Software Engineering & Project Management		Semester	V
Course Code	**BCS501**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	4:0:0:0	SEE Marks	50
Total Hours of Pedagogy	52 hours	Total Marks	100
Credits	04	Exam Hours	03
Examination nature (SEE)		Theory	

Course objectives:

This course will enable students to,

- Outline software engineering principles and activities involved in building large software programs. Identify ethical and professional issues and explain why they are of concern to Software Engineers.
- Describe the process of requirement gathering, requirement classification, requirement specification and requirements validation.
- Recognize the importance of Project Management with its methods and methodologies.
- Identify software quality parameters and quantify software using measurements and metrics. List software quality standards and outline the practices involved.

Teaching-Learning Process (General Instructions)

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

1. Lecturer method (L) need not 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 student's Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.

MODULE-1	10 hours

Software and Software Engineering: The nature of Software, The unique nature of WebApps, Software Engineering, The software Process, Software Engineering Practice, Software Myths.

Process Models: A generic process model, Process assessment and improvement, Prescriptive process models: Waterfall model, Incremental process models, Evolutionary process models, Concurrent models, Specialized process models. Unified Process , Personal and Team process models

Textbook 1: Chapter 1: 1.1 to 1.6, Chapter 2: 2.1 to 2.5

MODULE-2	12 hours

Understanding Requirements: Requirements Engineering, Establishing the ground work, Eliciting Requirements, Developing use cases, Building the requirements model, Negotiating Requirements, Validating Requirements.

Requirements Modeling Scenarios, Information and Analysis classes: Requirement Analysis, Scenario based modeling, UML models that supplement the Use Case, Data modeling Concepts, Class-Based Modeling.

Requirement Modeling Strategies : Flow oriented Modeling , Behavioral Modeling.

Textbook 1: Chapter 5: 5.1 to 5.7, Chapter 6: 6.1 to 6.5, Chapter 7: 7.1 to 7.3

MODULE-3	10 hours

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

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

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

MODULE-4	10 hours

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

Project Evaluation: Evaluation of Individual projects, Cost–benefit Evaluation Techniques, Risk Evaluation

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

MODULE-5	10 hours

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

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

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

Course Outcomes

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

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered

- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at

the end of the semester if two assignments are planned.

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

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

Semester-End Examination:

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

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

Marks scored shall be proportionally reduced to 50 marks. .

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

Reference Book:

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

Web links and Video Lectures (e-Resources):

- https://onlinecourses.nptel.ac.in/noc20_cs68/preview
- https://onlinecourses.nptel.ac.in/noc24_mg01/preview

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

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

COMPUTER NETWORKS		Semester	V
Course Code	**BCS502**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
Examination nature (SEE)	Theory/practical		

Course objectives:

This course will enable students to,

- Study the TCP/IP protocol suite, switching criteria and Medium Access Control protocols for reliable and noisy channels.
- Learn network layer services and IP versions.
- Discuss transport layer services and understand UDP and TCP protocols.
- Demonstrate the working of different concepts of networking layers and protocols.

Teaching-Learning Process (General Instructions)

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

1. Lecturer method (L) 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 Problem Based Learning (PBL), which fosters student's Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.

MODULE-1
Introduction: Data Communications, Networks, Network Types, Networks Models: Protocol Layering, TCP/IP Protocol suite, The OSI model, Introduction to Physical Layer: Transmission media, Guided Media, Unguided Media: Wireless. Switching: Packet Switching and its types. **Textbook:** Ch. 1.1 - 1.3, 2.1 - 2.3, 7.1 – 7.3, 8.3.

MODULE-2
Data Link Layer: Error Detection and Correction: Introduction, Block Coding, Cyclic Codes. Data link control: DLC Services: Framing, Flow Control, Error Control, Connectionless and Connection Oriented, Data link layer protocols, High Level Data Link Control. Media Access Control: Random Access, Controlled Access. Check Sum and Point to Point Protocol **Textbook:** Ch. 10.1-10.4, 11.1 -11.4, 12.1 - 12.2

MODULE-3
Network Layer: Network layer Services, Packet Switching, IPv4 Address, IPv4 Datagram, IPv6 Datagram, Introduction to Routing Algorithms, Unicast Routing Protocols: DVR, LSR, PVR, Unicast Routing protocols: RIP, OSPF, BGP, Multicasting Routing-MOSPF **Textbook:** Ch. 18.1, 18.2, 18.4, 22.2,20.1-20.3, 21.3.2

MODULE-4
Introduction to Transport Layer: Introduction, Transport-Layer Protocols: Introduction, User Datagram Protocol, Transmission Control Protocol: services, features, segments, TCP connections, flow control, Error control, Congestion control. **Textbook:** Ch. 23.1- 23.2, 24.1-24.3.4, 24.3.6-24.3.9

MODULE-5

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

Textbook: Ch. 25.1-25.2, 26.1-26.6

PRACTICAL COMPONENT OF IPCC

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

Course outcomes (Course Skill Set):
At the end of the course, the student will be able to:
● **Explain** the fundamentals of computer networks.
● **Apply** the concepts of computer networks to demonstrate the working of various layers and protocols in communication network.
● **Analyze** the principles of protocol layering in modern communication systems.
● **Demonstrate** various Routing protocols and their services using tools such as Cisco packet tracer.

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

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

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

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

- IPCC means practical portion integrated with the theory of the course.

- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.

- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.

- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks)**.

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

CIE for the practical component of the IPCC

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.

- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.

- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.

- The laboratory test **(duration 02/03 hours)** after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks.**

- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.

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

SEE for IPCC

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

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

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

Hill,2013.

Reference Books:

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

Web links and Video Lectures (e-Resources):

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

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

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

THEORY OF COMPUTATION		Semester	V
Course Code	**BCS503**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	(3:2:0:0)	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	04	Exam Hours	3
Examination type (SEE)	Theory		

Course objectives:

- Introduce core concepts in Automata and Theory of Computation.

- Identify different Formal Language Classes and their Relationships.

- Learn concepts of Grammars and Recognizers for different formal languages.

- Prove or disprove theorems in automata theory using their properties.

- Determine the decidability and intractability of Computational problems.

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) 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 analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different approaches and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1	10 Hours

Introduction to Finite Automata, Structural Representations, Automata and Complexity. The Central Concepts of Automata Theory. Deterministic Finite Automata, Nondeterministic Finite Automata, An Application: Text Search, Finite Automata with Epsilon-Transitions.
TEXT BOOK: Sections 1.1, 1.5, 2.2,2.3,2.4,2.5

Module-2	10 Hours

Regular Expressions, Finite Automata and Regular Expressions, Proving Languages not to be Regular. Closure Properties of Regular Languages, Equivalence and Minimization of Automata, Applications of Regular Expressions

TEXT BOOK: Sections 3.1, 3.2 (Except 3.2.1), 3.3, 4.1, 4.2, 4.4

Module-3	10 Hours

Context-Free Grammars, Parse Trees, Ambiguity in Grammars and Languages, Ambiguity in Grammars and Languages, Definition of the Pushdown Automaton, The Languages of a PDA, Equivalence of PDA's and CFG's, Deterministic Pushdown Automata.

TEXT BOOK: Sections 5.1, 5.2, 5.4, 6.1,6.2,6.3.1,6.4

Module-4	10 Hours

Normal Forms for Context-Free Grammars, The Pumping Lemma for Context-Free Languages, Closure Properties of Context-Free Languages.

TEXT BOOK: Sections 7.1, 7.2, 7.3

Module-5	10 Hours

Introduction to Turing Machines: Problems That Computers Cannot Solve, The Turing Machine, Programming Techniques for Turing Machines, Extensions to the Basic Turing Machine, Undecidability: A Language That Is Not Recursively Enumerable.

TEXT BOOK: Sections 8.1,8.2, 8.3,8.4, 9.1, 9.2

Course outcome (Course Skill Set)

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

1. Apply the fundamentals of automata theory to write DFA, NFA, Epsilon-NFA and conversion between them.
2. Prove the properties of regular languages using regular expressions.
3. Design context-free grammars (CFGs) and pushdown automata (PDAs) for formal languages.
4. Design Turing machines to solve the computational problems.
5. Explain the concepts of decidability and undecidability.

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered

- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.

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

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

Semester-End Examination:

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

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

Suggested Learning Resources:

Books

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

Reference:

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

Web links and Video Lectures (e-Resources):

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

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

- Open source tools (like JFLAP) to make teaching and learning more interactive [https://www.jflap.org/] (10 Marks)

- Assignments at RBTL-4 (15 marks)

DATA VISUALIZATION LAB		Semester	V
Course Code	**BAIL504**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	100
Examination type (SEE)	Practical		

Course objectives:

● Understand the Importance of data Visualization for business intelligence and decision making.

● Learn different approaches to understand the importance of visual perception.

● Learn different data visualization techniques and tools.

● Gain knowledge of effective data visuals to solve workplace problems.

Sl.NO	Experiments
1	**Getting Started -** Tableau Workspace, Tableau terminologies, basic functionalities.
2	**Connecting to Data Source –** Connecting to Database, Different types of Tableau Joins.
3	**Creating a View -** formatting charts, adding filters, creating calculated fields and defining parameters.
4	**Dashboard Design and Storytelling –** Components of Dashboard, Understanding how to place worksheets in Containers, Action filters and its types.
5	**Introducing Power BI –**Components and the flow of work. Power BI Desktop Interface-The Report has five main areas.
6	**Querying Data from CSV -** Query Editor, Connecting the data from the Excel Source, Clean, Transform the data.
7	**Creating Reports & Visualizations -** Different types of charts, Formatting charts with Title, Colors.
8	**Dashboards -** Filters in Power BI, Formatting dashboards.
9	Analysis of revenue in sales dataset: i) Create a choropleth map (fill the map) to spot the special trends to show the state which has the highest revenue. ii) Create a line chart to show the revenue based on the month of the year. iii) Create a bin of size 10 for the age measure to create a new dimension to show the revenue. iv) Create a donut chart view to show the percentage of revenue per region by creating zero access in the calculated field. v) Create a butterfly chart by reversing the bar chart to compare female & male revenue based on product category. vi) Create a calculated field to show the average revenue per state & display profitable & non-profitable state. vii) Build a dashboard.
10	Analysis of GDP dataset: i) Visualize the countries data given in the dataset with respect to latitude and longitude along with country name using symbol maps. ii) Create a bar graph to compare GDP of Belgium between 2006 – 2026. iii) Using pie chart, visualize the GDP of India, Nepal, Romania, South Asia, Singapore by the year 2010. iv) Visualize the countries Bhutan & Costa Rica competing in terms of GDP.

	v) Create a scatter plot or circle views of GDP of Mexico, Algeria, Fiji, Estonia from 2004 to 2006. vi) Build an interactive dashboard.
11	Analysis of HR Dataset: i)Create KPI to show employee count, attrition count, attrition rate, attrition count, active employees, and average age. ii) Create a Lollipop Chart to show the attrition rate based on gender category. iii) Create a pie chart to show the attrition percentage based on Department Category- Drag department into colours and change automatic to pie. Entire view, Drag attrition count to angle. Label attrition count, change to percent, add total also, edit label. iv) Create a bar chart to display the number of employees by Age group, v) Create a highlight table to show the Job Satisfaction Rating for each job role based on employee count. vi) Create a horizontal bar chart to show the attrition count for each Education field Education field wise attrition – drag education field to rows, sum attrition count to col, vii) Create multiple donut chart to show the Attrition Rate by Gender for different Age group.
12	Analysis of Amazon Prime Dataset: i) Create a Donut chart to show the percentage of movie and tv shows ii) Create a area chart to shows by release year and type iii) Create a horizontal bar chart to show Top 10 genre iv) Create a map to display total shows by country v) Create a text sheet to show the description of any movie/movies. vi) Build an interactive Dashboard.

