eiju4">https://www.youtube.com/watch?v=TTBkc5eiju4</a> 2. <a href="https://www.youtube.com/watch?v=8hkvMRGTzCM&amp;list=PLEAYkSg4uSQ2PAch478muxnoeTNz_QeUJ&amp;index=36">https://www.youtube.com/watch?v=8hkvMRGTzCM&amp;list=PLEAYkSg4uSQ2PAch478muxnoeTNz_QeUJ&amp;index=36</a> 3. <a href="https://www.youtube.com/watch?v=mX1FEur4VCw">https://www.youtube.com/watch?v=mX1FEur4VCw</a>
<b>Course Outcomes (Course Skill Set)</b>	
At the end of the course the student will be able to:	
CO 1. Identify the structure of an operating system and its scheduling mechanism.	

- CO 2. Demonstrate the allocation of resources for a process using scheduling algorithm.  
 CO 3. Identify root causes of deadlock and provide the solution for deadlock elimination  
 CO 4. Explore about the storage structures and learn about the Linux Operating system.  
 CO 5. Analyze Storage Structures and Implement Customized Case study

#### **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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and 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:**

Three Unit Tests each of **20 Marks (duration 01 hour)**

1. First test at the end of 5<sup>th</sup> week of the semester
2. Second test at the end of the 10<sup>th</sup> week of the semester
3. Third test at the end of the 15<sup>th</sup> week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4<sup>th</sup> week of the semester
5. Second assignment at the end of 9<sup>th</sup> week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks (duration 01 hours)**

6. At the end of the 13<sup>th</sup> week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

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

##### **Textbooks**

1. Abraham Silberschatz, Peter Baer Galvin, Greg Gagne, Operating System Principles 7th edition, Wiley-India, 2006

##### **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.

##### **Weblinks and Video Lectures (e-Resources):**

1. [https://www.youtube.com/watch?v=vBURTt97EkA&list=PLBlnK6fEYqRiVhbXDGLXDk\\_OQAeuVcp2Q](https://www.youtube.com/watch?v=vBURTt97EkA&list=PLBlnK6fEYqRiVhbXDGLXDk_OQAeuVcp2Q)



2. [https://www.youtube.com/watch?v=783KAB-tuE4&list=PLIemF3uozcAKTgsCIj82voMK3TMR0YE\\_f](https://www.youtube.com/watch?v=783KAB-tuE4&list=PLIemF3uozcAKTgsCIj82voMK3TMR0YE_f)
3. <https://www.youtube.com/watch?v=3-ITLMMeeXY&list=PL3pGy4HtqwD0n7bQfHjPnsWzkeR-n6mkO>

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

- Real world problem solving using group discussion.
- Role play for process scheduling.
- Present animation for Deadlock.
- Real world examples of memory management concepts

## IV Semester

PYTHON PROGRAMMING LABORATORY			
Course Code	21CSL46	CIE Marks	50
Teaching Hours/Weeks (L: T: P: S)	0: 0: 2: 0	SEE Marks	50
Total Hours of Pedagogy	24	Total Marks	100
Credits	01	Exam Hours	03
<b>Course Objectives:</b>			
CLO 1. Demonstrate the use of IDLE or PyCharm IDE to create Python Applications			
CLO 2. Using Python programming language to develop programs for solving real-world problems			
CLO 3. Implement the Object-Oriented Programming concepts in Python.			
CLO 4. Appraise the need for working with various documents like Excel, PDF, Word and Others			
CLO 5. Demonstrate regular expression using python programming			
<b>Note: two hours tutorial is suggested for each laboratory sessions.</b>			
<b>Prerequisite</b>			
<ul style="list-style-type: none"> <li>• Students should be familiarized about Python installation and setting Python environment</li> <li>• Usage of IDLE or IDE like PyCharm should be introduced  Python Installation: <a href="https://www.youtube.com/watch?v=Kn1HF3oD19c">https://www.youtube.com/watch?v=Kn1HF3oD19c</a>  PyCharm Installation: <a href="https://www.youtube.com/watch?v=SZUNUB6nz3g">https://www.youtube.com/watch?v=SZUNUB6nz3g</a></li> </ul>			
<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><b>Aim:</b> Introduce the Python fundamentals, data types, operators, flow control and exception handling in Python</p> <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><b>Aim:</b> Demonstrating creation of functions, passing parameters and return values</p> <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><b>Aim:</b> Demonstration of manipulation of strings using string methods</p> <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>  Original string:  Python Exercises  Python Exercises  Similarity between two said strings:  1.0</p> <p><b>Sample Output:</b>  Original string:  Python Exercises  Python Exercise  Similarity between two said strings:  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><b>Aim:</b> Discuss different collections like list, tuple and dictionary</p> <p>a) Write a python program to implement insertion sort and merge sort using lists  b) Write a program to convert roman numbers in to integer values using dictionaries.</p> <p>Lists: <a href="https://www.youtube.com/watch?v=Eaz5e6M8tL4">https://www.youtube.com/watch?v=Eaz5e6M8tL4</a>  List methods: <a href="https://www.youtube.com/watch?v=8-RDVWGktuI">https://www.youtube.com/watch?v=8-RDVWGktuI</a>  Tuples: <a href="https://www.youtube.com/watch?v=bdS4dHIJGbc">https://www.youtube.com/watch?v=bdS4dHIJGbc</a>  Tuple operations: <a href="https://www.youtube.com/watch?v=TItKabcTTQ4">https://www.youtube.com/watch?v=TItKabcTTQ4</a>  Dictionary: <a href="https://www.youtube.com/watch?v=4Q0pW8XB0kc">https://www.youtube.com/watch?v=4Q0pW8XB0kc</a>  Dictionary methods: <a href="https://www.youtube.com/watch?v=oLeNHuORpNY">https://www.youtube.com/watch?v=oLeNHuORpNY</a></p>
5	<p><b>Aim:</b> Demonstration of pattern recognition with and without using regular expressions</p> <p>a) Write a function called isphonenumber () to recognize a pattern 415-555-4242 without using regular expression and also write the code to recognize the same pattern using regular expression.  b) Develop a python program that could search the text in a file for phone numbers (+919900889977) and email addresses (<a href="mailto:sample@gmail.com">sample@gmail.com</a>)</p> <p>Regular expressions: <a href="https://www.youtube.com/watch?v=LnzFnZfHLS4">https://www.youtube.com/watch?v=LnzFnZfHLS4</a></p>
6	<p><b>Aim:</b> Demonstration of reading, writing and organizing files.</p> <p>a) Write a python program to accept a file name from the user and perform the following operations</p> <ol style="list-style-type: none"> <li>1. Display the first N line of the file</li> <li>2. Find the frequency of occurrence of the word accepted from the user in the file</li> </ol> <p>b) Write a python program to create a ZIP file of a particular folder which contains several files inside it.</p> <p>Files: <a href="https://www.youtube.com/watch?v=vuyb7CxZgbU">https://www.youtube.com/watch?v=vuyb7CxZgbU</a>  <a href="https://www.youtube.com/watch?v=FqcjKewJTQ0">https://www.youtube.com/watch?v=FqcjKewJTQ0</a></p> <p>File organization: <a href="https://www.youtube.com/watch?v=MRuq3SRXses">https://www.youtube.com/watch?v=MRuq3SRXses</a></p>
7	<p><b>Aim:</b> Demonstration of the concepts of classes, methods, objects and inheritance</p>

	<p>a) By using the concept of inheritance write a python program to find the area of triangle, circle and rectangle.</p> <p>b) Write a python program by creating a class called Employee to store the details of Name, Employee_ID, Department and Salary, and implement a method to update salary of employees belonging to a given department.</p> <p>OOP's concepts: <a href="https://www.youtube.com/watch?v=qiSCMNBIP2g">https://www.youtube.com/watch?v=qiSCMNBIP2g</a>          Inheritance: <a href="https://www.youtube.com/watch?v=Cn7AkDb4pIU">https://www.youtube.com/watch?v=Cn7AkDb4pIU</a></p>
8	<p><b>Aim:</b> Demonstration of classes and methods with polymorphism and overriding</p> <p>a) Write a python program to find the whether the given input is palindrome or not (for both string and integer) using the concept of polymorphism and inheritance.</p> <p>Overriding: <a href="https://www.youtube.com/watch?v=CcTzTulsoFk">https://www.youtube.com/watch?v=CcTzTulsoFk</a></p>
9	<p><b>Aim:</b> Demonstration of working with excel spreadsheets and web scraping</p> <p>a) Write a python program to download the all XKCD comics</p> <p>b) Demonstrate python program to read the data from the spreadsheet and write the data in to the spreadsheet</p> <p>Web scraping: <a href="https://www.youtube.com/watch?v=ng2o98k983k">https://www.youtube.com/watch?v=ng2o98k983k</a></p> <p>Excel: <a href="https://www.youtube.com/watch?v=nsKNPHJ9iPc">https://www.youtube.com/watch?v=nsKNPHJ9iPc</a></p>
10	<p><b>Aim:</b> Demonstration of working with PDF, word and JSON files</p> <p>a) Write a python program to combine select pages from many PDFs</p> <p>b) Write a python program to fetch current weather data from the JSON file</p> <p>PDFs: <a href="https://www.youtube.com/watch?v=q70xzDG6nls">https://www.youtube.com/watch?v=q70xzDG6nls</a>  <a href="https://www.youtube.com/watch?v=JhQVD7Y1bsA">https://www.youtube.com/watch?v=JhQVD7Y1bsA</a>  <a href="https://www.youtube.com/watch?v=FcrW-ESdY-A">https://www.youtube.com/watch?v=FcrW-ESdY-A</a></p> <p>Word files: <a href="https://www.youtube.com/watch?v=ZU3cSl51jWE">https://www.youtube.com/watch?v=ZU3cSl51jWE</a></p> <p>JSON files: <a href="https://www.youtube.com/watch?v=9N6a-VLBa2I">https://www.youtube.com/watch?v=9N6a-VLBa2I</a></p>
<b>Python (Full Course):</b> <a href="https://www.youtube.com/watch?v=_uQrJ0TkZlc">https://www.youtube.com/watch?v=_uQrJ0TkZlc</a>	
<b>Pedagogy</b>	For the above experiments the following pedagogy can be considered. Problem based learning, Active learning, MOOC, Chalk &Talk
<b>PART B – Practical Based Learning</b>	
A problem statement for each batch is to be generated in consultation with the co-examiner and student should develop an algorithm, program and execute the program for the given problem with appropriate outputs.	
<b>Course Outcomes:</b>	
CO 1. Demonstrate proficiency in handling of loops and creation of functions.	
CO 2. Identify the methods to create and manipulate lists, tuples and dictionaries.	
CO 3. Discover the commonly used operations involving regular expressions and file system.	
CO 4. Interpret the concepts of Object-Oriented Programming as used in Python.	
CO 5. Determine the need for scraping websites and working with PDF, JSON and other file formats.	

**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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

**Continuous Internal Evaluation (CIE):**

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

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

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is 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 02 tests for 100 marks, the first test shall be conducted after the 8<sup>th</sup> week of the semester and the second test shall be conducted after the 14<sup>th</sup> week of the semester.
- In each 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. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

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

**Semester End Evaluation (SEE):**

- SEE marks for the practical course is 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by 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 internal /external 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)
- *Students can pick one experiment from the questions lot of PART A with equal choice to all the students in a batch. For PART B examiners should frame a question for each batch, student should develop an algorithm, program, execute and demonstrate the results with appropriate output for the given problem.*

- *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>)

## IV Semester

<b>WEB PROGRAMMING (Practical based)</b>			
Course Code	<b>21CSL481</b>	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	<b>0:0:2:0</b>	SEE Marks	50
Total Hours of Pedagogy	12T + 12P	Total Marks	100
Credits	01	Exam Hours	02
<b>Course Objectives:</b>			
CLO 1. Learn Web tool box and history of web browsers.			
CLO 2. Learn HTML, XHTML tags with utilizations.			
CLO 3. Know CSS with dynamic document utilizations.			
CLO 4. Learn JavaScript with Element access in JavaScript.			
CLO 5. Logically plan and develop web pages..			
<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) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>Introduction to WEB Programming:</b> Internet, WWW, Web Browsers, and Web Servers, URLs, MIME, HTTP, Security, The Web Programmers Toolbox.			
<b>Textbook 1: Chapter 1(1.1 to 1.9)</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, practical based learning		
<b>Module-2</b>			
<b>HTML and XHTML:</b> Origins of HTML and XHTML, Basic syntax, Standard XHTML document structure, Basic text markup, Images, Hypertext Links, Lists, Tables. Forms, Frames in HTML and XHTML, Syntactic differences between HTML and XHTML.			
<b>Textbook 1: Chapter 2(2.1 to 2.10)</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration, presentation, problem solving		
<b>Module-3</b>			
<b>CSS:</b> Introduction, Levels of style sheets, Style specification formats, Selector forms, Property value forms, Font properties, List properties, Color, Alignment of text, Background images, tags.			
<b>Textbook 1: Chapter 3(3.1 to 3.12)</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Demonstration, problem solving		
<b>Module-4</b>			
<b>Java Script - I:</b> Object orientation and JavaScript; General syntactic characteristics; Primitives,			

Operations, and expressions; Screen output and keyboard input.	
<b>Textbook 1: Chapter 4(4.1 to 4.5)</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Practical based learning, practical's
<b>Module-5</b>	
<b>Java Script – II:</b> Control statements, Object creation and Modification; Arrays; Functions; Constructor; Pattern matching using expressions; Errors, Element access in JavaScript.	
<b>Textbook 1: Chapter 4(4.6 to 4.14)</b>	
<b>Teaching-Learning Process</b>	Chalk and board, MOOC
<b>Course Outcomes (Course Skill Set):</b> At the end of the course the student will be able to: CO 1. Describe the fundamentals of web and concept of HTML. CO 2. Use the concepts of HTML, XHTML to construct the web pages. CO 3. Interpret CSS for dynamic documents. CO 4. Evaluate different concepts of JavaScript & Construct dynamic documents. CO 5. Design a small project with JavaScript and XHTML.	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE). <b>Continuous Internal Evaluation (CIE):</b> <b>NOTE: List of experiments to be prepared by the faculty based on the syllabus mentioned above</b> CIE marks for the practical course is <b>50 Marks</b> . The split-up of CIE marks for record/ journal and test are in the ratio <b>60:40</b> . <ul style="list-style-type: none"> <li>Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.</li> <li>Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.</li> <li>Total marks scored by the students are scaled down to 30 marks (60% of maximum marks).</li> <li>Weightage to be given for neatness and submission of record/write-up on time.</li> <li>Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8<sup>th</sup> week of the semester and the second test shall be conducted after the 14<sup>th</sup> week of the semester.</li> <li>In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.</li> <li>The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book</li> <li>The average of 02 tests is scaled down to <b>20 marks</b> (40% of the maximum marks).</li> </ul> The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.	
<b>Semester End Evaluation (SEE):</b> <ul style="list-style-type: none"> <li>SEE marks for the practical course is 50 Marks.</li> <li>SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University</li> <li>All laboratory experiments are to be included for practical examination.</li> <li>(Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. <b>OR</b> based on the course requirement evaluation rubrics shall be decided jointly by examiners.</li> </ul>	



- Students can pick one question (experiment) from the questions lot prepared by the internal /external 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)
- The duration of SEE is 02 hours

Rubrics suggested in Annexure-II of Regulation book

#### **Textbooks**

1. Robert W Sebesta, "Programming the World Wide Web", 6th Edition, Pearson Education, 2008.

#### **Reference Books**

1. M.Deitel, P.J.Deitel, A.B.Goldberg, "Internet & World Wide Web How to program", 3rd Edition, Pearson Education / PHI, 2004.
2. Chris Bates, "Web Programming Building Internet Applications", 3rd Edition, Wiley India, 2006.
3. Xue Bai et al, "The Web Warrior Guide to Web Programming", Thomson, 2003.
4. Sklar, "The Web Warrior Guide to Web Design Technologies", 1st Edition, Cengage Learning India

#### **Weblinks and Video Lectures (e-Resources):**

1. Fundamentals of WEB Programming: <https://www.youtube.com/watch?v=DR9dr6gxhDM>
2. HTML and XHTML: <https://www.youtube.com/watch?v=A1XIIDDXgwg>
3. CSS: <https://www.youtube.com/watch?v=J35jug1uHzE>
4. Java Script and HTML Documents: <https://www.youtube.com/watch?v=Gd0RBdFRvF0>
5. Dynamic Documents with JavaScript: <https://www.youtube.com/watch?v=HTFSIJALNKc>

#### **Tutorial Link:**

1. <http://www.tutorialspoint.com>
2. <http://www.w3schools.com>

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

- Demonstration of simple projects

## IV Semester

<b>UNIX SHELL PROGRAMMING</b>			
Course Code	<b>21CS482</b>	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	1:0:0:0	SEE Marks	50
Total Hours of Pedagogy	12	Total Marks	100
Credits	01	Exam Hours	01
<b>Course Objectives:</b>			
CLO 1. To help the students to understand effective use of Unix concepts, commands and terminology.			
CLO 2. Identify, access, and evaluate UNIX file system.			
CLO 3. Understand UNIX command syntax and semantics.			
CLO 4. Ability to read and understand specifications, scripts and programs.			
CLO 5. Analyze Facility with UNIX Process.			
<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) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>Introduction of UNIX</b> - Introduction, History, Architecture, Experience the Unix environment, Basic commands ls, cat, cal, date, calendar, who, printf, tty, sty, uname, passwd, echo, tput, and bc.			
<b>Textbook 1: Chapter 1(1.1 to 1.4) , Chapter 2- 2.1</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, practical based learning		
<b>Module-2</b>			
<b>UNIX File System-</b> The file, what's in a filename? The parent-child relationship, pwd, the Home directory, absolute pathnames, using absolute pathnames for a command, cd, mkdir, rmdir, Relative pathnames, The UNIX file system.			
<b>Textbook 1: Chapter 4</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration, presentation, problem solving		
<b>Module-3</b>			
<b>Basic File Attributes - Is - l, the -d option, File Permissions, chmod, Security and File Permission, users and groups, security level, changing permission, user masks, changing ownership and group, File Attributes, More file attributes: hard link, symbolic link, umask, find.</b>			
<b>Textbook 1: Chapter 6</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Demonstration, problem solving		
<b>Module-4</b>			
<b>Introduction to the Shell Scripting</b> - Introduction to Shell Scripting, Shell Scripts, read, Command Line			

Arguments, Exit Status of a Command, The Logical Operators && and ||, exit, if, and case conditions, expr, sleep and wait, while, until, for, \$, @, redirection. The here document, set, trap, Sample Validation and Data Entry Scripts.

**Textbook 1: Chapter 11,12,14**

<b>Teaching-Learning Process</b>	Chalk and board, Practical based learning, practical's
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**Module-5**

**Introduction to UNIX System process:** Mechanism of process creation. Parent and child process. The ps command with its options. Executing a command at a specified point of time: at command. Executing a command periodically: cron command and the crontab file.. Signals.

**Textbook 1: Chapter 9,19**

<b>Teaching-Learning Process</b>	Chalk and board, MOOC
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**Course Outcomes (Course Skill Set):**

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

- CO 1. Know the basics of Unix concepts and commands.
- CO 2. Evaluate the UNIX file system.
- CO 3. Apply Changes in file system.
- CO 4. Understand scripts and programs.
- CO 5. Analyze Facility with UNIX system process

**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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and 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:**

Three Unit Tests each of **20 Marks (duration 01 hour)**

1. First test at the end of 5<sup>th</sup> week of the semester
2. Second test at the end of the 10<sup>th</sup> week of the semester
3. Third test at the end of the 15<sup>th</sup> week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4<sup>th</sup> week of the semester
5. Second assignment at the end of 9<sup>th</sup> week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks (duration 01 hours)**

6. At the end of the 13<sup>th</sup> week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**duration 01 hours**)

SEE paper will be set for 50 questions of each of 01 marks. The pattern of the question paper is MCQ. The time allotted for SEE is 01 hours

**Textbooks**

1. Unix Concepts & Applications 4<sup>th</sup> Edition, Sumitabha Das, Tata McGraw Hill

**References:**

2. Unix Shell Programming, Yashwant Kanetkar
3. Introduction to UNIX by M G Venkatesh Murthy.

**Weblinks and Video Lectures (e-Resources):**

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

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

- Real world problem solving using group discussion.
- Real world examples of Linux operating system Utilizations.

## IV Semester

<b>R PROGRAMMING (Practical based)</b>			
Course Code	<b>21CSL483</b>	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	<b>0:0:2:0</b>	SEE Marks	50
Total Hours of Pedagogy	12T + 12P	Total Marks	100
Credits	01	Exam Hours	02
<b>Course Objectives:</b>			
CLO 1. Explore and understand how R and R Studio interactive environment.			
CLO 2. To learn and practice programming techniques using R programming.			
CLO 3. Read Structured Data into R from various sources.			
CLO 4. Understand the different data Structures, data types in R.			
CLO 5. To develop small applications using R Programming			
<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) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>Numeric, Arithmetic, Assignment, and Vectors:</b> R for Basic Math, Arithmetic, Variables, Functions, Vectors, Expressions and assignments Logical expressions.			
<b>Textbook 1: Chapter 2(2.1 to 2.7)</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, practical based learning		
<b>Module-2</b>			
<b>Matrices and Arrays:</b> Defining a Matrix, Sub-setting, Matrix Operations, <b>Conditions and Looping:</b> if statements, looping with for, looping with while, vector based programming.			
<b>Textbook 1: Chapter 2- 2.8, chapter 3- 3.2 to 3.5</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration, presentation, problem solving		
<b>Module-3</b>			
<b>Lists and Data Frames:</b> Data Frames, <b>Lists</b> , Special values, The apply family.			
<b>Textbook 1: Chapter 6- 6.2 to 6.4</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Demonstration, problem solving		
<b>Module-4</b>			
<b>Functions:</b> Calling functions, scoping, Arguments matching, writing functions: The function command, Arguments, specialized function.			
<b>Textbook 1: Chapter 5- 5.1 to 5.6</b>			

<b>Teaching-Learning Process</b>	Chalk and board, Practical based learning, practical's
<b>Module-5</b>	
Pointers: packages, frames, de bugging, manipulation of code, compilation of the code.	
<b>Textbook 1: Chapter 8- 8.1 to 8.8</b>	
<b>Teaching-Learning Process</b>	Chalk and board, MOOC
<b>Course Outcomes (Course Skill Set):</b>	
At the end of the course the student will be able to:	
CO 1. To understand the fundamental syntax of R through readings, practice exercises,	
CO 2. To demonstrations, and writing R code.	
CO 3. To apply critical programming language concepts such as data types, iteration,	
CO 4. To understand control structures, functions, and Boolean operators by writing R programs and through examples	
CO 5. To import a variety of data formats into R using R-Studio	
CO 6. To prepare or tidy data for in preparation for analyze.	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).	
<b>Continuous Internal Evaluation (CIE):</b>	
<b>NOTE: List of experiments to be prepared by the faculty based on the syllabus mentioned above</b>	
CIE marks for the practical course is <b>50 Marks</b> .	
The split-up of CIE marks for record/ journal and test are in the ratio <b>60:40</b> .	
<ul style="list-style-type: none"> <li>• Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.</li> <li>• Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.</li> <li>• Total marks scored by the students are scaled down to 30 marks (60% of maximum marks).</li> <li>• Weightage to be given for neatness and submission of record/write-up on time.</li> <li>• Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8<sup>th</sup> week of the semester and the second test shall be conducted after the 14<sup>th</sup> week of the semester.</li> <li>• In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.</li> <li>• The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book</li> <li>• The average of 02 tests is scaled down to <b>20 marks</b> (40% of the maximum marks).</li> </ul>	
The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.	
<b>Semester End Evaluation (SEE):</b>	
<ul style="list-style-type: none"> <li>• SEE marks for the practical course is 50 Marks.</li> <li>• SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University</li> <li>• All laboratory experiments are to be included for practical examination.</li> <li>• (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. <b>OR</b> based on the course requirement evaluation rubrics shall be decided jointly by examiners.</li> <li>• Students can pick one question (experiment) from the questions lot prepared by the internal</li> </ul>	

<p>/external examiners jointly.</p> <ul style="list-style-type: none"> <li>• Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.</li> <li>• 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)</li> <li>• The duration of SEE is 02 hours</li> </ul> <p>Rubrics suggested in Annexure-II of Regulation book</p>
<p><b>Textbooks</b></p> <ol style="list-style-type: none"> <li>1. Jones, O., Maillardet. R. and Robinson, A. (2014). Introduction to Scientific Programming and Simulation Using R. Chapman &amp; Hall/CRC, The R Series.</li> </ol> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Michael J. Crawley, "Statistics: An Introduction using R", Second edition, Wiley,2015</li> </ol>
<p><b>Weblinks and Video Lectures (e-Resources):</b></p> <ol style="list-style-type: none"> <li>1. Wickham, H. &amp; Grolemund, G. (2018). for Data Science. O'Reilly: New York. Available for free at <a href="http://r4ds.had.co.nz">http://r4ds.had.co.nz</a></li> </ol>
<p><b>Activity Based Learning (Suggested Activities in Class)/ Practical Based learning</b></p> <ul style="list-style-type: none"> <li>• Demonstration of simple projects</li> </ul>

## V Semester

<b>AUTOMATA THEORY AND COMPILER DESIGN</b>			
Course Code	<b>21CS51</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
<b>Course Learning Objectives</b>			
<p>CLO 1. Introduce the fundamental concepts of Automata Theory, Formal Languages and compiler design</p> <p>CLO 2. Principles Demonstrate Application of Automata Theory and Formal Languages in the field of compiler design</p> <p>CLO 3. Develop understanding of computation through Push Down Automata and Turing Machines</p> <p>CLO 4. Introduce activities carried out in different phases of Phases compiler</p> <p>CLO 5. Identify the undecidability problems.</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>Lecturer method (L) needs not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>Use of Video/Animation to explain functioning of various concepts.</li> <li>Encourage collaborative (Group Learning) Learning in the class.</li> <li>Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>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>Introduce Topics in manifold representations.</li> <li>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>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 to Automata Theory:</b> Central Concepts of Automata theory, Deterministic Finite Automata(DFA), Non- Deterministic Finite Automata(NFA) ,Epsilon- NFA, NFA to DFA Conversion, Minimization of DFA</p> <p><b>Introduction to Compiler Design:</b> Language Processors, Phases of Compilers</p> <p><b>Textbook 1: Chapter1 – 1.5, Chapter2 – 2.2,2.3,2.5 Chapter4 –4.4</b></p> <p><b>Textbook 2: Chapter1 – 1.1 and 1.2</b></p>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Problem based learning		
<b>Module-2</b>			
<p><b>Regular Expressions and Languages:</b> Regular Expressions, Finite Automata and Regular Expressions, Proving Languages Not to Be Regular</p> <p><b>Lexical Analysis Phase of compiler Design:</b> Role of Lexical Analyzer, Input Buffering , Specification of Token, Recognition of Token.</p> <p><b>Textbook 1: Chapter3 – 3.1, 3.2, Chapter4- 4.1</b></p>			



<b>Textbook 2: Chapter3- 3.1 to 3.4</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration
<b>Module-3</b>	
<b>Context Free Grammars:</b> Definition and designing CFGs, Derivations Using a Grammar, Parse Trees, Ambiguity and Elimination of Ambiguity, Elimination of Left Recursion, Left Factoring.	
<b>Syntax Analysis Phase of Compilers: part-1:</b> Role of Parser , Top-Down Parsing	
<b>Textbook 1: Chapter 5 – 5.1.1 to 5.1.6, 5.2 (5.2.1, 5.2.2), 5.4</b>	
<b>Textbook 2: Chapter 4 – 4.1, 4.2, 4.3 (4.3.2 to 4.3.4) ,4.4</b>	
<b>Teaching-Learning Process</b>	<b>Chalk and board, Problem based learning, Demonstration</b>
<b>Module-4</b>	
<b>Push Down Automata:</b> Definition of the Pushdown Automata, The Languages of a PDA.	
<b>Syntax Analysis Phase of Compilers: Part-2:</b> Bottom-up Parsing, Introduction to LR Parsing: SLR, More Powerful LR parsers	
<b>Textbook1: Chapter 6 – 6.1, 6.2</b>	
<b>Textbook2: Chapter 4 – 4.5, 4.6, 4.7 (Up to 4.7.4)</b>	
<b>Teaching-Learning Process</b>	Chalk & board, Problem based learning
<b>Module-5</b>	
<b>Introduction to Turing Machine:</b> Problems that Computers Cannot Solve, The Turing machine, problems, Programming Techniques for Turing Machine, Extensions to the Basic Turing Machine	
<b>Undecidability :</b> A language That Is Not Recursively Enumerable, An Undecidable Problem That Is RE.	
<b>Other Phases of Compilers: Syntax Directed Translation-</b> Syntax-Directed Definitions, Evaluation Orders for SDD's. <b>Intermediate-Code Generation-</b> Variants of Syntax Trees, Three-Address Code.	
<b>Code Generation-</b> Issues in the Design of a Code Generator	
<b>Textbook1: Chapter 8 – 8.1, 8.2,8.3,8.4 Chapter 9 – 9.1,9.2</b>	
<b>Textbook2: Chapter 5 – 5.1, 5.2, Chapter 6- 6.1,6.2 Chapter 8- 8.1</b>	
<b>Teaching-Learning Process</b>	<b>Chalk and board, MOOC</b>
<b>Course Outcomes</b>	
At the end of the course the student will be able to:	
CO 1. Acquire fundamental understanding of the core concepts in automata theory and Theory of Computation	
CO 2. Design and develop lexical analyzers, parsers and code generators	
CO 3. Design Grammars and Automata (recognizers) for different language classes and become knowledgeable about restricted models of Computation (Regular, Context Free) and their relative powers.	
CO 4. Acquire fundamental understanding of the structure of a Compiler and Apply concepts automata theory and Theory of Computation to design Compilers	
CO 5. Design computations models for problems in Automata theory and adaptation of such model in the field of compilers	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination	

(SEE), and 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:**

Three Unit Tests each of **20 Marks (duration 01 hour)**

1. First test at the end of 5<sup>th</sup> week of the semester
2. Second test at the end of the 10<sup>th</sup> week of the semester
3. Third test at the end of the 15<sup>th</sup> week of the semester

Two assignments each of **10 Marks**

1. First assignment at the end of 4<sup>th</sup> week of the semester
2. Second assignment at the end of 9<sup>th</sup> week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks (duration 01 hours)**

1. At the end of the 13<sup>th</sup> week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have a less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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

**Suggested Learning Resources:**

**Textbooks**

1. John E Hopcroft, Rajeev Motwani, Jeffrey D. Ullman, " Introduction to Automata Theory, Languages and Computation", Third Edition, Pearson.
2. Alfred V.Aho, Monica S.Lam,Ravi Sethi, Jeffrey D. Ullman, " Compilers Principles, Techniques and Tools", Second Edition,Perason.

