



**10** YEARS  
OF UNIVERSITY  
RECOGNITION  
**20** YEARS OF  
ACADEMIC  
EXCELLENCE



**REVA**  
UNIVERSITY

Bengaluru, India

**School of Computing and Information  
Technology**

**B.Tech. CSSE**

**2020-24 Batch**

**HANDBOOK**

**Rukmini Knowledge Park**

**Kattigenahalli, Yelahanka, Bengaluru – 560064**

**[www.reva.edu.in](http://www.reva.edu.in)**

SCHOOL OF COMPUTING AND INFORMATION TECHNOLOGY

HANDBOOK

B. Tech in CSSE (Computer Science and Systems Engineering)

(2020-24)

Rukmini Knowledge Park,  
Kattigenahalli, Yelahanka, Bangalore - 560 064  
Phone No: +91-080-46966966

**Rukmini Educational**  
Charitable Trust

[www.reva.edu.in](http://www.reva.edu.in)

## Chancellor's Message

*"Education is the most powerful weapon which you can use to change the world."*

- Nelson Mandela.

There was a time when survival depended on just the realization of physiological needs. We are indeed privileged to exist in a time when 'intellectual gratification' has become indispensable. Information is easily attainable for the soul that is curious enough to go look for it. Technological boons enable information availability anywhere anytime. The difference, however, lies between those who look for information and those who look for knowledge.

It is deemed virtuous to serve seekers of knowledge. As educators, it is in the ethos at REVA University to empower every learner who chooses to enter our portals. Driven by our founding philosophy of 'Knowledge is Power', we believe in building a community of perpetual learners by enabling them to look beyond their abilities and achieve what they assumed impossible.

India has always been beheld as a brewing pot of unbelievable talent, acute intellect and immense potential. All it takes to turn those qualities into power is a spark of opportunity. Being at a University is an exciting and rewarding experience with opportunities to nurture abilities, challenge cognizance and gain competence.

For any University, the structure of excellence lies in the transitional abilities of its faculty and its facility. I'm always in awe of the efforts that our academic board puts in to develop the team of subject matter experts at REVA. My faculty colleagues understand our core vision of empowering our future generation to be ethically, morally and intellectually elite. They practice the art of teaching with a student-centered and transformational approach. The excellent infrastructure at the University, both educational and extra-curricular, magnificently demonstrates the importance of ambience in facilitating focused learning for our students.

A famous British politician and author from the 19th century - Benjamin Disraeli, once said 'A University should be a place of light, of liberty and of learning'. Centuries later this dictum still inspires me and I believe, it takes team-work to build successful institutions. I welcome you to REVA University to join hands in laying the foundation of your future with values, wisdom and knowledge.



**Dr. P. Shyama Raju**

The Founder and Honourable Chancellor, REVA University

## Vice-Chancellor Message

The last two decades have seen a remarkable growth in higher education in India and across the globe. The move towards inter-disciplinary studies and interactive learning have opened up several options as well as created multiple challenges. India is at a juncture where a huge population of young crowd is opting for higher education. With the tremendous growth of privatization of education in India, the major focus is on creating a platform for quality in knowledge enhancement and bridging the gap between academia and industry.



A strong believer and practitioner of the dictum “Knowledge is Power”, REVA University has been on the path of delivering quality education by developing the young human resources on the foundation of ethical and moral values, while boosting their leadership qualities, research culture and innovative skills. Built on a sprawling 45 acres of green campus, this ‘temple of learning’ has excellent and state-of-the-art infrastructure facilities conducive to higher teaching-learning environment and research. The main objective of the University is to provide higher education of global standards and hence, all the programs are designed to meet international standards. Highly experienced and qualified faculty members, continuously engaged in the maintenance and enhancement of student-centric learning environment through innovative pedagogy, form the backbone of the University.

All the programs offered by REVA University follow the Choice Based Credit System (CBCS) with Outcome Based Approach. The flexibility in the curriculum has been designed with industry-specific goals in mind and the educator enjoys complete freedom to appropriate the syllabus by incorporating the latest knowledge and stimulating the creative minds of the students. Bench marked with the course of studies of various institutions of repute, our curriculum is extremely contemporary and is a culmination of efforts of great think-tanks - a large number of faculty members, experts from industries and research level organizations. The evaluation mechanism employs continuous assessment with grade point averages. We believe sincerely that it will meet the aspirations of all stakeholders – students, parents and the employers of the graduates and postgraduates of REVA University.

At REVA University, research, consultancy and innovation are regarded as our pillars of success. Most of the faculty members of the University are involved in research by attracting funded projects from various research level organizations like DST, VGST, DBT, DRDO, AICTE and industries. The outcome of the research is passed on to students through live projects from industries. The entrepreneurial zeal of the students is encouraged and nurtured through EDPs and EACs.

REVA University has entered into collaboration with many prominent industries to bridge the gap between industry and University. Regular visits to industries and mandatory internship with industries have helped our students. REVA University has entered into collaboration with many prominent industries to bridge the gap between industry and University. Regular visits to industries and mandatory internship with industries have helped our students become skilled with relevant to industry requirements. Structured training programs on soft-skills and preparatory training for competitive exams are offered here to make students more employable. 100% placement of eligible students speaks the effectiveness of these programs. The entrepreneurship development activities and establishment of “Technology Incubation Centers” in the University extend full support to the budding entrepreneurs to nurture their ideas and establish an enterprise.

With firm faith in the saying, “Intelligence plus character –that is the goal of education” (Martin Luther King, Jr.), I strongly believe REVA University is marching ahead in the right direction, providing a holistic education to the future generation and playing a positive role in nation building. We reiterate our endeavour to provide premium quality education accessible to all and an environment for the growth of over-all personality development leading to generating “GLOBAL PROFESSIONALS”.

Welcome to the portals of REVA University!

**Dr.M.Dhanamjaya**

Vice-Chancellor, REVA University

## Director Message

I congratulate and welcome all the students to the esteemed School of Computing and Information Technology (C & IT)). You are in the right campus to become a computer technocrat. The rising needs of automation in Industry 4.0 and improvising living standards have enabled rapid development of computer software and hardware technologies. Thus providing scope and opportunity to generate more human resources in the areas of computers and IT. The B.Tech, M.Tech and Ph.D programs offered in the school are designed to cater the requirements of industry and society. The curriculum is designed meticulously in association with persons from industries (TCS, CISCO, AMD, MPHASIS, etc.), academia and research organizations (IISc, IIIT, Florida University, Missouri S & T University, etc).

This handbook presents the B.Tech in Information Science and Engineering program curriculum. The program is of 4 years duration and split into 8 semesters. The courses are classified into foundation core, hard core, and soft core courses. Hard core courses represent fundamentals study requirements of ISE. Soft courses provide flexibility to students to choose the options among several courses as per the specialization, such as, Information Theory, Information Security, Information Communication and Information Systems. Theoretical foundations of engineering, science, and Information Science are taught in first two and half years. Later, advanced courses and recent technologies are introduced in subsequent semesters for pursuing specialization. The Curriculum caters to local, national, regional and global developmental needs. Maximum number of courses are integrated with cross cutting issues relevant to professional ethics, global needs, human values, environment and sustainability. The curriculum also focusses on skill development, innovation and entrepreneurship.

The important features of the B.Tech ISE are as follows:

1) Choice based course selection and teacher selection, 2) Studies in emerging areas like Machine Learning, Artificial Intelligence, Data Analytics, Cloud Computing, Python/R Programming, NLP, IoT and Cloud security, 3) Short and long duration Internships 4) Opportunity to pursue MOOC course as per the interest in foundation and soft core courses, 5) Attain global and skill certification as per the area of specialization, 6) Self-learning components, 7) Experiential, practice, practical, hackathons, and project based learning, 8) Mini projects and major projects with research orientation and publication, 9) Soft skills training and 10) Platform for exhibiting skills in cultural, sports and technical activities through clubs and societies. The school has well qualified faculty members in the various areas of computing and IT including cloud computing, security, IOT, AI, ML and DL, software engineering, computer networks, information technology, cognitive computing, block chain technology etc. State of art laboratories are available for the purpose of academics and research.

**Dr. Mallikarjun Kodabagi**

**Director, School of Computing, and Information Technology**

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## **RUKMINI EDUCATIONAL CHARITABLE TRUST**

It was the dream of late Smt. Rukmini Shyama Raju to impart education to millions of underprivileged children as she knew the importance of education in the contemporary society. The dream of Smt. Rukmini Shyama Raju came true with the establishment of **Rukmini Educational Charitable Trust (RECT)**, in the year 2002. Rukmini Educational Charitable Trust(RECT) is a Public Charitable Trust, set up in 2002 with the objective of promoting, establishing and conducting academic activities in the fields of Arts, Architecture, Commerce, Education, Engineering, Environmental Science, Legal Studies, Management and Science & Technology, among others. In furtherance of these objectives, the Trust has set up the REVA Group of Educational Institutions comprising of REVA Institute of Technology & Management (RITM), REVA Institute of Science and Management (RISM), REVA Institute of Management Studies (RIMS), REVA Institute of Education (RIE), REVA First Grade College (RFGC), REVA Independent PU College at Kattigenahalli, Ganganagar and Sanjaynagar and now REVA University. Through these institutions, the Trust seeks to fulfill its vision of providing world class education and create abundant opportunities for the youth of this nation to excel in the areas of Arts, Architecture, Commerce, Education, Engineering, Environmental Science, Legal Studies, Management and Science & Technology.

Every great human enterprise is powered by the vision of one or more extraordinary individuals and is sustained by the people who derive their motivation from the founders. The Chairman of the Trust is Dr. P. Shyama Raju, a developer and builder of repute, a captain of the industry in his own right and the Chairman and Managing Director of the DivyaSree Group of companies. The idea of creating these top notched educational institutions was born of the philanthropic instincts of Dr. P. Shyama Raju to do public good, quite in keeping with his support to other socially relevant charities such as maintaining the Richmond road park, building and donating a police station, gifting assets to organizations providing accident and trauma care, to name a few.

The Rukmini Educational Charitable Trust drives with the main aim to help students who are in pursuit of quality education for life. REVA is today a family of ten institutions providing education from PU to Post Graduation and Research leading to PhD degrees. REVA has well qualified experienced teaching faculty of whom majority are doctorates. The faculty is supported by committed administrative and technical staff. Over 15,000+ students study various courses across REVA's three campuses equipped with exemplary state-of-the-art infrastructure and conducive environment for the knowledge driven community.



## **ABOUT REVA UNIVERSITY**

REVA University has been established under the REVA University Act, 2012 of Government of Karnataka and notified in Karnataka State Gazette dated 7<sup>th</sup> February, 2013. The University is recognised by UGC under Sec 2 (f) and empowered under Sec.22 of the UGC Act, 1956 to award degrees in any branch of knowledge. The Programs of the University are approved by All India Council for Technical Education (AICTE), University Grants Commission (UGC), Bar Council of India (BCI), and Council of Architecture (COA) .The University is a Member of Association of Indian Universities, New Delhi. The main objective of the University is to prepare students with knowledge, wisdom and patriotism to face the global challenges and become the top leaders of the country and the globe in different fields.

REVA University located in between Kempegowda International Airport and Bangalore city, has a sprawling green campus spread over 45 acres of land and equipped with state-of-the-art infrastructure that provide conducive environment for higher learning and research. The REVA campus has well equipped laboratories, auditoriums, seminar halls ,custom-built teaching facilities, fully air-conditioned library and central computer centre, well-planned sports facility with cricket ground, running track & variety of indoor and outdoor sports activities, facilities for cultural programs. The unique feature of REVA campus is the largest residential facility for students, faculty members and supportive staff.

The University is presently offering 26 Post Graduate Degree programs, 35 Undergraduate programs in various branches of studies and has 15000+ students studying in various branches of knowledge at graduate and post graduate level and 494 Scholars pursuing research leading to PhD in 19 disciplines. It has 900+ well qualified, experienced and committed faculty members of whom majority are doctorates in their respective areas and most of them are guiding students pursuing research leading to PhD.

The programs being offered by the REVA University are well planned and designed after detailed study with emphasis on knowledge assimilation, applications, global job market and their social relevance. Highly qualified, experienced faculty and scholars from reputed universities / institutions, experts from industries and business sectors have contributed in preparing the scheme of instruction and detailed curricula for this program. Greater emphasis on practice in respective areas and skill development to suit to respective job environment has been given importance while designing the curricula.

The Choice Based Credit System and Continuous Assessment Graded Pattern (CBCS – CAGP) of education has been introduced in all programs to facilitate students to opt for subjects of their choice in addition to the core subjects of the study and prepare them with needed skills. The system also allows students to move forward under the fast track for those who have the capabilities to surpass others. These programs are taught by well experienced qualified faculty supported by the experts from industries, business sectors and such other organizations. REVA University has also initiated many supportive measures such as bridge courses, special coaching, remedial classes, etc., for slow learners so as to give them the needed input and build in them confidence and courage to move forward and accomplish success in their career. The University has also entered into MOUs with many industries, business firms and other institutions seeking their help in imparting quality education through practice, internship and also assisting students' placements.

REVA University recognizing the fact that research, development and innovation are the important functions of any university has established an independent Research and Innovation division headed by a senior professor as Dean of Research and Innovation. This division facilitates all faculty members and research scholars to undertake innovative research projects in engineering, science & technology and other areas of study. The interdisciplinary-multidisciplinary research is given the top most priority. The division continuously liaisons between various funding agencies, R&D Institutions, Industries and faculty members of REVA University to facilitate undertaking innovative projects. It encourages student research projects by forming different research groups under the guidance of senior faculty members. Some of the core areas of research wherein our young faculty members are working include Data Mining, Cloud Computing, Image Processing, Network Security, Big data analytics, Information Retrieval, VLSI and Embedded Systems, Wireless Sensor Networks, Artificial Intelligence, Computer Networks, IOT, MEMS, Nano- Electronics, Wireless Communications, Bio-fuels, Nano-technology for coatings, Composites, Vibration Energies, Electric Vehicles, Multilevel Inverter Application, Battery Management System, , LED Lighting, Renewable Energy Sources and Active Filter, Innovative Concrete Reinforcement, Electro Chemical Synthesis, Energy Conversion Devices, Nano-structural Materials, Photo-electrochemical Hydrogen generation, Pesticide Residue Analysis, Nano materials, Photonics, Nano Tribology, Fuel Mechanics, Operation Research, Graph theory, Strategic Leadership and Innovative Entrepreneurship, Functional Development Management, Resource Management and Sustainable Development, Cyber Security, General Studies, Feminism, Computer Assisted Language Teaching, Culture Studies etc.

The REVA University has also given utmost importance to develop much required skills through variety of

training programs, industrial practice, case studies and such other activities that induce the said skills among all students. A full-fledged Career Development and Placement (CDC) department with world class infrastructure, headed by a dynamic experienced Professor and Dean, and supported by well experienced Trainers, Counsellors and Placement Officers. The University also has University-Industry Interaction (UIIC) and Skill Development Centre headed by a Senior Professor and Director facilitating skill related training to REVA students and other unemployed students. The University has been recognized as a Centre of Skill Development and Training by NSDC (National Skill Development Corporation) under Pradhan Mantri Kaushal Vikas Yojana. The Centre conducts several add-on courses in challenging areas of development. It is always active in facilitating student's variety of Skill Development Training programs, Entrepreneurship activities, and IPR workshops. UIIC has established REVA NEST, an incubation centre for promoting start up industries.

The University has collaborations with Industries, universities abroad, research institutions, corporate training organizations, and Government agencies such as Florida International University, Okalahoma State University, Western Connecticut University, University of Alabama, University of California Berkeley, Arkansas State University, Columbia University, Huntsville, Oracle India Ltd, Texas Instruments, Nokia University Relations, EMC<sup>2</sup>, VMware, SAP, Apollo etc, to facilitate student exchange and teacher-scholar exchange programs and conduct training programs. These collaborations with foreign universities also facilitates students to study some of the programs partly in REVA University and partly in foreign university, viz, M.S in Computer Science one year in REVA University and the next year in the University of Alabama, Huntsville, USA.

The University has also given greater importance to quality in education, research, administration and all activities of the university. Therefore, it has established an independent Internal Quality division headed by a senior professor as Dean of Internal Quality. The division works on planning, designing and developing different quality tools, implementing them and monitoring the implementation of these quality tools. It concentrates on training entire faculty to adopt the new tools and implement their use. The division further works on introducing various examination and administrative reforms.

To motivate the youth and transform them to become innovative entrepreneurs, successful leaders of tomorrow and committed citizens of the country, REVA organizes interaction between students and successful industrialists, entrepreneurs, scientists and such others from time to time. As a part of this exercise great personalities such as Bharat Ratna Prof. C. N. R. Rao, a renowned Scientist, Dr. N R Narayana Murthy, Founder and Chairman and Mentor of Infosys, Dr. K Kasturirangan, Former Chairman ISRO, Member of Planning Commission, Government of India, Dr. Balaram, Former Director I.I.Sc., and noted Scientist, Dr. V S Ramamurthy,

Former Secretary, DST, Government of India, Dr. V K Aatre, noted Scientist and former head of the DRDO and Scientific Advisor to the Ministry of Defence Dr. Sathish Reddy, Scientific Advisor, Ministry of Defence, New Delhi and many others have accepted our invitation and blessed our students and faculty members by their inspiring addresses and interaction.

As a part of our effort in motivating and inspiring youth of today, REVA University also has instituted awards and prizes to recognize the services of teachers, researchers, scientists, entrepreneurs, social workers and such others who have contributed richly for the development of the society and progress of the country. One of such award instituted by REVA University is '**Life Time Achievement Award**' to be awarded to successful personalities who have made mark in their field of work. This award is presented on occasion of the "**Founders' Day Celebration**" of REVA University on 6<sup>th</sup> January of every year in presence of dignitaries, faculty members and students gathering. The first "**REVA Life Time Achievement Award**" for the year 2015 has been awarded to Shri. Kiran Kumar, Chairman ISRO, followed by Shri. Shekhar Gupta, renowned Journalist for the year 2016, Dr K J Yesudas, renowned play back singer for the year 2017. REVA also introduced "**REVA Award of Excellence**" in the year 2017 and the first Awardee of this prestigious award is Shri Ramesh Aravind, Actor, Producer, Director, Screen Writer and Speaker.

REVA organizes various cultural programs to promote culture, tradition, ethical and moral values to our students. During such cultural events the students are given opportunities to unfold their hidden talents and motivate them to contribute innovative ideas for the progress of the society. One of such cultural events is REVOTHASAVA conducted every year. The event not only gives opportunities to students of REVA but also students of other Universities and Colleges. During three days of this mega event students participate in debates, Quizzes, Group discussion, Seminars, exhibitions and variety of cultural events. Another important event is ShubhaVidaaya, - Graduation Day for the final year students of all the programs, wherein, the outgoing students are felicitated and are addressed by eminent personalities to take their future career in a right spirit, to be the good citizens and dedicate themselves to serve the society and make a mark in their respective spheres of activities. During this occasion, the students who have achieved top ranks and won medals and prizes in academic, cultural and sports activities are also recognized by distributing awards and prizes. The founders have also instituted medals and prizes for sports achievers every year. The physical education department conducts regular yoga classes every day to students, faculty members, administrative staff and their family members and organizes yoga camps for villagers around.

Within short span of time, REVA University has been recognised as a fast growing university imparting quality higher education to the youth of the country and received many awards, ranks, and accolades from various agencies, institutions at national and international level. These include: Asia's Greatest Brand and Leaders, by Asia One, National Award of Leadership Excellence, by ASSOCHAM India, Most promising University, by EPSI, Promising Upcoming Private University in the Country, by The Economic Times, Best University of India (South), by Dialogue India, Gold Brand by QS University Ranking, placed under 151-200 band by NIRF, 6<sup>TH</sup> Rank in the Super Excellence category by GHRDC, 6<sup>TH</sup> Rank in All India Law School Survey, ranked among Top 30 Best B Schools by Business World, India's Best Law Institution by Careers 360, to mention a few.

## **REVA University**

### **Vision**

“REVA University aspires to become an innovative university by developing excellent human resources with leadership qualities, ethical and moral values, research culture and innovative skills through higher education of global standards”.

### **Mission**

- To create excellent infrastructure facilities and state-of-the-art laboratories and incubation centers
- To provide student-centric learning environment through innovative pedagogy and education reforms
- To encourage research and entrepreneurship through collaborations and extension activities
- To promote industry-institute partnerships and share knowledge for innovation and development
- To organize society development programs for knowledge enhancement in thrust areas
- To enhance leadership qualities among the youth and enrich personality traits, promote patriotism and moral values.

### **Objectives**

- Creation, preservation and dissemination of knowledge and attainment of excellence in different disciplines
- Smooth transition from teacher - centric focus to learner - centric processes and activities
- Performing all the functions of interest to its major constituents like faculty, staff, students and the society to reach leadership position
- Developing a sense of ethics in the University and Community, making it conscious of its obligations to the society and the nation
- Accepting the challenges of globalization to offer high quality education and other services in a competitive manner.

## **ABOUT THE SCHOOL OF COMPUTING AND INFORMATION TECHNOLOGY**

The school has a rich blend of experienced and committed faculty who are well-qualified in various aspects of computing and information technology apart from the numerous state-of-the-art digital classrooms and laboratories having modern computing equipment. The School offers four full-time undergraduate programs, B.Tech in Computer Science and Engineering (Artificial Intelligence and Machine Learning), B.Tech in Computer Science and Information Technology, B.Tech in Computer Science and Systems Engineering, B.Tech in Information Science and Engineering and the following two postgraduate programs: M.Tech in Artificial Intelligence and M.Tech in Cyber security. In addition, the school has a research centre in which students can conduct cutting edge research leading to a Ph.D degree.

Curriculum of both undergraduate and postgraduate programs have been designed through a collaboration of academic and industry experts in order to bridge the growing gap between industry and academia. This makes the program highly practical-oriented, and thus industry-resilient. The B.Tech programs aims to create quality human resources to play leading roles in the contemporary, competitive industrial and corporate world. The masters' degrees focus on quality research and design in the core and application areas of Artificial Intelligence and Information Technology to foster a sustainable world and to enhance the global quality of life by adopting enhanced design techniques and applications. This thought is reflected in the various courses offered in the masters' programs.

### **School Vision**

To produce excellent quality technologists and researchers of global standards in computing and Information technology who have potential to contribute to the development of the nation and the society with their expertise, skills, innovative problem-solving abilities, strong moral and ethical values.

### **School Mission**

- To create state of the art computing labs infrastructure and research facilities in information technology.
- To provide student-centric learning environment in Computing and Information technology through innovative pedagogy and education reforms.
- To encourage research, innovation and entrepreneurship in computing and information technology through industry/academia collaborations and extension activities
- Organize programs through club activities for knowledge enhancement in thrust areas of information technology.
- To enhance leadership qualities among the youth and enrich personality traits, promote patriotism, moral and ethical values.

## Quality Policy

The school of computing and Information Technology is committed to excellence through following policies.

1. Impart quality education by providing state of art curriculum, experimental learning, and state of the art labs.
2. Enhance skill set of faculty members through faculty development programmes and interaction with academia and industries.
3. Inculcate the competency in software/hardware design and programming through co-curricular activities like Hackathon, Project exhibition, Internship and Entrepreneurship Programme.
4. Provide soft skill and skill development training for personality development and better placement.
5. Promote innovation and research culture among students and support faculty members for better research and development activity.



## MEMBERS OF BOARD OF STUDIES

Sl. No.	Name		Correspondence Address
1.	<b>Dr. Mallikarjun M Kodabagi</b> Professor and Director School of Computing and Information Technology REVA University	Chairperson	Rukmini Knowledge Park, Kattigenahalli, Yelahanka, Bengaluru, Karnataka 560064
2.	<b>Dr. Vishwanath R Hulipalled</b> Professor School of C&IT	Member	Rukmini Knowledge Park, Kattigenahalli, Yelahanka, Bengaluru, Karnataka 560064
3.	<b>Dr. Udaya Rani V</b> Professor School of C&IT	Member	Rukmini Knowledge Park, Kattigenahalli, Yelahanka, Bengaluru, Karnataka 560064
4.	<b>Dr. Parthasarathy G</b> Associate Professor, School of C&IT	Member	Rukmini Knowledge Park, Kattigenahalli, Yelahanka, Bengaluru, Karnataka 560064
5.	<b>Dr. Karthik S A</b> Assistant Professor, School of Computing and Information Technology	Member	Rukmini Knowledge Park, Kattigenahalli, Yelahanka, Bengaluru, Karnataka 560064
6.	<b>Sreenivasa Ramanujam Kanduri</b> Academic Relationship Manager, TCS	Member (Industry Expert)	Academic Relationship Manager, Tata Consultancy Services, Bangalore.
7.	<b>Dr. Sundar K S</b> Associate Vice-President & Head, IMS Academy at Infosys	Member (Industry Expert)	Associate Vice-President & Head, IMS Academy at Infosys, Mysore
8.	<b>Dr. Ramabrahmam Gunturi</b> Consultant, TCS	Industry Expert	Tata Consultancy Services, Hyderabad.
9.	<b>Dr. S. A. Angadi</b> Professor, School of CSE,VTU	Academic Expert	Professor, School of CSE Visvesvaraya, Belagavi
10.	<b>Dr. Bharati Arakeri</b> Professor, School of CSE BMSIT, Bangalore.	Academic Expert	Professor, School of CSE BMSIT, Bangalore
11.	<b>Abhishek Revanna Swamy</b> Associate Project Manager, Robert Bosch	Alumni-Member	Associate Project Manager, Robert Bosch, Bangalore
12.	<b>Prasad Chitta</b> Solution Architect, TCS Bangalore	Member (Industry Expert)	Solution Architect, TCS, Bangalore

## **B. Tech Computer Science and System Engineering**

### **Program Overview**

Computer Science and System Engineering (CSSE) encompasses a variety of topics that relates to computation, like development of algorithms, analysis of algorithms, programming languages, Information retrieval, Information analysis, software design and computer hardware. Computer Science and System Engineering has roots in electrical engineering, mathematics, and linguistics. In the past Information Science was taught as part of mathematics or engineering departments and in the last 3 decades it has emerged as a separate engineering field. In the present information era (Knowledge era) Computer Science and System Engineering will see an exponential growth as the future machines work on Data Analytics.

The oldest known complex computing device, called the Antikythera mechanism, dates back to 87 B.C., to calculate astronomical positions and help Greeks navigate through the seas. Computing took another leap in 1843, when English mathematician Ada Lovelace wrote the first computer algorithm, in collaboration with Charles Babbage, who devised a theory of the first programmable computer. But the modern computing-machine era began with Alan Turing's conception of the Turing Machine, and three Bell Labs scientists invention of the transistor, which made modern-style computing possible, and landed them the 1956 Nobel Prize in Physics. For decades, computing technology was exclusive to the government and the military; later, academic institutions came online, and Steve Wozniak built the circuit board for Apple-1, making home computing practicable. On the connectivity side, Tim Berners-Lee created the World Wide Web, and Marc Andreessen built a browser, and that's how we came to live in a world where our glasses can tell us what we're looking at. With wearable computers, embeddable chips, smart appliances, and other advances in progress and on the horizon, the journey towards building smarter, faster and more capable computers is clearly just beginning.

Computers have become ubiquitous part of modern life, and new applications are introduced every day. The use of computer technologies is also commonplace in all types of organizations, in academia, research, industry, government, private and business organizations. As computers become even more pervasive, the potential for computer-related careers will continue to grow and the career paths in computer-related fields will become more diverse. Since 2001, global information and communication technologies (ICTs) have become more powerful, more accessible, and more widespread. They are now pivotal in enhancing competitiveness, enabling development, and bringing progress to all levels of society.

The career opportunities for Computer Science and System Engineering graduates are plenty and growing. Programming and software development, information systems operation and management, data science, information retrieval, big data analytics, telecommunications and networking, Machine Learning development, computer science research, web and Internet, graphics and multimedia, training and support, and computer industry specialists are some of the opportunities the graduates find.

The School of Computing and Information Technology at REVA UNIVERSITY offers B. Tech., Computer Science

and System Engineering programme to create motivated, innovative, creative thinking graduates to fill ICT positions across sectors who can conceptualize, design, analyze, and develop ICT applications to meet the modern day requirements.

The B. Tech., in Computer Science and System Engineering curriculum developed by the faculty at the School of Computing and Information Technology, is outcome based and it comprises required theoretical concepts and practical skills in the domain. By undergoing this programme, students develop critical, innovative, creative thinking and problem solving abilities for a smooth transition from academic to real-life work environment. In addition, students are trained in interdisciplinary topics and attitudinal skills to enhance their scope. The above mentioned features of the programme, advanced teaching and learning resources, and experience of the faculty members with their strong connections with ICT sector makes this programme unique.

This program involves various courses which are related to computation, like design and analysis of algorithms, computer programming languages, software design, Information Theory, IoT and Smart Sensors, Agile Software Engineering and DevOps, Big Data and Hadoop, Python for Data Analysis, Machine Learning and Information Science, Cloud Computing, Computer Vision, Business Intelligence, Information Retrieval, Management Information Systems, AI and Agents, Fuzzy Logic and Systems, Data Analytics Using “R”, Multi Media Systems, Introduction to Drones. Block Chain Technology, Swarm Intelligence, Software Defined Networks and NFV, Natural Language Processing, Augmented and Virtual Reality, Robotic Process Automation, Deep Learning and Reinforcement Learning, UI/UX Design, Cyber Forensics. This program also has courses such as electrical and electronics engineering, applied sciences and linguistics. This specialization is proposed to enable students to design software to solve problems in industry and engineering that require computers.

### **Program Educational Objectives (PEO's)**

After few years of graduation, the graduates of B. Tech (Computer Science and System Engineering) will:

- **PEO-1:** Communicate as a member in team and develop code to solve problems in software industry.
- **PEO-2:** Start enterprise to improve the economy of the country for providing the support to the customer for lifelong learning attitude.
- **PEO-3:** Pursue higher education in the field of Information Science and Engineering in allied areas.

### **Program Outcomes(PO's)**

On successful completion of the program, the graduates of B. Tech (Computer Science and System Engineering) program will be able to:

- **PO-1: Engineering knowledge:** Apply the knowledge of mathematics, science, engineering fundamentals for the solution of complex problems in Computer Science and Engineering.

- **PO-2: Problem analysis:** Identify, formulate, research literature, and analyze engineering problems to arrive at substantiated conclusions using first principles of mathematics, natural, and engineering sciences.
- **PO-3: Design/development of solutions:** Design solutions for complex engineering problems and design system components, processes to meet the specifications with consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- **PO-4: Conduct investigations of complex problems:** Use research-based knowledge including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- **PO-5: Modern tool usage:** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.
- **PO-6: The engineer and society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal, and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
- **PO-7: Environment and sustainability:** Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
- **PO-8: Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice
- **PO-9: Individual and team work:** Function effectively as an individual, and as a member or leader in teams, and in multidisciplinary settings.
- **PO-10: Communication:** Communicate effectively with the engineering community and with society at large. Be able to comprehend and write effective reports documentation. Make effective presentations, and give and receive clear instructions.
- **PO-11: Project management and finance:** Demonstrate knowledge and understanding of engineering and management principles and apply these to one's own work, as a member and leader in a team. Manage projects in multidisciplinary environments.
- **PO-12: Life-long learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

### **Program Specific Outcomes (PSO's)**

On successful completion of the program, the graduates of B. Tech (Computer Science and System Engineering) program will be able to:

- **PSO-1:** Develop and write algorithms in Information Science and Engineering
- **PSO-2:** Analyze and Solve problems in the field of Information Science and Engineering and address the real life situations in the industry.
- **PSO-3:** Use different tools and techniques in Information Science and Engineering and allied areas.

# REVA University Academic Regulations

## B. Tech Degree Programs

(Framed as per the provisions under Section 35 (ii), Section 7 (x) and Section 8 (xvi) & (xxi) of the REVA University Act, 2012)

### **Title and Commencement:**

These Regulations shall be called “REVA University Academic Regulations – B. Tech Degree Program 2020-21 Batch subject to amendments from time to time by the Academic Council on recommendation of respective Board of Studies and approval of Board of Management

These Regulations shall come into force from the date of assent of the Chancellor.

### **The Programs:**

These regulations cover the following B. Tech Degree programs of REVA University offered during 2020-21.

### **B. Tech in:**

Bioelectronics Engineering  
Civil Engineering  
Computer Science and Engineering  
Computer Science and Information Technology  
Computer Science and Systems Engineering  
Computer Science and Engineering (AI and ML)  
Electrical and Electronics Engineering  
Electrical and Computer Engineering  
Electronics and Communication Engineering  
Electronics and Computer Engineering  
Information Science and Engineering  
Mechanical Engineering  
Mechatronics Engineering

### **Duration and Medium of Instructions:**

Duration: The duration of the B. Tech degree program shall be FOUR years comprising of EIGHT Semesters. A candidate can avail a maximum of 16 semesters - 8 years as per double duration norm, in one stretch to complete B. Tech degree, including blank semesters, if any. Whenever a candidate opts for blank semester, he/she has to study the prevailing courses offered by the School when he/she resumes his/her studies.

The medium of instruction shall be English.

### **Definitions:**

Course: "Course" means a subject, either theory or practical or both, listed under a program; Example: "Fluid Mechanics" in B. Tech Civil Engineering program, Engineering Thermodynamics in B. Tech., Mechanical program are examples of courses to be studied under respective programs.

Every course offered will have three components associated with the teaching-learning process of the course, namely:

L	Lecture
T	Tutorial
P	Practice

Where:

L stands for Lecture session consisting of classroom instruction.

T stands for Tutorial session consisting participatory discussion / self-study/ desk work/ brief seminar presentations by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the Lecture classes.

P stands for Practice session and it consists of Hands on Experience / Laboratory Experiments / Field Studies / Case Studies / Project Based Learning or Course end Project/Self Study/ Online courses from listed portals that equip students to acquire the much required skill component.

## 4.2 Classification of Courses

Courses offered are classified as: Core Courses, Open Elective Courses, Project work/Dissertation

**Core Course:** A course which should compulsorily be studied by a candidate choosing a particular program of study.

**Foundation Course:** The foundation Course is a mandatory course which should be completed successfully as a part of graduate degree program irrespective of the program of study.