	Course outcomes (Course Skill Set):
	At the end of the course the student will be able to:
	  1. Design the experiment to create basic charts and graphs using Tableau and Power BI.
	  2. Develop the solution for the given real world problem.
	  3. Analyze the results and produce substantial written documentation.

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation (CIE):

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

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

- Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.

- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.

- Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).

- Weightage to be given for neatness and submission of record/write-up on time.

- Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.

- In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.

- The suitable rubrics can be designed to evaluate each student's performance and learning ability.

- The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

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

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.

- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.

- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.

- All laboratory experiments are to be included for practical examination.

- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.

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

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

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

The minimum duration of SEE is 02 hours

Suggested Learning Resources:

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

COMPUTER VISION		Semester	5
Course Code	**BAI151A**	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:
CLO1: To understand the fundamentals of computer vision and digital image processing
CLO2: To introduce the processes involved image enhancement and restoration.
CLO3: To facilitate the students to gain understanding color image processing and morphology.
CLO5: To impart the knowledge of image segmentation and object recognition techniques.

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) 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. Use animations/videos to help the students to understand the concepts.
7. Demonstrate the concepts using a suitable programming language.

Module-1

Introduction: What is computer vision? A brief history. **Image Formation:** Photometric image formation, The digital camera. **Image processing**: Point operators, Linear filtering.

Textbook-1: Chap-1 (1.1, 1.2), Chap-2 (2.2, 2.3), Chap-3 (3.1, 3.2)

Module-2

Image processing: More neighborhood operators, Fourier transforms, Pyramids and wavelets, and Geometric transformations.

Textbook-1: Chap- 3 (3.3 - 3.6)

Module-3

Image Restoration and Reconstruction: A model of Image degradation/restoration process, restoration in the presence of noise only, periodic noise reduction by frequency domain filtering.

Image Segmentation: Fundamentals, Point, Line and edge detection, thresholding (Foundation & Basic global thresholding only), Segmentation by region growing & region splitting & merging.

Textbook-2: Chap-5 (5.1 to 5.4), Chap-10 (10.1 to 10.3.2, 10.4)

Module-4

Color Image Processing: Color fundamentals, color models, Pseudocolor image processing, full color image processing, color transformations, color image smoothing and sharpening, Using color in image segmentation, Noise in color images.

Textbook-2: Chap-6 (6.1-6.8)
Module-5
Morphological Image Processing: Preliminaries, Erosion and Dilation, opening and closing, Hit-or-miss transform, some basic morphological algorithms. **Feature Extraction:** Background, Boundary preprocessing (Boundary following & Chain codes only). **Image pattern Classification:** Background, Patterns and classes, Pattern classification by prototype matching (Minimum distance classifier only). **Textbook-2:** Chap -9 (9.1-9.5), Chap-11(11.1-11.2.2), Chap-12 (12.1-12.3.1)

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :
1. Explain the fundamentals of computer vision and its applications.
2. Apply the image enhancement techniques for smoothing and sharpening of images.
3. Compare the different image restoration and segmentation techniques.
4. Demonstrate the smoothing and sharpening techniques for color images.
5. Explain morphological, feature extraction, and pattern classification techniques for object recognition.

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 assessment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. Implementation of Image processing and video processing techniques in Java/Python/Matlab is recommended.
● For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

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

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**
1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.

4.   Marks scored shall be proportionally reduced to 50 marks

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

Reference books
1. David Forsyth and Jean Ponce, Computer Vision: A Modern Approach, 2nd Edition, Pearson, 2015.

2. Reinhard Klette, Concise Computer Vision - An Introduction into Theory and Algorithms, Springer, 2014.

Web links and Video Lectures (e-Resources):

- Virtual Labs: https://cse19-iiith.vlabs.ac.in/
- https://onlinecourses.nptel.ac.in/noc21_ee78/preview
- Introduction to Machine Vision: https://www.youtube.com/watch?v=tY2gczObpfU
- https://coral.ise.lehigh.edu/optml/files/2019/10/OptML_CV_tutorial_1_compressed.pdf

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

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

ARTIFICIAL INTELLIGENCE		Semester	V
Course Code	**BCS515B**	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:
- Learn the basic principles and theories underlying artificial intelligence, including machine learning, neural networks, natural language processing, and robotics.
- Apply AI techniques to solve real-world problems, including search algorithms, optimization, and decision-making processes.
- Understand the ethical, legal, and societal implications of AI, including topics such as bias, fairness, accountability, and the impact of AI on the workforce and privacy.

Teaching-Learning Process (General Instructions)

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

1. Use of Video/Animation to explain functioning of various concepts.
2. Encourage collaborative (Group Learning) Learning in the class.
3. Discuss application of every concept to solve the real-world problems.
4. Demonstrate ways to solve the same problem and encourage the students to come up with their own creative solutions.

Module-1

Introduction: What Is AI? , The State of The Art.

Intelligent Agents: Agents and environment, Concept of Rationality, The nature of environment, The structure of agents.

Chapter 1 - 1.1, 1.4

Chapter 2 - 2.1, 2.2, 2.3, 2.4

Module-2

Problem-solving: Problem-solving agents, Example problems, Searching for Solutions Uninformed Search Strategies

Chapter 3 - 3.1, 3.2, 3.3, 3.4

Module-3

Problem-solving: Informed Search Strategies, Heuristic functions

Logical Agents: Knowledge–based agents, The Wumpus world, Logic, Propositional logic, Reasoning patterns in Propositional Logic

Chapter 3 - 3.5, 7.6

Chapter 7 - 7.1, 7.2, 7.3, 7.4

Module-4

First Order Logic: Representation Revisited, Syntax and Semantics of First Order logic, Using First Order logic, Knowledge Engineering In First-Order Logic

Inference in First Order Logic: Propositional Versus First Order Inference, Unification, Forward Chaining

Chapter 8- 8.1, 8.2, 8.3, 8.4

Chapter 9- 9.1, 9.2, 9.3

Module-5
Inference in First Order Logic: Backward Chaining, Resolution **Classical Planning:** Definition of Classical Planning, Algorithms for Planning as State-Space Search, Planning Graphs **Chapter 9-9.4, 9.5** **Chapter 10- 10.1,10.2,10.3**

Course outcomes (Course Skill Set)

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

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

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

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

Semester-End Examination:

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

1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with

Suggested Learning Resources:

Text Book

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

Reference Books

1. Elaine Rich, Kevin Knight, Artificial Intelligence, 3rd edition, Tata McGraw Hill, 2013
2. George F Lugar, Artificial Intelligence Structure and strategies for complex, Pearson Education, 5th Edition, 2011
3. Nils J. Nilsson, Principles of Artificial Intelligence, Elsevier, 1980
4. Saroj Kaushik, Artificial Intelligence, Cengage learning, 2014

Web links and Video Lectures (e-Resources):

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

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

1. Using OpenAI tool, develop a chatbot   (25 marks)

UNIX SYSTEM PROGRAMMING		Semester	V
Course Code	**BCS515C**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives: This course will enable students to

- To help the students to understand effective use of Unix concepts, commands and terminology. Identify, access, and evaluate UNIX file system
- Explain the fundamental design of the unix operating system
- Familiarize with the systems calls provided in the unix environment
- Design and build an application/service over the unix operating system

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 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.

Module-1

Introduction: Unix Components/Architecture. Features of Unix. The UNIX Environment and UNIX Structure, Posix and Single Unix specification. General features of Unix commands/ command structure. Command arguments and options. Basic Unix commands such as echo, printf, ls, who, date, passwd, cal, Combining commands. Meaning of Internal and external commands. The type command: knowing the type of a command and locating it. The root login. Becoming the super user: su command.

Unix files: Naming files. Basic file types/categories. Organization of files. Hidden files. Standard directories. Parent-child relationship. The home directory and the HOME variable. Reaching required files- the PATH variable, manipulating the PATH, Relative and absolute pathnames. Directory commands – pwd, cd, mkdir, rmdir commands. The dot (.) and double dots (..) notations to represent present and parent directories and their usage in relative path names. File related commands – cat, mv, rm, cp, wc and od commands.

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

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

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

Text Book 2: Chapter 10, 13

Course outcome (Course Skill Set)

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

- Demonstrate the basics of Unix concepts and commands.

- Demonstrate the UNIX file system.

- Apply comands to reflect changes in file system.

- Demonstrate IPC and process management.

- Develop an application/service over a Unix system.

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered

- Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.

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

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

Semester-End Examination:

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

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

Suggested Learning Resources:
Text Books:

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

Reference Books:

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

Web links and Video Lectures (e-Resources):

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

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
Programming assignment -1 (Shell level) - 10 marks
Programming assignment -2 (API level)   - 15 marks

DISTRIBUTED SYSTEMS		Semester	5
Course Code	**BCS515D**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	3Hrs	Total Marks	100
Credits	03	Exam Hours	
Examination type (SEE)	Theory		

Course objectives:

- Understand the goals and challenges of distributed systems
- Describe the architecture of RPC/RMI, distributed file systems and name services
- Learn clock synchronization algorithms to monitor and order the events, mutual exclusion, election and consensus algorithms.
- Study the fundamental concepts and algorithms related to distributed transactions and replication.

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 Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Demonstrate every concept by implementing an OpenGL program.

Module-1

CHARACTERIZATION OF DISTRIBUTED SYSTEMS: Introduction, Focus on resource sharing, Challenges.

REMOTE INVOCATION: Introduction, Request-reply protocols, Remote procedure call, Introduction to Remote Method Invocation.

Textbook: Chapter- 1.1,1.4,1.5, 5.1-5.5

Module-2

DISTRIBUTED FILE SYSTEMS: Introduction, File service architecture.

NAME SERVICES: Introduction, Name services and the Domain Name System, Directory services.

Textbook: Chapter- 12.1,12.2, 13.1-13.3

Module-3

TIME AND GLOBAL STATES: Introduction, Clocks, events and process states, Synchronizing Physical clocks, Logical time and logical clocks, Global states

Textbook: Chapter- 14.1-14.5

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

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :
1. Identify the goals and challenges of distributed systems
2. Demonstrate the remote invocation techniques for communication
3. Describe the architecture of distributed file systems and name services
4. Apply clock synchronization algorithms to monitor and order the events.
5. Analyze the performance of mutual exclusion, election and consensus algorithms.
6. Illustrate the fundamental concepts and algorithms related to distributed transactions and replication

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

● For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.