**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. K Muneeswaran, "Compiler Design", Oxford University Press 2013.

**Weblinks and Video Lectures (e-Resources):**

1. <https://nptel.ac.in/courses/106/106/106106049/#>
2. <https://nptel.ac.in/courses/106/104/106104123/>
3. <https://www.jflap.org/>

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

Group Activities, quizzes, Puzzles and presentations

## V Semester

<b>COMPUTER NETWORKS</b>			
Course Code:	21CS52	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40T + 20P	Total Marks	100
Credits	04	Exam Hours	03
<b>Course Objectives:</b>			
<p>CLO 1. Fundamentals of data communication networks.            CLO 2. Software and hardware interfaces            CLO 3. Application of various physical components and protocols            CLO 4. Communication challenges and remedies in the networks.</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>Lecturer method (L) 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 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>Introduce Topics in manifold representations.</li> <li>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>Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>Introduction to networks:</b> Network hardware, Network software, Reference models,			
<b>Physical Layer:</b> Guided transmission media, Wireless transmission			
<b>Textbook 1: Ch.1.2 to 1.4, Ch.2.2 to 2.3</b>			
<b>Laboratory Component:</b>			
<ol style="list-style-type: none"> <li>Implement Three nodes point - to - point network with duplex links between them for different topologies. 1Set the queue size, vary the bandwidth, and find the number of packets dropped for various iterations.</li> </ol>			
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning, Demonstration		
<b>Module-2</b>			
<b>The Data link layer:</b> Design issues of DLL, Error detection and correction, Elementary data link protocols, Sliding window protocols.			
<b>The medium access control sublayer:</b> The channel allocation problem, Multiple access protocols.			
<b>Textbook 1: Ch.3.1 to 3.4, Ch.4.1 and 4.2</b>			
<b>Laboratory Component:</b>			
<ol style="list-style-type: none"> <li>Implement simple ESS and with transmitting nodes in wire-less LAN by simulation and determine the throughput with respect to transmission of packets</li> <li>Write a program for error detecting code using CRC-CCITT (16- bits).</li> </ol>			

<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning, Demonstration
<b>Module-3</b>	
<b>The Network Layer:</b> Network Layer Design Issues, Routing Algorithms, Congestion Control Algorithms, QoS.	
<b>Textbook 1: Ch 5.1 to 5.4</b>	
<b>Laboratory Component:</b>	
<ol style="list-style-type: none"> <li>1. 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 in the network.</li> <li>2. Write a program to find the shortest path between vertices using bellman-ford algorithm.</li> </ol>	
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning, Demonstration
<b>Module-4</b>	
<b>The Transport Layer:</b> The Transport Service, Elements of transport protocols, Congestion control, The internet transport protocols.	
<b>Textbook 1: Ch 6.1 to 6.4 and 6.5.1 to 6.5.7</b>	
<b>Laboratory Component:</b>	
<ol style="list-style-type: none"> <li>1. Implement an Ethernet LAN using n nodes and set multiple traffic nodes and plot congestion window for different source / destination.</li> <li>2. Write a program for congestion control using leaky bucket algorithm.</li> </ol>	
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning, Demonstration
<b>Module-5</b>	
<b>Application Layer:</b> Principles of Network Applications, The Web and HTTP, Electronic Mail in the Internet, DNS—The Internet's Directory Service.	
<b>Textbook 2: Ch 2.1 to 2.4</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning, Demonstration
<b>Course Outcomes (Course Skill Set)</b>	
At the end of the course the student will be able to:	
<ol style="list-style-type: none"> <li>CO 1. Learn the basic needs of communication system.</li> <li>CO 2. Interpret the communication challenges and its solution.</li> <li>CO 3. Identify and organize the communication system network components</li> <li>CO 4. Design communication networks for user requirements.</li> </ol>	
<b>Assessment Details (both CIE and SEE)</b>	
The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
<ol style="list-style-type: none"> <li>1. First test at the end of 5<sup>th</sup> week of the semester</li> <li>2. Second test at the end of the 10<sup>th</sup> week of the semester</li> <li>3. Third test at the end of the 15<sup>th</sup> week of the semester</li> </ol>	
Two assignments each of <b>10 Marks</b>	
<ol style="list-style-type: none"> <li>4. First assignment at the end of 4<sup>th</sup> week of the semester</li> <li>5. Second assignment at the end of 9<sup>th</sup> week of the semester</li> </ol>	
Practical Sessions need to be assessed by appropriate rubrics and viva-voce method. This will contribute to <b>20 marks</b> .	

- Rubrics for each Experiment taken average for all Lab components – 15 Marks.
- Viva-Voce– 5 Marks (more emphasized on demonstration topics)

The sum of three tests, two assignments, and practical sessions will be out of 100 marks and will be **scaled down to 50 marks**

(to have a less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

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

##### **Textbooks:**

1. Computer-Networks- Andrew S. Tanenbaum and David J. Wetherall, Pearson Education, 5th-Edition. ([www.pearsonhighered.com/tanenbaum](http://www.pearsonhighered.com/tanenbaum))
2. Computer Networking A Top-Down Approach -James F. Kurose and Keith W. RossPearson Education 7<sup>th</sup> Edition.

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

1. Behrouz A Forouzan, Data and Communications and Networking, Fifth Edition, McGraw Hill,Indian Edition
2. Larry L Peterson and Bruce S Davie, Computer Networks, fifth edition, ELSEVIER

##### **Weblinks 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/106105081>
4. VTU e-Shikshana Program

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

Simulation of Personal area network, Home area network, achieve QoS etc.

**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. 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

#### **V Semester**

<b>DATABASE MANAGEMENT SYSTEMS</b>			
Course Code	21CS53	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
<b>Course Learning Objectives</b>			
CLO 1. Provide a strong foundation in database concepts, technology, and practice.			
CLO 2. Practice SQL programming through a variety of database problems.			
CLO 3. Demonstrate the use of concurrency and transactions in database			

CLO 4. Design and build database applications for real world problems.	
<b>Teaching-Learning Process (General Instructions)</b>	
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>	
<b>Module-1</b>	
<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, attributes, roles, and structural constraints, Weak entity types, ER diagrams, Examples</p> <p><b>Textbook 1: Ch 1.1 to 1.8, 2.1 to 2.6, 3.1 to 3.7</b></p>	
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Problem based learning
<b>Module-2</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, 8.1 to 8.5, 9.1;</b></p>	
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration
<b>Module-3</b>	
<p><b>SQL:</b> SQL data definition and data types, specifying constraints in SQL, retrieval queries in SQL, INSERT, DELETE, and UPDATE statements in SQL, Additional features of SQL.</p> <p><b>Advances Queries:</b> More complex SQL retrieval queries, Specifying constraints as assertions and action triggers, Views in SQL, Schema change statements in SQL.</p> <p>Database</p>	

<b>Application Development:</b> Accessing databases from applications, An introduction to JDBC, JDBC classes and interfaces, SQLJ, Stored procedures, Case study: The internet Bookshop.	
<b>Textbook 1: Ch 6.1 to 6.5, 7.1 to 7.4; Textbook 2: 6.1 to 6.6;</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning, Demonstration
<b>Module-4</b>	
<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. Examples on normal forms.	
<b>Normalization Algorithms:</b> Inference Rules, Equivalence, and Minimal Cover, Properties of Relational Decompositions, Algorithms for Relational Database Schema Design, Nulls, Dangling tuples, and alternate Relational Designs, Further discussion of Multivalued dependencies and 4NF, Other dependencies and Normal Forms	
<b>Textbook 1: Ch 14.1 to -14.7, 15.1 to 15.6</b>	
<b>Teaching-Learning Process</b>	Chalk& board, Problem based learning
<b>Module-5</b>	
<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.	
<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.	
<b>Textbook 1: Ch 20.1 to 20.6, 21.1 to 21.7;</b>	
<b>Teaching-Learning Process</b>	Chalk and board, MOOC
<b>Course Outcomes</b>	
At the end of the course the student will be able to:	
CO 1. Identify, analyze and define database objects, enforce integrity constraints on a database using RDBMS	
CO 2. Use Structured Query Language (SQL) for database manipulation and also demonstrate the basic of query evaluation.	
CO 3. Design and build simple database systems and <i>relate</i> the concept of transaction, concurrency control and recovery in database	
CO 4. Develop application to interact with databases, relational algebra expression.	
CO 5. Develop applications using tuple and domain relation expression from queries.	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
1. First test at the end of 5 <sup>th</sup> week of the semester	
2. Second test at the end of the 10 <sup>th</sup> week of the semester	

3. Third test at the end of the 15<sup>th</sup> week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4<sup>th</sup> week of the semester
5. Second assignment at the end of 9<sup>th</sup> week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks (duration 01 hours)**

6. At the end of the 13<sup>th</sup> week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

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

##### **Textbooks**

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

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

1. Abraham Silberschatz, Henry F. Korth and S. Sudarshan's Database System Concepts 6th Edition Tata Mcgraw Hill Education Private Limited

#### **Weblinks and Video Lectures (e-Resources):**

1. <https://www.youtube.com/watch?v=3EJlovevfcA>
2. <https://www.youtube.com/watch?v=9TwMRS3qTcU>
3. <https://www.youtube.com/watch?v=ZWl0Xow304I>
4. <https://www.youtube.com/watch?v=4YilEjKNPrQ>
5. <https://www.youtube.com/watch?v=CZTkgMoqVss>
6. <https://www.youtube.com/watch?v=Hl4NZB1XR9c>
7. [https://www.youtube.com/watch?v=EGEwkad\\_IIA](https://www.youtube.com/watch?v=EGEwkad_IIA)
8. <https://www.youtube.com/watch?v=t5hsV9lC1rU>

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

**Demonstration of real time Database projects** - E-commerce Platform, Inventory Management, Railway System, College Data Management, Library Data Management, Solution for Saving Student Records, Hospital Data Management, Blood Donation Management.



## V Semester

<b>ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING</b>			
Course Code	21CS54	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
<b>Course Learning Objectives</b>			
CLO 1. Gain a historical perspective of AI and its foundations			
CLO 2. Become familiar with basic principles of AI toward problem solving			
CLO 3. Familiarize with the basics of Machine Learning & Machine Learning process, basics of Decision Tree, and probability learning			
CLO 4. Understand the working of Artificial Neural Networks and basic concepts of clustering algorithms			
<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) 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 logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>Introduction:</b> What is AI? Foundations and History of AI			
<b>Problem-solving:</b> Problem-solving agents, Example problems, Searching for Solutions, Uninformed Search Strategies: Breadth First search, Depth First Search,			
<b>Textbook 1: Chapter 1- 1.1, 1.2, 1.3</b>			
<b>Textbook 1: Chapter 3- 3.1, 3.2, 3.3, 3.4.1, 3.4.3</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning. Problem based learning		
<b>Module-2</b>			
<b>Informed Search Strategies:</b> Greedy best-first search, A*search, Heuristic functions.			
Introduction to Machine Learning , Understanding Data			
<b>Textbook 1: Chapter 3 - 3.5, 3.5.1, 3.5.2, 3.6</b>			
<b>Textbook 2: Chapter 1 and 2</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration		
<b>Module-3</b>			
Basics of Learning theory			
Similarity Based Learning			
Regression Analysis			

<b>Textbook 2: Chapter 3 - 3.1 to 3.4, Chapter 4, chapter 5.1 to 5.4</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning, Demonstration
<b>Module-4</b>	
Decision Tree learning Bayesian Learning	
<b>Textbook 2: Chapter 6 and 8</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning, Demonstration
<b>Module-5</b>	
Artificial neural Network Clustering Algorithms	
<b>Textbook 2: Chapter 10 and 13</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning.
<b>Course Outcomes Course Skill Set)</b>	
At the end of the course the student will be able to:	
CO 1. Apply the knowledge of searching and reasoning techniques for different applications.	
CO 2. Have a good understanding of machine learning in relation to other fields and fundamental issues and challenges of machine learning.	
CO 3. Apply the knowledge of classification algorithms on various dataset and compare results	
CO 4. Model the neuron and Neural Network, and to analyze ANN learning and its applications.	
CO 5. Identifying the suitable clustering algorithm for different pattern	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
<ol style="list-style-type: none"> <li>1. First test at the end of 5<sup>th</sup> week of the semester</li> <li>2. Second test at the end of the 10<sup>th</sup> week of the semester</li> <li>3. Third test at the end of the 15<sup>th</sup> week of the semester</li> </ol>	
Two assignments each of <b>10 Marks</b>	
<ol style="list-style-type: none"> <li>4. First assignment at the end of 4<sup>th</sup> week of the semester</li> <li>5. Second assignment at the end of 9<sup>th</sup> week of the semester</li> </ol>	
Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours) OR</b> Suitable Programming experiments based on the syllabus contents can be given to the students to submit the same as laboratory work( for example; Implementation of concept learning, implementation of decision tree learning algorithm for suitable data set, etc...)	
<ol style="list-style-type: none"> <li>6. At the end of the 13<sup>th</sup> week of the semester</li> </ol>	
The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be <b>scaled down to 50 marks</b>	
(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the	

methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

**Suggested Learning Resources:**

**Textbooks**

1. Stuart J. Russell and Peter Norvig, Artificial Intelligence, 3<sup>rd</sup> Edition, Pearson,2015
2. S. Sridhar, M Vijayalakshmi "Machine Learning". Oxford ,2021

**Reference:**

1. Elaine Rich, Kevin Knight, Artificial Intelligence, 3<sup>rd</sup>edition, Tata McGraw Hill,2013
2. George F Lugar, Artificial Intelligence Structure and strategies for complex, Pearson Education, 5th Edition, 2011
3. Tom Michel, Machine Learning, McGrawHill Publication.

**Weblinks 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/>
4. <https://www.javatpoint.com/history-of-artificial-intelligence>
5. <https://www.tutorialandexample.com/problem-solving-in-artificial-intelligence>
6. <https://techvidvan.com/tutorials/ai-heuristic-search/>
7. <https://www.analyticsvidhya.com/machine-learning/>
8. <https://www.javatpoint.com/decision-tree-induction>
9. <https://www.hackerearth.com/practice/machine-learning/machine-learning-algorithms/ml-decision-tree/tutorial/>
10. <https://www.javatpoint.com/unsupervised-artificial-neural-networks>

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

Role play for strategies– DFS & BFS, Outlier detection in Banking and insurance transaction for identifying fraudulent behaviour etc. Uncertainty and reasoning Problem- reliability of sensor used to detect pedestrians using Bayes Rule

## V Semester

<b>DATABASE MANAGEMENT SYSTEMS LABORATORY WITH MINI PROJECT</b>			
Course Code	<b>21CSL55</b>	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Total Hours of Pedagogy	24	Total Marks	100
Credits	01	Exam Hours	03
<b>Course Learning Objectives:</b>			
CLO 1. Foundation knowledge in database concepts, technology and practice to groom students into well-informed database application developers.			
CLO 2. Strong practice in SQL programming through a variety of database problems.			
CLO 3. Develop database applications using front-end tools and back-end DBMS..			
<b>Sl. No.</b>	<b>PART-A: SQL Programming (Max. Exam Marks. 50)</b>		
	Design, develop, and implement the specified queries for the following problems using Oracle, MySQL, MS SQL Server, or any other DBMS under LINUX/Windows environment. Create Schema and insert at least 5 records for each table. Add appropriate database constraints.		
1	<p>Aim: Demonstrating creation of tables, applying the view concepts on the tables.</p> <p>Program Consider the following schema for a Library Database:  <b>BOOK(Book_id, Title, Publisher_Name, Pub_Year)</b>  <b>BOOK_AUTHORS(Book_id, Author_Name)</b>  <b>PUBLISHER(Name, Address, Phone)</b>  <b>BOOK_COPIES(Book_id, Programme_id, No-of_Copies)</b>  <b>BOOK_LENDING(Book_id, Programme_id, Card_No, Date_Out, Due_Date)</b>  <b>LIBRARY_PROGRAMME(Programme_id, Programme_Name, Address)</b></p> <p>Write SQL queries to</p> <ol style="list-style-type: none"> <li>1. Retrieve details of all books in the library – id, title, name of publisher, authors, number of copies in each Programme, etc.</li> <li>2. Get the particulars of borrowers who have borrowed more than 3 books, but from Jan 2017 to Jun 2017.</li> <li>3. Delete a book in BOOK table. Update the contents of other tables to reflect this data manipulation operation.</li> <li>4. Partition the BOOK table based on year of publication. Demonstrate its working with a simple query.</li> <li>5. Create a view of all books and its number of copies that are currently available in the Library.</li> </ol> <p>Reference:  <a href="https://www.youtube.com/watch?v=AaSU-AOguls">https://www.youtube.com/watch?v=AaSU-AOguls</a>  <a href="https://www.youtube.com/watch?v=-EwEvJxS-Fw">https://www.youtube.com/watch?v=-EwEvJxS-Fw</a></p>		
2	<p>Aim: Discuss the various concepts on constraints and update operations.</p> <p>Program: Consider the following schema for Order Database:  <b>SALESMAN(Salesman_id, Name, City, Commission)</b>  <b>CUSTOMER(Customer_id, Cust_Name, City, Grade, Salesman_id)</b>  <b>ORDERS(Ord_No, Purchase_Amt, Ord_Date, Customer_id, Salesman_id)</b></p> <p>Write SQL queries to</p> <p>Count the customers with grades above Bangalore's average.</p> <ol style="list-style-type: none"> <li>2. Find the name and numbers of all salesman who had more than one customer.</li> <li>3. List all the salesman and indicate those who have and don't have customers in their cities (Use UNION operation.)</li> <li>4. Create a view that finds the salesman who has the customer with the highest order of a day.</li> <li>5. Demonstrate the DELETE operation by removing salesman with id 1000. All his orders must also be deleted.</li> </ol> <p>Reference:  <a href="https://www.youtube.com/watch?v=AA-KL1jbMeY">https://www.youtube.com/watch?v=AA-KL1jbMeY</a></p>		

	<p><a href="https://www.youtube.com/watch?v=7S_tz1z_5bA">https://www.youtube.com/watch?v=7S_tz1z_5bA</a></p>
3	<p>Aim: Demonstrate the concepts of JOIN operations.</p> <p>Program: Consider the schema for Movie Database:  <b>ACTOR(Act_id, Act_Name, Act_Gender)</b>  <b>DIRECTOR(Dir_id, Dir_Name, Dir_Phone)</b>  <b>MOVIES(Mov_id, Mov_Title, Mov_Year, Mov_Lang, Dir_id)</b>  <b>MOVIE_CAST(Act_id, Mov_id, Role)</b>  <b>RATING(Mov_id, Rev_Stars)</b></p> <p>Write SQL queries to</p> <ol style="list-style-type: none"> <li>1. List the titles of all movies directed by 'Hitchcock'.</li> <li>2. Find the movie names where one or more actors acted in two or more movies.</li> <li>3. List all actors who acted in a movie before 2000 and also in a movie after 2015(use JOIN operation).</li> <li>4. Find the title of movies and number of stars for each movie that has at least one rating and find the highest number of stars that movie received. Sort the result by movie title.</li> <li>5. Update rating of all movies directed by 'Steven Spielberg' to 5.</li> </ol> <p>Reference:  <a href="https://www.youtube.com/watch?v=hSiCUNVKIAo">https://www.youtube.com/watch?v=hSiCUNVKIAo</a>  <a href="https://www.youtube.com/watch?v=Eod3aQkFz84">https://www.youtube.com/watch?v=Eod3aQkFz84</a></p>
4	<p>Aim: Introduce concepts of PLSQL and usage on the table.</p> <p>Program: Consider the schema for College Database:  <b>STUDENT(USN, SName, Address, Phone, Gender)</b>  <b>SEMSEC(SSID, Sem, Sec)</b>  <b>CLASS(USN, SSID)</b>  <b>COURSE(Subcode, Title, Sem, Credits)</b>  <b>IAMARKS(USN, Subcode, SSID, Test1, Test2, Test3, FinalIA)</b></p> <p>Write SQL queries to</p> <ol style="list-style-type: none"> <li>1. List all the student details studying in fourth semester 'C' section.</li> <li>2. Compute the total number of male and female students in each semester and in each section.</li> <li>3. Create a view of Test1 marks of student USN '1BI15CS101' in all Courses.</li> <li>4. Calculate the FinalIA (average of best two test marks) and update the corresponding table for all students.</li> <li>5. Categorize students based on the following criterion:        If FinalIA = 17 to 20 then CAT = 'Outstanding'        If FinalIA = 12 to 16 then CAT = 'Average'        If FinalIA &lt; 12 then CAT = 'Weak'</li> </ol> <p>Give these details only for 8th semester A, B, and C section students.</p> <p>Reference:  <a href="https://www.youtube.com/watch?v=horURQewW9c">https://www.youtube.com/watch?v=horURQewW9c</a>  <a href="https://www.youtube.com/watch?v=P7-wKbKrAhk">https://www.youtube.com/watch?v=P7-wKbKrAhk</a></p>
5	<p>Aim: Demonstrate the core concepts on table like nested and correlated nesting queries and also EXISTS and NOT EXISTS keywords.</p> <p>Program: Consider the schema for Company Database:  <b>EMPLOYEE(SSN, Name, Address, Sex, Salary, SuperSSN, DNo)</b>  <b>DEPARTMENT(DNo, DName, MgrSSN, MgrStartDate)</b>  <b>DLOCATION(DNo,DLoc)</b>  <b>PROJECT(PNo, PName, PLocation, DNo)</b>  <b>WORKS_ON(SSN, PNo, Hours)</b></p> <p>Write SQL queries to</p> <p>Make a list of all project numbers for projects that involve an employee whose last name is 'Scott', either as a worker or as a manager of the department that controls the project.</p>

	<p>Show the resulting salaries if every employee working on the 'IoT' project is given a 10 percent raise.</p> <p>Find the sum of the salaries of all employees of the 'Accounts' department, as well as the maximum salary, the minimum salary, and the average salary in this department</p> <p>Retrieve the name of each employee who works on all the projects controlled by department number 5 (use NOT EXISTS operator).</p> <p>For each department that has more than five employees, retrieve the department number and the number of its employees who are making more than Rs.6,00,000.</p> <p><b>Reference:</b>  <a href="https://www.youtube.com/watch?v=Dk8f3ejqKts">https://www.youtube.com/watch?v=Dk8f3ejqKts</a></p>
<b>Pedagogy</b>	For the above experiments the following pedagogy can be considered. Problem based learning, Active learning, MOOC, Chalk & Talk
<b>PART B</b>	
	<b>Mini project:</b> For any problem selected, make sure that the application should have five or more tables. Indicative areas include: Organization, health care, Ecommerce etc.
<p><b>Course Outcomes:</b></p> <p>At the end of the course the student will be able to:</p> <p>CO 1. Create, Update and query on the database.</p> <p>CO 2. Demonstrate the working of different concepts of DBMS</p> <p>CO 3. Implement, analyze and evaluate the project developed for an application.</p>	
<p><b>Assessment Details (both CIE and SEE)</b></p> <p>The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).</p> <p><b>Continuous Internal Evaluation (CIE):</b></p> <p>CIE marks for the practical course is <b>50 Marks</b>.</p> <p>The split-up of CIE marks for record/ journal and test are in the ratio <b>60:40</b>.</p> <p>Each experiment 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 designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.</p> <p>Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.</p> <p>Total marks scored by the students are scaled down to 30 marks (60% of maximum marks).</p> <p>Weightage to be given for neatness and submission of record/write-up on time.</p> <p>Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.</p> <p>In each 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.</p> <p>The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book</p> <p>The average of 02 tests is scaled down to 20 marks (40% of the maximum marks).</p> <p>The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.</p>	
<b>Semester End Evaluation (SEE):</b>	

- SEE marks for the practical course is 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by 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 internal /external 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)
- *Students can pick one experiment from the questions lot of PART A with an equal choice to all the students in a batch. For PART B, the project group (Maximum of 4 students per batch) should demonstrate the mini-project.*
- *Weightage of marks for PART A is 60% and for PART B is 40%. 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. 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

**Suggested Weblinks/ E Resource**

<https://www.tutorialspoint.com/sql/index.htm>

## V Semester

<b>ANGULAR JS AND NODE JS (Practical based)</b>			
Course Code:	<b>21CSL581</b>	CIE Marks	50
Teaching Hours/Week	0:0:2:0	SEE Marks	50
Total No. of Hours	12T + 12P	Total Marks	100
Credits	01	Exam Hours	02
<b>Course Objectives:</b> The student should be made to:			
CLO 1. To learn the basics of Angular JS.			
CLO 2. To understand the Angular JS Modules.			
CLO 3. To implement Forms, inputs and Services			
CLO 4. To implement Directives and Databases			
CLO 5. To understand basics of Node JS.			
<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) 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 logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>Introduction To Angular JS:</b> Introduction – Features – Angular JSModel-View-Controller – Expression - Directives and Controllers.			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, practical based learning		
<b>Module-2</b>			
<b>Angular JS Modules:</b> Arrays –Working with ng-model – Working with Forms – Form Validation – Error Handling with Forms – Nested Forms with ng-form – Other Form Controls.			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, practical based learning		
<b>Module-3</b>			
<b>Directives&amp; Building Databases:</b>			
<b>Part I-</b> Filters – Using Filters in Controllers and Services – Angular JS Services – Internal Angular JS Services – Custom Angular JS Services			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, practical based learning		
<b>Module-4</b>			
<b>Directives&amp; Building Databases:</b>			
<b>Part-II-</b> Directives – Alternatives to Custom Directives – Understanding the Basic options – Interacting with Server –HTTP Services – Building Database, Front End and BackEnd			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, practical based learning		
<b>Module-5</b>			
<b>Introduction to NODE JS:</b> Introduction –Using the Terminals – Editors –Building a Webserver with Node – The HTTPModule – Views and Layouts.			