**Hard Core Course (HC) simply core course:** The Hard Core Course is a Core Course in the main branch of study and related branch (es) of study, if any, that the candidates have to complete compulsorily.

**Soft Core Course (SC)** (also known as Professional Elective Course)

A Core course may be a Soft Core if there is a choice or an option for the candidate to choose a course from a pool of courses from the main branch of study or from a sister/related branch of study which supports the main branch of study.

**Open Elective Course (OE):**

An elective course chosen generally from other discipline / subject, with an intention to seek exposure to the basics of subjects other than the main discipline the student is studying is called an Open Elective Course.

### **Project Work / Dissertation:**

Project work / Dissertation work is a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problems to solve a multivariable or complex engineering problems. The project will be conducted in two phases, Phase-I (7th Semester), consists of literature survey, problem identification, formulation and methodology. In Phase-II (8th Semester) student should complete the projectwork by designing or creating an innovative process or development of product as an outcome. A project work carrying TWO, FOUR or SIX credits is called Minor Project work / Dissertation. A project work of SIX, EIGHT, or TEN, credits is called Major Project work / Dissertation. A Minor Project work may be a hard core or a Soft Core as decided by the BOS / concerned. But the Major Project shall be Hard Core.

“Program” means the academic program leading to a Degree, Post Graduate Degree, Post Graduate Diploma Degree or such other degrees instituted and introduced in REVA University.

### **Eligibility for Admission:**

5.1. The eligibility criteria for admission to B. Tech Program of 4 years (8 Semesters) is given below:

<b>Sl. No.</b>	<b>Program</b>	<b>Duration</b>	<b>Eligibility</b>
1	Bachelor of Technology (B. Tech)	4 Years (8 Semesters)	Passed 10+2 examination with Physics and Mathematics as compulsory subjects, along with any one of the following subjects, namely, Chemistry, Bio-Technology, Computer Science, Biology, Electronics and Technical Vocational subject Obtained at least 45% marks (40% in case of candidate belonging to SC/ST category) in the above subjects taken together.
2	Bachelor of Technology (B. Tech)	Lateral entry to second year	(A) Passed Diploma examination from an AICTE approved Institution with at least 45% marks (40% in case of candidates belonging to SC/ST category) in appropriate branch of Engineering / Technology.  (B) Passed B. Sc Degree from a recognized University as defined by UGC, with at least 45% marks (40% in case of candidates belonging to SC/ST category) and passed XII standard with mathematics as a subject.  (C) Provided that in case of students belonging to B. Sc. Stream, shall clear the subjects of Engineering Graphics / Engineering Drawing and Engineering Mechanics of the first year Engineering program along with the second year subjects.

			<p>(D) Provided further that, the students belonging to B. Sc. Stream shall be considered only after filling the seats in this category with students belonging to the Diploma stream.</p> <p>(E) Provided further that student, who have passed Diploma in Engineering &amp; Technology from an AICTE approved Institution or B. Sc., Degree from a recognized University as defined by UGC, shall also be eligible for admission to the first year Engineering Degree courses subject to vacancies in the first year class in case the vacancies at lateral entry are exhausted. However, the admissions shall be based strictly on the eligibility criteria as mentioned in A, B, D, and E above.</p>
3	Bachelor of Technology (B. Tech)	Lateral entry to fourth year (final year)	(F) Any candidate with genuine reason from any University / Institution in the country upon credit transfer could be considered for lateral admission to the respective semester in the concerned branch of study, provided he/she fulfils the University requirements.
5	B. Tech. in Bioelectronics		Pass in PUC /10+2 examination with Physics, Biology/Biotechnology as compulsory along with at least one of the Chemistry/Mathematics / Computer Science / Electronics obtained minimum 45% marks (40% in case of candidates belonging to SC / ST category) in the above subjects taken together of any board recognized by the respective State Government / Central Government / Union Territories or any other qualification recognized as equivalent there to.

Provided further that the eligibility criteria are subject to revision by the Government Statutory Bodies, such as AICTE, UGC from time to time.

### **Courses of Study and Credits**

Each course of study is assigned with certain credit value

Each semester is for a total duration of 20 weeks out of which 16 weeks dedicated for teaching and learning and the remaining 4 weeks for final examination, evaluation and announcement of results

The credit hours defined as below

In terms of credits, every one hour session of L amounts to 1 credit per Semester and a minimum of two hour session of T or P amounts to 1 credit per Semester or a three hour session of T / P amounts to 2 credits over a period of one Semester of 16 weeks for teaching-learning process.

Credit = 13 credit hours spread over 16 weeks or spread over the semester

The total duration of a semester is 20 weeks inclusive of semester-end examination.



The following table describes credit pattern

Table -2: Credit Pattern					
Lectures (L)	Tutorials (T)	Practice (P)	Credits (L:T:P)	Total Credits	Total Contact Hours
4	2	0	4:1:0	5	6
3	2	0	3:1:0	4	5
3	0	2	3:0:1	4	5
2	2	2	2:1:1	4	6
0	0	6	0:0:3	3	6
4	0	0	4:0:0	4	4

The concerned BoS will choose the convenient Credit Pattern for every course based on size and nature of the course

Different Courses of Study:

Different Courses of Study are labeled as follows:

Core Course (CC)

Foundation Course (FC)

Hard Core Course (HC)

Soft Core Course (SC)

Open Elective Course (OE)

Project Work / Dissertation:

A project work carrying TWO, FOUR or SIX credits is called Minor Project work / Dissertation. A project work of EIGHT, TEN, TWELVE or SIXTEEN credits is called Major Project work / Dissertation. A Project work may be a hard core or a Soft Core as decided by the BoS / concerned.

These are defined under Section 4 of these regulations.

Credits and Credit Distribution

A candidate has to earn 160 credits for successful completion of B. Tech degree with the distribution of credits for different courses as given in table below:

Course Type	Credits (Range)
	For B. Tech Degree (8 Semesters)
Foundation Core Course	A minimum of 06 but not exceeding 12
Hard Core Course	A minimum of 118 but not exceeding 121
Soft Core Course	A minimum of 15 but not exceeding 21
Open Elective	A minimum of 04 but not exceeding 12

- 8.2. The concerned BOS based on the credits distribution pattern given above shall prescribe the credits to various types of courses and shall assign title to every course including project work, practical work, field work, self-study elective, as Foundation Course (FC), Hard Core (HC) or Soft Core (SC), Open Elective (OE).
- 8.3. Every course including project work, practical work, field work, self-study elective should be entitled as Foundation Course (FC), Hard Core (HC) or Soft Core (SC) or Open Elective (OE) or Core Course (CC) by the BoS concerned. However, following shall be the Foundation Courses with credits mentioned against them, common to all branches of study.

Sl. No.	Course Title	Number of Credits
<b>Foundation Courses</b>		
1	English for Technical Communication / Communication Skills	2
2	Environmental Studies / Environmental Science	2
3	Indian Constitution and Professional Ethics	2
4	MOOC / Internship /Soft Skill Training	6-15

- 8.4. The concerned BOS shall specify the desired Program Educational Objectives, Program Outcomes, Program Specific Outcomes and Course Outcomes while preparing the curriculum of a particular program.
- 8.5. A candidate can enrol for a maximum of 28 credits and a minimum of 19 credits per Semester. However he / she may not successfully earn a maximum of 28 credits per semester. This maximum of 28 credits does not include the credits of courses carried forward by a candidate.

Only such full time candidates who register for a minimum prescribed number of credits in each semester from I semester to VIII semester and complete successfully 160 credits in 8 successive semesters shall be considered for declaration of Ranks, Medals, Prizes and are eligible to apply for Student Fellowship, Scholarship, Free ships, and such other rewards / advantages which could be applicable for all full time students and for hostel facilities.

**Add- on Proficiency Certification:**

To acquire Add on Proficiency Certification a candidate can opt to complete a minimum of 4 extra credits either in the same discipline /subject or in different discipline / subject in excess to 160 credits for the B. Tech Degree program.

**Add on Proficiency Diploma / Minor degree/ Honor Degree:**

To acquire Add on Proficiency Diploma/ Minor degree/ Honor Degree:, a candidate can opt to complete a minimum of 18 extra credits either in the same discipline /subject or in different discipline / subject in excess to 160 credits for the B. Tech Degree program.

The Add on Proficiency Certification / Diploma/ Minor degree/ Honor Degree: so issued to the candidate contains the courses studied and grades earned.

### **Assessment and Evaluation**

The Scheme of Assessment will have two parts, namely;

Internal Assessment (IA); and

Semester End Examination (SEE)

Assessment and Evaluation of each Course shall be for 100 marks. The Internal Assessment (IA) and Semester End Examination (SEE) of UG Engineering programs shall carry 50:50 marks respectively (i.e., 50 marks internal assessment; 50 marks semester end examination).

The 50 marks of internal assessment shall comprise of:

Internal Test	30 marks
Assignments / Seminars / Model Making / Integrated Lab / Project Based Learning / Quizzes etc.	20 marks

There shall be two Internal Tests conducted as per the schedule announced below. The students shall attend both the Tests compulsorily.

1st test is conducted for 15 marks during 6th week of the semester;

2nd test is conducted for 15 marks during 12th week of the of the semester;

The coverage of syllabus for the said tests shall be as under:

Question paper of the 1st test should be based on first 40 %of the total syllabus;

Question paper of the 2nd test should be based on second 40 %of the total syllabus;

An assignment must be designed to cover the last 20% of the syllabus

There shall be one Assignment / Project Based Learning / Field Visit / Quiz test carrying 20 marks covering the last 20% of the Syllabus

The Semester End Examination for 50 marks shall be held in the 18th and 19th week of the beginning of the semester and the syllabus for the semester end examination shall be entire syllabus.

A test paper is set for a maximum of 30 marks to be answered in 1 hour duration. A test paper can have 4 main questions. Each main question is set for 10 marks. The main question can have 2-3 sub questions all totalling 10 marks. Students are required to answer any three main questions. Each question is set using Bloom's verbs. The questions must be set to assess the students outcomes described in the course document.

The question papers for internal test shall be set by the internal teachers who have taught the course. If the course is taught by more than one teacher all the teachers together shall devise a common question paper(s). However, these question papers shall be scrutinized by the Question Paper Scrutiny Committee to bring in the uniformity in the question paper pattern and as well to maintain the necessary standards.

The evaluation of the answer scripts shall be done by the internal teachers who have taught the course and set the test paper.

Assignment/seminar/Project based learning/simulation based problem solving/field work should be set in such a way, students be able to apply the concepts learnt to a real life situation and students should be able to do some amount self-study and creative thinking. While setting assignment care should be taken such that the students will not be able to plagiarise the answer from web or any other resources. An assignment / Quiz can be set for a maximum of 20. Course instructor at his/her discretion can design the questions as a small group exercise or individual exercise. This should encourage collaborative learning and team learning and also self-study.

Internal assessment marks must be decided well before the commencement of Semester End examinations

Semester End Examination: The Semester End Examination is for 50 marks shall be held in the 18th and 19th week of the semester and the entire course syllabus must be covered while setting the question paper.

Semester End Examination paper is set for a maximum of 100 marks to be answered in 3 hours duration. Each main question be set for a maximum of 25 marks, main questions can have a 3-4 sub questions. A total of 8 questions are set so that students will have a choice. Each question is set using Bloom's verbs. The questions must be set to assess the students outcomes described in the course document. (Please note question papers have to be set to test the course outcomes)

There shall be three sets of question papers for the semester end examination of which one set along with scheme of examination shall be set by the external examiners and two sets along with scheme of examination shall be set by the internal examiners. All the three sets shall be scrutinized by the Board of Examiners. It shall be responsibility of the Board of Examiners particularly Chairman of the BOE to maintain the quality and standard of the question papers and as well the coverage of the entire syllabus of the course.

There shall be single evaluation by the internal teachers who have taught the subject. However, there shall be moderation by the external examiner. In such cases where sufficient number of external examiners are not available to serve as moderators internal senior faculty member shall be appointed as moderators.

Board of Examiners, question paper setters and any member of the staff connected with the examination are required to maintain integrity of the examination system and the quality of the question papers.

There shall also be an Program Assessment Committee (PAC) comprising at-least 3 faculty members having subject expertise who shall after completion of examination process and declaration of results review the results sheets, assess the performance level of the students, measure the attainment of course outcomes, program outcomes and assess whether the program educational objectives are achieved and report to the Director of the School. The Examination Review Committee shall also review the question papers of both Internal Tests as well Semester End Examinations and submit reports to the Director of the respective School about the scope of the curriculum covered and quality of the questions.

The report provided by the Examination Review Committee shall be the input to the Board of Studies to review and revise the scheme of instruction and curriculum of respective program

During unforeseen situation like the Covid-19, the tests and examination schedules, pattern of question papers and weightage distribution may be designed as per the convenience and suggestions of the board of examiners in consultation with COE and VC

University may decide to use available modern technologies for writing the tests and SEE by the students instead of traditional pen and paper

Any deviations required to the above guidelines can be made with the written consent of the Vice Chancellor

Online courses may be offered as per UGC norms.

For online course assessment guidelines would be as follows:

If the assessment is done by the course provider, then the school can accept the marks awarded by the course provider and assign the grade as per REVA University norms.

If the assessment is not done by the course provider, then the assessment is organized by the concerned school and the procedure explained in the regulation will apply

In case a student fails in an online course, s/he may be allowed to repeat the course and earn the required credits

IAs for online courses could be avoided and will remain the discretion of the school.

The online platforms identified could be SWAYAM, NPTEL, Coursera, Edx.org, Udemy, Udacity and any other internationally recognized platforms like MIT online, Harvard online etc.

Utilization of one or two credit online courses would be:

4 week online course – 1 credit

8 week online course / MOOC – 2 credits

12 week online course / MOOC – 3 credits

Summary of Internal Assessment, Semester End Examination and Evaluation Schedule is provided in the table given below.

### Summary of Internal Assessment and Evaluation Schedule

Sl. No.	Type of Assessment	when	Syllabus Covered	Max Marks	Reduced to	Date by which the process must be completed
1	Test-1	During 6th week	First 40%	30	15	7th week
2	Test -2	During 12th Week	Second 40%	30	15	13th Week
3	Assignment / Quiz	15th Week	Last 20%	20	20	16th Week
4	SEE	18/19th Week	100%	100	50	20th Week

### Assessment of Students Performance in Practical Courses

The performance in the practice tasks / experiments shall be assessed on the basis of:

- a) Knowledge of relevant processes;
- b) Skills and operations involved;
- c) Results / products including calculation and reporting.

The 50 marks meant for Internal Assessment (IA) of the performance in carrying out practical shall further be allocated as under:

i	Conduction of regular practical / experiments throughout the semester	20 marks
ii	Maintenance of lab records	10 marks
iii	Performance of mid-term test (to be conducted while conducting second test for theory courses); the performance assessments of the mid-term test includes performance in the conduction of experiment and write up about the experiment.	20 marks
<b>Total</b>		<b>50 marks</b>

10.2 The 50 marks meant for Semester End Examination (SEE), shall be allocated as under:

i	Conducting of semester end practical examination	30 marks
ii	Write up about the experiment / practical conducted	10 marks
iii	Viva Voce	10 marks
<b>Total</b>		<b>50 marks</b>

10.3 The duration for semester-end practical examination shall be decided by the concerned School Board.

For MOOC and Online Courses assessment shall be decided by the BOS of the School.

For > 3 credit courses

i	IA-I	25 marks
ii	IA-2	25 marks
iii	Semester end examination by the concern school board (demo, test, viva voice etc.)	50 marks
<b>Total</b>		<b>100 marks</b>

For 1 & 2 credit courses

i	IA-I	15 marks
ii	IA-2	15 marks
iii	Semester end examination by the concern school board (demo, test, viva voice etc.)	20 marks
<b>Total</b>		<b>50 marks</b>

11. Evaluation of Minor Project / Major Project / Dissertation:

Right from the initial stage of defining the problem, the candidate has to submit the progress reports periodically and also present his/her progress in the form of seminars in addition to the regular discussion with the supervisor. At the end of the semester, the candidate has to submit final report of the project / dissertation, as the case may be, for final evaluation. The components of evaluation are as follows:

Component – I	Periodic Progress and Progress Reports (25%)
Component – II	Demonstration and Presentation of work (25%)
Component – III	Evaluation of Report (50%)

Requirements to Pass a Course:

A candidate's performance from IA and SEE will be in terms of scores, and the sum of IA and SEE scores will be for a maximum of 100 marks (IA = 50, SEE = 50) and have to secure a minimum of 40% to declare pass in the course. However, a candidate has to secure a minimum of 25% (13 marks) in Semester End Examination (SEE) which is compulsory.

The Grade and the Grade Point: The Grade and the Grade Point earned by the candidate in the subject will be as given below:

Marks, P	Grade, G	Grade Point (GP=V x G)	Letter Grade
90-100	10	v*10	O
80-89	9	v*9	A+
70-79	8	v*8	A
60-69	7	v*7	B+
55-59	6	v*6	B
50-54	5.5	v*5.5	C+
40-49	5	v*5	C
0-39	0	v*0	F
ABSENT			AB

O - Outstanding; A+-Excellent; A-Very Good; B+-Good; B-Above Average; C+-Average; C-Satisfactory; F – Unsatisfactory.

Here, P is the percentage of marks ( $P=[IA + SEE]$ ) secured by a candidate in a course which is rounded to nearest integer. V is the credit value of course. G is the grade and GP is the grade point.

#### Computation of SGPA and CGPA

The Following procedure to compute the Semester Grade Point Average (SGPA).

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student in a given semester, i.e :  $SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$  where  $C_i$  is the number of credits of the  $i$ th course and  $G_i$  is the grade point scored by the student in the  $i$ th course.

#### Illustration for Computation of SGPA and CGPA

##### Illustration No. 1

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit x Grade)
Course 1	3	A+	9	3X9=27
Course 2	3	A	8	3X8=24
Course 3	3	B+	7	3X7=21
Course 4	4	O	10	4X10=40
Course 5	1	C	5	1X5=5
Course 6	2	B	6	2X6=12
Course 7	3	O	10	3X10=30
	<b>19</b>			<b>159</b>



Thus, SGPA =  $159 \div 19 = 8.37$

Illustration No. 2

Course	Credit	Grade letter	Grade Point	Credit Point (Credit x Grade point)
Course 1	4	A	8	4X8=32
Course 2	4	B+	7	4X7=28
Course 3	3	A+	9	3X9=27
Course 4	3	B+	7	3X7=21
Course 5	3	B	6	3X6=18
Course 6	3	C	5	3X5=15
Course 7	2	B+	7	2X7=21
Course 8	2	O	10	2X10=20
	<b>24</b>			<b>175</b>

Thus, SGPA =  $175 \div 24 = 7.29$

Illustration No.3

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit x Grade point)
Course 1	4	O	10	4 x 10 = 40
Course 2	4	A+	9	4 x 9 = 36
Course 3	3	B+	7	3 x 7 = 21
Course 4	3	B	6	3 x 6 = 18
Course 5	3	A+	9	3 x 9 = 27
Course 6	3	B+	7	3 x 7 = 21
Course 7	2	A+	9	2 x 9 = 18
Course 8	2	A+	9	2 x 9 = 18
	<b>24</b>			<b>199</b>

Thus, SGPA =  $199 \div 24 = 8.29$

Cumulative Grade Point Average (CGPA):

Overall Cumulative Grade Point Average (CGPA) of a candidate after successful completion of the required number of credits (160) for B. Tech degree in Engineering & Technology is calculated taking into account all the courses undergone by a student over all the semesters of a program, i. e :  $CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$

Where  $S_i$  is the SGPA of the  $i$ th semester and  $C_i$  is the total number of credits in that semester.

Illustration:

CGPA after Final Semester

Semester (ith)	No. of Credits (Ci)	SGPA (Si)	Credits x SGPA (Ci X Si)
1	19	6.83	19 x 6.83 = 129.77
2	21	7.29	21 x 7.29 = 153.09
3	22	8.11	22 x 8.11 = 178.42
4	22	7.40	22 x 7.40 = 162.80
5	22	8.29	22 x 8.29 = 182.38
6	22	8.58	22 x 8.58 = 188.76
7	22	9.12	22 x 9.12 = 200.64
8	10	9.25	10 x 9.25 = 92.50
<b>Cumulative</b>	<b>160</b>		<b>1288.36</b>

Thus, CGPA =  $19 \times 6.83 + 21 \times 7.29 + 22 \times 8.11 + 22 \times 7.40 + 22 \times 8.29 + 22 \times 8.58 + 22 \times 9.12 + 10 \times 9.25 = 8.05$

#### Conversion of grades into percentage:

Conversion formula for the conversion of CGPA into Percentage is:

Percentage of marks scored = CGPA Earned x 10

Illustration: CGPA Earned 8.05 x 10 = 80.5

The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

#### Classification of Results

The final grade point (FGP) to be awarded to the student is based on CGPA secured by the candidate and is given as follows.

CGPA	Grade (Numerical Index)	Letter Grade	Performance	FGP
	G			Qualitative Index
9 >= CGPA 10	10	O	Outstanding	Distinction
8 >= CGPA < 9	9	A+	Excellent	
7 >= CGPA < 8	8	A	Very Good	First Class
6 >= CGPA < 7	7	B+	Good	
5.5 >= CGPA < 6	6	B	Above average	Second Class
>5 CGPA < 5.5	5.5	C+	Average	
>4 CGPA < 5	5	C	Satisfactory	Pass
< 4 CGPA	0	F	Unsatisfactory	Unsuccessful

Overall percentage = 10 \* CGPA

Provisional Grade Card: The tentative / provisional grade card will be issued by the Controller of Examinations at the end of every semester indicating the courses completed successfully. The provisional grade card provides Semester Grade Point Average (SGPA).

Final Grade Card: Upon successful completion of B. Tech Degree a Final Grade card consisting of grades of all courses successfully completed by the candidate will be issued by the Controller of Examinations.

14. Attendance Requirement:

14.1 All students must attend every lecture, tutorial and practical classes.

14.2 In case a student is on approved leave of absence (e g:- representing the University in sports, games or athletics, placement activities, NCC, NSS activities and such others) and / or any other such contingencies like medical emergencies, the attendance requirement shall be minimum of 75% of the classes taught.

14.3 Any student with less than 75% of attendance in aggregate of all the courses including practical courses / field visits etc, during a semester shall not be permitted to appear to the end semester examination and such student shall seek re-admission

15. Re-Registration and Re-Admission:

15.1 In case a candidate's class attendance in aggregate of all courses in a semester is less than 75% or as stipulated by the University, such a candidate is considered as dropped the semester and is not allowed to appear for semester end examination and he / she shall have to seek re-admission to that semester during subsequent semester / year within a stipulated period.

15.2 In such case where in a candidate drops all the courses in a semester due to personal reasons, it is considered that the candidate has dropped the semester and he / she shall seek re-admission to such dropped semester.

**Absence during Internal Test:**

In case a student has been absent from an internal test due to the illness or other contingencies he / she may give a request along with necessary supporting documents and certification from the concerned class teacher / authorized personnel to the concerned Director of the School, for conducting a separate internal test. The Director of the School may consider such request depending on the merit of the case and after consultation with course instructor and class teacher, and arrange to conduct a special internal test for such candidate(s) well in advance before the Semester End Examination of that respective semester. Under no circumstances internal tests shall be held / assignments are accepted after Semester End Examination.

17. Provision for Appeal

17.1. If a candidate is not satisfied with the evaluation of Internal Assessment components (Internal Tests and Assignments), he/she can approach the Grievance Cell with the written submission together with all facts, the assignments, and test papers, which were evaluated. He/she can do so before the commencement of respective semester-end examination. The Grievance Cell is empowered to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the University

on the candidate if his/her submission is found to be baseless and unduly motivated. This Cell may recommend for taking disciplinary/corrective action on an evaluator if he/she is found guilty. The decision taken by the Grievance committee is final.

**18. Grievance Committee:**

For every program there will be one grievance committee. The composition of the grievance committee is as follows:-

The Controller of Examinations - Ex-officio Chairman / Convener

One Senior Faculty Member (other than those concerned with the evaluation of the course concerned) drawn from the school / department/discipline and/or from the sister schools / departments/sister disciplines – Member.

One Senior Faculty Members / Subject Experts drawn from outside the University school / department – Member.

**Eligibility to Appear for Semester End Examination (SEE)**

Only those students who fulfil a minimum of 75% attendance in aggregate of all the courses including practical courses / field visits etc., as part of the program shall be eligible to appear for Semester End Examination

**Provision for Supplementary Examination**

In case a candidate fails to secure a minimum of 25% (13 marks) in Semester End Examination (SEE) and a minimum of 40% marks together with IA and SEE to declare pass in the course, such candidate shall seek supplementary examination of only such course(s) wherein his / her performance is declared unsuccessful. The supplementary examinations are conducted after the announcement of even semester examination results. The candidate who is unsuccessful in a given course(s) shall appear for supplementary examination of odd and even semester course(s) to seek for improvement of the performance.

**Provision to Carry Forward the Failed Subjects / Courses:**

The student who has failed in a maximum of 4 courses in odd and even semesters together shall move to next semester of succeeding year(s) of study till 8th semester. And he / she shall appear for Semester End examination of failed courses of previous semesters concurrently with odd semester end examinations and / or even semester end examinations of current year of study.

**Examples:-**

Student "A" has failed in 1 Course in First Semester and 3 Courses in Second Semester. He / she is eligible to seek admission for Third Semester and appear for Semester End Examination of 1 failed Course of First Semester concurrently with Third Semester end examination. Likewise, he / she is eligible to appear for Semester End Examination of 3 failed Courses of Second Semester concurrently with Fourth Semester end examination.

Student "B" has failed in 2 Courses of First Semester and 2 Courses in Fourth Semester and has passed in all Courses of First and Second Semesters. He / she is eligible to seek admission to Fifth Semester and appear for

Semester End Examination of 2 failed Courses of First Semester concurrently with Fifth Semester end examination. Likewise he / she is eligible to appear for Semester End Examination of 2 failed Courses of Fourth Semester concurrently with Sixth Semester end examination.

Student "C" has failed in one course in Second Semester one course in third semester and two courses in fifth semester and has cleared all other courses from first semester to Sixth Semester. He / She has also passed all the courses of First to Sixth Semesters. Student "C" is eligible to seek admission for Seventh Semester and appear for Semester End Examination of one failed Course of Second Semester, one course of third semester and two courses in fifth semester concurrently with Seventh Semester end examination. However, he / she has to pass all the failed courses of Second Semester, Third Semester and Fifth Semester along with Seventh and Eighth Semesters courses to earn B. Tech Degree.

Student "D" failed in three courses in first semester and one course in second semester, but has passed in all the courses of second to sixth semester. Student "D" is also eligible to seek admission for 7th Semester and appear for Semester End Examination of 3 failed courses of 1st Semester and one course of second semester concurrently with 7th Semester and 8th semester end examinations. However, he / she has to pass three failed courses of first semester and one failed course of second semester along with Seventh and Eighth Semester courses to earn B. Tech Degree.

The student failed in any course(s) in any of the first to eight semesters has to pass all the failed courses of all Semesters within the double duration to earn B. Tech Degree failing which he / she has to seek re-admission to the program afresh.

Challenge Valuation:

- a) A student who desires to apply for challenge valuation shall obtain a photo copy of the answer script(s) of semester end examination by paying the prescribed fee within 10 days after the announcement of the results. He / She can challenge the grade awarded to him/her by surrendering the grade card and by submitting an application along with the prescribed fee to the Controller of Examinations within 10 days after the announcement of the results. This challenge valuation is only for semester end examination.
- b) The answer scripts (in whatever form) for which challenge valuation is sought for shall be evaluated by the external examiner who has not involved in the first evaluation. The higher of two marks from first valuation and challenge valuation shall be the final.

With regard to any specific case of ambiguity and unsolved problem, the decision of the Vice-Chancellor shall be final.

All assessments must be done by the respective Schools as per the guidelines issued by the Controller of Examinations. However, the responsibility of announcing final examination results and issuing official transcripts to the students lies with the office of the Controller of Examinations.

**School of Computing and Information Technology**  
**Scheme of Instructions (2020 – 2024 Batch)**  
**B. Tech CS &SE**

**I SEMESTER**

Sl. No	Course Code	Title of the Course	HC/FC/SC/ OE	Credit Pattern & Credit Value				Contact Hours/ Week
				L	T	P	Credits	
1	B20AS0105	Multivariable Calculus and Linear Algebra	HC	3	0	0	3	3
2	B20EE0101	Basics of Electrical and Electronics Engineering	HC	3	0	1	4	5
3	B20CI0101	Introduction to Python Programming	FC	2	0	1	3	4
4	B20AS0104	Engineering Chemistry	HC	3	0	0	3	3
<b>TOTAL</b>				<b>11</b>	<b>0</b>	<b>2</b>	<b>13</b>	<b>15</b>
<b>Practical /Term Work / Practice Sessions /MOOCs</b>								
5	B20ME0102	Design Thinking	FC	1	0	1	2	3
6	B20AS0109	Biology for Engineers	FC	1	0	0	1	1
7	B20ME0101	Computer Aided Engineering Drawing	HC	2	0	1	3	4
<b>TOTAL</b>				<b>4</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>8</b>
<b>TOTAL SEMESTER CREDITS</b>							<b>19</b>	
<b>TOTAL CUMULATIVE CREDITS</b>							<b>19</b>	
<b>TOTAL CONTACT HOURS</b>							<b>23</b>	

**II SEMESTER**

Sl. No	Course Code	Title of the Course	HC/FC/SC/ OE	Credit Pattern & Credit Value				Contact Hours/ Week
				L	T	P	Credits	
1	B20AS0204	Probability and Statistics	HC	4	0	0	4	4
2	B20AS0106	Physics for Computer Science	HC	3	0	0	3	3
3	B20CS0101	Introduction to Data Science	FC	2	0	1	3	4
4	B20CE0201	Basics of Civil and mechanical Engineering	HC	3	0	1	4	5
5	B20CS0102	Programming for Problem Solving	HC	3	0	1	4	5
<b>TOTAL</b>				<b>15</b>	<b>0</b>	<b>3</b>	<b>18</b>	<b>21</b>
<b>Practical /Term Work / Practice Sessions /MOOCs</b>								
6	B20EC0101	IoT and Applications	FC	1	0	1	2	3
7	B20ME0104	Entrepreneurship	FC	1	0	0	1	1
<b>TOTAL</b>				<b>2</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>4</b>

<b>TOTAL SEMESTER CREDITS</b>	<b>21</b>
<b>TOTAL CUMULATIVE CREDITS</b>	<b>40</b>
<b>TOTAL CONTACT HOURS</b>	<b>25</b>

### III SEMESTER

Sl. No	Course Code	Title of the Course	HC/FC/SC/ OE	Credit Pattern & Credit Value				Contact Hours/ Week
				L	T	P	Credits	
1	B20CI0301	Analog and Digital Electronics	HC	3	0	1	4	5
2	B20CI0302	Programming with JAVA	HC	3	0	1	4	5
3	B20CI0303	Data Structure and Algorithms	HC	3	0	1	4	5
4	B20AS0302	Discrete Mathematics and Graph Theory	HC	3	0	0	3	3
5	B20EK0301	Computer Organization and Architecture	HC	3	0	0	3	3
<b>TOTAL</b>				<b>15</b>	<b>0</b>	<b>3</b>	<b>18</b>	<b>21</b>
<b>Practical /Term Work / Practice Sessions /MOOCs</b>								
6	B20MGM301	Management Science	FC	2	0	0	2	2
7	B20AS0301	Environmental Science	FC	2	0	0	2	2
8	B20AHM301 OR B20AHM302	Advanced Kannada OR Basics of Kannada	MC	0	0	0	0	0
<b>TOTAL</b>				<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>
<b>TOTAL SEMESTER CREDITS</b>							<b>22</b>	
<b>TOTAL CUMULATIVE CREDITS</b>							<b>62</b>	
<b>TOTAL CONTACT HOURS</b>							<b>25</b>	

### IV SEMESTER

Sl. No	Course Code	Title of the Course	HC/FC/SC/ OE	Credit Pattern & Credit Value				Contact Hours/ Week
				L	T	P	Credits	
1	B20CI0401	Design and Analysis of Algorithms	HC	3	0	1	4	5
2	B20EK0401	Device Driver Programming	HC	3	0	0	3	3
3	B20CI0402	Unix Operating System	HC	3	0	1	4	5
4	B20CI0403	Database Management System	HC	3	0	1	4	5
5	B20EK0402	Microprocessors and Interfacing	HC	3	0	0	3	3
6	B20AS0401	Numerical Methods and Optimization Techniques	HC	3	0	0	3	3
<b>TOTAL</b>				<b>18</b>	<b>0</b>	<b>3</b>	<b>21</b>	<b>24</b>
<b>Practical /Term Work / Practice Sessions /MOOCs</b>								
7	B20AH0301	Communication Skills	FC	2	0	0	2	2
8	B20LS0301	Indian Constitution and Professional Ethics	FC	2	0	0	2	2
9	B20AHM401	Universal human values	MC	0	0	0	0	0
<b>TOTAL</b>				<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>

<b>TOTAL SEMESTER CREDITS</b>	<b>25</b>
<b>TOTAL CUMULATIVE CREDITS</b>	<b>87</b>
<b>TOTAL CONTACT HOURS</b>	<b>28</b>

### V SEMESTER

Sl. No	Course Code	Title of the Course	HC/F C/SC/ OE	Credit Pattern & Credit Value				Contact Hours/ Week
				L	T	P	Credits	
1	B20EJ0501	Web Technology	HC	3	0	2	5	7
2	B20CI0501	Computer Networks	HC	3	0	1	4	5
3	B20EK0501	Smart Sensors and Transducers	HC	3	0	0	3	3
4	B20CI0502	Machine Learning	HC	3	0	1	4	5
5	B20EXS5(01-06)	Professional Elective-I	SC	3	0	0	3	3
6	B20XXO5XX	Open Elective-I	HC	3	0	0	3	3
<b>TOTAL</b>				<b>18</b>	<b>0</b>	<b>4</b>	<b>22</b>	<b>26</b>
<b>Practical /Term Work / Practice Sessions /MOOCs</b>								
6	B20CI0503	Technical Documentation	FC	1	0	0	1	1
7	B20EA0501	AI & Humanity	FC	2	0	0	2	2
<b>TOTAL</b>				<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>
<b>TOTAL SEMESTER CREDITS</b>							<b>25</b>	
<b>TOTAL CUMULATIVE CREDITS</b>							<b>112</b>	
<b>TOTAL CONTACT HOURS</b>							<b>29</b>	