● The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered

● Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.

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

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

Semester-End Examination:

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

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

Suggested Learning Resources:
Textbook's:

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

Web links and Video Lectures (e-Resources):

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● https://www.youtube.com/watch?v=Azyizl9w2xo&list=PLrjkTql3jnm9FEOXHA_qjRTMODlaIk-W

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

● Programming Assignment (15 marks)

● Literature Review/ Case Studies (10 marks)

Environmental Studies and E-Waste Management		Semester	V
Course Code	**BCS508**	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	1
Examination type (SEE)	Theory		

Course objectives:
- Identify the major challenges of environmental issues
- Develop skills, critical thinking and demonstrate socio-economic skills for Environmental protection
- Analyze the impact of issues w. r. t. waste management

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

Ecosystem and Sustainability:
  Ecosystem: Structure of Ecosystem, Types: Forest, Desert, Wetlands, Riverine, Oceanic ecosystems.
  Sustainability: 17SDG targets and possible actions.
  Self-Study Component (SSC): Components of the environment.
  Textbook 1: CH- 3, e-resource: 1

Module-2

Natural resources and Energy:
  Natural Resources: Water resources – Availability & Quality aspects, Water borne diseases & water induced diseases, Fluoride problem in drinking water.
  Energy: Different types of energy, Conventional sources & Non -Conventional sources of Energy, Solar energy, Wind Energy, Hydrogen as an alternative energy
  Self-Study Component (SSC): Alternative Energy sources
  Textbook 1: CH- 2

Module-3

Environmental Pollution:
Environmental Pollution: Water Pollution, Noise pollution, Air pollution (Sources, Impacts, Preventive measures and Public Health Aspects.
Self-Study Component (SSC): Case studies of air pollution episodes
Textbook 1: CH- 5

Module-4

Waste management:
Waste management: Solid Waste Management , types and sources, functional elements of SWM, Biomedical Waste Management - Sources, Characteristics
Environmental Legislation: Solid Waste Management Rules, 2016, Biomedical Waste Management Rules, 2016.

Self-Study Component (SSC): Case studies on waste management options
Textbook 1: CH- 6, e-resource:2

Module-5

E - Waste Management

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

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

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

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

Course outcome (Course Skill Set)

At the end of the course the student will be able to:
1. Comprehend the principles of ecology and environmental issues pertaining to air, land, and water on a global scale.
2. Acquire observation skills for solving problems related to the environment.
3. Conduct survey to describe the realities of waste management system.

Assessment Details (both CIE and SEE)

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

Continuous internal Examination (CIE)

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

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

Semester End Examinations (SEE)

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

<div align="center">OR</div>

MCQ (Multiple Choice Questions) are preferred for 01 credit courses, however, if course content demands the general question paper pattern that followed for 03 credit course, then

1. The question paper will have ten questions. Each question is set for 10 marks.
2. There will be 2 questions from each module. Each of the two questions under a module may or may not have the sub-questions (with maximum sub-questions of 02, with marks distributions 5+5, 4+6, 3+7).
3. The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Textbooks

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

Reference Books:

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

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

Web links and Video Lectures (e-Resources):

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

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

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

RESEARCH METHODOLOGY & IPR			
Course Code:	**BRMK557**	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

Course Objectives:
 CO1. To Understand the knowledge on basics of research and its types.
 CO2. To Learn the concept of Literature Review, Technical Reading, Attributions and Citations.
 CO3. To learn Ethics in Engineering Research.
 CO4. To Discuss the concepts of Intellectual Property Rights in engineering.

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

1. Lecturer methods (L) need not be only the traditional lecture methods, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video to explain various concepts on IPR.
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. Introduce Topics in manifold representations.
6. Show the different ways to analyze the research problem and encourage the students to come up with their own creative ways to solve them.
7. Discuss how every concept can be applied to the real world - and when that's possible, it helps Improve the students' understanding.

Module-1 (8 Hours)

Introduction: Meaning of Research, Objectives of Engineering Research, and Motivation in Engineering Research, Types of Engineering Research, Finding and Solving a Worthwhile Problem.

Ethics in Engineering Research, Ethics in Engineering Research Practice, Types of Research Misconduct, Ethical Issues Related to Authorship.

Teaching- Learning Process	Chalk and talk method / PowerPoint Presentation.

Module-2 (8 Hours)

Literature Review and Technical Reading, New and Existing Knowledge, Analysis and Synthesis of Prior Art Bibliographic Databases, Web of Science, Google and Google Scholar, Effective Search: The Way Forward Introduction to Technical Reading Conceptualizing Research, Critical and Creative Reading, Taking Notes While Reading, Reading Mathematics and Algorithms, Reading a Datasheet.

Attributions and Citations: Giving Credit Wherever Due, Citations: Functions and Attributes, Impact of Title and Keywords on Citations, Knowledge Flow through Citation, Citing Datasets, Styles for Citations, Acknowledgments and Attributions, What Should Be Acknowledged, Acknowledgments in, Books Dissertations, Dedication or Acknowledgments.

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation

Module-3 (8 Hours)

Introduction To Intellectual Property: Role of IP in the Economic and Cultural Development of the Society, IP Governance, IP as a Global Indicator of Innovation, Origin of IP History of IP in India. Major Amendments in IP Laws and Acts in India.

Patents: Conditions for Obtaining a Patent Protection, To Patent or Not to Patent an Invention. Rights Associated with Patents. Enforcement of Patent Rights. Inventions Eligible for Patenting. Non-Patentable Matters. Patent Infringements. Avoid Public Disclosure of an Invention before Patenting. Process of Patenting.

Process of Patenting. Prior Art Search. Choice of Application to be Filed. Patent Application Forms. Jurisdiction of Filing Patent Application. Publication. Pre-grant Opposition. Examination. Grant of a Patent. Validity of Patent Protection. Post-grant Opposition. Commercialization of a Patent. Need for a Patent Attorney/Agent. Can a Worldwide Patent be Obtained? Do I Need First to File a Patent in India? Patent Related Forms. Fee Structure. Types of Patent Applications. Commonly Used Terms in Patenting. National Bodies Dealing with Patent Affairs. Utility Models.

Teaching- Learning Process	Chalk and talk method / PowerPoint Presentation.

Module-4 (8 Hours)

Copyrights and Related Rights: Classes of Copyrights. Criteria for Copyright. Ownership of Copyright. Copyrights of the Author. Copyright Infringements. Copyright Infringement is a Criminal Offence. Copyright Infringement is a Cognizable Offence. Fair Use Doctrine. Copyrights and Internet. Non-Copyright Work. Copyright Registration. Judicial Powers of the Registrar of Copyrights. Fee Structure. Copyright Symbol.

Validity of Copyright. Copyright Profile of India. Copyright and the word 'Publish'. Transfer of Copyrights to a Publisher. Copyrights and the Word 'Adaptation'. Copyrights and the Word 'Indian Work'. Joint Authorship. Copyright Society. Copyright Board. Copyright Enforcement Advisory Council (CEAC). International Copyright Agreements, Conventions and Treaties. Interesting Copyrights Cases.

Trademarks: Eligibility Criteria. Who Can Apply for a Trademark. Acts and Laws. Designation of Trademark Symbols. Classification of Trademarks. Registration of a Trademark is Not Compulsory. Validity of Trademark. Types of Trademark Registered in India. Trademark Registry. Process for Trademarks Registration. Prior Art Search. Famous Case Law: Coca-Cola Company vs. Bisleri International Pvt. Ltd.

Module-5(8 Hours)

Industrial Designs: Eligibility Criteria. Acts and Laws to Govern Industrial Designs. Design Rights. Enforcement of Design Rights. Non-Protectable Industrial Designs India. Protection Term. Procedure for Registration of Industrial Designs. Prior Art Search. Application for Registration. Duration of the Registration of a Design. Importance of Design Registration. Cancellation of the Registered Design. Application Forms. Classification of Industrial Designs. Designs Registration Trend in India. International Treaties. Famous Case Law: Apple Inc. vs. Samsung Electronics Co.

Geographical Indications: Acts, Laws and Rules Pertaining to GI. Ownership of GI. Rights Granted to the Holders. Registered GI in India. Identification of Registered GI. Classes of GI. Non-Registerable GI. Protection of GI. Collective or Certification Marks. Enforcement of GI Rights. Procedure for GI Registration Documents Required for GI Registration. GI Ecosystem in India.

Case Studies on Patents. Case study of Curcuma (Turmeric) Patent, Case study of Neem Patent, Case study of Basmati patent. **IP Organizations In India. Schemes and Programmes**

Teaching- Learning Process	Chalk and talk method / PowerPoint Presentation

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 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.

Course Outcomes (Course Skill Set)

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

CO1. To know the meaning of engineering research.

CO2. To know the procedure of the literature Review and Technical Reading

CO3. To understand the fundamentals of the patent laws and drafting procedure

CO4. Understanding the copyright laws and subject matters of copyrights and designs

CO5. Under standing the basic principles of design rights

Suggested Learning Resources:

Textbook

1. Dr. Santosh M Nejakar, Dr. Harish Bendigeri "Research Methodology and Intellectual Property Rights", ISBN 978-93-5987-928-4, Edition: 2023-24.

Reference Book:

1. David V. Thiel "Research Methods for Engineers" Cambridge University Press, 978-1-107-03488-4
2. Intellectual Property Rights by N.K.Acharya Asia Law House 6th Edition. ISBN: 978-93-81849-30-9

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

- Quizzes
- Assignments
- Seminars

FULL STACK DEVELOPMENT		Semester	6
Course Code	**BIS601**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:
- To understand the essential javascript concepts for web development.
- To style Web applications using bootstrap.
- To utilize React JS to build front end User Interface.
- To understand the usage of API's to create web applications using Express JS.
- To store and model data in a no sql database.

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 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.

Module-1

Basic JavaScript Instructions, Statements, Comments, Variables, Data Types, Arrays, Strings, Functions, Methods & Objects, Decisions & Loops.

Text Book 1: Chapter 2, 3, 4

Module-2

Document Object Model: DOM Manipulation, Selecting Elements, Working with DOM Nodes, Updating Element Content & Attributes, Events, Different Types of Events, How to Bind an Event to an Element, Event Delegation, Event Listeners.

Text Book 1: Chapter: 5, 6, 13

Module-3

Form enhancement and validation. Introduction to MERN: MERN components, Server less Hello world.
React Components: Issue Tracker, React Classes, Composing Components, Passing Data Using Properties, Passing Data Using Children, Dynamic Composition.