<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, practical based learning
<b>Course Outcomes (Course Skill Set)</b>	
At the end of the course the student will be able to:	
CO 1. Describe the features of Angular JS.	
CO 2. Recognize the form validations and controls.	
CO 3. Implement Directives and Controllers.	
CO 4. Evaluate and create database for simple application.	
CO 5. Plan and build webservers with node using Node .JS.	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).</p>	
<b>Continuous Internal Evaluation (CIE):</b>	
<b>NOTE: List of experiments to be prepared by the faculty based on the syllabus mentioned above</b>	
CIE marks for the practical course is <b>50 Marks</b> .	
The split-up of CIE marks for record/ journal and test are in the ratio <b>60:40</b> .	
<ul style="list-style-type: none"> <li>• Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.</li> <li>• Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.</li> <li>• Total marks scored by the students are scaled down to 30 marks (60% of maximum marks).</li> <li>• Weightage to be given for neatness and submission of record/write-up on time.</li> <li>• Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8<sup>th</sup> week of the semester and the second test shall be conducted after the 14<sup>th</sup> week of the semester.</li> <li>• In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.</li> <li>• The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book</li> <li>• The average of 02 tests is scaled down to <b>20 marks</b> (40% of the maximum marks).</li> </ul>	
The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.	
<b>Semester End Evaluation (SEE):</b>	
<ul style="list-style-type: none"> <li>• SEE marks for the practical course is 50 Marks.</li> <li>• SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University</li> <li>• All laboratory experiments are to be included for practical examination.</li> <li>• (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. <b>OR</b> based on the course requirement evaluation rubrics shall be decided jointly by examiners.</li> <li>• Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.</li> <li>• Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.</li> </ul>	

- 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)
- The duration of SEE is 02 hours

Rubrics suggested in Annexure-II of Regulation book

### **Suggested Learning Resources:**

#### **Textbooks**

1. Adam Freeman - ProAngular JS, Apress, First Edition, 2014.
2. ShyamSeshadri, Brad Green –“AngularJS: Up and Running: Enhanced Productivity with Structured Web Apps”, Apress, O'Reilly Media, Inc.
3. AgusKurniawan–“AngularJS Programming by Example”, First Edition, PE Press, 2014.

#### **Reference Books**

1. Brad Dayley, “Learning Angular JS”, Addison-Wesley Professional, First Edition, 2014.
2. Steve Hoberman, “Data Modeling for MongoDB”, Technics Publication, First Edition, 2014..

#### **Weblinks and Video Lectures (e-Resources):**

1. Introduction to Angular JS : <https://www.youtube.com/watch?v=HEbphzK-0xE>
2. Angular JS Modules : <https://www.youtube.com/watch?v=gWmOKmgnQkU>
3. Directives& Building Databases: [https://www.youtube.com/watch?v=R\\_okHflzgm0](https://www.youtube.com/watch?v=R_okHflzgm0)
4. Introduction to NODE .JS: <https://www.youtube.com/watch?v=8u1o-OmOeGQ>
5. <https://www.youtube.com/watch?v=7F1nLajs4Eo>
6. <https://www.youtube.com/watch?v=t7x7c-x90FU>

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

- Demonstration of simple projects

## V Semester

<b>C# AND .NET FRAMEWORK</b>			
Course Code:	<b>21CS582</b>	CIE Marks	50
Teaching Hours/Week	1:0:0:0	SEE Marks	50
Total No. of Hours	12	Total Marks	100
Credits	01	Exam Hours	01
<b>Course Objectives:</b>			
<p>CLO 1. Understand the basics of C# and .NET</p> <p>CLO 2. Learn the variables and constants of C#</p> <p>CLO 3. Know the object-oriented aspects and applications.</p> <p>CLO 4. Learn the basic structure of .NET framework.</p> <p>CLO 5. Learn to create a simple project of .NET Core</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>Introduction to C#</b>			
<b>Part-I:</b> Understanding C#, .NET, overview of C#, Variables, Data Types, Operators, Expressions, Branching, Looping, Methods, implicit and explicit casting.			
<b>Teaching-Learning Process</b>	Active learning		
<b>Module-2</b>			
<b>Part-II:</b> Constants, Arrays, Array Class, Array List, String, String Builder, Structure, Enumerations, boxing and unboxing.			
<b>Teaching-Learning Process</b>	Active learning		
<b>Module-3</b>			
<b>Object Oriented Concepts-I:</b>			
Class, Objects, Constructors and its types, inheritance, properties, indexers, index overloading, polymorphism.			
<b>Teaching-Learning Process</b>	Active learning		
<b>Module-4</b>			
<b>Object Oriented Concepts-II:</b>			

Sealed class and methods, interface, abstract class, abstract and interface, operator overloading, delegates, events, errors and exception, Threading.	
<b>Teaching-Learning Process</b>	Active learning
<b>Module-5</b>	
<b>Introduction to .NET FRAMEWORK:</b> Assemblies, Versioning, Attributes, reflection, viewing meta data, remoting, security in .NET, Environment Setup of .NET Core and create a small project.	
<b>Teaching-Learning Process</b>	Active learning
<b>Course Outcomes (Course Skill Set)</b> At the end of the course the student will be able to: CO 1. Able to explain how C# fits into the .NET platform. CO 2. Describe the utilization of variables and constants of C# CO 3. Use the implementation of object-oriented aspects in applications. CO 4. Analyze and Set up Environment of .NET Core. CO 5. Evaluate and create a simple project application.	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together  <b>Continuous Internal Evaluation:</b>  Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>  1. First test at the end of 5 <sup>th</sup> week of the semester 2. Second test at the end of the 10 <sup>th</sup> week of the semester 3. Third test at the end of the 15 <sup>th</sup> week of the semester  Two assignments each of <b>10 Marks</b>  4. First assignment at the end of 4 <sup>th</sup> week of the semester 5. Second assignment at the end of 9 <sup>th</sup> week of the semester  Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b>  6. At the end of the 13 <sup>th</sup> week of the semester  The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be <b>scaled down to 50 marks</b>  (to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).  <b>CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.</b>  <b>Semester End Examination:</b>  <b>Theory SEE</b> will be conducted by University as per the scheduled timetable, with common question papers for the subject ( <b>duration 01 hours</b> )  SEE paper will be set for 50 questions of each of 01 marks. The pattern of the question paper is MCQ. The time allotted for SEE is 01 hours	

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

1. Herbert Schildt, "The Complete Reference: C# 4.0", Tata McGraw Hill, 2012.
2. Christian Nagel et al. "Professional C# 2012 with .NET 4.5", Wiley India, 2012.

**Reference Books**

1. Andrew Troelsen, "Pro C# 2010 and the .NET 4 Platform, Fifth edition, A Press, 2010.
2. Ian Griffiths, Matthew Adams, Jesse Liberty, "Programming C# 4.0", Sixth Edition, O'Reilly, 2010.

**Weblinks and Video Lectures (e-Resources):**

1. Introduction to C# : <https://www.youtube.com/watch?v=ItoIFCT9P90>
2. Object Oriented Concepts : <https://www.youtube.com/watch?v=LP3llcExPK0>
3. .NET FRAMEWORK : <https://www.youtube.com/watch?v=h7huHkvPoEE>

**Tutorial Link:**

1. <https://www.tutorialsteacher.com/csharp>
2. <https://www.w3schools.com/cs/index.php>
3. <https://www.javatpoint.com/net-framework>

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

Real world problem solving using group discussion.

## VI Semester

<b>SOFTWARE ENGINEERING &amp; PROJECT MANAGEMENT</b>			
Course Code	<b>21CS61</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
<b>Course Learning Objectives</b>			
<p>CLO 1. 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.</p> <p>CLO 2. Describe the process of requirement gathering, requirement classification, requirement specification and requirements validation.</p> <p>CLO 3. Infer the fundamentals of object oriented concepts, differentiate system models, use UML diagrams and apply design patterns.</p> <p>CLO 4. Explain the role of DevOps in Agile Implementation.</p> <p>CLO 5. Discuss various types of software testing practices and software evolution processes.</p> <p>CLO 6. Recognize the importance Project Management with its methods and methodologies.</p> <p>CLO 7. Identify software quality parameters and quantify software using measurements and metrics. List software quality standards and outline the practices involved</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<p><b>Introduction:</b> The evolving role of software, Software, The changing nature of software, Software engineering, A Process Framework, Process Patterns, Process Assessment, Personal and Team Process Models, Process Technology, Product and Process.</p>			
<p><b>Textbook 1: Chapter 1: 1.1 to 1.3</b></p>			
<p><b>Process Models:</b> Prescriptive models, Waterfall model, Incremental process models, Evolutionary process models, Specialized process models.</p>			
<p><b>Textbook 1: Chapter 2: 2.1, 2.2, 2.4 to 2.7</b></p>			
<p><b>Requirements Engineering:</b> Requirements Engineering Task, Initiating the Requirements Engineering process, Eliciting Requirements, Developing use cases, Building the analysis model, Negotiating Requirements, Validating Requirements, Software Requirement Document (<b>Sec 4.2</b>)</p>			
<p><b>Textbook 1: Chapter 3: 3.1 to 3.6, Textbook 5: Chapter 4: 4.2</b></p>			

<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Problem based learning
<b>Module-2</b>	
<p><b>Introduction, Modelling Concepts and Class Modelling:</b> What is Object orientation? What is OO development? OO Themes; Evidence for usefulness of OO development; OO modelling history. Modelling as Design technique: Modelling, abstraction, The Three models. Class Modelling: Object and Class Concept, Link and associations concepts, Generalization and Inheritance, A sample class model, Navigation of class models, Introduction to RUP(<b>Textbook: 5 Sec 2.4</b>) and UML diagrams</p> <p><b>Textbook 2: Chapter 1,2,3</b></p> <p><b>Building the Analysis Models:</b> Requirement Analysis, Analysis Model Approaches, Data modeling Concepts, Object Oriented Analysis, Scenario-Based Modeling, Flow-Oriented Modeling, class Based Modeling, Creating a Behavioral Model.</p> <p><b>Textbook 1: Chapter 8: 8.1 to 8.8</b></p>	
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration
<b>Module-3</b>	
<p><b>Software Testing:</b> A Strategic Approach to Software Testing, Strategic Issues, Test Strategies for Conventional Software, Test Strategies for Object -Oriented Software, Validation Testing, System Testing, The Art of Debugging.</p> <p><b>Textbook 1: Chapter 13: 13.1 to 13.7</b></p> <p><b>Agile Methodology &amp; DevOps:</b> Before Agile – Waterfall, Agile Development,</p> <p><b>Self-Learning Section:</b> What is DevOps?, DevOps Importance and Benefits, DevOps Principles and Practices, 7 C's of DevOps Lifecycle for Business Agility, DevOps and Continuous Testing, How to Choose Right DevOps Tools?, Challenges with DevOps Implementation.</p> <p><b>Textbook 4: Chapter 2: 2.1 to 2.9</b></p>	
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration
<b>Module-4</b>	
<p><b>Introduction to Project Management:</b> 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.</p> <p><b>Textbook 3: Chapter 1: 1.1 to 1.17</b></p>	
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration
<b>Module-5</b>	
<p><b>Activity Planning:</b> Objectives of Activity Planning, When to Plan, Project Schedules, Sequencing and Scheduling Activities, Network Planning Models, Forward Pass– Backward Pass, Identifying critical path, Activity Float, Shortening Project Duration, Activity on Arrow Networks.</p> <p><b>Textbook 3: Chapter 6: 6.1 to 6.16</b></p> <p><b>Software Quality:</b> Introduction, The place of software quality in project planning, Importance of software quality, software quality models, ISO 9126, quality management systems, process capability models, techniques to enhance software quality, quality plans.</p> <p><b>Textbook 3: Chapter 13: (13.1 to 13.6 , 13.9, 13.11, 13.14),</b></p>	

<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration
<p><b>Course Outcomes</b></p> <p>At the end of the course the student will be able to:</p> <p>CO 1. Understand the activities involved in software engineering and analyze the role of various process models</p> <p>CO 2. Explain the basics of object-oriented concepts and build a suitable class model using modelling techniques</p> <p>CO 3. Describe various software testing methods and to understand the importance of agile methodology and DevOps</p> <p>CO 4. Illustrate the role of project planning and quality management in software development</p> <p>CO 5. Understand the importance of activity planning and different planning models</p>	
<p><b>Assessment Details (both CIE and SEE)</b></p> <p>The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and 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> <p>Three Unit Tests each of <b>20 Marks (duration 01 hour)</b></p> <ol style="list-style-type: none"> <li>1. First test at the end of 5<sup>th</sup> week of the semester</li> <li>2. Second test at the end of the 10<sup>th</sup> week of the semester</li> <li>3. Third test at the end of the 15<sup>th</sup> week of the semester</li> </ol> <p>Two assignments each of <b>10 Marks</b></p> <ol style="list-style-type: none"> <li>4. First assignment at the end of 4<sup>th</sup> week of the semester</li> <li>5. Second assignment at the end of 9<sup>th</sup> week of the semester</li> </ol> <p>Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b></p> <ol style="list-style-type: none"> <li>6. At the end of the 13<sup>th</sup> week of the semester</li> </ol> <p>The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be <b>scaled down to 50 marks</b></p> <p>(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).</p> <p><b>CIE methods /question paper has to be 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 subject (<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. Marks scored shall be proportionally reduced to 50 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> </ol> <p>The students have to answer 5 full questions, selecting one full question from each module</p>	
<p><b>Suggested Learning Resources:</b></p> <p><b>Textbooks</b></p> <ol style="list-style-type: none"> <li>1. Roger S. Pressman: Software Engineering-A Practitioners approach, 7th Edition, Tata McGraw Hill.</li> <li>2. Michael Blaha, James Rumbaugh: Object Oriented Modelling and Design with UML, 2nd Edition, Pearson Education, 2005.</li> <li>3. Bob Hughes, Mike Cotterell, Rajib Mall: Software Project Management, 6<sup>th</sup> Edition, McGraw Hill</li> </ol>	



Education, 2018. 4. Deepak Gaikwad, Viral Thakkar, DevOps Tools From Practitioner's Viewpoint, Wiley. 5. Ian Sommerville: Software Engineering, 9th Edition, Pearson Education, 2012.
<b>Reference:</b> 1. Pankaj Jalote: An Integrated Approach to Software Engineering, Wiley India.
<b>Weblinks and Video Lectures (e-Resources):</b> 1. <a href="https://onlinecourses.nptel.ac.in/noc20_cs68/preview">https://onlinecourses.nptel.ac.in/noc20_cs68/preview</a> 2. <a href="https://www.youtube.com/watch?v=WxkP5KR_Emk&amp;list=PLrjkTql3jnm9b5nr-ggx7Pt1G4UAHeFlj">https://www.youtube.com/watch?v=WxkP5KR_Emk&amp;list=PLrjkTql3jnm9b5nr-ggx7Pt1G4UAHeFlj</a> 3. <a href="http://elearning.vtu.ac.in/econtent/CSE.php">http://elearning.vtu.ac.in/econtent/CSE.php</a> 4. <a href="http://elearning.vtu.ac.in/econtent/courses/video/CSE/15CS42.html">http://elearning.vtu.ac.in/econtent/courses/video/CSE/15CS42.html</a> 5. <a href="https://nptel.ac.in/courses/128/106/128106012/">https://nptel.ac.in/courses/128/106/128106012/</a> (DevOps)
<b>Activity Based Learning (Suggested Activities in Class)/ Practical Based learning</b>
Case study, Field visit

## VI Semester

<b>FULLSTACK DEVELOPMENT</b>			
Course Code	21CS62	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 T + 20 P	Total Marks	100
Credits	04	Exam Hours	03
<b>Course Learning Objectives:</b>			
CLO 1.Explain the use of learning full stack web development.			
CLO 2.Make use of rapid application development in the design of responsive web pages.			
CLO 3.Illustrate Models, Views and Templates with their connectivity in Django for full stack web development.			
CLO 4.Demonstrate the use of state management and admin interfaces automation in Django.			
CLO 5.Design and implement Django apps containing dynamic pages with SQL databases.			
<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 traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.</li> <li>2. Show Video/animation films 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 thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Topics will be introduced in a multiple representation.</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. 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: MVC based Web Designing</b>			
Web framework, MVC Design Pattern, Django Evolution, Views, Mapping URL to Views, Working of Django URL Confs and Loose Coupling, Errors in Django, Wild Card patterns in URLS.			
<b>Textbook 1: Chapter 1 and Chapter 3</b>			
<b>Laboratory Component:</b>			
<ol style="list-style-type: none"> <li>1. Installation of Python, Django and Visual Studio code editors can be demonstrated.</li> <li>2. Creation of virtual environment, Django project and App should be demonstrated</li> <li>3. Develop a Django app that displays current date and time in server</li> <li>4. Develop a Django app that displays date and time four hours ahead and four hours before as an offset of current date and time in server.</li> </ol>			
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>1. Demonstration using Visual Studio Code</li> <li>2. PPT/Prezi Presentation for Architecture and Design Patterns</li> <li>3. Live coding of all concepts with simple examples</li> </ol>		
<b>Module-2: Django Templates and Models</b>			
Template System Basics, Using Django Template System, Basic Template Tags and Filters, MVT Development Pattern, Template Loading, Template Inheritance, MVT Development Pattern.			

Configuring Databases, Defining and Implementing Models, Basic Data Access, Adding Model String Representations, Inserting/Updating data, Selecting and deleting objects, Schema Evolution <b>Textbook 1: Chapter 4 and Chapter 5</b>	
<b>Laboratory Component:</b>	
<ol style="list-style-type: none"> <li>1. Develop a simple Django app that displays an unordered list of fruits and ordered list of selected students for an event</li> <li>2. Develop a layout.html with a suitable header (containing navigation menu) and footer with copyright and developer information. Inherit this layout.html and create 3 additional pages: contact us, About Us and Home page of any website.</li> <li>3. Develop a Django app that performs student registration to a course. It should also display list of students registered for any selected course. Create students and course as models with enrolment as ManyToMany field.</li> </ol>	
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>1. Demonstration using Visual Studio Code</li> <li>2. PPT/Prezi Presentation for Architecture and Design Patterns</li> <li>3. Live coding of all concepts with simple examples</li> <li>4. Case Study: Apply concepts learnt for an Online Ticket Booking System</li> </ol>
<b>Module-3: Django Admin Interfaces and Model Forms</b>	
Activating Admin Interfaces, Using Admin Interfaces, Customizing Admin Interfaces, Reasons to use Admin Interfaces.	
Form Processing, Creating Feedback forms, Form submissions, custom validation, creating Model Forms, URLConf Ticks, Including Other URLConfs.	
<b>Textbook 1: Chapters 6, 7 and 8</b>	
<b>Laboratory Component:</b>	
<ol style="list-style-type: none"> <li>1. For student and course models created in Lab experiment for Module2, register admin interfaces, perform migrations and illustrate data entry through admin forms.</li> <li>2. Develop a Model form for student that contains his topic chosen for project, languages used and duration with a model called project.</li> </ol>	
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>1. Demonstration using Visual Studio Code</li> <li>2. PPT/Prezi Presentation for Architecture and Design Patterns</li> <li>3. Live coding of all concepts with simple examples</li> </ol>
<b>Module-4: Generic Views and Django State Persistence</b>	
Using Generic Views, Generic Views of Objects, Extending Generic Views of objects, Extending Generic Views.	
MIME Types, Generating Non-HTML contents like CSV and PDF, Syndication Feed Framework, Sitemap framework, Cookies, Sessions, Users and Authentication.	
<b>Textbook 1: Chapters 9, 11 and 12</b>	
<b>Laboratory Component:</b>	
<ol style="list-style-type: none"> <li>1. For students enrolment developed in Module 2, create a generic class view which displays list of students and detailview that displays student details for any selected student in the list.</li> <li>2. Develop example Django app that performs CSV and PDF generation for any models created in previous laboratory component.</li> </ol>	
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>1. Demonstration using Visual Studio Code</li> <li>2. PPT/Prezi Presentation for Architecture and Design Patterns</li> </ol>

	<ol style="list-style-type: none"> <li>3. Live coding of all concepts with simple examples</li> <li>4. Project Work: Implement all concepts learnt for Student Admission Management.</li> </ol>
<b>Module-5: jQuery and AJAX Integration in Django</b>	
<p>Ajax Solution, Java Script, XMLHttpRequest and Response, HTML, CSS, JSON, iFrames, Settings of Java Script in Django, jQuery and Basic AJAX, jQuery AJAX Facilities, Using jQuery UI Autocomplete in Django</p>	
<b>Textbook 2: Chapters 1, 2 and 7.</b>	
<b>Laboratory Component:</b>	
<ol style="list-style-type: none"> <li>1. Develop a registration page for student enrolment as done in Module 2 but without page refresh using AJAX.</li> <li>2. Develop a search application in Django using AJAX that displays courses enrolled by a student being searched.</li> </ol>	
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>1. Demonstration using Visual Studio Code</li> <li>2. PPT/Prezi Presentation for Architecture and Design Patterns</li> <li>3. Live coding of all concepts with simple examples</li> <li>4. Case Study: Apply the use of AJAX and jQuery for development of EMI calculator.</li> </ol>
<b>Course outcome (Course Skill Set)</b>	
<p>At the end of the course the student will be able to:</p> <p>CO 1. Understand the working of MVT based full stack web development with Django.</p> <p>CO 2. Designing of Models and Forms for rapid development of web pages.</p> <p>CO 3. Analyze the role of Template Inheritance and Generic views for developing full stack web applications.</p> <p>CO 4. Apply the Django framework libraries to render nonHTML contents like CSV and PDF.</p> <p>CO 5. Perform jQuery based AJAX integration to Django Apps to build responsive full stack web applications,</p>	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and 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>	
<p>Three Unit Tests each of <b>20 Marks (duration 01 hour)</b></p> <ol style="list-style-type: none"> <li>1. First test at the end of 5<sup>th</sup> week of the semester</li> <li>2. Second test at the end of the 10<sup>th</sup> week of the semester</li> <li>3. Third test at the end of the 15<sup>th</sup> week of the semester</li> </ol>	
<p>Two assignments each of <b>10 Marks</b></p> <ol style="list-style-type: none"> <li>4. First assignment at the end of 4<sup>th</sup> week of the semester</li> <li>5. Second assignment at the end of 9<sup>th</sup> week of the semester</li> </ol>	

Practical Sessions need to be assessed by appropriate rubrics and viva-voce method. This will contribute to **20 marks**.

- Rubrics for each Experiment taken average for all Lab components – 15 Marks.
- Viva-Voce– 5 Marks (more emphasized on demonstration topics)

The sum of three tests, two assignments, and practical sessions will be out of 100 marks and will be **scaled down to 50 marks**

(to have a less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**duration 03 hours**)

1. The question paper will be set for 100 marks. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

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

##### **Textbooks**

1. Adrian Holovaty, Jacob Kaplan Moss, The Definitive Guide to Django: Web Development Done Right, Second Edition, Springer-Verlag Berlin and Heidelberg GmbH & Co. KG Publishers, 2009
2. Jonathan Hayward, Django Java Script Integration: AJAX and jQuery, First Edition, Pack Publishing, 2011

##### **Reference Books**

1. Aidas Bendroraitis, Jake Kronika, Django 3 Web Development Cookbook, Fourth Edition, Packt Publishing, 2020
2. William Vincent, Django for Beginners: Build websites with Python and Django, First Edition, Amazon Digital Services, 2018
3. Antonio Mele, Django3 by Example, 3<sup>rd</sup> Edition, Pack Publishers, 2020
4. Arun Ravindran, Django Design Patterns and Best Practices, 2<sup>nd</sup> Edition, Pack Publishers, 2020.
5. Julia Elman, Mark Lavin, Light weight Django, David A. Bell, 1<sup>st</sup> Edition, Oreily Publications, 2014

#### **Weblinks and Video Lectures (e-Resources):**

1. MVT architecture with Django: <https://freevideolectures.com/course/3700/django-tutorials>
2. Using Python in Django: <https://www.youtube.com/watch?v=2BqoLiMT3Ao>
3. Model Forms with Django: <https://www.youtube.com/watch?v=gMM1rtTwKxE>
4. Real time Interactions in Django: <https://www.youtube.com/watch?v=3gHmfoeZ45k>
5. AJAX with Django for beginners: <https://www.youtube.com/watch?v=3VaKNyjlxAU>

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

1. Real world problem solving - applying the Django framework concepts and its integration with AJAX to develop any shopping website with admin and user dashboards.

