	Mathematics for Computer Science		Semester	3
	Course Code	**BCS301**	CIE Marks	50
	Teaching Hours/Week (L: T:P: S)	3:2:0:0	SEE Marks	50
	Total Hours of Pedagogy	40 hours Theory + 20 Hours Tutorial	Total Marks	100
	Credits	04	Exam Hours	3
	Examination type (SEE)	**Theory**		

Course objectives: This course will enable the students to:

1. To introduce the concept of random variables, probability distributions, specific discrete and continuous distributions with practical application in Computer Science Engineering and social life situations.
2. To Provide the principles of statistical inferences and the basics of hypothesis testing with emphasis on some commonly encountered hypotheses.
3. To Determine whether an input has a statistically significant effect on the system's response through ANOVA testing.

Teaching-Learning Process

Pedagogy (General Instructions):

Teachers can use the following strategies to accelerate the attainment of the various course outcomes.

1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop students' theoretical and applied Mathematical skills.
2. State the need for Mathematics with Engineering Studies and Provide real-life examples.
3. Support and guide the students for self–study.
4. You will assign homework, grading assignments and quizzes, and documenting students' progress.
5. Encourage the students to group learning to improve their creative and analytical skills.
6. Show short related video lectures in the following ways:
   - As an introduction to new topics (pre-lecture activity).
   - As a revision of topics (post-lecture activity).
   - As additional examples (post-lecture activity).
   - As an additional material of challenging topics (pre-and post-lecture activity).
   - As a model solution of some exercises (post-lecture activity).

Module-1: Probability Distributions

Probability Distributions: Review of basic probability theory. Random variables (discrete and continuous), probability mass and density functions. Mathematical expectation, mean and variance. Binomial, Poisson and normal distributions- problems (derivations for mean and standard deviation for Binomial and Poisson distributions only)-Illustrative examples. Exponential distribution. **(12 Hours)**

(RBT Levels: L1, L2 and L3)

Pedagogy	Chalk and Board, Problem-based learning

Module-2: Joint probability distribution & Markov Chain

	Joint probability distribution: Joint Probability distribution for two discrete random variables, expectation, covariance and correlation. **Markov Chain:** Introduction to Stochastic Process, Probability Vectors, Stochastic matrices, Regular stochastic matrices, Markov chains, Higher transition probabilities, Stationary distribution of Regular Markov chains and absorbing states. **(12 Hours)** **(RBT Levels: L1, L2 and L3)**
Pedagogy	Chalk and Board, Problem-based learning
	Module-3: Statistical Inference 1
	Introduction, sampling distribution, standard error, testing of hypothesis, levels of significance, test of significances, confidence limits, simple sampling of attributes, test of significance for large samples, comparison of large samples. **(12 Hours)** **(RBT Levels: L1, L2 and L3)**
Pedagogy	Chalk and Board, Problem-based learning
	Module-4: Statistical Inference 2
	Sampling variables, central limit theorem and confidences limit for unknown mean. Test of Significance for means of two small samples, students 't' distribution, Chi-square distribution as a test of goodness of fit. F-Distribution. **(12 Hours)** **(RBT Levels: L1, L2 and L3)**
Pedagogy	Chalk and Board, Problem-based learning
	Module-5: Design of Experiments & ANOVA
	Principles of experimentation in design, Analysis of completely randomized design, randomized block design. The ANOVA Technique, Basic Principle of ANOVA, One-way ANOVA, Two-way ANOVA, Latin-square Design, and Analysis of Co-Variance. **(12 Hours)** **(RBT Levels: L1, L2 and L3)**
Pedagogy	Chalk and Board, Problem-based learning

Course outcome (Course Skill Set)

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

1. Explain the basic concepts of probability, random variables, probability distribution
2. Apply suitable probability distribution models for the given scenario.
3. Apply the notion of a discrete-time Markov chain and n-step transition probabilities to solve the given problem
4. Use statistical methodology and tools in the engineering problem-solving process.
5. Compute the confidence intervals for the mean of the population.
6. Apply the ANOVA test related to engineering problems.

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment

Test component, there are 25 marks.

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

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

Semester-End Examination:

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

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

Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

Textbooks:

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

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

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

Ed., 1968.
13. **N.P. Bali and Manish Goyal**, A Textbook of Engineering Mathematics, Laxmi Publications, Reprint, 2010.
14. **Veerarajan T**, Engineering Mathematics (for semester III), Tata McGraw-Hill, New Delhi, 2010

Web links and Video Lectures (e-Resources):

http://nptel.ac.in/courses.php?disciplineID=111
http://www.class-central.com/subject/math(MOOCs)
http://academicearth.org/
http://www.bookstreet.in.
VTU EDUSAT PROGRAMME – 20
VTU e-Shikshana Program

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

- Programming Assignment
- Seminars

Digital Design and Computer Organization		Semester	3
Course Code	BCS302	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 20 Hours of Practicals	Total Marks	100
Credits	04	Exam Hours	3
Examination nature (SEE)	Theory		

Course objectives:

- To demonstrate the functionalities of binary logic system
- To explain the working of combinational and sequential logic system
- To realize the basic structure of computer system
- To illustrate the working of I/O operations and processing unit

Teaching-Learning Process (General Instructions)
These are sample Strategies; that teachers can use to accelerate the attainment of the various course outcomes.

1. Chalk and Talk
2. Live Demo with experiments
3. Power point presentation

MODULE-1 **8 Hr**

Introduction to Digital Design: Binary Logic, Basic Theorems And Properties Of Boolean Algebra, Boolean Functions, Digital Logic Gates, Introduction, The Map Method, Four-Variable Map, Don't-Care Conditions, NAND and NOR Implementation, Other Hardware Description Language – Verilog Model of a simple circuit.

Text book 1: 1.9, 2.4, 2.5, 2.8, 3.1, 3.2, 3.3, 3.5, 3.6, 3.9

MODULE-2 **8 Hr**

Combinational Logic: Introduction, Combinational Circuits, Design Procedure, Binary Adder- Subtractor, Decoders, Encoders, Multiplexers. HDL Models of Combinational Circuits – Adder, Multiplexer, Encoder. **Sequential Logic**: Introduction, Sequential Circuits, Storage Elements: Latches, Flip-Flops.

Text book 1: 4.1, 4.2, 4.4, 4.5, 4.9, 4.10, 4.11, 4.12, 5.1, 5.2, 5.3, 5.4.

MODULE-3 **8 Hr**

Basic Structure of Computers: Functional Units, Basic Operational Concepts, Bus structure, Performance – Processor Clock, Basic Performance Equation, Clock Rate, Performance Measurement.**Machine Instructions and Programs:** Memory Location and Addresses, Memory Operations, Instruction and Instruction sequencing, Addressing Modes.

Text book 2: 1.2, 1.3, 1.4, 1.6, 2.2, 2.3, 2.4, 2.5

MODULE-4 **8 Hr**

Input/output Organization: Accessing I/O Devices, Interrupts – Interrupt Hardware, Enabling and Disabling Interrupts, Handling Multiple Devices, Direct Memory Access: Bus Arbitration, Speed, size and Cost of memory systems. Cache Memories – Mapping Functions.

Text book 2: 4.1, 4.2.1, 4.2.2, 4.2.3, 4.4, 5.4, 5.5.1

MODULE-5 **8 Hr**

Basic Processing Unit: Some Fundamental Concepts: Register Transfers, Performing ALU operations, fetching a word from Memory, Storing a word in memory. Execution of a Complete Instruction. **Pipelining:** Basic concepts, Role of Cache memory, Pipeline Performance. **Text book 2: 7.1, 7.2, 8.1**

PRACTICAL COMPONENT OF IPCC

Sl.NO	Experiments Simulation packages preferred: Multisim, Modelsim, PSpice or any other relevant
1	Given a 4-variable logic expression, simplify it using appropriate technique and simulate the same using basic gates.
2	Design a 4 bit full adder and subtractor and simulate the same using basic gates.
3	Design Verilog HDL to implement simple circuits using structural, Data flow and Behavioural model.
4	Design Verilog HDL to implement Binary Adder-Subtractor – Half and Full Adder, Half and Full Subtractor.
5	Design Verilog HDL to implement Decimal adder.
6	Design Verilog program to implement Different types of multiplexer like 2:1, 4:1 and 8:1.
7	Design Verilog program to implement types of De-Multiplexer.
8	Design Verilog program for implementing various types of Flip-Flops such as SR, JK and D.

Course outcomes (Course Skill Set):

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

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

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

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

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

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

Assessment Details (both CIE and SEE)

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

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

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

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

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

CIE for the practical component of the IPCC

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

SEE for IPCC

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

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

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

Suggested Learning Resources:

Books

1. M. Morris Mano & Michael D. Ciletti, Digital Design With an Introduction to Verilog Design, 5e, Pearson Education.

2. Carl Hamacher, ZvonkoVranesic, SafwatZaky, Computer Organization, 5th Edition, Tata McGraw Hill.

Web links and Video Lectures (e-Resources):

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

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

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

Assessment Methods

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

OPERATING SYSTEMS		Semester	3
Course Code	BCS303	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 20 hours practicals	Total Marks	100
Credits	04	Exam Hours	3
Examination nature (SEE)	**Theory**		

Course objectives:

- To Demonstrate the need for OS and different types of OS
- To discuss suitable techniques for management of different resources
- To demonstrate different APIs/Commands related to processor, memory, storage and file system management.

Teaching-Learning Process (General Instructions)

Teachers can use the following strategies to accelerate the attainment of the various course outcomes.

1. Lecturer methods (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. 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.
5. Role play for process scheduling.
6. Demonstrate the installation of any one Linux OS on VMware/Virtual Box

MODULE-1 **8 Hours**

Introduction to operating systems, System structures: 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.

Operating System Services: User - Operating System interface; System calls; Types of system calls; System programs; Operating system design and implementation; Operating System structure; Virtual machines; Operating System debugging, Operating System generation; System boot.

Textbook 1: Chapter – 1 (1.1-1.12), 2 (2.2-2.11)

MODULE-2 **8 Hours**

Process Management: Process concept; Process scheduling; Operations on processes; Inter process communication

Multi-threaded Programming: Overview; Multithreading models; Thread Libraries; Threading issues.

Process Scheduling: Basic concepts; Scheduling Criteria; Scheduling Algorithms; Thread scheduling; Multiple-processor scheduling,

Textbook 1: Chapter – 3 (3.1-3.4), 4 (4.1-4.4), 5 (5.1 -5.5)

MODULE-3 **8 Hours**

Process Synchronization: Synchronization: The critical section problem; Peterson's solution; Synchronization hardware; Semaphores; Classical problems of synchronization;

Deadlocks: System model; Deadlock characterization; Methods for handling deadlocks; Deadlock prevention; Deadlock avoidance; Deadlock detection and recovery from deadlock.

Textbook 1: Chapter – 6 (6.1-6.6), 7 (7.1 -7.7)

MODULE-4 **8 Hours**

Memory Management: Memory management strategies: Background; Swapping; Contiguous memory allocation; Paging; Structure of page table; Segmentation.

Virtual Memory Management: Background; Demand paging; Copy-on-write; Page replacement; Allocation of frames; Thrashing.

Textbook 1: Chapter -8 (8.1-8.6), 9 (9.1-9.6)

MODULE-5 **8 Hours**

File System, Implementation of File System: File system: File concept; Access methods; Directory and Disk structure; File system mounting; File sharing; **Implementing File system:** File system structure; File system implementation; Directory implementation; Allocation methods; Free space management.

Secondary Storage Structure, Protection: Mass storage structures; Disk structure; Disk attachment; Disk scheduling; Disk management; **Protection**: Goals of protection, Principles of protection, Domain of protection, Access matrix.

Textbook 1: Chapter – 10 (10.1-10.5) ,11 (11.1-11.5),12 (12.1-12.5), 14 (14.1-14.4)

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

Sl.NO	Experiments
1	Develop a c program to implement the Process system calls (fork (), exec(), wait(), create process, terminate process)
2	Simulate the following CPU scheduling algorithms to find turnaround time and waiting time a) FCFS b) SJF c) Round Robin d) Priority.
3	Develop a C program to simulate producer-consumer problem using semaphores.
4	Develop a C program which demonstrates interprocess communication between a reader process and a writer process. Use mkfifo, open, read, write and close APIs in your program.
5	Develop a C program to simulate Bankers Algorithm for DeadLock Avoidance.
6	Develop a C program to simulate the following contiguous memory allocation Techniques: a) Worst fit b) Best fit c) First fit.
7	Develop a C program to simulate page replacement algorithms: a) FIFO b) LRU
8	Simulate following File Organization Techniques a) Single level directory b) Two level directory
9	Develop a C program to simulate the Linked file allocation strategies.
10	Develop a C program to simulate SCAN disk scheduling algorithm.

Course outcomes (Course Skill Set):

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

CO 1. Explain the structure and functionality of operating system
CO 2. Apply appropriate CPU scheduling algorithms for the given problem.
CO 3. Analyse the various techniques for process synchronization and deadlock handling.
CO 4. Apply the various techniques for memory management
CO 5. Explain file and secondary storage management strategies.
CO 6. Describe the need for information protection mechanisms

Assessment Details (both CIE and SEE)

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

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

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

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

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

CIE for the practical component of the IPCC

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

SEE for IPCC

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

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

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

Suggested Learning Resources:

Textbooks

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

Reference Books

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

Web links and Video Lectures (e-Resources):

1. https://youtu.be/mXw9ruZaxzQ

2. https://youtu.be/vBURTt97EkA
3. https://www.youtube.com/watch?v=783KAB-tuE4&list=PLIemF3uozcAKTgsCIj82voMK3TMR0YE_f
4. https://www.youtube.com/watch?v=3-ITLMMeeXY&list=PL3pGy4HtqwD0n7bQfHjPnsWzkeRn6mkO

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

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

	DATA STRUCTURES AND APPLICATIONS		Semester	3
	Course Code	BCS304	CIE Marks	50
	Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
	Total Hours of Pedagogy	40	Total Marks	100
	Credits	03	Exam Hours	3
	Examination type (SEE)	**Theory**		

Course objectives:

CLO 1. To explain fundamentals of data structures and their applications.
CLO 2. To illustrate representation of Different data structures such as Stack, Queues, Linked Lists, Trees and Graphs.
CLO 3. To Design and Develop Solutions to problems using Linear Data Structures
CLO 4. To discuss applications of Nonlinear Data Structures in problem solving.
CLO 5. To introduce advanced Data structure concepts such as Hashing and Optimal Binary Search Trees

Teaching-Learning Process (General Instructions)

Teachers can use following strategies to accelerate the attainment of the various course outcomes.

1. Chalk and Talk with Black Board
2. ICT based Teaching
3. Demonstration based Teaching

Module-1 **8Hours**

INTRODUCTION TO DATA STRUCTURES: Data Structures, Classifications (Primitive & Non-Primitive), Data structure Operations
Review of pointers and dynamic Memory Allocation,
ARRAYS and STRUCTURES: Arrays, Dynamic Allocated Arrays, Structures and Unions, Polynomials, Sparse Matrices, representation of Multidimensional Arrays, Strings
STACKS: Stacks, Stacks Using Dynamic Arrays, Evaluation and conversion of Expressions
Text Book: Chapter-1:1.2 Chapter-2: 2.1 to 2.7 Chapter-3: 3.1,3.2,3.6
Reference Book 1: 1.1 to 1.4

Module-2 **8Hours**

QUEUES: Queues, Circular Queues, Using Dynamic Arrays, Multiple Stacks and queues.
LINKED LISTS : Singly Linked, Lists and Chains, Representing Chains in C, Linked Stacks and Queues, Polynomials
Text Book: Chapter-3: 3.3, 3.4, 3.7 Chapter-4: 4.1 to 4.4

Module-3 **8Hours**

LINKED LISTS : Additional List Operations, Sparse Matrices, Doubly Linked List.
TREES: Introduction, Binary Trees, Binary Tree Traversals, Threaded Binary Trees.
Text Book: Chapter-4: 4.5,4.7,4.8 Chapter-5: 5.1 to 5.3, 5.5

Module-4 **8Hours**

TREES(Cont..): Binary Search trees, Selection Trees, Forests, Representation of Disjoint sets, Counting Binary Trees,
GRAPHS: The Graph Abstract Data Types, Elementary Graph Operations
Text Book: Chapter-5: 5.7 to 5.11 Chapter-6: 6.1, 6.2

Module-5 **8Hours**

	HASHING: Introduction, Static Hashing, Dynamic Hashing **PRIORITY QUEUES:** Single and double ended Priority Queues, Leftist Trees **INTRODUCTION TO EFFICIENT BINARY SEARCH TREES:** Optimal Binary Search Trees Text Book: Chapter 8: 8.1 to 8.3 Chapter 9: 9.1, 9.2 Chapter 10: 10.1

Course outcome (Course Skill Set)

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

CO 1. Explain different data structures and their applications.

CO 2. Apply Arrays, Stacks and Queue data structures to solve the given problems.

CO 3. Use the concept of linked list in problem solving.

CO 4. Develop solutions using trees and graphs to model the real-world problem.

CO 5. Explain the advanced Data Structures concepts such as Hashing Techniques and Optimal Binary Search Trees.

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

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

Semester-End Examination:

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

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

Suggested Learning Resources:

Textbook:

1. Ellis Horowitz, Sartaj Sahni and Susan Anderson-Freed, Fundamentals of Data Structures in C, 2nd Ed, Universities Press, 2014

Reference Books:

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

Web links and Video Lectures (e-Resources):

- http://elearning.vtu.ac.in/econtent/courses/video/CSE/06CS35.html
- https://nptel.ac.in/courses/106/105/106105171/
- http://www.nptelvideos.in/2012/11/data-structures-and-algorithms.html
- https://www.youtube.com/watch?v=3Xo6P_V-qns&t=201s
- https://ds2-iiith.vlabs.ac.in/exp/selection-sort/index.html
- https://nptel.ac.in/courses/106/102/106102064/
- https://ds1-iiith.vlabs.ac.in/exp/stacks-queues/index.html
- https://ds1-iiith.vlabs.ac.in/exp/linked-list/basics/overview.html
- https://ds1-iiith.vlabs.ac.in/List%20of%20experiments.html
- https://ds1-iiith.vlabs.ac.in/exp/tree-traversal/index.html
- https://ds1-iiith.vlabs.ac.in/exp/tree-traversal/depth-first-traversal/dft-practice.html
- https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_013501595428077568125 59/overview

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

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

DATA STRUCTURES LABORATORY
SEMESTER – III

Course Code	**BCSL305**	**CIE Marks**	50
Number of Contact Hours/Week	0:0:2	**SEE Marks**	50
Total Number of Lab Contact Hours	28	**Exam Hours**	03

Credits – 1

Course Learning Objectives:

This laboratory course enables students to get practical experience in design, develop, implement, analyze and evaluation/testing of

- Dynamic memory management
- Linear data structures and their applications such as stacks, queues and lists
- Non-Linear data structures and their applications such as trees and graphs

Descriptions (if any):

- Implement all the programs in "C " Programming Language and Linux OS.