### VI SEMESTER



Sl. No	Course Code	Title of the Course	HC/FC/SC/ OE	Credit Pattern & Credit Value				Contact Hours/Week
				L	T	P	Credits	
1	B20EK0602	IOT and Cloud Programming	HC	3	0	0	3	3
2	B20EA0601	Big Data Analytics	HC	3	0	1	4	5
3	B20EXS6(01-06)	Professional Elective-II	SC	3	0	0	3	3
4	B20EXS6(07-09)	Professional Elective-III	SC	3	0	0	3	3
5	B20EKX6(10-12)	Professional Elective-IV	SC	3	0	0	3	3
6	B20XXO6XX	Open Elective-II	HC	3	0	0	3	3
<b>TOTAL</b>				<b>18</b>	<b>0</b>	<b>1</b>	<b>19</b>	<b>20</b>
<b>Practical /Term Work / Practice Sessions /MOOCs</b>								
7	B20CI0601	Research Based Mini Project	HC	0	0	2	2	4
8	B20PA0501	Indian Tradition and Culture	FC	1	0	0	1	1
9	B20EA0602	Brain Machine Interface (BMI)	FC	1	0	1	2	3
<b>TOTAL</b>				<b>2</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>8</b>
<b>TOTAL SEMESTER CREDITS</b>								<b>24</b>
<b>TOTAL CUMULATIVE CREDITS</b>								<b>136</b>
<b>TOTAL CONTACT HOURS</b>								<b>28</b>

## VII SEMESTER

Sl. No	Course Code	Title of the Course	HC/FC/SC/ OE	Credit Pattern & Credit Value				Contact Hours/Week
				L	T	P	Credits	
1	B20EKS7(01-03)	Professional Elective-V	SC	3	0	0	3	3
2	B20XXO7(XX)	Open Elective-III	OE	3	0	0	3	3
<b>TOTAL</b>				<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>6</b>
<b>Practical /Term Work / Practice Sessions /MOOCs</b>								
3	B20CI0701	Summer Internship/Global Certification	HC	0	0	3	3	6
4	B20CI0702	Project Phase-I	HC	0	0	4	4	8
<b>TOTAL</b>				<b>0</b>	<b>0</b>	<b>7</b>	<b>7</b>	<b>14</b>
<b>TOTAL SEMESTER CREDITS</b>								<b>13</b>
<b>TOTAL CUMULATIVE CREDITS</b>								<b>149</b>
<b>TOTAL CONTACT HOURS</b>								<b>20</b>

## VIII SEMESTER

Sl.	Course Code	Title of the Course	HC/FC/	Credit Pattern &	Contact
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No			SC/ OE	Credit Value				Hours/ Week
				L	T	P	Credits	
1	B20CI0801	Capstone-Project Phase-II	HC	0	0	8	8	16
<b>TOTAL</b>				<b>0</b>	<b>0</b>	<b>8</b>	<b>8</b>	<b>16</b>
<b>Practical /Term Work / Practice Sessions /MOOCs</b>								
2	B20XX08XX	Open Elective-IV	OE	3	0	0	3	3
<b>TOTAL</b>				<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>
<b>TOTAL SEMESTER CREDITS</b>							<b>11</b>	
<b>TOTAL CUMULATIVE CREDITS</b>							<b>160</b>	
<b>TOTAL CONTACT HOURS</b>							<b>19</b>	

### Professional Electives in System Engineering Stream

	Code	Course	Code	Course	Code	Course
<b>PE-I/V sem</b>	B20EKS501	Introduction to Robotics and Drones	B20EKS503	Cryptography and Network Security	B20EKS505	Storage Area Networks
	B20EAS504	Fuzzy Logic and Systems	B20EKS502	Predictive Analytics using PYTHON	B20EKS506	Digital System Design with Verilog
<b>PE-II/ VI sem</b>	B20EJS606	Neural Networks and Deep learning	B20EJS604	Block Chain Technology	B20EKS605	System-on-Chip Design
	B20EKS601	Text and Web Mining	B20EKS602	High Performance Computing	B20EKS603	Distributed Computing and Parallel Systems
<b>PE-III/ VI sem</b>	B20EJS607	Computer Vision and Applications	B20EJS608	Advanced Topics in Wireless Networks	B20EJS609	Compiler Design
<b>PE-IV/ VI sem</b>	B20EKS610	Advanced Topics in Machine Learning	B20EKS611	Advanced Computer Architecture	B20EKS612	Embedded Systems
<b>PE-V/ VII sem</b>	B20EAS701	Swarm and Bio-inspired Intelligence	B20EKS703	System Modelling and Simulation	B20EKS702	Augmented and Virtual Reality

#### Open Electives Offered to Other schools

5TH SEM /OE-I		6th SEM /OE-II			7th SEM /OE-III			8th SEM /OE-IV			
Course code	Course Name	Teaching School	Course code	Course Name	Teaching School	Course code	Course Name	Teaching School	Course code	Course Name	Teaching School
B20CIO501	Introduction to AI	CIT	B20CIO601/602	Data Mining/Machine Learning	CIT	B20CIO701	Python for data science	CIT	B20CIO801	IoT Programming	CIT
B20CIO502/503	OOPS with c++/Web technology	CIT	B20CIO603	Neural Networks	CIT	B20CIO702	Deep Learning	CIT	B20CIO802	Reinforcement Learning	CIT

## Skill Development Programs

<b>Skill Development Programs (by Clubs/Industries/Corporate-Trainers/School-Faculty)</b>		
GitHub and Open Source Technologies	Project Development Tools	Ethical Hacking
CyberSecurity and Forensics	Cyber Physical Systems	IOT And Cloud Convergence
Graphics With Open Source Tools	AR And VR With UNITY Software	Robotic Process Automation
Data Analysis Using Python	Python And ML	Data Analysis With R
Mongo dBand NOSQL	Django And Python	Full Stack Development
DevOpsTools	Linux System Administration	Cloud Administration
Network Administration	Software Testing with Scrum	Software Project Management
Bigdata Using Spark/Hadoop	Excel And SQL For Data Analysis	AWS Cloud and DevOps
Azure Cloud and DevOps	Google Cloud and DevOps	Coding And Programming Skills
Android Application Development	IOS Application Development	NLP With Python
Social Media Analytics	JavaScript For Web Design	Micro Website Design Google Web Designer
Algorithms Thinking and Data Structures	UI Design	Storage System Management
Digital SEO/Sem Marketing	Web Services (Restful Services in Java, Etc.)	Digital Photography with Photoshop
Network Programming	WSN And IOT Programming	Image Processing Using Python
5G And IOT	Sentiment Analysis	Machine Learning And IOT
System Integration Tools	Computational Biology Using Python	C# And .Net
Kotlin Programming	Julia Programming	Objective C Programming
JavaScript For CyberSecurity	C++ Programming For Automotive Applications	E-Commerce Site Design
Banking And Insurance Using Python	MATLAB For Scientific Computing	Network Simulator NS3

<b>Certification Programs</b>		
EC Council: Certified Ethical Hacker	EC Council: CHFI Certified Hacking Forensics Investigator	Cisco: CCNP Security
CWNP: CWNS Certified Wireless Network Security Professional	ISACA: Certified Information Security Manager	Juniper: Juniper Network Certified Internet Professional
AWS: Certified Solutions Architect Professional	AWS: Certified DevOps Engineer	AWS: Certified Security Speciality
Google: Certified Professional Cloud Architect	Google: Associate Cloud Engineer	Red Hat: RHSCA in Red Hat OpenStack
Professional Cloud Developer	IBM: Certified System Administrator	IBM: Certified Database Administrator
PSC: Scrum Certification	Microsoft: Advanced MS Excel	PMI: PMP Certification
COBIT: IT Service Management Certification	VMWare: Advanced Certified Professional – Data Centre Virtualization	VMWare: Certified Professional Network Virtualization
IBM: Certified Application Developer	IBM: AI Certification	IBM: Data Science Professional Certificate
Wireshark: Certified Network Analyst	Cisco: CCNA Network Associate	Cisco: CCNP Enterprise
CWNP: WIFI administration	CWNP: Wireless Security Professional	Kubernetes and Red Hat OpenStack /AWS
VMWare: Certified Professional Cloud Management and Automation	Oracle: Business Intelligence	Oracle: Enterprise Management
Oracle: Virtualization	Red Hat: Microservices Certification	Block Chain Council: Blockchain Certification
DLA:Certified REST API Practitioner	Cloud Credential Council: IOT Certification	Microsoft:DevOps Engineer
Microsoft: Azure Data Engineer	Microsoft: Azure Administrator	Microsoft: Azure AI Engineer

## Detailed Syllabus Semester 1

Course Title	Multivariable Calculus and Linear Algebra				Course Type		Theory	
Course Code	B20AS0105	Credits	3		Class		I Semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-	Theory	Practical	IA	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	-	<b>50%</b>	<b>50%</b>

### COURSE OVERVIEW:

The course Differential Calculus deals with the basic aspect's differential calculus. The students of Computer Science are equally benefited with this course as stepping stone to the broad areas of calculus. This course familiarizes students with important concepts coming under differential calculus and to develop strong foundations on these concepts. In Computer Science, Calculus is used for machine learning, data mining, scientific computing, image processing, and creating the graphics and 3D visuals for simulations. Calculus is also used in a wide array software program that require it. Linear algebra provides concepts that are crucial to many areas of computer science, including graphics, image processing, cryptography, machine learning, optimization, graph algorithms, information retrieval and web search.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain the scalar product and vector product of two or more vectors.
2. Illustrate how to find angle between polar curves with a suitable example.
3. Demonstrate the use of radius of curvature of the curves can be best suited for machine learning techniques with big data analytics.
4. Describe the concepts of Linear algebra and calculus theory.

**COURSE OUTCOMES (COs)**

After the completion of the course, the student will able to:

CO#	Course Outcomes	POs	PSOs
CO1	Apply Taylor's and Maclaurin's series for finding series expansions of functions and approximating values. expansions of functions and approximating values.	1-6	1,2
CO2	Identify and evaluate the radius of curvature of the given curve. Also evaluate the given indeterminate form using L' Hospital rule.	1-6	1,2
CO3	Make use of Gauss elimination and Gauss Jordan method for solving the system of equations, if the given system of equations is consistent.	1-6	1,2
CO4	Determine the Eigen values, the corresponding Eigen vectors and diagonalizable the given square matrix.	1-6	1,2
CO5	Learn new tools and technologies in the linear algebra and apply for suitable application development.	12	1,2
CO6	Develop solutions in the linear algebra to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5, 9, 10	2, 3

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember(L1)	Understand(L2)	Apply(L3)	Analyse(L4)	Evaluate(L5)	Create(L6)
CO1			✓			
CO2			✓		✓	
CO3			✓			
CO4			✓			
CO5			✓			
CO6			✓	✓		

### COURSE ARTICULATION MATRIX

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	3	2	2	3	1							3	3	
CO2	3	3	3	3	3	1							3	3	
CO3	3	3	2	2	3	1							2	2	
CO4	2	3	2	3	3	1							1	1	
CO5												2	2	2	
CO6					2				2	2				2	3

Note:1-Low,2-Medium,3-High

### COURSE CONTENT THEORY

Contents
<b>UNIT – 1</b>
<p><b>Introduction to Vector Differentiation:</b> Introduction, Scalar and vector point functions, velocity, acceleration, Gradient, Divergence, Curl, Laplacian, Solenoidal and Irrotational vectors, Vector identities.</p> <p><b>Differential Calculus-1:</b> Successive differentiation- nth derivatives of standard functions (no proof) simple problems, Leibnitz Theorem (without proof) and problems, Taylor's series and McLaurin's series expansion for function of one variable(only problems), Polar curves- Angle between the radius vector and the tangent, angle between two curves, Pedal equation for polar curves. Applications in computer science.</p>
<b>UNIT-2</b>
<p><b>Differential Calculus-2:</b> Derivative of arc length – concept and formulae (without proof), Radius of curvature-Cartesian, parametric, polar and pedal forms (with proof) problems. Indeterminate forms and solution using L'Hospital's rule. Analysis of Randomized algorithms using Differential Calculus. Applications in computer science.</p>
<b>UNIT-3</b>
<p><b>Linear Algebra-1:</b> Basic concepts, Echelon form, normal form of a matrix, Rank of Matrix, Gauss-Jordan method to find inverse of a matrix, consistency of linear system of equations, Gauss elimination and Gauss-Jordan method to solve system of equations. Linear Algebra for statistics. Applications in computer science.</p>
<b>UNIT-4</b>
<p><b>Linear Algebra-2:</b> Linear Transformations, orthogonal transformation, Eigen values and Eigen Vectors. Complex matrices, Similarity of Matrices, Diagonalization. Rayleigh power method to determiner largest Eigen value and the corresponding Eigen vector. Analysis of Randomized algorithms using Linear Algebra. Applications in computer science.</p>



**TEXTBOOKS:**

1. Theodore Shifrin, "Multi-Variable Calculus and Linear Algebra with Applications", Wiley, 1st Edition, Volume 2, 2018.
2. B.S. Grewal, "Higher Engineering Mathematics", Khanna Publishers, 43<sup>rd</sup> edition, 2015.
3. Erwin Kreyszig, "Advanced Engineering Mathematics", Wiley Publications, 9<sup>th</sup> edition, 2013.
4. Ron Larson, "Multivariable Calculus, Cengage Learning", 10th Edition, 2013.

**REFERENCE BOOKS:**

1. B.V. Ramana, "Higher Engineering Mathematics", Tata McGraw Hill Publications, 19th Reprint edition, 2013.
2. R.K.Jain and S.R.K.Iyengar, "Advanced Engineering Mathematics", Narosa Publishing House, 4th edition, 2016.
3. Stanley I. Grossman, "Multivariable Calculus, Linear Algebra, and Differential Equations", 2nd Edition, Academic Press 1986.

**JOURNALS/MAGAZINES**

<https://www.sciencedirect.com/journal/linear-algebra-and-its-applications>

**SWAYAM/NPTEL/MOOCs:**

1. <https://youtu.be/XzaeYnZdK5o>
2. <https://youtu.be/KSntcGOFdUc>
3. <https://youtu.be/LJ-LoJhbBA4>

**SELF-LEARNING EXERCISES:**

1. Vectors in Space, Generalized Leibniz Rules, Mean Value of Derivatives, Powers of a matrix,
2. Testing of Linear Dependence and Independence and multivariate calculus. Introduction to differential equations.

Course Title	Basic Electrical and Electronics Engineering				Course Type		Integrated	
Course Code	B20EE0101	Credits	4		Class		I Semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	3	3	3	Theory Hours	Practical Hours	CIE	SEE
	Practice	1	2	1				
	Tutorial	-	-	-				
	<b>Total</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>39</b>	<b>26</b>	<b>50%</b>	<b>50%</b>

#### COURSE OVERVIEW

Basic Electrical & Electronics Engineering covers basic concepts of electrical engineering and electromagnetism. This course introduces the student to the working AC and DC Machines. It also helps the student to understand the basics in digital electronics by applying the knowledge of logic gates and learning the applications of diodes in rectifiers, filter circuits. Further, it has a self-learning component on BJT's.

#### COURSE OBJECTIVE (S):

1. Explain the basics of electrical and electronics engineering terminologies.
2. Distinguish the single and three phase systems.
3. Illustrate the different building blocks in digital electronics using logic gates and explain simple logic functions using basic universal gates.
4. Discuss the applications of diode in rectifiers, filter circuits and wave shaping.
5. To build a broad concept for hands on experience in various types of electrical apparatus, tools and instrumentation with electrical safety norms.
6. To analyze the schematics for making electrical connection and to interpret experimental data for various electrical appliances.

#### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Summarize the basics of electrical engineering terminology and the usage.	1-6	1
CO2	Analyze the concepts and applications of DC & AC Machines.	1-5	1
CO3	Apply the concept of domestic wiring, importance of safety and sensing devices	1-5,10	1
CO4	Analyze the different building blocks in digital electronics using logic gates and applications of diode in rectifiers, filter circuits and wave shaping.	1-5	1
CO5	Interpret, Identify and use appropriate electrical tools for electrical connections and to repair electrical equipment's.	1-7, 9,10	1,2

CO6	Compare experimental results with theoretical analysis and the ability to critically evaluate the performance of electrical appliances.	1-7, 9,10	1,2
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**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1	√	√				
CO2				√		
CO3			√			
CO4				√		
CO5			√			
CO6				√		

**COURSE ARTICULATION MATRIX**

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PS01	PS02	PS03
CO1	2	1	3	1	2	1							1		
CO2	1	3	2	2	1								1		
CO3	2	2	2	2	1					2			1		
CO4	3	3	3	1	1								1		
CO5	2	2	1	3	1	3	1		3	1			3	3	
CO6	2	2	1	3	1	3	1		3	1			3	3	

**Note:**1-Low,2-Medium,3-High

**COURSE CONTENT:  
THEORY:**

<b>CONTENTS</b>
<b>UNIT-1</b>
Electrical Circuits: Basic definitions, Types of elements, Ohm’s Law, Kirchhoff’s Laws, Resistive, Inductive, capacitive networks, Series, Parallel circuits and Star-delta and delta-star transformations, Network Theorems (Superposition, Thevenin’s & Norton’s) Generation of an alternating Emf–average and rms values of alternating quantity–representation of alternating quantities by phasors–single phase series and parallel circuits (simple problems), three phase systems and power calculations
<b>UNIT-2</b>
DC-Machines: Construction and Principle of operation of DC Machines–Emf & Speed equations–types–applications. AC-Machines: Principle of operation of single phase transformers–Emf equation–losses– efficiency and regulation-Construction and working principle of induction motors–Slip–torque characteristics–applications-Construction and Principle of operation of alternators applications.
<b>UNIT-3</b>
Instruments: Basic Principle of indicating instruments–PMMC&MI instruments. Tariff, Protective Devices and Sensors: Tariff schemes, basic concepts of domestic wiring and types, Earthing, protective fuses, MCB, sensors: pressure sensors, strain gage, proximity sensors, displacement sensors, Rotatory encoder and ultrasonic sensors and civil engineering applications.
<b>UNIT-4</b>
Diodes: Introduction, Physical operation of p-n junction diodes, Characteristics of p-n junction diodes, Zener diode, Rectifier circuits (half-wave, full-wave, bridge and peak rectifiers),Light emitting diodes. Digital Electronic Principles: Introduction, Binary digits, Logic levels and Digital waveforms, Introduction to basic logic operation, Number system, Decimal numbers, Binary numbers, Decimal-to-Binary conversion, Simple binary arithmetic.

**PRACTICE:**

<b>No</b>	<b>Title of the Experiment</b>	<b>Tools and Techniques</b>	<b>Expected Skill /Ability</b>
1.	Electrical Safety Training.	Trainer kit Ohms Law Fall of resistance	Importance & applications of Earthing, Fuse & MCB
	a) To Study the importance of Earthing during accidental shorting of line wire and the body of equipment.		
	b) To conduct experiment and to know the Importance and mechanism of FUSE		
	c) To study the Importance and mechanism of MCB.		
2.	Home Electrical Wiring Demonstration.	Fluorescent Lamp wiring Panel Fan with switch and regulator Kit	Connection & Trouble shooting of fluorescent lamp wiring & Fan with switch and regulator
	a) To study & verify the connection procedure for fluorescent lamp wiring.		
	b) To study the connection of Fan with switch and regulator.		

3.	Two-way switch/ staircase wiring. To study & verify the connection procedure for two-way switch or staircase wiring	Two-way switch or staircase wiring Kit	Connection, Working & application of Two-way switch
4.	Behaviour of current and voltage in series and parallel circuits. a) To study and verify the behaviour of current and voltage in series circuit.	Series and parallel circuits Kit	Connection & behaviour of current & voltage in series, parallel circuit
	b) To study and verify the behaviour of current and voltage in parallel circuit.		
5	Polarity test on single phase transformer. a) To determine the additive polarity of a single-phase transformer.	Transformer Kit	Polarities of single phase transformer
	b) To determine the subtractive polarity of a single-phase transformer.		
6	Determination of VI characteristics of Zener Diode	VI characteristics of Zener Diode kit	VI characteristics of Zener Diode
7	Determination of VI characteristics of Silicon Diode	VI characteristics of Silicon Diode kit	VI characteristics of Silicon Diode
8	Analyze the Half Wave and Full Wave rectifiers using Diode with and without filter	Rectifier kit	Determine the efficiency, Voltage regulation, ripple factor
9	Determine the Characteristics of BJT in Common Emitter Configuration	Characteristics of BJT in Common Emitter	Input & Output Characteristics of BJT
10	Determine the Characteristics of JFET in Common Source Configuration	Characteristics of JFET in Common	Input & Output Characteristics of JFET
11	Realization of Universal gates using basic logic gates.	Trainer kit	Universal gates will be realized using basic gates

#### TEXTBOOKS:

1. Nagrath I.J. and D. P. Kothari, "Basic Electrical Engineering", Third Edition Tata McGraw Hill, 2009.
2. Hayt and Kimberly, "Engineering Circuit Analysis", 8<sup>th</sup> Edition, Tata McGraw Hill, 2013.
3. Kulshreshtha D.C., "Basic Electrical Engineering", Tata McGraw Hill, 2009.
4. Rajendra Prasad, "Fundamentals of Electrical Engineering", Prentice Hall, India, 2009.
5. Hughes, E., "Electrical Technology", Pearson, 2005.
6. David A. Bell, "Electronic Devices and Circuits", Oxford University Press, 5<sup>th</sup> Edition, 2008.
7. D.P. Kothari, I. J. Nagrath, "Basic Electronics", McGraw Hill Education (India) Private Limited, 2014.

#### REFERENCEBOOKS:

1. Theodore Wildi, "Electrical Machines, Drives, and Power, 5<sup>th</sup> Systems", Pearson Edition, 2007.
2. Hughes, "Electrical Technology", International Students 9<sup>th</sup> Edition, Pearson, 2005.

#### JOURNALS/MAGAZINES

1. International Journal of Electrical Power and Energy Systems (<https://www.journals.elsevier.com/international-journal-of-electrical-power-and-energy-systems>)
2. Journal of Electrical Engineering (<https://link.springer.com/journal/202>)

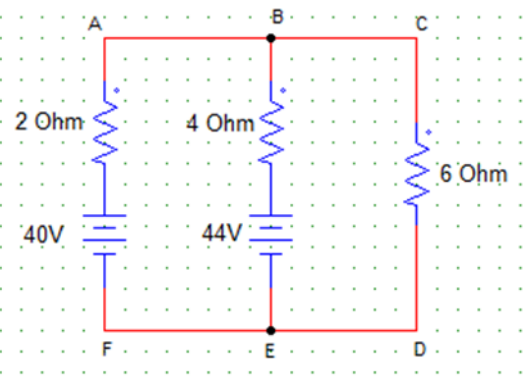
#### SWAYAM/NPTEL/MOOCs:

1. <https://nptel.ac.in/courses/108/108/108108076/>

**SELF-LEARNING EXERCISES:**

1. Build an electrical circuit using BJT as a switch
2. Identifying the practical application of Electromagnetic Induction

**PROBLEM BASED LEARNING**

No	Problems
1	A current of 20A flows through two ammeter A and B in series. Potential difference across A is 0.2V and across B is 0.8 V. Find how the same current will divide between A and B when they are joined in parallel.
2	<p>For the given circuit calculate the current supplied by each battery and current in 6 ohm resistor.</p> 
3	Two 12V batteries with internal resistances 0.2 ohm and 0.25 ohm respectively are joined in parallel and a resistance of 1 ohm is placed across the terminals. Find the current supplied by each battery.
4	A 6 pole induction motor is connected to a 50 Hz supply. It is running at a speed of 970 R.P.M. Find the synchronous speed and the slip
5	If $A = (1011)_2$ and $B = (1110)_2$ , perform the following arithmetic operations. i) Addition ii) subtraction iii) Multiplication
6	Simplify the given Boolean expression and implement using logic gates. i) $Y = AB + ABC + AB(D + E)$ ii) $Y = ABCD + ABD$ iii) $Y = AB + A(B + C) + B(B + C)$
7	Simplify the given Boolean Expression: i) $Y = XY + XYZ + XY\bar{Z} + \bar{X}Y\bar{Z}$ ii) $Y = \bar{A}\bar{B}C + \bar{A}B\bar{C} + \bar{A}BC$ iii) $Y = AC + C(A + \bar{A}B)$
8	<p>a) Perform the following operations:</p> <ol style="list-style-type: none"> <li>(i) Convert <math>(01110111)_2</math> to decimal</li> <li>(ii) Convert <math>(21)_{10}</math> to binary</li> <li>(iii) Add: <math>(1010)_2</math> and <math>(0011)_2</math></li> <li>(iv) Subtract: <math>(111.111)_2</math> from <math>(1010.01)_2</math></li> <li>(v) Divide: <math>(101101)_2</math> by <math>(110)_2</math></li> </ol>

## PROJECT BASED LEARNING

To enhance the skill set in the integrated course, the students are advised to execute course-based Design projects. Some sample projects are given below:

	<b>Suggested Projects</b>
1.	Design & Development of a rectifier circuit
2.	Identify the types of wiring
3.	Electricity bill calculation
4.	Identify the types of motors used in domestic & industrial application with nameplate details.
5.	Identification of different transformer based on their rating used for various applications.

Course Title	Introduction to Python Programming				Course Type		Integrated	
Course Code	B20CI0101	Credits	3		Class		I Semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	2	2	2				
	Practice	1	2	2	Theory	Practical	IA	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>26</b>	<b>26</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW:

Python is a Programming Language that can be treated in a procedural way, an object-orientated way or a functional way. It can be used on a server to create web applications, create workflows, connect to database systems, read and modify files, handle big data and perform complex mathematics. It can implement object oriented features and exception handling, It can parse the strings using regular expressions. It can be used for implementing the machine learning algorithms to develop solutions for interdisciplinary problems apart from any general problems leading to automation.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain the fundamentals of python programming language constructs and their applications.
2. Inculcate knowledge of parsing of regular expressions and their usage in various application domains.
3. Gain expertise in Object oriented programming and NumPy package.
4. Discuss the files, Pandas and Data Virtualization concepts.

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Make use of language constructs to solve real world problems using python programming.	1- 4, 8, 9, 12	1
CO2	Develop programs for text processing and other application domains by making use of regular expressions.	1-3, 5,9,12	2
CO3	Apply features of object oriented and NumPy package to develop computationally intensive programming to analyze and interpret the data.	1- 5, 9, 12	3
CO4	Create data science solutions with the help of files, Pandas and Data Visualization.	1,4,5,9,12	1-3
CO5	Learn new tools and technologies in the python and apply for suitable application development.	12	1,2
CO6	Develop solutions in the python 1to the complex problems, either individually or as a part of the team and report the results with proper	5, 9, 10	2,3



## BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1			√			
CO2			√			
CO3			√	√		
CO4			√	√	√	√
CO5			√			
CO6			√	√		

## COURSE ARTICULATION MATRIX

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	1	1	2				1	1			1	3		
CO2	3	2	3		2				1			1		3	
CO3	3	1	2	1	2				1			1			
CO4	3			2	2				1			1	3	3	3
CO5												1	2	2	
CO6					2				1	1				2	2

Note:1-Low,2-Medium,3-High

## COURSE CONTENT THEORY

Contents
<p align="center"><b>UNIT-1</b></p> <p><b>Introduction to Computer Fundamentals:</b> Computer Components, accessories, specifications of computers and external devices. Flowchart symbols and guidelines, types and advantages, Algorithm design.</p> <p><b>Python Fundamentals:</b> Introduction to Python: History, Applications, Your First Python Program, Constants, Variables, Naming conventions, simple data types, Type casting, Assignment statements, expressions, Boolean data type, Trigonometry functions, operators, precedence of operators, libraries, keywords, Python Collections, I/O statements, conditional statements, loops, functions, user defined functions. Introduction to GitHub and applications.</p>
<p align="center"><b>UNIT-2</b></p> <p>Strings: Unicode, Formatting Strings, Format Specifiers, other Common String Methods, Slicing a String. Regular Expressions: Case Study: Street Addresses, Case Study: Roman Numerals, Checking for Thousands, Checking for Hundreds, Using the {n,m} Syntax, Checking for Tens and Ones.</p>
<p align="center"><b>UNIT-3</b></p> <p>Object Oriented Programming: Defining Classes, The init() Method, Instantiating Classes, OOP features: Abstraction. Encapsulation, Single Inheritance, Polymorphism. Files: Reading from Text Files, Writing to text files, Reading and Writing the Binary Files.</p>
<p align="center"><b>UNIT-4</b></p> <p>NumPy: Introduction to NumPy, Creating arrays, Indexing Arrays, Array Transposition, Universal Array Function, Array Processing, Array Input and Output. Pandas and Data Visualization: Introduction, Series and Data Frames in pandas and Data Visualization.</p>

**PRACTICE:**

No	Title of the Experiment	Tools and Techniques	Expected Skill /Ability
Part-A			
1.	a). "LIST1" is a list that contains "N" different SRN of students read using a user defined function with the help of input () function. It is required to add SRN of "M" more students that are to be appended or inserted into "LIST1" at the appropriate place. The program must return the index of the SRN entered by user.	Windows/Linux OS, IDE, Jupyter	Create and perform operations on list.
	b)"TUPLE1" and "TUPLE2" are two tuples that contain "N" values of different data types read using the user defined function "READ" with the help of input() function. Elements of "TUPLE1" and "TUPLE2" are to be read one at a time and the "larger" value among them should be placed into "TUPLE3". Display all tuples.	Windows/Linux OS, IDE, Jupyter	Create and perform operations on Tuples.
2.	a)SET1 and SET2 are two sets that contain unique integers. SET3 is to be created by taking the union or intersection of SET1 and SET2 using the user defined function Operation (). Perform either union or intersection by reading choice from user. Do not use built in functions union () and intersection () and also the operators " " and "&".	Windows/Linux OS, IDE, Jupyter	Create and perform Union and Intersection, Operations on Sets.
	b)The Dictionary "DICT1" contains N Elements and each element in dictionary has the operator as the KEY and operand's as VALUES. Perform the operations on operands using operators stored as keys. Display the results of all operations.		Create dictionary and perform operation using user defined function.
3.	a)A substring "Substr" between index1 and index2 is to be extracted from the given input string "Str1", which is read using input(). Display the substring "Substr" using a user defined function if available in string "Str1", otherwise display NULL.	Windows/Linux OS, IDE, Jupyter	String operations.
	b) A string containing multiple words is to be read from the user one at a time, after reading perform following operations. Convert all the strings to uppercase and display Split the words of a string using space as the separation character and display.		
4.	a)Consider the text file, "Std.txt", with the details of students like SRN, NAME, SEMESTER, SECTION AND AVG_MARKS. Read the file, "Std.txt" and display the details of all the students of 4 <sup>th</sup> Semester "A" Section who have scored more than 75%.	Windows/Linux OS, IDE, Jupyter	File Handling.
	b)Consider the text file "Emp.txt", with the details of Employees like EMP_CODE, EMP_NAME, BASIC_SALARY, DA, GROSS_SALARY, NET_SALARY, LIC, PF and TOTAL-DEDUCTIONS. Read EMP_CODE, EMP_NAME, BASIC_SALARY, DA, LIC and PF from the user using input() and compute the following: TOTAL_DEDUCTIONS= (LIC+PF) GROSS_SALARY= BASIC_SALARY+ DA NET_SALARY= GROSS_SALARY – TOTAL_DEDUCTIONS. Write the above data to file for each employee. Read the content of "Emp.txt" and display the details of each employee		File Handling.

5.	a). A "CAR" has the attributes COMPANY_NAME, MODEL, COLOR, MANUFACUTING_YEAR and PRICE. A Class is required to be created for "CAR" to store the above attributes and perform the following operations: Get the details of "CAR" object from user and store into Array of objects Display the details of "CAR" object based on "COMPANY", "MODEL" and "PRICE".	Windows/Linux OS, IDE, Jupyter	Classes and objects usage.
	b). Airline Reservation System contains the attributes of passengers such as NAME, PAN_NO. MOBILE_NO, EMAIL_ID, SOURCE, DESTINATION, SEAT-NO, AIR-FARE and TRAVEL_DATE. A Class is required to be created for "Airlilne" with the above attributes and perform the following operations: Get the details of "Airline" object from user and store into Array of objects List details of all the passengers who travelled From "Bengaluru to London". List details of all the passengers who travelled From "Chicago to Beijing" on 10 <sup>th</sup> of Feb, 2020.		
6.	a). "Arr_1" is an integer array of size M x N. Size and content of the array is to be read using input() by using the user defined function READ_DATA(). It is required to display the Diagonal elements of "Arr_1" Elements of m <sup>th</sup> row (row no should be entered by user) Elements of n <sup>th</sup> column (column no should be entered by user)	Windows/Linux OS, IDE, Jupyter	NumPy arrays usability.
	b)The dictionary "DICT1" contains the pass percentage of each semester of B. Tech in CSE, where, "Semester" acts as the key and "Pass Percentage" acts as the value. A Python Pandas dataframe is required to be created using the dictionary "DICT1" and display it using a user defined function.		Pandas Series usability.
<b>Part-B (Mini Project: Library Management System)</b>			
1.	Develop a program to create the class "USER" with the attributes USER_NAME, USER_ID, SCHOOL_NAME, ADDRESS, PHONE_NO, EMAIL_ID, DOB and AGE. The functions add user (), delete user (), edit user (), search user () should be part of the class. Instantiate "User" class with 10 objects. Read the attributes of each "User" object using input () and store them in the file "User_File.txt".	Windows/Linux OS, IDE, Jupyter	Create a class user to read the attributes of user and store them in a file.
2	Develop a program to get the name of the "User" object whose details are to be deleted. Read the "User_File.txt" and delete the "User" object if found. Display the contents of "User_File.txt" after	Windows/Linux OS, IDE, Jupyter	Create a class user to read the attributes and
3	Develop a program to get the name of the "User" object whose details are to be edited (modified). Edit the details of the user object in the file "User_File.txt" and display the contents after	Windows/Linux OS, IDE, Jupyter	To create a class and edit the file.
4	Develop a program to create the class "BOOK" with the attributes TITLE, AUTHOR, PUBLISHER, YEAR, PRICE, SCHOOL_NAME and the functions add book(), delete book(), edit book() and search book(). Instantiate "Book" class with 10 objects. Read the attributes of each "BOOK" object using input () and store them in the file	Windows/Linux OS, IDE, Jupyter	Create a class book to read the attributes of user and store them in a file.
5	Develop a program to get the name of the "BOOK" object whose details are to be deleted. Read the "Book_File.txt" and delete the "BOOK" object whose details match with the data entered. Display the contents of "Book_File.txt" after deletion.	Windows/Linux OS, IDE, Jupyter	Create a class book to read the attributes and delete the object.