***Short Preamble on Full Stack Web Development:***

*Website development is a way to make people aware of the services and/or products they are offering, understand why the products are relevant and even necessary for them to buy or use, and highlight the striking qualities that set it apart from competitors. Other than commercial reasons, a website is also needed for quick and dynamic information delivery for any domain. Development of a well-designed, informative, responsive and dynamic website is need of the hour from any computer science and related engineering graduates. Hence, they need to be augmented with skills to use technology and framework which can help them to develop elegant websites. Full Stack developers are in need by many companies, who knows and can develop all pieces of web application (Front End, Back End and business logic). MVT based development with Django is the cutting-edge framework for Full Stack Web Development. Python has become an easier language to use for many applications. Django based framework in Python helps a web developer to utilize framework and develop rapidly responsive and secure web applications.*

## VI Semester

<b>SOFTWARE TESTING</b>			
Course Code	<b>21IS63</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
<b>Course Learning Objectives:</b>			
<p>CLO 1. Explain different testing techniques.</p> <p>CLO 2. Differentiate the various testing techniques.</p> <p>CLO 3. Apply suitable technique for designing of flow graph.</p> <p>CLO 4. Analyze the problem and derive suitable test cases.</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teacher 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 traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.</li> <li>Show Video/animation films to explain functioning of various concepts.</li> <li>Encourage collaborative (Group Learning) Learning in the class.</li> <li>Ask at least three HOTS (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.</li> <li>Topics will be introduced in a multiple representation.</li> <li>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>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>Basics of Software Testing:</b> Humans, Errors and Testing, Software Quality, Requirements Behavior and Correctness, Correctness versus Reliability, Testing and Debugging, Test Metrics, Testing and Verification, Test-generation Strategies, Static Testing.</p> <p><b>A Perspective on Testing:</b> Definitions, Test Cases, Insights from Venn Diagram, Identifying Test Cases, Error and fault taxonomies, Levels of testing.</p> <p><b>Examples:</b> Generalized pseudocode, the Triangle problem, the NextDate function, the Commission problem, the SATM system, the Currency converter, Saturn windshield wiper</p> <p><b>Textbook 1:Ch1,Ch2 Textbook 2:Ch. 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.11, 1.12</b></p>			
<b>Teaching-Learning Process</b>	Chalk and talk method/Project based Learning		
<b>Module-2</b>			
<p><b>Functional Testing: Boundary Value Testing</b> - Boundary value analysis, Robustness testing, Worst-case testing, Special Value Testing, Examples, Random Testing, Guidelines.</p> <p><b>Equivalence Class Testing</b> - Equivalence classes, Equivalence test cases for the triangle problem, NextDate function, and the commission problem, Guidelines and observations,</p> <p><b>Decision Table Based Testing</b> - Decision tables, Test cases for the triangle problem, NextDate function, and the commission problem, Guidelines and observations.</p>			

<b>Textbook 1: Ch. 5, 6, 7</b>	
<b>Teaching-Learning Process</b>	Chalk and talk method/Project based Learning
<b>Module-3</b>	
<b>Structural Testing:</b> Overview, Statement testing, Program testing, Condition testing,	
<b>Path testing</b> - DD paths, Test coverage metrics, Basis path testing, guidelines and observations,	
<b>Dataflow testing:</b> Definition-Use testing, Slice-based testing, Guidelines and observations.	
<b>Textbook 1: Ch 9,10 Textbook 2:Ch. 6.2.1, 6.2.4</b>	
<b>Teaching-Learning Process</b>	Chalk and talk method/Project based Learning
<b>Module-4</b>	
<b>Levels of Testing:</b> Traditional view of testing levels, Alternative life-cycle models, The SATM system, Separating integration and system testing.	
<b>Integration Testing:</b> A closer look at the SATM system, Decomposition-based, call graph-based, Path-based integrations.	
<b>Textbook 1: Ch. 12 &amp; 13.1,13.2,13.3,13.4</b>	
<b>Teaching-Learning Process</b>	Chalk and talk method/Project based Learning
<b>Module-5</b>	
<b>System Testing:</b> Threads, Requirement Specification, Finding Threads, Structural strategies for thread testing, SATM test threads System testing guidelines, ASF testing example.	
<b>Interaction Testing:</b> Context of interaction, A taxonomy of interactions, Interaction, composition, and determinism, Client/Server Testing	
<b>Textbook 1: Ch 14,15</b>	
<b>Teaching-Learning Process</b>	Chalk and talk method/Project based Learning
<b>Course Outcomes:</b>	
At the end of the course students should be able to:	
CO 1. Explain the significance of software testing and quality assurance in software development	
CO 2. Apply the concepts of software testing to assess the most appropriate testing method.	
CO 3. Analyze the importance of testing in software development.	
CO 4. Evaluate the suitable testing model to derive test cases for any given software	
CO 5. Develop appropriate document for the software artefact.	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
1. First test at the end of 5 <sup>th</sup> week of the semester	
2. Second test at the end of the 10 <sup>th</sup> week of the semester	
3. Third test at the end of the 15 <sup>th</sup> week of the semester	
Two assignments each of <b>10 Marks</b>	
4. First assignment at the end of 4 <sup>th</sup> week of the semester	
5. Second assignment at the end of 9 <sup>th</sup> week of the semester	
Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b>	
6. At the end of the 13 <sup>th</sup> week of the semester	



The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(To have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module.

**Suggested Learning Resources:**

**Textbooks:**

1. Paul C. Jorgensen: Software Testing, A Craftsman's Approach, 3rd Edition, Auerbach Publications, 2008.
2. Aditya P Mathur: Foundations of Software Testing, Pearson Education, 2008.

**Reference Books:**

1. Mauro Pezze, Michal Young: Software Testing and Analysis – Process, Principles and Techniques, Wiley India, 2009.
2. Software testing Principles and Practices – Gopaldaswamy Ramesh, Srinivasan Desikan, 2 nd Edition, Pearson, 2007.
3. Software Testing – Ron Patton, 2nd edition, Pearson Education, 2004.
4. The Craft of Software Testing – Brian Marrick, Pearson Education, 1995.
5. Anirban Basu, Software Quality Assurance, Testing and Metrics, PHI, 2015.

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

1. <https://nptel.ac.in/courses/106/105/106105150/>
2. [https://onlinecourses.nptel.ac.in/noc19\\_cs71/preview](https://onlinecourses.nptel.ac.in/noc19_cs71/preview)
3. <https://www.youtube.com/watch?v=OGImfxO2TEU&t=10s>
4. <https://www.youtube.com/watch?v=Q50ZyydS7pI>
5. VTU e-Shikshana Program
6. VTU EDUSAT Program

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

- Flip Class
- Seminar/Poster Presentation
- Role play/Team Demonstration/Collaborative Activity
- Mini Project
- Case study
- Learn by Doing

## VI Semester

<b>AGILE TECHNOLOGIES</b>			
Course Code	21CS641	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
<b>Course Learning Objectives:</b>			
<p>CLO 1. To understand basics of agile technologies</p> <p>CLO 2. To explain XP Lifecycle, XP Concepts and Adopting XP</p> <p>CLO 3. To Evaluate on Pair Programming, Root-Cause Analysis, Retrospectives, Planning, Incremental Requirements and Customer Tests</p> <p>CLO 4. To become Mastering in Agility</p> <p>CLO 5. To provide well Deliver Value</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>Lecturer method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.</li> <li>Show Video/animation films to explain functioning of various concepts.</li> <li>Encourage collaborative (Group Learning) Learning in the class.</li> <li>Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.</li> <li>Topics will be introduced in a multiple representation.</li> <li>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>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>Why Agile? :</b> Understanding Success, Beyond Deadlines, The Importance of Organizational Success, Enter Agility, How to Be Agile?: Agile Methods, Don't Make Your Own Method, The Road to Mastery, Find a Mentor.</p> <p>The Genesis of Agile, Introduction and background, Agile Manifesto, and Principles, Simple Design, User Stories, Agile Testing, Agile Tools</p> <p><b>Textbook 1: Part I – Ch 1, Ch 2.</b></p> <p><b>Textbook 2: Ch 1</b></p>			
<b>Teaching-Learning Process</b>	<p>Chalk and board, Active Learning</p> <p><a href="https://www.nptelvideos.com/video.php?id=904">https://www.nptelvideos.com/video.php?id=904</a>  <a href="https://www.youtube.com/watch?v=x90kIAFGYKE">https://www.youtube.com/watch?v=x90kIAFGYKE</a>  <a href="http://www.digimat.in/nptel/courses/video/110104073/L02.html">http://www.digimat.in/nptel/courses/video/110104073/L02.html</a>  <a href="https://onlinecourses.nptel.ac.in/noc19_mg30/preview">https://onlinecourses.nptel.ac.in/noc19_mg30/preview</a></p>		
<b>Module-2</b>			
Understanding XP: The XP Lifecycle, The XP Team, XP Concepts, Adopting XP: Is XP Right for Us?, Go!,			

Assess Your Agility	
Overview of Extreme Programming, The Practices of Extreme Programming, Conclusion, Bibliography, Planning Initial Exploration, Release Planning, Iteration Planning, Defining "Done", Task Planning Iterating, Tracking.	
<b>Textbook 1: Part I: Ch 3, Ch 4.</b>	
<b>Textbook 3: Section 1: Ch 1</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning  <a href="https://www.nptelvideos.com/video.php?id=904">https://www.nptelvideos.com/video.php?id=904</a> <a href="https://www.youtube.com/watch?v=x90kIAFGYKE">https://www.youtube.com/watch?v=x90kIAFGYKE</a> <a href="http://www.digimat.in/nptel/courses/video/110104073/L02.html">http://www.digimat.in/nptel/courses/video/110104073/L02.html</a> <a href="https://onlinecourses.nptel.ac.in/noc19_mg30/preview">https://onlinecourses.nptel.ac.in/noc19_mg30/preview</a>
<b>Module-3</b>	
<b>Practicing XP:</b> Thinking: Pair Programming, Energized Work, Informative Workspace, Root Cause Analysis, Retrospectives,	
<b>Collaborating:</b> Trust, Sit Together, Real Customer Involvement, Ubiquitous Language, Stand-Up Meetings, Coding Standards, Iteration Demo, Reporting,	
<b>Releasing:</b> "Done Done", No Bugs, Version Control, Ten-Minute Build, Continuous Integration, Collective Code Ownership, Documentation. Planning: Vision, Release Planning, The Planning Game, Risk Management, Iteration Planning, Slack, Stories, Estimating. Developing: Incremental requirements, Customer Tests, Test-Driven Development, Refactoring, Simple Design, Incremental Design and Architecture, Spike Solutions, Performance Optimization, Exploratory Testing	
<b>Textbook 1: Part II: Ch 5, Ch 6, Ch 7, Ch 8, Ch 9.</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Demonstration  <a href="https://www.nptelvideos.com/video.php?id=904">https://www.nptelvideos.com/video.php?id=904</a> <a href="https://www.youtube.com/watch?v=x90kIAFGYKE">https://www.youtube.com/watch?v=x90kIAFGYKE</a> <a href="http://www.digimat.in/nptel/courses/video/110104073/L02.html">http://www.digimat.in/nptel/courses/video/110104073/L02.html</a> <a href="https://onlinecourses.nptel.ac.in/noc19_mg30/preview">https://onlinecourses.nptel.ac.in/noc19_mg30/preview</a>
<b>Module-4</b>	
<b>Mastering Agility :</b> Values and Principles: Commonalities, About Values, Principles, and Practices, Further Reading, Improve the Process: Understand Your Project, Tune and Adapt, Break the Rules, Rely on People :Build Effective Relationships, Let the Right People Do the Right Things, Build the Process for the People, Eliminate Waste :Work in Small, Reversible Steps, Fail Fast, Maximize Work Not Done, Pursue Throughput	
<b>Textbook 1: Part III- Ch 10, Ch 11, Ch 12, Ch 13.</b>	
<b>Teaching-Learning Process</b>	Chalk and board  <a href="https://www.nptelvideos.com/video.php?id=904">https://www.nptelvideos.com/video.php?id=904</a> <a href="https://www.youtube.com/watch?v=x90kIAFGYKE">https://www.youtube.com/watch?v=x90kIAFGYKE</a> <a href="http://www.digimat.in/nptel/courses/video/110104073/L02.html">http://www.digimat.in/nptel/courses/video/110104073/L02.html</a> <a href="https://onlinecourses.nptel.ac.in/noc19_mg30/preview">https://onlinecourses.nptel.ac.in/noc19_mg30/preview</a>
<b>Module-5</b>	
<b>Deliver Value:</b> Exploit Your Agility, Only Releasable Code Has Value, Deliver Business Results, Deliver Frequently, Seek Technical Excellence: Software Doesn't Exist, Design Is for Understanding, Design Trade-offs, Quality with a Name, Great Design, Universal Design Principles, Principles in Practice, Pursue Mastery	

<b>Textbook 1: Part IV- Ch 14, Ch 15.</b>	
<b>Teaching-Learning Process</b>	Chalk and board <a href="https://www.nptelvideos.com/video.php?id=904">https://www.nptelvideos.com/video.php?id=904</a> <a href="https://www.youtube.com/watch?v=x90kIAFGYKE">https://www.youtube.com/watch?v=x90kIAFGYKE</a> <a href="http://www.digimat.in/nptel/courses/video/110104073/L02.html">http://www.digimat.in/nptel/courses/video/110104073/L02.html</a> <a href="https://onlinecourses.nptel.ac.in/noc19_mg30/preview">https://onlinecourses.nptel.ac.in/noc19_mg30/preview</a>
<b>Course outcome (Course Skill Set)</b>	
At the end of the course the student will be able to:	
CO 1. Understand the fundamentals of agile technologies	
CO 2. Explain XP Lifecycle, XP Concepts and Adopting XP	
CO 3. Apply different techniques on Practicing XP, Collaborating and Releasing	
CO 4. Analyze the Values and Principles of Mastering Agility	
CO 5. Demonstrate the agility to deliver good values	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
<ol style="list-style-type: none"> <li>1. First test at the end of 5<sup>th</sup> week of the semester</li> <li>2. Second test at the end of the 10<sup>th</sup> week of the semester</li> <li>3. Third test at the end of the 15<sup>th</sup> week of the semester</li> </ol>	
Two assignments each of <b>10 Marks</b>	
<ol style="list-style-type: none"> <li>4. First assignment at the end of 4<sup>th</sup> week of the semester</li> <li>5. Second assignment at the end of 9<sup>th</sup> week of the semester</li> </ol>	
Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b>	
<ol style="list-style-type: none"> <li>6. At the end of the 13<sup>th</sup> week of the semester</li> </ol>	
The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be <b>scaled down to 50 marks</b>	
(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).	
<b>CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.</b>	
<b>Semester End Examination:</b>	
Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject ( <b>duration 03 hours</b> )	
<ol style="list-style-type: none"> <li>1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks</li> <li>2. There will be 2 questions from each module. Each of the two questions under a module (with a</li> </ol>	

maximum of 3 sub-questions), <b>should have a mix of topics</b> under that module.
The students have to answer 5 full questions, selecting one full question from each module
<b>Suggested Learning Resources:</b>
<b>Textbooks</b> <ol style="list-style-type: none"><li>1. James shore, Chromatic, O'Reilly, The Art of Agile Development, 2007</li></ol>
<b>Reference Books</b> <ol style="list-style-type: none"><li>1. Ken Schawber, Mike Beedle, "Agile Software Development with Scrum", Pearson, 2008</li><li>2. Agile-Principles-Patterns-and-Practices-in-C by Robert C Martin &amp; Mic Martin.</li></ol>
<b>Weblinks and Video Lectures (e-Resources):</b> Model wise mentioned
<b>Activity Based Learning (Suggested Activities in Class)/ Practical Based learning</b> <ul style="list-style-type: none"><li>• Demonstration of the project based on Agile technologies.</li></ul>

## VI Semester

<b>ADVANCED JAVA PROGRAMMING</b>			
Course Code	21CS642	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
<b>Course Learning Objectives</b>			
<p>CLO 1. Understanding the fundamental concepts of Enumerations and Annotations</p> <p>CLO 2. Apply the concepts of Generic classes in Java programs</p> <p>CLO 3. Demonstrate the fundamental concepts of String operations</p> <p>CLO 4. Design and develop web applications using Java servlets and JSP</p> <p>CLO 5. Apply database interaction through Java database Connectivity</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same program</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>Enumerations, Autoboxing and Annotations:</b>			
<p>Enumerations, Enumeration fundamentals, the values() and valueOf() methods, Java enumerations are class types, enumerations inherits Enum, example, type wrappers, Autoboxing, Autoboxing methods, Autoboxing/Unboxing occurs in Expressions, Autoboxing/Unboxing, Boolean and character values, Autoboxing/Unboxing helps prevent errors, A word of warning</p> <p>Annotations, Annotation basics, specifying retention policy, obtaining annotations at run time by use of reflection, Annotated element interface, Using default values, Marker Annotations, Single member annotations, Built in annotations</p>			
<b>Textbook 1: Chapter12</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Online demonstration, Problem based learning		
<b>Module-2</b>			
<b>Generics:</b> What are Generics, A Simple Generics Example, A Generic Class with Two Type Parameters, The General Form of a Generic Class, Bounded Types, Using Wildcard Arguments, Bounded Wildcards, Creating a Generic Method, Generic Interfaces, Raw types and Legacy code, Generic Class Hierarchies, Erasure, Ambiguity errors, Some Generic Restrictions			
<b>Textbook 1: Chapter 14</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Online Demonstration		
<b>Module-3</b>			
<b>String Handling:</b> 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, String Buffer, String Builder	
<b>Textbook 1: Chapter 15</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Online Demonstration
<b>Module-4</b>	
Background; The life cycle of a servlet; A simple servlet; the servlet API; The javax.servlet package Reading servlet parameter; the javax.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	
<b>Textbook 1: Chapter 31</b> <b>Textbook 2: Chapter 11</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Online Demonstration
<b>Module-5</b>	
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.	
<b>Textbook 2: Chapter 6</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Online Demonstration
<b>Course Outcomes</b>	
At the end of the course the student will be able to:	
CO 1. Understanding the fundamental concepts of Enumerations and Annotations	
CO 2. Apply the concepts of Generic classes in Java programs	
CO 3. Demonstrate the concepts of String operations in Java	
CO 4. Develop web based applications using Java servlets and JSP	
CO 5. Illustrate database interaction and transaction processing in Java	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
1. First test at the end of 5 <sup>th</sup> week of the semester	
2. Second test at the end of the 10 <sup>th</sup> week of the semester	
3. Third test at the end of the 15 <sup>th</sup> week of the semester	
Two assignments each of <b>10 Marks</b>	
4. First assignment at the end of 4 <sup>th</sup> week of the semester	
5. Second assignment at the end of 9 <sup>th</sup> week of the semester	
Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b>	
6. At the end of the 13 <sup>th</sup> week of the semester	
The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be <b>scaled down to 50 marks</b>	
(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).	
<b>CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.</b>	
<b>Semester End Examination:</b>	

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

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

**Suggested Learning Resources:**

**Textbooks**

1. Herbert Schildt: JAVA the Complete Reference. 9<sup>th</sup> Edition, Tata McGraw-Hill
2. Jim Keogh, The Complete Reference J2EE, Tata McGraw-Hill

**Reference Books:**

1. Y. Daniel Liang: Introduction to JAVA Programming, 7<sup>th</sup> Edition, Pearson Education, 2007.

**Weblinks and Video Lectures (e-Resources):**

1. <https://nptel.ac.in/courses/106/105/106105191/>
2. <https://nptel.ac.in/courses/106/105/106105225/>

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

- Programming exercises



## VI Semester

<b>DATA MINING AND DATA WAREHOUSING</b>			
Course Code	21IS643	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	3	Exam Hours	3 Hrs
<b>Course Learning Objectives:</b>			
<p>CLO 1. Introduction to general issues of Data Warehouse and Data Mining.</p> <p>CLO 2. Understanding of the different architectures and mining techniques</p> <p>CLO 3. The role and functions of Data Warehouse and Data Mining</p> <p>CLO 4. Explain the stages and process different data mining techniques.</p> <p>CLO 5. Learn mining and warehouse techniques through the use of different tools</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>Data Warehouse:</b> Introduction to Data Ware House, Differences between operational database systems and data Ware House, Data Ware House characteristics, Data Ware House Architecture and its components, Extraction-Transformation-Loading, Logical (Multi- Dimensional), Data Modeling, Schema Design, star and snow-Flake Schema, Fact Constellation, Fact Table, Fully Addictive, Semi-Addictive, Non-Addictive Measures; Fact Less-Facts, Dimension Table characteristics; Fact-Less-Facts, Dimension Table characteristics; OLAP cube, OLAP Operations, OLAP Server Architecture-ROLAP, MOLAP and HOLAP.			
<b>Textbook 2: Ch.4.1,4.2</b>			
<b>Teaching-Learning Process</b>	Chalk and talk method, PowerPoint Presentation, Demonstration		
<b>Module-2</b>			
<b>Introduction to Data Mining:</b> Introduction, what is Data Mining, Definition, KDD, Challenges, Data Mining Tasks, Data Preprocessing- Data Cleaning, Missing Data, Dimensionality Reduction, Feature Subset Selection, Discretization and Binarization, Data Transformation; Measures of similarity and Dissimilarity-Basics.			
<b>Textbook 2: Ch.4.4</b>			
<b>Textbook 1: Ch.1.1,1.2,1.4, 2.1 to 2.4</b>			
<b>Pedagogy:</b>	Chalk and talk method, PowerPoint Presentation, Demonstration		
<b>Module-3</b>			
<b>Association Analysis:</b> Association Analysis: Problem Definition, Frequent Item set Generation, Rule generation. Alternative Methods for Generating Frequent Item sets, FPGrowth Algorithm, Evaluation of Association Patterns.			
<b>Textbook 1: Ch 6.1,6.2,6.3, 6.5, 6.6 and 6.7</b>			

<b>Teaching-Learning Process</b>	Chalk and talk method, PowerPoint Presentation, Demonstration, Problem based learning
<b>Module-4</b>	
<b>Classification:</b> Decision Trees Induction, Method for Comparing Classifiers, Rule Based Classifiers, Nearest Neighbor Classifiers, Bayesian Classifiers.	
<b>Textbook 1: Ch 4.3,4.6,5.1,5.2,5.3</b>	
<b>Teaching-Learning Process</b>	Chalk and talk method, Demonstration, Problem based learning
<b>Module-5</b>	
<b>Clustering Analysis:</b> Overview, K-Means, Agglomerative Hierarchical Clustering, DBSCAN, Cluster Evaluation, Density-Based Clustering, Graph-Based Clustering, Scalable Clustering Algorithms.	
<b>Textbook 1: Ch 8.1 to 8.5, 9.3 to 9.5</b>	
<b>Teaching-Learning Process</b>	Chalk and talk method, Demonstration, Problem based learning
<b>Course Outcomes:</b> At the end of the course students should be able to:	
<p>CO 1. Understand warehousing architectures and tools for systematically organizing large database and use their data to make strategic decisions.</p> <p>CO 2. Apply KDD process for finding interesting pattern from warehouse.</p> <p>CO 3. Analyze the kinds of patterns that can be discovered by association rule mining.</p> <p>CO 4. Evaluate interesting patterns from large amounts of data to analyze for predictions and classification.</p> <p>CO 5. Design select suitable methods for data mining and analysis.</p>	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and 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>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
<ol style="list-style-type: none"> <li>1. First test at the end of 5<sup>th</sup> week of the semester</li> <li>2. Second test at the end of the 10<sup>th</sup> week of the semester</li> <li>3. Third test at the end of the 15<sup>th</sup> week of the semester</li> </ol>	
Two assignments each of <b>10 Marks</b>	
<ol style="list-style-type: none"> <li>4. First assignment at the end of 4<sup>th</sup> week of the semester</li> <li>5. Second assignment at the end of 9<sup>th</sup> week of the semester</li> </ol>	
Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b>	
<ol style="list-style-type: none"> <li>6. At the end of the 13<sup>th</sup> week of the semester</li> </ol>	
<p>The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be <b>scaled down to 50 marks</b></p> <p>(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).</p>	
<b>CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.</b>	
<b>Semester End Examination:</b>	
Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject ( <b>duration 03 hours</b> )	
<ol style="list-style-type: none"> <li>1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks</li> <li>2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum</li> </ol>	

of 3 sub-questions), <b>should have a mix of topics</b> under that module.
The students have to answer 5 full questions, selecting one full question from each module
<b>Suggested Learning Resources:</b>
<b>Textbooks</b>
<ol style="list-style-type: none"> <li>1. Data Mining-Concepts and Techniques- Jiawei Han, Micheline Kamber, Morgan Kaufmann Publishers, Elsevier, 2 Edition, 2006.</li> <li>2. Introduction to Data Mining, Pang-Ning Tan, Vipin Kumar, Michael Steinbach, Pearson Education.</li> </ol>
<b>Reference Books:</b>
<ol style="list-style-type: none"> <li>1. Data Mining Techniques, Arun K Pujari, 3rd Edition, Universities Press.</li> <li>2. Data Ware Housing Fundamentals, Pualraj Ponnaiah, Wiley Student Edition.</li> <li>3. The Data Ware House Life Cycle Toolkit- Ralph Kimball, Wiley Student Edition.</li> <li>4. Data Mining, Vikaram Pudi, P Radha Krishna, Oxford University</li> </ol>
<b>Web links and Video Lectures (e-Resources):</b>
<ol style="list-style-type: none"> <li>1. <a href="https://nptel.ac.in/courses/106/106/106106093/">https://nptel.ac.in/courses/106/106/106106093/</a></li> <li>2. <a href="https://nptel.ac.in/courses/110/107/110107092/">https://nptel.ac.in/courses/110/107/110107092/</a></li> <li>3. <a href="https://nptel.ac.in/courses/106/105/106105174/">https://nptel.ac.in/courses/106/105/106105174/</a></li> <li>4. VTU e-Shikshana Program</li> <li>5. VTU EDUSAT Program</li> </ol>
<b>Activity-Based Learning (Suggested Activities in Class)/ Practical Based learning</b>
<ul style="list-style-type: none"> <li>• Flip Class</li> <li>• Seminar/Poster Presentation</li> <li>• Role play/Team Demonstration/Collaborative Activity</li> <li>• Mini Project</li> <li>• Case study</li> <li>• Learn by Doing</li> </ul>

## VI Semester

<b>DATA SCIENCE AND VISUALIZATION</b>			
Course Code	21CS644	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
<b>Course Learning Objectives</b>			
<p>CLO 1. To introduce data collection and pre-processing techniques for data science</p> <p>CLO 2. Explore analytical methods for solving real life problems through data exploration techniques</p> <p>CLO 3. Illustrate different types of data and its visualization</p> <p>CLO 4. Find different data visualization techniques and tools</p> <p>CLO 5. Design and map element of visualization well to perceive information</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>Introduction to Data Science</b>			
<p><b>Introduction:</b> What is Data Science? Big Data and Data Science hype – and getting past the hype, Why now? – Datafication, Current landscape of perspectives, Skill sets. Needed Statistical Inference: Populations and samples, Statistical modelling, probability distributions, fitting a model.</p>			
<b>Textbook 1: Chapter 1</b>			
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>1. PPT – Recognizing different types of data, Data science process</li> <li>2. Demonstration of different steps, learning definition and relation with data science</li> </ol>		
<b>Module-2</b>			
<b>Exploratory Data Analysis and the Data Science Process</b>			
<p>Basic tools (plots, graphs and summary statistics) of EDA, Philosophy of EDA, The Data Science Process, Case Study: Real Direct (online real estate firm). Three Basic Machine Learning Algorithms: Linear Regression, k-Nearest Neighbours (k- NN), k-means.</p>			
<b>Textbook 1: Chapter 2, Chapter 3</b>			
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>1. PPT –Plots, Graphs, Summary Statistics</li> <li>2. Demonstration of Machine Learning Algorithms</li> </ol>		