Programs List:

1.	Develop a Program in C for the following: a) Declare a calendar as an array of 7 elements (A dynamically Created array) to represent 7 days of a week. Each Element of the array is a structure having three fields. The first field is the name of the Day (A dynamically allocated String), The second field is the date of the Day (A integer), the third field is the description of the activity for a particular day (A dynamically allocated String). b) Write functions create(), read() and display(); to create the calendar, to read the data from the keyboard and to print weeks activity details report on screen.
2.	Develop a Program in C for the following operations on Strings. a. Read a main String (STR), a Pattern String (PAT) and a Replace String (REP) b. Perform Pattern Matching Operation: Find and Replace all occurrences of PAT in STR with REP if PAT exists in STR. Report suitable messages in case PAT does not exist in STR Support the program with functions for each of the above operations. Don't use Built-in functions.
3.	Develop a menu driven Program in C for the following operations on STACK of Integers (Array Implementation of Stack with maximum size MAX) a. Push an Element on to Stack b. Pop an Element from Stack c. Demonstrate how Stack can be used to check Palindrome d. Demonstrate Overflow and Underflow situations on Stack e. Display the status of Stack f. Exit Support the program with appropriate functions for each of the above operations

4.	Develop a Program in C for converting an Infix Expression to Postfix Expression. Program should support for both parenthesized and free parenthesized expressions with the operators: +, -, *, /, % (Remainder), ^ (Power) and alphanumeric operands.
5.	Develop a Program in C for the following Stack Applications a. Evaluation of Suffix expression with single digit operands and operators: +, -, *, /, %, ^ b. Solving Tower of Hanoi problem with n disks

6.	Develop a menu driven Program in C for the following operations on Circular QUEUE of Characters (Array Implementation of Queue with maximum size MAX) a. Insert an Element on to Circular QUEUE b. Delete an Element from Circular QUEUE c. Demonstrate Overflow and Underflow situations on Circular QUEUE d. Display the status of Circular QUEUE e. Exit Support the program with appropriate functions for each of the above operations
7.	Develop a menu driven Program in C for the following operations on Singly Linked List (SLL) of Student Data with the fields: *USN, Name, Programme, Sem, PhNo* a. Create a SLL of N Students Data by using *front insertion*. b. Display the status of SLL and count the number of nodes in it c. Perform Insertion / Deletion at End of SLL d. Perform Insertion / Deletion at Front of SLL(Demonstration of stack) e. Exit
8.	Develop a menu driven Program in C for the following operations on Doubly Linked List (DLL) of Employee Data with the fields: *SSN, Name, Dept, Designation, Sal, PhNo* a. Create a DLL of N Employees Data by using *end insertion*. b. Display the status of DLL and count the number of nodes in it c. Perform Insertion and Deletion at End of DLL d. Perform Insertion and Deletion at Front of DLL e. Demonstrate how this DLL can be used as Double Ended Queue. f. Exit
9.	Develop a Program in C for the following operationson Singly Circular Linked List (SCLL) with header nodes a. Represent and Evaluate a Polynomial $P(x,y,z) = 6x^2y^2z-4yz^5+3x^3yz+2xy^5z-2xyz^3$ b. Find the sum of two polynomials POLY1(x,y,z) and POLY2(x,y,z) and store the result in POLYSUM(x,y,z) Support the program with appropriate functions for each of the above operations
10.	Develop a menu driven Program in C for the following operations on Binary Search Tree (BST) of Integers . a. Create a BST of N Integers: 6, 9, 5, 2, 8, 15, 24, 14, 7, 8, 5, 2 b. Traverse the BST in Inorder, Preorder and Post Order c. Search the BST for a given element (KEY) and report the appropriate message d. Exit
11.	Develop 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 digraph using DFS/BFS method

12.	Given a File of N employee records with a set K of Keys (4-digit) which uniquely determine the records in file F. Assume that file F is maintained in memory by a Hash Table (HT) of m memory locations with L as the set of memory addresses (2-digit) of locations in HT. Let the keys in K and addresses in L are Integers. Develop a Program in C that uses Hash function H: K →L as H(K)=K mod 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.

Laboratory Outcomes: The student should be able to:

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

Conduct of Practical Examination:

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

	Object Oriented Programming with JAVA		Semester	3
	Course Code	BCS306A	CIE Marks	50
	Teaching Hours/Week (L: T:P: S)	2:0:2	SEE Marks	50
	Total Hours of Pedagogy	28 Hours of Theory + 20 Hours of Practical	Total Marks	100
	Credits	03	Exam Hours	03
	Examination type (SEE)	Theory		

Note - Students who have undergone " Basics of Java Programming- BPLCK105C/205C" in first year are not eligible to opt this course

Course objectives:

- To learn primitive constructs JAVA programming language.
- To understand Object Oriented Programming Features of JAVA.
- To gain knowledge on: packages, multithreaded programing and exceptions.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective

1. Use Online Java Compiler IDE: https://www.jdoodle.com/online-java-compiler/ or any other.
2. Demonstration of programing examples.
3. Chalk and board, power point presentations
4. Online material (Tutorials) and video lectures.

Module-1

An Overview of Java: Object-Oriented Programming (Two Paradigms, Abstraction, The Three OOP Principles), Using Blocks of Code, Lexical Issues (Whitespace, Identifiers, Literals, Comments, Separators, The Java Keywords).
Data Types, Variables, and Arrays: The Primitive Types (Integers, Floating-Point Types, Characters, Booleans), Variables, Type Conversion and Casting, Automatic Type Promotion in Expressions, Arrays, Introducing Type Inference with Local Variables.
Operators: Arithmetic Operators, Relational Operators, Boolean Logical Operators, The Assignment Operator, The ? Operator, Operator Precedence, Using Parentheses.
Control Statements: Java's Selection Statements (if, The Traditional switch), Iteration Statements (while, do-while, for, The For-Each Version of the for Loop, Local Variable Type Inference in a for Loop, Nested Loops), Jump Statements (Using break, Using continue, return).
Chapter 2, 3, 4, 5

Module-2

Introducing Classes: Class Fundamentals**,** Declaring Objects**,** Assigning Object Reference Variables**,** Introducing Methods**,** Constructors**,** The this Keyword**,** Garbage Collection.
Methods and Classes: Overloading Methods, Objects as Parameters, Argument Passing, Returning Objects, Recursion, Access Control, Understanding static, Introducing final, Introducing Nested and Inner Classes.
Chapter 6, 7

Module-3

Inheritance: Inheritance Basics, Using super, Creating a Multilevel Hierarchy, When Constructors Are Executed, Method Overriding, Dynamic Method Dispatch, Using Abstract Classes, Using final with Inheritance, Local Variable Type Inference and Inheritance, The Object Class.
Interfaces: Interfaces, Default Interface Methods, Use static Methods in an Interface, Private Interface Methods.
Chapter 8, 9

	Module-4
	Packages: Packages, Packages and Member Access, Importing Packages. **Exceptions:** 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. **Chapter 9, 10**
	Module-5
	Multithreaded Programming: The Java Thread Model, The Main Thread, Creating a Thread, Creating Multiple Threads, Using isAlive() and join(), Thread Priorities, Synchronization, Interthread Communication, Suspending, Resuming, and Stopping Threads, Obtaining a Thread's State. **Enumerations, Type Wrappers and Autoboxing:** Enumerations (Enumeration Fundamentals**,** The values() and valueOf() Methods), Type Wrappers (Character, Boolean, The Numeric Type Wrappers), Autoboxing (Autoboxing and Methods, Autoboxing/Unboxing Occurs in Expressions, Autoboxing/Unboxing Boolean and Character Values). **Chapter 11, 12**

Course outcome (Course Skill Set)

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

1. Demonstrate proficiency in writing simple programs involving branching and looping structures.
2. Design a class involving data members and methods for the given scenario.
3. Apply the concepts of inheritance and interfaces in solving real world problems.
4. Use the concept of packages and exception handling in solving complex problem
5. Apply concepts of multithreading, autoboxing and enumerations in program development

Programming Experiments (Suggested and are not limited to)

1. Develop a JAVA program to add TWO matrices of suitable order N (The value of N should be read from command line arguments).
2. Develop a stack class to hold a maximum of 10 integers with suitable methods. Develop a JAVA main method to illustrate Stack operations.
3. A class called Employee, which models an employee with an ID, name and salary, is designed as shown in the following class diagram. The method raiseSalary (percent) increases the salary by the given percentage. Develop the Employee class and suitable main method for demonstration.
4. A class called MyPoint, which models a 2D point with x and y coordinates, is designed as follows:
   - Two instance variables x (int) and y (int).
   - A default (or "no-arg") constructor that construct a point at the default location of (0, 0).
   - A overloaded constructor that constructs a point with the given x and y coordinates.
   - A method setXY() to set both x and y.
   - A method getXY() which returns the x and y in a 2-element int array.
   - A toString() method that returns a string description of the instance in the format "(x, y)".
   - A method called distance(int x, int y) that returns the distance from this point to another point at the given (x, y) coordinates
   - An overloaded distance(MyPoint another) that returns the distance from this point to the given MyPoint instance (called another)
   - Another overloaded distance() method that returns the distance from this point to the origin (0,0)

   Develop the code for the class MyPoint. Also develop a JAVA program (called TestMyPoint) to test all the methods defined in the class.
5. Develop a JAVA program to create a class named shape. Create three sub classes namely: circle, triangle and square, each class has two member functions named draw () and erase (). Demonstrate

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

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

Assessment Details (both CIE and SEE)

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

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

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

CIE for the practical component of the IPCC

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

SEE for IPCC

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

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

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

Suggested Learning Resources:

Textbook

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

Reference Books

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

Web links and Video Lectures (e-Resources):

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

Activity Based Learning (Suggested Activities)/ Practical Based learning

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

Assessment Method

- Programming Assignment / Course Project

	OBJECT ORIENTED PROGRAMMING with C++		Semester	3
	Course Code	BCS306B	CIE Marks	50
	Teaching Hours/Week (L: T:P: S)	2;0:2	SEE Marks	50
	Total Hours of Pedagogy	28 Hours Theory + 20 Hours of Practical	Total Marks	100
	Credits	03	Exam Hours	03
	Examination type (SEE)	**Theory**		

Note - Students who have undergone " Introduction to C++ Programming- BPLCK105D/205D" in first year are not eligible to opt this course

Course objectives:

- To understand object-oriented programming using C++and Gain knowledge about the capability to store information together in an object.
- To illustrate the capability of a class to rely upon another class and functions.
- To Create and process data in files using file I/O functions
- To understand the generic programming features of C++ including Exception handling

Teaching-Learning Process (General Instructions)

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

1. Chalk and board, power point presentations
2. Online material (Tutorials) and video lectures.
3. Demonstration of programing examples.

Module-1	**5 Hours**

An overview of C++: What is object-Oriented Programming? Introducing C++ Classes, The General Form of a C++ Program.

Classes and Objects: Classes, Friend Functions, Friend Classes, Inline Functions, Parameterized Constructors, Static Class Members, When Constructors and Destructors are Executed, The Scope Resolution Operator, Passing Objects to functions, Returning Objects, Object Assignment

Ch 11, Ch 12

Module-2	**6 Hours**

Arrays, Pointers, References, and the Dynamic Allocation Operators: Arrays of Objects, Pointers to Objects, The this Pointer, Pointers to derived types, Pointers to class members.

Functions Overloading, Copy Constructors: Functions Overloading, Overloading Constructor Functions. Copy Constructors, Default Function Arguments, Function Overloading and Ambiguity.

Ch 13, Ch 14

Module-3	**6 Hours**

	Operator Overloading: Creating a Member Operator Function, Operator Overloading Using a Friend Function, Overloading new and delete **Inheritance:** Base-Class Access Control, Inheritance and Protected Members, Inheriting Multiple Base Classes , Constructors, Destructors and Inheritance, Granting Access, Virtual Base Classes Ch 15, Ch 16
	Module-4 **5 Hours**
	Virtual Functions and Polymorphism: Virtual Functions, The Virtual Attribute is Inherited, Virtual Functions are Hierarchical, Pure Virtual Functions, Using Virtual Functions, Early vs Late Binding. **Templates:** Generic Functions, Applying Generic Functions, Generic Classes. The type name and export Keywords. The Power of Templates Ch 17, Ch 18
	Module-5 **6 Hours**
	Exception Handling: Exception Handling Fundamentals, Handling Derived-Class Exceptions, Exception Handling Options, Applying Exception Handling. **The C++ I/O System Basics**: C++ Streams, The C++ Classes, Formatted I/O **File I/O**: <fstream> and File Classes, Opening and Closing a File, Reading and Writing Text Files, Detecting EOF. Ch 19, Ch 20, Ch21

Course outcome (Course Skill Set)

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

1 Illustrate the basic concepts of object-oriented programming.
2 Design appropriate classes for the given real world scenario.
3 Apply the knowledge of compile-time / run-time polymorphism to solve the given problem
4 Use the knowledge of inheritance for developing optimized solutions
5 Apply the concepts of templates and exception handling for the given problem
6 Use the concepts of input output streams for file operations

Suggested Learning Resources:

Books

1. Herbert schildt, The Complete Reference C++, 4th edition, TMH, 2005

Reference Books

1. Balagurusamy E, Object Oriented Programming with C++, Tata McGraw Hill Education Pvt.Ltd., Sixth Edition 2016.
2. Bhave , " Object Oriented Programming With C++", Pearson Education , 2004.
3. A K Sharma , "Object Oriented Programming with C++", Pearson Education, 2014

Web links and Video Lectures (e-Resources):

1. Basics of C++ - https://www.youtube.com/watch?v=BClS40yzssA 2. Functions of C++ - https://www.youtube.com/watch?v=p8ehAjZWjPw **Tutorial Link:** 1. https://www.w3schools.com/cpp/cpp_intro.asp 2. https://www.edx.org/course/introduction-to-c-3 3.https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_013843642506788864433 75_shared/overview
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning • Group Assignment to develop small projects and demonstrate using C++

Practical Component

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

Assessment Details (both CIE and SEE)

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

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

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

CIE for the practical component of the IPCC

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

SEE for IPCC

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

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

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

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

Course objectives: The course will enable the students to:

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

General Instructions - Pedagogy :

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

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

Contents :

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

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

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

Social Connect & Responsibility - Contents

Part I:

Plantation and adoption of a tree:

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

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

Part II :

Heritage walk and crafts corner:

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

Part III :

Organic farming and waste management:

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

Objectives,Visit, case study, report, outcomes.

Part IV:

Water conservation:

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

Part V :

Food walk:

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

Course outcomes (Course Skill Set):

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

CO1: Communicate and connect to the surrounding.

CO2: Create a responsible connection with the society.

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

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

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

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

Activities:

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

PEDAGOGY:

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

COURSE TOPICS:

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

Duration :

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

Guideline for Assessment Process:

Continuous Internal Evaluation (CIE):

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

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

Excellent : 80 to 100
Good : 60 to 79
Satisfactory : 40 to 59
Unsatisfactory and fail : <39

Special Note :

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

Pedagogy – Guidelines :

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

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

Plan of Action (Execution of Activities)

Sl.NO	Practice Session Description
1	**Lecture session in field to start activities**
2	**Students Presentation on Ideas**
3	**Commencement of activity and its progress**
4	**Execution of Activity**
5	**Execution of Activity**
6	**Execution of Activity**
7	**Execution of Activity**
8	**Case study based Assessment, Individual performance**
9	**Sector/ Team wise study and its consolidation**
10	**Video based seminar for 10 minutes by each student At the end of semester with Report.**

- Each student should do activities according to the scheme and syllabus.
- At the end of semester student performance has to be evaluated by the faculty for the assigned activity progress and its completion.
- At last consolidated report of all activities from 1st to 5th, compiled report should be submitted as per the instructions and scheme.

Assessment Details for CIE (both CIE and SEE)

Weightage	**CIE – 100%**	• Implementation strategies of the project (NSS work). • The last report should be signed by NSS Officer, the HOD and principal. • At last report should be evaluated by the NSS officer of the institute. • Finally the consolidated marks sheet should be sent to the university and also to be made available at LIC visit.
Field Visit, Plan, Discussion	10 Marks	
Commencement of activities and its progress	20 Marks	
Case study based Assessment Individual performance with report	20 Marks	
Sector wise study & its consolidation 5*5 = 25	25 Marks	
Video based seminar for 10 minutes by each student At the end of semester with Report. **Activities 1 to 5, 5*5 = 25**	25 Marks	
Total marks for the course in each semester	**100 Marks**	
For each activity, 20 marks CIE will be evaluated for IA marks at the end of semester, Report and assessment copy should be made available in the department.		
Students should present the progress of the activities as per the schedule in the prescribed practical session in the field. There should be positive progress in the vertical order for the benefit of society in general through activities.		

Data Analytics with Excel		Semester	3
Course Code	**BCS358A**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	100
Examination type (SEE)	Practical		

Course objectives:

- To Apply analysis techniques to datasets in Excel
- Learn how to use Pivot Tables and Pivot Charts to streamline your workflow in Excel
- Understand and Identify the principles of data analysis
- Become adept at using Excel functions and techniques for analysis
- Build presentation ready dashboards in Excel

Sl.NO	Experiments
1	**Getting Started with Excel**: Creation of spread sheets, Insertion of rows and columns, Drag & Fill, use of Aggregate functions.
2	**Working with Data** : Importing data, Data Entry & Manipulation, Sorting & Filtering.
3	**Working with Data:** Data Validation, Pivot Tables & Pivot Charts.
4	**Data Analysis Process**: Conditional Formatting, What-If Analysis, Data Tables, Charts & Graphs.
5	**Cleaning Data with Text Functions**: use of UPPER and LOWER, TRIM function, Concatenate.
6	**Cleaning Data Containing Date and Time Values:** use of DATEVALUE function, DATEADD and DATEDIF, TIMEVALUE functions.
7	**Conditional Formatting**: formatting, parsing, and highlighting data in spreadsheets during data analysis.
8	**Working with Multiple Sheets**: work with multiple sheets within a workbook is crucial for organizing and managing data, perform complex calculations and create comprehensive reports.
9	Create worksheet with following fields: Empno, Ename, Basic Pay(BP), Travelling Allowance(TA), Dearness Allowance(DA), House Rent Allowance(HRA), Income Tax(IT), Provident Fund(PF), Net Pay(NP). Use appropriate formulas to calculate the above scenario. Analyse the data using appropriate chart and report the data.
10	Create worksheet on Inventory Management: Sheet should contain Product code, Product name, Product type, MRP, Cost after % of discount, Date of purchase. Use appropriate formulas to calculate the above scenario. Analyse the data using appropriate chart and report the data.