Text Book 2: Chapter 1, 2, 3

Module-4

	React State: Initial State, Async State Initialization, Updating State, Lifting State Up, Event Handling, Stateless Components, Designing Components, State vs. Props, Component Hierarchy, Communication, Stateless Components. **Express**, REST API, GraphQL, Field Specification, Graph Based, Single Endpoint, Strongly Typed, Introspection, Libraries, The About API GraphQL Schema File, The List API, List API Integration, Custom Scalar types, The Create API, Create API Integration, Query Variables, Input Validations, Displaying Errors. **Text Book 2: Chapter 4, 5**
	Module-5
	MongoDB: Basics, Documents, Collections, Databases, Query Language, Installation, The Mongo Shell, MongoDB CRUD Operations, Create, Read, Projection, Update, Delete, Aggregate, MongoDB Node.js Driver, Schema Initialization, Reading from MongoDB, Writing to MongoDB. **Modularization and Webpack** ,Back-End Modules Front-End Modules and Webpack Transform and Bundle, Libraries Bundle ,Hot Module Replacement, Debugging DefinePlugin: Build Configuration, Production Optimization. **Text Book 2: Chapter 6, 7**

PRACTICAL COMPONENT OF IPCC

Sl.NO	Experiments
1.	a. Write a script that Logs "Hello, World!" to the console. Create a script that calculates the sum of two numbers and displays the result in an alert box. b. Create an array of 5 cities and perform the following operations: Log the total number of cities. Add a new city at the end. Remove the first city. Find and log the index of a specific city.
2.	a. Read a string from the user, Find its length. Extract the word "JavaScript" using substring() or slice(). Replace one word with another word and log the new string. Write a function isPalindrome(str) that checks if a given string is a palindrome (reads the same backward).
3.	Create an object student with properties: name (string), grade (number), subjects (array), displayInfo() (method to log the student's details) Write a script to dynamically add a passed property to the student object, with a value of true or false based on their grade. Create a loop to log all keys and values of the student object.
4.	Create a button in your HTML with the text "Click Me". Add an event listener to log "Button clicked!" to the console when the button is clicked. Select an image and add a mouseover event listener to change its border color. Add an event listener to the document that logs the key pressed by the user.
5.	Build a React application to track issues. Display a list of issues (use static data). Each issue should have a title, description, and status (e.g., Open/Closed). Render the list using a functional component.
6.	Create a component Counter with A state variable count initialized to 0. Create Buttons to increment and decrement the count. Simulate fetching initial data for the Counter component using useEffect (functional component) or componentDidMount (class component). Extend the Counter component to Double the count value when a button is clicked. Reset the count to 0 using another button.
7.	Install Express (npm install express). Set up a basic server that responds with "Hello, Express!" at the root endpoint (GET /). Create a REST API. Implement endpoints for a Product resource: GET : Returns a list of products. POST : Adds a new product. GET /:id: Returns details of a specific product. PUT /:id: Updates an existing product. DELETE /:id: Deletes a product. Add middleware to log requests to the console. Use express.json() to parse incoming JSON payloads.

8.	Install the MongoDB driver for Node.js. Create a Node.js script to connect to the shop database. Implement insert, find, update, and delete operations using the Node.js MongoDB driver. Define a product schema using Mongoose. Insert data into the products collection using Mongoose. Create an Express API with a /products endpoint to fetch all products. Use fetch in React to call the /products endpoint and display the list of products. Add a POST /products endpoint in Express to insert a new product. Update the Product List, After adding a product, update the list of products displayed in React.

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :
1. Apply Javascript to build dynamic and interactive Web projects .
2. Implement user interface components for JavaScript-based Web using React.JS
3. Apply Express/Node to build web applications on the server side.
4. Develop data model in an open source nosql database.
5. Demonstrate modularization and packing of the front-end modules .

Assessment Details (both CIE and SEE)

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

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

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

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**
1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:
Books
1. Jon Duckett, "JavaScript & jQuery: Interactive Front-End Web Development", Wiley, 2014.
2. Vasan Subramanian, Pro MERN Stack: Full Stack Web App Development with Mongo, Express, React, and Node. Apress, 2019.

Web links and Video Lectures (e-Resources):

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

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
- Course Project: Build Web applications using MERN stack. Students (group of 2) can choose any real-world problem from domains such as finance, marketing, medical, or enterprise projects **(25 marks)**.

MACHINE LEARNING		Semester	6
Course Code	**BCS602**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	4:0:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	04	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:
- To introduce the fundamental concepts and techniques of machine learning.
- To understanding of various types of machine learning and the challenges faced in real-world applications.
- To familiarize the machine learning algorithms such as regression, decision trees, Bayesian models, clustering, and neural networks.
- To explore advanced concept like reinforcement learning and provide practical insight into its applications.
- To enable students to model and evaluate machine learning solutions for different types of problems.

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) 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/Demonstration 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/Practical Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills, and practical skill such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Use animations/videos to help the students to understand the concepts.
7. Demonstrate the concepts using PYTHON and its libraries wherever possible

Module-1

Introduction: Need for Machine Learning, Machine Learning Explained, Machine Learning in Relation to other Fields, Types of Machine Learning, Challenges of Machine Learning, Machine Learning Process, Machine Learning Applications.

Understanding Data – 1: Introduction, Big Data Analysis Framework, Descriptive Statistics, Univariate Data Analysis and Visualization.

Chapter-1, 2 (2.1-2.5)

Module-2

Understanding Data – 2: Bivariate Data and Multivariate Data, Multivariate Statistics, Essential Mathematics for Multivariate Data, Feature Engineering and Dimensionality Reduction Techniques.

Basic Learning Theory: Design of Learning System, Introduction to Concept of Learning, Modelling in Machine Learning.

Chapter-2 (2.6-2.8, 2.10), Chapter-3 (3.3, 3.4, 3.6)

Module-3

	Similarity-based Learning: Nearest-Neighbor Learning, Weighted K-Nearest-Neighbor Algorithm, Nearest Centroid Classifier, Locally Weighted Regression (LWR). **Regression Analysis:** Introduction to Regression, Introduction to Linear Regression, Multiple Linear Regression, Polynomial Regression, Logistic Regression. **Decision Tree Learning:** Introduction to Decision Tree Learning Model, Decision Tree Induction Algorithms. **Chapter-4 (4.2-4.5), Chapter-5 (5.1-5.3, 5.5-5.7), Chapter-6 (6.1, 6.2)**
	Module-4
	Bayesian Learning: Introduction to Probability-based Learning, Fundamentals of Bayes Theorem, Classification Using Bayes Model, Naïve Bayes Algorithm for Continuous Attributes. **Artificial Neural Networks:** Introduction, Biological Neurons, Artificial Neurons, Perceptron and Learning Theory, Types of Artificial Neural Networks, Popular Applications of Artificial Neural Networks, Advantages and Disadvantages of ANN, Challenges of ANN. **Chapter-8 (8.1-8.4), Chapter-10 (10.1-10.5, 10.9-10.11)**
	Module-5
	Clustering Algorithms: Introduction to Clustering Approaches, Proximity Measures, Hierarchical Clustering Algorithms, Partitional Clustering Algorithm, Density-based Methods, Grid-based Approach. **Reinforcement Learning:** Overview of Reinforcement Learning, Scope of Reinforcement Learning, Reinforcement Learning as Machine Learning, Components of Reinforcement Learning, Markov Decision Process, Multi-Arm Bandit Problem and Reinforcement Problem Types, Model-based Learning, Model Free Methods, Q-Learning, SARSA Learning. **Chapter -13 (13.1-13.6), Chapter-14 (14-1-14.10)**

Course outcome (Course Skill Set)

At the end of the course, the student will be able to :
1. Describe the machine learning techniques, their types and data analysis framework.
2. Apply mathematical concepts for feature engineering and perform dimensionality reduction to enhance model performance.
3. Develop similarity-based learning models and regression models for solving classification and prediction tasks.
4. Build probabilistic learning models and design neural network models using perceptrons and multilayer architectures
5. Utilize clustering algorithms to identify patterns in data and implement reinforcement learning techniques

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

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

Semester-End Examination:

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

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

Suggested Learning Resources:
Books

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

Reference Books

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

Web links and Video Lectures (e-Resources):

● **https://www.universitiespress.com/resources?id=9789393330697**
● https://www.drssridhar.com/?page_id=1053
● Machine Learning Tutorials: https://www.geeksforgeeks.org/machine-learning/
● Machine Learning Tutorials: https://www.tutorialspoint.com/machine_learning/index.htm
● Python for Machine Learning: https://www.w3schools.com/python/python_ml_getting_started.asp
● Introduction to Machine Learning: https://onlinecourses.nptel.ac.in/noc22_cs29/preview

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

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

Blockchain Technology		Semester	6
Course Code	**BCS613A**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:
- To Understand Blockchain terminologies with its applications. design
- To learn working principles of Blockchain and methodologies used in Bitcoin
- To gain knowledge on Ethereum Network, Wallets, Nodes, Smart contract & DApps
- To learn blockchain Based Application Architecture using Hyperledger and the Smart Contract Lifecycle

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) 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/Demonstration 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. Use animations/videos to help the students to understand the concepts.

Module-1

Distributed systems, CAP theorem, Byzantine Generals problem, Consensus. The history of blockchain, Introduction to blockchain, Various technical definitions of blockchains, Generic elements of a blockchain, Features of a blockchain, Applications of blockchain technology, Tiers of blockchain technology, Consensus in blockchain, CAP theorem and blockchain, Benefits and limitations of blockchain.

Chapter 1

Module-2

Decentralization using blockchain, Methods of decentralization, Blockchain and full ecosystem decentralization, Smart contract, Decentralized organizations, Decentralized autonomous organizations, Decentralized autonomous corporations, Decentralized autonomous societies Decentralized applications, Platforms for decentralization.
Cryptographic primitives: Symmetric cryptography, Asymmetric cryptography, Public and private keys, Hash functions: Compression of arbitrary messages into fixed length digest, Easy to compute, Pre-image resistance, Second pre-image resistance, Collision resistance, Message Digest (MD),Secure Hash Algorithms (SHAs), Merkle trees, Patricia trees, Distributed hash tables (DHTs), Digital signatures, Elliptic Curve Digital signature algorithm (ECDSA).

Chapter 2, Chapter 3: pg:56-105

Module-3

Bitcoin, Bitcoin definition, Transactions, The transaction life cycle, The transaction structure, Types of transaction, The structure of a block , The structure of a block header, The genesis block, The bitcoin network, Wallets, Smart Contracts-History, Definition, Ricardian contracts, Smart contract templates, Oracles, Smart Oracles, Deploying smart contracts on a blockchain, The DAO. **Chapter 4:pg:111-148, Chapter 6**	
Module-4	
Ethereum 101, Introduction, Ethereum clients and releases, The Ethereum stack, Ethereum blockchain, Currency (ETH and ETC), Forks, Gas, The consensus mechanism, The world state, Transactions, Contract creation transaction, Message call transaction, Elements of the Ethereum blockchain , Ethereum virtual machine (EVM), Accounts, Block, Ether, Messages, Mining, The Ethereum network. Hands-on: Clients and wallets –Geth. **Chapter 7: pg: 210-227, 235-269**	
Module-5	
Hyperledger, Hyperledger as a protocol, Fabric, Hyperledger Fabric, Sawtooth lake, Corda. **Chapter 9**	

Course outcomes (Course Skill Set)

At the end of the course, the student will be able to :
1.   Explain the Blockchain terminologies with its applications. design
2.   Illustrate the working principles of Blockchain and the Smart Contract Lifecycle
3.   Demonstrate the principles and methodologies used in Bitcoin
4.   Develop Ethereum Network, Wallets, Nodes, Smart contract and DApps.
5.   Make use of Hyperledger in Blockchain Based Application Architecture.