<b>Module-3</b>	
<b>Feature Generation and Feature Selection</b>	
Extracting Meaning from Data: Motivating application: user (customer) retention. Feature Generation (brainstorming, role of domain expertise, and place for imagination), Feature Selection algorithms. Filters; Wrappers; Decision Trees; Random Forests. Recommendation Systems: Building a User-Facing Data Product, Algorithmic ingredients of a Recommendation Engine, Dimensionality Reduction, Singular Value Decomposition, Principal Component Analysis, Exercise: build your own recommendation system.	
<b>Textbook 1: Chapter 6</b>	
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>1. PPT – Feature generation, selection</li> <li>2. Demonstration recommendation engine</li> </ol>
<b>Module-4</b>	
<b>Data Visualization and Data Exploration</b>	
<b>Introduction:</b> Data Visualization, Importance of Data Visualization, Data Wrangling, Tools and Libraries for Visualization	
<b>Comparison Plots:</b> Line Chart, Bar Chart and Radar Chart; <b>Relation Plots:</b> Scatter Plot, Bubble Plot , Correlogram and Heatmap; <b>Composition Plots:</b> Pie Chart, Stacked Bar Chart, Stacked Area Chart, Venn Diagram; <b>Distribution Plots:</b> Histogram, Density Plot, Box Plot, Violin Plot; <b>Geo Plots:</b> Dot Map, Choropleth Map, Connection Map; What Makes a Good Visualization?	
<b>Textbook 2: Chapter 1, Chapter 2</b>	
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>1. Demonstration of different data visualization tools.</li> </ol>
<b>Module-5</b>	
<b>A Deep Dive into Matplotlib</b>	
Introduction, Overview of Plots in Matplotlib, <b>Pyplot Basics:</b> Creating Figures, Closing Figures, Format Strings, Plotting, Plotting Using pandas DataFrames, Displaying Figures, Saving Figures; <b>Basic Text and Legend Functions:</b> Labels, Titles, Text, Annotations, Legends; <b>Basic Plots:</b> Bar Chart, Pie Chart, Stacked Bar Chart, Stacked Area Chart, Histogram, Box Plot, Scatter Plot, Bubble Plot; <b>Layouts:</b> Subplots, Tight Layout, Radar Charts, GridSpec; <b>Images:</b> Basic Image Operations, Writing Mathematical Expressions	
<b>Textbook 2: Chapter 3</b>	
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>1. PPT – Comparison of plots</li> <li>2. Demonstration charts</li> </ol>
<b>Course Outcomes</b>	
At the end of the course the student will be able to:	
CO 1. Understand the data in different forms	
CO 2. Apply different techniques to Explore Data Analysis and the Data Science Process	
CO 3. Analyze feature selection algorithms & design a recommender system.	
CO 4. Evaluate data visualization tools and libraries and plot graphs.	
CO 5. Develop different charts and include mathematical expressions.	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	

1. First test at the end of 5<sup>th</sup> week of the semester
2. Second test at the end of the 10<sup>th</sup> week of the semester
3. Third test at the end of the 15<sup>th</sup> week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4<sup>th</sup> week of the semester
5. Second assignment at the end of 9<sup>th</sup> week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks (duration 01 hours)**

6. At the end of the 13<sup>th</sup> week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

**Suggested Learning Resources:**

**Textbooks**

1. Doing Data Science, Cathy O'Neil and Rachel Schutt, O'Reilly Media, Inc O'Reilly Media, Inc, 2013
2. Data Visualization workshop, Tim Grobmann and Mario Dobler, Packt Publishing, ISBN 9781800568112

**Reference:**

1. Mining of Massive Datasets, Anand Rajaraman and Jeffrey D. Ullman, Cambridge University Press, 2010
2. Data Science from Scratch, Joel Grus, Shroff Publisher /O'Reilly Publisher Media
3. A handbook for data driven design by Andy krik

**Weblinks and Video Lectures (e-Resources):**

1. <https://nptel.ac.in/courses/106/105/106105077/>
2. <https://www.oreilly.com/library/view/doing-data-science/9781449363871/toc01.html>
3. <http://book.visualisingdata.com/>
4. <https://matplotlib.org/>
5. <https://docs.python.org/3/tutorial/>
6. <https://www.tableau.com/>

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

Demonstration using projects

## VI Semester

<b>INTRODUCTION TO DATA STRUCTURES</b>			
Course Code	21CS651	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
<b>Course Learning Objectives</b>			
<p>CLO 1. Introduce elementary data structures.</p> <p>CLO 2. Analyze Linear Data Structures: Stack, Queues, Lists</p> <p>CLO 3. Analyze Non Linear Data Structures: Trees</p> <p>CLO 4. Assess appropriate data structure during program development/Problem Solving.</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> </ol> <p>Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</p>			
<b>Module-1</b>			
<b>Introduction:</b>			
Introduction to arrays: one-dimensional arrays, two dimensional arrays, initializing two dimensional arrays, Multidimensional arrays.			
Introduction to Pointers: Pointer concepts, accessing variables through pointers, Dynamic memory allocation, pointers applications.			
Introduction to structures and unions: Declaring structures, Giving values to members, structure initialization, arrays of structures, nested structure, unions, size of structures.			
<b>Textbook 1: Ch 8.3 to 8.15,Ch 12.3 to 12.19</b>			
<b>Textbook 2:Ch 2.1 to2.13,2.51 ,2.80 to 2.98</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning		
<b>Module-2</b>			
<b>Linear Data Structures-Stacks and queues:</b>			
Introduction, Stack representation in Memory, Stack Operations, Stack Implementation, Applications of Stack. Introduction, Queues-Basic concept, Logical representation of Queues, Queue Operations and its types, Queue Implementation, Applications of Queue.			
<b>Textbook 2: Ch 6.1 to 6.14 ,Ch 8.1,8.2</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Problem Based Learning		
<b>Module-3</b>			
<b>Linear Data Structures-Linked List:</b>			
Introduction, Linked list Basic concept, Logical representation of Linked list, Self-Referential structure, Singly-linked List Operations and Implementation, Circular Linked List, applications of Linked list.			

<b>Textbook 1: Ch 15.1 ,15.3,15.4,15.8</b>	
<b>Textbook 2: Ch 9.2.9.5</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Problem based learning
<b>Module-4</b>	
<b>Non Linear Data Structures – Trees</b>	
Introduction, Basic concept, Binary Tree and its types, Binary Tree Representation, Binary Tree Traversal, Binary Search tree, Expression Trees.	
<b>Textbook1: Ch 16.1,16.2</b>	
<b>Textbook2:Ch 10.1,10.2,10.4,10.6.3</b>	
<b>Teaching-Learning Process</b>	Chalk& board, Active Learning, Problem based learning
<b>Module-5</b>	
<b>Sorting and Searching</b>	
Sorting: Introduction, Bubble sort, Selection sort, Insertion sort	
Searching: Introduction, Linear search, Binary search.	
<b>Textbook1: Ch 17.1,17.2.2, 17.2.4, 17.3.1,17.3.2</b>	
<b>Textbook2: Ch 11.1.,11.2,11.3,11.7,11.10.1,11.10.2</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Problem based learning
<b>Course Outcomes</b>	
At the end of the course the student will be able to:	
CO 1. Express the fundamentals of static and dynamic data structure.	
CO 2. Summarize the various types of data structure with their operations.	
CO 3. Interpret various searching and sorting techniques.	
CO 4. Choose appropriate data structure in problem solving.	
CO 5. Develop all data structures in a high level language for problem solving.	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
1. First test at the end of 5 <sup>th</sup> week of the semester	
2. Second test at the end of the 10 <sup>th</sup> week of the semester	
3. Third test at the end of the 15 <sup>th</sup> week of the semester	
Two assignments each of <b>10 Marks</b>	
4. First assignment at the end of 4 <sup>th</sup> week of the semester	
5. Second assignment at the end of 9 <sup>th</sup> week of the semester	
Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b>	
6. At the end of the 13 <sup>th</sup> week of the semester	
The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be <b>scaled down to 50 marks</b>	
(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).	
<b>CIE methods /question paper has to be designed to attain the different levels of Bloom’s taxonomy as per the outcome defined for the course.</b>	
<b>Semester End Examination:</b>	
Theory SEE will be conducted by University as per the scheduled timetable, with common question	



papers for the subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

**Suggested Learning Resources:**

**Textbooks**

1. C Programming and data structures, E Balaguruswamy 4<sup>th</sup> Edition, 2007, McGraw Hill
2. Systematic approach to Data structures using C, A M Padma Reddy, 7<sup>th</sup> Edition 2007, Sri Nandi Publications.

**References**

1. Ellis Horowitz and Sartaj Sahni, Fundamentals of Data Structures in C, 2<sup>nd</sup> Ed, Universities Press, 2014.
2. Seymour Lipschutz, Data Structures Schaum's Outlines, Revised 1<sup>st</sup> Ed, McGraw Hill, 2014.

**Weblinks and Video Lectures (e-Resources):**

1. [https://www.youtube.com/watch?v=DFpWCl\\_49i0](https://www.youtube.com/watch?v=DFpWCl_49i0)
2. <https://www.youtube.com/watch?v=x7t-ULoAZM>
3. <https://www.youtube.com/watch?v=I37kGX-nZEI>
4. <https://www.youtube.com/watch?v=XuCbpw6Bj1U>
5. <https://www.youtube.com/watch?v=R9PTBwOzceo>
6. <https://www.youtube.com/watch?v=qH6yxkw0u78>

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

Demonstration of projects developed using Linear/Non-linear data structures

## VI Semester

<b>INTRODUCTION TO DATABASE MANAGEMENT SYSTEMS</b>			
Course Code	21CS652	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
<b>Course Learning Objectives</b> CLO 1. Understand the basic concepts and the applications of database systems. CLO 2. Understand the relational database design principles. CLO 3. Master the basics of SQL and construct queries using SQL. CLO 4. Familiar with the basic issues of transaction processing and concurrency control.			
<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) 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 the 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, develops design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>Introduction to Databases:</b> Introduction, Characteristics of database approach, Advantages of using the DBMS approach, History of database applications.			
<b>Overview of Database Languages and Architectures:</b> Data Models, Schemas, and Instances. Three schema architecture and data independence, database languages, and interfaces, The Database System environment.			
<b>Conceptual Data Modelling using Entities and Relationships:</b> Entity types, Entity sets, attributes, roles, and structural constraints, Weak entity types, ER diagrams, Examples			
<b>Textbook 1: Ch 1.1 to 1.8, 2.1 to 2.6, 3.1 to 3.7</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Problem based learning		
<b>Module-2</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> Relational algebra: introduction, Selection and projection, set operations, renaming, Joins, Division, syntax, semantics. Operators, grouping and ungrouping, relational comparison. Examples of Queries in relational algebra.			
<b>Mapping Conceptual Design into a Logical Design:</b> Relational Database Design using ER-to-Relational mapping.			
<b>Textbook 1; ch5.1 to 5.3, 8.1 to 8.5, 9.1;</b>			

<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration
<b>Module-3</b>	
<b>SQL:</b> SQL data definition and data types, specifying constraints in SQL, retrieval queries in SQL, INSERT, DELETE, and UPDATE statements in SQL, Additional features of SQL.	
<b>Advances Queries:</b> More complex SQL retrieval queries, Specifying constraints as assertions and action triggers, Views in SQL, Schema change statements in SQL.Database	
<b>Textbook 1: Ch 6.1 to 6.5, 7.1 to 7.4; Textbook 2: 6.1 to 6.6;</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning, Demonstration
<b>Module-4</b>	
<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. Examples on normal forms.	
<b>Textbook 1: Ch 14.1 to -14.7, 15.1 to 15.6</b>	
<b>Teaching-Learning Process</b>	Chalk& board, Problem based learning
<b>Module-5</b>	
<b>Transaction management and Concurrency</b> –Control Transaction management: ACID properties, serializability and concurrency control, Lock based concurrency control (2PL, Deadlocks), Time stamping methods, optimistic methods, database recovery management.	
<b>Textbook 1: Ch 20.1 to 20.6, 21.1 to 21.7;</b>	
<b>Teaching-Learning Process</b>	Chalk and board, MOOC
<b>Course Outcomes</b>	
At the end of the course the student will be able to:	
CO 1. Identify, analyze and define database objects, enforce integrity constraints on a database using RDBMS	
CO 2. Use Structured Query Language (SQL) for database manipulation.	
CO 3. Design and build simple database systems	
CO 4. Develop application to interact with databases.	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
1. First test at the end of 5 <sup>th</sup> week of the semester	
2. Second test at the end of the 10 <sup>th</sup> week of the semester	
3. Third test at the end of the 15 <sup>th</sup> week of the semester	
Two assignments each of <b>10 Marks</b>	
4. First assignment at the end of 4 <sup>th</sup> week of the semester	
5. Second assignment at the end of 9 <sup>th</sup> week of the semester	
Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b>	
6. At the end of the 13 <sup>th</sup> week of the semester	

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

**Suggested Learning Resources:**

**Textbooks**

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

**Weblinks and Video Lectures (e-Resources):**

1. <https://www.youtube.com/watch?v=3EJlovevfcA>
2. <https://www.youtube.com/watch?v=9TwMRs3qTcU>
3. <https://www.youtube.com/watch?v=ZWl0Xow304I>
4. <https://www.youtube.com/watch?v=4YilEjkNPrQ>
5. <https://www.youtube.com/watch?v=CZTkgMoqVss>
6. <https://www.youtube.com/watch?v=Hl4NZB1XR9c>
7. [https://www.youtube.com/watch?v=EGEwkad\\_lIA](https://www.youtube.com/watch?v=EGEwkad_lIA)
8. <https://www.youtube.com/watch?v=t5hsV9lC1rU>

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

Real world problem solving: Developing and demonstration of models / projects based on DBMS application

## VI Semester

<b>INTRODUCTION TO CYBER SECURITY</b>			
Course Code	21CS653	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
<b>Course Learning Objectives</b>			
CLO 1. To familiarize cybercrime terminologies and ACTs			
CLO 2. Understanding cybercrime in mobiles and wireless devices along with the tools for Cybercrime and prevention			
CLO 3. Understand the motive and causes for cybercrime, cybercriminals, and investigators			
CLO 4. Understanding criminal case and evidence, detection standing criminal case and evidence.			
<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) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>Introduction to Cybercrime:</b>			
<b>Cybercrime:</b> Definition and Origins of the Word, Cybercrime and Information Security, Who are Cybercriminals? Classifications of Cybercrimes,			
<b>Cybercrime:</b> The Legal Perspectives,			
<b>Cybercrimes:</b> An Indian Perspective, Cybercrime and the Indian ITA 2000.			
<b>Textbook1:Ch1 (1.1 to 1.8).</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning		
<b>Module-2</b>			
<b>Cyber offenses:</b>			
<b>How Criminals Plan Them:</b> Introduction, How Criminals Plan the Attacks, Social Engineering, Cyber stalking, Cybercafe and Cybercrimes.			
<b>Botnets:</b> The Fuel for Cybercrime, Attack Vector			
<b>Textbook1: Ch2 (2.1 to 2.7).</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning		
<b>Module-3</b>			
<b>Tools and Methods Used in Cybercrime:</b> Introduction, Proxy Servers and Anonymizers, Phishing, Password Cracking, Key loggers and Spywares, Virus and Worms, Trojan Horses and Backdoors, Steganography, DoS and DDoS Attacks, Attacks on Wireless Networks.			

<b>Textbook1: Ch4 (4.1 to 4.9, 4.12).</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Case studies
<b>Module-4</b>	
<b>Understanding the people on the scene:</b> Introduction, understanding cyber criminals, understanding cyber victims, understanding cyber investigators.	
<b>The Computer Investigation process:</b> investigating computer crime.	
<b>Understanding Cybercrime Prevention:</b> Understanding Network Security Concepts, Understanding Basic Cryptography Concepts, Making the Most of Hardware and Software Security	
<b>Textbook 2:Ch3,Ch 4, Ch 7.</b>	
<b>Teaching-Learning Process</b>	Chalk& board, Case studies
<b>Module-5</b>	
<b>Cybercrime Detection Techniques:</b> Security Auditing and Log Firewall Logs, Reports, Alarms, and Alerts, Commercial Intrusion Detection Systems, Understanding E-Mail Headers Tracing a Domain Name or IP Address.	
<b>Collecting and preserving digital Evidence:</b> Introduction, understanding the role of evidence in a criminal case, collecting digital evidence, preserving digital evidence, recovering digital evidence, documenting evidence.	
<b>TextBook 2:Ch 9, Ch 10.</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Case studies
<b>Course Outcomes</b>	
At the end of the course the student will be able to:	
CO 1. Describe the cyber crime terminologies	
CO 2. Analyze cybercrime in mobiles and wireless devices along with the tools for Cybercrime and prevention	
CO 3. Analyze the motive and causes for cybercrime, cybercriminals, and investigators	
CO 4. Apply the methods for understanding criminal case and evidence, detection standing criminal case and evidence.	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
1. First test at the end of 5 <sup>th</sup> week of the semester	
2. Second test at the end of the 10 <sup>th</sup> week of the semester	
3. Third test at the end of the 15 <sup>th</sup> week of the semester	
Two assignments each of <b>10 Marks</b>	
4. First assignment at the end of 4 <sup>th</sup> week of the semester	
5. Second assignment at the end of 9 <sup>th</sup> week of the semester	
Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b>	
6. At the end of the 13 <sup>th</sup> week of the semester	
The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be <b>scaled down to 50 marks</b>	
(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the	

methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

**Suggested Learning Resources:**

**Textbooks**

1. SunitBelapure and Nina Godbole, "Cyber Security: Understanding Cyber Crimes, Computer Forensics And Legal Perspectives", Wiley India Pvt Ltd, ISBN: 978-81- 265-21791, 2013
2. Debra Little John Shinder and Michael Cross, "Scene of the cybercrime", 2nd edition, Syngress publishing Inc, Elsevier Inc, 2008

**Reference Books:**

1. Robert M Slade, "Software Forensics", Tata McGraw Hill, New Delhi, 2005.
2. Bernadette H Schell, Clemens Martin, "Cybercrime", ABC – CLIO Inc, California, 2004.
3. Nelson Phillips and EnfingerSteuart, "Computer Forensics and Investigations", Cengage Learning, New Delhi, 2009.
4. Kevin Mandia, Chris Prosis, Matt Pepe, "Incident Response and Computer Forensics", Tata McGraw -Hill, New Delhi, 2006.

**Weblinks and Video Lectures (e-Resources):**

1. <https://www.youtube.com/watch?v=czDzUP1HclQ>
2. <https://www.youtube.com/watch?v=qS4Viqnjkc8>
3. [https://www.trendmicro.com/en\\_nz/ciso/21/h/cybercrime-today-and-the-future.html](https://www.trendmicro.com/en_nz/ciso/21/h/cybercrime-today-and-the-future.html)

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

Real world problem solving: Demonstration of projects related to Cyber security.

## VI Semester

<b>PROGRAMMING IN JAVA</b>			
Course Code	21CS654	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
<b>Course Learning Objectives</b>			
CLO 1. Learn fundamental features of object oriented language and JAVA.			
CLO 2. To create, debug and run simple Java programs.			
CLO 3. Learn object oriented concepts using programming examples.			
CLO 4. Study the concepts of importing of packages and exception handling mechanism.			
CLO 5. Discuss the String Handling examples with Object Oriented concepts.			
<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) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>An Overview of Java:</b> Object-Oriented Programming, A First Simple Program, A Second Short Program, Two Control Statements, Using Blocks of Code, Lexical Issues, The Java Class Libraries.			
<b>Data Types, Variables, and Arrays:</b> Java Is a Strongly Typed Language, The Primitive Types, Integers, Floating-Point Types, Characters, Booleans, A Closer Look at Literals, Variables, Type Conversion and Casting, Automatic Type Promotion in Expressions, Arrays, A Few Words About Strings			
<b>Textbook 1:Ch 2,Ch 3.</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning.		
<b>Module-2</b>			
<b>Operators:</b> Arithmetic Operators, The Bitwise Operators, Relational Operators, Boolean Logical Operators, The Assignment Operator, The ? Operator, Operator Precedence, Using Parentheses,			
<b>Control Statements:</b> Java's Selection Statements, Iteration Statements, Jump Statements.			
<b>Textbook 1:Ch 4,Ch 5.</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration		
<b>Module-3</b>			
<b>Introducing Classes:</b> Class Fundamentals, Declaring Objects, Assigning Object Reference Variables, Introducing Methods, Constructors, The this Keyword, Garbage Collection, The finalize() Method, A Stack Class.			
<b>A Closer Look at Methods and Classes:</b> Overloading Methods, Using Objects as Parameters, A Closer			



Look at Argument Passing, Returning Objects, Recursion, Introducing Access Control, Understanding static, Introducing final, Arrays Revisited. <b>Inheritance:</b> Inheritance, Using super, Creating a Multilevel Hierarchy, When Constructors Are Called, Method Overriding.	
<b>Textbook 1: Ch 6, Ch 7.1-7.9, Ch 8.1-8.5</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning, Demonstration
<b>Module-4</b>	
<b>Packages and Interfaces:</b> Packages, Access Protection, Importing Packages, Interfaces.	
<b>Exception Handling:</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, Using Exceptions	
<b>Textbook 1: Ch 9, Ch 10.</b>	
<b>Teaching-Learning Process</b>	Chalk & board, Problem based learning, Demonstration
<b>Module-5</b>	
<b>Enumerations :</b> Enumerations, Type Wrappers.	
<b>String Handling:</b> 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, Additional String Methods, StringBuffer, StringBuilder.	
<b>Textbook 1: Ch 12.1, 12.2, Ch 15.</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning, Demonstration
<b>Course Outcomes</b>	
At the end of the course the student will be able to:	
CO 1. Develop JAVA programs using OOP principles and proper program structuring.	
CO 2. Develop JAVA program using packages, inheritance and interface.	
CO 3. Develop JAVA programs to implement error handling techniques using exception handling	
CO 4. Demonstrate string handling concepts using JAVA.	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
1. First test at the end of 5 <sup>th</sup> week of the semester	
2. Second test at the end of the 10 <sup>th</sup> week of the semester	
3. Third test at the end of the 15 <sup>th</sup> week of the semester	
Two assignments each of <b>10 Marks</b>	
4. First assignment at the end of 4 <sup>th</sup> week of the semester	
5. Second assignment at the end of 9 <sup>th</sup> week of the semester	
Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b>	
6. At the end of the 13 <sup>th</sup> week of the semester	
The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be <b>scaled down to 50 marks</b>	
(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).	
<b>CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.</b>	

**Semester End Examination:**

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

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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

The students have to answer 5 full questions, selecting one full question from each module

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

1. Herbert Schildt, Java The Complete Reference, 7th Edition, Tata McGraw Hill, 2007. (Chapters 2, 3, 4, 5, 6,7, 8, 9,10, 12,15)

**Reference Books:**

1. Mahesh Bhave and Sunil Patekar, "Programming with Java", First Edition, Pearson Education,2008, ISBN:9788131720806.
2. Rajkumar Buyya,SThamarasiselvi, xingchen chu, Object oriented Programming with java, Tata McGraw Hill education private limited.
3. E Balagurusamy, Programming with Java A primer, Tata McGraw Hill companies.
4. Anita Seth and B L Juneja, JAVA One step Ahead, Oxford University Press, 2017.

**Weblinks and Video Lectures (e-Resources):****Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

Real world problem solving: Demonstration of projects developed using JAVA

## VI Semester

<b>SOFTWARE TESTING LABORATORY</b>			
Course Code	211SL66	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Total Hours of Pedagogy	24	Total Marks	100
Credits	1	Exam Hours	03
<b>Course Objectives:</b>			
<p>CLO 1. Explain the test cases for any given problem            CLO 2. Analyze the requirements for the given problem statement.            CLO 3. Design the solution and write test cases for the given problem.            CLO 4. Construct control flow graphs for the solution that is implemented.            CLO 5. Create appropriate document for the software artifact</p>			
<b>Note: two hours tutorial is suggested for each laboratory sessions.</b>			
<b>Prerequisite</b>			
<ul style="list-style-type: none"> <li>● Students should be familiar with programming languages like C, C++, Java, Python etc.</li> <li>● Usage of IDEs like Eclipse, Netbeans and software testing tools should be introduced</li> </ul>			
<b>Sl. No.</b>	<b><i>PART A – List of problems for which student should develop program and execute in theLaboratory</i></b>		
1	Design, develop, code and run the program in any suitable language to solve the commission problem. Analyze it from the perspective of boundary value testing, derive different test cases, execute these test cases and discuss the test results.		
2	Design, develop, code and run the program in any suitable language to implement the NextDate function. Analyze it from the perspective of equivalence class value testing, derive different test cases, execute these test cases and discuss the test results.		
3	Design, develop, code and run the program in any suitable language to solve the commission problem. Analyze it from the perspective of decision table-based testing, derive different test cases, execute these test cases and discuss the test results.		
4	Design and develop a program in a language of your choice to solve the triangle problem defined as follows: Accept three integers which are supposed to be the three sides of a triangle and determine if the three values represent an equilateral triangle, isosceles triangle, scalene triangle, or they do not form a triangle at all. Assume that the upper limit for the size of any side is 10. Derive test cases for your program based on boundary-value analysis, equivalence class partitioning and decision-table approach and execute the test cases and discuss the results.		
5	Design, develop, code and run the program in any suitable language to solve the commission problem. Analyze it from the perspective of dataflow testing, derive different test cases, execute these test cases and discuss the test results.		
6	Design, develop, code and run the program in any suitable language to implement the binary search algorithm. Determine the basis paths and using them derive different test cases, execute these test cases and discuss the test results.		
<b>PART B – Practical Based Learning</b>			
01	Develop a Mini Project with documentation of suitable test-cases and their results to perform automation testing of anyE-commerce or social media web page.		

	<p>Suggested Guidelines:</p> <ul style="list-style-type: none"> <li>● Create a WebDriver session.</li> <li>● Navigate to a Web page.</li> <li>● Locate the web elements on the navigated page.</li> <li>● Perform an actions on the located elements.</li> <li>● Assert the performed actions did the correct thing.</li> <li>● Report the results of the assertions.</li> <li>● End the session.</li> </ul> <p>Each inputs / data feeds (ex: website, username, password, mobile no, product name, etc.,) must be provided through a file linked with code and neither to be entered manually nor to be included in the code Use any software testing tool like selenium, Katalon, etc.,</p>
<p><b>Course Outcome (Course Skill Set)</b> At the end of the course the student will be able to:</p> <p>CO 1. List out the requirements for the given problem and develop test cases for any given problem .</p> <p>CO 2. Design and implement the solution for given problem and to design flow graph</p> <p>CO 3. Use Eclipse/NetBeans IDE and testing tools to design, develop, debug the Project and create appropriate document for the software artifact.</p> <p>CO 4. Use the appropriate functional testing strategies. Compare the different testing techniques.</p> <p>CO 5. Classify and Compare the problems according to a suitable testing model applying the test coverage metrics.</p>	
<p><b>Assessment Details (both CIE and SEE)</b></p> <p>The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).</p> <p><b>Continuous Internal Evaluation (CIE):</b></p> <p>CIE marks for the practical course is <b>50 Marks</b>.</p> <p>The split-up of CIE marks for record/ journal and test are in the ratio <b>60:40</b>.</p> <ul style="list-style-type: none"> <li>● Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.</li> <li>● Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.</li> <li>● Total marks scored by the students are scaled down to 30 marks (60% of maximum marks).</li> <li>● Weightage to be given for neatness and submission of record/write-up on time.</li> <li>● Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8<sup>th</sup> week of the semester and the second test shall be conducted after the 14<sup>th</sup> week of the semester.</li> <li>● In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.</li> <li>● The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book</li> </ul>	

- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).The Sum of scaled-down marks scored in the report write-up/journal and average marks of two tests is the total CIE marks scored by the student.

#### **Semester End Evaluation (SEE):**

- SEE marks for the practical course is 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by 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 internal /external 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)
- Students can pick one experiment from the questions lot of PART A with equal choice to all the students in a batch.
- **PART B** : Student should develop a mini project and it should be demonstrated in the laboratory examination (with report and presentation).
- Weightage of marks for **PART A is 60%** and for **PART B is 40%**. General rubrics suggested to be followed for part A and part B.
- Change of experiment is allowed only once (in part A) and marks allotted to the procedure part to be made zero.
- The duration of SEE is 03 hours.