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

Course outcomes (Course Skill Set):

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

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

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation (CIE):

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

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

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

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

Semester End Evaluation (SEE):

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

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

- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

Suggested Learning Resources:

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

R Programming		Semester	3
Course Code	BCS358B	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	02
Examination type (SEE)	Practical		

Course objectives:

- To explore and understand how R and R Studio interactive environment.
- To understand the different data Structures, data types in R.
- To learn and practice programming techniques using R programming.
- To import data into R from various data sources and generate visualizations.
- To draw insights from datasets using data analytics techniques.

Sl.NO	Experiments
1	Demonstrate the steps for installation of R and R Studio. Perform the following: a) Assign different type of values to variables and display the type of variable. Assign different types such as Double, Integer, Logical, Complex and Character and understand the difference between each data type. b) Demonstrate Arithmetic and Logical Operations with simple examples. c) Demonstrate generation of sequences and creation of vectors. d) Demonstrate Creation of Matrices e) Demonstrate the Creation of Matrices from Vectors using Binding Function. f) Demonstrate element extraction from vectors, matrices and arrays **Suggested Reading** – Text Book 1 – Chapter 1 (What is R, Installing R, Choosing an IDE – RStudio, How to Get Help in R, Installing Extra Related Software), Chapter 2 (Mathematical Operations and Vectors, Assigning Variables, Special Numbers, Logical Vectors), Chapter 3 (Classes, Different Types of Numbers, Other Common Classes, Checking and Changing Classes, Examining Variables)
2	Assess the Financial Statement of an Organization being supplied with 2 vectors of data: Monthly Revenue and Monthly Expenses for the Financial Year. You can create your own sample data vector for this experiment) Calculate the following financial metrics: a. Profit for each month. b. Profit after tax for each month (Tax Rate is 30%). c. Profit margin for each month equals to profit after tax divided by revenue. d. Good Months – where the profit after tax was greater than the mean for the year. e. Bad Months – where the profit after tax was less than the mean for the year. f. The best month – where the profit after tax was max for the year. g. The worst month – where the profit after tax was min for the year. **Note:** a. All Results need to be presented as vectors b. Results for Dollar values need to be calculated with $0.01 precision, but need to be presented in Units of $1000 (i.e 1k) with no decimal points c. Results for the profit margin ratio need to be presented in units of % with no decimal point. d. It is okay for tax to be negative for any given month (deferred tax asset) e. Generate CSV file for the data. **Suggested Reading** – Text Book 1 – Chapter 4 (Vectors, Combining Matrices)
3	Develop a program to create two 3 X 3 matrices A and B and perform the following operations a) Transpose of the matrix b) addition c) subtraction d) multiplication **Suggested Reading** – Text Book 1 – Chapter 4 (Matrices and Arrays – Array Arithmetic)
4	Develop a program to find the factorial of given number using recursive function calls. **Suggested Reading** – Reference Book 1 – Chapter 5 (5.5 – Recursive Programming) Text Book 1 – Chapter 8 (Flow Control and Loops – If and Else, Vectorized If, while loops, for loops), Chapter 6 (Creating and Calling Functions, Passing Functions to and from other functions)

<table>
<tr><td>5</td><td>Develop an R Program using functions to find all the prime numbers up to a specified number by the method of Sieve of Eratosthenes.
Suggested Reading – Reference Book
1 - Chapter 5 (5.5 – Recursive Programming)
Text Book 1 – Chapter 8 (Flow Control and Loops – If and Else, Vectorized If, while loops, for loops), Chapter 6 (Creating and Calling Functions, Passing Functions to and from other functions)</td></tr>
<tr><td>6</td><td>The built-in data set mammals contain data on body weight versus brain weight. Develop R commands to:
a) Find the Pearson and Spearman correlation coefficients. Are they similar?
b) Plot the data using the plot command.
c) Plot the logarithm (log) of each variable and see if that makes a difference.
Suggested Reading – Text Book 1 –Chapter 12 – (Built-in Datasets) Chapter 14 – (Scatterplots)
Reference Book 2 – 13.2.5 (Covariance and Correlation)</td></tr>
<tr><td>7</td><td>Develop R program to create a Data Frame with following details and do the following operations.
<table>
<tr><th>itemCode</th><th>itemCategory</th><th>itemPrice</th></tr>
<tr><td>1001</td><td>Electronics</td><td>700</td></tr>
<tr><td>1002</td><td>Desktop Supplies</td><td>300</td></tr>
<tr><td>1003</td><td>Office Supplies</td><td>350</td></tr>
<tr><td>1004</td><td>USB</td><td>400</td></tr>
<tr><td>1005</td><td>CD Drive</td><td>800</td></tr>
</table>
a) Subset the Data frame and display the details of only those items whose price is greater than or equal to 350.
b) Subset the Data frame and display only the items where the category is either “Office Supplies” or “Desktop Supplies”
c) Create another Data Frame called “item-details” with three different fields itemCode, ItemQtyonHand and ItemReorderLvl and merge the two frames

Suggested Reading –Textbook 1: Chapter 5 (Lists and Data Frames)</td></tr>
<tr><td>8</td><td>Let us use the built-in dataset air quality which has Daily air quality measurements in New York, May to September 1973. Develop R program to generate histogram by using appropriate arguments for the following statements.
a) Assigning names, using the air quality data set.
b) Change colors of the Histogram
c) Remove Axis and Add labels to Histogram
d) Change Axis limits of a Histogram
e) Add Density curve to the histogram
Suggested Reading –Reference Book 2 – Chapter 7 (7.4 – The ggplot2 Package), Chapter 24 (Smoothing and Shading)</td></tr>
<tr><td>9</td><td>Design a data frame in R for storing about 20 employee details. Create a CSV file named “input.csv” that defines all the required information about the employee such as id, name, salary, start_date, dept. Import into R and do the following analysis.
a) Find the total number rows & columns
b) Find the maximum salary
c) Retrieve the details of the employee with maximum salary
d) Retrieve all the employees working in the IT Department.
e) Retrieve the employees in the IT Department whose salary is greater than 20000 and write these</td></tr>
</table>

	details into another file "output.csv" **Suggested Reading** – Text Book 1 – Chapter 12(CSV and Tab Delimited Files)
10	Using the built in dataset mtcars which is a popular dataset consisting of the design and fuel consumption patterns of 32 different automobiles. The data was extracted from the 1974 Motor Trend US magazine, and comprises fuel consumption and 10 aspects of automobile design and performance for 32 automobiles (1973-74 models). Format A data frame with 32 observations on 11 variables : [1] mpg Miles/(US) gallon, [2] cyl Number of cylinders [3] disp Displacement (cu.in.), [4] hp Gross horsepower [5] drat Rear axle ratio,[6] wt Weight (lb/1000) [7] qsec 1/4 mile time, [8] vs V/S, [9] am Transmission (0 = automatic, 1 = manual), [10] gear Number of forward gears, [11] carb Number of carburetors Develop R program, to solve the following: a) What is the total number of observations and variables in the dataset? b) Find the car with the largest hp and the least hp using suitable functions c) Plot histogram / density for each variable and determine whether continuous variables are normally distributed or not. If not, what is their skewness? d) What is the average difference of gross horse power(hp) between automobiles with 3 and 4 number of cylinders(cyl)? Also determine the difference in their standard deviations. e) Which pair of variables has the highest Pearson correlation? **References (Web links):** 1. https://cran.r-project.org/web/packages/explore/vignettes/explore_mtcars.html 2. https://www.w3schools.com/r/r_stat_data_set.asp **3.** https://rpubs.com/BillB/217355
11	Demonstrate the progression of salary with years of experience using a suitable data set (You can create your own dataset). Plot the graph visualizing the best fit line on the plot of the given data points. Plot a curve of Actual Values vs. Predicted values to show their correlation and performance of the model. Interpret the meaning of the slope and y-intercept of the line with respect to the given data. Implement using lm function. Save the graphs and coefficients in files. Attach the predicted values of salaries as a new column to the original data set and save the data as a new CSV file. **Suggested Reading** – Reference Book 2 – Chapter 20 (General Concepts, Statistical Inference, Prediction)

Course outcomes (Course Skill Set):

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

- Explain the fundamental syntax of R data types, expressions and the usage of the R-Studio IDE
- Develop a program in R with programming constructs: conditionals, looping and functions.
- Apply the list and data frame structure of the R programming language.
- Use visualization packages and file handlers for data analysis..

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation (CIE):

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

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

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

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

Semester End Evaluation (SEE):

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

rubrics shall be decided jointly by examiners.

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

- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

Suggested Learning Resources:

Book:

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

References:

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

Project Management with Git		Semester	3
Course Code	BCS358C	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0: 0 : 2: 0	SEE Marks	50
Credits	01	Exam Marks	100
Examination type (SEE)	Practical		

Course objectives:

- .To familiar with basic command of Git
- To create and manage branches
- To understand how to collaborate and work with Remote Repositories
- To familiar with virion controlling commands

Sl.NO	Experiments
1	**Setting Up and Basic Commands** Initialize a new Git repository in a directory. Create a new file and add it to the staging area and commit the changes with an appropriate commit message.
2	**Creating and Managing Branches** Create a new branch named "feature-branch." Switch to the "master" branch. Merge the "feature-branch" into "master."
3	**Creating and Managing Branches** Write the commands to stash your changes, switch branches, and then apply the stashed changes.
4	**Collaboration and Remote Repositories** Clone a remote Git repository to your local machine.
5	**Collaboration and Remote Repositories** Fetch the latest changes from a remote repository and rebase your local branch onto the updated remote branch.
6	**Collaboration and Remote Repositories** Write the command to merge "feature-branch" into "master" while providing a custom commit message for the merge.
7	**Git Tags and Releases** Write the command to create a lightweight Git tag named "v1.0" for a commit in your local repository.
8	**Advanced Git Operations**

	Write the command to cherry-pick a range of commits from "source-branch" to the current branch.
9	**Analysing and Changing Git History** Given a commit ID, how would you use Git to view the details of that specific commit, including the author, date, and commit message?
10	**Analysing and Changing Git History** Write the command to list all commits made by the author "JohnDoe" between "2023-01-01" and "2023-12-31."
11	**Analysing and Changing Git History** Write the command to display the last five commits in the repository's history.
12	**Analysing and Changing Git History** Write the command to undo the changes introduced by the commit with the ID "abc123".

Course outcomes (Course Skill Set):

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

- Use the basics commands related to git repository
- Create and manage the branches
- Apply commands related to Collaboration and Remote Repositories
- Use the commands related to Git Tags, Releases and advanced git operations
- Analyse and change the git history

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation (CIE):

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

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

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

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

Semester End Evaluation (SEE):

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

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

- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

Suggested Learning Resources:

- Version Control with Git, 3rd Edition, by Prem Kumar Ponuthorai, Jon Loeliger Released October 2022, Publisher(s): O'Reilly Media, Inc.
- Pro Git book, written by Scott Chacon and Ben Straub and published by Apress, https://git-scm.com/book/en/v2
- https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_013094443347369984278 2_shared/overview
- https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_013301347121774592119 26_shared/overview

Data Visualization with Python		Semester	III
Course Code	**BCS358D**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0: 0: 2: 0	SEE Marks	50
Credits	01	Exam Hours	100
Examination type (SEE)	Practical		

Course objectives:

- 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. Implementation of Matplotlib for drawing different Plots
- CLO 4. Demonstrate working with Seaborn, Bokeh.
- CLO 5. Working with Plotly for 3D, Time Series and Maps.

	Experiments
Sl. No.	***PART A – List of problems for which student should develop program and execute in theLaboratory***
1	a) Write a python program to find the best of two test average marks out of three test's marks accepted from the user. b) Develop a Python program to check whether a given number is palindrome or not andalso count the number of occurrences of each digit in the input number. Datatypes: https://www.youtube.com/watch?v=gCCVsvgR2KU Operators: https://www.youtube.com/watch?v=v5MR5JnKcZI Flow Control: https://www.youtube.com/watch?v=PqFKRqpHrjwFor loop: https://www.youtube.com/watch?v=0ZvaDa8eT5s While loop: https://www.youtube.com/watch?v=HZARImviDxg Exceptions: https://www.youtube.com/watch?v=6SPDvPK38tw
2	a) Defined as a function F as Fn = Fn-1 + Fn-2. Write a Python program which accepts a value for N (where N >0) as input and pass this value to the function. Display suitable error message if the condition for input value is not followed. b) Develop a python program to convert binary to decimal, octal to hexadecimal using functions. Functions:https://www.youtube.com/watch?v=BVfCWuca9nw Arguments:https://www.youtube.com/watch?v=ijXMGpoMkhQ Return value: https://www.youtube.com/watch?v=nuNXiEDnM44
3	a) Write a Python program that accepts a sentence and find the number of words, digits, uppercase letters and lowercase letters. b) Write a Python program to find the string similarity between two given strings **Sample Output:** Original string: Python Exercises Python Exercises Similarity between two said strings: **Sample Output:** Original string: Python Exercises Python Exercise Similarity between two said strings:1.0 0.967741935483871 Strings: https://www.youtube.com/watch?v=lSItwlnF0eU String functions: https://www.youtube.com/watch?v=9a3CxJyTq00

4	a) Write a Python program to Demonstrate how to Draw a Bar Plot using Matplotlib. b) Write a Python program to Demonstrate how to Draw a Scatter Plot using Matplotlib. https://www.youtube.com/watch?v=RRHQ6Fs1b8w&list=PLjVLYmrlmjGcC0B_FP3bkJ-JIPkV5GuZR&index=3 https://www.youtube.com/watch?v=7ABCuhWO9II&list=PLjVLYmrlmjGcC0B_FP3bkJ-JIPkV5GuZR&index=4
5	a) Write a Python program to Demonstrate how to Draw a Histogram Plot using Matplotlib. b) Write a Python program to Demonstrate how to Draw a Pie Chart using Matplotlib. https://www.youtube.com/watch?v=Qk7caotaQUQ&list=PLjVLYmrlmjGcC0B_FP3bkJ-JIPkV5GuZR&index=6 https://www.youtube.com/watch?v=PSji21jUNO0&list=PLjVLYmrlmjGcC0B_FP3bkJ-JIPkV5GuZR&index=7
6	a) Write a Python program to illustrate Linear Plotting using Matplotlib. b) Write a Python program to illustrate liner plotting with line formatting using Matplotlib. https://www.youtube.com/watch?v=UO98lJQ3QGI&list=PL-osiE80TeTvipOqomVEeZ1HRrcEvtZB_
7	Write a Python program which explains uses of customizing seaborn plots with Aesthetic functions. https://www.youtube.com/watch?v=6GUZXDef2U0
8	Write a Python program to explain working with bokeh line graph using Annotations and Legends. a) Write a Python program for plotting different types of plots using Bokeh. https://www.youtube.com/watch?v=HDvxYoRadcA
9	Write a Python program to draw 3D Plots using Plotly Libraries. https://www.youtube.com/watch?v=cCck7hCanpw&list=PLE50-dh6JzC4onX-qkv9H3HtPbBVA8M94&index=4

10	a) Write a Python program to draw Time Series using Plotly Libraries. b) Write a Python program for creating Maps using Plotly Libraries. https://www.youtube.com/watch?v=xnJ2TNrGYik&list=PLE50-dh6JzC4onX-qkv9H3HtPbBVA8M94&index=5 https://www.youtube.com/watch?v=D35m2CdMhVs&list=PLE50-dh6JzC4onX-qkv9H3HtPbBVA8M94&index=6
Python (Full Course): https://www.youtube.com/watch?v=_uQrJ0TkZlc	
Pedagogy	For the above experiments the following pedagogy can be considered. Problem based learning, Active learning, MOOC, Chalk &Talk

Course outcomes (Course Skill Set):

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

CO 1. Demonstrate the use of IDLE or PyCharm IDE to create Python Applications

CO 2. Use Python programming constructs to develop programs for solving real-world problems

CO 3. Use Matplotlib for drawing different Plots

CO 4. Demonstrate working with Seaborn, Bokeh for visualization.

CO 5. Use Plotly for drawing Time Series and Maps.

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation (CIE):

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

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

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

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

Semester End Evaluation (SEE):

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

The minimum duration of SEE is 02 hours

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

Rubrics suggested in Annexure-II of Regulation book

Textbooks:

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

Analysis & Design of Algorithms		Semester	4
Course Code	**BCS401**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:

- To learn the methods for analyzing algorithms and evaluating their performance.
- To demonstrate the efficiency of algorithms using asymptotic notations.
- To solve problems using various algorithm design methods, including brute force, greedy, divide and conquer, decrease and conquer, transform and conquer, dynamic programming, backtracking, and branch and bound.
- To learn the concepts of P and NP complexity classes.

Teaching-Learning Process (General Instructions)

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

1. Lecturer method (L) does not mean only the traditional lecture method, but different types of teaching methods may be adopted to achieve the outcomes.
2. Utilize video/animation films to illustrate the functioning of various concepts.
3. Promote collaborative learning (Group Learning) in the class.
4. Pose at least three HOT (Higher Order Thinking) questions in the class to stimulate critical thinking.
5. Incorporate Problem-Based Learning (PBL) to foster students' analytical skills and develop their ability to evaluate, generalize, and analyze information rather than merely recalling it.
6. Introduce topics through multiple representations.
7. Demonstrate various ways to solve the same problem and encourage students to devise their own creative solutions.
8. Discuss the real-world applications of every concept to enhance students' comprehension.

Module-1

INTRODUCTION: What is an Algorithm?, Fundamentals of Algorithmic Problem Solving.

FUNDAMENTALS OF THE ANALYSIS OF ALGORITHM EFFICIENCY: Analysis Framework, Asymptotic Notations and Basic Efficiency Classes, Mathematical Analysis of Non recursive Algorithms, Mathematical Analysis of Recursive Algorithms.

BRUTE FORCE APPROACHES: Selection Sort and Bubble Sort, Sequential Search and Brute Force String Matching.

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)

Module-2

BRUTE FORCE APPROACHES (contd..): Exhaustive Search (Travelling Salesman probem and Knapsack Problem).

DECREASE-AND-CONQUER: Insertion Sort, Topological Sorting.

DIVIDE AND CONQUER: Merge Sort, Quick Sort, Binary Tree Traversals, Multiplication of Large Integers and Strassen's Matrix Multiplication.