6	Develop a program to get the name of the "BOOK" object whose details are to be edited (modified). Edit the details of the "Book" object in the file "Book_File.txt" and display the contents after modification.	Windows/Linux OS, IDE, Jupyter	To create a class and edit the file.
7	Develop a program to create the class "TRANSACTION" with the attributes USER_ID, USER_NAME, AUTHOR, TITLE, EDITION, ISSUE_DATE, DUE_DATE and RETURN_DATE and the functions issue_book(), return_book() and search_book(). Instantiate "Transaction" class with 10 objects. Read the attributes of each "Transaction" object using input () and store them in the file "TransactionFile.txt". Develop a program to issue the book as requested by the user. Update the attributes in "Transaction_File"	Windows/Linux OS, IDE, Jupyter	Create class and perform string operations.
8	Develop a program to return the book. Edit the details of the user like USER_ID, USER_NAME, AUTHOR, TITLE, EDITION, ISSUE_DATE, DUE_DATE and RETURN_DATE in "TransactionFile.txt" and display the contents after modification. Compute the fine amount to be paid if return date is not same as due date. If both return date and due date are same and put zero in fine amount.	Windows/Linux OS, IDE, Jupyter	Create class and perform string operation.
9	Develop a program to search for a book using its "author". Display the message "available" if search is successful otherwise display the message "not available".	Windows/Linux OS, IDE, Jupyter	Create class and object, perform file operations and regular expressions.
10	Develop a program to get a list of users by referring to "User_File.txt" and "Transaction_File.txt".	Windows/Linux OS, IDE, Jupyter	Create class and object, perform file operations and regular expressions.
11	Develop a program to get List of Books in stock by referring to "Book_File.txt" and "Transaction_File.txt".	Windows/Linux OS, IDE, Jupyter	Create class and object, perform file operations and regular expressions.
12	Develop a program to get List of Books Issued by referring to "User File", "Book File" and "Transaction File".	Windows/Linux OS, IDE, Jupyter	Create class and object, perform file operations and
13	Develop a project by integrating User, Books, Transaction and Reports Modules.	Windows/Linux OS, IDE, Jupyter	Module integration and project

#### TEXTBOOKS:

1. Mark Pilgrim, "Dive into Python 3", Apress special edition, second edition, 2015.
2. Travis E. Oliphant, "Guide to NumPy", Tregol publishers, 2006.

#### REFERENCEBOOKS:

1. A B Choudhary, "Flowchart and Algorithms Basics" Mercury Learning and Information, 2020
2. Mark Lutz, "Learning Python", Oreilly. 2003.
3. John M. Zelle, "PYTHON Programming: An Introduction to Computer Science", Franklin, Beedle & Associates. 2004.
4. Michael Dawson, "Python Programming for the Absolute Beginners", 3<sup>rd</sup> Edition, CENAGE Learning.
5. Wesley J. Chun, "Core Python Programming", 2<sup>nd</sup> Edition, Prentice Hall.
6. Steve Holden and David Beazley, "Python Web Programming", New Riders, 2002. Springer, Kent D. Lee, "Python Programming Fundamentals", 2<sup>nd</sup> Edition.
7. John V. Guttag, "Introduction to Computation and Programming using Python", MIT Press, 2016.
8. [https://www.tutorialspoint.com/computer\\_fundamentals/computer\\_fundamentals\\_tutorial.pdf](https://www.tutorialspoint.com/computer_fundamentals/computer_fundamentals_tutorial.pdf)

### **JOURNALS/MAGAZINES**

1. <https://www.codemag.com/Magazine/ByCategory/Python>
2. [http://ijaerd.com/papers/special\\_papers/IT032.pdf](http://ijaerd.com/papers/special_papers/IT032.pdf)
3. <https://iopscience.iop.org/article/10.1088/1742-6596/423/1/012027>
4. <https://ieeexplore.ieee.org/document/4160250>

### **SWAYAM/NPTEL/MOOCs:**

1. Coursera – Python for everybody, University of Michigan
2. Coursera – Python Basics, University of Michigan
3. <https://nptel.ac.in/courses/106/106/106106182/>
4. <https://www.edx.org/learn/python>

### **SELF-LEARNINGEXERCISES:**

1. Explore PYTHON library for IOT programming
2. More exploration on GitHub
3. Data Visualization packages
4. C modules interface

Course Title	Engineering Chemistry				Course Type	Theory		
Course Code	B2OAS0104	Credits	3		Class		I semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	0	0	0	Theory	Practical	IA	SEE
	Tutorial	0	0	0				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>0</b>	<b>50%</b>	<b>50%</b>

#### COURSE OVERVIEW:

Engineering chemistry covers very relevant topics compatible with ECE, EEE and C&IT students and make them aware of importance of various aspects of basic science in engineering. The subject of Engineering chemistry covers area of light and matter interaction, clean energy storage and conversion devices, corrosion phenomenon and control which is widely an interdisciplinary subject of discussion. Further the course focus on the chemistry of engineering materials, and various applications. This area of science is very much interdisciplinary in its nature and gives a platform for students to strengthen their engineering knowledge to enlighten on the energy conversion and storage devices, which have become very attractive field of research in engineering stream. The subject deals with various engineering materials, their properties and applications in the field of engineering.

#### COURSE OBJECTIVE

The Engineering chemistry course is designed to fulfil the following objective;

1. Engineering chemistry covers the very basic knowledge required for engineering students to understand its importance of science in technology.
2. It provides the basic knowledge on Interaction of light and matter to know the electronic transitions in materials and storage and conversion devices.
3. Corrosion and metal finishing, explains the phenomenon of corrosion and its Prevention. It also covers the importance of metal finishing in various industries and fabrication of PCB
4. Polymers are all about the properties of various polymeric materials and their Commercial significance. The chapter reveals about technical and commercial Importance of composite materials.

#### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Understand the phenomenon of light and matter interaction to study the materials	1,2,4,7,11	2
CO2	Demonstrate the electrode processes in Batteries and conversion devices.	6,11	2
CO3	Describe Corrosion phenomenon and precautions to be taken in the selection of materials in controlling corrosion, Fabrication of PCB and industrial applications.	2,4,7,11	2
CO4	Illustrate the properties of polymers, nano materials, composite materials and their applications in various fields.	1,2,11,12	2
CO5	Learn new tools and technologies in the engineering chemistry and apply for suitable application development.	12	1,2
CO6	Develop solutions in the engineering chemistry to the complex problems, either individually or as a part of the team and report the results with proper analysis	5, 9, 10	2,3

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyse (L4)	Evaluate (L5)	Create (L6)
CO1	√					
CO2		√		√		
CO3		√	√			
CO4	√	√		√		
CO5			√			
CO6			√	√		

**COURSE ARTICULATION MATRIX**

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	3		1			2				1			2	
CO2						2					2	3		2	
CO3	2	2		2		1	2							2	
CO4		2		2			2				3			2	
CO5												2	2	2	
CO6					2				2	2				2	2

**Note:** 1-Low, 2-Medium, 3-High

**COURSE CONTENT**

**THEORY**

<b>Contents</b>
<b>UNIT-1</b>
<p><b>Light and matter interaction:</b> Electro-magnetic spectrum-Applications in Engineering, Interaction of EM radiation with matter, work function of matter, Electrons in matter. Bonding theories: MOT, Band structure of matters HOMO-LUMO. Photochemical and thermal reactions: Laws of photochemistry, quantum yield, high and low quantum yield reactions. Jablonski diagram - photophysical and photochemical processes, photo-sensitization, photo-polymerization and commercial application of photochemistry.</p>

#### UNIT-2

**CLEAN ENERGY STORAGE AND CONVERSION DEVICES:** Introduction to electrochemistry, basic concepts of Batteries and characteristics. Classification: Primary (Dry cell, Li-MnO<sub>2</sub>) and Secondary (Pb-acid, Li-ion) batteries. Super capacitors: classification, construction and applications in hybrid vehicles. Fuel cells: Alkaline fuel cells, Solid oxide fuel cells and phosphoric acid fuel cell. Photo-conversion devices: Photovoltaic cell, antireflective coating, panels and arrays. Production of single crystal semiconductor by Crystal pulling technique (Czochralski pulling technique), zone refining process (of Si).  
Problems: Calculation of energy and power density, capacity of a Battery and capacitance of super capacitors for electric vehicle applications.

#### UNIT-3

**Corrosion:** Electrochemical theory of corrosion, types of Corrosion- differential metal corrosion, differential aeration corrosion, boiler corrosion, and grain boundary corrosion, Corrosion studies on Al, Fe with pourbiac diagram, Factors affecting rate of corrosion-Primary, secondary. Corrosion control: Galvanizing & tinning, cathodic protection & Anodic Protection.

**Metal Finishing:** Theory of electroplating, Factors required to study electroplating Effect of plating variables in electroplating process, Electroplating of gold (acid, neutral and alkaline cyanide bath). Electro less plating of copper and PCB manufacture by Electro less plating of copper. (Applications/case studies).

#### UNIT-4

**CHEMISTRY OF ENGINEERING MATERIALS:** Polymer composites: Carbon fiber, Kevlar synthesis and applications, Conducting polymers: synthesis, electron transport mechanism and applications in polyacetylene and polyaniline. Liquid crystals: Introduction classification and applications in electronic display devices. Nanomaterials: Introduction, classification based on dimensionality, quantum confinement. Size dependent properties- surface area, magnetic properties (GMR phenomenon), and thermal properties. Synthesis, Properties and applications of Fullerenes, CNT and Graphene. Sensors: Physical and chemical sensors, Biosensors for bioelectronic applications.

#### TEXTBOOKS:

1. R.V. Gadag & Nithyanandashetty, "Engineering Chemistry", Iik International Publishing house.
2. S.S. Dara, "Text Book of Engineering Chemistry", S. Chand & Co.
3. S.S. Chawla, "Text Book of Engineering Chemistry", Dhanpat Rai Pub. Co.

#### REFERENCE BOOKS:

1. P.W. Atkins, "Physical Chemistry", 5<sup>th</sup> edition Oxford.
2. Callister W.D., "Materials Science and Engineering", John Wiley & Sons.
3. R. Gopalan, D. Venkappaya, S. Nagarajan, "Engineering Chemistry", Vikas Publication.

#### JOURNALS/MAGAZINES:

1. <https://www.sciencedirect.com/journal/water-science-and-technology>
2. <https://iwaponline.com/wst>
3. <https://www.scitechnol.com/nanomaterials-molecular-nanotechnology.php>
4. <https://www.journals.elsevier.com/journal-of-energy-storage>

#### SWAYAM/NPTEL/MOOCs

1. <https://nptel.ac.in/courses/105/105/105105201/>
2. <https://nptel.ac.in/courses/112/108/112108150/>



### PROBLEM BASED LEARNING

No	Problems
1	Calculation of wavelength and frequencies of the radiations
2	Calculation of band structure by HOMO and LUMO
3	Determination of cell potentials
4	Calculation of energy density and power density of a battery.
5	Determination of capacitance of a super capacitor
6	Crystal field stabilization energy

### PROJECT BASED LEARNING

To enhance the skill set in the integrated course, the students are advised to execute course-based

#### Design projects.

Some sample projects are given below:

No.	Suggested Projects
1.	Collection of literature for the materials for the semi conducting applications
2.	Synthesis of a semiconductor materials for the electronic applications
3.	Construction of a PCB for the electronic device
4.	Synthesis of conducting polymers
5.	Synthesis of Energy storage materials
6.	Fabrication of efficient aqueous battery or super capacitor

Course Title	Design Thinking				Course Type		Integrated	
Course Code	B20ME0102	Credits	2		Class		I Semester	
Design Thinking	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	1	1	1	Theory	Practical	IA	SEE
	Tutorial	0	0	0				
	Practice	1	2	2				
	<b>Total</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>13</b>	<b>26</b>	<b>50%</b>	<b>50%</b>

**COURSE OVERVIEW:**

Today, innovation is everyone's business. At every level, in every kind of organization, design thinking provides the tools that one needs to become an innovative thinker and uncover creative opportunities. For example, companies like Procter, Gamble and GE have incorporated Design Thinking into their strategy and marketing. The course draws on methods from engineering and design, and combines them with ideas from the arts, tools from the social sciences, and insights from the business world. In this course, students start in the field, where they discover the needs of the target audience. They then iterate ideas on teams to develop a range of promising possible solutions, create rough prototypes to take back out into the field, and learn to test with real people in the target audience.

**COURSE OBJECTIVE:**

1. To impart knowledge on design thinking process for understanding designs.
2. To provide design skills to analyze design thinking issues and apply the tools and techniques of design.
3. To inculcate attitude to solve societal problems using design thinking tools.

**COURSE OUTCOMES (CO's):**

On successful completion of this course; the student shall be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Identify the problems that fall under the purview of human centered design process for creative problem solving.	1,2, 9,10,12	1,2
CO2	Create empathy maps to visualize user attitudes and develop innovative products or services for a customer base using ideation techniques	1,2,9,10,12	2
CO3	Build simple prototypes for problems using gathered user requirements.	1,3, 9,10,12	1,2
CO4	Improve prototype by testing it with a specific set of users for making it sustainable by following ethics.	1,4,8,9,10,12	1,2
CO5	Learn new tools, technologies and apply for suitable application development.	12	1, 2
CO6	Develop solutions to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5, 9, 10	2, 3

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1	✓					
CO2			✓			
CO3			✓			
CO4				✓		
CO5			✓			
CO6			✓	✓		

**COURSE ARTICULATION MATRIX**

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PS01	PS02	PS03
CO1	3	2							2	2		2	3	2	
CO2	1	3							2	3		2		2	
CO3	2		3						3	3		2	2	3	
CO4	2			2				1	3	2		2	2	3	
CO5												2	2	2	
CO6					2				2					2	2

Note:1-Low,2-Medium,3-High

**Course Content  
Theory**

Contents
<b>UNIT-1</b>
<p><b>Design Thinking Process:</b> Types of the thinking process, Design thinking: Definition, Origin of design thinking, Importance of design thinking, Design vs Design thinking. Problem Exploration, Case Studies from Embrace-Stanford Innovation Challenge, IDEO, GE Healthcare, The Good Kitchen- Denmark Program etc, identifying the target users for the problem selected, Survey on existing solutions for the problem identified.</p> <p><b>Empathizing:</b> Powerful Visualizing tool – a method to connect to the user, Creating Empathy maps – Case studies.</p>
<b>UNIT-2</b>

**Defining the problems:** POV statements from User perspective. Idea generation: Methods to spark the innovative ideas – Brainstorming, Mind map, Story board, Provocation etc.

**What is a prototype?** - Prototyping as a mindset, prototype examples, prototyping for products; Why we prototype? Fidelity for prototypes, Process of prototyping- Minimum Viable prototype

**Prototyping for digital products:** What's unique for digital, Preparation; Prototyping for physical products: What's unique for physical products, Preparation; Testing prototypes with users.

**PRACTICE:**

Sl.No	Name of the Practice Session	Tools and Techniques	Expected Skill /Ability
1	Identifying the problem that can be solved using Design Thinking approach	Observation and survey	Develop identifying human centered problems
2	Build the empathy maps for simple problems like single user	Visualization	Develop ability to understand other's emotions
3	Build the detailed empathy maps for problem identified in the teams formed	Visualization	Develop ability to understand other's emotions
4	Presentation by student teams	PPT	Develop ability to express their views
5	Obtain the insights into user's problems and make PoV statement	Understanding	Develop making problem statements from user perception
6	Presentation by student teams	PPT	Develop ability to express their views
7	Carry out Brain storming between the groups and generate as many as ideas possible	Ideation tools	Develop innovative mind set
8	Prototype for best 3 ideas selected	Sketching, simple model making etc	Develop prototyping techniques
9	Presentation by student teams	PPT	Develop ability to express their plan
10	Test the developed prototype with set of identified users	Google forms, cold calls, social media etc.	Develop understanding of various testing methods
11	Pitching final solution	PPT	Develop ability to express their views

**TEXT BOOKS:**

1. Gavin Ambrose, "Paul Harris,Basics Design-Design Thinking", AVA Publishing, 2010
2. Kathryn McElroy, "Prototyping for Designers: Developing the best Digital and PhysicalProducts", O'Reilly,2017.

**REFERENCE BOOKS:**

1. Michael G. Luchs, Scott Swan, Abbie Griffin, "Design Thinking – New Product Essentials fromPDMA", Wiley, 2015.
2. Vijay Kumar, "101 Design Methods: A Structured Approach for Driving Innovation in YourOrganization", 2012.

**JOURNALS/MAGAZINES/ADDITIONAL SOURCES**

1. Leonard, D., and Rayport, J. F. 1997. Spark Innovation through Empathic Design. In HarvardBusiness Review, November-December 1997, 102-113.
2. <https://www.ideo.com>
3. <https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process>
4. <https://www.ibm.com/design/thinking/page/toolkit>

5. <https://www.interaction-design.org/literature/article/define-and-frame-your-design-challenge-by-creating-your-point-of-view-and-ask-how-might-we>
6. <https://www.culturepartnership.eu/en/article/ten-tools-for-design-thinking>
7. <https://youtu.be/M66ZU2PClCM>
8. [https://thisisdesignthinking.net/2017/07/innogy\\_energy\\_ecarsharing/](https://thisisdesignthinking.net/2017/07/innogy_energy_ecarsharing/)

#### SWAYAM/NPTEL/MOOCs:

1. <https://nptel.ac.in/courses/109/104/109104109/>
2. <https://nptel.ac.in/courses/110106124/>

Course Title	Biology For Engineers				Course Type		Theory	
Course Code	B20AS0109	Credits	1		Class		I semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	1	1	1	Theory	Practical	CIE	SEE
	Practice	-	-	-				
	Tutorial	-	-	-				
	<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>13</b>	<b>0</b>	<b>50%</b>	<b>50%</b>

#### COURSE OVERVIEW:

Understanding biological systems, principles and concepts in order to create usable, tangible, economically viable product or process has become need of the hour. Hence irrespective of the parent engineering discipline, knowledge and expertise from pure and applied sciences is necessary to create product or process related to healthcare, agriculture, environmental issues and many more. Any engineer will have a high probability of using biology related skills and concepts to create products and processes beneficial to the mankind and as well for the sustainable environmental friendly approach. For example, the knowledge can be used to create medical devices, diagnostic equipment's, bioreactor designing, agriculture related equipment/instruments or anything related to surface science, fluid mechanism and polymer science. This course is designed to lay foundation in the field of Cell biology, Molecular biology and Genetics, so that anyone who is interested can design better product/process to enhance the overall quality of life.

#### COURSE OBJECTIVES:

1. To inculcate the basic concepts of biology from engineering perspective among students
2. To understand the interplay between biology and engineering disciplines
3. To conceptualize the engineering design/process/product for life science challenges

#### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Understand and explain the biology concepts from engineering perspective.	1	1
CO2	Apply the principles of Biology either for the process/product development from the engineering perspective.	1,2	1,2

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1	√	√				
CO2	√	√	√			

**COURSE ARTICULATION MATRIX**

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	2												2	
CO2	2	2											2	1

Note:1-Low,2-Medium,3-High

**COURSE CONTENT****THEORY:**

CONTENTS
Introduction to Biology, Evolution and Origin of Life, Biomolecules-Lipids, Biomolecules: Carbohydrates, Water, Biomolecules: Amino acids, Proteins, Biomolecules: Enzymes, Biomolecules: Nucleotides, Cell structure and function – Prokaryotes, Cell structure and function – Eukaryotes, Cell cycle-Mitosis and Meiosis, Mendelian genetics: Mendelian inheritance, Genetic diseases and Mendelian inheritance, Central Dogma – Replication, Transcription and Translation.

**TEXTBOOKS:**

1. G.K. Suraishkumar, "Biology for Engineers", Oxford University Press, 2019.
2. "Biology for Engineers:As per AICTE curriculum", Wiley publication.
3. Dr.Sohini Singh, Dr.Tanu Allen, "Biology for Engineers", Vayu Education of India.

**REFERENCE BOOKS:**

1. P.S.Verma and V.K. Agarwal, "Cell Biology, Genetics, Molecular Biology", Evolution and Ecology ,2018.
2. Sambamurthy, "Handbook of Genetics", Friends Publisher, 2010 .

**JOURNALS/MAGAZINES**

1. Current Sciences

**SWAYAM/NPTEL/MOOCs:**

1. [https://onlinecourses.nptel.ac.in/noc19\\_ge31/preview](https://onlinecourses.nptel.ac.in/noc19_ge31/preview)
2. Coursera: Biology everywhere

**SELF-LEARNING EXERCISES:**

1. Case study: Computational biology in agriculture and Health Care

2. Artificial Intelligence in health care
3. Image processing for medical applications

**PROBLEMBASEDLEARNING**

No.	Case Study
1	Case study: Computational biology in agriculture and Health Care
2	Case study: Artificial Intelligence in health care

Course Title	Computer Aided Engineering Drawing				Course Type		Integrated	
Course Code	B20ME0101	Credits	3		Class		I Semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	2	2	2				
	Practice	1	2	2	Theory	Practical	CIE	SEE
	Tutorial	0	-	-				
	<b>Total</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>26</b>	<b>26</b>	<b>50</b>	<b>50</b>

**COURSE OVERVIEW:**

Engineering Graphics or drawing is known as language of engineers. All phases of engineering process require the conversion of new ideas and design concepts into the basic line language of graphics. There are many areas such as civil, mechanical, electrical, architectural, computer, electronics and industrial applications where knowledge and skills of the drawing play major roles in the design and development of new products or construction. This course emphasizes on projection of point, line, surfaces and solids. It also provides knowledge about representing the object in terms of 3d view and also development of the object.

**COURSE OBJECTIVE (S):**

1. To introduce the students to various concepts like dimensioning, conventions and standards of engineering drawings in order to become professionally efficient
2. To enable students to learn about the software tool to prepare engineering drawings
3. To teach the students about the concepts and principles of orthographic projections, development of lateral surfaces and isometric projection of simple solids
4. To communicate the concept/idea with others through the language of technical drawing and sketching.

**COURSE OUTCOMES (COs)**

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Construct the simple 2D drawings manually and also by using CAD software	1,5,10,12	1
CO2	Draw orthographic projection of point, line, plane surfaces and simple solids	1,3,5,10,12	1
CO3	Draw sectional views of a prisms, pyramids, cone and cylinder	1,3,5,10,12	1

<b>CO4</b>	Develop the lateral surfaces of the solids	1-3,5,10, 12	1,2,3
<b>CO5</b>	Create isometric view of the solids	1,3,5,10, 12	1
<b>CO6</b>	Develop solutions in the CAD to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5, 9, 10	2, 3

#### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1			√			
CO2			√			
CO3			√			
CO4				√		
CO5				√		
CO6			√	√		

#### COURSE ARTICULATION MATRIX

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3				3					3		2	3		
CO2	3		2		3					3		2	3		
CO3	3		2		3					3		2	3		
CO4	3	2	2		3					3		3	3	3	2
CO5	3		2		3					3		3	3	2	1
CO6					2				2	2				2	2

Note:1-Low,2-Medium,3-High

#### COURSE CONTENT THEORY:

<b>CONTENTS</b>
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**UNIT – 1**

Introduction – Geometrical constructions, engineering drawing standards, Introduction to CAD Software. Orthographic projection of points in first and third Quadrant only. Orthographic projection of straight lines inclined to both horizontal and vertical planes. Orthographic projection of regular plane surfaces when the surface is inclined to both HP and VP.

**UNIT-2**

Orthographic projection of regular solids like prisms, pyramids cone and cylinder when the axis is inclined to both HP and VP.

**UNIT-3**

Sections of solids – Drawing sectional views and true shape of section, Development of surfaces- Parallel line method for prisms and cylinders, Radial line method for pyramids and cones.

**UNIT-4**

Isometric projections of simple and combined solids.

**PRACTICE:**

No	Practice	Tools and Techniques	Expected Skill /Ability
1.	Use of solid edge software and familiarization of tools	Solid Edge Software	Use of commands to draw the drawings
2.	Draw the projection of point locating in first and third quadrant	Solid Edge Software	Analyzing and software skill
3.	Draw the projection of lines locating in first quadrant	Solid Edge Software	Draw the views of the line and software skill
4.	Draw the projection of rectangular and pentagonal lamina inclined to both HP and VP	Solid Edge Software	analyzing and software skill
5.	Draw the projection of hexagonal and circular lamina inclined to both HP and VP	Solid Edge Software	analyzing and software skill
6.	Draw the projection of prisms inclined to both HP and VP	Solid Edge Software	interpretation and software skill
7.	Draw the projection of pyramids inclined to both HP and VP	Solid Edge Software	interpretation and software skill
8.	Draw the projection of cone and cylinder inclined to both HP and VP	Solid Edge Software	interpretation and software skill
9	Draw the projection of section of solids in simple position	Solid Edge Software	analyzing and software skill
10	Develop the lateral surface of prisms and cylinder	Solid Edge Software	Creative and software skill
11	Develop the lateral surface of pyramids and cone	Solid Edge Software	Creative and software skill
12	Draw the isometric projection of simple plane surface and simple solids	Solid Edge Software	Analyzing and software skill
13	Draw the isometric projection of two co-axial solids	Solid Edge Software	Analyzing and software skill

**TEXT BOOKS:**

1. K. R. Gopalakrishna, "Engineering Graphics", Subhas Publications, 2012.
2. Bhatt N.D., Panchal V.M. & Ingle P.R., "Engineering Drawing", Charotar Publishing House, 2014.

**REFERENCE BOOKS:**

1. Luzadder and Duff, "Fundamental of Engineering Drawing", Prentice hall of India Pvt Ltd. 11<sup>th</sup> Edition, 2001.
2. Shah, M.B. & Rana B.C., "Engineering Drawing and Computer Graphics", Pearson Education, 2008.

**SWAYAM/NPTEL/MOOCs:**

1. <https://nptel.ac.in/courses/112/103/112103019/>
2. <https://www.udemy.com/course/ed/>

**PROBLEM BASED LEARNING**

Sl. No	Problems
1	A point 30 mm above XY line is the front view of two points A and B. The top view of A is 40 mm behind VP and the top view of B is 45 mm in front of VP. Draw the projections of the points and state the Quadrants in which the points are situated.
2	A point 'A' is 30 mm in front of VP & 40 mm above HP. Another point B is 20 mm behind VP & 35 mm below HP. The horizontal distance between the points measured parallel to XY line is 60 mm. Draw the three projections of the points. Join their front and top views.
3	A point P is on HP and 35 mm in front of VP. Another point Q is on VP and below HP. The line joining their front views makes an angle of 30° to XY line, while the line joining their top views makes an angle of 45° with XY line. Find the distance of the point Q from HP.
4	A point is 35 mm below HP, 20 mm behind VP and 25 mm behind / in front / from RPP. Draw its projections and name the side view.
5	A line AB 80 mm long is inclined to HP at 30 degree and inclined to VP at 45 degree. Draw front and top views of line and determine their lengths. Also, measure the perpendicular distance of end B from both HP & VP.
6	A line AB has its end A 20 mm above the HP and 30 mm in front of VP. The other end B is 60 mm above HP and 45 mm in front of VP. The distance between end projectors is 70 mm. draw its true length and apparent inclinations.
7	The top view pq of a straight line is 70 mm and makes an angle of 60 degree with XY line. The end Q is 10 mm in front of VP and 30 mm above HP. The difference between the distances of P and Q above HP is 45 mm. draw the projections. Determine its true length and true inclinations with HP
8	The top view of a line 75 mm long measures 50 mm. The end P is 30 mm in front of VP and 15 mm above HP. The end Q is 15 mm in front of VP and above HP. Draw the projections of the line and find its true inclinations with HP and VP.
9	The distance between the end projectors through the end points of a line AB is 60 mm. the end A is 10 mm above HP and 15 mm in front of VP. The end B is 35 mm in front of VP. The line AB appears 70 mm long in the front view. Complete the projections. Find the true length of the line and its inclinations with HP and VP.
10	The point B of a line AB is on the horizontal plane, the top view of the line makes an angle of 30 degree with XY line, being 80mm. the point A is on the vertical plane and 50 mm above the horizontal plane. Draw the top and front views of the line and obtain the true length of the line. Also find the inclinations of the line with two planes.
11	The end A of a line AB is in HP and 25 mm in front of VP. The end B is 10 mm in front of VP and 50 mm above HP. The distance between the end projectors when measured parallel to the line of intersection of HP and VP is 80 mm, Draw the projection of the line AB and determine its true length and true inclination with HP and VP.

Sl. No	Problems
12	Find the true length and true inclination of a line AB with HP having one of its ends 20 mm in front of VP and 30 mm above the HP. The line is inclined at 40 degree to VP and left side view of the line is 60 mm long and inclined at 60degree to the x1y1 line. Draw all the three views of the line.
13	An equilateral triangular lamina of 25mm side lies with one of its edges on HP such that the surface of the lamina is inclined to HP at 60degree. The edge on which it rests is inclined to VP at 60degree.
14	A 30 degree-60degree setsquare of 60mm longest side is kept such that the longest side is in HP, making an angle of 30 degree with VP. The set square itself is inclined at 45 to HP. Draw the projections of the setsquare.
15	A square lamina ABCD of 40mm side rests on corner C such that the diagonal AC appears to be at 45 degree to VP. The two sides BC and CD containing the corner C make equal inclinations with HP. The surface of the lamina makes 30 degree with HP. Draw its top and front views.
16	A mirror 30 mm x 40 mm is inclined to the wall such that its front view is a square of 30 mm side. The Longer sides of the mirror appear perpendicular to both HP and VP. Find the inclination of the mirror with the wall.
17	A pentagonal lamina of sides 25 mm is resting on one of its edges on HP with the corner opposite to that edge touching VP. This edge is parallel to VP and the corner, which touches VP, is at a height of 15 mm above HP. Draw the projections of the lamina and determines the inclinations of the lamina with HP and VP and the distance at which the parallel edge lies from VP.
18	A pentagonal lamina of sides 25 mm is having a side both on HP and VP. The corner opposite to the side on which it rests is 15 mm above HP. Draw the top and front views of the lamina.
19	Draw the top and front views of a hexagonal lamina of 30mm sides having two of its edges parallel to both vertical and horizontal planes and one of its edges is 10 mm from each of the planes of projection. The surface of the lamina is inclined at an angle of 60° to the HP.
20	A hexagonal lamina of sides 30 mm has one of its comers in VP and its surface inclined at an angle of 30° with VP. The diagonal passing through that corner which is in VP appears to be inclined at 45° to HP. Draw the projections of the lamina.
21	A hexagonal lamina of sides 25 mm rests on one of its corners on HP. The corner opposite to the corner on which it rests is 35mm above HP and the diagonal passing through the corner on which it rests is inclined at 30° to VP. Draw its projections. Find the inclination of the surface with HP.
22	Draw the projections of a circular plate of negligible thickness of 50 mm diameter resting on HP on a point A on the circumference, with its plane inclined at 45° to HP and the top view of the diameter passing through the resting point makes 60° with VP.
23	A circular lamina inclined VP appears in the front view as an ellipse of major axis 30 mm and minor axis 15 mm. The Major- axis is parallel to both HP and VP. One end of the minor axis is in both the HP and VP. Draw the projections of the lamina and determine the inclination of the lamina with the VP.
24	A square prism 35mm side of base & 60mm axis length rests on HP on one of its edges of the base which is inclined to VP at 30°. Draw the projections of the prism when the axis is inclined to HP at
25	A pentagonal prism 25mm sides of base & 60mm axis length rests on HP on one of its edges of the base. Draw the projections of the prism when the axis is inclined to HP at 40° & VP at 30°
26	A Hexagonal prism 25mm sides of base and 50mm axis length rests on HP on one of its edges. Draw the projections of the prism when the axis is inclined to HP at 45° & appears to be inclined to VP
27	A cone 40 mm diameter and 50 mm axis is resting on one generator on HP which makes 30° inclination with VP. Draw its projections.
28	A pentagonal pyramid 25mm sides of base and 50mm axis length rests on HP on one of its edges of the base which is inclined to VP at 30°. Draw the projections of the pyramid when the axis is inclined to HP at 45°
29	A hexagonal pyramid 30mm sides of base and axis 70mm long is resting on its base on HP with one of the edges of the base parallel to VP. It is cut by sectional plane, perpendicular to VP, inclined at 30° to HP and bisects the axis. Draw the front view, sectional top view & true shape of the section.