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

1. Paul C. Jorgensen: Software Testing, A Craftsman's Approach, 3rd Edition, Auerbach Publications, 2008.
2. Herbert Schildt, C:JavaThe Complete Reference,McGraw Hill,7thEdition

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

- <https://www.javatpoint.com/selenium-tutorial>
- References
- Introduction to Selenium - <https://www.youtube.com/watch?v=FRn5J31eAMw>
- Introduction to programming -[https://www.youtube.com/watch?v=2Xa3Y4xz8\\_s](https://www.youtube.com/watch?v=2Xa3Y4xz8_s)
- Introduction to OOPS - <https://www.youtube.com/watch?v=pBlH24tFRQk>
- Introduction to Java - <https://www.youtube.com/watch?v=mAtkPQ01FcA>
- Eclipse for java - <https://www.youtube.com/watch?v=8cm1x4bC610>

## VII Semester

<b>CRYPTOGRAPHY AND NETWORK SECURITY</b>			
Course Code	21IS71	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
<b>Course Learning Objectives:</b>			
<p>CLO 1. To understand Cryptography, Network Security and its principles</p> <p>CLO 2. To Analyse different Cryptography algorithms</p> <p>CLO 3. To Illustrate Public and Private key cryptography</p> <p>CLO 4. To Explain Key management, distribution and certification</p> <p>CLO 5. To understand necessary Approaches and Techniques to build protection mechanisms in order to secure computer networks.</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies; which teacher 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 traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>Use of Video/Animation to explain functioning of various concepts.</li> <li>Encourage collaborative (Group Learning) Learning in the class.</li> <li>Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>Adopt Problem Based Learning (PBL), which fosters 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>Introduce Topics in manifold representations.</li> <li>Show the different ways to solve the same problem with different encryption techniques and encourage the students to come up with their own creative ways to solve them.</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><b>Classical Encryption Techniques:</b> Symmetric Cipher Model, Cryptography, Cryptanalysis and Brute-Force Attack, Substitution Techniques, Caesar Cipher, Monoalphabetic Cipher, Playfair Cipher, Hill Cipher, Polyalphabetic Cipher, One Time Pad.</p> <p><b>Block Ciphers and the Data Encryption Standard:</b> Traditional block Cipher structure, Stream Ciphers and Block Ciphers, Motivation for the Feistel Cipher structure, the Feistel Cipher, The data encryption standard, DES encryption, DES decryption, A DES example, results, the avalanche effect, the strength of DES, the use of 56-Bit Keys, the nature of the DES algorithm, timing attacks, Block cipher design principles, number of rounds, design of function F, key schedule algorithm</p>			
<b>Textbook 1: Chapter 2, 3</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Problem based learning		
<b>Module-2</b>			
<p><b>Public-Key Cryptography and RSA:</b> Principles of public-key cryptosystems. Public-key cryptosystems. Applications for public-key cryptosystems, requirements for public-key cryptosystems. public-key cryptanalysis. The RSA algorithm, description of the algorithm, computational aspects, the security of RSA.</p> <p><b>Other Public-Key Cryptosystems:</b> Diffie-Hellman key exchange, The algorithm, key exchange protocols, man in the middle attack, Elgamal Cryptographic systems.</p>			
<b>Textbook 1: Chapter 9, 10</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration		
<b>Module-3</b>			

<b>Key Management and Distribution:</b> Symmetric key distribution using Symmetric encryption, A key distribution scenario, Hierarchical key control, session key lifetime, a transparent key control scheme, Decentralized key control, controlling key usage, Symmetric key distribution using asymmetric encryption, simple secret key distribution, secret key distribution with confidentiality and authentication, A hybrid scheme, distribution of public keys, public announcement of public keys, publicly available directory, public key authority, public keys certificates.	
<b>Textbook 1: Chapter 14.1 – 14.3</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning, Demonstration
<b>Module-4</b>	
X-509 certificates. Certificates, X-509 version 3	
Public key infrastructure.	
<b>User Authentication:</b> Remote user Authentication principles, Mutual Authentication, one-way authentication, remote user Authentication using Symmetric encryption, Mutual Authentication, one-way Authentication,	
<b>Kerberos,</b> Motivation, Kerberos version 4, Kerberos version 5, Remote user Authentication using Asymmetric encryption, Mutual Authentication, one-way Authentication.	
<b>Textbook 1: Chapter 14.4 – 15.4</b>	
<b>Teaching-Learning Process</b>	Chalk& board, Problem based learning
<b>Module-5</b>	
<b>Electronic Mail Security:</b> Pretty good privacy, S/MIME,	
<b>IP Security:</b> IP Security overview, IP Security policy, Encapsulating Security payload, Combining security associations, Internet key exchange.	
<b>Textbook 1: Chapter 19.1, 19.2, 20.1 – 20.5</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning
<b>Course Outcomes</b>	
At the end of the course the student will be able to:	
CO 1. Understand Cryptography, Network Security theories, algorithms and systems	
CO 2. Apply different Cryptography and Network Security operations on different applications	
CO 3. Analyse different methods for authentication and access control	
CO 4. Evaluate Public and Private key, Key management, distribution and certification	
CO 5. Design necessary techniques to build protection mechanisms to secure computer networks	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
1. First test at the end of 5 <sup>th</sup> week of the semester	
2. Second test at the end of the 10 <sup>th</sup> week of the semester	
3. Third test at the end of the 15 <sup>th</sup> week of the semester	
Two assignments each of <b>10 Marks</b>	
4. First assignment at the end of 4 <sup>th</sup> week of the semester	
5. Second assignment at the end of 9 <sup>th</sup> week of the semester	
Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b>	

6. At the end of the 13<sup>th</sup> week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

**Suggested Learning Resources:**

**Textbooks**

1. William Stallings: Cryptography and Network Security, Pearson 6th edition.

**Reference:**

1. V. K Pachghare: Cryptography and Information Security, PHI 2nd Edition
2. BehrouzA.Foruzan, Cryptography and Network Security, Tata McGraw Hill 2007.

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

- <https://nptel.ac.in/courses/106105031>
- [https://onlinecourses.nptel.ac.in/noc21\\_cs16](https://onlinecourses.nptel.ac.in/noc21_cs16)
- <https://www.digimat.in/nptel/courses/video/106105031>
- <https://www.youtube.com/watch?v=DEqjC0G5KwU>
- <https://www.youtube.com/watch?v=FqQ7TWvOaus>
- [https://www.youtube.com/watch?v=PHsa\\_Ddgx6w](https://www.youtube.com/watch?v=PHsa_Ddgx6w)

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

Project based learning:

- Implement classical, symmetric and asymmetric algorithms in any preferred language
- Evaluate network security protocol using any simulator available
- Conduct a comprehensive literature survey on the protocols and algorithms
- Identify the security threats and models of security threats
- Implement factorization algorithms and evaluate their complexity, identify a technologies to factorize a large prime number.



## VII Semester

<b>CLOUD COMPUTING</b>			
Course Code	21CS72	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:0:0:0	SEE Marks	50
Total Hours of Pedagogy	24	Total Marks	100
Credits	02	Exam Hours	03
<b>Course Learning Objectives:</b>			
<p>CLO 1. Introduce the rationale behind the cloud computing revolution and the business drivers</p> <p>CLO 2. Introduce various models of cloud computing</p> <p>CLO 3. Introduction on how to design cloud native applications, the necessary tools and the design tradeoffs.</p> <p>CLO 4. Realize the importance of Cloud Virtualization, Abstraction`s and Enabling Technologies and cloud security</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>Lecturer method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.</li> <li>Show Video/animation films to explain functioning of various concepts.</li> <li>Encourage collaborative (Group Learning) Learning in the class.</li> <li>Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.</li> <li>Topics will be introduced in a multiple representation.</li> <li>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>Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>Introduction:</b>			
Introduction ,Cloud Computing at a Glance, Historical Developments, Building Cloud Computing Environments, Amazon Web Services (AWS), Google AppEngine, Microsoft Azure, Hadoop, Force.com and Salesforce.com, Manjrasoft Aneka			
<b>Textbook 1: Chapter 1: 1.1,1.2 and 1.3</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning		
<b>Module-2</b>			
<b>Virtualization:</b> Introduction, Characteristics of Virtualized, Environments Taxonomy of Virtualization Techniques, Execution Virtualization, Other Types of Virtualization, Virtualization and Cloud Computing, Pros and Cons of Virtualization, Technology Examples			
<b>Textbook 1 : Chapter 3: 3.1 to 3.6</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning		
<b>Module-3</b>			
<b>Cloud Computing Architecture:</b> Introduction, Cloud Reference Model, Types of Clouds, Economics of the Cloud, Open Challenges			
<b>Textbook 1: Chapter 4: 4.1 to 4.5</b>			

<b>Teaching-Learning Process</b>	Chalk and board, Demonstration
<b>Module-4</b>	
<b>Cloud Security:</b> Risks, Top concern for cloud users, privacy impact assessment, trust, OS security, VM Security, Security Risks posed by shared images and management OS.	
<b>Textbook 2: Chapter 9: 9.1 to 9.6, 9.8, 9.9</b>	
<b>Teaching-Learning Process</b>	Chalk and board
<b>Module-5</b>	
<b>Cloud Platforms in Industry</b> Amazon web services: - Compute services, Storage services, Communication services, Additional services. Google AppEngine: - Architecture and core concepts, Application life cycle, Cost model, Observations.	
<b>Textbook 1: Chapter 9: 9.1 to 9.2</b>	
<b>Cloud Applications:</b> Scientific applications: - HealthCare: ECG analysis in the cloud, Biology: gene expression data analysis for cancer diagnosis, Geoscience: satellite image processing. Business and consumer applications: CRM and ERP, Social networking, media applications.	
<b>Textbook 1: Chapter 10: 10.1 to 10.2</b>	
<b>Teaching-Learning Process</b>	Chalk and board
<b>Course outcome (Course Skill Set)</b> At the end of the course the student will be able to: CO 1. Understand and analyze various cloud computing platforms and service provider. CO 2. Illustrate various virtualization concepts. CO 3. Identify the architecture, infrastructure and delivery models of cloud computing. CO 4. Understand the Security aspects of CLOUD. CO 5. Define platforms for development of cloud applications	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>  Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>  1. First test at the end of 5 <sup>th</sup> week of the semester 2. Second test at the end of the 10 <sup>th</sup> week of the semester 3. Third test at the end of the 15 <sup>th</sup> week of the semester  Two assignments each of <b>10 Marks</b>  4. First assignment at the end of 4 <sup>th</sup> week of the semester 5. Second assignment at the end of 9 <sup>th</sup> week of the semester  Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b>	

6. At the end of the 13<sup>th</sup> week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

**Suggested Learning Resources:**

**Textbooks**

1. Rajkumar Buyya, Christian Vecchiola, and Thamrai Selvi Mastering Cloud Computing McGraw Hill Education.
2. Dan C. Marinescu, Cloud Computing Theory and Practice, Morgan Kaufmann, Elsevier 2013

**Reference Books**

1. Toby Velte, Anthony Velte, Cloud Computing: A Practical Approach, McGraw-Hill Osborne Media.
2. George Reese, Cloud Application Architectures: Building Applications and Infrastructure in the Cloud, O'Reilly Publication.
3. John Rhoton, Cloud Computing Explained: Implementation Handbook for Enterprises, Recursive Press.

**Weblinks and Video Lectures (e-Resources):**

- <https://www.youtube.com/watch?v=1N3oqYzhHv4>
- <https://www.youtube.com/watch?v=RWgW-CgdIk0>

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

## VII Semester

<b>OBJECT ORIENTED MODELING AND DESIGN</b>			
Course Code	21CS731	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
<b>Course Learning Objectives</b>			
<p>CLO 1. Describe the concepts involved in Object-Oriented modelling and their benefits.</p> <p>CLO 2. Demonstrate concept of use-case model, sequence model and state chart model for a given problem.</p> <p>CLO 3. Explain the facets of the unified process approach to design and build a Software system.</p> <p>CLO 4. Translate the requirements into implementation for Object Oriented design.</p> <p>CLO 5. Choose an appropriate design pattern to facilitate development procedure.</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
Advanced object and class concepts; Association ends; N-ary associations; Aggregation; Abstract classes; Multiple inheritance; Metadata; Reification; Constraints; Derived Data; Packages. State Modeling; Events, States, Transitions and Conditions, State Diagrams, State diagram behaviour.			
<b>Textbook-1: 4, 5</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Demonstration		
<b>Module-2</b>			
UseCase Modelling and Detailed Requirements: Overview; Detailed object-oriented Requirements definitions; System Processes-A use case/Scenario view; Identifying Input and outputs-The System sequence diagram; Identifying Object Behaviour-The state chart Diagram; Integrated Object-oriented Models.			
<b>Textbook-2:Chapter- 6:Page 210 to 250</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Demonstration		
<b>Module-3</b>			
Process Overview, System Conception and Domain Analysis: Process Overview: Development stages; Development life Cycle; System Conception: Devising a system concept; elaborating a concept; preparing a problem statement. Domain Analysis: Overview of analysis; Domain Class model: Domain state model;			

Domain interaction model; Iterating the analysis. <b>Textbook-1:Chapter- 10,11,and 12</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Demonstration
<b>Module-4</b>	
Use case Realization :The Design Discipline within up iterations: Object Oriented Design-The Bridge between Requirements and Implementation; Design Classes and Design within Class Diagrams; Interaction Diagrams-Realizing Use Case and defining methods; Designing with Communication Diagrams; Updating the Design Class Diagram; Package Diagrams-Structuring the Major Components; Implementation Issues for Three-Layer Design. <b>Textbook-2: Chapter 8: page 292 to 346</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Demonstration
<b>Module-5</b>	
Design Patterns: Introduction; what is a design pattern?, Describing design patterns, the catalogue of design patterns, Organizing the catalogue, How design patterns solve design problems, how to select a design patterns, how to use a design pattern; Creational patterns: prototype and singleton (only); structural patterns adaptor and proxy (only). <b>Textbook-3: Ch-1: 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8,Ch-3,Ch-4.</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Demonstration
<b>Course Outcomes</b> At the end of the course the student will be able to: CO 1. Describe the concepts of object-oriented and basic class modelling. CO 2. Draw class diagrams, sequence diagrams and interaction diagrams to solve problems. CO 3. Choose and apply a befitting design pattern for the given problem.	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together <b>Continuous Internal Evaluation:</b> Three Unit Tests each of <b>20 Marks (duration 01 hour)</b> 1. First test at the end of 5 <sup>th</sup> week of the semester 2. Second test at the end of the 10 <sup>th</sup> week of the semester 3. Third test at the end of the 15 <sup>th</sup> week of the semester Two assignments each of <b>10 Marks</b> 4. First assignment at the end of 4 <sup>th</sup> week of the semester 5. Second assignment at the end of 9 <sup>th</sup> week of the semester Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b> 6. At the end of the 13 <sup>th</sup> week of the semester The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be <b>scaled down to 50 marks</b> (to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course). <b>CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.</b> <b>Semester End Examination:</b> Theory SEE will be conducted by University as per the scheduled timetable, with common question	

papers for the subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

**Suggested Learning Resources:**

**Textbooks**

1. Michael Blaha, James Rumbaugh: Object Oriented Modelling and Design with UML, 2<sup>nd</sup> Edition, Pearson Education, 2005
2. Satzinger, Jackson and Burd: Object-Oriented Analysis & Design with the Unified Process, Cengage Learning, 2005.
3. Erich Gamma, Richard Helm, Ralph Johnson and John Vlissides: Design Patterns - Elements of Reusable Object-Oriented Software, Pearson Education, 2007.

**Reference:**

1. Grady Booch et. al.: Object-Oriented Analysis and Design with Applications, 3<sup>rd</sup> Edition, Pearson Education, 2007.
2. Frank Buschmann, Regine Meunier, Hans Rohnert, Peter Sommerlad, Michel Stal: Pattern - Oriented Software Architecture. A system of patterns, Volume 1, John Wiley and Sons, 2007.
3. Booch, Jacobson, Rumbaugh : Object-Oriented Analysis and Design with Applications, 3<sup>rd</sup> edition, Pearson, Reprint 2013

**Weblinks and Video Lectures (e-Resources):**

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

## VII Semester

<b>DIGITAL IMAGE PROCESSING</b>			
Course Code	21CS732	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
<b>Course Learning Objectives</b>			
<p>CLO 1. Understand the fundamentals of digital image processing</p> <p>CLO 2. Explain the image transform techniques used in digital image processing</p> <p>CLO 3. Apply different image enhancement techniques on digital images</p> <p>CLO 4. Evaluate image restoration techniques and methods used in digital imageprocessing</p> <p>CLO 5. Understand the Morphological Operations and Segmentation used in digital imageprocessing</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>Digital Image Fundamentals:</b> What is Digital Image Processing? Origins of Digital Image Processing, Examples of fields that use DIP, Fundamental Steps in Digital Image Processing, Components of an Image Processing System, Elements of Visual Perception, Image Sensing and Acquisition, Image Sampling and Quantization, Some Basic Relationships Between Pixels, Linear and Nonlinear Operations.			
<b>Textbook 1: Chapter 1 and Chapter 2: Sections 2.1 to 2.5, 2.6.2</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Problem based learning		
<b>Module-2</b>			
<b>Spatial Domain:</b> Some Basic Intensity Transformation Functions, Histogram Processing, Fundamentals of Spatial Filtering, Smoothing Spatial Filters, Sharpening Spatial Filters			
<b>Frequency Domain:</b> Preliminary Concepts, The Discrete Fourier Transform (DFT) of Two Variables, Properties of the 2-D DFT, Filtering in the Frequency Domain, Image Smoothing and Image Sharpening Using Frequency Domain Filters, Selective Filtering.			
<b>Textbook 1: Chapter 3: Sections 3.2 to 3.6 and Chapter 4: Sections 4.2, 4.5 to 4.10</b>			
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>1. Chalk and board, Active Learning, Demonstration</li> <li>2. Laboratory Demonstration</li> </ol>		
<b>Module-3</b>			
<b>Restoration:</b> Noise models, Restoration in the Presence of Noise Only using Spatial Filtering and			

Frequency Domain Filtering, Linear, Position-Invariant Degradations, Estimating the Degradation Function, InverseFiltering, Minimum Mean Square Error (Wiener) Filtering, ConstrainedLeast Squares Filtering.	
<b>Textbook 1: Chapter 5: Sections 5.2, to 5.9</b>	
<b>Teaching-Learning Process</b>	1. Chalk and board
<b>Module-4</b>	
<b>Color Image Processing:</b> Color Fundamentals, Color Models, Pseudo color Image Processing. Wavelets: Background, Multiresolution Expansions.	
<b>Morphological Image Processing:</b> Preliminaries, Erosion and Dilation, Opening and Closing, The Hit-or-Miss Transforms, Some Basic Morphological Algorithms.	
<b>Text: Chapter 6: Sections 6.1 to 6.3, Chapter 7: Sections 7.1 and 7.2, Chapter 9: Sections 9.1 to 9.5</b>	
<b>Teaching-Learning Process</b>	1.Chalk& board 2.Demonstartion of Case study /Application for wavelet transfer method
<b>Module-5</b>	
<b>Segmentation:</b> Introduction, classification of image segmentation algorithms, Detection of Discontinuities, Edge Detection, Hough Transforms and Shape Detection, Corner Detection, Principles of Thresholding.	
<b>Representation and Description:</b> Representation, Boundary descriptors.	
<b>Text2: Chapter 9: Sections 9.1, to 9.7 and Text 1: Chapter 11: Sections 11.1and 11.2</b>	
<b>Teaching-Learning Process</b>	1.Chalk and board, MOOC. 2. Poster making activity for various image segmentation algorithms
<b>Course Outcomes</b> At the end of the course the student will be able to: CO 1. Understand the fundamentals of Digital Image Processing. CO 2. Apply different Image transformation techniques CO 3. Analyze various image restoration techniques CO 4. Understand colour image and morphological processing CO 5. Design image analysis and segmentation techniques	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together  <b>Continuous Internal Evaluation:</b>  Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>  1. First test at the end of 5 <sup>th</sup> week of the semester 2. Second test at the end of the 10 <sup>th</sup> week of the semester 3. Third test at the end of the 15 <sup>th</sup> week of the semester  Two assignments each of <b>10 Marks</b>  4. First assignment at the end of 4 <sup>th</sup> week of the semester 5. Second assignment at the end of 9 <sup>th</sup> week of the semester  Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20</b>	



**Marks (duration 01 hours)**

6. At the end of the 13<sup>th</sup> week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

**Textbooks**

3. Rafael C. Gonzalez and Richard E. Woods, Digital Image Processing, Third Ed., Prentice Hall, 2008.
4. S. Sridhar, Digital Image Processing, Oxford University Press, 2<sup>nd</sup>Edition, 2016

**Reference:**

1. Digital Image Processing- S.Jayaraman, S.Esakkirajan, T.Veerakumar, TataMcGraw Hill 2014.
2. Fundamentals of Digital Image Processing-A. K. Jain, Pearson 2004

**Weblinks and Video Lectures (e-Resources):**

1. [https://https://nptel.ac.in/courses/106/105/106105032/](https://nptel.ac.in/courses/106/105/106105032/)
2. <https://github.com/PrajwalPrabhuiisc/Image-processing-assignments>

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

Demonstration of finding the histogram from grayscale image, to check the low pass filter properties, filtering the images using Gaussian low pass filter, etc... using Python programming

Practical Based Assignment like following or any topic which is in-line with the course requirement. Students shall present and demonstrate their work at the end of semester.

- Program to show rotation, scaling, and translation of an image.
- Read an image and extract and display low-level features such as edges, textures using filtering techniques
- Demonstrate enhancing and segmenting low contrast 2D images.
- To Read an image, first apply erosion to the image and then subtract the result from the original.

## VII Semester

<b>USER INTERFACE DESIGN</b>			
Course Code	21IS733	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
<b>Course Learning Objectives:</b>			
<p>CLO 1. To study the concept of menus, windows, interfaces.</p> <p>CLO 2. To study about business functions.</p> <p>CLO 3. To study the characteristics and components of windows and the various controls for the windows.</p> <p>CLO 4. To study about various problems in windows design with color, text, graphics and</p> <p>CLO 5. To study the testing methods.</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teacher 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, 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 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>			
The User Interface-Introduction, Overview, The importance of user interface Defining the user interface, The importance of Good design, Characteristics of graphical and web user interfaces, Principles of user interface design.			
<b>Textbook 1: Ch. 1,2</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Demonstration, MOOC		
<b>Module-2</b>			
The User Interface Design process- Obstacles, Usability, Human characteristics in Design, Human Interaction speeds, Business functions-Business definition and requirement analysis, Basic business functions, Design standards.			
<b>Textbook 1: Part-2</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning		
<b>Module-3</b>			
System menus and navigation schemes- Structures of menus, Functions of menus, Contents of menus, Formatting of menus, Phrasing the menu, Selecting menu choices, Navigating menus, Kinds of graphical			

menus.	
<b>Textbook 1: Part-2</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Demonstration
<b>Module-4</b>	
Windows - Characteristics, Components of window, Window presentation styles, Types of window, Window management, Organizing window functions, Window operations, Web systems, Characteristics of device based controls.	
<b>Textbook 1: Part-2</b>	
<b>Teaching-Learning Process</b>	Chalk& board, Problem based learning, Demonstration
<b>Module-5</b>	
Screen based controls- Operable control, Text control, Selection control, Custom control, Presentation control, Windows Tests-prototypes, kinds of tests.	
<b>Textbook 1: Part-2</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Demonstration, MOOC
<b>Course Outcomes:</b>	
At the end of the course the student will be able to:	
CO 1. Understand importance and characteristics of user interface design	
CO 2. Apply user interface design process on business functions	
CO 3. Demonstrate system menus, navigation schemes and windows characteristics	
CO 4. Analyze screen based controls and device based controls	
CO 5. Design the prototypes and test plans of user interface	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
7. First test at the end of 5 <sup>th</sup> week of the semester	
8. Second test at the end of the 10 <sup>th</sup> week of the semester	
9. Third test at the end of the 15 <sup>th</sup> week of the semester	
Two assignments each of <b>10 Marks</b>	
10. First assignment at the end of 4 <sup>th</sup> week of the semester	
11. Second assignment at the end of 9 <sup>th</sup> week of the semester	
Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b>	
12. At the end of the 13 <sup>th</sup> week of the semester	
The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be <b>scaled down to 50 marks</b>	
(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the	

methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**duration 03 hours**)

3. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
4. 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

**Suggested Learning Resources:**

**Textbooks:**

1. Wilbert O, Galitz, "The Essential Guide to User Interface Design", John Wiley & Sons, Second Edition 2002

**Reference Books:**

1. Ben Sheiderman, "Design the User Interface", Pearson Education, 1998
2. Alan Cooper, "The Essential of User Interface Design", Wiley-Dream Tech Ltd.,2002

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

1. <https://nptel.ac.in/noc/courses/noc19/SEM1/noc19-ar10/>
2. <https://www.vtupulse.com/cbcs-cse-notes/17cs832-user-interface-design-uid-notes/>
3. [https://www.brainkart.com/subject/User-Interface-Design\\_145/](https://www.brainkart.com/subject/User-Interface-Design_145/)
4. <https://ocw.mit.edu/courses/electrical-engineering-and-computer-science/6-831-user-interface-design-and-implementation-spring-2011/lecture-notes/>
5. <https://lecturenotes.in/download/material/21405-user-interface-design>

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

## VII Semester

<b>BLOCKCHAIN TECHNOLOGY</b>			
Course Code	21CS734	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
<b>Course Learning Objectives</b>			
<p>CLO 1. Explain the fundamentals of distributed computing and blockchain</p> <p>CLO 2. Discuss the concepts in bitcoin</p> <p>CLO 3. Demonstrate Ethereum platform</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>Blockchain 101:</b> Distributed systems, History of blockchain, Introduction to blockchain, Types of blockchain, CAP theorem and blockchain, Benefits and limitations of blockchain.			
<b>Decentralization and Cryptography:</b> Decentralization using blockchain, Methods of decentralization, Routes to decentralization, Decentralized organizations.			
<b>Textbook 1: Chapter 1, 2</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning – Oral presentations.		
<b>Module-2</b>			
<b>Introduction to Cryptography &amp; Cryptocurrencies:</b> Cryptographic Hash Functions, Hash Pointers and Data Structures, Digital Signatures, Public Keys as Identities, A Simple Cryptocurrency,			
<b>How Bitcoin Achieves Decentralization:</b> Distributed consensus, Consensus without identity using a block chain, Incentives and proof of work, Putting it all together,			
<b>Textbook 2: Chapter 1, 2</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Demonstration		
<b>Module-3</b>			
<b>Mechanics of Bitcoin:</b> Bitcoin transactions, Bitcoin Scripts, Applications of Bitcoin scripts, Bitcoin blocks, The Bitcoin network, Limitations and improvements			
<b>How to Store and Use Bitcoins:</b> Simple Local Storage, Hot and Cold Storage, Splitting and Sharing Keys,			

Online Wallets and Exchanges, Payment Services, Transaction Fees, Currency Exchange Markets	
<b>Textbook2: Chapter 3,4</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning, Demonstration, MOOC
<b>Module-4</b>	
<b>Bitcoin Mining:</b> The task of Bitcoin miners, Mining Hardware, Energy consumption and ecology, Mining pools, Mining incentives and strategies,	
<b>Bitcoin and Anonymity:</b> Anonymity Basics, How to De-anonymize Bitcoin, Mixing, Decentralized Mixing, Zerocoin and Zerocash,	
<b>Textbook2: Chapter 5,6</b>	
<b>Teaching-Learning Process</b>	Chalk& board, Problem based learning, MOOC
<b>Module-5</b>	
<b>Smart Contracts and Ethereum 101:</b> Smart Contracts: Definition, Ricardian contracts.	
<b>Ethereum 101:</b> Introduction, Ethereum blockchain, Elements of the Ethereum blockchain, Precompiled contracts.	
<b>Textbook 1: Chapter 10</b>	
<b>Teaching-Learning Process</b>	Chalk and board, MOOC, Practical Demonstration
<b>Course Outcomes</b> At the end of the course the student will be able to: CO 1. Describe the concepts of Distributed computing and its role in Blockchain CO 2. Describe the concepts of Cryptography and its role in Blockchain CO 3. List the benefits, drawbacks and applications of Blockchain CO 4. Appreciate the technologies involved in Bitcoin CO 5. Appreciate and demonstrate the Ethereum platform to develop blockchain application.	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together <b>Continuous Internal Evaluation:</b> Three Unit Tests each of <b>20 Marks (duration 01 hour)</b> 1. First test at the end of 5 <sup>th</sup> week of the semester 2. Second test at the end of the 10 <sup>th</sup> week of the semester 3. Third test at the end of the 15 <sup>th</sup> week of the semester Two assignments each of <b>10 Marks</b> 4. First assignment at the end of 4 <sup>th</sup> week of the semester 5. Second assignment at the end of 9 <sup>th</sup> week of the semester Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b> 6. At the end of the 13 <sup>th</sup> week of the semester The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be <b>scaled down to 50 marks</b> (to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course). <b>CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy</b>	

**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 subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

**Suggested Learning Resources:**

**Textbooks**

1. Mastering Blockchain - Distributed ledgers, decentralization and smart contracts explained, Imran Bashir, Packt Publishing Ltd, Second Edition, ISBN 978-1-78712-544-5, 2017.
2. Arvind Narayanan, Joseph Bonneau, Edward W. Felten, Andrew Miller, Steven Goldfeder and Jeremy Clark., Bitcoin and Cryptocurrency Technologies: A Comprehensive Introduction. Princeton University Press, 2016.