Chapter 3(Section 3.4), Chapter 4 (Sections 4.1,4.2), Chapter 5 (Section 5.1,5.2,5.3, 5.4)
Module-3
TRANSFORM-AND-CONQUER: Balanced Search Trees, Heaps and Heapsort. **SPACE-TIME TRADEOFFS:** Sorting by Counting: Comparison counting sort, Input Enhancement in String Matching: Horspool's Algorithm. **Chapter 6 (Sections 6.3,6.4), Chapter 7 (Sections 7.1,7.2)**
Module-4
DYNAMIC PROGRAMMING: Three basic examples, The Knapsack Problem and Memory Functions, Warshall's and Floyd's Algorithms. **THE GREEDY METHOD:** Prim's Algorithm, Kruskal's Algorithm, Dijkstra's Algorithm, Huffman Trees and Codes. **Chapter 8 (Sections 8.1,8.2,8.4), Chapter 9 (Sections 9.1,9.2,9.3,9.4)**
Module-5
LIMITATIONS OF ALGORITHMIC POWER: Decision Trees, P, NP, and NP-Complete Problems. **COPING WITH LIMITATIONS OF ALGORITHMIC POWER**: Backtracking (n-Queens problem, Subset-sum problem), Branch-and-Bound (Knapsack problem), Approximation algorithms for NP-Hard problems (Knapsack problem). **Chapter 11 (Section 11.2, 11.3), Chapter 12 (Sections 12.1,12.2,12.3)**

Course outcome (Course Skill Set)

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

1. Apply asymptotic notational method to analyze the performance of the algorithms in terms of time complexity.
2. Demonstrate divide & conquer approaches and decrease & conquer approaches to solve computational problems.
3. Make use of transform & conquer and dynamic programming design approaches to solve the given real world or complex computational problems.
4. Apply greedy and input enhancement methods to solve graph & string based computational problems.
5. Analyse various classes (P,NP and NP Complete) of problems
6. Illustrate backtracking, branch & bound and approximation methods.

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

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

Semester-End Examination:

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

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

Suggested Learning Resources:

Textbooks

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

Reference books

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

Web links and Video Lectures (e-Resources):

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

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

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

Assessment Methods -

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

MICROCONTROLLERS		Semester	4
Course Code	**BCS402**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab Slots	Total Marks	100
Credits	04	Exam Hours	3
Examination nature (SEE)	Theory		

Course Objectives:

CLO 1: Understand the fundamentals of ARM-based systems and basic architecture of CISC and RISC.
CLO 2: Familiarize with ARM programming modules along with registers, CPSR and Flags.
CLO 3: Develop ALP using various instructions to program the ARM controller.
CLO 4: Understand the Exceptions and Interrupt handling mechanism in Microcontrollers.
CLO 5: Discuss the ARM Firmware packages and Cache memory polices.

Teaching-Learning Process

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

1. Lecturer method (L) needs not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt 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.
6. Introduce Topics in manifold representations.
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.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students understanding.
9. Use any of these methods: Chalk and board, Active Learning, Case Studies.

MODULE-1	**No. of Hours: 8**

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

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

Textbook 1: Chapter 1 - 1.1 to 1.4, Chapter 2 - 2.1 to 2.5
RBT: L1, L2, L3

MODULE-2	**No. of Hours: 8**

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

Textbook 1: Chapter 3 - 3.1 to 3.6
RBT: L1, L2, L3

MODULE-3	**No. of Hours:8**

C Compilers and Optimization: Basic C Data Types, C Looping Structures, Register Allocation, Function Calls, Pointer Aliasing, Portability Issues.

Textbook 1: Chapter 5.1 to 5.7 and 5.13
RBT: L1, L2, L3

MODULE-4	No. of Hours:8
Exception and Interrupt Handling: Exception handling, ARM processor exceptions and modes, vector table, exception priorities, link register offsets, interrupts, assigning interrupts, interrupt latency, IRQ and FIQ exceptions, basic interrupt stack design and implementation. **Firmware:** Firmware and bootloader, ARM firmware suite, Red Hat redboot, Example: sandstone, sandstone directory layout, sandstone code structure. **Textbook 1: Chapter 9.1 and 9.2, Chapter 10** **RBT: L1, L2, L3**	
MODULE-5	**No. of Hours:08**
CACHES: The Memory Hierarchy and Cache Memory, Caches and Memory Management Units: CACHE Architecture: Basic Architecture of a Cache Memory, Basic Operation of a Cache Controller, The Relationship between Cache and Main Memory, Set Associativity, Write Buffers, Measuring Cache Efficiency, CACHE POLICY: Write Policy—Writeback or Writethrough, Cache Line Replacement Policies, Allocation Policy on a Cache Miss. Coprocessor 15 and caches. **Textbook 1: Chapter 12.1 to 12.4** **RBT: L1, L2, L3**	

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

Sl.No.	Experiments
Module – 1	
1.	Using Keil software, observe the various Registers, Dump, CPSR, with a simple Assembly Language Programs (ALP).
Module – 2	
2.	Develop and simulate ARM ALP for Data Transfer, Arithmetic and Logical operations (Demonstrate with the help of a suitable program).
3.	Develop an ALP to multiply two 16-bit binary numbers.
4.	Develop an ALP to find the sum of first 10 integer numbers.
5.	Develop an ALP to find the largest/smallest number in an array of 32 numbers.
6.	Develop an ALP to count the number of ones and zeros in two consecutive memory locations.
Module – 3	
7.	Simulate a program in C for ARM microcontroller using KEIL to sort the numbers in ascending/descending order using bubble sort.
8.	Simulate a program in C for ARM microcontroller to find factorial of a number.
9.	Simulate a program in C for ARM microcontroller to demonstrate case conversion of characters from upper to lowercase and lower to uppercase.
Module – 4 and 5	
10.	Demonstrate enabling and disabling of Interrupts in ARM.
11.	Demonstrate the handling of divide by zero, Invalid Operation and Overflow exceptions in ARM.

Course outcomes (Course Skill Set):

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

- Explain the ARM Architectural features and Instructions.
- Develop programs using ARM instruction set for an ARM Microcontroller.
- Explain C-Compiler Optimizations and portability issues in ARM Microcontroller.
- Apply the concepts of Exceptions and Interrupt handling mechanisms in developing applications.
- Demonstrate the role of Cache management and Firmware in Microcontrollers.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the

academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

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

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

CIE for the practical component of the IPCC

1. **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
2. On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
3. The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
4. The laboratory test **(duration 02/03 hours)** after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks.**
5. Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
6. The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

SEE for IPCC

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

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

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

Suggested Learning Resources:

Text Books:

1. Andrew N Sloss, Dominic Symes and Chris Wright, ARM system developers guide, Elsevier, Morgan Kaufman publishers, 2008.

Reference Books:

1. Raghunandan.G.H, Microcontroller (ARM) and Embedded System, Cengage learning Publication, 2019.
2. Insider's Guide to the ARM7 based microcontrollers, Hitex Ltd.,1st edition, 2005

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

Assign the group task to demonstrate the Installation and working of Keil Software.

DATABASE MANAGEMENT SYSTEM		Semester	4
Course Code	**BCS403**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab slots	Total Marks	100
Credits	04	Exam Hours	
Examination nature (SEE)	Theory		

Course objectives:

- To Provide a strong foundation in database concepts, technology, and practice.
- To Practice SQL programming through a variety of database problems.
- To Understand the relational database design principles.
- To Demonstrate the use of concurrency and transactions in database.
- To Design and build database applications for real world problems.
- To become familiar with database storage structures and access techniques.

Teaching-Learning Process

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

1. Lecturer method (L) needs not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt 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.
6. Introduce Topics in manifold representations.
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.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding
9. Use any of these methods: Chalk and board, Active Learning, Case Studies

MODULE-1	**No. of Hours: 8**

Introduction to Databases: Introduction, Characteristics of database approach, Advantages of using the DBMS approach, History of database applications.
Overview of Database Languages and Architectures: Data Models, Schemas, and Instances. Three schema architecture and data independence, database languages, and interfaces, The Database System environment.
Conceptual Data Modelling using Entities and Relationships: Entity types, Entity sets and structural constraints, Weak entity types, ER diagrams,Specialization and Generalization.

Textbook 1:Ch 1.1 to 1.8, 2.1 to 2.6, 3.1 to 3.10
RBT: L1, L2, L3

MODULE-2	**No. of Hours: 8**

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

Textbook 1: Ch 5.1 to 5.3, Ch 8.1 to 8.5; Ch 9.1 to 9.2 Textbook 2: 3.5
RBT: L1, L2, L3

MODULE-3	**No. of Hours:8**

Normalization: Database Design Theory – Introduction to Normalization using Functional and Multivalued Dependencies: Informal design guidelines for relation schema, Functional Dependencies, Normal Forms based on Primary Keys, Second and Third Normal Forms, Boyce-Codd Normal Form, Multivalued Dependency and Fourth Normal Form, Join Dependencies and Fifth Normal Form.
SQL: SQL data definition and data types, Schema change statements in SQL, specifying constraints in SQL, retrieval queries in SQL, INSERT, DELETE, and UPDATE statements in SQL, Additional features of SQL
Textbook 1: Ch 14.1 to 14.7, Ch 6.1 to 6.5
RBT: L1, L2, L3

MODULE-4	**No. of Hours:8**

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

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

Textbook 1: Ch 7.1 to 7.3, Ch 20.1 to 20.6
RBT: L1, L2, L3

MODULE-5	**No. of Hours:08**

Concurrency Control in Databases: Two-phase locking techniques for Concurrency control, Concurrency control based on Timestamp ordering, Multiversion Concurrency control techniques, Validation Concurrency control techniques, Granularity of Data items and Multiple Granularity Locking.
NOSQL Databases and Big Data Storage Systems: Introduction to NOSQL Systems, The CAP Theorem, Document-Based NOSQL Systems and MongoDB, NOSQL Key-Value Stores, Column-Based or Wide Column NOSQL Systems, NOSQL Graph Databases and Neo4j

Textbook 1:Chapter 21.1 to 21.5, Chapter 24.1 to 24.6
RBT: L1, L2, L3

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

Sl.NO	Experiments
1	Create a table called Employee & execute the following. **Employee(EMPNO,ENAME,JOB, MANAGER_NO, SAL, COMMISSION)** 1. Create a user and grant all permissions to theuser. 2. Insert the any three records in the employee table contains attributes EMPNO,ENAME JOB, MANAGER_NO, SAL, COMMISSION and use rollback. Check the result. 3. Add primary key constraint and not null constraint to the employee table. 4. Insert null values to the employee table and verify the result.
2	Create a table called Employee that contain attributes EMPNO,ENAME,JOB, MGR,SAL & execute the following. 1. Add a column commission with domain to the Employeetable. 2. Insert any five records into the table. 3. Update the column details of job 4. Rename the column of Employ table using alter command. 5. Delete the employee whose Empno is 105.
3	Queries using aggregate functions(COUNT,AVG,MIN,MAX,SUM),Group by,Orderby. **Employee(E_id, E_name, Age, Salary)** 1. Create Employee table containing all Records E_id, E_name, Age, Salary. 2. Count number of employee names from employeetable 3. Find the Maximum age from employee table. 4. Find the Minimum age from employeetable. 5. Find salaries of employee in Ascending Order. 6. Find grouped salaries of employees.
4	Create a row level trigger for the customers table that would fire for INSERT or UPDATE or DELETE operations performed on the CUSTOMERS table. This trigger will display the salary difference between the old & new Salary. **CUSTOMERS(ID,NAME,AGE,ADDRESS,SALARY)**
5	Create cursor for Employee table & extract the values from the table. Declare the variables ,Open the cursor & extrct the values from the cursor. Close the cursor. **Employee(E_id, E_name, Age, Salary)**
6	Write a PL/SQL block of code using parameterized Cursor, that will merge the data available in the newly created table N_RollCall with the data available in the table O_RollCall. If the data in the first table already exist in the second table then that data should be skipped.
7	Install an Open Source NoSQL Data base MangoDB & perform basic CRUD(Create, Read, Update & Delete) operations. Execute MangoDB basic Queries using CRUD operations.

Course outcomes (Course Skill Set):

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

- Describe the basic elements of a relational database management system
- Design entity relationship for the given scenario.
- Apply various Structured Query Language (SQL) statements for database manipulation.
- Analyse various normalization forms for the given application.
- Develop database applications for the given real world problem.
- Understand the concepts related to NoSQL databases.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum

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

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

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

CIE for the practical component of the IPCC

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

SEE for IPCC

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

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

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

Suggested Learning Resources:

Text Books:

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

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

Mini Project:

- Project Based Learning

Analysis & Design of Algorithms Lab		Semester	4
Course Code	**BCSL404**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	2
Examination type (SEE)	Practical		

Course objectives:

- To design and implement various algorithms in C/C++ programming using suitable development tools to address different computational challenges.
- To apply diverse design strategies for effective problem-solving.
- To Measure and compare the performance of different algorithms to determine their efficiency and suitability for specific tasks.

Sl.No	Experiments
1	Design and implement C/C++ Program to find Minimum Cost Spanning Tree of a given connected undirected graph using Kruskal's algorithm.
2	Design and implement C/C++ Program to find Minimum Cost Spanning Tree of a given connected undirected graph using Prim's algorithm.
3	a. Design and implement C/C++ Program to solve All-Pairs Shortest Paths problem using Floyd's algorithm. b. Design and implement C/C++ Program to find the transitive closure using Warshal's algorithm.
4	Design and implement C/C++ Program to find shortest paths from a given vertex in a weighted connected graph to other vertices using Dijkstra's algorithm.
5	Design and implement C/C++ Program to obtain the Topological ordering of vertices in a given digraph.
6	Design and implement C/C++ Program to solve 0/1 Knapsack problem using Dynamic Programming method.
7	Design and implement C/C++ Program to solve discrete Knapsack and continuous Knapsack problems using greedy approximation method.
8	Design and implement C/C++ Program to find a subset of a given set S = {sl , s2,.....,sn} of n positive integers whose sum is equal to a given positive integer d.
9	Design and implement C/C++ Program to sort a given set of n integer elements using Selection Sort method and compute its time complexity. Run the program for varied values of n> 5000 and record the time taken to sort. Plot a graph of the time taken versus n. The elements can be read from a file or can be generated using the random number generator.
10	Design and implement C/C++ Program to sort a given set of n integer elements using Quick Sort method and compute its time complexity. Run the program for varied values of n> 5000 and record the time taken to sort. Plot a graph of the time taken versus n. The elements can be read from a file or can be generated using the random number generator.
11	Design and implement C/C++ Program to sort a given set of n integer elements using Merge Sort method and compute its time complexity. Run the program for varied values of n> 5000, and record the time taken to sort. Plot a graph of the time taken versus n. The elements can be read from a file or can be generated using the random number generator.
12	Design and implement C/C++ Program for N Queen's problem using Backtracking.

Course outcomes (Course Skill Set):

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

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

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation (CIE):

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

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

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

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

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.

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

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

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

The minimum duration of SEE is 02 hours

Suggested Learning Resources:

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

DISCRETE MATHEMATICAL STRUCTURES		Semester	IV
Course Code	**BCS405A**	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:

1. To help students to understand discrete and continuous mathematical structures.
2. To impart basics of relations and functions.
3. To facilitate students in applying principles of Recurrence Relations to find the generating functions and solve the Recurrence relations.
4. To have the knowledge of groups and their properties to understand the importance of algebraic properties relative to various number systems.

Teaching-Learning Process

Pedagogy (General Instructions):

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

1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop students' theoretical and applied Mathematical skills.
2. State the need for Mathematics with Engineering Studies and Provide real-life examples.
3. Support and guide the students for self–study.
4. You will assign homework, grading assignments and quizzes, and documenting students' progress.
5. Encourage the students to group learning to improve their creative and analytical skills.
6. Show short related video lectures in the following ways:
   - As an introduction to new topics (pre-lecture activity).
   - As a revision of topics (post-lecture activity).
   - As additional examples (post-lecture activity).
   - As an additional material of challenging topics (pre-and post-lecture activity).
   - As a model solution for some exercises (post-lecture activity).

Module-1: Fundamentals of Logic

Basic Connectives and Truth Tables, Logic Equivalence – The Laws of Logic, Logical Implication – Rules of Inference. The Use of Quantifiers, Quantifiers, Definitions and the Proofs of Theorems. **(8 hours)**

(RBT Levels: L1, L2 and L3)

Module-2: Properties of the Integers

Mathematical Induction, The Well Ordering Principle – Mathematical Induction, Recursive Definitions.

Fundamental Principles of Counting: The Rules of Sum and Product, Permutations, Combinations – The Binomial Theorem, Combinations with Repetition. **(8 Hours)**

(RBT Levels: L1, L2 and L3)

Module-3: Relations and Functions

Cartesian Products and Relations, Functions – Plain and One-to-One, Onto Functions. The Pigeon-hole Principle, Function Composition and Inverse Functions.

Properties of Relations, Computer Recognition – Zero-One Matrices and Directed Graphs, Partial Orders – Hasse Diagrams, Equivalence Relations and Partitions. **(8 hours)**

(RBT Levels: L1, L2 and L3)

Module-4: The Principle of Inclusion and Exclusion

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

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

(RBT Levels: L1, L2 and L3)

Module-5: Introduction to Groups Theory

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

(RBT Levels: L1, L2 and L3)

Course outcome (Course Skill Set)

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

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

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE, the minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

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

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

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

Semester-End Examination:

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

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

Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

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

Text Books:

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

Reference Books:

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

Web links and Video Lectures (e-Resources):

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

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

- Quizzes
- Assignments
- Seminar

GRAPH THEORY		Semester	IV
Course Code	**BCS405B**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:

- Understand the basic concepts of graphs and their properties, and operations of graphs.
- Hamiltonian and Euler graphs, trees and matrix representation of the graph.
- Apply the concepts of a planar graph, matching and colouring in computer science engineering.

Teaching-Learning Process

Pedagogy (General Instructions):

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

1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop students' theoretical and applied Mathematical skills.
2. State the need for Mathematics with Engineering Studies and Provide real-life examples.
3. Support and guide the students for self–study.
4. You will assign homework, grading assignments and quizzes, and documenting students' progress.
5. Encourage the students to group learning to improve their creative and analytical skills.
6. Show short related video lectures in the following ways:
   - As an introduction to new topics (pre-lecture activity).
   - As a revision of topics (post-lecture activity).
   - As additional examples (post-lecture activity).
   - As an additional material of challenging topics (pre-and post-lecture activity).
   - As a model solution for some exercises (post-lecture activity).