Assessment Details (both CIE and SEE)

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

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

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

Semester-End Examination:

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

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

Suggested Learning Resources:
Books
1. Imran Bashir. "Mastring BlockChain", Third Edition, Packt – 2020.

Reference Book

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

Web links and Video Lectures (e-Resources):

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

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
- Course Project: Covers the implementation of the major concepts outlined in the syllabus– 25 Marks

Internet of Things		Semester	6
Course Code	BIS613B	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:
- To understand the fundamentals of IoT with a strong knowledge of its architecture.
- To acquire solid fundamentals of IEEE 802.15.4 along with few comparative standards.
- Understand the network layer in the view of IoT along with the application protocol.
- To learn the data and analytics concepts in terms for IoT and Security concerns.

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 to IoT: Genesis of IoT, IoT digitization, IoT impact, Converge IT and OT, IoT challenges. IoT Network architecture and design: Drivers behind new architecture, comparing IoT architectures, A simplified IoT architecture, Core IoT Functional stack, IoT data management and compute stack. [Chapter-1, Chapter-2]
Module-2
Connecting smart things: Communications criteria, IoT access technologies (IEEE 802.15.4, IEEE 802.15.4g and IEEE 802.15.4e, IEEE 1901.2a, IEEE 802.11ah, LoRaWAN, NB-IoT) [Chapter-4]
Module-3

IP as IoT network layer: The business case for IP, need for optimization, optimizing IP for IoT, profiles and compliances. [Chapter-5]

Module-4
Application Protocols for IoT: The Transport Layer, IoT Application Transport Methods. Data Analytic for IoT: Introduction to data analytics for IoT, Machine learning, Big data analytics tools and technology, Edge streaming analytics, network analytics. [Chapter-6, Chapter-7]

Module-5
Security for IoT: Common challenges in OT security, How IT and OT security practices and systems vary, formal risk analysis structures: OTAVE and FAIR, The phased application of security in an operational environment. Case study: Public safety [Chapter-8, Chapter-15]

Course outcome (Course Skill Set)

At the end of the course, the student will be able to:
1. Explain the fundamentals of IoT and its architecture.
2. Compare IoT access technology IEEE 802.15.4 with few other related standards.
3. Summarize network layer and application protocols in the view of IoT.
4. Explain the data analytics concepts for IoT and Security concerns.
5. Apply IoT concepts on an opensource IoT platform for the given real-world problem/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:

- 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:

Textbooks

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

Reference book

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

Web links and Video Lectures (e-Resources):

- https://www.geeksforgeeks.org/sensors-in-internet-of-thingsiot/
- https://www.edx.org/learn/iot-internet-of-things
- https://onlinecourses.nptel.ac.in/noc22_cs53/

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

COMPILER DESIGN		Semester	6
Course Code	BCS613C	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	3
Examination type (SEE)	Theory		

Course objectives:
- Understand the working of language processors
- Apply different phases of designing a compiler
- Illustrate lexical analysis
- Explain the need of real time operating system for embedded system applications.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.
1. Lecturer methods(L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Demonstration of sample code using Keil software.
5. Show the different ways to solve the same problem with different approaches and encourage the students to come up with their own creative ways to solve them.

Module-1

Introduction: Language Processors, The structure of Compiler, The evolution of Programming Languages, The science of Building a Compiler, Applications of Compiler Technology, Programming Language Basics

A Simple Syntax Directed Translator: Introduction, Syntax Definition, Syntax Directed Translation, Parsing
 Chapter 1: 1.1,1.2,1.3,1.4,1.5,1.6,1.7
 Chapter 2: 2.1,2.2,2.3,2.4

Module-2

Lexical Analysis: The Role of Lexical Analyzer, Input buffering, Specification of Tokens, Recognition of Tokens, The lexical Analyzer Generator Lex

Syntax Analysis: Introduction, Context Free Grammars, Writing a Grammar
 Chapter 3: 3.1,3.2,3.3,3.4,3.5
 Chapter 4: 4.1 4.2 4.3

Module-3

	Top-Down Parsing: Recursive Descent Parsing, First and Follow, LL(1) Grammars Bottom Up Parsing: Reductions, Handle Pruning, Shift Reduce Parsing 　　　　Chapter 4: 4.4, 4.5
	Module-4
	Introduction to LR Parsing: Simple LR, LR Parsing Algorithm, Construction of SLR parsing Tables, Viable Prefixes Syntax Directed Definitions, Evaluation Orders for SDD 　　　　Chapter 5: 5.1,5.2
	Module-5
	Variants of Syntax Trees, Three Address Code, Types and Declarations. Control Flow Code generation: Issues in the Design of a Code Generator, The target language 　　　　Chapter 6: 6.1,6.2,6.3,6.6 　　　　Chapter 8:8.1,8.2

Course outcome (Course Skill Set)

At the end of the course the student will be able to:
1. Understand the different phases of compiler design techniques
2. Analyse the working of lexical analyser in design of compilers
3. Design syntax analyser using top down and bottom up approaches
4. Illustrate syntax-directed translation for a given grammar.
5. Explain intermediate code representation and code generation of compilers

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.

<div align="center">OR</div>

MCQ (Multiple Choice Questions) are preferred for 01 credit courses, however, if course content demands the general question paper pattern that followed for 03 credit course, then

1. The question paper will have ten questions. Each question is set for 10 marks.
2. There will be 2 questions from each module. Each of the two questions under a module may or may not have the sub-questions (with maximum sub-questions of 02, with marks distributions 5+5, 4+6, 3+7).
3. The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:
Books

1. Compilers: Principles, Techniques, and Tools, A. Aho, M. Lam, R. Sethi, and J. Ullman.,2nd Edition, Pearson.

Web links and Video Lectures (e-Resources):

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

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
- Students are expected (in group of 2) to develop scanner and parser for simple programming syntax (C/Java) - 25 Marks

Cloud Computing & Security		Semester	VI
Course Code	BIS613D	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:
- Introduce the rationale behind the cloud computing revolution and the business drivers
- Understand various models, types and challenges of cloud computing
- Understand the design of cloud native applications, the necessary tools and the design tradeoffs.
- Realize the importance of Cloud Virtualization, Abstraction`s, Enabling Technologies and cloud security

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) 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. Discuss how every concept can be applied to the real world - and when that's possible, it
   helps improve the students' understanding.
6. Use any of these methods: Chalk and board, Active Learning, Case Studies.

Module-1

Distributed System Models and Enabling Technologies: Scalable Computing Over the Internet, Technologies for Network Based Systems, System Models for Distributed and Cloud Computing, Software Environments for Distributed Systems and Clouds, Performance, Security and Energy Efficiency.
Textbook 1: Chapter 1: 1.1 to 1.5

Module-2

Virtual Machines and Virtualization of Clusters and Data Centers: Implementation Levels of Virtualization, Virtualization Structure/Tools and Mechanisms, Virtualization of CPU/Memory and I/O devices, Virtual Clusters and Resource Management, Virtualization for Data Center Automation.
Textbook 1: Chapter 3: 3.1 to 3.5

Module-3

Cloud Platform Architecture over Virtualized Datacenters: Cloud Computing and Service Models, Data Center Design and Interconnection Networks, Architectural Design of

	Compute and Storage Clouds, Public Cloud Platforms: GAE, AWS and Azure, Inter-Cloud Resource Management. **Textbook 1: Chapter 4: 4.1 to 4.5**
	Module-4
	Cloud Security: Top concern for cloud users, Risks, Privacy Impact Assessment, Cloud Data Encryption, Security of Database Services, OS security, VM Security, Security Risks Posed by Shared Images and Management OS, XOAR, A Trusted Hypervisor, Mobile Devices and Cloud Security. **Cloud Security and Trust Management:** Cloud Security Defense Strategies, Distributed Intrusion/Anomaly Detection, Data and Software Protection Techniques, Reputation-Guided Protection of Data Centers. **Textbook 2: Chapter 11: 11.1 to 11.3, 11.5 to 11.8, 11.10 to 11.14** **Textbook 1: Chapter 4: 4.6**
	Module-5
	Cloud Programming and Software Environments: Features of Cloud and Grid Platforms, Parallel and Distributed Computing Paradigms, Programming Support for Google App Engine, Programming on Amazon AWS and Microsoft, Emerging Cloud Software Environments. **Textbook 1: Chapter 6: 6.1 to 6.5**

Course outcome (Course Skill Set)
 	
At the end of the course, the student will be able to:
  1. Describe various cloud computing platforms and service providers.
  2. Illustrate the significance of various types of virtualization.
  3. Identify the architecture, delivery models and industrial platforms for cloud computing based applications.
  4. Analyze the role of security aspects in cloud computing.
  5. Demonstrate cloud applications in various fields using suitable cloud platforms.	

Assessment Details (both CIE and SEE)

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

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

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

Semester-End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**
1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

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

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

Web links and Video Lectures (e-Resources):

- https://freevideolectures.com/course/4639/nptel-cloud-computing/1.
- https://www.youtube.com/playlist?list=PLShJJCRzJWxhz7SfG4hpaBD5bKOloWx9J
- https://www.youtube.com/watch?v=EN4fEbcFZ_E
- https://www.youtube.com/watch?v=RWgW-CgdIk0
- https://www.geeksforgeeks.org/virtualization-cloud-computing-types/
- https://www.javatpoint.com/cloud-service-provider-companies

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

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

INTRODUCTION TO DATA STRUCTURES		Semester	6
Course Code	**BCS654A**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course Objectives:
- Introduce primitive and non-primitive data structures
- Understand the various types of data structure along their operations
- Study various searching and sorting algorithms
- Assess appropriate data structures during program development / problem solving

Teaching-Learning Process (General Instructions)

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

Module-1

Arrays: Introduction, One-Dimensional Arrays, Two-Dimensional Arrays, Initializing Two-Dimensional Arrays, Multidimensional arrays.

Pointers: Introduction, Pointer Concepts, Accessing Variables through Pointers, Pointer Applications, Dynamic Memory Allocation Functions.

Structures and Unions: Introduction, Declaring Structures, Giving Values to Members, Structure Initialization, Comparison of Structure Variables, Arrays of Structures, Arrays within Structures, Nested Structures, Unions, Size of Structures.