**Reference:**

1. Mastering Bitcoins: Unlocking Digital Cryptocurrencies by Andreas Antonopoulos. O'Reilly Media, Inc, 2013.

**Weblinks and Video Lectures (e-Resources):**

1. [http://bitcoinbook.cs.princeton.edu/?\\_ga=2.8302578.1344744326.1642688462-86383721.1642688462](http://bitcoinbook.cs.princeton.edu/?_ga=2.8302578.1344744326.1642688462-86383721.1642688462)
2. <https://nptel.ac.in/courses/106/105/106105184/>
3. <https://ethereum.org/en/developers/>
4. <https://developer.ibm.com/components/hyperledger-fabric/tutorials/>

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

## VII Semester

<b>INTERNET OF THINGS</b>			
Course Code	21CS735	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
<b>Course Learning Objectives</b>			
<p>CLO 1. Understand about the fundamentals of Internet of Things and its building blocks along with their characteristics.</p> <p>CLO 2. Understand the recent application domains of IoT in everyday life.</p> <p>CLO 3. Understand the protocols and standards designed for IoT and the current research on it.</p> <p>CLO 4. Understand the other associated technologies like cloud and fog computing in the domain of IoT.</p> <p>CLO 5. Improve their knowledge about the various cutting-edge technologies in the field IoT and machine learning applications.</p> <p>CLO 6. Gain insights about the current trends of machine learning and AI techniques used in IoT to orient towards the present industrial scenario.</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>Emergence of IoT:</b> Introduction, Evolution of IoT, Enabling IoT and the Complex Interdependence of Technologies, IoT Networking Components, Addressing Strategies in IoT.			
<b>Textbook 1: Chapter 4 - 4.1 to 4.5</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Problem based learning		
<b>Module-2</b>			
<b>IoT Sensing and Actuation:</b> Introduction, Sensors, Sensor Characteristics, Sensorial Deviations, Sensing Types, Sensing Considerations, Actuators, Actuator Types, Actuator Characteristics.			
<b>Textbook 1: Chapter 5 - 5.1 to 5.9</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration		
<b>Module-3</b>			
<b>IoT Processing Topologies and Types:</b> Data Format, Importance of Processing in IoT, Processing Topologies, IoT Device Design and Selection Considerations, Processing Offloading.			



<b>Textbook 1: Chapter 6 – 6.1 to 6.5</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning, Demonstration
<b>Module-4</b>	
<b>IoT Connectivity Technologies:</b> Introduction, IEEE 802.15.4, Zigbee, Thread, ISA100.11A, WirelessHART, RFID, NFC, DASH7, Z-Wave, Weightless, Sigfox, LoRa, NB-IoT, Wi-Fi, Bluetooth	
<b>Textbook 1: Chapter 7 – 7.1 to 7.16</b>	
<b>Teaching-Learning Process</b>	Chalk & board, Problem based learning
<b>Module-5</b>	
<b>IoT Communication Technologies:</b> Introduction, Infrastructure Protocols, Discovery Protocols, Data Protocols, Identification Protocols, Device Management, Semantic Protocols	
<b>IoT Interoperability:</b> Introduction, Taxonomy of interoperability, Standards, Frameworks	
<b>Textbook 1: Chapter 8 – 8.1, 6.2, 8.3, 8.4, 8.5, 8.6, .7</b>	
<b>Textbook 1: Chapter 9 – 9.1, 9.2, 9.3</b>	
<b>Teaching-Learning Process</b>	Chalk and board, MOOC
<b>Course Outcomes</b>	
At the end of the course the student will be able to:	
CO 1. Understand the evolution of IoT, IoT networking components, and addressing strategies in IoT.	
CO 2. Analyze various sensing devices and actuator types.	
CO 3. Demonstrate the processing in IoT.	
CO 4. Apply different connectivity technologies.	
CO 5. Understand the communication technologies , protocols and interoperability in IoT.	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
1. First test at the end of 5 <sup>th</sup> week of the semester	
2. Second test at the end of the 10 <sup>th</sup> week of the semester	
3. Third test at the end of the 15 <sup>th</sup> week of the semester	
Two assignments each of <b>10 Marks</b>	
4. First assignment at the end of 4 <sup>th</sup> week of the semester	
5. Second assignment at the end of 9 <sup>th</sup> week of the semester	
6. At the end of the 13 <sup>th</sup> week of the semester- Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b>	
The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be <b>scaled down to 50 marks</b>	
(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).	
<b>CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.</b>	
<b>Semester End Examination:</b>	
Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject ( <b>duration 03 hours</b> )	
1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be	

<p>proportionally reduced to 50 marks</p> <p>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.</p> <p>The students have to answer 5 full questions, selecting one full question from each module</p>
<p><b>Suggested Learning Resources:</b></p>
<p><b>Textbooks</b></p> <p>1. Sudip Misra, Anandarup Mukherjee, Arijit Roy, "Introduction to IoT", Cambridge University Press 2021.</p> <p><b>Reference:</b></p> <p>1. S. Misra, C. Roy, and A. Mukherjee, 2020. Introduction to Industrial Internet of Things and Industry 4.0. CRC Press.</p> <p>2. Vijay Madiseti and Arshdeep Bahga, "Internet of Things (A Hands-on-Approach)", 1st Edition, VPT, 2014.</p> <p>3. Francis daCosta, "Rethinking the Internet of Things: A Scalable Approach to Connecting Everything", 1st Edition, Apress Publications, 2013.</p>
<p><b>Weblinks and Video Lectures (e-Resources):</b></p> <p>1. <a href="https://nptel.ac.in/noc/courses/noc19/SEM1/noc19-cs31/">https://nptel.ac.in/noc/courses/noc19/SEM1/noc19-cs31/</a></p>
<p><b>Activity Based Learning (Suggested Activities in Class)/ Practical Based learning</b></p>

## VII Semester

<b>SOFTWARE ARCHITECTURE AND DESIGN PATTERNS</b>			
Course Code	21CS741	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
<b>Course Learning Objectives</b>			
<p>CLO 1. Learn How to add functionality to designs while minimizing complexity.  CLO 2. What code qualities are required to maintain to keep code flexible?  CLO 3. To Understand the common design patterns.  CLO 4. To explore the appropriate patterns for design problems</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>9. 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>10. Use of Video/Animation to explain functioning of various concepts.</li> <li>11. Encourage collaborative (Group Learning) Learning in the class.</li> <li>12. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>13. 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>14. Introduce Topics in manifold representations.</li> <li>15. 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>16. 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> what is a design pattern? describing design patterns, the catalog of design pattern, organizing the catalog, how design patterns solve design problems, how to select a design pattern, how to use a design pattern. A Notation for Describing Object-Oriented Systems</p> <p><b>Textbook 1: Chapter 1 and 2.7</b></p> <p><b>Analysis a System:</b> overview of the analysis phase, stage 1: gathering the requirements functional requirements specification, defining conceptual classes and relationships, using the knowledge of the domain. Design and Implementation, discussions and further reading.</p> <p><b>Textbook 1: Chapter 6</b></p>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Problem based learning		
<b>Module-2</b>			
<p><b>Design Pattern Catalog:</b> Structural patterns, Adapter, bridge, composite, decorator, facade, flyweight, proxy.</p> <p><b>Textbook 2: chapter 4</b></p>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration		
<b>Module-3</b>			
<p><b>BehavioralPatterns:</b> Chain of Responsibility, Command, Interpreter, Iterator, Mediator, Memento, Observer, State, Template Method</p>			

<b>Textbook 2: chapter 5</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning, Demonstration
<b>Module-4</b>	
<b>Interactive systems and the MVC architecture:</b> Introduction, The MVC architectural pattern, analyzing a simple drawing program, designing the system, designing of the subsystems, getting into implementation, implementing undo operation, drawing incomplete items, adding a new feature, pattern-based solutions.	
<b>Textbook 1: Chapter 11</b>	
<b>Teaching-Learning Process</b>	Chalk & board, Problem based learning
<b>Module-5</b>	
<b>Designing with Distributed Objects:</b> Client server system, java remote method invocation, implementing an object-oriented system on the web (discussions and further reading) a note on input and output, selection statements, loops arrays.	
<b>Textbook 1: Chapter 12</b>	
<b>Teaching-Learning Process</b>	Chalk and board
<b>Course Outcomes</b>	
At the end of the course the student will be able to:	
CO 1. Design and implement codes with higher performance and lower complexity	
CO 2. Be aware of code qualities needed to keep code flexible	
CO 3. Experience core design principles and be able to assess the quality of a design with respect to these principles.	
CO 4. Capable of applying these principles in the design of object oriented systems.	
CO 5. Demonstrate an understanding of a range of design patterns. Be capable of comprehending a design presented using this vocabulary.	
CO 6. Be able to select and apply suitable patterns in specific contexts	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
1. First test at the end of 5 <sup>th</sup> week of the semester	
2. Second test at the end of the 10 <sup>th</sup> week of the semester	
3. Third test at the end of the 15 <sup>th</sup> week of the semester	
Two assignments each of <b>10 Marks</b>	
4. First assignment at the end of 4 <sup>th</sup> week of the semester	
5. Second assignment at the end of 9 <sup>th</sup> week of the semester	
6. At the end of the 13 <sup>th</sup> week of the semester- Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b>	
The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be <b>scaled down to 50 marks</b>	
(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).	
<b>CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.</b>	

**Semester End Examination:**

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

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

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

1. Brahma Dathan, Sarnath Rammath, Object-oriented analysis, design and implementation, Universities Press,2013
2. Erich Gamma, Richard Helan, Ralph Johman, John Vlissides , Design Patterns, Pearson Publication,2013.

**Reference:**

1. Frank Bachmann, RegineMeunier, Hans Rohnert "Pattern Oriented Software Architecture" -Volume 1, 1996.
2. William J Brown et al., "Anti-Patterns: Refactoring Software, Architectures and Projects in Crisis", John Wiley, 1998.

**Weblinks and Video Lectures (e-Resources):****Activity Based Learning (Suggested Activities in Class)/ Practical Based learning**

## VII Semester

<b>FILE STRUCTURES</b>			
Course Code	21IS742	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
<b>Course Learning Objectives</b>			
<p>CLO 1. Provide an introduction to the fundamental file operations and storage systems.</p> <p>CLO 2. Introducing fundamental concepts of file structure.</p> <p>CLO 3. Introducing the most important high-level file structures tools which include indexing, co sequential processing, B trees, Hashing.</p> <p>CLO 4. Applying the techniques in the design of C++ programs for solving various file management problems.</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<p><b>Introduction:</b> File Structures: The Heart of the file structure Design, A Short History of File Structure Design, A Conceptual Toolkit; Fundamental File Operations: Physical Files and Logical Files, Opening Files, Closing Files, Reading and Writing, Seeking, Special Characters, The Unix Directory Structure, Physical devices and Logical Files, File-related Header Files, UNIX file System Commands; Secondary Storage and System Software: Disks</p> <p><b>Fundamental File Structure Concepts, Managing Files of Records:</b> Field and Record Organization, Using Classes to Manipulate Buffers, Using Inheritance for Record Buffer Classes, Managing Fixed Length, Fixed Field Buffers, An Object-Oriented Class for Record Files, Record Access, more about Record Structures, Encapsulating Record Operations in a Single Class, File Access and File Organization</p> <p><b>Text book 1: Chapter 1, Chapter 2, Chapter 3 (3.1, 3.7 - 3.10) Chapter 4, Chapter 5 (5.1-5.4)</b></p>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Problem based learning		
<b>Module-2</b>			
<p><b>Organization of Files for Performance, Indexing:</b> Data Compression, Reclaiming Space in files, Internal Sorting and Binary Searching, Key sorting; What is an Index? A Simple Index for Entry-Sequenced File, Using Template Classes in C++ for Object I/O, Object-Oriented support for Indexed, Entry-Sequenced Files of Data Objects, Indexes that are too large to hold in Memory, Indexing to provide access by Multiple keys, Retrieval Using Combinations of Secondary Keys, Improving the Secondary Index structure: Inverted</p>			

Lists, Selective indexes, Binding.	
<b>Text book 1: Chapter 6, Chapter 7</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration
<b>Module-3</b>	
<p><b>Co-sequential Processing and the Sorting of Large Files:</b> A Model for Implementing Co-Sequential Processes, Application of the Model to a General Ledger Program, Extension of the Model to include Multiway Merging, A Second Look at Sorting in Memory, Merging as a Way of Sorting Large Files on Disk.</p> <p><b>Multi-Level Indexing and B-Trees:</b> The invention of B-Tree, Statement of the problem, Indexing with Binary Search Trees; Multi-Level Indexing</p>	
<b>Text book 1: Chapter 8 – 8.1 to 8.5.4, Chapter 9 – 9.1 – 9.4</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning, Demonstration
<b>Module-4</b>	
<p><b>Multi-Level Indexing and B-Trees:</b> B-Trees, Example of Creating a B-Tree, An Object-Oriented Representation of B-Trees, B-Tree Methods; Nomenclature, Formal Definition of B-Tree Properties, Worst-case Search Depth, Deletion, Merging and Redistribution, Redistribution during insertion; B* Trees, Buffering of pages; Virtual B-Trees; Variable-length Records and keys.</p> <p><b>Indexed Sequential File Access and Prefix B + Trees:</b> Indexed Sequential Access, maintaining a Sequence Set, adding a Simple Index to the Sequence Set, The Content of the Index: Separators Instead of Keys, The Simple Prefix B+ Tree and its maintenance, Index Set Block Size, Internal Structure of Index Set Blocks: A Variable-order B- Tree, Loading a Simple Prefix B+ Trees, B-Trees, B+ Trees and Simple Prefix B+ Trees in Perspective.</p>	
<b>Text book 1: Chapter 8 - 9.5 - 9.16, Chapter 10.</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning
<b>Module-5</b>	
<p><b>Hashing:</b> Introduction, A Simple Hashing Algorithm, Hashing Functions and Record Distribution, how much Extra Memory should be used? Collision resolution by progressive overflow, Buckets, Making deletions, Other collision resolution techniques, Patterns of record access.</p> <p><b>Extendible Hashing:</b> How Extendible Hashing Works, Implementation, Deletion, Extendible Hashing Performance, Alternative Approaches.</p>	
<b>Text Book 1: Chapter 11, Chapter 12</b>	
<b>Teaching-Learning Process</b>	Chalk and board, MOOC
<b>Course Outcomes</b>	
At the end of the course the student will be able to:	
CO 1. Understand the fundamental concepts of file processing operations and storage structures	
CO 2. Apply object orientation concepts to manipulate records	
CO 3. Apply concepts of sorting and merging on multiple files	
CO 4. Analyze the sequential and indexing file accessing techniques with appropriate data structures	
CO 5. Illustrate the usage of hashing techniques to organize file structures	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
1. First test at the end of 5 <sup>th</sup> week of the semester	

2. Second test at the end of the 10<sup>th</sup> week of the semester
3. Third test at the end of the 15<sup>th</sup> week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4<sup>th</sup> week of the semester
5. Second assignment at the end of 9<sup>th</sup> week of the semester
6. At the end of the 13<sup>th</sup> week of the semester- Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks (duration 01 hours)**

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**duration 03 hours**)

3. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 marks
4. 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

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

##### **Textbooks**

1. Michael J. Folk, Bill Zoellick, Greg Riccardi: File Structures-An Object Oriented Approach with C++, 3rd Edition, Pearson Education, 1998

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

1. K.R. Venugopal, K.G. Srinivas, P.M. Krishnaraj: File Structures Using C++, Tata McGraw-Hill, 2008.
2. Scot Robert Ladd: C++ Components and Algorithms, BPB Publications, 1993.
3. Raghu Ramakrishnan and Johannes Gehrke: Database Management Systems, 3rd Edition, McGraw Hill, 2003.

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

1. <https://www.slideshare.net/shyamujaco/file-structures>
2. <https://www.vtuplanet.com/m/browse.php?type=papers&dir=B.E+%28Engineering%29%2FInformation+Science+%28ISE%29%2FSem+6%2FFile+structures>
3. <https://isenotes.weebly.com/file-structures.html>
4. [https://www.vssut.ac.in/lecture\\_notes/lecture1428550942.pdf](https://www.vssut.ac.in/lecture_notes/lecture1428550942.pdf)
5. <https://www.azdocuments.in/2021/05/file-structures-18is61.html>
6. <http://www.engppt.com/2010/01/file-structures-pdf.html>

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



## VII Semester

<b>DEEP LEARNING</b>			
Course Code	21CS743	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	3	Exam Hours	3
<b>Course Learning Objectives</b>			
<p>CLO 1. Understand the fundamentals of deep learning.</p> <p>CLO 2. Know the theory behind Convolutional Neural Networks, Autoencoders, RNN.</p> <p>CLO 3. Illustrate the strength and weaknesses of many popular deep learning approaches.</p> <p>CLO 4. Introduce major deep learning algorithms, the problem settings, and their applications to solve real world problems.</p> <p>CLO 5. Learn the open issues in deep learning, and have a grasp of the current research directions.</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>Introduction to Deep Learning:</b> Introduction, Deep learning Model, Historical Trends in Deep Learning,			
<b>Machine Learning Basics:</b> Learning Algorithms, Supervised Learning Algorithms, Unsupervised Learning Algorithms.			
<b>Textbook 1: Chapter1 - 1.1, 1.2, 5.1,5.7-5.8.</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Problem based learning		
<b>Module-2</b>			
<b>Feedforward Networks:</b> Introduction to feedforward neural networks, Gradient-Based Learning, Back-Propagation and Other Differentiation Algorithms. <b>Regularization for Deep Learning,</b>			
<b>Textbook 1: Chapter 6, 7</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration		
<b>Module-3</b>			
<b>Optimization for Training Deep Models:</b> Empirical Risk Minimization, Challenges in Neural Network Optimization, Basic Algorithms: Stochastic Gradient Descent, Parameter Initialization Strategies, Algorithms with Adaptive Learning Rates: The AdaGrad algorithm, The RMSProp algorithm, Choosing the Right Optimization Algorithm.			

<b>Textbook 1: Chapter: 8.1-8.5</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning, Demonstration
<b>Module-4</b>	
<b>Convolutional Networks:</b> The Convolution Operation, Pooling, Convolution and Pooling as an Infinitely Strong Prior, Variants of the Basic Convolution Function, Structured Outputs, Data Types, Efficient Convolution Algorithms, Random or Unsupervised Features- LeNet, AlexNet.	
<b>Textbook 1: Chapter: 9.1-9.9.</b>	
<b>Teaching-Learning Process</b>	Chalk& board, Problem based learning
<b>Module-5</b>	
<b>Recurrent and Recursive Neural Networks:</b> Unfolding Computational Graphs, Recurrent Neural Network, Bidirectional RNNs, Deep Recurrent Networks, Recursive Neural Networks, The Long Short-Term Memory and Other Gated RNNs.	
<b>Applications:</b> Large-Scale Deep Learning, Computer, Speech Recognition, Natural Language Processing and Other Applications.	
<b>Textbook 1: Chapter: 10.1-10.3, 10.5, 10.6, 10.10, 12.</b>	
<b>Teaching-Learning Process</b>	Chalk and board, MOOC
<b>Course Outcomes</b>	
CO1: Understand the fundamental issues and challenges of deep learning data, model selection, model complexity etc.,	
CO2: Describe various knowledge on deep learning and algorithms	
CO3: Apply CNN and RNN model for real time applications	
CO4: Identify various challenges involved in designing and implementing deep learning algorithms.	
CO5: Relate the deep learning algorithms for the given types of learning tasks in varied domain	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
<ol style="list-style-type: none"> <li>1. First test at the end of 5<sup>th</sup> week of the semester</li> <li>2. Second test at the end of the 10<sup>th</sup> week of the semester</li> <li>3. Third test at the end of the 15<sup>th</sup> week of the semester</li> </ol>	
Two assignments each of <b>10 Marks</b>	
<ol style="list-style-type: none"> <li>4. First assignment at the end of 4<sup>th</sup> week of the semester</li> <li>5. Second assignment at the end of 9<sup>th</sup> week of the semester</li> </ol>	
Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b>	
<ol style="list-style-type: none"> <li>6. At the end of the 13<sup>th</sup> week of the semester</li> </ol>	
The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be <b>scaled down to 50 marks</b>	
(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).	
<b>CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy</b>	

**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 subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

**Suggested Learning Resources:**

**Textbooks**

1. Ian Goodfellow, Yoshua Bengio, Aaron Courville, "Deep Learning", MIT Press, 2016.

**Reference:**

1. Bengio, Yoshua. "Learning deep architectures for AI." Foundations and trends in Machine Learning, 2009.
2. N.D.Lewis, "Deep Learning Made Easy with R: A Gentle Introduction for Data Science", January 2016.
3. Nikhil Buduma, "Fundamentals of Deep Learning: Designing Next-Generation Machine Intelligence Algorithms", O'Reilly publications.

**Weblinks and Video Lectures (e-Resources):**

- <https://faculty.iitmandi.ac.in/~aditya/cs671/index.html>
- <https://nptel.ac.in/courses/106/106/106106184/>
- <https://www.youtube.com/watch?v=7x2YZhEj9Dw>

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

## VII Semester

<b>ROBOTIC PROCESS AUTOMATION DESIGN AND DEVELOPMENT</b>			
Course Code	21CS744	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	3	Exam Hours	3
<b>Course Learning Objectives</b>			
<p>CLO 1. To understand basic concepts of RPA            CLO 2. To Describe RPA, where it can be applied and how its implemented            CLO 3. To Describe the different types of variables, Control Flow and data manipulation techniques            CLO 4. To Understand Image, Text and Data Tables Automation            CLO 5. To Describe various types of Exceptions and strategies to handle</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<p><b>RPA Foundations-</b> What is RPA – Flavors of RPA- History of RPA- The Benefits of RPA- The downsides of RPA- RPA Compared to BPO, BPM and BPA – Consumer Willingness for Automation- The Workforce of the Future- RPA Skills-On-Premise Vs. the Cloud- Web Technology- Programming Languages and Low Code- OCR-Databases-APIs- AI-Cognitive Automation-Agile, Scrum, Kanban and Waterfall0 DevOps-Flowcharts.</p>			
<b>Textbook 1: Ch 1, Ch 2</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Problem based learning		
<b>Module-2</b>			
<p><b>RPA Platforms-</b> Components of RPA- RPA Platforms-About Ui Path- About UiPath - The future of automation - Record and Play - Downloading and installing UiPath Studio -Learning Ui Path Studio- - Task recorder - Step-by-step examples using the recorder.</p>			
<b>Textbook 2: Ch 1, Ch 2</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration		
<b>Module-3</b>			
<p><b>Sequence, Flowchart, and Control Flow-</b>Sequencing the workflow-Activities-Control flow, various types of loops, and decision making-Step-by-step example using Sequence and Flowchart-Step-by-step</p>			

<p>example using Sequence and Control flow-Data Manipulation-Variables and Scope-Collections-Arguments – Purpose and use-Data table usage with examples-Clipboard management-File operation with step-by-step example-CSV/Excel to data table and vice versa (with a step-by-step example).</p> <p><b>Textbook 2: Ch 3, Ch 4</b></p>	
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning, Demonstration
<b>Module-4</b>	
<p><b>Taking Control of the Controls-</b> Finding and attaching windows- Finding the control- Techniques for waiting for a control- Act on controls – mouse and keyboard activities- Working with UiExplorer- Handling events- Revisit recorder- Screen Scraping- When to use OCR- Types of OCR available- How to use OCR- Avoiding typical failure points.</p> <p><b>Textbook 2: Ch 5</b></p>	
<b>Teaching-Learning Process</b>	Chalk& board, Problem based learning
<b>Module-5</b>	
<p>Exception Handling, Debugging, and Logging- Exception handling- Common exceptions and ways to handle them- Logging and taking screenshots- Debugging techniques- Collecting crash dumps- Error reporting- Future of RPA</p> <p><b>Textbook 2: Ch 8</b> <b>Textbook 1: Ch 13</b></p>	
<b>Teaching-Learning Process</b>	Chalk and board, MOOC
<p><b>Course Outcomes</b></p> <p>CO 1. To Understand the basic concepts of RPA  CO 2. To Describe various components and platforms of RPA  CO 3. To Describe the different types of variables, control flow and data manipulation techniques  CO 4. To Understand various control techniques and OCR in RPA  CO 5. To Describe various types and strategies to handle exceptions</p>	
<p><b>Assessment Details (both CIE and SEE)</b></p> <p>The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and 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> <p>Three Unit Tests each of <b>20 Marks (duration 01 hour)</b></p> <ol style="list-style-type: none"> <li>1. First test at the end of 5<sup>th</sup> week of the semester</li> <li>2. Second test at the end of the 10<sup>th</sup> week of the semester</li> <li>3. Third test at the end of the 15<sup>th</sup> week of the semester</li> </ol> <p>Two assignments each of <b>10 Marks</b></p> <ol style="list-style-type: none"> <li>4. First assignment at the end of 4<sup>th</sup> week of the semester</li> <li>5. Second assignment at the end of 9<sup>th</sup> week of the semester</li> </ol> <p>Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b></p> <ol style="list-style-type: none"> <li>6. At the end of the 13<sup>th</sup> week of the semester</li> </ol> <p>The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be <b>scaled down to 50 marks</b></p> <p>(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the</p>	

methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

**Suggested Learning Resources:**

**Textbooks**

1. Tom Taulli , The Robotic Process Automation Handbook : A Guide to Implementing RPA Systems, 2020, ISBN-13 (electronic): 978-1-4842-5729-6, Publisher : Apress
2. Alok Mani Tripathi, Learning Robotic Process Automation, Publisher: Packt Publishing Release Date: March 2018 ISBN: 9781788470940