Module-1

Introduction to Graphs: Introduction- Basic definition – Application of graphs – finite, infinite and bipartite graphs – Incidence and Degree – Isolated vertex, pendant vertex and Null graph. Paths and circuits – Isomorphism, sub-graphs, walks, paths and circuits, connected graphs, disconnected graphs and components. **(8 hours)**

(RBT Levels: L1, L2 and L3)

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Module-2

Eulerian and Hamiltonian graphs: Euler graphs, Operations on graphs, Hamiltonian paths and circuits, Travelling salesman problem. Directed graphs – types of digraphs, Digraphs and binary relation. **(8 hours)**

(RBT Levels: L1, L2 and L3)

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Module-3

Trees – properties, pendant vertex, Distance and centres in a tree - Rooted and binary trees, counting trees, spanning trees.

Connectivity Graphs: Vertex Connectivity, Edge Connectivity, Cut set and Cut Vertices, Fundamental circuits. **(8 hours)**

(RBT Levels: L1, L2 and L3)

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Module-4

Planar Graphs: Planar graphs, Kuratowski's theorem (proof not required), Different representations of planar graphs, Euler's theorem, Geometric dual.
Graph Representations: Matrix representation of graphs-Adjacency matrix, Incidence Matrix, Circuit Matrix, Path Matrix. **(8 hours)**
(RBT Levels: L1, L2 and L3)

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Module-5:

Graph Colouring: Colouring- Chromatic number, Chromatic polynomial, Matchings, Coverings, Four colour problem and Five colour problem. Greedy colouring algorithm. **(8 hours)**
(RBT Levels: L1, L2 and L3)

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Course outcome (Course Skill Set)

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

1. Explain the fundamental concepts of properties and representation of graphs.
2. Solve the problems involving characterization and operations on graphs.
3. Apply concepts of trees and graph connectivity to solve real world problems.
4. Apply the concepts of planar graph and graph representations to solve the given problem.
5. Use the concepts of matching and coloring of graphs to solve the real world problems.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE, the minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

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

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

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

Semester-End Examination:

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

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

Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:

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

Text Books:

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

Reference Books:

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

Web links and Video Lectures (e-Resources):

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

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

- Quizzes
- Assignments
- Seminar

OPTIMIZATION TECHNIQUE		Semester	IV
Course Code	**BCS405C**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives: The objectives of the course are to fecilitate the learners to:

- Appreciate the importance of linear algebra in computer science and allied engineering science.
- Gain the knowledge of linear algebra tools and concepts to implememt them in their core domain.
- Improve their mathematical thinking and acquire skills required for sustained lifelong learning.

Teaching-Learning Process

Pedagogy (General Instructions):

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

1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop students' theoretical and applied Mathematical skills.
2. State the need for Mathematics with Engineering Studies and Provide real-life examples.
3. Support and guide the students for self–study.
4. You will assign homework, grading assignments and quizzes, and documenting students' progress.
5. Encourage the students to group learning to improve their creative and analytical skills.
6. Show short related video lectures in the following ways:
   - As an introduction to new topics (pre-lecture activity).
   - As a revision of topics (post-lecture activity).
   - As additional examples (post-lecture activity).
   - As an additional material of challenging topics (pre-and post-lecture activity).
   - As a model solution of some exercises (post-lecture activity).

Module-1: VECTOR CALCULUS

Functions of several variables, Differentiation and partial differentials, gradients of vector-valued functions, gradients of matrices, useful identities for computing gradients, linearization and multivariate Taylor series. **(8 hours)**

(RBT Levels: L1, L2 and L3)

Module-2: APPLICATIONS OF VECTOR CALCULUS

Backpropagation and automatic differentiation, gradients in a deep network, The Gradient of Quadratic Cost, Descending the Gradient of Cost, The Gradient of Mean Squared Error.

(8 hours)

(RBT Levels: L1, L2 and L3)

Module-3: Convex Optimization-1

Local and global optima, convex sets and functions separating hyperplanes, application of Hessian matrix in optimization, Optimization using gradient descent, Sequential search 3-point search and Fibonacci search. **(8 hours)**
(RBT Levels: L1, L2 and L3)

Module-4: Convex Optimization-2

Unconstrained optimization -Method of steepest ascent/descent, NR method, Gradient descent, Mini batch gradient descent, Stochastic gradient descent. **(8 hours)**
(RBT Levels: L1, L2 and L3)

Module-5: Advanced Optimization

Momentum-based gradient descent methods: Adagrad, RMSprop and Adam.
Non-Convex Optimization: Convergence to Critical Points, Saddle-Point methods. **(8 hours)**
(RBT Levels: L1, L2 and L3)

Course outcome (Course Skill Set)
At the end of the course, the student will be able to:

1. Apply the concepts of vector calculus to solve the given problem.
2. Apply the concepts of partial differentiation in machine learning and deep neural networks.
3. Analyze the convex optimization algorithms and their importance in computer science & engineering.
4. Apply the optimization algorithms to solve the problem.
5. Analyze the advanced optimization algorithms for machine learning .

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE, the minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

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

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

Semester-End Examination:

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

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

Marks scored shall be proportionally reduced to 50 marks.

Suggested Learning Resources:

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

Text Books:

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

Reference Books:

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

Web links and Video Lectures (e-Resources):
• https://ocw.mit.edu/courses/mathematics/18-06sc-linear-algebra-fall-2011/index.htm • https://www.math.ucdavis.edu/~linear/linear.pdf • https://www.coursera.org/learn/linear-algebra-machine-learning • https://nptel.ac.in/syllabus/111106051/ • https://github.com/epfml/OptML_course • https://www.youtube.com/playlist?list=PL4O4bXkI-fAeYrsBqTUYn2xMjJAqlFQzX
Activity-Based Learning (Suggested Activities in Class)/Practical-Based Learning • Quizzes • Assignments • Seminar

LINEAR ALGEBRA		Semester	IV
Course Code	**BCS405D**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:

- To equip the students with standard concepts and tools in Linear algebra which will find them useful in their disciplines.
- Gain the knowledge of linear algebra tools and concepts to implement them in their core domain.
- Improve their mathematical thinking and acquire skills required for sustained lifelong learning.

Teaching-Learning Process
Pedagogy (General Instructions):
These are sample Strategies, teachers can use to accelerate the attainment of the various course
outcomes.

1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop students' theoretical and applied Mathematical skills.
2. State the need for Mathematics with Engineering Studies and Provide real-life examples.
3. Support and guide the students for self–study.
4. You will assign homework, grading assignments and quizzes, and documenting students' progress.
5. Encourage the students to group learning to improve their creative and analytical skills.
6. Show short related video lectures in the following ways:
   - As an introduction to new topics (pre-lecture activity).
   - As a revision of topics (post-lecture activity).
   - As additional examples (post-lecture activity).
   - As an additional material of challenging topics (pre-and post-lecture activity).
   - As a model solution of some exercises (post-lecture activity).

Module-1: VECTOR SPACES

Introduction, Vector spaces, Subspaces, Linear Combinations, Linear Spans, row space and column space of a Matrix, Linear Dependence and Independence, Basis and Dimension, Coordinates. **(8 hours)**
(RBT Levels: L1, L2 and L3)

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Module-2: LINEAR TRANSFORMATIONS

Introduction, Linear Mappings, Geometric linear transformation of i2, Kernel and Image of a linear transformations, Rank-Nullity Theorem (No proof), Matrix representation of linear transformations, Singular and Non-singular linear transformations, Invertible linear transformations **(8 hours)** **(RBT Levels: L1, L2 and L3)**	
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation
Module-3: EIGENVALUES AND EIGENVECTORS	
Introduction, Polynomials of Matrices, Applications of Cayley-Hamilton Theorem, Eigen spaces of a linear transformation, Characteristic and Minimal Polynomials of Block Matrices, Jordan Canonical form. **(8 hours)** **(RBT Levels: L1, L2 and L3)**	
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation
Module-4: INNER PRODUCT SPACES	
Inner products, inner product spaces, length and orthogonality, orthogonal sets and Bases, projections, Gram-Schmidt process, QR-factorization, least squares problem and least square error. **(8 hours)** **(RBT Levels: L1, L2 and L3)**	
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation
Module-5: OPTIMIZATION TECHNIQUES IN LINEAR ALGEBRA	
Diagonalization and Orthogonal diagonalization of real symmetric matrices, quadratic forms and its classifications, Hessian Matrix, Method of steepest descent, Singular value decomposition. Dimensionality reduction – Principal component analysis. **(8 hours)** **(RBT Levels: L1, L2 and L3)**	
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation
Course outcome (Course Skill Set) At the end of the course, the student will be able to: 1. Explain the concepts of vector spaces, subspaces, bases, dimension and their properties. 2. Use matrices and linear transformations to solve the given problem. 3. Compute Eigenvalues and Eigenvectors for the linear transformations 4. Determine orthogonality of inner product spaces. 5. Apply the optimization techniques to solve the problems.	

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE, the minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

- There are 25 marks for the CIE's Assignment component and 25 for the Internal Assessment Test component.

Each test shall be conducted for 25 marks. The first test will be administered after 40-50% of the coverage of the syllabus, and the second test will be administered after 85-90% of the coverage of the syllabus. The average of the two tests shall be scaled down to 25 marks

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

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

Semester-End Examination:

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

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

Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:
Books (Name of the author/Title of the Book/Name of the publisher/Edition and Year)
Text Books:

1. **David C. Lay, Steven R. Lay, Judi J Mc. Donald: "Linear Algebra and its applications**", Pearson Education, 6th Edition, 2021.
2. **Gilbert Strang**: **"Linear Algebra and its applications**", Brooks Cole, 4th edition, 2005.

Reference Books:

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

Web links and Video Lectures (e-Resources):

- https://ocw.mit.edu/courses/mathematics/18-06sc-linear-algebra-fall-2011/index.htm
- https://www.math.ucdavis.edu/~linear/linear.pdf
- https://www.coursera.org/learn/linear-algebra-machine-learning
- https://nptel.ac.in/syllabus/111106051/
- http://nptel.ac.in/courses.php?disciplineID=111
- http://www.class-central.com/subject/math(MOOCs)
- http://academicearth.org/
- VTU e-Shikshana Program
- VTU EDUSAT Program.

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

- Quizzes
- Assignments
- Seminar

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

Course objectives:

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

Teaching-Learning Process (General Instructions)

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

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

Module-1

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

Module-2

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

Module-3

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

Module-4

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

Module-5

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

Course outcome (Course Skill Set)

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

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

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

Assessment Details (both CIE and SEE)

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

Continuous internal Examination (CIE)

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

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

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of the 01 marks. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure a minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

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

Web links and Video Lectures (e-Resources):

- https://www.youtube.com/watch?v=kvn_-mJ2tSo
- https://www.youtube.com/watch?v=kxngsYn5N3Y
- https://www.youtube.com/watch?v=EgdFi3sCgzU
- https://www.brightest.io/sustainability-measurement
- https://www.youtube.com/watch?v=S2m49Op25Zw

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

- Literature survey/review

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

Course objectives:

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

Teaching-Learning Process (General Instructions)

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

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

Module-1

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

Module-2

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

Module-3

Measurement: API Usage and Its Effect on Capacity, Examples and Reality.
Predicting Trends: Riding Your Waves.

Module-4

Predicting Trends: Procurement, The Effects of Increasing Capacity, Long-Term Trends, Iteration and Calibration.
Deployment: Automated Deployment Philosophies, Automated Installation Tools, Automated Configuration.

Module-5

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

Course outcome (Course Skill Set)

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

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

Assessment Details (both CIE and SEE)

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

Continuous internal Examination (CIE)

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

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

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of the 01 marks. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure a minimum of

Suggested Learning Resources:

Books

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

Web links and Video Lectures (e-Resources):

- https://www.youtube.com/watch?v=w0cD26CLBA0
- https://www.youtube.com/watch?v=5-hhfBXykec
- https://www.youtube.com/watch?v=9e4IohiFmZ8&t=63s
- https://www.youtube.com/watch?v=qj4ziswxupE
- https://www.youtube.com/watch?v=jTW79ofC6Go
- https://www.youtube.com/watch?v=_pPlanX5wQY

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

- Tool demonstration

UI/UX		Semester	4
Course Code	**BCS456C**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	1:0:0:0	SEE Marks	50
Total Hours of Pedagogy	14	Total Marks	100
Credits	01	Exam Hours	01
Examination type (SEE)	Theory (MCQ)		

Course objectives:

- Understand user experience design requirements, with design goals, metrics and targets.
- Explore different prototyping methods, UX design principles with case examples.
- Understand the role of design thinking concepts and mental models in UX design.

Teaching-Learning Process (General Instructions)

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

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

Module-1

Introduction: Usability to user experience, Emotional impact as part of user experience, User experience needs a business case.

Extracting Interaction Design Requirements: Needs & Requirements, Formal requirement extraction, Methods for requirement extraction.

Module-2

Design Thinking, Ideation, and Sketching: Design Thinking, Design Perspectives, User Personas, Ideation, Sketching.

Mental Models and Conceptual Design: Storyboards, Design influencing user behaviour.

Module-3

Design Production: Detailed Design, Wireframes.

UX Goals, Metrics and Targets: UX Goals, UX Measures, Measurement instruments, UX Metrics.

Module-4

Prototyping: Depth & breadth of a prototype, Fidelity of prototypes, Paper prototypes.

Connections with Software Engineering: Foundations for success in SE-UX development, The challenge of connecting SE and UX.

Module-5

UX Design Guidelines: Using and interpreting design guidelines, Human memory limitations, UX design guidelines & examples, Planning, Translation, Physical action, Outcomes, Assessment, Overall.

Course outcome (Course Skill Set)

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

1. Explain the user experience design requirements.
2. Relate design thinking concepts and mental models to UX design.
3. Illustrate UX design in line with design goals, metrics and targets.
4. Demonstrate different prototyping in relation with software engineering.

5. Explain UX design principles with case examples.

Assessment Details (both CIE and SEE)

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

Continuous internal Examination (CIE)

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

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

Semester End Examinations (SEE)

SEE paper shall be set for 50 questions, each of the 01 marks. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure a minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books

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

Web links and Video Lectures (e-Resources):

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

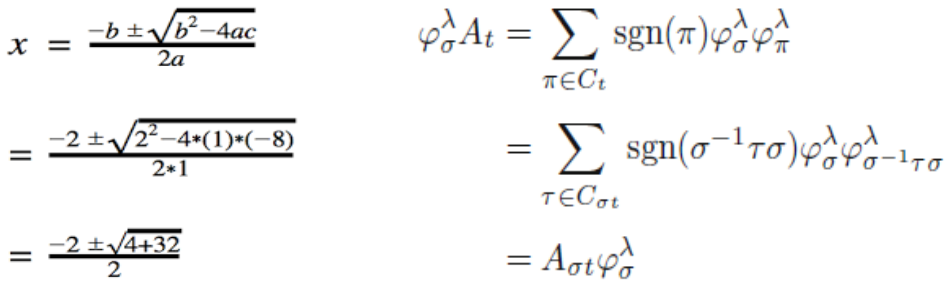
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

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

Technical Writing using LaTeX		Semester	4
Course Code	**BCSL456D**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	02
Examination type (SEE)	**Practical**		

Course objectives:

- To introduce the basic syntax and semantics of the LaTeX scripting language
- To understand the presentation of tables and figures in the document
- To illustrate the LaTeX syntax to represent the theorems and mathematical equations
- To make use of the libraries (Tikz, algorithm) to design the diagram and algorithms in the document

<table>
<tr><th>Sl.NO</th><th>Experiments</th></tr>
<tr><td>1</td><td>Develop a LaTeX script to create a simple document that consists of 2 sections [Section1, Section2], and a paragraph with dummy text in each section. And also include header [title of document] and footer [institute name, page number] in the document.</td></tr>
<tr><td>2</td><td>Develop a LaTeX script to create a document that displays the sample Abstract/Summary</td></tr>
<tr><td>3</td><td>Develop a LaTeX script to create a simple title page of the VTU project Report [Use suitable Logos and text formatting]</td></tr>
<tr><td>4</td><td>Develop a LaTeX script to create the Certificate Page of the Report [Use suitable commands to leave the blank spaces for user entry]</td></tr>
<tr><td>5</td><td>Develop a LaTeX script to create a document that contains the following table with proper labels.
<table>
<tr><th rowspan="2">S.No</th><th rowspan="2">USN</th><th rowspan="2">Student Name</th><th colspan="3">Marks</th></tr>
<tr><th>Subject1</th><th>Subject2</th><th>Subject3</th></tr>
<tr><td>1</td><td>4XX22XX001</td><td>Name 1</td><td>89</td><td>60</td><td>90</td></tr>
<tr><td>2</td><td>4XX22XX002</td><td>Name 2</td><td>78</td><td>45</td><td>98</td></tr>
<tr><td>3</td><td>4XX22XX003</td><td>Name 3</td><td>67</td><td>55</td><td>59</td></tr>
</table></td></tr>
<tr><td>6</td><td>Develop a LaTeX script to include the side-by-side graphics/pictures/figures in the document by using the subgraph concept</td></tr>
<tr><td>7</td><td>Develop a LaTeX script to create a document that consists of the following two mathematical equations

$$x = \frac{-b \pm \sqrt{b^2-4ac}}{2a}$$
$$= \frac{-2 \pm \sqrt{2^2-4*(1)*(-8)}}{2*1}$$
$$= \frac{-2 \pm \sqrt{4+32}}{2}$$
$$\varphi_\sigma^\lambda A_t = \sum_{\pi \in C_t} \operatorname{sgn}(\pi) \varphi_\sigma^\lambda \varphi_\pi^\lambda$$
$$= \sum_{\tau \in C_{\sigma t}} \operatorname{sgn}(\sigma^{-1}\tau\sigma) \varphi_\sigma^\lambda \varphi_{\sigma^{-1}\tau\sigma}^\lambda$$
$$= A_{\sigma t} \varphi_\sigma^\lambda$$</td></tr>
</table>

8	Develop a LaTeX script to demonstrate the presentation of Numbered theorems, definitions, corollaries, and lemmas in the document
9	Develop a LaTeX script to create a document that consists of two paragraphs with a minimum of 10 citations in it and display the reference in the section
10	Develop a LaTeX script to design a simple tree diagram or hierarchical structure in the document with appropriate labels using the Tikz library
11	Develop a LaTeX script to present an algorithm in the document using algorithm/algorithmic/algorithm2e library
12	Develop a LaTeX script to create a simple report and article by using suitable commands and formats of user choice.

Course outcomes (Course Skill Set):

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

- Apply basic LaTeX command to develop simple document
- Develop LaTeX script to present the tables and figures in the document
- Illustrate LaTeX script to present theorems and mathematical equations in the document
- Develop programs to generate the complete report with citations and a bibliography
- Illustrate the use of Tikz and algorithm libraries to design graphics and algorithms in the document

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation (CIE):

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

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

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

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

Semester End Evaluation (SEE):

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

jointly.

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

- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.