Sl. No	Problems
30	A vertical cylinder of base diameter 50 mm and axis 65 mm long rests on HP. It is cut by a section plane perpendicular to VP, inclined at 45 degree to HP and at a height of 30mm from the base. Draw its sectional top view and true shape of the section.
31	A hexagonal pyramid 30mm sides of base and axis 70mm long is resting on its base on HP with one of the edges of the base parallel to VP. It is cut by sectional plane, perpendicular to VP, inclined at 30° to HP and bisects the axis. Draw the front view, sectional top view & true shape of the section.
32	A square pyramid base 40mm side and axis 65mm long has its base on HP and all the edges of the base are equally inclined to VP. It is cut to with an inclined plane so as the truncated surface at 45 degree to axis, bisecting it. Draw the development of the truncated pyramid.
33	A Hexagonal prism of base side 30mm and axis length 60mm resting on HP in such a way that two of its edges are parallel to VP. The prism is cut by a section plane which is perpendicular to the VP and inclined at 30° to the HP at a height of 35mm from the base. Draw the development of the lateral surface of the prism.
34	A pentagonal prism, 30 mm base side & 50 mm axis is standing on HP on its base whose one side is perpendicular to VP. It is cut by a section plane 45 degree inclined to HP, through mid-point of axis. Draw FV, sectional top view& sec. Side view. Also draw true shape of section and Development of surface of remaining solid.
35	A hexagonal pyramid 25mm side of base and axis 65mm long is resting on its base on HP with one of the edged of the base parallel to VP. It is cut by a section plane inclined at 60° to HP and perpendicular to VP and intersecting the axis at 30mm above the base. Draw the development of the remaining portion of the pyramid.
36	A cone of base diameter 40 mm and height 50 mm is placed centrally on the top of a square slab side 60 mm and height 25 mm. Draw the isometric projection of the combination.
37	A sphere of diameter 45mm rests centrally over a frustum of cone of base diameter 60mm, top diameter 40mm and height 50mm. Draw its isometric projections.
38	A cube of 35 mm placed centrally on a square slab of 50 mm and thickness 30 mm. Draw the isometric projection of the combination.
39	Draw the isometric projection of the combination. Draw isometric projection of a hexagonal prism of side of base 40mm and height 60mm with a right circular cone of base 40mm as diameter and altitude 50mm, resting on its top such that the axes of both the solids are collinear.
40	A rectangular pyramid of base 40mmx25mm and height 50mm is placed centrally on a rectangular slab side 100mmx60mm and thickness 20mm. Draw the isometric projection of the combination.

### PROJECTBASEDLEARNING

To enhance the skill-set in the integrated course, the students are advised to execute course-based design projects. Some sample projects are given below:

No.	Suggested Projects
1.	Model making of different solids by using Hardbound sheet.
2.	Using Hardbound sheet, prepare the different solids models by development and section methods.
3.	Prepare a demo model to show the principle of orthographic projection.
4.	Prepare the models for showing the method of Isometric projection.
5.	Problem based on Practical approach in view of orthographic projection of lines and planes.
6.	Collection or Interpretation of Engineering Drawing sheets Related to Manufacturing, Civil construction, Layouts, Plans and other Applications.
7.	Study on Comparison of 3D views and isometric Views.
8.	Drawing the Plan of students Home or building (2D)



## Detailed Syllabus Semester 2

Course Title	Probability and Statistics				Course Type		Theory	
CourseCode	B20AS0204	Credits	4		Class		II semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	4	4	4				
	Practice	-	-	-	Theory	Practical	IA	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>52</b>	<b>-</b>	<b>50%</b>

### COURSE OVERVIEW:

The course Probability and Statistics for Computer Science treats the most common discrete and continuous distributions, showing how they find use in decision and estimation problems, and constructs computer algorithms for generating observations from the various distributions. Probability in the design and analysis of randomized algorithms. Common randomized algorithms are things like Quick sort and Quick select. Probabilistic method can also useful to prove various important results. Probabilistic methods used to prove some partition theorems that were then used to create efficient data structure.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Describe Curve fitting and regression in various problems in Computer Science & engineering fields
2. Illustrate the applications of Probability and statistics in various computer science engineering Fields like data mining, classification problems etc.
3. Discuss Sampling theory concepts to solve various engineering problems like structured and unstructured Data models
4. Demonstrate Stochastic problem as Markov model as a problem solving methods for systematic model buildings.
5. Learn new algorithms and methods in probability and statistics and apply for suitable problem solving methods.
6. Create solutions for problem solving methods using algorithms to the complex problems, either individually Or as a part of the team and report the results with proper analysis.

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Solve the problems of Curve fitting and regression in various problems in Computer Science & Engineering fields.	1-6	1,2
CO2	Apply the concepts of Probability and statistics in various computer science engineering fields like data mining, classification problems etc.	1-6	1,2
CO3	Develop a stochastic problem as Markov model as a problem solving methods for systematic model buildings.	1-6	1,2
CO4	Make use of sampling theory concepts to solve various engineering problems like structured and unstructured data models.	1-6	1,2
CO5	Learn new algorithms and methods in probability and statistics and apply for suitable problem solving methods.	1-6	1,2
CO6	Create solutions for problem solving methods using algorithms to the complex problems, either individually or as a part of the team and report the results with proper analysis.	1-5,9	1

### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember(L1)	Understand(L2)	Apply(L3)	Analyze(L4)	Evaluate(L5)	Create(L6)
CO1			✓			
CO2			✓		✓	
CO3			✓			
CO4			✓	✓		
CO5		✓				
CO6			✓			

### COURSE ARTICULATION MATRIX

CO# / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	3	3	2	2	3	1							3	3
CO2	3	3	3	3	3	1							3	3
CO3	3	3	2	2	2	1							2	2
CO4	2	3	2	2	3	1							1	1
CO5	3	3	2	2	1	1							2	1

CO6	2	3	3	3	1	1							2	1
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**Note:**1-Low,2-Medium,3-High

## COURSE CONTENT

### THEORY

Contents
<p align="center"><b>UNIT – 1</b></p> <p>Curve Fitting: Curve fitting by the method of least squares and fitting of the curves of the form, <math>y = ax + b</math>, <math>y = ax^2 + bx + c</math>, <math>y = aebx</math> and <math>y = axb</math></p> <p>Statistical Methods: Measures of central tendency and dispersion. Correlation-Karl Pearson's coefficient of correlation-problems. Regression analysis- lines of regression, problems. Rank correlation. Applications in computer science</p>
<p align="center"><b>UNIT – 2</b></p> <p>Probability distributions: Recap of probability theory (definition, addition rule, multiplication rule, conditional probability). Random variables, Discrete and continuous probability distributions. Binomial, Poisson, exponential and normal distributions (derivation of mean and variance for all distributions). Applications in computer science.</p>
<p align="center"><b>UNIT – 3</b></p> <p>Joint Probability distribution: Joint Probability distribution for two discrete random variables (both discrete and continuous cases), expectation, covariance, correlation coefficient.</p> <p>Stochastic processes- Stochastic processes, probability vector, stochastic matrices, fixed points, regular</p>
<p align="center"><b>UNIT – 4</b></p> <p>Sampling theory:-Sampling, Sampling distributions, standard error, test of hypothesis for means and proportions, confidence limits for means, student's t-distribution, Chi-square distribution as a test of goodness of fit. Applications in Computer Science.</p>

#### TEXTBOOKS:

1. B.S. Grewal, "Higher Engineering Mathematics", Khanna Publishers, 43<sup>rd</sup> edition, 2015.
2. Erwin Kreyszig, "Advanced Engineering Mathematics", Wiley Publications, 9<sup>th</sup> edition, 2013.
3. Seymour Lipschutz, John J. Schiller., "Schaum's Outline of Introduction to Probability and Statistics" McGraw Hill Professional, 1998, pp. 256.

#### REFERENCE BOOKS:

1. B.V. Ramana, "Higher Engineering Mathematics", Tata McGraw Hill Publications, 19<sup>th</sup> print edition, 2013.
2. R.K.Jain and S.R.K.Iyengar, "Advanced Engineering Mathematics", Narosa Publishing House, 4<sup>th</sup> edition, 2016.
3. V.Sundarapandian, "Probability, Statistics and Queuing theory", PHI Learning, 2009
4. Dr. B. Krishna Gandhi, Dr. T.K.V. Iyengar, Dr. M.V.S.S.N. Prasad & S. Ranganatham. "Probability and Statistics", S. Chand Publishing, 2015.
5. J. K. Sharma "Operations Research theory and applications", Macmillan publishers, fifth

#### JOURNALS/MAGAZINES

1. <https://www.hindawi.com/journals/jps/>
2. <https://www.journals.elsevier.com/statistics-and-probability-letters>
3. <http://www.isoss.net/japs/>

#### SWAYAM/NPTEL/MOOCs:

1. <https://www.coursera.org/browse/data-science/probability-and-statistics>
2. <https://nptel.ac.in/courses/111/105/111105041/>
3. [https://onlinecourses.swayam2.ac.in/cec20\\_ma01/preview](https://onlinecourses.swayam2.ac.in/cec20_ma01/preview)

#### SELF-LEARNING EXERCISES:

1. Curve fitting for application problems, Regression analysis for a bivariate data.
2. Probability distribution- Geometric, gamma- distributions, Joint probability distributions of



continuous random variables.

3. Sampling analysis of real time problems. Applications to computer science: Data Mining, classification problems etc.

Course Title	Physics for Computer Science				Course Type		Theory	
Course Code	B20AS0106	Credits	3		Class		II Semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	0	0	0	Theory	Practical	IA	SEE
	-	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>-</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

This course introduces the basic concepts of Physics and its applications to Computer Science Engineering courses by emphasizing the concepts underlying four UNITS: Wave Mechanics, Lasers and optical fibers, EM wave and spectrum, Display Technology and Quantum computation. The subject has basic laws, expressions and theories which help to increase the scientific knowledge to analyze upcoming technologies.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Impart the knowledge about wave mechanics, electromagnetic waves, and its applications
2. Demonstrate the different applications of lasers, and optical fibers
3. Discuss different types of display technologies, touch screen techniques and its applications
4. Explain the importance of quantum computation as an emerging technology.
5. Learn new tools and technologies Physics and its applications to Computer Science Engineering and Apply for suitable technologies.
6. Increase the scientific knowledge to analyze upcoming technologies.

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Apply knowledge of wave mechanics, its importance, and applications	1-4	1
CO2	Classify EM waves based on the frequency range, optical fibers and derive expression for NA, number of Modes and attenuation.	1-4	1
CO3	Summarize capacitive and resistive Display Technologies.	1-4	2
CO4	Analyze the working and application of quantum computation	1-3	1

CO5	Learn new tools and technologies Physics and its applications to Computer Science Engineering and apply for suitable technologies.	1-4	2
CO6	Increase the scientific knowledge to analyze upcoming technologies.	1-3	1

#### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember(L1)	Understand(L2)	Apply(L3)	Analyze(L4)	Evaluate(L5)	Create(L6)
CO1			√			
CO2		√				
CO3		√				
CO4			√			
CO5		√	√			
CO6				√		

#### COURSE ARTICULATION MATRIX

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	3	2	1									3		
CO2	3	3	2	1									3		
CO3	3	3	2	1										3	
CO4	3	2	1										3		
CO5	3	2	2										3		
CO6	3	2	2										3		

Note: 1-Low, 2-Medium, 3-High

#### COURSE CONTENT THEORY

Contents
<p style="text-align: center;"><b>UNIT-1</b></p> <p>Wave mechanics: Introduction to Wave mechanics, De-Broglie hypothesis. Expression for de-Broglie wavelength of an electron in terms of accelerating potential. Phase velocity and group velocity, Relation between phase velocity and group velocity.</p> <p>Quantum Physics: Wave function, properties of wave function and physical significance. Probability density and Normalization of wave function, Schrodinger time- dependent and independent wave equation, Eigen values and Eigen functions. Applications of Schrödinger wave equation – energy Eigen values of a free particle, Particle in one dimensional infinite potential well with numerical examples. Application-Quantum computation.</p>

#### UNIT-2

Lasers: Lasers Interaction between radiation and matter (induced absorption, spontaneous and stimulated emission). Expression for energy density at thermal equilibrium in terms of Einstein's coefficients. Characteristics of laser light, Conditions for laser operation (population inversion and Meta stable state). Requisites of laser system, semiconductor laser and its applications.

Electromagnetic Waves: Basic idea of displacement current, Electromagnetic waves, their characteristics, Electromagnetic spectrum (7 types of EM waves) including elementary facts. Uses of EM waves in communications.

#### UNIT-3

Optical fibers: Construction and light propagation mechanism in optical fibers (total internal reflection and its importance), Acceptance angle, Numerical Aperture (NA), Expression for numerical aperture in terms of core and cladding refractive indices, Condition for wave propagation in optical fiber, V-number and Modes of propagation, Types of optical fibers, Attenuation and reasons for attenuation, Applications: Explanation of optical fiber communication using block diagram, Optical source (LED) and detector (Photodiode) and their applications. Advantages and limitations of optical communications.

#### UNIT-4

Display technology: Touch screen technologies: Resistive and capacitive touch screen and Displays: CRT, Field emission display, Plasma display, LED display, OLED display, LCD display.

Quantum Computation: Quantum wires (one dimensional), Quantum dots (zero dimensional); the idea of "qubit" and examples of single qubit logic gates- Classical bits, Qubit as a two-level system.

#### TEXT BOOKS:

1. William T. Silfvast, "Laser Fundamentals", Cambridge University press, New York, 2004
2. D. Halliday, R. Resnick and J. Walker, "Fundamentals of Physics", John Wiley and Sons, New York, 10<sup>th</sup> edition 2013
3. R. K. Gaur and S.L. Gupta, "Engineering Physics", DhanpatRai Publications (P) Ltd, New Delhi. 53<sup>rd</sup> edition, 2014.
4. M.N. Avadhanulu and P.G. Kshirsagar, "A textbook of Engineering Physics", S. Chand and Company, New Delhi, 2014.
5. EM Waves and Fields: P. Lorrain and O. Corson.

#### REFERENCE BOOKS:

1. Charls Kittel, "Introduction to Solid State Physics", Wiley, Delhi, 8th Edition, 2004
2. Arthur Beiser, "Concepts of modern Physics", Tata McGraw Hill publications, New Delhi, 8th Edition, 2011.
3. S. O. Pillai, "Solid State Physics", New Age International publishers, New Delhi, 2010
4. Chen, Wayne Cranton, Mark Fihn, "Handbook of Visual Display Technology", Springer Publication, Second edition 2012.

#### JOURNALS/MAGAZINE

1. <https://www.codemag.com/Magazine/ByCategory/Python>
2. [http://ijaerd.com/papers/special\\_papers/IT032.pdf](http://ijaerd.com/papers/special_papers/IT032.pdf)
3. <https://iopscience.iop.org/article/10.1088/1742-6596/423/1/012027>
4. <https://ieeexplore.ieee.org/document/4160250>
5. Python for scientific computing

#### SWAYAM/NPTEL/MOOCs:

1. <https://www.mooc.org/>
2. <https://www.coursera.org/>

Course Title	Introduction to Data Science				Course Type		Integrated	
Course Code	B20CS0101	Credits	3		Class		II semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	2	2	2				
	Practice	1	2	2	Theory	Practical	IA	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>26</b>	<b>26</b>	<b>50%</b>	<b>50%</b>

#### COURSE OVERVIEW:

Data Science is an interdisciplinary, problem-solving oriented subject that is used to apply scientific techniques to practical problems. The course orients on preparation of datasets and programming of data analysis tasks. This course covers the topics: Set Theory, Probability theory, Tools for data science, ML algorithms and demonstration of experiments by using MS-Excel.

#### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain the fundamental concepts of Excel.
2. Illustrate the use of basic concepts of Data Science in the real world applications.
3. Demonstrate the use of SQL commands in real world applications.
4. Discuss the functional components of Data Science for real world applications

#### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Make use of the concepts of Data Science in developing the real world applications.	1-4,11	1,2
CO2	Apply the SQL commands in developing the real-world applications.	1,2	2, 3
CO3	Build the data analytics solutions for real world problems, perform analysis, interpretation and reporting of data.	1-4	1, 2, 3
CO4	Create the real world AI based solutions using different machine learning algorithms	1-4	1, 2
CO5	Learn new tools and technologies in Data Science and apply for suitable application development.	1-5	1,2
CO6	Develop solutions in the Data Science to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation	1-3	1,2

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember(L1)	Understand(L2)	Apply(L3)	Analyze(L4)	Evaluate(L5)	Create(L6)
CO1			✓			
CO2			✓			
CO3			✓	✓		
CO4			✓	✓	✓	✓
CO5		✓	✓			
CO6			✓	✓		

**COURSE ARTICULATION MATRIX**

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	3	2	2							3	3	3	3	
CO2	2	2									2	2		3	3
CO3	3	3	3	3							3	3	3	3	2
CO4	3	3	3	3							3	3	3	3	
CO5	3	3	3	3									3	3	
CO6	3	3	3	1									3	3	2

**Note:**1-Low,2-Medium,3-High

**COURSE CONTENT  
THEORY**

<b>Contents</b>
<p style="text-align: center;"><b>UNIT-1</b></p> <p>Introduction to Microsoft Excel Creating Excel tables, understand how to Add, Subtract, Multiply, Divide in Excel. Excel Data Validation, Filters, Grouping. Introduction to formulas and functions in Excel. Logical functions (operators) and conditions. Visualizing data using charts in Excel. Import XML Data into Excel How to Import CSV Data (Text) into Excel, How to Import MS Access Data into Excel, Working with Multiple Worksheets.</p>
<p style="text-align: center;"><b>UNIT-2</b></p> <p><b>Introduction to Data Science</b> What is Data Science? Probability theory, Bayes theorem, Bayes probability; Cartesian plane, equations of lines, graphs; exponents.</p> <p><b>Introduction to SQL</b> SQL: creation, insertion, deletion, retrieval of Tables by experimental demonstrations. Import SQL Database Data</p>
<p style="text-align: center;"><b>UNIT-3</b></p> <p><b>Data science components</b> Tools for data science, definition of AI, types of machine learning (ML), list of ML algorithms for classification, clustering, and feature selection. Description of linear regression and Logistic Regression. Introducing the Gaussian, Introduction to Standardization, Standard Normal Probability Distribution in Excel, Calculating Probabilities from Z-scores, Central Limit Theorem, Algebra with Gaussians, Markowitz Portfolio Optimization, Standardizing x and y Coordinates for Linear Regression, Standardization Simplifies Linear Regression, Modeling Error in Linear Regression, Information Gain from Linear Regression.</p>
<p style="text-align: center;"><b>UNIT-4</b></p> <p><b>Data visualization using scatter plots, charts, graphs, histograms and maps</b> Statistical Analysis: Descriptive statistics- Mean, Standard Deviation for Continuous Data, Frequency, Percentage for Categorical Data</p> <p><b>Applications of Data Science</b> Data science life cycle, Applications of data science with demonstration of experiments either by using Microsoft Excel.</p>

**PRACTICE:**

No	Title of the Experiment	Tools and Techniques	Expected Skill/Ability																																												
1	<p>The height (in cm) of a group of fathers and sons are given below, Find the lines of regression and estimate the height of son when the height of father is 164 cm.</p> <p>Plot the graph.</p> <table border="1"> <tr> <td>Hgt of Fathers</td> <td>15</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> <td>17</td> <td>16</td> <td>17</td> <td>17</td> <td>18</td> </tr> <tr> <td>Hgt of Sons</td> <td>8</td> <td>6</td> <td>3</td> <td>5</td> <td>7</td> <td>0</td> <td>7</td> <td>2</td> <td>7</td> <td>1</td> </tr> </table> <p>Hgt of Fathers</p> <table border="1"> <tr> <td>Hgt of Sons</td> <td>16</td> <td>15</td> <td>16</td> <td>17</td> <td>16</td> <td>18</td> <td>17</td> <td>17</td> <td>17</td> <td>17</td> </tr> <tr> <td>Hgt of Sons</td> <td>3</td> <td>8</td> <td>7</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>5</td> <td>2</td> <td>5</td> </tr> </table>	Hgt of Fathers	15	16	16	16	16	17	16	17	17	18	Hgt of Sons	8	6	3	5	7	0	7	2	7	1	Hgt of Sons	16	15	16	17	16	18	17	17	17	17	Hgt of Sons	3	8	7	0	0	0	0	5	2	5	MS Excel	Create and perform operations on Excel data set by applying Linear regression
Hgt of Fathers	15	16	16	16	16	17	16	17	17	18																																					
Hgt of Sons	8	6	3	5	7	0	7	2	7	1																																					
Hgt of Sons	16	15	16	17	16	18	17	17	17	17																																					
Hgt of Sons	3	8	7	0	0	0	0	5	2	5																																					
2	<p>Using the data file DISPOSABLE INCOME AND VEHICLE SALES, perform the following:            Plot a scatter diagram.            Determine the regression equation.            Plot the regression line (hint: use MS Excel's Add Trend line feature).            Compute the predicted vehicle sales for disposable income of \$16,500 and of \$17,900.            Compute the coefficient of determination and the coefficient of correlation</p>	MS Excel	Perform prediction and visualization of data																																												
3	<p>Managers model costs in order to make predictions. The cost data in the data file INDIRECT COSTS AND MACHINE HOURS show the indirect manufacturing costs of an ice-skate manufacturer. Indirect manufacturing costs include maintenance costs and setup costs. Indirect manufacturing costs depend on the number of hours the machines are used, called machine hours. Based on the data for January to December, perform the following operations.            Plot a scatter diagram.            Determine the regression equation.            Plot the regression line (hint: use MS Excel's Add Trend line feature).            Compute the predicted indirect manufacturing costs for 300 machine hours and for 430 machine hours.            Compute the coefficient of determination and the coefficient of correlation</p>	MS Excel	Perform prediction and visualization of data																																												
4	<p>Apply multiple linear regression to predict the stock index price which is</p> <table border="1"> <tr> <td>year</td> <td>month</td> <td>interest rate</td> <td>unemployment rate</td> <td>stock index price</td> </tr> <tr> <td>2020</td> <td>10</td> <td>2.75</td> <td>5.3</td> <td>1464</td> </tr> </table>	year	month	interest rate	unemployment rate	stock index price	2020	10	2.75	5.3	1464	MS Excel	Perform prediction and visualization of data																																		
year	month	interest rate	unemployment rate	stock index price																																											
2020	10	2.75	5.3	1464																																											
5.	<p>Calculate the total interest paid on a car loan which has been availed from HDFC bank. For example, Rs.10, 00,000 has been borrowed from a bank with annual interest rate of 5.2% and the customer needs to pay every month as shown in table below. Calculate the total interest rate paid for a loan availed of Rs.10, 00,000 during 3 years.</p> <table border="1"> <tr> <td>Sl No.</td> <td>A</td> <td>B</td> </tr> <tr> <td>1</td> <td>Principal</td> <td>Rs.10,00,000</td> </tr> <tr> <td>2</td> <td>Annual interest rate</td> <td>5.20%</td> </tr> <tr> <td>3</td> <td>Year of the loan</td> <td>3</td> </tr> <tr> <td>4</td> <td>Starting payment number</td> <td>1</td> </tr> <tr> <td>5</td> <td>Ending payment number</td> <td>36</td> </tr> <tr> <td>6</td> <td>total interest paid during period</td> <td>?</td> </tr> </table>	Sl No.	A	B	1	Principal	Rs.10,00,000	2	Annual interest rate	5.20%	3	Year of the loan	3	4	Starting payment number	1	5	Ending payment number	36	6	total interest paid during period	?	MS Excel	Create Excel data and perform EMI estimator																							
Sl No.	A	B																																													
1	Principal	Rs.10,00,000																																													
2	Annual interest rate	5.20%																																													
3	Year of the loan	3																																													
4	Starting payment number	1																																													
5	Ending payment number	36																																													
6	total interest paid during period	?																																													

6	Create a supplier database of 10 records with SUPPLIER_ID as primary key, SUPPLIER_NAME, PRODUCTS, QUANTITY, ADDRESS, CITY, PHONE_NO and PINCODE, Where SUPPLIER_NAME, PRODUCTS, QUANTITY and PHONE_NO, should not be NULL.	SQL	Creating Tables			
7	Create the customer database of a big Market with CUSTOMER_ID as primary key, CUSTOMER_NAME, PHONE_NO, EMAIL_ID, ADDRESS, CITY and PIN_CODE. Store at least twenty customer's details where CUSTOMER_NAME and PHONE_NO are mandatory and display the customer data in alphabetical order.	SQL	Creating and retrieving Tables			
8	Apply linear regression to find the weather (temperature) of a city with the amount of rain in centimeters. Create your own database with following details. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>CITY</td> <td>Temperature in Centigrade</td> <td>Rain in Centimeters</td> </tr> </table>	CITY	Temperature in Centigrade	Rain in Centimeters	MS Excel	Apply Linear regression
CITY	Temperature in Centigrade	Rain in Centimeters				
9	Use the linear regression technique to compare the age of humans with the amount of sleep in hours. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Name</td> <td>Age in Years</td> <td>Sleep in hours</td> </tr> </table> Create your own database with above details.	Name	Age in Years	Sleep in hours	MS Excel	Apply Linear regression
Name	Age in Years	Sleep in hours				
10	Apply the linear regression, compare the average salaries of batsman depending on the run rate scored/ recorded in the matches. Assume your own database.	MS Excel	Apply Linear regression			
11	Design the ER diagram and create schema of the REVA library management system.	Entity Relationship	Entity Relationship			
12	Design the ER diagram and create schema for Hospital Management system.	Entity Relationship	Schema design			

#### TEXT BOOKS:

1. B.S. Grewal, "Higher Engineering Mathematics", Khanna Publishers, 43rd edition, 2015.
2. Ramakrishnan and Gehrke, "Database Management systems", Third Edition, McGraw Hill Publications, 2003.
3. Mastering Data Analysis in Excel - <https://www.coursera.org/learn/analytics-excel>.
4. Kenneth N. Berk, Carey, "Data Analysis with Microsoft Excel", S. Chand & Company, 2004.

#### REFERENCE BOOKS:

1. B.V. Ramana, "Higher Engineering Mathematics", Tata McGraw Hill Publications, 19th edition, 2013.
2. Erwin Kreyszig, "Advanced Engineering Mathematics", Wiley Publications, 9th edition, 2013.
3. Seymour Lipschutz, John J. Schiller, "Schaum's Outline of Introduction to Probability and Statistics", McGraw Hill Professional, 1998.

#### JOURNALS/MAGAZINES

1. <https://www.journals.elsevier.com/computational-statistics-and-data-analysis>
2. <https://www.springer.com/journal/41060>- International Journal on Data Science and Analytics
3. <https://ieeexplore.ieee.org/xpl/RecentIssue.jsp?punumber=8254253>-IEEE Magazine on Big data & Analytics

#### SWAYAM/NPTEL/MOOCs:

1. Excel Skills for Business: Essentials, Macquarie University (<https://www.coursera.org/learn/excel-essentials>)
2. SQL for Data Science, University of California, Davis (<https://www.coursera.org/learn/sql-for-data-science>)
3. Data Science Math Skills, Duke University (<https://www.coursera.org/learn/datasciencemathskills>)
4. <https://www.edx.org/course/subject/data-science>
5. [https://onlinecourses.nptel.ac.in/noc19\\_cs60/preview](https://onlinecourses.nptel.ac.in/noc19_cs60/preview)

#### SELF-LEARNING EXERCISES:

1. Relational database management system.



## 2. Advanced MS-Excel

Course Title	Basics of Civil and Mechanical Engineering				Course Type		Integrated	
Course Code	B20CE0201	Credits	4		Class		II Semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	1	2	2				
	-	-	-	-	Theory	Practical	IA	SEE
	<b>Total</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>39</b>	<b>26</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

This course introduces the Mechanical and Civil Engineering concepts, underlying the fact that this knowledge is essential for all Engineers. The students are made to understand the concept of internal combustion engines and power transmission systems. The students are also exposed to the knowledge of mechanical machine tools with its operations on lathe, drilling, and CNC machines. The students are introduced to the domain of fabrication processes like Soldering, Welding and 3D printing technology. Along with this student are made to expose to scope of Civil engineering, role of civil engineers in different infrastructure & economic development of the country. Students will learn about basic concept of forces, friction, centroid and moment of inertia.

### COURSE OBJECTIVE

This course enables graduating students

1. To develop the basic knowledge of IC engines, refrigeration-air conditioning and power Transmission systems.
2. To incorporate the concepts of manufacturing processes using different machine tools, welding Techniques, CNC and 3D printing technology.
3. To understand a broad concept of engineering mechanics.
4. To develop the basics of composition of coplanar forces and fluid mechanics
5. Learn concept of internal combustion engines and power transmission systems
6. Introduction to the domain of fabrication processes like Soldering, Welding and 3D printing technology.

### COURSE OUTCOMES(COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Describe the fundamentals of IC engines, refrigeration-air conditioning and power transmission systems.	1,2	3
CO2	Explain the manufacturing processes using lathe, drilling, welding, CNC machines and 3D printing technology	1,2	3
CO3	Describe the moment of force and couples and equivalent force-couple system.	1,2	3
CO4	Solve numerical problems on composition of coplanar concurrent and non-concurrent force system and basics of fluid mechanics	1,2	3
CO5	Learn concept of internal combustion engines and power transmission systems	1,2	1

CO6	Introduction to the domain of fabrication processes like Soldering, Welding and 3D printing technology.	1,5	1
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#### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		✓				
CO2		✓				
CO3	✓	✓	✓	✓	✓	
CO4	✓	✓	✓			
CO5		✓				
CO6		✓				

#### COURSE ARTICULATION MATRIX

CO# / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2													1
CO2	3	2													1
CO3	3	2													1
CO4	3	2													1
CO5	3	2													1
CO6	3	2													1

Note: 1-Low, 2-Medium, 3-High

**COURSE CONTENT  
THEORY**

<b>Contents</b>
<b>UNIT-1</b>
<p>Introduction to Mechanical Engineering: Overview of Mechanical Engineering, Importance and applications of Mechanical Engineering in different fields.</p> <p>Thermal Energy Systems: Introduction to IC Engines, Classification, parts of IC Engine, working of 4-stroke Petrol engine with PV-diagram. Simple numerical on calculation of IP, BP and Mechanical efficiency, Introduction to refrigeration system, working of vapour compression refrigeration and window spit air conditioning system. Applications of refrigeration systems</p>
<b>UNIT-2</b>
<p>Power Transmission System: Introduction to drives, classification, belt drives (open and crossed-No derivations) and gear drives and types of gear, Numerical on gear drives.</p> <p>Mechanical Machine Tools: Introduction- lathe, classification, major parts of engine lathe, operations, Drilling machine, classification working bench drilling machine and operations, CNC Machines-Block diagram and applications. Introduction to 3D Printing technology</p> <p>Joining processes-Welding: Working of electric arc welding and soldering, Differences between welding and</p>
<b>UNIT-3</b>
<p>Introduction to Civil Engineering: Scope of Civil Engineering, Types of Infrastructure, Effect of Infrastructure facilities, Role of Civil Engineers in the Infrastructure and Economic Development of Country.</p> <p>Introduction to Engineering Mechanics: Basic concepts, Newton laws of Motion Elements of force, system of forces, principles of physical Independence, superposition and Transmissibility of forces. Moment of force –Couple, Moment of couple and its characteristics, Equivalent Force – Couple system. Resolution and composition of forces.</p> <p>Coplanar Concurrent Force System: Parallelogram Law of forces, principle of resolved parts, composition of</p>
<b>UNIT-4</b>
<p>Coplanar Non – concurrent forces: Varignon’s principle of Moments, Resultant of Non – Concurrent force systems, Equilibrium of Coplanar Concurrent Force System: Type’s forces acting on the body, free body diagrams, Equations of Equilibrium, Lami’s theorem, Equilibrium of Non – concurrent forces equilibrium equations</p> <p>Friction: Frictional forces, Law of friction, Angle of friction, Angle of Repose and Cone of Friction (Theory only)</p> <p>Centroid: Center of Gravity, Center of Gravity of Flat Plate, Centroid, difference between Center of gravity and Centroid, Uses of Axis Symmetry, simple problems</p> <p>Moment of Inertia: Moment of Inertia of Plane Figure, Polar Moment of Inertia and Moment of Inertia of Standard sections (Derivations not included). Simple problems.</p> <p>Fluid Mechanics: Introduction, methods of describing fluid motion, definitions of types of fluid flow, streamline, path line, stream tube. General Continuity equation (problems).</p>

<b>No</b>	<b>Title of the Experiment</b>	<b>Tools and Techniques</b>	<b>Expected Skill /Ability</b>
1.	Dismantling and Assembly of 2-Wheeler (2–stroke) Engine	2-Stroke Engine (TVS Bike)	Hands on Experience
2	Study of Fitting tools and preparation of fitting model (1 Model)	Fitting tools	Hands on experience
3.	Study of sheet metal tools and development of Cylinder (1 Model)	Sheet metal tools and soldering tools	Hands on experience
4.	Study of sheet metal tools and development of Pen stand and funnel (2-Models)	Sheet metal tools and soldering tools	Creative Thinking
5.	Hands on training on basic welding joint (Butt Joint-1 Model)	Welding tools	Hands on experience
6.	To study the carpentry tools with one model (Half joint-Model)	Carpentry Tools (Marking, Sawing, Planning and Chiseling)	Comprehend the different handling carpentry tools
7.	To study the carpentry tools with one model (Dovetail-Model)	Carpentry Tools (Marking, Sawing, Planning and Chiseling)	Comprehend the different handling carpentry tools
8.	To study the carpentry tools with one model ( T-Joint - Model)	Carpentry Tools (Marking, Sawing, Planning and Chiseling)	Comprehend the different handling carpentry tools
9.	To Study the plumbing tools and to make threads on pipe and pipe fittings using plumbing tools	Plumbing Tools	Comprehend the different handling plumbing tools
10.	To Study the plumbing tools used for valves and sanitary fitting	Plumbing Tools	Comprehend the different handling plumbing tools

**TEXTBOOKS:**

1. K.R. Gopalkrishna ,“Elements of Mechanical Engineering”, 12th Edition, Subhash Publishers, Bengaluru, 2012.
2. Roy & Choudhury, "Elements of Mechanical Engineering", Media Promoters & Publishers Pvt. Ltd, Mumbai, 2000.
3. Mikell P Groover : Automation, Production Systems, and Computer Integrated Manufacturing , Pearson India, 2007, 4<sup>th</sup> Edition

**REFERENCE BOOKS:**

1. SKH Chowdhary, AKH Chowdhary, Nirjhar Roy,“The Elements of Workshop Technology Vol I & II, 11th edition, Media Promoters and publisher, Mumbai, 2001.
2. AvikshitSaras, “3D Printing-Made Simple”, BPB Publications-New Delhi.