Textbook 1: Ch. 8.1 to 8.5, Ch. 12.1 to 12.8, 12.10, 12.11.
Textbook 2: Ch. 2.1 to 2.3, 2.5, 2.9.

Module-2

Stacks: Introduction, Stack Operations, Stack Implementation using Arrays, Applications of Stacks. **Queues:** Introduction, Queue Operations, Queue Implementation using Arrays, Different Types of Queues: Circular Queues, Double-Ended Queues, Priority Queues, Applications of Queues. **Textbook 2:** Ch. 6.1 to 6.3, Ch. 8.1 to 8.2.
Module-3
Linked Lists: Introduction, Singly Linked List, Self-Referential Structures, Operations on Singly Linked Lists: Insert-Delete-Display, Implementation of Stacks and Queues using Linked List, Concatenate two Lists, Reverse a List without Creating a New Node, Static Allocation Vs Linked Allocation. **Circular Singly Linked List:** Introduction, Operations: Insert-Delete-Display. **Textbook 2:** Ch. 9.1 to 9.2, 9.3 (Only 9.3.1 to 9.3.5, 9.3.11 to 9.3.12), 9.4 to 9.5.
Module-4
Trees: Introduction, Basic Concepts, Representation of Binary Trees, Operations on Binary Trees: Insertion-Traversals-Searching-Copying a Tree, Binary Search Trees, Operations on Binary Search Trees: Insertion-Searching-Find Maximum and Minimum Value-Count Nodes, Expression Trees. **Textbook 2:** Ch. 10.1 to 10.4, 10.5 (Only 10.5.1, 10.5.2, 10.5.3.1, 10.5.3.2, 10.5.3.4), 10.6.3.
Module-5
Sorting: Introduction, Bubble Sort, Selection Sort, Insertion Sort. **Searching:** Introduction, Linear Search, Binary Search. **Textbook 1:** Ch. 17.1, 17.2.6, 17.3.2. **Textbook 2:** Ch. 11.1 to 11.3, 11.10.1.

Course outcome (Course Skill Set)

At the end of the course, the student will be able to:
1. Develop C programs utilizing fundamental concepts such as arrays, pointers and structures.
2. Apply data structures like stacks and queues to solve problems.
3. Develop C programs using linked lists and their various types.
4. Explain the fundamental concepts of trees and their practical applications.
5. Demonstrate different sorting and searching algorithms and determine their algorithmic complexities.

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

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

Semester-End Examination:

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

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

Suggested Learning Resources:

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

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

Web links and Video Lectures (e-Resources):

- https://www.youtube.com/watch?v=DFpWCl_49i0
- https://www.youtube.com/watch?v=x7t_-ULoAZM
- https://www.youtube.com/watch?v=I37kGX-nZEI
- https://www.youtube.com/watch?v=XuCbpw6Bj1U
- https://www.youtube.com/watch?v=R9PTBwOzceo

- https://www.youtube.com/watch?v=qH6yxkw0u78
- https://archive.nptel.ac.in/courses/106/105/106105085/
- https://onlinecourses.swayam2.ac.in/cec19_cs04/preview

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

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

FUNDAMENTALS OF OPERATING SYSTEMS		Semester	6
Course Code	**BCS654B**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:
- To demonstrate the need and different types of OS
- To discuss suitable techniques for management of different resources
- To analyse different memory, storage, and file system management strategies.

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

Module-1

Introduction: What operating systems do; Computer System organization; Computer System Organization, Computer System architecture; Operating System operations; Resource Management

Operating System Structures: Operating System Servies, User and Operating System interface; System calls, Application Program Interface, Types of system calls;

Textbook 1: Chapter 1: 1.1, 1.2, 1.3,1.4, 1.5 Chapter 2: 2.1, 2.2 (2.2.1, 2.2.2), 2.3 (2.3.2, 2.3.3)

Module-2

Process Management: Process concept; Process scheduling; Operations on processes; Interprocess Communication

Multi-threaded Programming: Overview; Multithreading models, Thread Libraries

Textbook 1: Chapter 3: 3.1-3.4, Chapter 4: 4.1, 4.3 5, 4.4

Module-3

CPU Scheduling: Basic Concepts, Scheduling criteria, Scheduling algorithms, Thread Scheduling, **Process Synchronization:** Synchronization: The critical section problem; Peterson's solution; Semaphores; Classical problems of synchronization; **Textbook 1: Chapter 5: 5.1, 5.2,5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.4 Chapter 6: 6.1, 6.2.,6.3, 6.6**	

Module-4	
Deadlocks: System model; Deadlock characterization; Methods for handling deadlocks; Deadlock prevention; Deadlock avoidance; Deadlock detection and recovery from deadlock. **Memory Management:** Background; Contiguous memory allocation; Paging; Structure of page table **Textbook 1: Chapter 8: 8.1-8.8 Textbook 1: Chapter 9: 9.1-9.4 (9.4.1, 9.4.2)**	
Module-5	
Virtual Memory Management: Background; Demand paging; Copy-on-write; Page replacement; **File System Interface:** File concept; Access methods; Directory Structure, Protection, File System Implementation: File System Structure, File System Operations, **File System Internals**: File Systems, File System Mounting; Partition and Mounting, File sharing; **Textbook 1: Chapter 10: 10.1-10.3, 10.4 (10.4.1, 10.4.2, 10.4.4.) Chapter 13: 13.1, 13.2, 13.3 (13.3.1, 13.3.2, 13.3.3), 13.4 (13.4.1, 13.4.2) Chapter 15: 15.1-15.4**	

Course outcomes (Course Skill Set)

At the end of the course, the student will be able to:
     1. Explain the fundamentals of operating systems.
     2. Apply appropriate CPU scheduling algorithm for the given scenarios.
     3. Analyse the various techniques for process synchronization and deadlock handling.
     4. Apply the various techniques for memory management
     5. Analyse the importance of File System Mounting and File Sharing

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

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

Semester-End Examination:

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

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

Suggested Learning Resources:

Text Books:
1. Abraham Silberschatz, Peter Baer Galvin, Greg Gagne, Operating System Principles 10th edition, Wiley-India, 2015

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

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

3. Gerald J. Kowalski and Mark.T. Maybury, "Information Storage and Retrieval systems", Kluwer Academic Publishers.

Web links and Video Lectures (e-Resources):
1.https://archive.nptel.ac.in/courses/106/105/106105214/ 2.https://archive.nptel.ac.in/courses/106/102/106102132/

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
● Students are expected to prepare animated PPT to illustrate the different types of Process Scheduling and Paging. **(10 Marks)** ● Students are required to prepare detailed case study report on Deadlocks **OR** Students can illustrate deadlock using any programming language **(15 Marks)**

MOBILE APPLICATION DEVELOPMENT		Semester	6
Course Code	**BIS654C**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	3
Examination type (SEE)	Theory		

Course objectives:

Create, test and debug Android application by setting up Android development environment.

Implement adaptive, responsive user interfaces that work across a wide range of devices.

Infer long running tasks and background work in Android applications

Demonstrate methods in storing, sharing and retrieving data in Android applications

Analyze performance of android applications

Describe the steps involved in publishing Android application to share with the world.

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 setup Android application development environment & programing examples.
4. Illustrate user interfaces for interacting with apps and triggering actions

Module-1
Introduction to Android OS: Android Description – Open Handset Alliance – Android. Ecosystem – Android versions – Android Activity – Features of Android – Android Architecture Stack Linux Kernel. Configuration of Android Environment: Operating System – Java JDK Android SDK – Android Development Tools (ADT) – Android Virtual Devices (AVDs) – Emulators Dalvik Virtual Machine – Differences between JVM and DVM – Steps to Install and Configure Eclipse and SDK. (Chapters 1 & 2)

Module-2
Create the first android application: Directory Structure. Android User Interface: Understanding the Components of a screen– Linear Layout – Absolute Layout – Frame. Layout Relative Layout – Table Layout. (Chapters 3 & 4)

Module-3

Designing User Interface with View – Text View – Button – Image Button – Edit Text Check Box – Toggle Button – Radio Button and Radio Group – Progress Bar – Auto complete Text View – Spinner – List View – Grid View – Image View - Scroll View – Custom Toast – Alert – Time and Date Picker. (Chapter 5)

Module-4
Activity: Introduction – Intent – Intent filter – Activity life cycle – Broadcast life cycle Service. Multimedia: Android System Architecture – Play Audio and Video – Text to Speech. (Chapters 6 & 7)

Module-5
SQLite Database in Android: SQLite Database – Creation and Connection of the database – Transactions. Case Study: SMS Telephony and Location Based Services. (Chapters 8, 9, & 10)

Course outcome (Course Skill Set)
At the end of the course the student will be able to: 1. Explain Mobile Application Ecosystem like concepts, architecture, and lifecycle of mobile applications on Android 2. Identify the key components of mobile application frameworks and development tools. 3. Apply design principles to create intuitive and responsive user interfaces using appropriate UI/UX tools. 4. Develop Functional Mobile Applications -Integrate core functionalities such as layouts, event handling, navigation, and multimedia support into applications. 5. Implement local data storage mechanisms (SQLite, Shared Preferences) and external databases (Firebase, APIs) for mobile applications.

Assessment Details (both CIE and SEE)

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

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.

<div align="center">OR</div>

MCQ (Multiple Choice Questions) are preferred for 01 credit courses, however, if course content demands the general question paper pattern that followed for 03 credit course, then

1. The question paper will have ten questions. Each question is set for 10 marks.
2. There will be 2 questions from each module. Each of the two questions under a module may or may not have the sub-questions (with maximum sub-questions of 02, with marks distributions 5+5, 4+6, 3+7).
3. The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Books

1. TEXT BOOK 1. Prasanna Kumar Dixit, "Android", Vikas Publishing House Private Ltd., Noida, 2014.
2. REFERENCE BOOKS
   1. Reto Meier and Wrox Wiley, "Professional Android 4 Application Development", 2012.
   2. ZiguradMednieks, LaridDornin, G.BlakeMeike, Masumi Nakamura, "Programming Andriod", O'Reilly,2013.
   3. Robert Green, Mario Zechner, "Beginning Android 4 Games Development", Apress Media LLC, New York, 2011

Web links and Video Lectures (e-Resources):

- .https://www.geeksforgeeks.org/android-tutorial/
- https://developer.android.com/
- https://www.tutorialspoint.com/android
- https://www.w3schools.blog/android-tutorial

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

1. Programming exercises, fostering the practical application of theoretical concepts. [25 marks]

INTRODUCTION TO ARTIFICIAL INTELLIGENCE		Semester	6
Course Code	**BAI654D**	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 understand the primitives of AI
- To familiarize Knowledge Representation Issues
- To understand fundamentals of Statistical Reasoning, Natural Language Processing.