The minimum duration of SEE is 02 hours

Suggested Learning Resources:

- **BOOK:** A Short Introduction to LaTeX BY FIRUZA KARMALI (AIBARA), A book for beginners, 2019
- **BOOK:** Formatting Information: A Beginner's Introduction to Typesetting with LaTeX, BY PETER FLYNN, Comprehensive TeX Archive Network (2005)
- LaTeX TUTORIAL: [https://latex-tutorial.com/tutorials/]
- LaTeX TUTORIAL: [https://www.javatpoint.com/latex]

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

Course objectives: The course will enable the students to:

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

General Instructions - Pedagogy :

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

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

Contents :

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

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

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

Social Connect & Responsibility - Contents

Part I:

Plantation and adoption of a tree:

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

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

Part II :

Heritage walk and crafts corner:

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

Part III :

Organic farming and waste management:

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

Objectives,Visit, case study, report, outcomes.

Part IV:

Water conservation:

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

Part V :

Food walk:

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

Course outcomes (Course Skill Set):

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

CO1: Communicate and connect to the surrounding.

CO2: Create a responsible connection with the society.

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

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

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

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

Activities:

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

PEDAGOGY:

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

COURSE TOPICS:

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

Duration :

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

Guideline for Assessment Process:

Continuous Internal Evaluation (CIE):

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

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

Excellent : 80 to 100
Good : 60 to 79
Satisfactory : 40 to 59
Unsatisfactory and fail : <39

Special Note :

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

Pedagogy – Guidelines :

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

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

Plan of Action (Execution of Activities)

Sl.NO	Practice Session Description
1	**Lecture session in field to start activities**
2	**Students Presentation on Ideas**
3	**Commencement of activity and its progress**
4	**Execution of Activity**
5	**Execution of Activity**
6	**Execution of Activity**
7	**Execution of Activity**
8	**Case study based Assessment, Individual performance**
9	**Sector/ Team wise study and its consolidation**
10	**Video based seminar for 10 minutes by each student At the end of semester with Report.**

- Each student should do activities according to the scheme and syllabus.
- At the end of semester student performance has to be evaluated by the faculty for the assigned activity progress and its completion.
- At last consolidated report of all activities from 1st to 5th, compiled report should be submitted as per the instructions and scheme.

Assessment Details for CIE (both CIE and SEE)

Weightage	**CIE – 100%**	• Implementation strategies of the project (NSS work). • The last report should be signed by NSS Officer, the HOD and principal. • At last report should be evaluated by the NSS officer of the institute. • Finally the consolidated marks sheet should be sent to the university and also to be made available at LIC visit.
Field Visit, Plan, Discussion	10 Marks	
Commencement of activities and its progress	20 Marks	
Case study based Assessment Individual performance with report	20 Marks	
Sector wise study & its consolidation 5*5 = 25	25 Marks	
Video based seminar for 10 minutes by each student At the end of semester with Report. **Activities 1 to 5, 5*5 = 25**	25 Marks	
Total marks for the course in each semester	**100 Marks**	
For each activity, 20 marks CIE will be evaluated for IA marks at the end of semester, Report and assessment copy should be made available in the department.		
Students should present the progress of the activities as per the schedule in the prescribed practical session in the field. There should be positive progress in the vertical order for the benefit of society in general through activities.		

National Service Scheme (NSS)		Semester	3rd to 6th
Course Code	**BNSK459**	CIE Marks	**25*4 = 100**
Teaching Hours/Week (L:T:P: S)	0:0:3:1	SEE Marks	------
Total Hours of Pedagogy	40 hour Practical Session +15 hour Planning	Total Marks	**25*4 = 100**
Examination nature (SEE)	Activities Report Evaluation by College NSS Officer at the end of every semester (3rd to 6th semester)		
Credits	NCMC – Non Credit Mandatory Course (Completion of the course shall be mandatory for the award of degree)		

Course objectives: National Service Scheme (NSS) will enable the students to:

1. Understand the community in general in which they work.
2. Identify the needs and problems of the community and involve them in problem –solving.
3. Develop among themselves a sense of social & civic responsibility & utilize their knowledge in finding practical solutions to individual and community problems.
4. Develop competence required for group-living and sharing of responsibilities & gain skills in mobilizing community participation to acquire leadership qualities and democratic attitudes.
5. Develop capacity to meet emergencies and natural disasters & practice national integration and social harmony in general.

General Instructions - Pedagogy :

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

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

National Service Scheme (NSS) – Contents

==========

1. Organic farming, Indian Agriculture (Past, Present and Future) Connectivity for marketing.
2. Waste management– Public, Private and Govt organization, 5 R's.
3. Setting of the information imparting club for women leading to contribution in social and economic issues.
4. Water conservation techniques – Role of different stakeholders– Implementation.
5. Preparing an actionable business proposal for enhancing the village income and approach for implementation.
6. Helping local schools to achieve good results and enhance their enrolment in Higher/

technical/ vocational education.

7. Developing Sustainable Water management system for rural areas and implementation approaches.
8. Contribution to any national level initiative of Government of India. For eg. Digital India, Skill India, Swatch Bharat, Atmanirbhar Bharath, Make in India, Mudra scheme, Skill development programs etc.
9. Spreading public awareness under rural outreach programs.(minimum5 programs).
10. Social connect and responsibilities.
11. Plantation and adoption of plants. Know your plants.
12. Organize National integration and social harmony events /workshops /seminars. (Minimum 02 programs).
13. Govt. school Rejuvenation and helping them to achieve good infrastructure.

NOTE:

- Student/s in individual or in a group Should select any one activity in the beginning of each semester till end of that respective semester for successful completion as per the instructions of NSS officer with the consent of HOD of the department.
- At the end of every semester, activity report should be submitted for evaluation.

Distribution of Activities - Semester wise from 3rd to 6th semester

Sem	Topics / Activities to be Covered
3rd Sem for 25 Marks	1. Organic farming, Indian Agriculture (Past, Present and Future) Connectivity for marketing. 2. Waste management– Public, Private and Govt organization, 5 R's. 3. Setting of the information imparting club for women leading to contribution in social and economic issues.
4th Sem for 25 Marks	4. Water conservation techniques – Role of different stakeholders– Implementation. 5. Preparing an actionable business proposal for enhancing the village income and approach for implementation. 6. Helping local schools to achieve good results and enhance their enrolment in Higher/ technical/ vocational education.
5th Sem for 25 Marks	7. Developing Sustainable Water management system for rural areas and implementation approaches. 8. Contribution to any national level initiative of Government of India. Foreg. Digital India, Skill India, Swachh Bharat, Atmanirbhar Bharath, Make in India, Mudra scheme, Skill development programs etc. 9. Spreading public awareness under rural outreach programs.(minimum5 programs). 10. Social connect and responsibilities.
6th Sem for 25 Marks	11. Plantation and adoption of plants. Know your plants. 12. Organize National integration and social harmony events /workshops /seminars. (Minimum 02 programs). 13. Govt. school Rejuvenation and helping them to achieve good infrastructure.

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

Sl No	Topic	Group size	Location	Activity execution	Reporting	Evaluation Of the Topic
1.	Organic farming, Indian Agriculture (Past, Present and Future) Connectivity for marketing.	May be individual or team	Farmers land/Villages/ roadside / community area/ College campus etc…..	Site selection /proper consultation/Continuous monitoring/ Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by NSS officer
2.	Waste management– Public, Private and Govt organization, 5 R's.	May be individual or team	Villages/ City Areas / Grama panchayat/ public associations/Government Schemes officers/ campus etc…..	Site selection /proper consultation/Continuous monitoring/ Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by NSS officer
3.	Setting of the information imparting club for women leading to contribution in social and economic issues.	May be individual or team	Women empowerment groups/ Consulting NGOs & Govt Teams / College campus etc…..	Group selection/proper consultation/Continuous monitoring/ Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by NSS officer
4.	Water conservation techniques – Role of different stakeholders– Implementation.	May be individual or team	Villages/ City Areas / Grama panchayat/ public associations/Government Schemes officers/ campus etc…..	site selection / proper consultation/Continuous monitoring/ Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by NSS officer
5.	Preparing an actionable business proposal for enhancing the village income and approach for implementation.	May be individual or team	Villages/ City Areas / Grama panchayat/ public associations/Government Schemes officers/ campus etc…..	Group selection/proper consultation/Continuous monitoring/ Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by NSS officer

6.	Helping local schools to achieve good results and enhance their enrolment in Higher/ technical/ vocational education.	May be individual or team	Local government / private/ aided schools/Government Schemes officers/ etc…..	School selection/proper consultation/Continuous monitoring/ Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by NSS officer
7.	Developing Sustainable Water management system for rural areas and implementation approaches.	May be individual or team	Villages/ City Areas / Grama panchayat/ public associations/Government Schemes officers/ campus etc…..	site selection/proper consultation/Continuous monitoring/ Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by NSS officer
8.	Contribution to any national level initiative of Government of India. For eg. Digital India, Skill India, Swachh Bharat, Atmanirbhar Bharath, Make in India, Mudra scheme, Skill development programs etc.	May be individual or team	Villages/ City Areas / Grama panchayat/ public associations/Government Schemes officers/ campus etc…..	Group selection/proper consultation/Continuous monitoring / Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by NSS officer
9.	Spreading public awareness under rural outreach programs.(minimum5 programs). ///// Social connect and responsibilities.	May be individual or team	Villages/ City Areas / Grama panchayat/ public associations/Government Schemes officers/ campus etc…..	Group selection/proper consultation/Continuous monitoring / Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by NSS officer
10.	Plantation and adoption of plants. Know your plants.	May be individual or team	Villages/ City Areas / Grama panchayat/ public associations/Government Schemes officers/ campus etc…..	Place selection/proper consultation/Continuous monitoring / Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by NSS officer

11.	Organize National integration and social harmony events /workshops /seminars. (Minimum 02 programs).	May be individual or team	Villages/ City Areas / Grama panchayat/ public associations/Government Schemes officers/ campus etc…..	Place selection/proper consultation/Continuous monitoring / Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by NSS officer
12.	Govt. school Rejuvenation and helping them to achieve good infrastructure.	May be individual or team	Villages/ City Areas / Grama panchayat/ public associations/Government Schemes officers/ campus etc…..	Place selection/proper consultation/Continuous monitoring / Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by NSS officer

Plan of Action (Execution of Activities For Each Semester)

Sl.NO	Practice Session Description
1	**Lecture session by NSS Officer**
2	**Students Presentation on Topics**
3	**Presentation - 1 , Selection of topic, PHASE - 1**
4	**Commencement of activity and its progress - PHASE - 2**
5	**Execution of Activity**
6	**Execution of Activity**
7	**Execution of Activity**
8	**Execution of Activity**
9	**Execution of Activity**
10	**Case study based Assessment, Individual performance**
11	**Sector wise study and its consolidation**
12	**Video based seminar for 10 minutes by each student At the end of semester with Report.**

- In every semester from 3rd semester to 6th semester, Each student should do activities according to the scheme and syllabus.
- At the end of every semester student performance has to be evaluated by the NSS officer for the assigned activity progress and its completion.
- At last in 6th semester consolidated report of all activities from 3rd to 6th semester, compiled report should be submitted as per the instructions.

Course outcomes (Course Skill Set):

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

CO1: Understand the importance of his / her responsibilities towards society.

CO2: Analyse the environmental and societal problems/issues and will be able to design solutions for the same.

CO3: Evaluate the existing system and to propose practical solutions for the same for sustainable development.

CO4: Implement government or self-driven projects effectively in the field.

CO5: Develop capacity to meet emergencies and natural disasters & practice national integration and social harmony in general.

Assessment Details for CIE (both CIE and SEE)

Weightage	**CIE – 100%**	• Implementation strategies of the project (NSS work). • The last report should be signed by NSS Officer, the HOD and principal. • At last report should be evaluated by the NSS officer of the institute. • Finally the consolidated marks sheet should be sent to the university and also to be made available at LIC visit.
Presentation - 1 Selection of topic, PHASE - 1	10 Marks	
Commencement of activity and its progress - PHASE - 2	10 Marks	
Case study based Assessment Individual performance	10 Marks	
Sector wise study and its consolidation	10 Marks	
Video based seminar for 10 minutes by each student At the end of semester with Report.	10 Marks	
Total marks for the course in each semester	**50 Marks**	

Marks scored for 50 by the students should be Scale down to 25 marks In each semester for CIE entry in the VTU portal.

25 marks CIE entry will be entered in University IA marks portal at the end of each semester 3rd to 6th sem, Report and assessment copy should be made available in the department semester wise.

Students should present the progress of the activities as per the schedule in the prescribed practical session in the field. There should be positive progress in the vertical order for the benefit of society in general.

Suggested Learning Resources:

Books :

1. **NSS Course Manual,** Published by NSS Cell, VTU Belagavi.
2. Government of Karnataka, NSS cell, activities reports and its manual.
3. Government of India, nss cell, Activities reports and its manual.

Physical Education (Sports and Athletics) syllabus

Semester: III						
PHYSICAL EDUCATION (SPORTS & ATHLETICS) – I						
Course Code	**:**	BPEK359		**CIE**	**:**	**100 Marks**
Credits: L:T:P	**:**	0:0:1				
Total Hours	**:**	24 P				

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

1. Understand the fundamental concepts and skills of Physical Education, Health, Nutrition and Fitness
2. Familiarization of health-related Exercises, Sports for overall growth and development
3. Create a foundation for the professionals in Physical Education and Sports
4. Participate in the competition at regional/state / national / international levels.
5. Create consciousness among the students on Health, Fitness and Wellness in developing and maintaining a healthy lifestyle.
6. Understand and practice of Traditional Games

Module I : Orientation **4 Hours**

A. Lifestyle
B. Health & Wellness
C. Pre-Fitness test.

Module II: General Fitness & Components of Fitness **4 Hours**

A. Warming up (Free Hand exercises)
B. Strength – Push-up / Pull-ups
C. Speed – 30 Mtr Dash

Module III : Specific games (Any one to be selected by the student) **16 Hours**

1. Kabaddi – Hand touch, Toe Touch, Thigh Hold, Ankle hold and Bonus.
2. Kho-Kho – Giving Kho, Single Chain, Pole dive, Pole turning, 3-6 Up.

Scheme and Assessment for auditing the course and Grades:

Sl. No.	Activity	Marks
1.	Participation of student in all the modules	20
2.	Quizzes – 2, each of 15 marks	30
3.	Final presentation / exhibition / Participation in competitions/ practical on specific tasks assigned to the students	50
	Total	**100**

Physical Education (Sports and Athletics) syllabus

Semester: IV						
PHYSICAL EDUCATION (SPORTS & ATHLETICS) – II						
Course Code	**:**	BPEK459		**CIE**	**:**	**100 Marks**
Credits: L:T:P	**:**	0:0:1				
Total Hours	**:**	24 P				

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

1. Understand the ethics and moral values in sports and athletics
2. Perform in the selected sports or athletics of student's choice.
3. Understand the roles and responsibilities of organisation and administration of sports and games.

Module I : Ethics and Moral Values **4 Hours**

A. Ethics in Sports
B. Moral Values in Sports and Games

Module II : Specific Games (Any one to be selected by the student) **16 Hours**

A. Volleyball – Attack, Block, Service, Upper Hand Pass and Lower hand Pass.
B. Athletics (Track Events) – Any event as per availability of Ground.

Module III: Role of Organisation and administration **4 Hours**

Scheme and Assessment for auditing the course and Grades:

Sl. No.	Activity	Marks
1.	Participation of student in all the modules	20
2.	Quizzes – 2, each of 15 marks	30
3.	Final presentation / exhibition / Participation in competitions/ practical on specific tasks assigned to the students	50
	Total	**100**

Physical Education (Sports and Athletics) syllabus

Semester: V

PHYSICAL EDUCATION (SPORTS & ATHLETICS) – I

Course Code	**:**	BPEK559	**CIE**	**:**	**100 Marks**
Credits: L:T:P	**:**	0:0:1			
Total Hours	**:**	24 P			

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

1. Understand the fundamental concepts and skills of Physical Education, Health, Food, Nutrition and general fitness
2. Familiarization of health-related Exercises, Sports for overall growth and development
3. Create a foundation for the professionals in Physical Education and Sports
4. Participate in the competition at regional/state / national / international levels.
5. Understand and practice of specific games and athletic throwing events.

Module I : Orientation **4 Hours**

A. Fitness
B. Food & Nutrition

Module II: General Fitness & Components of Fitness **4 Hours**

A. Agility – Shuttle Run
B. Flexibility – Sit and Reach
C. Cardiovascular Endurance – Harvard step Test

Module III : Specific games (Any one to be selected by the student) **16 Hours**

1. Badminton (Fore hand low/high service, back hand service, smash, drop)
2. Basketball (Dribbling, passing, shooting etc.)
3. Athletics (Field events – Throws)

Scheme and Assessment for auditing the course and Grades:

Sl. No.	Activity	Marks
1.	Participation of student in all the modules	20
2.	Quizzes – 2, each of 15 marks	30
3.	Final presentation / exhibition / Participation in competitions/ practical on specific tasks assigned to the students	50
	Total	**100**

Physical Education (Sports and Athletics) syllabus

Semester: VI						
PHYSICAL EDUCATION (SPORTS & ATHLETICS) – II						
Course Code	**:**	BPEK659		**CIE**	**:**	**100 Marks**
Credits: L:T:P	**:**	0:0:1				
Total Hours	**:**	24 P				

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

1. Understand the Postural deformities and Stress management in sports and athletics
2. Participate in the competition at regional/state / national / international levels.
3. Understand and practice of specific games and athletic Jumping events.
4. Understand and practice of Aerobics.