**Reference:**

1. Frank Casale, Rebecca Dilla, Heidi Jaynes, Lauren Livingston, “Introduction to Robotic Process Automation: a Primer”, Institute of Robotic Process Automation.
2. Richard Murdoch, Robotic Process Automation: Guide To Building Software Robots, Automate Repetitive Tasks & Become An RPA Consultant
3. Srikanth Merianda, Robotic Process Automation Tools, Process Automation and their benefits: Understanding RPA and Intelligent Automation

**Weblinks and Video Lectures (e-Resources):**

- <https://www.uipath.com/rpa/robotic-process-automation>

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

## VII Semester

<b>NOSQL DATABASE</b>			
Course Code:	21CS745	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
<b>Course Objectives:</b>			
<p>CLO 1. Recognize and Describe the four types of NoSQL Databases, the Document-oriented, KeyValue            CLO 2. Pairs, Column-oriented and Graph databases useful for diverse applications.            CLO 3. Apply performance tuning on Column-oriented NoSQL databases and Document-oriented NoSQL Databases.            CLO 4. Differentiate the detailed architecture of column oriented NoSQL database, Document database and Graph Database and relate usage of processor, memory, storage and file system commands.            CLO 5. Evaluate several applications for location based service and recommendation services. Devise an application using the components of NoSQL.</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer methods (L) need not to be only traditional lecture methods, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters 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 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>Why NoSQL? The Value of Relational Databases, Getting at Persistent Data, Concurrency, Integration, A (Mostly) Standard Model, Impedance Mismatch, Application and Integration Databases, Attack of the Clusters, The Emergence of NoSQL,</p> <p>Aggregate Data Models; Aggregates, Example of Relations and Aggregates, Consequences of Aggregate Orientation, Key-Value and Document Data Models, Column-Family Stores, Summarizing Aggregate-Oriented Databases.</p> <p>More Details on Data Models; Relationships, Graph Databases, Schemaless Databases, Materialized Views, Modeling for Data Access,  <b>Textbook1: Chapter 1,2,3</b></p>			
<b>Teaching-Learning Process</b>	Active learning		
<b>Module-2</b>			
<p>Distribution Models; Single Server, Sharding, Master-Slave Replication, Peer-to-Peer Replication, Combining Sharding and Replication.</p>			

Consistency, Update Consistency, Read Consistency, Relaxing Consistency, The CAP Theorem, Relaxing Durability, Quorums.	
Version Stamps, Business and System Transactions, Version Stamps on Multiple Nodes <b>Textbook1: Chapter 4,5,6</b>	
<b>Teaching-Learning Process</b>	Active Learning and Demonstrations
<b>Module-3</b>	
Map-Reduce, Basic Map-Reduce, Partitioning and Combining, Composing Map-Reduce Calculations, A Two Stage Map-Reduce Example, Incremental Map-Reduce	
Key-Value Databases, What Is a Key-Value Store, Key-Value Store Features, Consistency, Transactions, Query Features, Structure of Data, Scaling, Suitable Use Cases, Storing Session Information, User Profiles, Preference, Shopping Cart Data, When Not to Use, Relationships among Data, Multioperation Transactions, Query by Data, Operations by Sets	
<b>Textbook1: Chapter 7,8</b>	
<b>Teaching-Learning Process</b>	Active Learning, Problem solving based
<b>Module-4</b>	
Document Databases, What Is a Document Database?, Features, Consistency, Transactions, Availability, Query Features, Scaling, Suitable Use Cases, Event Logging, Content Management Systems, Blogging Platforms, Web Analytics or Real-Time Analytics, E- Commerce Applications, When Not to Use, Complex Transactions Spanning Different Operations, Queries against Varying Aggregate Structure	
<b>Textbook1: Chapter 9</b>	
<b>Teaching-Learning Process</b>	Active learning
<b>Module-5</b>	
Graph Databases, What Is a Graph Database?, Features, Consistency, Transactions, Availability, Query Features, Scaling, Suitable Use Cases, Connected Data, Routing, Dispatch, and Location-Based Services, Recommendation Engines, When Not to Use.	
<b>Textbook1: Chapter 11</b>	
<b>Teaching-Learning Process</b>	Active learning
<b>Course Outcomes (Course Skill Set)</b>	
At the end of the course the student will be able to: CO1. Demonstrate an understanding of the detailed architecture of Column Oriented NoSQL databases, Document databases, Graph databases. CO2. Use the concepts pertaining to all the types of databases. CO3. Analyze the structural Models of NoSQL. CO4. Develop various applications using NoSQL databases.	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
<ol style="list-style-type: none"> <li>1. First test at the end of 5<sup>th</sup> week of the semester</li> <li>2. Second test at the end of the 10<sup>th</sup> week of the semester</li> <li>3. Third test at the end of the 15<sup>th</sup> week of the semester</li> </ol>	
Two assignments each of <b>10 Marks</b>	



4. First assignment at the end of 4<sup>th</sup> week of the semester
5. Second assignment at the end of 9<sup>th</sup> week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks (duration 01 hours)**

6. At the end of the 13<sup>th</sup> week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

**Suggested Learning Resources:**

**Textbooks**

1. Sadalage, P. & Fowler, NoSQL Distilled: A Brief Guide to the Emerging World of Polyglot Persistence, Pearson Addison Wesley, 2012

**Reference Books**

1. Dan Sullivan, "NoSQL For Mere Mortals", 1st Edition, Pearson Education India, 2015. (ISBN- 13: 978-9332557338)
2. Dan McCreary and Ann Kelly, "Making Sense of NoSQL: A guide for Managers and the Rest of us", 1st Edition, Manning Publication/Dreamtech Press, 2013. (ISBN-13: 978-9351192022)
3. Kristina Chodorow, "Mongodb: The Definitive Guide- Powerful and Scalable Data Storage", 2nd Edition, O'Reilly Publications, 2013. (ISBN-13: 978-9351102694)

**Weblinks and Video Lectures (e-Resources):**

1. <https://www.geeksforgeeks.org/introduction-to-nosql/> ( and related links in the page)
2. <https://www.youtube.com/watch?v=0buKQHokLK8> (How do NoSQL databases work? Simply explained)
3. <https://www.techtarget.com/searchdatamanagement/definition/NoSQL-Not-Only-SQL> (What is NoSQL and How do NoSQL databases work)
4. <https://www.mongodb.com/nosql-explained> (What is NoSQL)
5. <https://onlinecourses.nptel.ac.in/noc20-cs92/preview> (preview of Bigdata course contains NoSQL)

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

- Real world problem solving using group discussion.

## VII Semester

<b>PROGRAMMING IN PYTHON</b>			
Course Code	21CS751	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
<b>Course Learning Objectives</b>			
<p>CLO 1. To understand why Python is a useful scripting language for developers</p> <p>CLO 2. To read and write simple Python programs</p> <p>CLO 3. To learn how to identify Python object types.</p> <p>CLO 4. To learn how to write functions and pass arguments in Python.</p> <p>CLO 5. To use Python data structures -- lists, tuples, dictionaries.</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>INTRODUCTION DATA, EXPRESSIONS, STATEMENTS:08 Hours</b>			
Introduction: Creativity and motivation, understanding programming, Terminology: Interpreter and compiler, Running Python, The First Program; Data types: Int, float, Boolean, string, and list, variables, expressions, statements, Operators and operands.			
<b>Textbook 1: Chapter 1.1,1.2,1.3,1.6, Chapter 2.1-2.6</b>			
<b>Textbook 2: Chapter 1</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning		
<b>Module-2</b>			
<b>CONTROL FLOW, LOOPS:</b>			
Conditionals: Boolean values and operators, conditional (if), alternative (if-else), chained conditional (if-elif-else); Iteration: while, for, break, continue, pass statement.			
<b>Textbook 1: Chapter 3.1-3.6, chapter 5</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration		
<b>Module-3</b>			
<b>FUNCTIONS AND STRINGS:</b>			
Functions: Function calls, adding new functions, definition and uses, local and global scope, return values. Strings: strings, length of string, string slices, immutability, multiline comments, string functions and methods;			

<b>Textbook 1: Chapter 6</b>	
<b>Textbook 2: Chapter 3</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration
<b>Module-4</b>	
<b>LISTS, TUPLES, DICTIONARIES:08 Hours</b>	
<b>Lists:</b> List operations, list slices, list methods, list loop, mutability, aliasing, cloning lists, listparameters, list comprehension;	
<b>Tuples:</b> tuple assignment, tuple as return value, tuple comprehension;	
<b>Dictionaries:</b> operations and methods, comprehension;	
<b>Textbook 2: Chapter 10,11,12</b>	
<b>Teaching-Learning Process</b>	Chalk& board, Active Learning
<b>Module-5</b>	
<b>REGULAR EXPRESSIONS,FILES AND EXCEPTION:</b>	
<b>Regular expressions:</b> Character matching in regular expressions, extracting data using regular expressions, Escape character	
<b>Files and exception:</b> Text files, reading and writing files, command line arguments, errors andexceptions, handling exceptions, modules.	
<b>Textbook 1: Chapter 11.1,11.2,11.4</b>	
<b>Textbook 2: Chapter 14</b>	
<b>Teaching-Learning Process</b>	Chalk and board, MOOC
<b>Suggested Course Outcomes</b>	
At the end of the course the student will be able to:	
CO 1. Understand Python syntax and semantics and be fluent in the use of Python flow control and functions.	
CO 2. Demonstrate proficiency in handling Strings and File Systems.	
CO 3. Represent compound data using Python lists, tuples, Strings, dictionaries.	
CO 4. Read and write data from/to files in Python Programs	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
1. First test at the end of 5 <sup>th</sup> week of the semester	
2. Second test at the end of the 10 <sup>th</sup> week of the semester	
3. Third test at the end of the 15 <sup>th</sup> week of the semester	
Two assignments each of <b>10 Marks</b>	
4. First assignment at the end of 4 <sup>th</sup> week of the semester	
5. Second assignment at the end of 9 <sup>th</sup> week of the semester	
Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b>	
6. At the end of the 13 <sup>th</sup> week of the semester	
The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be <b>scaled down to 50 marks</b>	
(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the	

methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

**Textbooks**

1. Charles R. Severance, "Python for Everybody: Exploring Data Using Python 3", 1st Edition, CreateSpace Independent Publishing Platform, 2016.  
[http://do1.dr-chuck.com/pythonlearn/EN\\_us/pythonlearn.pdf](http://do1.dr-chuck.com/pythonlearn/EN_us/pythonlearn.pdf)
2. Allen B. Downey, "Think Python: How to Think Like a Computer Scientist", 2nd Edition, Green Tea Press, 2015. (Chapters 15, 16, 17)  
<http://greenteapress.com/thinkpython2/thinkpython2.pdf>

**REFERENCE BOOKS:**

1. R. Nageswara Rao, "Core Python Programming", dreamtech
2. Python Programming: A Modern Approach, Vamsi Kurama, Pearson
3. Python Programming, Reema theraja, OXFORD publication

**Weblinks and Video Lectures (e-Resources):**

1. <https://www.w3resource.com/python/python-tutorial.php>
2. <https://data-flair.training/blogs/python-tutorials-home/>
3. <https://www.youtube.com/watch?v=c235EsGFcZs>
4. <https://www.youtube.com/watch?v=v4e6oMRS2QA>
5. <https://www.youtube.com/watch?v=Uh2ebFW8OYM>
6. <https://www.youtube.com/watch?v=oSPMmeaiQ68>
7. <https://www.youtube.com/watch?v=uQrj0TkZlc>
8. <https://www.youtube.com/watch?v=K8L6KVGg-7o>

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

Real world problem solving: Demonstration of projects developed using python language

## VII Semester

<b>INTRODUCTION TO AI AND ML</b>			
Course Code	21CS752	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
<b>Course Learning Objectives</b>			
<p>CL01. Understands the basics of AI, history of AI and its foundations, basic principles of AI for problem solving</p> <p>CL02. Explore the basics of Machine Learning &amp; Machine Learning process, understanding data</p> <p>CL03. Understand the Working of Artificial Neural Networks</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>Introduction:</b> What is AI, The foundation of Artificial Intelligence, The history of Artificial Intelligence, Intelligent Agents: Agents and Environments, Good Behaviour: The concept of rationality, the nature of Environments, the structure of Agents.			
<b>Textbook 1: Chapter: 1 and 2</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Problem based learning		
<b>Module-2</b>			
<b>Problem solving by searching:</b> Problem solving agents, Example problems, Searching for solutions, Uniformed search strategies, Informed search strategies, Heuristic functions			
<b>Textbook 1: Chapter: 3</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration		
<b>Module-3</b>			
<b>Introduction to machine learning:</b> Need for Machine Learning, Machine Learning Explained, and Machine Learning in relation to other fields, Types of Machine Learning. Challenges of Machine Learning, Machine Learning process, Machine Learning applications.			
<b>Understanding Data:</b> What is data, types of data, Big data analytics and types of analytics, Big data analytics framework, Descriptive statistics, univariate data analysis and visualization			
<b>Textbook 2: Chapter: 1 and 2.1 to 2.5</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning, Demonstration		
<b>Module-4</b>			

<b>Understanding Data</b>	
Bivariate and Multivariate data, Multivariate statistics , Essential mathematics for Multivariate data, Overview hypothesis, Feature engineering and dimensionality reduction techniques,	
<b>Basics of Learning Theory:</b> Introduction to learning and its types, Introduction computation learning theory, Design of learning system, Introduction concept learning.	
<b>Similarity-based learning:</b> Introduction to Similarity or instance based learning, Nearest-neighbour learning, weighted k- Nearest - Neighbour algorithm.	
<b>Textbook 2: Chapter: 2.6 to 2.10, 3.1 to 3.4, 4.1 to 4.3</b>	
<b>Teaching-Learning Process</b>	Chalk& board, Problem based learning
<b>Module-5</b>	
<b>Artificial Neural Network:</b> Introduction, Biological neurons, Artificial neurons, Perceptron and learning theory, types of Artificial neural Network, learning in multilayer Perceptron, Radial basis function neural network, self-organizing feature map,	
<b>Textbook 2: Chapter: 10</b>	
<b>Teaching-Learning Process</b>	Chalk and board, MOOC
<b>Course Outcomes</b>	
At the end of the course the student will be able to:	
CO 1. Design intelligent agents for solving simple gaming problems.	
CO 2. Have a good understanding of machine leaning in relation to other fields and fundamental issues and Challenges of machine learning	
CO 3. Understand data and applying machine learning algorithms to predict the outputs.	
CO 4. Model the neuron and Neural Network, and to analyze ANN learning and its applications.	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
1. First test at the end of 5 <sup>th</sup> week of the semester	
2. Second test at the end of the 10 <sup>th</sup> week of the semester	
3. Third test at the end of the 15 <sup>th</sup> week of the semester	
Two assignments each of <b>10 Marks</b>	
4. First assignment at the end of 4 <sup>th</sup> week of the semester	
5. Second assignment at the end of 9 <sup>th</sup> week of the semester	
Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b>	
6. At the end of the 13 <sup>th</sup> week of the semester	
The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be <b>scaled down to 50 marks</b>	
(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).	
<b>CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.</b>	
<b>Semester End Examination:</b>	
Theory SEE will be conducted by University as per the scheduled timetable, with common question	

papers for the subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

#### **Textbooks**

1. Stuart Russel, Peter Norvig: "Artificial Intelligence A Modern Approach", 3<sup>rd</sup> Edition, Pearson Education, 2015.
2. S. Sridhar, M Vijayalakshmi "Machine Learning". Oxford ,2021

#### **REFERENCE BOOKS:**

1. Elaine Rich, Kevin Knight: "Artificial Intelligence", 3rd Edition, Tata McGraw Hill, 2009, ISBN-10: 0070087709
2. Nils J. Nilsson: "Principles of Artificial Intelligence", Elsevier, 1980, ISBN: 978-3-540-11340-9.

#### **Weblinks and Video Lectures (e-Resources):**

<http://stpk.cs.rtu.lv/sites/all/files/stpk/materiali/MI/Artificial%20Intelligence%20A%20Modern%20Approach.pdf>

1. [http://www.getfreebooks.com/16-sites-with-free-artificial-intelligence-e-books/https://www.tutorialspoint.com/artificial\\_intelligence/artificial\\_intelligence\\_overview.htm](http://www.getfreebooks.com/16-sites-with-free-artificial-intelligence-e-books/https://www.tutorialspoint.com/artificial_intelligence/artificial_intelligence_overview.htm)
2. Problem solving agent:<https://www.youtube.com/watch?v=KTPmo-KsOis>.
3. [https://www.youtube.com/watch?v=X\\_Qt0U66aH0&list=PLwdnzlV3ogoXaceHrrFVZCJk6m\\_laSHcH](https://www.youtube.com/watch?v=X_Qt0U66aH0&list=PLwdnzlV3ogoXaceHrrFVZCJk6m_laSHcH)
4. <https://www.javatpoint.com/history-of-artificial-intelligence>
5. <https://www.tutorialandexample.com/problem-solving-in-artificial-intelligence>
6. <https://techvidvan.com/tutorials/ai-heuristic-search/>
7. <https://www.analyticsvidhya.com/machine-learning/>
8. <https://www.hackerearth.com/practice/machine-learning/machine-learning-algorithms/ml-decision-tree/tutorial/>
9. <https://www.javatpoint.com/unsupervised-artificial-neural-networks>

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

Real world problem solving: Demonstration of projects related to AI and ML.

## VII Semester

<b>INTRODUCTION TO BIG DATA</b>			
Course Code	21CS753	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
<b>Course Learning Objectives</b>			
<p>CLO 1. Understand Hadoop Distributed File system and examine MapReduce Programming</p> <p>CLO 2. Explore Hadoop tools and manage Hadoop with Sqoop</p> <p>CLO 3. Appraise the role of data mining and its applications across industries</p> <p>CLO 4. Identify various Text Mining techniques</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>Hadoop Distributed file system:</b> HDFS Design, Features, HDFS Components, HDFS user commands Hadoop MapReduce Framework: The MapReduce Model, Map-reduce Parallel Data Flow,Map Reduce Programming			
<b>Textbook 1: Chapter 3,5,6,8hr</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Problem based learning		
<b>Module-2</b>			
<b>Essential Hadoop Tools:</b> Using apache Pig, Using Apache Hive, Using Apache Sqoop, Using Apache Apache Flume, Apache H Base			
<b>Textbook 1: Chapter 7,8hr</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration		
<b>Module-3</b>			
<b>Data Warehousing:</b> Introduction, Design Consideration, DW Development Approaches, DW Architectures			
<b>Data Mining:</b> Introduction, Gathering, and Selection, data cleaning and preparation, outputs of Data Mining, Data Mining Techniques			
<b>Textbook 2: Chapter 4,5</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Problem based learning, Demonstration		
<b>Module-4</b>			



**Decision Trees:** Introduction, Decision Tree Problem, Decision Tree Constructions, Lessons from Construction Trees. Decision Tree Algorithm

**Regressions:** Introduction, Correlations and Relationships, Non-Linear Regression, Logistic Regression, Advantages and disadvantages.

**Textbook 2: Chapter 6,7**

<b>Teaching-Learning Process</b>	Chalk& board, Problem based learning
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#### **Module-5**

**Text Mining:** Introduction, Text Mining Applications, Text Mining Process, Term Document Matrix, Mining the TDM, Comparison, Best Practices

**Web Mining:** Introduction, Web Content Mining, Web Structured Mining, Web Usage Mining, Web Mining Algorithms.

**Textbook 2: Chapter 11,14**

<b>Teaching-Learning Process</b>	Chalk and board, MOOC
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#### **Suggested Course Outcomes**

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

- CO 1. Master the concepts of HDFS and MapReduce framework.
- CO 2. Investigate Hadoop related tools for Big Data Analytics and perform basic
- CO 3. Infer the importance of core data mining techniques for data analytics
- CO 4. Use Machine Learning algorithms for real world big data.

#### **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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and 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:**

Three Unit Tests each of **20 Marks (duration 01 hour)**

1. First test at the end of 5<sup>th</sup> week of the semester
2. Second test at the end of the 10<sup>th</sup> week of the semester
3. Third test at the end of the 15<sup>th</sup> week of the semester

Two assignments each of **10 Marks**

4. First assignment at the end of 4<sup>th</sup> week of the semester
5. Second assignment at the end of 9<sup>th</sup> week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks (duration 01 hours)**

6. At the end of the 13<sup>th</sup> week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

**CIE methods /question paper has to be 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 subject (**duration 03 hours**)

1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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.

The students have to answer 5 full questions, selecting one full question from each module

**Textbooks**

1. Douglas Eadline, "Hadoop 2 Quick-Start Guide: Learn the Essentials of Big Data Computing in the Apache Hadoop 2 Ecosystem", 1<sup>st</sup> Edition, Pearson Education, 2016.
2. Anil Maheshwari, "Data Analytics", 1<sup>st</sup> Edition, McGraw Hill Education, 2017

**Weblinks and Video Lectures (e-Resources):**

1. <https://nptel.ac.in/courses/106/104/106104189/>
2. <https://www.youtube.com/watch?v=mNP44rZYiAU>
3. [https://www.youtube.com/watch?v=qr\\_awo5vz0g](https://www.youtube.com/watch?v=qr_awo5vz0g)
4. <https://www.youtube.com/watch?v=rr17cbPGWGA>
5. <https://www.youtube.com/watch?v=G4NYQox4n2g>
6. <https://www.youtube.com/watch?v=owI7zxCqNY0>
7. <https://www.youtube.com/watch?v=FujVLSZYkuE>

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

Real world problem solving: Demonstration of Big Data related projects  
Exploring the applications which involves big data.

## VII Semester

<b>INTRODUCTION TO DATA SCIENCE</b>			
Course Code	21CS754	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
<b>Course Learning Objectives</b>			
<p>CLO 1. To provide a foundation in data Science terminologies</p> <p>CLO 2. To familiarize data science process and steps</p> <p>CLO 3. To Demonstrate the data visualization tools</p> <p>CLO 4. To analyze the data science applicability in real time applications.</p>			
<b>Teaching-Learning Process (General Instructions)</b>			
<p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>PREPARING AND GATHERING DATA AND KNOWLEDGE</b>			
<p>Philosophies of data science - Data science in a big data world - Benefits and uses of data science and big data - facts of data: Structured data, Unstructured data, Natural Language, Machine generated data, Audio, Image and video streaming data - The Big data Eco system: Distributed file system, Distributed Programming framework, Data Integration frame work, Machine learning Framework, NoSQL Databases, Scheduling tools, Benchmarking Tools, System Deployment, Service programming and Security.</p>			
<b>Textbook 1: Ch 1.1 to 1.4</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, PPT Based presentation		
<b>Module-2</b>			
<b>THE DATA SCIENCE PROCESS</b> -Overview of the data science process- defining research goals and creating project charter, retrieving data, cleansing, integrating and transforming data, exploratory data analysis, Build the models, presenting findings and building application on top of them.			
<b>Textbook 1;Ch 2</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, PPT Based presentation		
<b>Module-3</b>			
<b>MACHINE LEARNING:</b> Application for machine learning in data science- Tools used in machine learning- Modeling Process – Training model – Validating model – Predicting new observations –Types of machine learning Algorithm : Supervised learning algorithms, Unsupervised learning algorithms.			
<b>Textbook 1: Ch 3.1 to 3.3</b>			

<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, PPT Based presentation, Video
<b>Module-4</b>	
<b>VISUALIZATION</b> –Introduction to data visualization – Data visualization options – Filters – MapReduce – Dashboard development tools.	
<b>Textbook 1: Ch 9</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, PPT Based presentation, MOOC
<b>Module-5</b>	
<b>CASE STUDIES</b> Distributing data storage and processing with frameworks - Case study: e.g, Assessing risk when lending money.	
<b>Textbook 1: Ch 5.1, 5.2</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, PPT Based presentation, Video
<b>Course Outcomes</b>	
At the end of the course the student will be able to:	
CO 1. Describe the data science terminologies	
CO 2. Apply the Data Science process on real time scenario.	
CO 3. Analyze data visualization tools	
CO 4. Apply Data storage and processing with frameworks	
<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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together	
<b>Continuous Internal Evaluation:</b>	
Three Unit Tests each of <b>20 Marks (duration 01 hour)</b>	
1. First test at the end of 5 <sup>th</sup> week of the semester	
2. Second test at the end of the 10 <sup>th</sup> week of the semester	
3. Third test at the end of the 15 <sup>th</sup> week of the semester	
Two assignments each of <b>10 Marks</b>	
4. First assignment at the end of 4 <sup>th</sup> week of the semester	
5. Second assignment at the end of 9 <sup>th</sup> week of the semester	
Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b>	
6. At the end of the 13 <sup>th</sup> week of the semester	
The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be <b>scaled down to 50 marks</b>	
(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).	
<b>CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.</b>	
<b>Semester End Examination:</b>	
Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject ( <b>duration 03 hours</b> )	
1. The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally reduced to 50 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), <b>should have a mix of topics</b> under that module.	
The students have to answer 5 full questions, selecting one full question from each module	

<b>Textbooks</b> <ol style="list-style-type: none"><li>1. Introducing Data Science, Davy Cielen, Arno D. B. Meysman and Mohamed Ali, Manning Publications, 2016.</li></ol>
<b>Reference Books</b> <ol style="list-style-type: none"><li>1. Doing Data Science, Straight Talk from the Frontline, Cathy O'Neil, Rachel Schutt, O' Reilly, 1st edition, 2013.</li><li>2. Mining of Massive Datasets, Jure Leskovec, Anand Rajaraman, Jeffrey David Ullman, Cambridge University Press, 2nd edition, 2014</li><li>3. An Introduction to Statistical Learning: with Applications in R, Gareth James, Daniela Witten, Trevor Hastie, Robert Tibshirani, Springer, 1st edition, 2013</li><li>4. Think Like a Data Scientist, Brian Godsey, Manning Publications, 2017.</li></ol>
<b>Weblinks and Video Lectures (e-Resources):</b> <ol style="list-style-type: none"><li>1. <a href="https://www.simplilearn.com/tutorials/data-science-tutorial/what-is-data-science">https://www.simplilearn.com/tutorials/data-science-tutorial/what-is-data-science</a></li><li>2. <a href="https://www.youtube.com/watch?v=N6BghzuFLlg">https://www.youtube.com/watch?v=N6BghzuFLlg</a></li><li>3. <a href="https://www.coursera.org/lecture/what-is-datascience/fundamentals-of-data-science-tPgFU">https://www.coursera.org/lecture/what-is-datascience/fundamentals-of-data-science-tPgFU</a></li><li>4. <a href="https://www.youtube.com/watch?v=ua-CiDNNj30">https://www.youtube.com/watch?v=ua-CiDNNj30</a></li></ol>
<b>Activity Based Learning (Suggested Activities in Class)/ Practical Based learning</b> <p>Real world problem solving using Data science techniques and demonstration of data visualization methods with the help of suitable project.</p>