Teaching-Learning Process (General Instructions)

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

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

Module-1
What **is** artificial intelligence? Problems, Problem Spaces, and search **Text Book 1: Ch 1, 2**

Module-2
Knowledge Representation Issues, Using Predicate Logic, representing knowledge using Rules. **Text Book 1: Ch 4, 5 and 6.**

Module-3
Symbolic Reasoning under Uncertainty, Statistical reasoning **Text Book 1: Ch 7, 8**

Module-4
Game Playing, Natural Language Processing **Text Book 1: Ch 12 and 15**

Module-5
Learning, Expert Systems. **Text Book 1: Ch 17 and 20**

Course outcomes (Course Skill Set)
At the end of the course, the student will be able to:
1. Identify the problems where the adaptation of AI has significant impact.
2. Analyse the different approaches of Knowledge Representation.
3. Explain Symbolic Reasoning under Uncertainty and Statistical reasoning.
4. Derive the importance of different types of Learning Techniques.
5. Explain Natural Language Processing and Expert System.

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

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

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

Semester-End Examination:
Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).**
1. The question paper will have ten questions. Each question is set for 20 marks.
2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.
3. The students have to answer 5 full questions, selecting one full question from each module.
4. Marks scored shall be proportionally reduced to 50 marks

Suggested Learning Resources:
Text Books:
1. E. Rich, K. Knight & S. B. Nair, Artificial Intelligence, 3rd Edition, McGraw Hill.,2009

Reference Books
2. Stuart Rusell, Peter Norving, Artificial Intelligence: A Modern Approach, 2nd Edition, Pearson Education

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

Web links and Video Lectures (e-Resources):

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

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

- Apply NLP steps for any given real time scenario. Students are expected to document different NLP steps and their output for the given scenario. Students can use python or any programming language of their choice. **(10 Marks)**
- Students are expected to identify different case studies/scenarios where expert systems can be adopted. Students need to prepare a report on any one case study. **(15 marks)**

Machine Learning lab		Semester	6
Course Code	BCSL606	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	100
Examination type (SEE)	Practical		

Course objectives:

1.   To become familiar with data and visualize univariate, bivariate, and multivariate data using statistical techniques and dimensionality reduction.
2.   To understand various machine learning algorithms such as similarity-based learning, regression, decision trees, and clustering.
3.   To familiarize with learning theories, probability-based models and developing the skills required for decision-making in dynamic environments.

Sl.NO	Experiments
1	Develop a program to create histograms for all numerical features and analyze the distribution of each feature. Generate box plots for all numerical features and identify any outliers. Use California Housing dataset. **Book 1: Chapter 2**
2	Develop a program to Compute the correlation matrix to understand the relationships between pairs of features. Visualize the correlation matrix using a heatmap to know which variables have strong positive/negative correlations. Create a pair plot to visualize pairwise relationships between features. Use California Housing dataset. **Book 1: Chapter 2**
3	Develop a program to implement Principal Component Analysis (PCA) for reducing the dimensionality of the Iris dataset from 4 features to 2. **Book 1: Chapter 2**
4	For a given set of training data examples stored in a .CSV file, implement and demonstrate the Find-S algorithm to output a description of the set of all hypotheses consistent with the training examples. **Book 1: Chapter 3**
5	Develop a program to implement k-Nearest Neighbour algorithm to classify the randomly generated 100 values of x in the range of [0,1]. Perform the following based on dataset generated. 1. Label the first 50 points $\{x_1,\ldots,x_{50}\}$ as follows: if (xi ≤ 0.5), then $x_i \in$ Class$_1$, else $x_i \in$ Class$_1$ 2. Classify the remaining points, $x_{51},\ldots,x_{100}$ using KNN. Perform this for $k=1,2,3,4,5,20,30$ **Book 2: Chapter – 2**
6	Implement the non-parametric Locally Weighted Regression algorithm in order to fit data points. Select appropriate data set for your experiment and draw graphs **Book 1: Chapter – 4**
7	Develop a program to demonstrate the working of Linear Regression and Polynomial Regression. Use Boston Housing Dataset for Linear Regression and Auto MPG Dataset (for vehicle fuel efficiency prediction) for Polynomial Regression. **Book 1: Chapter – 5**
8	Develop a program to demonstrate the working of the decision tree algorithm. Use Breast Cancer Data set for building the decision tree and apply this knowledge to classify a new sample. **Book 2: Chapter – 3**

9	Develop a program to implement the Naive Bayesian classifier considering Olivetti Face Data set for training. Compute the accuracy of the classifier, considering a few test data sets. **Book 2: Chapter – 4**
10	Develop a program to implement k-means clustering using Wisconsin Breast Cancer data set and visualize the clustering result. **Book 2: Chapter – 4**

Course outcomes (Course Skill Set):

At the end of the course the student will be able to:
1.   Illustrate the principles of multivariate data and apply dimensionality reduction techniques.
2.   Demonstrate similarity-based learning methods and perform regression analysis.
3.   Develop decision trees for classification and regression problems, and Bayesian models for probabilistic learning.
1.   Implement the clustering algorithms to share computing resources.

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation (CIE):
CIE marks for the practical course are **50 Marks**.
The split-up of CIE marks for record/ journal and test are in the ratio **60:40**.

Each experiment is to be evaluated for conduction with an observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments are designed by the faculty who is handling the laboratory session and are made known to students at the beginning of the practical session.

Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.

Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).

Weightage to be given for neatness and submission of record/write-up on time.

Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.

In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.

The suitable rubrics can be designed to evaluate each student's performance and learning ability.

The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

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

Semester End Evaluation (SEE):
1.   SEE marks for the practical course are 50 Marks.

2.   SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.

3.   The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.

4.   All laboratory experiments are to be included for practical examination.

5.   (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.

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

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

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

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

The minimum duration of SEE is 02 hours

Suggested Learning Resources:
Books:

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

Web links and Video Lectures (e-Resources):

1.   https://www.drssridhar.com/?page_id=1053
2.   https://www.universitiespress.com/resources?id=9789393330697
3.   https://onlinecourses.nptel.ac.in/noc23_cs18/preview

TOSCA – Automated Software testing		Semester	VI
Subject Code	**BIS657A**	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 introduce the features, components, and benefits of the Tosca platform
- To understand the Test case design, Test execution and Test data management
- To learn the concepts of Test automation
- To understand the Test scenario development

Sl. No.	Experiments
1	**Installation of Tosca:** Installation and Setup, Tosca Commander, Tosca Executor, Tosca XScan (Tosca Wizard) and Test Repository
2	**Functional acceptance testing:** Tosca to perform functional acceptance tests for web applications (Hint: Web Application of your choice)
3	**Scanning and creating a module:** Create a basic test case and Object Identification methods – By properties, By Anchor, By image, By Index
4	**Buffer Operations**: Setting buffer, Deleting buffer, Partial buffer, Expression evaluator and Process Operations.
5	**Window Operations:** Send Keys, Window Operations using MATH operation to perform calculations, such as finding the minimum or rounding a value.
6	**Record and Playback:** Enable recording in the Execution Recorder settings, record your interactions with the application, Edit the recorded steps and Play back the recording.
7	**Designing Testcases:** Data creation in Test Case design and Conversion of Mapping and Templates.
8	**Dynamic objects:** (a) Creates dynamic lists when Module Attributes are added for the first time. (b) To convert a static list into a dynamic list, delete all static Module Attributes
9	**Synchronization:** Wait On, Default Settings, Static Wait, Timeout, TBox Wait and SfWaitForBusyIndicator
10	**Reusable Test Step block:** Create a Reusable TestStepBlock and Creating and Using Libraries.
11	**Conditional statements:** create conditional statements in Tosca to run test steps
12	**Practical Exercise and Wrap-Up:** Build Test suit with suitable application and complete end to end automation process, Discussion on Best Practices and Q&A

Course outcomes (Course Skill Set):
On completion of the course students will be able to:
1) Explain of Tosca's architecture, key features and fundamentals of the Tosca automation tool.

2) Develop test scenarios that can be run automatically.

3) Construct test cases and modules in the Tosca automation tool.

4) Design Test Suits and run tests in different browsers.

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation (CIE):

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

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

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

Semester End Evaluation (SEE):

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

be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)

- Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.
- The minimum duration of SEE is 02 hours

Generative AI		Semester	6
Course Code	**BAIL657C**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:1:0	SEE Marks	50
Credits	01	Exam Hours	100
Examination type (SEE)	Practical		

Course objectives:
- Understand the principles and concepts behind generative AI models
- Explain the knowledge gained to implement generative models using Prompt design frameworks.
- Apply various Generative AI applications for increasing productivity.
- Develop Large Language Model-based Apps.

Sl.NO	Experiments
1.	Explore pre-trained word vectors. Explore word relationships using vector arithmetic. Perform arithmetic operations and analyze results.
2.	Use dimensionality reduction (e.g., PCA or t-SNE) to visualize word embeddings for Q 1. Select 10 words from a specific domain (e.g., sports, technology) and visualize their embeddings. Analyze clusters and relationships. Generate contextually rich outputs using embeddings. Write a program to generate 5 semantically similar words for a given input.
3.	Train a custom Word2Vec model on a small dataset. Train embeddings on a domain-specific corpus (e.g., legal, medical) and analyze how embeddings capture domain-specific semantics.
4.	Use word embeddings to improve prompts for Generative AI model. Retrieve similar words using word embeddings. Use the similar words to enrich a GenAI prompt. Use the AI model to generate responses for the original and enriched prompts. Compare the outputs in terms of detail and relevance.
5.	Use word embeddings to create meaningful sentences for creative tasks. Retrieve similar words for a seed word. Create a sentence or story using these words as a starting point. Write a program that: Takes a seed word. Generates similar words. Constructs a short paragraph using these words.
6.	Use a pre-trained Hugging Face model to analyze sentiment in text. Assume a real-world application, Load the sentiment analysis pipeline. Analyze the sentiment by giving sentences to input.
7.	Summarize long texts using a pre-trained summarization model using Hugging face model. Load the summarization pipeline. Take a passage as input and obtain the summarized text.
8.	Install langchain, cohere (for key), langchain-community. Get the api key(By logging into Cohere and obtaining the cohere key). Load a text document from your google drive . Create a prompt template to display the output in a particular manner.
9.	Take the Institution name as input. Use Pydantic to define the schema for the desired output and create a custom output parser. Invoke the Chain and Fetch Results. Extract the below Institution related details from Wikipedia: **The founder of the Institution. When it was founded. The current branches in the institution . How many employees are working in it. A brief 4-line summary of the institution.**
10	Build a chatbot for the Indian Penal Code. We'll start by downloading the official Indian Penal Code document, and then we'll create a chatbot that can interact with it. Users will be able to ask questions about the Indian Penal Code and have a conversation with it.