Module IV : Orientation **4 Hours**

1. Postural deformities.
2. Stress management

Module V : Specific Games (Any one to be selected by the student) **16 Hours**

1. Throw ball
2. Table Tennis
3. Athletics (Field Events- Jumps) – Any event as per availability of Ground.

Module VI: Aerobics **4 Hours**

Scheme and Assessment for auditing the course and Grades:

Sl. No.	Activity	Marks
1.	Participation of student in all the modules	20
2.	Quizzes – 2, each of 15 marks	30
3.	Final presentation / exhibition / Participation in competitions/ practical on specific tasks assigned to the students	50
	Total	**100**

Visvesvaraya Technological University

(State University of Government of Karnataka Established as per the VTU Act, 1994)

"JnanaSangama", Belagavi - 590 018, Karnataka State

Guidelines for Yoga Syllabus for Semester III

Semester	Course Title	Content	No. of Hours
3rd Semester	Introduction of Yoga, Aim and Objectives of yoga, Prayer Brief introduction of yogic practices for common man Rules and regulations Misconceptions of yoga Suryanamaskara Different types of Asanas a. Sitting 1. Padmasana 2. Vajrasana b. Standing 1. Vrikshana 2. Trikonasana c. Prone line 1. Bhujangasana 2. Shalabhasana d. Supine line 1. Utthitadvipadasana 2. Ardhahalasana	Yoga, its meaning, definitions. Different schools of yoga, importance of prayer Yogic practices for common man to promote positive health Rules to be followed during yogic practices by practitioner Yoga its misconceptions Suryanamaskar prayer and its meaning, Need, importance and benefits of Suryanamaskar12 count, 2 rounds Asana, Need, importance of Asana. Different types of asana. Asana its meaning by name, technique, precautionary measures and benefits of each asana	Total 20-24 hrs 2 hrs / week

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Guidelines for Yoga Syllabus for Semester IV

4th Semester	Patanjali's Ashtanga Yoga 1. Yama 2. Niyama	Patanjali's Ashtanga Yoga. Yama :Ahimsa, satya, asteya, brahmacarya, aparigraha Niyama : shoucha, santosh, tapa, svaadhyaya, Eshvarapranidhan	Total 20-24 hrs 2 hrs / week
	Suryanamaskara	Suryanamaskar12 count 4 rounds	
	Different types of Asanas a. Sitting 1. Sukhasana 2. Paschimottanasana b. Standing 1. Ardhakati Chakrasana 2. Parshva Chakrasana c. Prone line 1. Dhanurasana d. Supine line 1. Halasana 2. Karna Peedasana	Asana, Need, importance of Asana. Different types of asana. Asana its meaning by name, technique, precautionary measures and benefits of each asana	
	Kapalabhati	Meaning, importance and benefits of Kapalabhati. 40 strokes/min 3 rounds	
	Pranayama – 1. Suryanuloma –Viloma 2. Chandranuloma-Viloma 3. Suryabhedana 4. Chandra Bhedana 5. Nadishodhana	Meaning, Need, importance of Pranayama. Different types. Meaning by name, technique, precautionary measures and benefits of each Pranayama	

Visvesvaraya Technological University

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"JnanaSangama", Belagavi - 590 018, Karnataka State

Guidelines for Yoga Syllabus for Semester V

5th Semester	Ashtanga Yoga 3. Asana 4. Pranayama 5. Pratyahara	Patanjali'sAshtanga Yoga its need and importance.	Total 20-24 hrs 2 hrs / week
	Suryanamaskara	Suryanamaskar 12 count 6 rounds	
	Different types of Asanas a. Sitting 1. Ardha Ushtrasana 2. Vakrasana 3. Yogamudra in Padmasana b. Standing 1. UrdhvaHastothanasana 2. Hastapadasana 3. ParivrittaTrikonasana 4. Utkatasana d. Supine line 1. Sarvangasana 2. Chakraasana 3. Pavanamuktasana	Asana, Need, importance of Asana. Different types. Asana its meaning by name, technique, precautionary measures and benefits of each asana	
	Kapalabhati	Revision of practice 60 strokes/min 3 rounds	
	Pranayama – 1. Ujjayi 2. Sheetali 3. Sheektari	Meaning, Need, importance of Pranayama. Different types. Meaning by name, technique, precautionary measures and benefits of each Pranayama	

Visvesvaraya Technological University

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"JnanaSangama", Belagavi - 590 018, Karnataka State

Guidelines for Yoga Syllabus for Semester VI

6th Semester	Ashtanga Yoga 1. Dharana 2. Dhyana (Meditation) 3. Samadhi	Patanjali's Ashtanga Yoga its need and importance.	Total 20-24 hrs
	Suryanamaskara	Revision of practice 12 count 8 rounds	
	Different types of Asanas a. Sitting 1. Bakasana 2. Hanumanasana 3. Ekapada Rajakapotasana 4. Yogamudra in Vajrasana b. Standing 1. Vatayanasana 2. Garudasana c. Balancing 1. Veerabhadrasana 2. Sheershasana	Asana, Need, importance of Asana. Different types, Asana by name, technique, precautionary measures and benefits of each asana	2 hrs / week
	Kapalabhati	Revision of Kapalabhati practice 80 strokes/min 3 rounds	
	Pranayama – 1. Bhastrika 2. Bhramari	Meaning, Need, importance of Pranayama. Different types. Meaning by name, technique, precautionary measures and benefits of each Pranayama	

(Dr. P V Kadagadkai)

Universal Human Values (UHV)		Semester	3rd
Course Code	**BUHK408**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	1:0:0:1	SEE Marks	50
Total Hours of Pedagogy	15 hour Theory Session +15 hour Self study	Total Marks	100
Credits	01	Exam Hours	01 Hour
Examination type (SEE)	SEE paper shall be set for 50 questions, each of the 01 mark. The pattern of the question paper is **MCQ (multiple choice questions).**		

Course objectives:

This course is intended to:

- To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.
- To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.
- To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behaviour and mutually enriching interaction with Nature.
- This course is intended to provide a much-needed orientation input in value education to the young enquiring minds.

Teaching-Learning Process (General Instructions)

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

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.
2. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the activities will develop students' theoretical and applied skills.
3. State the need for UHV activities and its present relevance in the society and Provide real-life examples.
4. Support and guide the students for self-study activities.
5. You will also be responsible for assigning homework, grading assignments and quizzes, and documenting students' progress in real activities in the field.
6. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student in every activity, leading to continuous selfevolution.
7. Encourage the students for group work to improve their creative and analytical skills.

Module-1

Introduction to Value Education (3 hours)

Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education) Understanding Value Education, Self-exploration as the Process for Value Education, Continuous Happiness and Prosperity – the Basic Human Aspirations, Happiness and Prosperity – Current Scenario, Method to Fulfil the Basic Human Aspirations

Module-2

Harmony in the Human Being : **(3 hours)**

Understanding Human being as the Co-existence of the Self and the Body, Distinguishing between the Needs of the Self and the Body, The Body as an Instrument of the Self, Understanding Harmony in the Self, Harmony of the Self with the Body, Programme to ensure self-regulation and Health

Module-3

Harmony in the Family and Society : **(3 hours)**

Harmony in the Family – the Basic Unit of Human Interaction, 'Trust' – the Foundational Value in Relationship, 'Respect' – as the Right Evaluation, Other Feelings, Justice in Human-to-Human Relationship, Understanding Harmony in the Society, Vision for the Universal Human Order

Module-4

Harmony in the Nature/Existence : **(3 hours)**

Understanding Harmony in the Nature, Interconnectedness, self-regulation and Mutual Fulfilment among the Four Orders of Nature, Realizing Existence as Co-existence at All Levels, The Holistic Perception of Harmony in Existence

Module-5

Implications of the Holistic Understanding – a Look at Professional Ethics : **(3 hours)**

Natural Acceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order, Competence in Professional Ethics Holistic Technologies, Production Systems and Management Models-Typical Case Studies, Strategies for Transition towards Value-based Life and Profession

Course outcome (Course Skill Set)

At the end of the course, students are expected to become more aware of themselves, and their surroundings (family, society, nature);

- They would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.
- They would have better critical ability.
- They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society).
- It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.

Expected to positively impact common graduate attributes like:

1. Ethical human conduct
2. Socially responsible behaviour
3. Holistic vision of life
4. Environmentally responsible work
5. Having Competence and Capabilities for Maintaining Health and Hygiene
6. Appreciation and aspiration for excellence (merit) and gratitude for all

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous internal Examination (CIE)

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

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

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

Semester End Examinations (SEE)

SEE paper shall be set for **50 questions,** each of the 01 marks. **The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is 01 hour.** The student has to secure a minimum of 35% of the maximum marks meant for SEE.

Suggested Learning Resources:

Books for READING:

Text Book and Teachers Manual

a. The Textbook A Foundation Course in Human Values and Professional Ethics, R R Gaur, R Asthana, G P Bagaria, 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034- 47-1
b. The Teacher‟s Manual for A Foundation Course in Human Values and Professional Ethics, R R Gaur, R Asthana, G

Reference Books

1. Jeevan Vidya: Ek Parichaya, A Nagaraj, Jeevan Vidya Prakashan, Amar kantak, 1999.

2. Human Values, A.N. Tripathi, New Age Intl. Publishers, New Delhi, 2004.

3. The Story of Stuff (Book).

4. The Story of My Experiments with Truth - by Mohandas Karamchand Gandhi

5. Small is Beautiful - E. F Schumacher.

6. Slow is Beautiful - Cecile Andrews

7. Economy of Permanence - J C Kumarappa

8. Bharat Mein Angreji Raj – Pandit Sunderlal

9. Rediscovering India - by Dharampal

10. Hind Swaraj or Indian Home Rule - by Mohandas K. Gandhi

11. India Wins Freedom - Maulana Abdul Kalam Azad

12. Vivekananda - Romain Rolland (English)

13. Gandhi - Romain Rolland (English)

14. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991

15. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.

16. A Nagraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.

17. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.

18. A N Tripathy, 2003, Human Values, New Age International Publishers.

19. SubhasPalekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, Amravati.

20. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers , Oxford University Press

21. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.

22. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.

23. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

Web links and Video Lectures (e-Resources):

- Value Education websites,
- https://www.uhv.org.in/uhv-ii,
- http://uhv.ac.in,
- http://www.uptu.ac.in
- Story of Stuff,
- http://www.storyofstuff.com
- Al Gore, An Inconvenient Truth, Paramount Classics, USA
- Charlie Chaplin, Modern Times, United Artists, USA
- IIT Delhi, Modern Technology – the Untold Story
- Gandhi A., Right Here Right Now, Cyclewala Productions
- https://www.youtube.com/channel/UCQxWr5QB_eZUnwxSwxXEkQw
- https://fdp-si.aicte-india.org/8dayUHV_download.php
- https://www.youtube.com/watch?v=8ovkLRYXIjE
- https://www.youtube.com/watch?v=OgdNx0X923I
- https://www.youtube.com/watch?v=nGRcbRpvGoU
- https://www.youtube.com/watch?v=sDxGXOgYEKM

ವಿಶ್ವೇಶ್ವರಯ್ಯ ತಾಂತ್ರಿಕ ವಿಶ್ವವಿದ್ಯಾಲಯ
("ವಿ ಟಿ ಯು ಅಧಿನಿಯಮ 1994"ರ ಅಡಿಯಲ್ಲಿ ಕರ್ನಾಟಕ ಸರ್ಕಾರದಿಂದ ಸ್ಥಾಪಿತವಾದ ರಾಜ್ಯ ವಿಶ್ವವಿದ್ಯಾಲಯ)
VISVESVARAYA TECHNOLOGICAL UNIVERSITY
(State University of Government of Karnataka Established as per the VTU Act, 1994)
Phone :0831-2498100 / 2405468
Fax : 0831-2405467
Email : registrar@vtu.ac.in
Web : https://vtu.ac.in

Prof. B. E. Rangaswamy, Ph.D
REGISTRAR
Phone: (0831) 2498100
Fax: (0831) 2405467

REF: VTU/BGM/BoS/NCMC/629/2024-25/22912 DATE: 19 SEP 2024

CIRCULAR

Sir/ Madam,

Subject: Selection of the Sport/NSS/Yoga in 2022 scheme between III to VI semesters regarding...
Reference: The Hon'ble Vice-Chancellor's approval Dated: 19.09.2024

Under the 2022 scheme, National Service Scheme (NSS), Physical Education (PE) (Sports and Athletics), and Yoga activities should be conducted between the 3rd and 6th semesters. Colleges are required to submit the Continuous Internal Evaluation (CIE) marks for the activities completed by students under selected course each semester.

However, due to a typographical error in 2022 scheme carried over from the 2021 scheme, it incorrectly states that the course selected (out of Physical Education/NSS/Yoga) in the 3rd semester should be continued through to the 6th semester. In reality, students should be allowed to engage in different activities/course each semester. For example, a student who participates in sports in the 3rd semester could choose to undertake NSS in the next semester and Yoga in another semester. This approach aligns with the student-centric focus of the National Education Policy (NEP) 2022 and helps distribute the workload related Physical Education/NSS/Yoga of more evenly across different departments.

All the Principals of Affiliated /Constituent Engineering Colleges are hereby informed to allow the students to take different activities/course out of Physical Education/NSS/Yoga between 3rd to 6th semesters.

Sd/-
Registrar

To,

1. The Principals of Affiliated/Constituent Engineering Colleges under the ambit of University.
2. The Chairperson/Program Coordinator of the University Department at Belagavi, Kalaburgi, Bengaluru and Mysuru

Copy to:

- The Hon'ble Vice-Chancellor's through the secretary to VC for information
- The Registrar(Evaluation) VTU Belagavi for information and instruct the CNC section to permit during registration and marks entry as mentioned in the circular
- The Director, ITI SMU VTU Belgaum for information and request to upload the circular on the VTU web portal.
- Office copy

19/09/24

REGISTRAR

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI

B.E. in the title of the program

Scheme of Teaching and Examinations2022

Outcome Based Education (OBE) and Choice Based Credit System (CBCS)(Effective from the academic year 2022)

III SEMESTER

Sl. No	Course	Course Code	Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week				Examination				Credits
					Theory Lecture	Tutorial	Practical/ Drawing	SDA	Duration in hours	CIE Marks	SEE Marks	Total Marks	
					L	T	P	S					
1	PCC/BSC	BXX301		TD-PSB	3	0	0		03	50	50	100	3
2	IPCC	BXX302		TD: PSB	3	0	2		03	50	50	100	4
3	IPCC	BXX303		TD: PSB	3	0	2		03	50	50	100	4
4	PCC	BXX304		TD: PSB	3	0	0		03	50	50	100	3
5	PCCL	BXXL305		TD: PSB	0	0	2		03	50	50	100	1
6	ESC	BXX306x	ESC/ETC/PLC	TD: PSB:	3	0	0		03	50	50	100	3
7	UHV	BSCK307	**Social Connect and Responsibility**	Any Department	0	0	2		01	100	---	100	1
8	AEC/ SEC	BXX358x	Ability Enhancement Course/Skill Enhancement Course - III		If the course is a Theory				01	50	50	100	1
					1	0	0						
					If a course is a laboratory				02				
					0	0	2						
9	MC	BNSK359	National Service Scheme (NSS)	NSS coordinator	0	0	2			100	---	100	0
		BPEK359	Physical Education (PE) (Sports and Athletics)	Physical Education Director									
		BYOK359	Yoga	Yoga Teacher									
									Total	**550**	**350**	**900**	**20**

PCC: Professional Core Course, **PCCL**: Professional Core Course laboratory, **UHV**: Universal Human Value Course, **MC**: Mandatory Course (Non-credit), **AEC**: Ability Enhancement Course, **SEC**: Skill Enhancement Course, **L:** Lecture, **T**: Tutorial, **P**: Practical **S= SDA**: Skill Development Activity, **CIE**: Continuous Internal Evaluation, **SEE**: Semester End Evaluation. K : This letter in the course code indicates common to all the stream of engineering. ESC: Engineering Science Course, ETC: Emerging Technology Course, PLC: Programming Language Course

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Engineering Science Course (ESC/ETC/PLC)			
BXX306A		BXX306C	
BXX306B		Bxx306D	
Ability Enhancement Course – III			
BXX358A(L:T:P)		BXX358C(L:T:P)	
BXX358B(L:T:P)		BXX358D(L:T:P)	

Professional Core Course (IPCC): Refers to Professional Core Course Theory Integrated with practicals of the same course. Credit for IPCC can be 04 and its Teaching–Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). The theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by only CIE (no SEE). However, questions from the practical part of IPCC shall be included in the SEE question paper. For more details, the regulation governing the Degree of Bachelor of Engineering /Technology (B.E./B.Tech.) 2022-23May please be referred.

National Service Scheme /Physical Education/Yoga: All students have to register for any one of the courses namely National Service Scheme (NSS), Physical Education (PE)(Sports and Athletics), and Yoga(YOG) with the concerned coordinator of the course during the first week of III/IV/V/VI semesters.Colleges are required to submit the Continuous Internal Evaluation (CIE) marks for the activities completed by students under selected course each semester. Thestudents should be allowed to engage in different activities/courses each semester. For example, a student who participates in sports in the 3rd semester could choose to undertake NSS in the next semester and Yoga in another semester. This approach aligns with the student-centric focus of the National Education Policy (NEP) 2022 and helps distribute the workload related Physical Education/NSS/Yoga of more evenly across different departments.Activities shall be carried out between III semester to the VI semester (for 4 semesters). Successful completion of the registered course and requisite CIE score is mandatory for the award of the degree. The events shall be appropriately scheduled by the colleges and the same shall be reflected in the calendar prepared for the NSS, PE, and Yoga activities. These courses shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the course is mandatory for the award of degree.

VARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI

B.E. in the title of the program

Scheme of Teaching and Examinations2022

Outcome Based Education (OBE) and Choice Based Credit System (CBCS)

(Effective from the academic year 2023-24)

IV SEMESTER

Sl. No	Course and Course Code		Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week				Examination				Credits
					Theory Lecture	Tutorial	Practical/ Drawing	Self -Study	Duration in hours	CIE Marks	SEE Marks	Total Marks	
					L	T	P	S					
1	PCC/BSC	BXX401			3	0	0		03	50	50	100	3
2	IPCC	BXX402			3	0	2		03	50	50	100	4
3	IPCC	BXX403			3	0	2		03	50	50	100	4
4	PCCL	BXXL404			0	0	2		03	50	50	100	1
5	ESC	BXX405x	ESC/ETC/PLC		3	0	0		03	50	50	100	3
6	AEC/ SEC	BXX456x	Ability Enhancement Course/Skill Enhancement Course- IV	TD and PSB: Concerned department	If the course is Theory				01	50	50	100	1
					1	0	0						
					If the course is a lab				02				
					0	0	2						
4	BSC	BBOK407	**Biology For Engineers**	TD / PSB: BT, CHE,	3	0	0		03	50	50	100	3
7	UHV	BUHK408	Universal human values course	Any Department	1	0	0		01	50	50	100	1
9	MC	BNSK459	National Service Scheme (NSS)	NSS coordinator	0	0	2			100	---	100	0
		BPEK459	Physical Education (PE) (Sports and Athletics)	Physical Education Director									
		BYOK459	Yoga	Yoga Teacher									
									Total	**500**	**400**	**900**	**20**

PCC: Professional Core Course, **PCCL**: Professional Core Course laboratory, **UHV**: Universal Human Value Course, **MC**: Mandatory Course (Non-credit), **AEC**: Ability Enhancement Course, **SEC**: Skill Enhancement Course, **L:** Lecture, **T**: Tutorial, **P**: Practical **S= SDA**: Skill Development Activity, **CIE**: Continuous Internal Evaluation, **SEE**: Semester End Evaluation. K : This letter in the course code indicates common to allthe stream of engineering.