**JOURNALS/MAGAZINES**

1. International Journal of Machine Tools and Manufacture
2. International Journal of Refrigeration.

**SWAYAM/NPTEL/MOOCs:**

1. <https://nptel.ac.in/courses/112/103/112103262/#>
2. <https://www.my-mooc.com/en/mooc/fundamentals-manufacturing-processes-mitx-2008x/>
3. <https://www.coursera.org/learn/3d-printing-applications>

<b>Course Title</b>	<b>Programming for Problem Solving</b>				<b>Course Type</b>		<b>Integrated</b>	
<b>Course Code</b>	B20CS0102	<b>Credits</b>	<b>4</b>		<b>Class</b>		<b>II Semester</b>	
<b>Course Structure</b>	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	1	2	2	Theory	Practical	IA	SEE
	-	-	-	-				
	<b>Total</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>39</b>	<b>26</b>	<b>50%</b>

**COURSE OVERVIEW:**

Algorithms and flowcharts are the fundamental tools for problem solving which can be used by the computers. The computer programs can be developed using algorithms and flowcharts to provide solutions to problems. C Language is a general-purpose, structured and procedure oriented programming language. It is one of the most popular computer languages today because of its structure and higher-level abstraction C. This course introduces algorithms, flowcharts and various C Programming language constructs for the development of real world applications.

**COURSE OBJECTIVE (S):**

1. Explain algorithms, flowcharts and different programming constructs of C to be used for Development of applications.
2. Illustrate the use of iterative statements and conditional Statements for solving the real world problems.
3. Demonstrate the use of functions with parameter passing mechanisms for solving the real world problems.
4. Discuss the use of structures, unions, pointers and file operations for solving the real world Problems.
5. Learn new algorithms and technologies in C Programming and apply for suitable application development.
6. Develop solutions by using C Programming to the complex problems, either individually or as a part of team and report the results.

**COURSE OUTCOMES (COs)**

On successful completion of this course; the student shall be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Identify the programming constructs of C language to solve a given problem.	1-6	1
CO2	Apply the concepts of matrices to develop data processing and analysis solutions in various application domains.	1-5	1
CO3	Develop text processing based applications using string operations.	1-5	2,3
CO4	Create solutions for real world problems using Pointers, Union, Structures and file operations.	1-5	2,3
CO5	Learn new algorithms and technologies in C Programming and apply for suitable application development	1-5	2,3
CO6	Develop solutions by using C Programming to the complex problems, either individually or as a part of the team and report the results	1-5,9	2,3

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1				✓		
CO2			✓			
CO3			✓			
CO4						✓
CO5		✓	✓			
CO6						✓

**COURSE ARTICULATION MATRIX**

CO#/ Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	1	3	1	2	1							3		
CO2	1	3	2	2	1								3		
CO3	2	2	2	2	1									3	3
CO4	3	3	3	1	1									3	3
CO5	3	3	3	2	2	1									
CO6	3	3	3	2	2	2							3	3	2

**Note:**1-Low,2-Medium,3-High



**COURSE CONTENT  
THEORY**

<b>Contents</b>
<b>UNIT-1</b>
Algorithm: Definition, Purpose of writing an algorithm, Rules for writing an algorithm, Advantage of writing algorithm and examples. Flowchart: Definition, Notations used to write a flow chart, Advantage and disadvantages of writing the flowchart and examples. Introduction to “C”: Introduction to GitHub, Structure of C program with example, C language & its features, C tokens, data types in C, variables, constants, input and output functions
<b>UNIT-2</b>
Operators and Expressions: Unary operator, assignment operator, arithmetic operator, relational operators, logical operators & bitwise operator, conditional operator, increment and decrement operator, special operator. Conditional Statements: if statement, if-else statement, nested if, switch statement. Unconditional Statements: break and continue statement, goto statement, return statement Iterative Statements (loops): while loop, do-while, for loop, differences between while, do-while and for loop.
<b>UNIT-3</b>
Arrays: one dimensional array, two dimensional array, Linear and binary search and bubble sorting. Functions: Structure of a function, types of functions, parameter passing mechanisms, Command line arguments. Strings: string operations with and without using inbuilt string functions.
<b>UNIT-4</b>
Structures & Union: Derived types- structures- declaration, definition and initialization of structures, accessing structures, nested structures, arrays of structures, union, typedef. Pointers: Introduction to pointers. File Operations: Formatted Input & Output, Character Input and Output Functions, Direct Input and Output Functions, File Positioning Functions, Error Functions

**PRACTICE:**

<b>PART A:</b>			
<b>No</b>	<b>Title of the Experiment</b>	<b>Tools and Techniques</b>	<b>Expected Skill / Ability</b>
1	Consider Loan applications in a bank consisting of various customer details such as Name, Organization, salary and loan amount applied. Segregate the loan applications based on income (low: <=5 lpa, medium: >5lpa <10lpa and high:>10lpa)	Condition checking	Apply if-else and switch
	Two files DATA1 and DATA2 contain sorted lists of integers. Write a C program to merge the contents of two files into a third file DATA i.e., the contents of the first file followed by those of the second are placed in the third file. Display the contents of DATA.	Files operations	Apply File concepts
	Statistical measures are used for data analysis and interpretation. Develop program to determine the mean and stand deviation of data stored in an array.	Statistical Computing	Use Array and loops
2	Consider the details of Airline passengers such as Name, PAN-No., Mobile-no, Email-id, Source, Destination, Seat-No and Air-Fare. Develop a program to read the details of airline passengers, store them in the structure “Airline” and List details of all the passengers who travelled From “Bengaluru to London”.	Search technique	Apply Structures

3	Assume that Mr. Peterson shopped N items at Big Market and his Cart comprises of name of the item, cost of the item per UNIT and quantity. Read the details of shopping and store them in the structure "Shop". Compute the total amount spent on shopping at Big Market and also find out the item with minimum and maximum cost.	Statistical measure	Apply Structure and if then else
	b. Write a C program to define a structure named Student with name and DOB, where DOB in turn is a structure with day, month and year. Read the details of student and store them in the structure "Student". Display name and date of birth of students using the concept of nested structures.	Nested Structures	Apply Nested Structures
4	Consider a set of N students with SRN, name, and marks scored in 8 subjects. Read the details of students and store them in the structure "Student_Marks". Compute total marks and average marks of each student and display them with suitable headings.	Average computation and visualization	Apply Structure, Array and Loops
	b. Create the structure "Book" with book_id, title, author_name and price. Write a C program to pass a structure as a function argument and print the book details.	Functions	Passing structures to function
5	Assume that Ms. Jassica shopped N items at Amazon and the Cart comprises of name of the item, cost of the item per UNIT and quantity. Arrange the items in the increasing order of cost of the item per UNIT.	Sorting	Apply sorting the contents of structure.
	Write a C program to compute the monthly pay of "N" employees using each employee's name, Basic_Pay, DA and HRA. The DA and HRA are 80% and 30% of the Basic_Pay respectively. Gross-salary is computed by adding DA and HRA to Basic_Pay. Store all the details in an array of structures and print the name and gross salary of each employee.	Reading and storing data	Use structures for reading and storing data
6	a. Consider the details of "N" Faculty members consisting of Name, EMP-ID, name of the school, address and salary. Create a file to store the above details. Retrieve the contents of the file to perform following operations: (i) Display the details of the faculty based on salary range entered. (ii) Display the details of the faculty based on the EMP-ID entered.	File operations	Create file, store data and display details.
	b. Write a C program to determine whether the character entered is a capital letter, a small case letter, a digit or a special symbol using if else and switch case.	String operations	Apply string functions

**PART B:**

	<p>Project 1: Address Contact List with the following modules:</p> <p>User  Add User(Name, Address, Primary contact number, secondary contact number, E-mail ID)  Delete User  Search for User  Edit  Find and replace the user name  Edit the contact (Phone Number) details.  Edit the Address of the user  Report  List of users based on the starting letter of their names.  List of users based on first 2 digits of their mobile number.  List of users based on the domain name of their E-mail ID.</p>		
1	Develop a program in C to create the structure "Contact" with the fields, user_name, address, mobile, phone1 and email_id. Read the data into the structure "Contact" and store them in the file "Contact.txt".	Structures and Files	Develop the program using Structures and Files
2	Develop a program in C to open contact list from the file "Contact.txt" in read mode and delete contact details of the person based on name of the person by searching his/her details. Display the updated list.	String, File and Linear Search	Develop the program using String and File
3	Develop a program in C to input the string,"Str1"( which can be either a mobile no. or name of the user) and search for it in the file , "Contact.txt" and display the details if it is found else display an error.	String, File and Linear Search	Develop the program using String and File
4	Develop a program in C to input the name of the user into the string, "Str1" , search for it in the file "Contact.txt" and replace the content of "Str1" with the new data if found.	String, File and Linear Search	Develop the program using String, File and apply linear search
5	Develop a program in C to input the phone number of user into the string, "Str1", search for it in the file "Contact.txt" and edit it with new data if found and save the same.	String, File and Linear Search	Develop the program using String, File and apply linear search
6	Develop a program in C to input the address of the user and search for the same in the file, "Contact.txt" and edit the address with new address and save the same.	String, File and Linear Search	Develop the program using String, File and apply linear search
7	Develop a program in C to input a letter into "Letter", compare it with the details stored in "Contact.txt" and then display the list of the users whose name begin with "Letter".	File operations	Develop the program using file
8	Develop a program in C to input first two digits of a mobile number into "Mobile", search for the same in "Contact.txt" and display the details of all the users whose mobile number begin with "Mobile".	File operations	Develop the program using file
9	Develop a program in C to input a domain name of email-id and search for the same in the file, "contact.txt" and list the details of the users whose email-id matches with the given domain name.	File operations	Develop the program using file

#### TEXT BOOKS:

1. B.W. Kernighan & D.M. Ritchie, "C Programming Language", 2<sup>nd</sup> Edition, PRENTICE HALL SOFTWARE SERIES, 2005.
2. Herbert Schildt, "C: The Complete Reference", 4<sup>th</sup> edition, TATA McGraw Hill, 2000.
3. B.S. Anami, S.A. Angadi and S. S. Manvi, "Computer Concepts and C Programming: A Holistic Approach", second edition, PHI, 2008.

#### REFERENCE BOOKS:

1. Balaguruswamy, "Programming in ANSI C", 4<sup>th</sup> edition, TATA MCGRAW Hill, 2008.
2. Donald Hearn, Pauline Baker, "Computer Graphics C Version", second edition, Pearson Education, 2004.

#### JOURNALS/MAGAZINES:

1. <https://ieeexplore.ieee.org/xpl/RecentIssue.jsp?punumber=6294>  
(IEEE Journal/Magazine on IT Professional)
2. <https://ieeexplore.ieee.org/document/1267572>  
(IEEE Computing in Science and Engineering)

#### SWAYAM/NPTEL/MOOCs:

1. [https://onlinecourses.nptel.ac.in/noc20\\_cs06/preview](https://onlinecourses.nptel.ac.in/noc20_cs06/preview)  
(Problem Solving through Programming in C)
2. <https://www.edx.org/course/c-programming-getting-started>  
(C Programming Getting started)
3. <https://www.coursera.org/specializations/c-programming>  
(Introduction to C programming)

#### SELF-LEARNING EXERCISES

1. **Fundamentals of computer graphics:** output primitives—Line, Circle and Ellipse drawing algorithms—Attributes of output primitives.
2. **Inline Assembly Language Program:** Simple inline assembly, Extended Assembly Syntax Microsoft C Compiler.

Course Title	IoT and Applications				Course Type		Integrated	
Course Code	B20EC0101	Credits	2		Class		II Semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	1	1	1				
	Practice	1	2	2	Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>13</b>	<b>26</b>	<b>30%</b>	<b>30%</b>

### COURSE OVERVIEW

The Internet of Things (*IoT*) expands access to the world-wide web from computers, smartphones, and other typical devices to create a vast network of appliances, toys, apparel, and other goods that are capable of connecting to the Internet. This introductory course focuses on IoT architecture, its domains and communication protocols. The course is supported with hands on sessions that incorporates different types sensors interfaced with IoT board to build IoT projects to solve real time problems. The case study of deployment of IoT in various applications are provided.

### COURSE OBJECTIVE(S):

The objectives of this course are to:

1. Explain the architecture of Internet of Things.
2. Inculcate knowledge of IoT devices, Sensors and Communication Protocols in various application domains.
3. Gain expertise in interface of various sensors to IoT Boards.
4. Discuss the various applications of IoT.
5. Learn new technologies in the IoT and apply for suitable application development.
6. Develop simple IoT projects and modules.

### COURSE OUTCOMES(COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Describe the architecture of IoT eco-system	1	1,2
CO2	Identify IoT devices, architecture, sensors and Communication protocols	1	1,2
CO3	Demonstrate the interface of sensors to IoT board	1,5, 12	1,2
CO4	Realize various Applications of IoT through case studies	1,5, 12	1,2
CO5	Learn new technologies in the IoT and apply for suitable application development.	1,5,9, 12	1,2
CO6	Develop simple IoT projects and modules	1,5,6,9, 12	1,2

### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1	√	√				
CO2		√				
CO3			√			
CO4				√	√	
CO5			√			√
CO6						√

### COURSE ARTICULATION MATRIX

CO# / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3												3	3	
CO2	3												3	3	
CO3	3				3							3	2	2	
CO4	3				3							3	1	1	
CO5	3		2		3				2				1	1	1
CO6	3				3				2			3	3	3	

Note:1-Low,2-Medium,3-High

### COURSE CONTENT THEORY

Contents
<b>UNIT-I</b>
<p><b>IoT Basics:</b> Introduction to IoT, How does Internet of Things Works, Features of IoT, Advantages and Disadvantages of IoT, Embedded Devices in IoT, IoT eco-system</p> <p><b>IoT Architecture and IoT Devices:</b> Components of IoT architecture, Stages of IoT solution architecture, Smart Objects, IoT Devices.</p>
<b>UNIT-II</b>
<p><b>IoT boards in Market:</b> Arduino, Arduino UNO, ESP8266, Raspberry Pi</p> <p><b>IoT Platform:</b> Amazon Web Services (AWS) IoT platform, Microsoft Azure IoT platform, Google Cloud Platform IoT, IBM Watson IoT platform, ThingWork IoT platform</p> <p>Technologies Used in IoT: Bluetooth, Wi-Fi, Li-Fi, RFID, Cellular, Z-Wave</p>

**PRACTICE:**

No	Title of the Experiment	Tools and Techniques	Expected Skill / Ability
1.	Introduction to IoT Board	Hardware	Identifications of various parts of Arduino and Node MCU boards Study of Ethernet shield and connection to the board
	Arduino UNO		
	Arduino Nano		
	Node MCU		
	Ethernet Shield		
2.	Working with Arduino IDE (Integrated Development Environment)	Open source Arduino IDE	Download specified software Modify code as per the application
3.	a) Demonstration of Multimeter usage	Multimeter Breadboard Resistor packs	Measurement of voltage at various points in IoT boards Choose the value of Resistor for an application
	b) Demonstration of Breadboard connection for Voltage, Ground, series and parallel connections		
	c) Exercise to read the value of resistor using Color code chart		
4	Reading photo resistor sensor value connected to Arduino Board	Arduino UNO Arduino IDE LDR, Multimeter, Resistor	Interface of photo sensor to IoT board for light measurement applications
5	Reading temperature sensor value connected to Arduino Board	Arduino UNO, Arduino IDE, Temperature sensor, Multimeter	Interface of Temperature sensor to IoT board for temperature measurement application
6.	Reading motion detector sensor value connected to IoT board	Arduino UNO, Arduino IDE, pyro-dielectric sensor,	Interface of Motion detector sensor to IoT board for motion detection applications
7	Reading distance measurement using Ultrasonic sensor Connected to IoT board	Arduino UNO, Arduino IDE, Ultrasonic sensor, Multimeter	Interface of Motion detector sensor to IoT board for motion detection
8	Interface relay to IoT board	Arduino UNO, Arduino IDE, relay Multimeter	Interface relay to IoT board for switching applications
9	Connect Wifi-ESP8266 to Arduino UNO board , Send and receive data through smart phone.	Arduino UNO ESP8266, Arduino IDE Smart phone	Connect IoT board to Wifi network
9	Mini Projects		
	Arduino Controlled Light intensity		
	Thermometer		
	Motion activated light lamp Touchless motion sensor trash can		

**TEXTBOOK:**

1. Vijay Madiseti, ArshdeepBahga, " Internet of Things: A Hands-On- Approach", ISBN: 978 0996025515,2014.

**REFERENCEBOOKS:**

1. Raj Kamal, " Internet of Things: Architecture & design Principle", McGraw Hill Education,2017.

**SWAYAM/NPTEL/MOOCs:**

1. <https://www.coursera.org/learn/iot>
2. <https://www.coursera.org/learn/interface-with-arduino>

**SELF-LEARNINGEXERCISES:**

- a) Create Arduino project hub



Course Title	ENTREPRENEURSHIP				Course Type		Theory	
Course Code	B20ME0104	Credits	1		Class		II semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	1	1	1				
	Practice	-	-	-	Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>13</b>	<b>0</b>	<b>50%</b>	<b>50%</b>

#### COURSE OVERVIEW:

Course Description: This is an *introductory course* is designed to provide the foundational concepts of *entrepreneurship*, including the definition of *entrepreneurship*, the profile of the *entrepreneur*, and the role of venture creation in society. The course also provides a bird's eye view on the steps to start a venture, financing, marketing as well as support by various institutions towards entrepreneurship.

#### COURSE OBJECTIVE

1. To understand the basic terms, concepts in Entrepreneurship Development
2. To apply for the supporting schemes towards entrepreneurship

#### COURSE OUTCOMES(COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Understand and explain the key terms, definitions, and concepts used in Entrepreneurship Development	1	1
CO2	Plan a startup and understand sources available for finance and the supporting schemes offered by state and central governments and other entrepreneurial development organizations	1,2	1,2

#### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1	√	√				
CO2	√	√	√			

#### COURSE ARTICULATION MATRIX

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2												2		
CO2	2	2											2	1	

Note:1-Low,2-Medium,3-High

## COURSE CONTENT

### THEORY

<b>Contents</b>
<b>UNIT-1</b>
<p><b>INTRODUCTION TO ENTREPRENEURSHIP</b></p> <p>Evolution of term 'Entrepreneurship', Factors influencing entrepreneurship', Psychological factors, Social factors, Economic factors, Environmental factors. Characteristics of an entrepreneur, Difference between Entrepreneur and Entrepreneurship, Types of entrepreneurs. New generations of entrepreneurship viz. social entrepreneurship, Edupreneurship, Health entrepreneurship, Tourism entrepreneurship, Women entrepreneurship etc., Barriers to entrepreneurship, Creativity and entrepreneurship, Innovation and inventions, Skills of an entrepreneur, Decision making and Problem Solving</p>
<b>UNIT-2</b>
<p><b>INSTITUTIONAL SUPPORT FOR ENTREPRENEURSHIP</b></p> <p>Organization Assistance to an entrepreneur, New Ventures, Industrial Park (Meaning, features, &amp; examples), Special Economic Zone (Meaning, features &amp; examples), Financial assistance by different agencies, MSME Act Small Scale Industries, Carry on Business (COB) licence, Environmental Clearance, National Small Industries Corporation (NSIC), e-tender process, Excise exemptions and concession, Exemption from income tax, The Small Industries Development Bank of India(SIDBI), Incentives for entrepreneurs</p>

### TEXTBOOKS:

1. K. Ramachandran," Entrepreneurship Development", Tata Mc. Graw Hill, 2008.
2. Sangeeta Sharma, "Entrepreneurship Development", PHI Publications, 2016.

### REFERENCE BOOKS:

1. Baringer and Ireland, "Entrepreneurship", 11th Edition, Pearson,2020.
2. P. Narayana Reddy, "Entrepreneurship – Text and Cases", Cengage Learning India, Iedition,2010
3. Paul Burns,"Corporate Entrepreneurship: Building The Entrepreneurial Organization", PalgraveMacmillan.
4. Drucker F Peter,:"Innovation and Entrepreneurship", 1985.Heinemann,London.

5. Doanld F Kuratko&Richard M ,”Entrepreneurship in the New Millennium”, India Edition.

#### **JOURNALS/MAGAZINES**

1. International Small Business Journal: <https://journals.sagepub.com/home/isb>
2. Journal of Development Entrepreneurship: <https://www.worldscientific.com/worldscinet/jde>

#### **SWAYAM/NPTEL/MOOCs:**

1. Entrepreneurship: <https://nptel.ac.in/courses/110/106/110106141/>

#### **SELF-LEARNINGEXERCISES:**

1. Introverts participate. If you have a few vocal students asking questions and little participation from others, anonymous questions lower student anxiety, which makes it easier for everyone to participate.
2. You learn what students are thinking about. Anonymity provides cover for students to ask questions they may be too afraid to ask but are curious about.
3. Discussions start. Anonymity means you can invite students to pose “challenging” questions. If you encourage your students to question what they’re learning, why it’s important, or why they should have to do the work you’re assigning, you spark discussions about how entrepreneurship is relevant, which can often be the key to increasing engagement.

#### **PROBLEMBASEDLEARNING**

No.	
1	How to write a Business Plan
2	Creating Marketing, Financial and Organizational Plans.
3	How to apply for financial assistance via various schemes
4	How to file taxes as a Small Business and understand the importance of GST

## Detailed Syllabus Semester -3

Course Title	Analog and Digital Electronics				Course Type		Integrated	
Course Code	B20CI0301	Credits	4		Class		III Semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	1	2	2	Theory	Practical	CIE	SEE
	-							
	<b>Total</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>39</b>	<b>26</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

This course covers basic concepts of Electrical Engineering. The course introduces the working of analog components and helps in understanding basics in digital electronics by applying the knowledge of logic gates and learning the applications of diodes and opamps. The course provides foundation on designing and implementation of logic circuits. Analog circuits are simulated using ORCAD tool and digital circuits using XILINX tool which helps in gaining experience in creating and testing of circuits.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Discuss the applications of diode in rectifiers, filter circuits and wave shaping.
2. Describe the foundation on designing, building and testing of common combinational and sequential Digital logic circuits.
3. Explain the procedure required for simulation of digital logic circuits.
4. Analyze the working principle and designing of analog circuits using ORCAD tool
5. Analyze the working principle and designing of digital circuits using XILINX tool
6. Demonstrate the use of general electronic instruments in design and testing of digital logic circuits.

### COURSE OUTCOMES(COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Analyze the use of diodes in rectifiers, filter circuits and wave shaping	1 to 4	1
CO2	Apply the basic knowledge used in solid state electronics including diodes, and operational amplifiers for specific engineering applications.	1 to 3, 5	1
CO3	Identify the different families of digital integrated circuits build, and troubleshoot combinatorial circuits using digital integrated circuits	1 to 5	2
CO4	Analyze the working principle and designing of analog circuits using ORCAD tool	1 to 4	1
CO5	Analyze the working principle and designing of digital circuits using XILINIX tool	1 to 4	1
CO6	Develop the ability to analyze and design analog electronic circuits using discrete components	1,4,5	3

### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1				√		
CO2			√			
CO3			√			
CO4				√		
CO5				√		
CO6			√			

### COURSE ARTICULATION MATRIX

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	1	1	2									3		
CO2	3	2	3		2								3		
CO3	3	1	2	1	2									3	
CO4	3	1	1	2									3		
CO5	3	1	1	2									3		
CO6	3			2	2										3

Note:1-Low,2-Medium,3-High

## COURSE CONTENT

### THEORY:

#### UNIT – 1

**Limiters and Oscillators:** Clipping and clamping circuits using diodes, Oscillator operation, Phase shift Oscillator, Wien bridge Oscillator, Tuned Oscillator circuits, Crystal Oscillator. (BJT Version Only) Simple design methods of Oscillators.

#### UNIT- 2

**Operational Amplifiers:** Ideal Opamp versus Practical Opamp, Performance Parameters, Some Applications: Peak Detector Circuit, Absolute Value Circuit, Comparator, Active Filters-First order LPF and HPF, Phase Shifters, Instrumentation Amplifier, Non-Linear Amplifier-Log and antilog amplifier.

#### UNIT – 3

**Principle and Minimization Techniques of combinational Circuits:** Introduction to combinational logic, Minimization Techniques: Minterm, Maxterm, Sum of Products (SOP), Product of Sums (POS), 3 and 4 Variable Karnaugh map.

#### UNIT – 4

**Analysis of Combinational and sequential Circuits:** Half adder, full Adder, Half Subtractor, full Subtractor, multiplexers and Demultiplexers.

Introduction to Sequential circuits: flip-flops: SR, JK, D, T Characteristic tables and equations; Application of Shift register (Ring Counter and Johnson counter) .

### PRACTICE:

No	Title of the Experiment	Tools and Techniques	Expected Skill /Ability
<b>Part-A</b>			
1	To simulate a positive clipper, double ended clipper & positive clamper circuits using diodes	Orcad	Simulation of clipper and clamper electronic
2	To simulate a rectangular wave form generator (Op-amp relaxation oscillator) and compare the frequency and duty cycle with the design specifications	Orcad	Simulation of rectangular waveform generator
3.	To simulate a Schmitt trigger using Op-amp and compare the UTP and LTP values with the given specification	Orcad	Simulation of Schmitt trigger
4.	To simulate a Wien bridge Oscillator	Orcad	Simulation of wein bridge oscillator
5.	To determine the working of a power supply and observe the waveforms	Orcad	Simulation of power supply
6.	To build and simulate CE amplifier (RC coupled amplifier) for its frequency response and measure the bandwidth.	Orcad	Simulation of RC coupled amplifier and

			determining the frequency response
7.	Realization of Half/Full adder and Half/Full Subtractors using logic gates	ICs, Trainer kit and patch cords Create and perform the adder and subtractor circuits	ICs, Trainer kit and patch cords Create and perform the adder and subtractor circuits
8.	Design and develop VHDL code to realize Full adder and Full Subtractors	Xilinx	Simulation knowledge of the mentioned adders and
9.	.Given a 4-variable logic expression, simplify it using Entered Variable Map and realize the simplified logic expression using 8:1 multiplexer IC	ICs, Trainer kit and patch cords	Realization of a multiplexer
10.	Design and develop the VHDL code for an 8:1 multiplexer. Simulate and verify it's working	Xilinx	Simulation knowledge of combinational logic circuit
11.	Design and implement a ring counter using 4-bit shift register and demonstrate its working	ICs, Trainer kit and patch cords	Realization of shift register and ring counter
12.	Design and develop the Verilog / VHDL code for switched tail counter.	Xilinx	Simulation of ring counter

#### TEXTBOOKS:

1. Anil K Maini, Varsha Agarwal, " Electronic Devices and Circuits", Wiley, 2009.
2. Jacob Millman, Christos Halkias, Chetan D Parikh, " Millman's Integrated Electronics – Analog and Digital Circuits and Systems", 2nd Edition, Tata McGraw Hill, 2010.
3. Donald P Leach, Albert Paul Malvino&GoutamSaha, " Digital Principles and Applications", 7th Edition, Tata McGraw Hill, 2010.

#### REFERENCEBOOKS:

1. Stephen Brown, ZvonkoVranesic, " Fundamentals of Digital Logic Design with VHDL", 2nd Edition, Tata McGrawHill, 2005.
2. R D Sudhaker Samuel, "Illustrative Approach to Logic Design", Sanguine-Pearson, 2010.
3. Charles H. Roth, " Fundamentals of Logic Design", Jr., 5th Edition, Cengage Learning, 2004.
4. Ronald J. Tocci, Neal S. Widmer, Gregory L. Moss, " Digital Systems Principles and Applications", 10th Edition, Pearson Education, 2007.
5. M Morris Mano, " Digital Logic and Computer Design", 10th Edition, Pearson Education, 2008.
6. Jacob Millman, Christos Halkias, "Analog and Digital Circuits and Systems", 2nd Edition, Tata McGraw Hill, 2010
7. R. D. Sudhaker Samuel, " Electronic Circuits", Sanguine-Pearson, 2010

#### JOURNALS/MAGAZINES

1. <https://ieeexplore.ieee.org/document/1085417>
2. [https://www.academia.edu/Documents/in/Digital\\_Electronics](https://www.academia.edu/Documents/in/Digital_Electronics)
3. [https://www.mdpi.com/journal/electronics/special\\_issues/circuit\\_machine\\_learning](https://www.mdpi.com/journal/electronics/special_issues/circuit_machine_learning)

**SWAYAM/NPTEL/MOOCs:**

1. <https://technobyte.org/digital-electronics-logic-design-course-engineering/>
2. <https://www.udemy.com/course/digital-electronics-logic-design/>
3. <https://www.javatpoint.com/digital-electronics/>.



Course Title	Programming with JAVA				Course Type	Integrated		
Course Code	B20CI0302	Credits	4		Class		III Semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	1	2	2	Theory	Practical	CIE	SEE
	-	-	-	-				
	<b>Total</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>39</b>	<b>26</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

Java's unique architecture enables programmers to develop a single application that can run across multiple platforms seamlessly and reliably. In this course, students gain extensive experience with Java, object-oriented features and advance Java programming skills. Students learn to create robust object-oriented applications with Java.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain the basic data types and control structures of the Java language.
2. Illustrate the creation of classes and objects in Java.
3. Demonstrate the extending a class (inheritance) and use proper program anomaly handling structures.
4. Discuss the use of Java generics and collections.
5. Discuss object-oriented features and advance Java programming skills
6. Explain to create robust object-oriented applications with Java.

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Make use of array concepts in java to solve real world problems.	1 to 5	1
CO2	Apply the features of OOPS in java to solve the real-world problems.	1 to 5	1
CO3	Develop program for stack implementation using Exception Handling in java.	1 to 5	2, 3
CO4	Identify suitable data structures to solve real world applications.	1 to 5, 12	2
CO5	Discuss object-oriented features and advance Java programming skills	1 to 5	1
CO6	Explain to create robust object-oriented applications with Java.	1 to 5, 12	2,3

### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1			√			
CO2			√			
CO3			√	√		
CO4			√			
CO5		√				
CO6		√				

### COURSE ARTICULATION MATRIX

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	3	2	2	1								3		
CO2	3	3	2	2	1								3		
CO3	3	3	1	1	1									3	3
CO4	3	3	3	1	2							1		3	
CO5	3	3	3	1	2								3		
CO6	3	3	2	2	2									3	3

Note:1-Low,2-Medium,3-High

### COURSE CONTENT

#### THEORY:

#### UNIT – 1

**Fundamental Programming Structures:** Dissecting the “Hello, World” Program; Compiling and Running a Java Program; Primitive Types; Variables; Arithmetic Operations; Strings; Input and Output; Control Flow; Arrays; Functional Decomposition.

#### UNIT – 2

**Object-Oriented Programming:** Working with Objects; Implementing Classes; Object Construction; Static Variables and Methods, Packages; Nested Classes; Documentation Comments; Interfaces; Static, Default and Private Methods in interface; Lambda Expressions; Method and Constructor References; Local and Anonymous Classes.

### UNIT – 3

**Inheritance and Exceptions:** Extending a Class; Object: The Cosmic Superclass; Enumerations; Runtime Type Information and Resources; Exception Handling: Throwing Exceptions; The Exception Hierarchy; Declaring Checked Exceptions; Catching Exceptions; the Try-with-Resources Statement; The finally Clause; Rethrowing and Chaining Exceptions; Uncaught Exceptions and the Stack Trace.

### UNIT – 4

**Generic Programming and Collections:** Generic Classes; Generic Methods; Type Bounds; Type Variance and Wildcards; Restrictions on Generics; an Overview of the Collections Framework; Iterators; Sets; Maps.