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

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

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation (CIE):

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

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

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

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

Semester End Evaluation (SEE):

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

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

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

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

The minimum duration of SEE is 02 hours

Suggested Learning Resources:
Books:

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

Web links and Video Lectures (e-Resources):

- https://www.w3schools.com/gen_ai/index.php
- https://youtu.be/eTPiL3DF27U
- https://youtu.be/je6AlVeGOV0
- https://youtu.be/RLVqsA8ns6k
- https://youtu.be/0SAKM7wiC-A
- https://youtu.be/28_9xMyrdjg
- https://youtu.be/8iuiz-c-EBw
- https://youtu.be/7oQ8VtEKcgE
- https://youtu.be/seXp0VWWZV0

DEVOPS		Semester	6
Course Code	BCSL657D	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	100
Examination type (SEE)	Practical		

Course objectives:
- To introduce DevOps terminology, definition & concepts
- To understand the different Version control tools like Git, Mercurial
- To understand the concepts of Continuous Integration/ Continuous Testing/ Continuous Deployment)
- To understand Configuration management using Ansible
- Illustrate the benefits and drive the adoption of cloud-based Devops tools to solve real world problems

Sl.NO	Experiments
1	**Introduction to Maven and Gradle:** Overview of Build Automation Tools, Key Differences Between Maven and Gradle, Installation and Setup
2	**Working with Maven:** Creating a Maven Project, Understanding the POM File, Dependency Management and Plugins
3	**Working with Gradle:** Setting Up a Gradle Project, Understanding Build Scripts (Groovy and Kotlin DSL), Dependency Management and Task Automation
4	**Practical Exercise:** Build and Run a Java Application with Maven**,** Migrate the Same Application to Gradle
5	**Introduction to Jenkins:** What is Jenkins?, Installing Jenkins on Local or Cloud Environment, Configuring Jenkins for First Use
6	**Continuous Integration with Jenkins:** Setting Up a CI Pipeline**,** Integrating Jenkins with Maven/Gradle**,** Running Automated Builds and Tests
7	**Configuration Management with Ansible:** Basics of Ansible: Inventory, Playbooks, and Modules, Automating Server Configurations with Playbooks, Hands-On: Writing and Running a Basic Playbook
8	**Practical Exercise:** Set Up a Jenkins CI Pipeline for a Maven Project, Use Ansible to Deploy Artifacts Generated by Jenkins
9	**Introduction to Azure DevOps:** Overview of Azure DevOps Services, Setting Up an Azure DevOps Account and Project
10	**Creating Build Pipelines:** Building a Maven/Gradle Project with Azure Pipelines, Integrating Code Repositories (e.g., GitHub, Azure Repos), Running Unit Tests and Generating Reports
11	**Creating Release Pipelines:** Deploying Applications to Azure App Services, Managing Secrets and Configuration with Azure Key Vault, Hands-On: Continuous Deployment with Azure Pipelines
12	**Practical Exercise and Wrap-Up:** Build and Deploy a Complete DevOps Pipeline, Discussion on Best Practices and Q&A

Course outcomes (Course Skill Set):
At the end of the course the student will be able to:
- Demonstrate different actions performed through Version control tools like Git.
- Perform Continuous Integration and Continuous Testing and Continuous Deployment using Jenkins by building and automating test cases using Maven & Gradle.
- Experiment with configuration management using Ansible.
- Demonstrate Cloud-based DevOps tools using Azure DevOps.

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**.

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● Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
● Total marks scored by the students are scaled down to **30 marks** (60% of maximum marks).
● Weightage to be given for neatness and submission of record/write-up on time.
● Department shall conduct a test of 100 marks after the completion of all the experiments listed in the syllabus.
● In a test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
● The suitable rubrics can be designed to evaluate each student's performance and learning ability.
● The marks scored shall be scaled down to **20 marks** (40% of the maximum marks).

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

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

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

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

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

The minimum duration of SEE is 02 hours

Suggested Learning Resources:
- https://www.geeksforgeeks.org/devops-tutorial/
- https://www.javatpoint.com/devops
- https://www.youtube.com/watch?v=2N-59wUIPVI
- https://www.youtube.com/watch?v=87ZqwoFeO88

Semester: VI						
INDIAN KNOWLEDGE SYSTEMS **(Theory)** **(Common to All UG Programs)**						
Course Code	:	BIKS609		**CIE**	:	**100 Marks**
L:T:P	:	1: 0: 0		**SEE**	:	-----
Total Hours	:	15		**SEE Duration**	:	------
Course Learning Objectives: The students will be able to						
1	To facilitate the students with the concepts of Indian traditional knowledge and to make them understand the Importance of roots of knowledge system.					
2	To make the students understand the traditional knowledge and analyse it and apply it to their day-to-day life.					

Unit-I	05 Hrs
Introduction to Indian Knowledge Systems (IKS): Overview, Vedic Corpus, Philosophy, Character scope and importance, traditional knowledge vis-a-vis indigenous knowledge, traditional knowledge vs. western knowledge.	
Unit – II	**05 Hrs**
Traditional Knowledge in Humanities and Sciences: Lingistics, Number and measurements- Mathematics, Chemistry, Physics, Art, Astronomy, Astrology, Crafts and Trade in India and Engineering and Technology.	
Unit -III	**05 Hrs**
Traditional Knowledge in Professional domain: Town planning and architecture-Construction, Health, wellness and Psychology-Medicine, Agriculture, Governance and public administration, United Nations Sustainable development goals.	

Course Outcomes: After completing the course, the students will be able to	
CO1:	Provide an overview of the concept of the Indian Knowledge System and its importance.
CO2:	Appreciate the need and importance of protecting traditional knowledge.
CO3:	Recognize the relevance of Traditional knowledge in different domains.
CO4:	Establish the significance of Indian Knowledge systems in the contemporary world.

Reference Books	
1	**Introduction to Indian Knowledge System- concepts and applications**, B Mahadevan, Vinayak Rajat Bhat, Nagendra Pavana R N, 2022, PHI Learning Private Ltd, ISBN-978-93-91818-21-0
	Traditional Knowledge System in India, Amit Jha, 2009, Atlantic Publishers and Distributors (P) Ltd., ISBN-13: 978-8126912230,
2	**Knowledge Traditions and Practices of India**, Kapil Kapoor, Avadesh Kumar Singh, Vol. 1, 2005, DK Print World (P) Ltd., ISBN 81-246-0334,
	Suggested Web Links:
1.	**https://www.youtube.com/watch?v=LZP1StpYEPM**
2.	**http://nptel.ac.in/courses/121106003/**
3.	http://www.iitkgp.ac.in/department/KS;jsessionid=C5042785F727F6EB46CBF432D7683B63 (Centre of Excellence for Indian Knowledge System, IIT Kharagpur)
4.	https://www.wipo.int/pressroom/en/briefs/tk_ip.html
5.	https://unctad.org/system/files/official-document/ditcted10_en.pdf
6.	http://nbaindia.org/uploaded/docs/traditionalknowledge_190707.pdf
7.	https://unfoundation.org/what-we-do/issues/sustainable-development-goals/?gclid=EAIaIQobChMInp-Jtb_p8gIVTeN3Ch27LAmPEAAYASAAEgIm1vD_BwE

ASSESSMENT AND EVALUATION PATTERN	
WEIGHTAGE	**100% (CIE)**
QUIZZES	
Quiz-I	Each quiz is evaluated for 10 marks adding up to **20 Marks.**
Quiz-II	
THEORY COURSE - (Bloom's Taxonomy Levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating)	
Test – I	Each test will be conducted for 25 Marks adding upto 50 marks. Final test marks will be reduced to **40 Marks**
Test – II	
EXPERIENTIAL LEARNING	**40**
Case Study-based Teaching-Learning	--
Sector wise study & consolidation (viz., Engg. Semiconductor Design, Healthcare & Pharmaceutical, FMCG, Automobile, Aerospace and IT/ ITeS)	--
Video based seminar (4-5 minutes per student)	--
Maximum Marks for the Theory	---
Practical	--
Total Marks for the Course	**100**

CO-PO Mapping											
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	-	-	-	-	-	-	3	-	-	-	1
CO2	-	-	-	-	-	2	-	-	-	-	-	-
CO3	-	-	2	2	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	3	2	-	-	-	-	-

High-3 : Medium-2 : Low-1

ಎಟಿಯು ಅಧಿನಿಯಮ ೧೯೯೪ರ ಅಡಿಯಲ್ಲಿ ಕರ್ನಾಟಕ ಸರ್ಕಾರದಿಂದ ಸ್ಥಾಪಿತವಾದ ರಾಜ್ಯವಿಶ್ವವಿದ್ಯಾಲಯ

VISVESVARAYA TECHNOLOGICAL UNIVERSITY

State University of Government of Karnataka Established as per the VTU Act, 1994"JnanaSangama" Belagavi-590018

Prof. B. E. Rangaswamy, Ph.D

REGISTRAR

Phone: (0831) 2498100

Fax: (0831) 2405467

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

DATE: **3 1 JAN 2025**

CIRCULAR

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

Reference:

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

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

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

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

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

Encl: BIS657E Syllabus

REGISTRAR

To,

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

Copy to

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

Software Testing Automation		Semester	VI
Subject Code	BIS657E	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 introduce the features, components, and benefits of the Katalon and Selenium Studio
- To understand the Test case design, Test execution and Test data management
- To understand the concepts of Test automation
- To understand the Test scenario development

Sl. No.	Experiments
1	**Installation of Katalon Studio:** Installation and Setup, Web Locators & Techniques, Selectors Hub and browsers dev tools
2	**Automation Modes in Katalon Studio :** Katalon Studio record mode, Katalon Studio manual mode, Katalon Studio Keywords and Katalon Studio script mode
3	**Exploring Katalon Recorder Tool:** Recorder for Chrome browser, Firefox, Explorer, Play testcases in recorder
4	**Exploring Web Spy & Web Object Repository:** web spy & object repository, spy on a web object in a browser, Object locators & strategies
5	**Exploring the Predefined pre-Defined Web UI Keyboards:** browser keywords, windows keywords, checkbox keywords, combo box, textbox, file upload, screenshot, scroll down and scroll up button related, alerts frames, mouse hover, drag and drop and keystroke keywords.
6	**Installation of Selenium:** Setting up Selenium RC and Selenium Web Driver.
7	**Designing Testcases:** Test Case design and Conversion of Mapping and Templates using selenium tool and Manual test cases mapping with Selenium test cases.
8	**Using Selenium IDE:** Develop a test suite containing minimum 4 test cases.
9	**Test Suite:** Conduct a test suite for any two web sites
10	**Test Scripts:** Develop and test a program to login a specific web page using selenium test scripts
11	**Test Scripts:** Develop and test a program to provide total number of objects present available on the page using selenium test scripts
12	**Practical Exercise and Wrap-Up:** Build Test suit with suitable application and complete end to end automation process, Discussion on Best Practices and Q&A

Course outcomes (Course Skill Set):
On completion of the course students will be able to:
1) Demonstrate Katalon Studio and Selenium architecture and key features of the Katalon Studio and Selenium automation tool.
2) Develop test scenarios that can be run automatically.
3) Develop test cases and modules in the automation tool.
4) Use selenium to build test Suits and run tests in different browsers.

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**.

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- 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.

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- SEE marks for the practical course are 50 Marks.
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- 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