Ability Enhancement Course / Skill Enhancement Course - IV			
BXX456A(L:T:P)		BXX456C(L:T:P)	
BXX456B(L:T:P)		BXX456D(L:T:P)	
Engineering Science Course (ESC/ETC/PLC)			
BXX405A		BXX405C	
BXX405B		BXX405D	

Professional Core Course (IPCC): Refers to Professional Core Course Theory Integrated with practical of the same course. Credit for IPCC can be 04 and its Teaching–Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). The theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by only CIE (no SEE). However, questions from the practical part of IPCC shall be included in the SEE question paper. For more details, the regulation governing the Degree of Bachelor of Engineering /Technology (B.E./B.Tech.) 2022-23

National Service Scheme /Physical Education/Yoga: All students have to register for any one of the courses namely National Service Scheme (NSS), Physical Education (PE)(Sports and Athletics), and Yoga(YOG) with the concerned coordinator of the course during the first week of III/IV/V/VI semesters. Colleges are required to submit the Continuous Internal Evaluation (CIE) marks for the activities completed by students under selected course each semester. The students should be allowed to engage in different activities/courses each semester. For example, a student who participates in sports in the 3rd semester could choose to undertake NSS in the next semester and Yoga in another semester. This approach aligns with the student-centric focus of the National Education Policy (NEP) 2022 and helps distribute the workload related Physical Education/NSS/Yoga of more evenly across different departments.Activities shall be carried out between III semester to the VI semester (for 4 semesters). Successful completion of the registered course and requisite CIE score is mandatory for the award of the degree. The events shall be appropriately scheduled by the colleges and the same shall be reflected in the calendar prepared for the NSS, PE, and Yoga activities. These courses shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the course is mandatory for the award of degree.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI

B.E. in the title of the program

Scheme of Teaching and Examinations2022

Outcome Based Education (OBE) and Choice Based Credit System (CBCS)

(Effective from the academic year 2023-24)

V SEMESTER (SCHEME-A)

Sl. No	Course and Course Code		Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week				Examination				Credits
					Theory Lecture	Tutorial	Practical/ Drawing	SDA	Duration in hours	CIE Marks	SEE Marks	Total Marks	
					L	T	P	S					
1	HSMS	BXX501	This course must be pertaining to economics and management of the concerned degree program. The course syllabus should have both economics and management topics and the course title should bear the word Management.		3	0	0		03	50	50	100	3
2	IPCC	BXX502			3	0	2		03	50	50	100	4
3	PCC	BXX503			4	0	0		03	50	50	100	4
4	PCCL	BXXL504			0	0	2		03	50	50	100	1
5	PEC	BXX515x	Professional Elective Course		3	0	0		03	50	50	100	3
6	PROJ	BXX586	Mini Project		0	0	4		03	100		100	2
7	AEC	BRMK557	**Research Methodology and IPR**		2	2	0		02	50	50	100	3
8	MC	BESK508	Environmental Studies		2	0	0		02	50	50	100	2
9	MC	BNSK559	National Service Scheme (NSS)	NSS coordinator	0	0	2			100		100	0
		BPEK559	Physical Education (PE) (Sports and Athletics)	Physical Education Director									
		BYOK559	Yoga	Yoga Teacher									
									Total	**500**	**300**	**800**	**22**

Professional Elective Course

BXX515A		BXX515C	
BXX515B		BXX515D	

PCC: Professional Core Course, **PCCL**: Professional Core Course laboratory, **UHV**: Universal Human Value Course, **MC**: Mandatory Course (Non-credit), **AEC**: Ability Enhancement Course, **SEC**: Skill Enhancement Course, **L:** Lecture, **T**: Tutorial, **P**: Practical **S= SDA**: Skill Development Activity, **CIE**: Continuous Internal Evaluation, **SXX**: Semester End Evaluation. **K :** The letter in the course code indicates common to al the stream of engineering. **PROJ**: Project /Mini Project. **PEC**: Professional Elective

Course
Professional Core Course (IPCC): Refers to Professional Core Course Theory Integrated with practicals of the same course. Credit for IPCC can be 04 and its Teaching–Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). The theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by only CIE (no SEE). However, questions from the practical part of IPCC shall be included in the SEE question paper. For more details, the regulation governing the Degree of Bachelor of Engineering /Technology (B.E./B.Tech.) 2022-23 **National Service Scheme /Physical Education/Yoga:** All students have to register for any one of the courses namely National Service Scheme (NSS), Physical Education (PE)(Sports and Athletics), and Yoga(YOG) with the concerned coordinator of the course during the first week of III/IV/V/VI semesters. Colleges are required to submit the Continuous Internal Evaluation (CIE) marks for the activities completed by students under selected course each semester. The students should be allowed to engage in different activities/courses each semester. For example, a student who participates in sports in the 3rd semester could choose to undertake NSS in the next semester and Yoga in another semester. This approach aligns with the student-centric focus of the National Education Policy (NEP) 2022 and helps distribute the workload related Physical Education/NSS/Yoga of more evenly across different departments.Activities shall be carried out between III semester to the VI semester (for 4 semesters). Successful completion of the registered course and requisite CIE score is mandatory for the award of the degree. The events shall be appropriately scheduled by the colleges and the same shall be reflected in the calendar prepared for the NSS, PE, and Yoga activities. These courses shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the course is mandatory for the award of degree.
Mini-project work: Mini Project is a laboratory-oriented/hands on course that will provide a platform to students to enhance their practical knowledge and skills by the development of small systems/applications etc. Based on the ability/abilities of the student/s and recommendations of the mentor, a single discipline or a multidisciplinary Mini- project can be assigned to an individual student or to a group having not more than 4 students. **CIE procedure for Mini-project:** **(i) Single discipline:** The CIE marks shall be awarded by a committee consisting of the Head of the concerned Department and two faculty members of the Department, one of them being the Guide. The CIE marks awarded for the Mini-project work shall be based on the evaluation of the project report, project presentation skill, and question and answer session in the ratio of 50:25:25. The marks awarded for the project report shall be the same for all the batches mates. **(ii) Interdisciplinary:** Continuous Internal Evaluation shall be group-wise at the college level with the participation of all the guides of the project. The CIE marks awarded for the Mini-project, shall be based on the evaluation of the project report, project presentation skill, and question and answer session in the ratio 50:25:25. The marks awarded for the project report shall be the same for all the batch mates. **No SEE component for Mini-Project.**
Professional Elective Courses (PEC): A professional elective (PEC) course is intended to enhance the depth and breadth of educational experience in the Engineering and Technology curriculum. Multidisciplinary courses that are added supplement the latest trend and advanced technology in the selected stream of engineering. Each group will provide an option to select one course. The minimum number of students' strengths for offering a professional elective is 10. However, this conditional shall not be applicable to cases where the admission to the program is less than 10.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI

B.E. in the title of the program

Scheme of Teaching and Examinations2022

Outcome Based Education (OBE) and Choice Based Credit System (CBCS)

(Effective from the academic year 2023-24)

VI SEMESTER (SCHEME-A)

Sl. No	Course and Course Code		Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week				Examination				Credits
					Theory Lecture	Tutorial	Practical/ Drawing	SDA	Duration in hours	CIE Marks	SEE Marks	Total Marks	
					L	T	P	S					
1	IPCC	BXX601			3	0	2		03	50	50	100	4
2	PCC	BXX602			4	0	0		03	50	50	100	4
3	PEC	BXX613x	Professional Elective Course		3	0	0		03	50	50	100	3
4	OEC	BXX654x	Open Elective Course		3	0	0		03	50	50	100	3
5	PROJ	BXX685	Project Phase I		0	0	4		03	100	--	100	2
6	PCCL	BXXL606			0	0	2		03	50	50	100	1
7	AEC/SDC	BXX657x	Ability Enhancement Course/Skill Development Course V		If the course is a Theory				01	50	50	100	1
					1	0	0						
					If course is a practical								
					0	0	2						
8	MC	BNSK658	National Service Scheme (NSS)	NSS coordinator	0	0	2			100	---	100	PP
		BPEK658	Physical Education (PE) (Sports and Athletics)	Physical Education Director									
		BYOK658	Yoga	Yoga Teacher									
9	MC	BIKS609	Indian Knowledge System		1	0	0			100	0	100	PP
									Total	**500**	**300**	**800**	**18**

Professional Elective Course			
BXX613A		BXX613C	
BXX613B		BXX613D	
Open Elective Course			
BXX654A		BXX654C	
BXX654B		BXX654D	

Ability Enhancement Course / Skill Enhancement Course-V			
BXX657A(L:T:P)		BXX657C(L:T:P)	
BXX657B(L:T:P)		BXX657D(L:T:P)	

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Professional Core Course (IPCC): Refers to Professional Core Course Theory Integrated with practicals of the same course. Credit for IPCC can be 04 and its Teaching–Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). The theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by only CIE (no SEE). However, questions from the practical part of IPCC shall be included in the SEE question paper. For more details, the regulation governing the Degree of Bachelor of Engineering /Technology (B.E./B.Tech.) 2022-23

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Professional Elective Courses (PEC): A professional elective (PEC) course is intended to enhance the depth and breadth of educational experience in the Engineering and Technology curriculum. Multidisciplinary courses that are added supplement the latest trend and advanced technology in the selected stream of engineering. Each group will provide an option to select one course. The minimum number of students' strengths for offering professional electives is 10. However, this conditional shall not be applicable to cases where the admission to the program is less than 10.

Open Elective Courses: Students belonging to a particular stream of Engineering and Technology are not entitled to the open electives offered by their parent Department. However, they can opt for an elective offered by other Departments, provided they satisfy the prerequisite condition if any. Registration to open electives shall be documented under the guidance of the Program Coordinator/ Advisor/Mentor. The minimum number of students' strength for offering Open Elective Course is 10. However, this condition shall not be applicable to class where the admission to the program is less than 10.

Project Phase-I : Students have to discuss with the mentor /guide and with their helphe/she has to complete the literature survey and prepare the report and finally define the problem statement for the project work.

BIOLOGY FOR ENGINEERS (CSE)		Semester	IV
Course Code	BBOC407	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:0:0:0	SEE Marks	50
Total Hours of Pedagogy	25	Total Marks	100
Credits	02	Exam Hours	3
Examination type (SEE)	Theory		

Course objectives:

- To familiarize the students with the basic biological concepts and their engineering applications.
- To enable the students with an understanding of biodesign principles to create novel devices and structures.
- To provide the students an appreciation of how biological systems can be re-designed as substitute products for natural systems.
- To motivate the students to develop interdisciplinary vision of biological engineering.

Teaching-Learning Process (General Instructions)

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

1. Explanation via real life problem, situation modelling, and deliberation of solutions, hands-on sessions, reflective and questioning /inquiry-based teaching.
2. Instructions with interactions in classroom lectures (physical/hybrid).
3. Use of ICT tools, including YouTube videos, related MOOCs, AR/VR/MR tools.
4. Flipped classroom sessions (~10% of the classes).
5. Industrial visits, Guests talks and competitions for learning beyond the syllabus.
6. Students' participation through audio-video based content creation for the syllabus (as assignments).
7. Use of gamification tools (in both physical/hybrid classes) for creative learning outcomes.
8. Students' seminars (in solo or group) /oral presentations.

Module-1 (5 Hours)

CELL BASIC UNIT OF LIFE

Introduction. Structure and functions of a cell. Stem cells and their application. Biomolecules: Properties and functions of Carbohydrates, Nucleic acids, proteins, lipids. Importance of special biomolecules: Properties and functions of enzymes, vitamins and hormones.

Module-2(5 Hours)

APPLICATION OF BIOMOLECULES

Carbohydrates in cellulose-based water filters production, PHA and PLA in bioplastics production, Nucleic acids in vaccines and diagnosis, Proteins in food production, lipids in biodiesel and detergents production, Enzymes in biosensors fabrication, food processing, detergent formulation and textile processing.

Module-3(5 Hours)

ADAPTATION OF ANATOMICAL PRINCIPLES FOR BIOENGINEERING DESIGN

Brain as a CPU system. Eye as a Camera system. Heart as a pump system. Lungs as purification system. Kidney as a filtration system.

Module-4 (5 Hours)

NATURE-BIOINSPIRED MATERIALS AND MECHANISMS:

Echolocation, Photosynthesis. Bird flying, Lotus leaf effect, Plant burrs, Shark skin, Kingfisher beak. Human Blood substitutes - hemoglobin-based oxygen carriers (HBOCs) and perflourocarbons (PFCs).

Module-5(5 Hours)

TRENDS IN BIOENGINEERING:

Muscular and Skeletal Systems as scaffolds, scaffolds and tissue engineering, Bioprinting techniques and materials. Electrical tongue and electrical nose in food science, DNA origami and Biocomputing, Bioimaging and Artificial Intelligence for disease diagnosis. Bioconcrete. Bioremediation. Biomining.

Course outcome (Course Skill Set)

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

1. Elucidate the basic biological concepts via relevant industrial applications and case studies.
2. Evaluate the principles of design and development, for exploring novel bioengineering projects.
3. Corroborate the concepts of biomimetics for specific requirements.
4. Think critically towards exploring innovative biobased solutions for socially relevant problems.

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

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

Semester-End Examination:

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

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

Suggested Learning Resources:

Books

- Biology for Engineers, Rajendra Singh C and Rathnakar Rao N, Rajendra Singh C and Rathnakar Rao N Publishing, Bengaluru, 2023.
- Human Physiology, Stuart Fox, Krista Rompolski, McGraw-Hill eBook. 16th Edition, 2022
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- Electronic Noses and Tongues in Food Science, Maria Rodriguez Mende, Academic Press, 2016

Web links and Video Lectures (e-Resources):

- https://nptel.ac.in/courses/121106008
- https://freevideolectures.com/course/4877/nptel-biology-engineers-other-non-biologists
- https://ocw.mit.edu/courses/20-020-introduction-to-biological-engineering-design-spring-2009
- https://ocw.mit.edu/courses/20-010j-introduction-to-bioengineering-be-010j-spring-2006
- https://www.coursera.org/courses?query=biology
- https://onlinecourses.nptel.ac.in/noc19_ge31/preview
- https://www.classcentral.com/subject/biology
- https://www.futurelearn.com/courses/biology-basic-concepts

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

- Group Discussion of Case studies
- Model Making and seminar/poster presentations
- Design of novel device/equipment like Cellulose-based water filters, Filtration system

BIOLOGY FOR ENGINEERS		Semester	IV
Course Code	**BBOK407**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	3
Examination type (SEE)	Theory		

Course objectives:

- To familiarize the students with the basic biological concepts and their engineering applications.
- To enable the students with an understanding of biodesign principles to create novel devices and structures.
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7. Use of gamification tools (in both physical/hybrid classes) for creative learning outcomes.
8. Students' seminars (in solo or group) /oral presentations.

Module-1 (8 Hours)

INTRODUCTION TO BIOLOGY:

The cell: the basic unit of life, Structure and functions of a cell. The Plant Cell and animal cell, Prokaryotic and Eukaryotic cell, Stem cells and their application. Biomolecules: Properties and functions of Carbohydrates, Nucleic acids, proteins, lipids. Importance of special biomolecules; Enzymes (Classification (with one example each),Properties and functions), vitamins and hormones.

Module-2(8 Hours)

BIOMOLECULES AND THEIR APPLICATIONS (QUALITATIVE):

Carbohydrates (cellulose-based water filters, PHA and PLA as bioplastics), Nucleic acids (DNA Vaccine for Rabies and RNA vaccines for Covid19, Forensics – DNA fingerprinting), Proteins (Proteins as food – whey protein and meat analogs, Plant based proteins), lipids (biodiesel, cleaning agents/detergents), Enzymes (glucose-oxidase in biosensors, lignolytic enzyme in bio-bleaching).

Module-3(8 Hours)

HUMAN ORGAN SYSTEMS AND BIO DESIGNS (QUALITATIVE):

Brain as a CPU system (architecture, CNS and Peripheral Nervous System, signal transmission, EEG, Robotic arms for prosthetics. Engineering solutions for Parkinson's disease).Eye as a Camera system (architecture of rod and cone cells, optical corrections, cataract, lens materials, bionic eye). Heart as a pump system (architecture, electrical signalling - ECG monitoring and heart related issues, reasons for blockages of blood vessels, design of stents, pace makers, defibrillators). Lungs as purification system (architecture, gas exchange mechanisms, spirometry, abnormal lung physiology - COPD, Ventilators, Heart-lung machine). Kidney as a filtration system (architecture, mechanism of filtration, CKD, dialysis systems).

Module-4 (8 Hours)

NATURE-BIOINSPIRED MATERIALS AND MECHANISMS (QUALITATIVE):

Echolocation (ultrasonography, sonars), Photosynthesis (photovoltaic cells, bionic leaf). Bird flying (GPS and aircrafts), Lotus leaf effect (Super hydrophobic and self-cleaning surfaces), Plant burrs (Velcro), Shark skin (Friction reducing swim suits), Kingfisher beak (Bullet train). Human Blood substitutes - hemoglobin-based oxygen carriers (HBOCs) and perflourocarbons (PFCs).

Module-5(8 Hours)

TRENDS IN BIOENGINEERING (QUALITATIVE):

Muscular and Skeletal Systems as scaffolds (architecture, mechanisms, bioengineering solutions for muscular dystrophy and osteoporosis), scaffolds and tissue engineering, Bioprinting techniques and materials, 3D printing of ear, bone and skin. 3D printed foods. Electrical tongue and electrical nose in food science, DNA origami and Biocomputing, Bioimaging and Artificial Intelligence for disease diagnosis. Self-healing Bioconcrete (based on bacillus spores, calcium lactate nutrients and biomineralization processes) and Bioremediation and Biomining via microbial surface adsorption (removal of heavy metals like Lead, Cadmium, Mercury, Arsenic).

Course outcome (Course Skill Set)

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

1. Elucidate the basic biological concepts via relevant industrial applications and case studies.
2. Evaluate the principles of design and development, for exploring novel bioengineering projects.
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- 3D Bioprinting: Fundamentals, Principles and Applications by Ibrahim Ozbolat, Academic Press, 2016.
- Electronic Noses and Tongues in Food Science, Maria Rodriguez Mende, Academic Press, 2016

Web links and Video Lectures (e-Resources):

- https://nptel.ac.in/courses/121106008
- https://freevideolectures.com/course/4877/nptel-biology-engineers-other-non-biologists
- https://ocw.mit.edu/courses/20-020-introduction-to-biological-engineering-design-spring-2009
- https://ocw.mit.edu/courses/20-010j-introduction-to-bioengineering-be-010j-spring-2006
- https://www.coursera.org/courses?query=biology
- https://onlinecourses.nptel.ac.in/noc19_ge31/preview
- https://www.classcentral.com/subject/biology
- https://www.futurelearn.com/courses/biology-basic-concepts

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