**PRACTICE:**

No	Title of the Experiment	Tools and Techniques	Expected Skill /Ability
<b>Part-A</b>			
1.	The sieve of Eratosthenes is one of the most efficient ways to find all primes smaller than n when n is smaller than 10 million. Given a number n, use JAVA to print all primes	Windows/Linux OS, IDE	Understanding conditional operators and statements
2.	The Gauss-Jordan method is also known as Gauss-Jordan elimination method is very useful in solving a linear system of equations. It is a technique in which a system of linear equations is resolved by the means of matrices. Develop a	Windows/Linux OS, IDE	Creating an array and performing some operations on array.
3.	To compute a square root of any positive number a, start with an initial guess $x=x_1$ for $\sqrt{a}$ ; then calculate successive approximations $x_2, x_3, \dots, \sqrt{a}$ using the formula:  $x_i = \frac{x_{i-1} + (a/x_{i-1})}{2}, i = 2, 3, \dots$	Windows/Linux OS, IDE	Understanding conditional statements (if, if..else, etc)

4.	<p>Model a lamp as a Java object. Make a Lamp class. This will contain atleast one instance variable which will be of type Boolean and will hold the state of the lamp: i.e., whether it is on or off. In addition, add methods to do the following things: switch the light on and off, and check its current state, i.e., whether it is on or off. Maintain proper encapsulation mechanism.</p> <p>Next, write a launcher class with a main() method to carry out the following tasks:</p>	Windows/Linux OS, IDE	Object and class creation and its usage
5.	<p>Given the following functional interface:</p> <pre>interface MathOperation {     int operation(int a, int b); }</pre> <p>Develop an application that would implement the above interface using lambda expressions as to perform</p>	Windows/Linux OS, IDE	Creation of interfaces and its usage.
6.	<p>The String class in JAVA has a static method compare To Ignore Case, which compares two strings and the Arrays class has a static sort method. Build a JAVA program that creates an array of strings, use the sort function from Arrays class to sort the strings by passing the compare To Ignore</p>	Windows/Linux OS, IDE	Creation of string class and its usage
7	<p>XYZ technologies is firm that has 5 employees with 1 manager, and 4 technicians. XYZ wants to digitize its payroll system, the following requirements: Dearness Allowance is 70% of basic for all employees. House Rent Allowance is 30% of basic for all employees. Income Tax is 40% of gross salary for all employees. The annual increments to the employees are to be given of the following criteria: - Manager 10% of the basic salary, and Technicians 15% of basic. Develop the pay roll for XYZ. Implement a class</p>	Windows/Linux OS, IDE	Creation multiple inheritance and its usage
8	<p>Define a new Exception class named Odd Exception. Create a new class named Even Odd. Write a method called halfOf(), which takes an int as parameter and throws an Odd Exception if the int is odd or zero, otherwise returns (int / 2). Write a main method that calls halfOf() three times (once each with an even int, an odd int, and zero), with three</p>	Windows/Linux OS, IDE	Creation of exception class and its usage

9	Implement a class named Fraction that represents fractions with numerator and denominator always stored reduced to lowest terms. If fraction is negative, the numerator will always be negative, and all operations leave results stored in lowest terms. Implement the addition, subtraction, multiplication and division operation for the Fraction class	Windows/Linux OS, IDE	Creation of exception class and its usage
10	Create a class Student that has instance variables as Name, Age, Address and access transmutation methods to access the instance variables along with display method to print the details of student. Next write a main() function that will create a collection of 10 students and reverse the list. Print	Windows/Linux OS, IDE	Object and class creation and its usage
11	Use generics to build a class Sort. Implement the bubble sort algorithm to sort an array of any type.	Windows/Linux OS, IDE	Creation of generics class and its usage
12	Write a generic method to count the number of elements in a collection that have a specific property (for example, odd integers, prime numbers, palindromes).	Windows/Linux OS, IDE	Creation of generics class and its usage

Sl. No.	Part B Mini Project
1	<p>Develop a project for Airline reservation system List with the following modules:</p> <ol style="list-style-type: none"> <li>1. PASSENGER <ol style="list-style-type: none"> <li>a) Add member</li> <li>b) Delete member</li> <li>c) Search for member</li> <li>d) Edit member</li> </ol> </li> <li>2. FLIGHT <ol style="list-style-type: none"> <li>a. Add Flight</li> <li>b. Delete Flight</li> <li>c. Search Flight</li> <li>d. Display Flights</li> </ol> </li> <li>3. RESERVATION <ol style="list-style-type: none"> <li>a. Book</li> <li>b. Cancel</li> </ol> </li> </ol> <p>Title: Airline Reservation system  Problem Definition:  <i>"Airline Reservation System"</i> main aim is to provide the online ticket &amp; seat reservation of National and International Flights and give the information about flight departures.  Solution:  Develop a project to implement an Airline reservation system with the following modules:</p> <ol style="list-style-type: none"> <li>1. PASSENGER <ol style="list-style-type: none"> <li>a. Add member</li> <li>b. Delete member</li> <li>c. Search for member</li> <li>d. Edit member</li> </ol> </li> <li>2. FLIGHT <ol style="list-style-type: none"> <li>a. Add Flight</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>b. Delete Flight</li> <li>c. Search Flight</li> <li>d. Display Flights</li> </ul> <p>3. RESERVATION</p> <ul style="list-style-type: none"> <li>a. Book</li> <li>b. Cancel</li> </ul>
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**List of Experiments:**

Sl.No	Name of the Experiment
1	<p>Create a passenger class with the attributes Adhar_number, Passenger_name, Email_id, Phone, Address, DOB and the methods to facilitate Addition, Deletion, Search and Modify the passenger data. Store the details of the 10 passenger objects in "Passenger.txt" and Display.</p> <ul style="list-style-type: none"> <li>a. void Add_passenger()</li> <li>b. Display_details()</li> <li>c. void Delete_Passenger(Adhar_number)</li> <li>d. void Search_Passenger(Adhar_number)</li> <li>e. void Modify_Passenger(Adhar_number)</li> </ul>
2	<p>It is required to delete an existing passenger data based on the request from the passenger. Read adhar card number of the passenger to be deleted and delete the record from "passenger.txt" if found. Otherwise display an error message saying that "record does not exist". Develop a program to implement the above task.</p>
3	<p>It is required to modify an existing passenger data based on the request from the passenger. Read adhar card number of the passenger to be modified and modify the record from "passenger .txt" if found. Otherwise display an error message saying that "Record does not exist". Develop a program to implement the above task.</p>
4	<p>It is required to Search an existing passenger data based on the request from the passenger. Read Adhaar card number of the passenger to be searched for, search the record from "passenger .txt" and display the details of passenger if found. Otherwise display the error message "Record does not exist". Develop a program to implement the above task.</p>
5	<p>Create a Flight class with attributes Flight_number, Flight_name, Source, Destination, Departure_Timing and the methods Add_Flight(), Delete_Flight(), Search_Flight() and Display_Flight(). Store the details of any 5 Flights in a file called "Flights.txt" and display the same. Develop a program to achieve the above task.</p>
6	<p>It is required to delete the details a flight stored in "Flights.txt". Read the Flight_no and search for the same in "Flights.txt". If found, it should be deleted from "Flights.txt". Otherwise display the error message "Flight Does Not Exist". Develop a program to achieve the above task.</p>
7	<p>It is required to delete the search for a flight stored in "Flights.txt". Read the Flight_no and search for the same in "Flights.txt". If found, Display the details of Fflight, otherwise display the error message "Flight Does Not Exist". Develop a program to achieve the above task.</p>
8	<p>It is required to display the details of all the flights running from Source1 to Destination1. Read the name of source1 and destination1 and fetch from "Flights.txt" the details of all the flights running between Source1 and desitnation1 and display the same. Develop a program to achieve the above task.</p>
9	<p>Create a reservation class that facilitates booking and cancellation of domestic and international flights using the following methods and parameters. Develop a program to store the details of 10 bookings in "<b>Reservations.txt</b>" and display the same.</p> <ul style="list-style-type: none"> <li>a. Book_Ticket(Flight_Number, Flight_Name, Ticket_Number, Source, Destination, Adhar_number, Passport_number, Date, Departure_time, Class, Type_of_Travel(Domestic , International), Fare, Status)</li> <li>b. Cancel_Ticket(Ticket_Number)</li> </ul>
10	<p>A passenger would like to cancel the ticket due to a genuine reason. Read the ticket_no and search for the record in "Reservation.txt". Cancel the Ticket based on the request from passenger and update the status.</p>

**TEXTBOOKS:**

1. Cay S. Horstmann, "Core Java® SE 9 for the Impatient", Addison Wesley, Second Edition, 2018.
2. Herbert Schildt, "Java™: The Complete Reference", McGraw-Hill, Tenth Edition, 2018.
3. David Gallardo, Ed Burnette, Robert McGovern, "Eclipse in Action a guide for java developers", Manning Publications, 2003.
4. Ed Burnette, "Eclipse IDE Pocket Guide: Using the Full-Featured IDE", O'Reilly Media, Inc, USA, 2005.

**REFERENCEBOOKS:**

1. Cay S. Horstmann, "Core Java™ Volume I—Fundamentals", Prentice Hall, Tenth Edition, 2015
2. Joshua Bloch, "Effective Java", Addison-Wesley Professional, Third Edition, 2017
3. Ken Kousen, "Modern Java Recipes", O'Reilly Media, Inc., 2017
4. Oracle Java Documentation. (<https://docs.oracle.com/javase/tutorial/>)

**JOURNALS/MAGAZINES**

1. <https://ieeexplore.ieee.org/document/5464387>
2. <https://files.eric.ed.gov/fulltext/EJ1075126.pdf>
3. <https://www.sciencedirect.com/science/article/pii/S0167642304000590>
4. <https://www.informingscience.org/Publications/4322?Source=%2FJournals%2FJITEIIP%2FArticles%3FVolume%3D0-0>
5. <https://www.javadevjournal.com/>
6. <https://blogs.oracle.com/javamagazine/>

**SWAYAM/NPTEL/MOOCs:**

1. [https://onlinecourses.nptel.ac.in/noc19\\_cs84/preview](https://onlinecourses.nptel.ac.in/noc19_cs84/preview)
2. <https://www.classcentral.com/course/swayam-programming-in-java-12930>
3. <https://swayam.gov.in/explorer?searchText=java>

**Self-Learning Exercises:**

1. The Eclipse-IDE
2. Streams
3. Concurrent Programming
4. Swing and JavaFX
5. Networking- JDBC, Database Access

Course Title	Data Structures	Course Type	Integrated
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Course Code	B20CI0303	Credits	4		Class		III Semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	1	2	2	Theory	Practical	CIE	SEE
	-	-	-	-				
	<b>Total</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>39</b>	<b>26</b>	<b>50</b>	<b>50</b>

#### COURSE OVERVIEW

The course focuses on basic and essential topics in data structures, including array-based lists, linked lists, recursion, stack, queues, and binary trees, heaps, sorting and searching algorithms. It also covers analysis and design of fundamental data structures and engages learners to use data structures as tools to algorithmically design efficient computer programs that will cope with the complexity of actual applications.

#### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Discuss the concept of Abstract Data Types (ADT)
2. Provide the knowledge of stacks and queues.
3. Understand the importance of Linked lists
4. Illustrate the operations of trees
5. Demonstrate the use of appropriate of data structures for a given problem.
6. Design a data structure application for real time problems.

#### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Explain the Abstract Data Types, Structures.	1 to 5	1
CO2	Formulate the solution for any computational problem using stacks and queues.	1 to 5	1,2
CO3	Analyze the importance of linked lists.	1 to 5	1,2
CO4	Solve real time problems using trees data structure.	1 to 5	1,2
CO5	Apply appropriate data structures to solve a given problem.	1 to 5	1
CO6	Compare the performance of various data structures	1 to 5	1,2



### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1			√			
CO2			√			
CO3			√			
CO4			√			
CO5		√				
CO6			√			√

### COURSE ARTICULATION MATRIX

CO#/ Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PS01	PS02	PS03
CO1	3	2	2	3	2								3		
CO2	3	2	3	3	2								3	3	
CO3	3	1	2	3	1								3	3	
CO4	3	1	3	3	2								3	3	
CO5	3	2	2	3	2								3		
CO6	3	1	3	3	2								3	3	

Note:1-Low,2-Medium,3-High

### COURSE CONTENT

#### THEORY:

#### UNIT- 1

**Introduction to Data structures and Algorithms:** Data, Data Types, Abstract Data Types and Examples, Algorithms, Arrays: One Dimensional and Two Dimensional, Structures: Introduction to structures and nested structures.

#### UNIT -2

**Data Structures-1:**Stacks, Evaluation of expressions: Infix, Prefix, postfix; Queues: Simple, circular and priority Queues.

#### UNIT- 3

**Data Structures-2:**Pointers;Dynamic memory allocation;Linked List: singly linked list, doubly linked list, stack using linked list, queue using linked list.

#### UNIT- 4

**Data Structures-3:**Trees: Binary Tree, Binary Tree Traversals, Binary search Tree.

#### Self-learning component:

AVL Trees, Threaded Binary Trees, Heaps, Sparse Matrix, Searching and sorting techniques

**(Text books:**

1. Horowitz, Sahni, Anderson-Freed, Fundamentals of Data Structures in C, 2nd Edition, Universities Press, 2007.
2. Joshi, Data Structures and Algorithms In C, Tata McGraw-Hill Education, 2010.

**Reference books:**

1. The design and analysis of computer algorithms, 4th Edition Addison-Wesley
2. Alfred V. Aho, Jeffrey D. Ullman, John E. Hopcroft, Data Structures and Algorithms, Addison-Wesley, 1987.
3. Richard Gilberg, Behrouz Forouzan, Data Structures: A Pseudo code Approach with C, Cengage Learning, 2004.
4. ACM Transactions on Data structures
5. ACM Journal of Algorithms and Computational Technology.

**JOURNALS/MAGAZINES**

1. <https://www.imedpub.com/scholarly/data-structure-journals-articles-ppts-list.php>
2. [https://www.mdpi.com/journal/algorithms/special\\_issues/Efficient\\_Data\\_Structures](https://www.mdpi.com/journal/algorithms/special_issues/Efficient_Data_Structures)
3. <https://ieeexplore.ieee.org/document/4055607>
4. <https://ieeexplore.ieee.org/abstract/document/6312216>
5. <https://www.sciencedirect.com/science/article/pii/S0022000083900065>
6. <https://www.sciencedirect.com/journal/journal-of-algorithms>

**SWAYAM/NPTEL/MOOCs:**

1. Coursera – Data Structures and Algorithms Specialization
2. Coursera – Data Structures, University of California San Diego
3. Data Structures and Algorithms, National Research University Higher School of Economics
4. <https://nptel.ac.in/courses/106/102/106102064/>
5. <https://nptel.ac.in/courses/106/106/106106127/>
6. <https://nptel.ac.in/courses/106/103/106103069/>

**Self-Learning Exercises:**

1. Storing game entities in a array
2. Pseudo-random number generators
3. Reversing an array using a stack
4. Matching parentheses and HTML tags
5. Double ended queue
6. Application of tree traversals

**Pactise:**

1	Design, Develop and Implement a menu driven Program in C for the following Array operations a. Creating an Array of N Integer Elements b. Display of Array Elements with Suitable Headings c. Inserting an Element (ELEM) at a given valid Position (POS) d. Deleting an Element at a given valid Position(POS) e. Exit. Support the program with functions for each of the above operations.
2	Design, Develop and Implement a Program in C for the following operations on Strings a. Read a main String (STR), a Pattern String (PAT) and a Replace String (REP) b. Perform Pattern Matching Operation:

	<p>c. Find and Replace all occurrences of PAT in STR with REP if PAT exists in STR.</p> <p>d. Report suitable messages in case PAT does not exist in STR Support the program with functions for each of the above operations.</p> <p>Note: Don't use Built-in functions</p>
3	<p>Design, Develop and Implement a menu driven Program in C for the following operations on STACK of Integers (Array Implementation of Stack with maximum size MAX)</p> <p>a. Push an Element on to Stack</p> <p>b. Pop an Element from Stack</p> <p>c. Demonstrate how Stack can be used to check Palindrome</p> <p>d. Demonstrate Overflow and Underflow situations on Stack</p> <p>e. Display the status of Stack</p> <p>f. Exit</p> <p>Support the program with appropriate functions for each of the above operations</p>
4	<p>Design, Develop and Implement a Program in C for converting an Infix Expression to Postfix Expression. Program should support for both parenthesized and free parenthesized expressions with the operators: +, -, *, /, %( Remainder), ^ (Power) and alphanumeric operands.</p>
5	<p>Design, Develop and Implement a Program in C for the following Stack Applications</p> <p>a. Evaluation of Suffix expression with single digit operands and operators: +, -, *, /, %, ^</p> <p>b. Solving Tower of Hanoi problem with n disks</p>
6	<p>Design, Develop and Implement a menu driven Program in C for the following operations on Circular QUEUE of Characters (Array Implementation of Queue with maximum size MAX)</p> <p>a. Insert an Element on to Circular QUEUE</p> <p>b. Delete an Element from Circular QUEUE</p> <p>c. Demonstrate Overflow and Underflow situations on Circular QUEUE</p> <p>d. Display the status of Circular QUEUE</p> <p>e. Exit</p> <p>Support the program with appropriate functions for each of the above operations</p>
7	<p>Design, Develop and Implement a menu driven Program in C for the following operations on Singly Linked List (SLL) of Student Data with the fields: USN, Name, Branch, Sem, PhNo</p> <p>a. Create a SLL of N Students Data by using front insertion.</p> <p>b. Display the status of SLL and count the number of nodes in it</p> <p>c. Perform Insertion and Deletion at End of SLL</p> <p>d. Perform Insertion and Deletion at Front of SLL</p> <p>e. Demonstrate how this SLL can be used as STACK and QUEUE</p> <p>f. Exit</p>
8	<p>Design, Develop and Implement a menu driven Program in C for the following operations on Doubly Linked List (DLL) of Employee Data with the fields: SSN, Name, Dept, Designation, Sal, PhNo</p> <p>a. Create a DLL of N Employees Data by using end insertion.</p> <p>b. Display the status of DLL and count the number of nodes in it</p> <p>c. Perform Insertion and Deletion at End of DLL</p> <p>d. Perform Insertion and Deletion at Front of DLL</p> <p>e. Demonstrate how this DLL can be used as Double Ended Queue</p> <p>f. Exit</p>
9	<p>Design, Develop and Implement a Program in C for the following operations on Singly Circular Linked List (SCLL) with header nodes</p> <p>a. Represent and Evaluate a Polynomial <math>P(x,y,z) = 6x^2y^2z - 4yz^5 + 3x^3yz + 2xy^5z - 2xyz^3</math></p> <p>b. Find the sum of two polynomials POLY1(x,y,z) and POLY2(x,y,z) and store the result in POLYSUM(x,y,z)</p> <p>Support the program with appropriate functions for each of the above operations</p>
10	<p>Design, Develop and Implement a menu driven Program in C for the following operations on Binary Search Tree (BST) of Integers</p> <p>a. Create a BST of N Integers: 6, 9, 5, 2, 8, 15, 24, 14, 7, 8, 5, 2</p> <p>b. Traverse the BST in Inorder, Preorder and Post Order</p> <p>c. Search the BST for a given element (KEY) and report the appropriate message</p> <p>d. Delete an element(ELEM) from BST</p> <p>e. Exit</p>

<b>Course Title</b>	<b>Discrete Mathematics and Graph Theory</b>				<b>Course Type</b>		<b>Theory</b>	
<b>Course Code</b>	<b>B20AS0302</b>	<b>Credits</b>	<b>3</b>		<b>Class</b>		<b>III Semester</b>	
<b>Course Structure</b>	<b>TLP</b>	<b>Credits</b>	<b>Contact Hours</b>	<b>Work Load</b>	<b>Total Number of Classes Per Semester</b>		<b>Assessment in Weightage</b>	
	Theory	3	3	3				
	Practice	-	-	-	Theory	Practical	CIE	SEE
	-	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>-</b>	<b>50</b>	<b>50</b>

### **COURSE OVERVIEW**

Discrete Mathematics is the study of discrete objects. Discrete Mathematics is used to develop our ability to understand and create mathematical arguments and also used to provide the mathematical foundation for advanced mathematics and computer science courses. Graphs (abstract networks) are among the simplest mathematical structures, which are used in most of the areas of Computer Science to solve the complex problems.

### **COURSE OBJECTIVE (S):**

The objectives of this course are to:

1. Explain mathematical arguments using logical connectives and quantifiers.
2. Illustrate the operation on discrete structures such as sets, relations and functions.
3. Describe the theory and application of graphs, fundamental theorems and their proofs.
4. Demonstrate the use of graphs to model many types of relations and processes in physical, biological. Social and information system.
5. Explain to provide the mathematical foundation for advanced mathematics
6. Illustrate to use discrete mathematics to solve the complex problems in most of the areas of Computer Science

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Construct mathematical arguments using logical connectives and quantifiers	1 to 4	2
CO2	Apply the operations like union and intersection on discrete structures such as sets, relations and functions	1 to 3, 5,6	2
CO3	Make use of graph and fundamental theorems in real world applications	1 to 6	2
CO4	Develop a model using advanced concepts of graph for real world applications	1,2,4,5,6	2
CO5	Apply the mathematical foundation for advanced mathematics	1 to 3, 5,6	2
CO6	Solve the complex problems in most of the areas of Computer Science	1,2,3,4	3

### BLOOM'S LEVEL OF THE COURSE OUTCOMES

	Bloom's Level					
	Remember	Understand	Apply	Analyze	Evaluate	Create
CO1			√			
CO2			√			
CO3			√			
CO4			√			
CO5			√			
CO6					√	

### COURSE ARTICULATION MATRIX

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	1	1	2										3	
CO2	3	2	3		2	1								3	
CO3	3	1	2	1	2	3								3	
CO4	3	2		2	2	2								3	
CO5	3	2	3		2	1								3	
CO6	3	2	3	3											3

Note:1-Low,2-Medium,3-High

## **COURSE CONTENT**

### **THEORY:**

#### **UNIT – 1**

**Set Theory and Logic:** Fundamentals of Sets, Sub sets, Venn diagram, Operations on sets, Laws of set theory, Countable and Uncountable sets, Addition Principle, Extended Addition Principle, Propositions, Logical Connectives and truth tables (Illustrative Examples), Logical equivalence, Laws of logic, Duality, NAND and NOR connectives (Circuits), Converse, Inverse and Contrapositive, Rules of Inference, Open statements, Quantifier, Logical implication involving quantifiers, Statement with more than one variable. Methods of Proofs and Disproof.

#### **UNIT – 2**

**Relations and Functions :** Cartesian product of sets (Illustrative Examples), Matrices and Digraph of the relations, Properties of relations, Equivalence relations, Partial ordered relations, Posets, Hasse diagrams, Extremal elements in posets, Types of Functions, properties of Functions, The pigeon hole principle, composite functions, invertible functions, Floor and ceiling functions, Sterling number of second kind.

#### **UNIT – 3**

**Introduction to graph theory:** Konigsberg's bridge problems, Utilities problem, Seating Problem, Graphs, Representation of Graphs. Directed graphs, Incidence, Adjacency, Degree, In degree, Out degree, Regular graphs, Complete graphs, Null Graph, Bipartite Graphs, Isomorphism, Directed Graphs, Sub graphs, Walk, Trail, Path, Circuit, Cycle, Connected and disconnected graphs, Components, Weakly connected and Strongly connected Components, Complement of graphs, Partition and Decompositions.

#### **UNIT – 4**

**Euler and Hamiltonian graphs and Graph coloring:** Operation on graphs, Definition of Euler Trail, Euler Graphs, Hamiltonian path, Hamiltonian Cycle, Hamiltonian Graphs, Standard Theorems on Euler and Hamiltonian graphs, planar graph, detection of Planarity, Dual of planar graphs, Euler formula for planar graph, Graph coloring, Chromatic polynomial, Map coloring, Four Color Theorem, Five Color Theorem, Matching, Network flow, and its applications, Cut set, Cut vertex, Chord, Properties of Cut Sets, Max Flow Min Cut Theorem.

### **TEXT BOOKS:**

1. Ralph P Grimaldi, "Discrete and Combinatorial Mathematics", Pearson Education, 5<sup>th</sup> Edition, 2014.
2. NasinghDeo, "Graph Theory with Applications to Engineering Computer Science", Prentice-Hall, 2014.

### **REFERENCE BOOKS:**

1. Kenneth H Rosen, "Discrete Mathematics and its applications", 5<sup>th</sup> Edition,, Tata McGraw Hill, 2014.
2. C L Liu, "Elements of Discrete Mathematics", 4<sup>th</sup> edition, Tata MacGraw Hill 2014.
3. Thomas Khoshy, "Discrete Mathematics with applications", Elsevier, 2012.
4. Ralph P Grimaldi, "Discrete and Combinatorial Mathematics", Pearson Education, Asia, 2015.
5. Frank Harary, "Graph Theory", Norosa, 2013.
6. J. A. Bondy and V. S. R. Murthy, "Graph Theory with Applications", Macmillan, London, 2013.

### **JOURNALS/MAGAZINES**

1. <https://www.journals.elsevier.com/discrete-mathematics>
2. <http://www.math.iit.edu/~kaul/Journals.html>
3. <https://www.siam.org/publications/journals/siam-journal-on-discrete-mathematics-sidma>
4. <https://onlinelibrary.wiley.com/journal/10970118>
5. <https://iopscience.iop.org/article/10.1088/1742-6596/1175/1/012069/meta>
6. <https://iopscience.iop.org/article/10.1088/1742-6596/1188/1/012065/meta>
7. <https://www.worldscientific.com/worldscinet/jml>
8. <https://www.scimagojr.com/journalsearch.php?q=12000154480&tip=sid>

**SWAYAM/NPTEL/MOOCs:**

1. <https://nptel.ac.in/courses/111/107/111107058/>
2. <https://nptel.ac.in/courses/106/103/106103205/>
3. [https://onlinecourses.swayam2.ac.in/cec20\\_ma02/preview](https://onlinecourses.swayam2.ac.in/cec20_ma02/preview)
4. [https://onlinecourses.nptel.ac.in/noc20\\_ma05/preview](https://onlinecourses.nptel.ac.in/noc20_ma05/preview)
5. [https://onlinecourses.swayam2.ac.in/cec20\\_ma03/preview](https://onlinecourses.swayam2.ac.in/cec20_ma03/preview)
6. <https://www.coursera.org/learn/graphs>

<b>Course Title</b>	<b>Computer Organization and Architecture</b>				<b>Course Type</b>		<b>Theory</b>	
<b>Course Code</b>	<b>B20EK0301</b>	<b>Credits</b>	<b>3</b>		<b>Class</b>		<b>III Semester</b>	
<b>Course Structure</b>	TLP	Credits	Contact Hours	Work Load	13Hrs/Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	0	0	0	Theory	Practical	CIE	SEE
	-	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

Computer organization and architecture is the science and art of selecting and interconnecting hardware components to create a computer that meets functional, performance, and cost goals. Computer organization defines the constituent parts of the system, how they are interconnected, and how they interoperate in order to implement the architectural specification. In this course, student will learn the basics of hardware components from basic arithmetic units to memory and I/O devices, instruction set architectures and assembly language, and designs to improve performance.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain architecture of ARM processor and write simple assembly programs.
2. Demonstrate the translation of assembly instructions into their binary representation.
3. Describe and understand the processor memory hierarchy.
4. Discuss basic understanding of interrupts, I/O devices, and I/O protocols

### COURSE OUTCOMES(COs)

After the completion of the course, the student will be able to

CO#	Course Outcomes	POs	PSOs
CO1	Make use of ARM processor instruction set for developing simple assembly Interpret the functional architecture of computing systems.	1,2,7,12	1
CO2	Interpret the functional architecture of computing systems.	1,2,4,10	1
CO3	Identify the issue related to instruction set architecture ,memory unit and control unit and I/O functions.	1,11	1
CO4	Develop a real world application using parallel processing concepts.	1,2,4,10,11	1,2
CO5	Learn new tools and technologies in the computer organization and architecture and apply for suitable application development.	12	1, 2
CO6	Develop solutions in the computer organization and architecture to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,9,10	1,2



### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1			√			
CO2			√			
CO3				√		
CO4	√				√	
CO5	√				√	
CO6		√				√

### COURSE ARTICULATION MATRIX

CO#/ PO#	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PS01	PS02	PS03
CO1	2	3					3					1	3		
CO2	3	3		2						2			3		
CO3	3										2		3		
CO4	3	3		2						2	2		3	2	

**Note:** 1-Low, 2-Medium, 3-High

### COURSE CONTENT

#### THEORY:

#### UNIT-1

**Introduction to ARM processor:** Introduction to the architecture of Microprocessor, Microcontroller, Microcomputer and Internet of Things (IoT). ARM characteristics, Register structure, Addressing modes, Instructions, Assembly language, Operating Modes and Exceptions, Conditional execution of Instructions.

#### UNIT-2

**Arithmetic unit:** Addition and Subtraction of Signed Numbers, Multiplication of unsigned numbers, Multiplication of signed numbers, Fast multiplication, Integer division, Floating point numbers and operations, Arithmetic operations on floating point numbers.

#### UNIT-3

**Memory System:** Basic concepts, Synchronous RAM memories, Read-only memories, Direct Memory Access, Memory Hierarchy, Cache memories, Virtual memory.

## UNIT-4

**Input/output Organization:** Bus structure, Bus operation, Arbitration, Interface circuits, Intercommunication standards.

**Parallel processing:** Hardware multithreading, Vector (SIMD) processing and Shared Memory multiprocessors.

### TEXTBOOKS:

1. Carl Hamacher ,ZvonkoVranesic, SafwatZaky, NaraigManjikian, “Computer Organization and Embedded Systems”, Sixth Edition, McgraHill.

### REFERENCEBOOKS:

1. Linda Null, Julia Labor, “The Essentials of Computer Organization and Architecture”, Viva Publishers, 4th Edition, 2015.
2. William Stallings. “Computer organization and architecture: designing for performance”. Pearson Education India, 2000.
3. David A. Patterson, John L. Hennessy. “Computer organization and design: the Hardware/software interface”. Elsevier, 2011.
4. Peter Knaggs , “ARM Assembly Language Programming”, April 2016.

### JOURNALS/MAGAZINES:

1. <https://ieeexplore.ieee.org/document/1646340>
2. <https://ieeexplore.ieee.org/document/7160433>
3. [https://www.academia.edu/Documents/in/Computer\\_Architecture\\_and\\_Organisation](https://www.academia.edu/Documents/in/Computer_Architecture_and_Organisation)
4. <https://dl.acm.org/doi/10.5555/1610377>

### SWAYAM/NPTEL/MOOCs:

1. <https://nptel.ac.in/courses/106/105/106105163/>
2. Computer Architecture Overview -Coursera

### SELF-LEARNINGEXERCISES:

Intel IA-32 architecture, Instruction Set Architecture of IA-32, Basic Input/Output, Basic processing unit and Pipelining

<b>Course Title</b>	<b>Management Science</b>				<b>Course Type</b>		<b>Theory</b>	
<b>Course Code</b>	<b>B20MGM301</b>	<b>Credits</b>	<b>2</b>		<b>Class</b>		<b>III Semester</b>	
<b>Course Structure</b>	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	2	2	2				
	Practice	0	0	0	Theory	Practical	CIE	SEE
	-	-	-	-				
	<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>50</b>	<b>50</b>

#### **COURSE OVERVIEW**

The course intends to familiarise students to understand the management principles and applications, which lays a strong foundation for managers and leaders in critical thinking and decisions making process.

The course emphasises on giving an overview of the functional area of management

#### **COURSE OUTCOMES (COs)**

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	To Plan organizational structure for a given context in the organisation carry out production operations through Work-study.	1-5	2
CO2	To carry out production operations through Work-study.	1-5	3
CO3	To Understand the markets, customers and competition better and price the given products Appropriately.	1-5	2
CO4	To Plan and control the HR function better.	1-5	2,3
CO5	To create foundation of decision making process and critical thinking	1-6	3
CO6	To emphasises on giving an overview of the functional area of management	2,4	2

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1	√	√	√	√	√	
CO2	√	√	√	√	√	
CO3	√	√	√	√	√	
CO4	√	√	√	√	√	
CO5	√	√	√	√	√	√
CO6		√		√		

**COURSE ARTICULATION MATRIX**

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PS01	PS02	PS03
CO1	3	3	2	2	3									3	
CO2	1	1	3	3	3										3
CO3	1	3	2	3	1									3	
CO4	1	1	3	2	5									3	3
CO5	1	1	2	3	2	2									3
CO6		1		2										3	

**Note:**1-Low,2-Medium,3-High

**COURSE CONTENT**

**THEORY:**

**UNIT – 1**

**Introduction to Management and Organisation:** Concepts of Management and organization- nature, importance and Functions of Management. Systems Approach to Management – Taylor's Scientific Management Theory- Taylor's Principles of Management, Maslow's theory of Hierarchy of Human Needs- Douglas McGregor's Theory X and Theory– Herzberg Two Factor Theory of Motivation – Leadership Styles, Social responsibilities of Management. Designing Organisational Structures: Basic concepts related to Organisation Departmentation and Decentralisation.

**UNIT – 2**

**Operations and Marketing Management:** Principles and Types of Plant Layout-Methods of Production( Job, batch and Mass Production), Work Study –Basic procedure involved in Method Study and Work Measurement – Business Process Reengineering(BPR) Statistical

Quality Control: control charts for Variables and Attributes (simple Problems) and Acceptance Sampling, TQM, Six Sigma, Deming's contribution to quality. Objectives of Inventory control, EOQ, ABC Analysis. Purchase Procedure, Stores Management and Store Records – JIT System, Supply Chain Management, Functions of Marketing, Marketing Mix. And Marketing Strategies based on Product Life Cycle. Channels of distribution.

### UNIT – 3

**Human Resources Management (HRM):** Concepts of HRM. HRD and Personnel Management and Industrial Relations (PMIR), HRM vs PMIR.. Basic functions of HR Manager: Manpower planning, Recruitment, Selection, Training and Development. Placement, Wage and Salary Administration, Promotion. Transfer, Separation, Performance Appraisal, Grievance Handling and Welfare Administration, Job Evaluation and Merit Rating -Capability Maturity Model (CMM) Levels – Performance Management System.

### UNIT – 4

**Strategic Management and Contemporary strategic Issues:** Mission, Goals, Objectives, Policy, Strategy. Programmes, Elements of Corporate Planning Process, Environmental Scanning. Value Chain Analysis, SWOT Analysis. Steps in Strategy Formulation and implementation, Generic. Strategy alternatives. Bench Marking and Balanced Score and as Contemporary Business Strategies.

#### TEXTBOOKS:

1. Kotler Philip and Keller Kevin Lane, Marketing Management, Pearson, New York, 15<sup>th</sup> Edition, 2012.
2. Koontz and Weihrich: Essentials of management, McGraw Hill, New Delhi, 11<sup>th</sup> Edition, 2012.

#### REFERENCEBOOKS:

1. Thomas N. Duening and John M. Ivancevich, Management – Principles and Guidelines, Dreamtech Press; 1<sup>st</sup> Edition, 2012.
2. Samuel C. Certo, Modern Management, Prentice Hall, New York, 9<sup>th</sup> Edition, 2012.
3. Schermerhorn, Capling, Poole and Wiesner, Management, Wiley, New York, 6<sup>th</sup> Edition, 2012.
4. John A. Parnell, Strategic Management – Theory and Practice, Cengage Publications, 2018.
5. Lawrence R Jauch, R. Gupta and William F. Glucek: Business Policy and Strategic Management Science, McGraw Hill, New York, 5<sup>th</sup> Edition, 2012.

Course Title	Environmental Science				Course Type		Theory	
Course Code	B20AS0303	Credits	2		Class		III Semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	2	2	2				
	Practice	0	0	0	Theory	Practical	CIE	SEE
	-	-	-	-				
	<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>26</b>	<b>0</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

This course intends to understand, analyze and execute the environmental conditions and the control measures on various types of pollutions can be recognized. This course also talks about the environmental degradation on global warming, acid rain formation, and waste management and how the energy and natural resources can be used effectively in ecosystem.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Graduates will be familiar with current and emerging environmental engineering and global issues, and have an understanding of ethical and societal responsibilities.
2. Graduates will have the ability to obtain the knowledge, and will recognize the need for engaging in life-long learning.
3. Will find the need of various types of energy (conventional & non-conventional) resources and natural resources.
4. Acquire knowledge with respect to biodiversity, threats, conservation and appreciate the concept of ecosystem.
5. Acquire knowledge about sources, effects and control measures of environmental pollution, degradation and waste management.
6. Explore the ways for protecting the environment.

### COURSE OUTCOMES (Cos)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	Pos	PSOs
CO1	Understand, analyse and execute favourable environmental conditions and the role of individual, government and NGO in environmental protection.	1-5	2
CO2	List the causes, effects & remedial measures and find ways to overcome them by suggesting the pollution-controlled products.	1-5	3
CO3	Classify different wastes, sources of waste and their effect on population	1-5	2,3
CO4	Get motivation to find new renewable energy resources with high efficiency through active research and innovation and critically analyse the ecological imbalances and provide recommendations to protect the environment.	1-5	2,3
CO5	To learn about increase in population growth and its impact on environment	2,3,4	3

CO6	To Gain knowledge about environment and ecosystem	1-5	3
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#### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1			√			
CO2			√			
CO3				√		
CO4			√			
CO5		√	√	√		
CO6	√	√	√	√	√	

#### COURSE ARTICULATION MATRIX

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	3	2	2	3									3	
CO2	1	1	3	3	3										3
CO3	1	3	2	3	1									3	3
CO4	1	1	3	2	5									3	3
CO5		2	2	2											3
CO6	1	2	2	2	2										3

Note:1-Low,2-Medium,3-High

#### COURSE CONTENT

##### THEORY:

##### UNIT – 1

##### ENVIRONMENT & ENVIRONMENTAL PROTECTION:

**Basics of environment:** Introduction & definition to Environment, objectives and guiding principles of environmental education, Components of environment, Structure of atmosphere, Sustainable environment/Development, Impact of technology on the environment in terms of modern agricultural practices and industrialization, Environmental Impact Assessment.

**Environmental protection:** Role of Government - Assignments of MOEF, Functions of central and state boards, Institutions in Environment and People in Environment, Environmental Legislations, Initiative and Role of Non-government organizations in India and world.

##### UNIT – 2

**Environmental pollution, degradation & Waste management:**

**Environmental Pollution:** Definition, sources and types, Pollutant-Definition & classification, Concepts of air pollution, water pollution, Soil pollution, Automobile Pollution-Causes, Effects & control measures.

**Environmental degradation:** Introduction, Global warming and greenhouse effect, Acid rain-formation & effects, Ozone depletion in stratosphere and its effect.

**Waste management:** Municipal solid waste, Biomedical waste and Electronic waste (E-Waste).

### UNIT – 3

#### **Energy & Natural resources:**

**Energy:** Definition, classification of energy resources, electromagnetic radiation-features and applications, Conventional/Non-renewable sources – Fossil fuels based (Coal, petroleum & natural gas), nuclear energy, Non-conventional/renewable sources – Solar, wind, hydro, biogas, biomass, geothermal, ocean thermal energy, Hydrogen as an alternative as a future source of energy.

#### **Natural resources:**

Water resource - Global water resource distribution, Water conservation methods, Water quality parameters, Uses of water and its importance.

Mineral resources - Types of minerals, Methods of mining & impacts of mining activities. Forest wealth - Importances, Deforestation-Causes, effects and controlling measures

### UNIT – 4

#### **Ecology, ecosystem & field work:**

**Ecology:** Definition, branches, objectives and classification, Concept of an ecosystem – Structure and functions, Characteristics of an Ecosystem - Ecosystem Resilience, Ecological succession and productivity, Balanced ecosystem, Components of ecosystem-abiotic and biotic, biological diversity.

Biogeochemical cycles and its environmental significance – Carbon and nitrogen cycle, Energy flow in ecosystem, food chains –types, food web & Ecological Pyramids.

#### **TEXTBOOKS:**

1. R.J. Ranjit Daniels and Jagadish Krishnaswamy, "Environmental Studies", Wiley India Private Ltd., New Delhi, Co-authored & Customised by Dr. MS Reddy & Chandrashekar, REVA University, 1<sup>st</sup> Edition, 2017.
2. R.J. Ranjit Daniels and Jagadish Krishnaswamy, "Environmental Studies", Wiley India Private Ltd., New Delhi, 2<sup>nd</sup> Edition, 2014.
3. Benny Joseph, "Environmental Studies", Tata McGraw – Hill Publishing Company Limited, New Delhi, 2<sup>nd</sup> Edition, 2008.
4. Dr.S.M.Prakash, "Environmental Studies", Elite Publishers, Mangalore, 2<sup>nd</sup> Edition, 2009.

#### **REFERENCEBOOKS:**

1. Rajagopalan R, "Environmental Studies – from Crisis to cure", Oxford University Press, New Delhi, 3<sup>rd</sup> Edition, 2016.
2. Anil Kumar Dey and Arnab Kumar Dey, "Environmental Studies", New age international private limited publishers, New Delhi, 2<sup>nd</sup> Edition, 2007.
3. Michael Allaby, "Basics of environmental Science", Routledge-Taylor & Francis e-library, New York, 2<sup>nd</sup> Edition, 2002.
4. Dr.Y.K Singh, "Environmental Science", New age international private limited publishers, New Delhi, 1<sup>st</sup> Edition, 2006.

**Self-Learning Exercises:** Need for public awareness on the environment, Gaia Hypothesis

Course Title	ADVANCED KANNADA (or) Basics of Kannada	Course Type	Theory
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Course Code	B20AHM301 & B20AHM301	Credits	0		Class		III Semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	-	-	-				
	Practice	-	-	-	Theory	Practical	CIE	SEE
	-	-	-	-				
	<b>Total</b>	-	-	-	-	-	-	-



ರುಕ್ಕಣಿ ಜ್ಞಾನವನ, ಕಟ್ಟಿಗೆನಹಳ್ಳಿ, ಯಲಹಂಕ, ಬೆಂಗಳೂರು - 560064

ಕನ್ನಡಿಗರಿಗೆ ಇಂಜಿನಿಯರಿಂಗ್ ಪ್ರಥಮ ಪದವಿ ಪಠ್ಯ

**ಪರಿವಿಡಿ**

**ಘಟಕ - 1 : ಕವಿತೆಗಳು**

1. ಬೆಳಗು - ದ ರಾ ಬೇಂದ್ರೆ
2. ಕಲ್ಪಿ - ಕುವೆಂಪು

**ಘಟಕ - 2 : ಕಥೆಗಳು**

3. ಗಾಂಧಿ - ಬೆಸಗರಹಳ್ಳಿ ರಾಮಣ್ಣ
4. ಸೆರೆ - ಯಶವಂತ ಚಿತ್ತಾಲ

**ಘಟಕ - 3 : ವಿಜ್ಞಾನ ಲೇಖನಗಳು**

5. ಆನೆಹಳ್ಳದಲ್ಲಿ ಹುಡುಗಿಯರು - ಬಿ ಜಿ ಎಲ್ ಸ್ವಾಮಿ
6. ವ್ಯಕ್ತಿಶಿಕ್ಷಣದಲ್ಲಿ ಕನ್ನಡ ಮಾಧ್ಯಮ - ಎಸ್ ಸುಂದರ್

**ಘಟಕ - 4 : ಪರಿಸರ ಲೇಖನಗಳು**

7. ಚೀಂಕ್ರ ಮೇಸ್ತಿ ಮತ್ತು ಅರಿಸ್ಸಾಟಲ್ - ಕೆ ಪಿ ಪೂರ್ಣಚಂದ್ರ ತೇಜಸ್ವಿ
8. ಗುಬ್ಬಚ್ಚಿಯ ಗೂಡು - ಪಿ ಲಂಕೇಶ್

- ❖ ಬಿ ಎಂ ಎಸ್ ತಾಂತ್ರಿಕ ಮಹಾವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು ಕನ್ನಡಿಗರಿಗೆ 'ಕನ್ನಡ ಕಲಿ' ಪಠ್ಯ ಪುಸ್ತಕ
- ❖ ಕರ್ನಾಟಕ ತಾಂತ್ರಿಕ ಶಿಕ್ಷಣ ವಿಭಾಗ ಕನ್ನಡಿಗರಿಗೆ ಸಾಹಿತ್ಯ ಸಿಂಚನ' ಪಠ್ಯ ಪುಸ್ತಕ
- ❖ ವಿಶ್ವೇಶ್ವರಯ್ಯ ತಾಂತ್ರಿಕ ಮಹಾವಿದ್ಯಾಲಯ, ಬೆಳಗಾವಿ ಕನ್ನಡಿಗರಿಗೆ 'ಬಳಕೆ ಕನ್ನಡ' ಪಠ್ಯ ಪುಸ್ತಕ

ಹಲವಾರು ಪಠ್ಯಪುಸ್ತಕಗಳು ಇಂಜಿನಿಯರಿಂಗ್ ವಿಭಾಗದಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆಗೆ ಬಳಕೆಯಲ್ಲಿದ್ದು ಜೊತೆಗೆ ಬಿಎಡ್ ಕನ್ನಡ ಕಲಿಕೆಯ ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ರೇವಾ ವಿಶ್ವವಿದ್ಯಾಲಯದ ತಾಂತ್ರಿಕ ವಿಭಾಗದ ಕನ್ನಡಿಗರು ಮತ್ತು ಕನ್ನಡೇತರ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಇಷ್ಟವಾಗುವ ಮತ್ತು ಪ್ರಯೋಜನಕಾರಿಯಾಗುವ ಪಠ್ಯ ಪುಸ್ತಕವನ್ನು ತರಗತಿಗಳು ಪ್ರಾರಂಭವಾಗುವುದರ ಒಳಗೆ ಸಿದ್ಧಪಡಿಸಲಾಗುವುದು.

ರುಕ್ಕಿಣಿ ಜ್ಞಾನವನ, ಕಟ್ಟಿಗೆನಹಳ್ಳಿ, ಯಲಹಂಕ, ಬೆಂಗಳೂರು - 560064

ಕನ್ನಡೇತರರಿಗೆ ಇಂಜಿನಿಯರಿಂಗ್ ಪ್ರಥಮ ಪದವಿ ಪಠ್ಯ  
ಭಾಷಾ ಕೌಶಲ್ಯಗಳು

ಘಟಕ - 1

1. ಆಲಿಸುವುದು

- ಆಲಿಸುವ ಕೌಶಲ್ಯ
- ಆಲಿಸುವಿಕೆಯಲ್ಲಿನ ದೋಷಗಳು
- ಉತ್ತಮ ಆಲಿಸುವಿಕೆ

ಘಟಕ - 2

2. ಮಾತನಾಡುವುದು

- ಸಂಭಾಷಣೆ
- ವ್ಯವಹಾರಿಕ ಸಂಭಾಷಣೆ
- ದೋಷಗಳು ಮತ್ತು ಪರಿಹಾರಗಳು

ಘಟಕ - 3

3. ಓದುವುದು

- ಓದು ಕಲಿಸುವಾಗ ಗಮನಿಸಬೇಕಾದ ಅಂಶಗಳು
- ಧ್ವನ್ಯಾಂಗಗಳ ಪರಿಚಯ
- ಓದಿನ ವಿಧಗಳು

ಘಟಕ - 4

4. ಬರೆಯುವುದು

- ವರ್ಣಮಾಲೆಯ ಸ್ವರೂಪ
- ಕಾಗುಣಿತ ಸ್ವರೂಪ
- ಕನ್ನಡ ಸಂಖ್ಯೆಗಳು

- ❖ ವಿಶ್ವೇಶ್ವರಯ್ಯ ತಾಂತ್ರಿಕ ಮಹಾವಿದ್ಯಾಲಯ, ಬೆಳಗಾವಿ ಕನ್ನಡೇತರರಿಗೆ 'ಬಳಕೆ ಕನ್ನಡ' ಪಠ್ಯ ಪುಸ್ತಕ
- ❖ ಬಿ ಎಂ ಎಸ್ ತಾಂತ್ರಿಕ ಮಹಾವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು ಕನ್ನಡೇತರರಿಗೆ 'ಕನ್ನಡ ಮನಸ್ಸು' ಪಠ್ಯ ಪುಸ್ತಕ
- ❖ ಕರ್ನಾಟಕ ತಾಂತ್ರಿಕ ಶಿಕ್ಷಣ ವಿಭಾಗ ಇವರು 'ಬಳಕೆ ಕನ್ನಡ' ಪಠ್ಯ ಪುಸ್ತಕ ತಂದಿದ್ದಾರೆ.

ಹಲವಾರು ಪಠ್ಯಪುಸ್ತಕಗಳು ಇಂಜಿನಿಯರಿಂಗ್ ವಿಭಾಗದಲ್ಲಿ ಕನ್ನಡ ಬೋಧನೆಗೆ ಬಳಕೆಯಲ್ಲಿದ್ದು ಜೊತೆಗೆ ಬಿಎಡ್ ಕನ್ನಡ ಕಲಿಕೆಯ ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ರೇವಾ ವಿಶ್ವವಿದ್ಯಾಲಯದ ತಾಂತ್ರಿಕ ವಿಭಾಗದ ಕನ್ನಡಿಗರು ಮತ್ತು ಕನ್ನಡೇತರ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಇಷ್ಟವಾಗುವ ಮತ್ತು ಪ್ರಯೋಜನಕಾರಿಯಾಗುವ ಪಠ್ಯ ಪುಸ್ತಕವನ್ನು ತರಗತಿಗಳು ಪ್ರಾರಂಭವಾಗುವುದರ ಒಳಗೆ ಸಿದ್ಧಪಡಿಸಲಾಗುವುದು.

## Detailed Syllabus

### Semester-4

Course Title	Design and Analysis of Algorithm				Course Type		Theory	
Course Code	B20CI0401	Credits	3		Class		IV Semester	
<b>Course Structure</b>	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	1	2	2	Theory	Practical	CIE	SEE
	-	-	-	-				
	<b>Total</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>39</b>	<b>26</b>	<b>50</b>	<b>50</b>

#### **COURSE OVERVIEW**

In this course the study of fundamental algorithms to solve a variety of problems, including sorting, searching and graph algorithms are discussed. Techniques for analyzing time and space complexity of algorithms are discussed and hence evaluation of tradeoffs between different algorithms is done.

#### **COURSE OBJECTIVE (S):**

The objectives of this course are to:

1. Explain the mathematical foundation for the analysis of algorithms.
2. Illustrate the algorithms using brute force and divide and conquer design technique.
3. Make use of greedy and dynamic algorithmic design techniques for a given problem.
4. Discuss the problems based on backtracking and branch and bound techniques.

#### **COURSE OUTCOMES (COs):**

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Apply the knowledge of mathematical foundation for the analysis of algorithms.	1 to 5, 12	1,2
CO2	Develop a program to solve the given real world problems using brute force and divide and conquer design paradigm.	1 to 5,12	1,2
CO3	Make use of greedy and dynamic programming techniques for solving the given real world problem.	1 to 5,12	1,2,3
CO4	Utilize backtracking and branch and bound techniques to solve real world problems.	1,to 5,12	1,2,3
CO5	Learn new tools and technologies in the Designing of algorithms and apply for suitable application development.	12	1
CO6	Develop solution to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,6,12	1,2

**BLOOM'S LEVEL OF THE COURSE OUTCOMES:**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1			√			
CO2			√			
CO3			√			
CO4			√			
CO5			√			
CO6			√	√		

**COURSE ARTICULATION MATRIX**

CO#/ Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	1	3	1							1	3	3	
CO2	2	2	1	2	2							2	3	3	
CO3	2	2	1	3	2							2	3	3	3
CO4	2	1	1	3	2							1	3	3	3
CO5												3	3		
CO6					3				3	2			3	3	

**Note:**1-Low,2-Medium,3-High

**COURSE CONTENT**

**THEORY:**

**UNIT – 1**

**Introduction**-Notion of an Algorithm; Fundamentals of Algorithmic Problem Solving; Fundamentals of the Analysis of Algorithm Efficiency- The Analysis Framework, Asymptotic Notations and Basic Efficiency Classes, Mathematical Analysis of Non-recursive Algorithms, Mathematical Analysis of Recursive Algorithms.

**UNIT – 2**

**Brute Force:** Bubble Sort, Selection Sort, Sequential Search and Brute-Force String Matching, Exhaustive Search, Depth-First Search and Breadth-First Search, Divide-and-Conquer: Merge sort, Quick sort, Multiplication of Large Integers, Decrease-and-Conquer- Insertion Sort, Topological Sorting.

**UNIT – 3**

**Greedy Technique**-Prim's Algorithm, Kruskal's Algorithm, Dijkstra's Algorithm Dynamic Programming- Fibonacci numbers, Binomial coefficient, The Knapsack Problem and Memory Functions, Warshall's and Floyd's Algorithms

#### UNIT – 4

**Space and Time Trade-Offs**- Sorting by Counting, Input Enhancement in String Matching,, Coping with the Limitations of Algorithm Power- Backtracking-n-Queens Problem, Subset-Sum Problem, Branch-and-Bound, Assignment Problem, Travelling Salesman Problem

#### TEXTBOOKS:

1. Anany Levitin, "Introduction to the Design and Analysis of Algorithms", Pearson, 3rd Edition, 2012.
2. Ellis Horowitz, Satraj Sahnii and Rajasekaran,"Computer Algorithms/C++", Universities Press, 2nd Edition, 2014.
3. Kleinberg, "Algorithm Design", Pearson Education, 1st Edition, 2013.
4. Michael Goodrich, Roberto Tamassia, "Algorithm Design and Applications", Wiley Publishers, 1st Edition, 2014.

#### REFERENCEBOOKS:

1. Thomas H. Cormen, Charles E. Leiserson, Ronal L. Rivest, Clifford Stein, "Introduction to Algorithms", PHI, 3rd Edition,
2. ACM Transactions on Algorithms.
3. ACM Journal of Algorithms and Computational Technology.

#### JOURNALS/MAGAZINES

1. <https://www.mdpi.com/journal/algorithms>
2. <https://ieeexplore.ieee.org>
3. <https://www.springer.com/journal/453>
4. <https://ieeexplore.ieee.org/document/7990553>

#### SWAYAM/NPTEL/MOOCs:

1. [https://onlinecourses.swayam2.ac.in/cec20\\_cs03/preview](https://onlinecourses.swayam2.ac.in/cec20_cs03/preview)
2. <https://iiier.org/NPTEL-Local-Chapter>
3. <https://www.edx.org/course/algorithm-design-and-analysis>

#### Self-LearningExercises:

1. More exploration on GITHub

List of lab experiments:

<b>Exp. No</b>	<b>PROBLEM STATEMENT</b>
1	Search for a given pattern in a text string using Brute Force String Matching.
2	Sort a set of elements in ascending order using Quick Sort algorithm.
3	Find Minimum Cost Spanning Tree of a given undirected graph using Kruskal's
4	Find Minimum Cost Spanning Tree of a given undirected graph using Prim's algorithms. Differentiate the methods.
5	From a given vertex in a weighted connected graph, find shortest paths to other vertices using Dijkstra's algorithm
6	Design and Implement 0/1 Knapsack problem using Dynamic Programming.
7	Implement All-Pairs Shortest Paths Problem using Floyd's algorithm
8	Obtain the DFS ordering of vertices in a given digraph.
9	Implement Horspool's algorithm for String Matching and find the number of key comparisons in successful search and unsuccessful search
10	Sort a given set of elements in ascending order which has duplicate entries. Use the sorting by counting algorithm
11	Implement N Queen's problem using Back Tracking.
12	Write a program to sort all transactions of Big Mall by quantity of sales.
13	Write a program to find network of people of same location in LinkedIn social network

Course Title	Device Driver Programming				Course Type		Theory	
Course Code	B20EK0401	Credits	3		Class		IV Semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	0	0	0	Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>		<b>50</b>	<b>50</b>

#### COURSE OVERVIEW:

This course explains the internal organization and design of kernel modules and device drivers. This course enables the student to design and implement hardware interfacing of Linux systems and provides an improved concurrent programming skill for configuration, compilation and installation of Linux kernel from sources

#### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Design and implement a kernel module and device driver
2. Implementation of hardware interfacing of embedded system
3. Understand how to compile and load drivers, debug driver, and addition of devices etc

#### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to

CO#	Course Outcomes	POs	PSOs
CO1	Design and describe the embedded Linux Kernel, Device Driver and Device Driver Modules.	1,2,3,9	1,2,3
CO2	Innovate design, analysis, and Implementation of hardware interfacing of embedded systems for Linux or Android platforms will be discussed	1,2,3,9	1,2,3
CO3	To implement race condition and concurrent programming.	1,2,3,9	1,2,3
CO4	To Configure, compile, and install a Linux kernel/kernel module from sources	1,2,3,9	1,2,3
CO5	Understandability in continuous learning with evolving technological development.	10,12	2,3
CO6	Apply various modules for solving future techniques using continuous learning in the field of device driver modules.	11,12	2,3

#### BLOOM'S LEVEL OF THE COURSE OUTCOMES



CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√				
CO2	√	√				
CO3		√	√			
CO4	√	√	√			
CO5		√			√	
CO6			√			√

#### COURSE ARTICULATION MATRIX

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	1	2						1				2	2	3
CO2	3	2	1						1				3	1	3
CO3	4	1	2						1				3	2	1
CO4	3	2	1						1				3	2	1
CO5	3		1							2		2		2	2
CO6	3	2	1								2	2		2	2

Note:1-Low,2-Medium,3-High

#### COURSE CONTENT

##### THEORY:

##### UNIT-1

**Fundamental Programming Structures:** Dissecting the "Hello, World" Program; Compiling and Running a Java Program; Primitive Types; Variables; Arithmetic Operations; Strings; Input and Output; Control Flow; Arrays; Functional Decomposition.

##### UNIT-2

**Character Drivers:** Char Driver Basics, Device Example: System CMOS, Sensing Data Availability, Talking to the Parallel Port, RTC Subsystem, Pseudo Char Drivers, Misc Drivers, Character Caveats

##### UNIT-3

**Serial Drivers** UART Drivers, TTY Drivers, Input Drivers, Input Event Drivers, Input Device Drivers, Universal Serial Bus, USB Architecture, Linux-USB Subsystem, Driver Data Structures, **Enumeration Device Example:** Telemetry Card, Class Drivers, Gadget Drivers, Debugging Video Drivers, audio drivers.

**UNIT-4**

**Network driver:** Ethernet, Asynchronous Transfer Mode, Network Throughput, Debugging Device Drivers, Kernel Debuggers, Kernel Probes, Kexec and Kdump, Profiling, Tracing

**TEXTBOOKS:**

1. Sreekrishnan Venkateshwaran, "Essential Linux Device Driver", Prentice Hall, 2008

**REFERENCE BOOKS:**

1. Jonathan Corbet, Alessandro Rubini and Greg Kroah-Hatman, "Linux Device Drivers", 3<sup>rd</sup> edition. O'Reilly, 2005.
2. Robert Love, "Linux system Programming- Talking directly to the kernel and C Library", O'Reilly Media, Sept 2007.
3. Daniel P. Bovet and Marco Cessti, "Understanding the Linux Kernel", 3<sup>rd</sup> Edition. O'Reilly, 2000.

**JOURNALS/MAGAZINES**

1. <https://dl.acm.org/doi/10.5555/500771>
2. <http://https://linux.tips/top-10/list-of-top-linux-magazines>
3. <https://ieeexplore.ieee.org/document/1625675>
4. <https://ieeexplore.ieee.org/document/7100338>

**SWAYAM/NPTEL/MOOCs:**

1. <https://nptel.ac.in/courses/106/102/106102132/>
2. Coursera- [Linux](#) : Device and Drivers
3. Coursera – Drivers and Device interfaces

**SELF-LEARNING EXERCISES:**

1. Debugging
2. Real-Time Operating System

Course Title	Unix Operating System				Course Type	Integrated		
Course Code	B20CI0402	Credits	4		Class	IV Semester		
Course Structure	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	3	3	3	Theory	Practical	CIE	SEE
	Practice	1	2	2				
	-	-	-	-				
	<b>Total</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>39</b>	<b>26</b>	<b>50</b>	<b>50</b>

#### COURSE OVERVIEW:

UNIX operating system provides a practical case of operating systems for the user to understand and master deeply and tangibly the theory and algorithms in operating systems. It gives deeper insights into the hierarchical structure, principles, applications, shells, development, and management of the UNIX operation system multi-dimensionally, systematically and from the elementary to the profound. It makes the user to understand about how UNIX operating system functions.

#### COURSE OBJECTIVE(S):

The objectives of this course are to:

1. Explain the history, basics and structure of UNIX Operating System
2. Describe UNIX process concepts and scheduling techniques
3. Illustrate the use of different memory management techniques of UNIX.
4. Describe UNIX kernel, data structures and internal representation of files in UNIX operating system

#### COURSE OUTCOMES (COs):

After the completion of the course, the students will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Outline the history of UNIX environment and its software architecture.	1,2,5	1,3
CO2	Develop the programs to implement the different process states, attributes and control the process in foreground and background.	1,4,5	1,3
CO3	Compare and analyze the performance of different memory management techniques.	1,4,5	2,3
CO4	Make use of UNIX file types, file structure and file system implementation.	1,2,4, 5	1,3
CO5	Learn new tools and technologies in the Designing of algorithms and apply for suitable application development.	12	1
CO6	Develop solution to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,6,10	1,2

### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√				
CO2			√			
CO3				√		
CO4			√			
CO5			√			
CO6			√	√		

### COURSE ARTICULATION MATRIX

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	3			1								3		3
CO2	3			3	3								3		3
CO3	3			3	3									3	3
CO4	3	3		3	2								3		3
CO5												2	3		
CO6					3				3	3			3	2	

Note:1-Low,2-Medium,3-High

### COURSE CONTENT

#### THEORY:

#### UNIT – 1

**Background of UNIX Operating System:** Introduction of Operating System, Types of UNIX, History of UNIX, UNIX Software Architecture: System Call Interface, Standard Libraries and Language Libraries, UNIX Shell, Applications, UNIX Environment, Character User Interface Versus Graphical User Interface, UNIX Command Lines.

#### UNIT – 2

**UNIX Process Management:** Multiple Processes Running Concurrently: Fundamental Concept for Scheduler and Scheduling Algorithm, UNIX Scheduling Algorithm and Context Switch, Process States, Process Image and Attributes, Process Control: Running Command in Foreground or in Background, More Concepts about Process Concurrently, Execution in UNIX, UNIX Inter-Process Communication, UNIX Signals, Termination of Processes, Daemons UNIX Background "Guardian Spirits", UNIX System Boot and Init Process.

### UNIT – 3

**UNIX Memory Management:** Outline of Memory Management: Memory Allocation Algorithms in Swapping, Page Replacement Algorithms in Demand Paging, Process Swapping in UNIX: Swapped Content, Timing of Swapping, Allocation Algorithm, Selection Principle of Swapped Processes, Swapper, Swapping Effect, Demand Paging in UNIX: Demand Paging, Page Replacement.

### UNIT – 4

**UNIX File System:** UNIX File System Structure: File System Organization, Home and Working Directories, Absolute and Relative Pathnames, UNIX Inodes and Data Structures for File System, UNIX File Concept and Types of Files, Managing Files and Directories : Displaying Pathname for Home Directory and Changing Directories, Viewing Directories and File Attributes, Creating Directories and Files, Displaying Type of a File, File and Directory Wildcards, UNIX File Storage and File System Implementation.

#### PRACTICE:

No	Title of the Experiment	Tools and Techniques	Expected Skill /Ability
<b>Part-A</b>			
1.	a) Execute at least ten UNIX shell commands on the terminal and the use of the shell commands.	Linux OS	Shell commands.
	b) Write a C/C++ program to display the output of any UNIX shell command.	Linux OS	
2.	a) Write a C/C++ program to create a sub process by printing its pid and the main process pid value.	Linux OS	Process Control.
	b) Write a C/C++ program to show the process is an orphan process and print its parent pid value.		
3.	a) Write a C/C++ program that creates a zombie and then calls system to execute the ps command to verify that the process is zombie.	Linux OS	Zombie Process.
	b) Write a C/C++ program to avoid zombie process by forking twice.		
4.	a) Write a C/C++ program that outputs the contents of its Environment list.	Linux OS	Process Control.
	b) Write a C/C++ program to illustrate the race condition.		
5.	a) Write a C/C++ to create hard link and soft link and display the hard link count with other attributes of the created file within the sample code.	Linux OS	File Types and File attributes

	b) Consider the last 100 bytes as a region. Write a C/C++ program to check whether the region is locked or not. If the region is locked, print pid of the process which has locked. If the region is not locked, lock the region with an exclusive lock, read the last 50 bytes and unlock the region.		
6.	a) Write a C/C++ program which demonstrates Interprocess communication between a reader process and a writer process of a FIFO file by using the corresponding API's.	Linux OS	Inter Process Communication.
	b) Write a C/C++ program which demonstrates the signal handler function to handle the signal sent by the process.		UNIX signals.
<b>Part-B (Mini Project: Bank Management System)</b>			
	Bank System is based on the concept of recording customer's account details. The system contains only the admin section. Here the admin can perform all the tasks like creating an account, deposit and withdraw amount, check balance, view all account holder. It contains the following modules of account creation. 1. Customer Module 2. Transaction Module	Linux OS	Modules of Bank Management System
1	Write a C++ program to create account of a customer of Bank Management System and display the contents.	Linux OS	Create a class bank to create account and display the contents.
2	Write a C++ program to close or delete an account of a created customer accounts of Bank Management System.	Linux OS	To close an existing account.
3	Write a C++ program to display all account holders of a created customer accounts of Bank Management System.	Linux OS	To display all account holders.
4	Write a C++ program to modify an account of a created customer accounts of Bank Management System.	Linux OS	To modify account and display the contents.
5	Write a C++ program to deposit amount of a created customer account of bank Management System and display the contents	LinuxOS	To deposit amount and display the contents.
6	Write a C++ program to deposit and withdraw amount of a created customer account of bank Management System and display the contents.	Linux OS	To withdraw amount and display the contents.
7	Write a C++ program to check the balance amount of a created customer account of bank Management System and display the contents.	Linux OS	To check balance and display the contents.
8	Write a C++ program to intergrate the above modules scenario and display each module contents.	Linux OS	Complete knowledge of the project.

**TEXTBOOKS:**

1. Yukun Liu, Yong Yue ,Liwei Guo, “UNIX Operating System: The Development Tutorial via UNIX Kernel Services”, Springer, Higher Education Press, 2011.
2. Maurice J. Bach, “The Design of the UNIX Operating System; Pearson Education”, Prentice Hall of India, 2004.

**REFERENCEBOOKS:**

1. William Stallings, “Operating Systems: Internals and Design Principles”, Prentice Hall of India, seventh edition 2011.
2. D. M. Dhamdhere, “Operating Systems: A Concept-Based Approach”, Tata McGraw-Hill, 2002.
3. Gary J. Nutt, “Operating Systems: A Modern Perspective”, Addison-Wesley, 2011.

**JOURNALS/MAGAZINES**

1. [https://link.springer.com/chapter/10.1007/978-3-030-02619-6\\_53](https://link.springer.com/chapter/10.1007/978-3-030-02619-6_53)
2. [https://link.springer.com/chapter/10.1007/978-3-642-88049-0\\_25](https://link.springer.com/chapter/10.1007/978-3-642-88049-0_25)
3. [https://link.springer.com/chapter/10.1007/978-3-642-20432-6\\_1](https://link.springer.com/chapter/10.1007/978-3-642-20432-6_1)

**SWAYAM/NPTEL/MOOCs:**

1. Coursera – The UNIX Workbench
2. Coursera – Practical Introduction to the Command line
3. <https://www.edx.org/course/linux-basics-the-command-line-interface>
4. <https://www.edx.org/course/introduction-to-linux>

**Self-Learning Exercises:**

1. Basic Shell commands
2. Usage of vi and gedit text editors
3. UNIX I/O system and redirection
4. C modules interface

Course Title	Database Management System				Course Type		Integrated	
Course Code	B20CI0403	Credits	4		Class		IV Semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	1	2	2	Theory	Practical	CIE	SEE
	-	-	-	-				
	<b>Total</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>39</b>	<b>26</b>	<b>50</b>	<b>50</b>

**COURSE OVERVIEW:**

This course introduces topics such as conceptual data modeling, relational data model, relational query languages, and relational database design. It helps the students to gain fundamental concepts, techniques and applications in database.

**COURSE OBJECTIVE(S):**

The objectives of this course are to:

1. Explain the basics of Database Management System.
2. Demonstrate the use of Relational model and Relational algebra.
3. Illustrate the use of different SQL statements.
4. Discuss the topics such as Database Design and Normalization.

**COURSE OUTCOMES (COs):**

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Design conceptual entity relationship diagrams for the real world applications.	1 to 5, 10,12	1,2
CO2	Make use of the concepts of relational algebra to solve queries over database.	1 to 5,12	1,2
CO3	Construct the database for given real world application and solve queries over it using SQL commands.	1 to 5,12	1,2,3
CO4	Develop an optimized database using design guidelines and normalization technique.	1,to 5,12	1,2
CO5	Learn new tools and technologies in DBMS and apply for suitable application development.	12	1
CO6	Develop solutions and create better database, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,6,10	1,2

**BLOOM'S LEVEL OF THE COURSE OUTCOMES:**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1			√			
CO2			√			
CO3			√			
CO4			√			
CO5			√			
CO6			√	√		

**COURSE ARTICULATION MATRIX:**



CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	3	2	2	2					1		1	3	3	
CO2	3	3	2	3	1							1	3	3	
CO3	3	3	2	3	3							1	3	3	3
CO4	3	3	2	3	1							1	3	3	
CO5												3	2		
CO6					2				3	2			3	3	

Note: 1-Low,2-Medium,3-High

## COURSE CONTENT

### THEORY:

#### UNIT – 1

**Introduction to databases and Conceptual Modelling:** Introduction to database, characteristics of the database approach, data models, schemas, instances, database languages and interfaces, Using high-level conceptual data models for database design, a sample database application, entity types, attributes, keys, relationship types, weak entity types, ER diagrams, naming conventions, design issues. Introduction to various database tools and framework (commercial and open source)

#### UNIT – 2

**Relational Data Model and Relational algebra:** Relational model concepts, relational model constraints and relational database schemas, update operations, transactions, dealing with constraint violations, unary relational operations, select and project, relational algebra operations from set theory, binary relational operations, join and division, additional relational operations, examples of queries in relational algebra.

#### UNIT – 3

**SQL:** SQL data definition and data types, specifying constraints in SQL, basic retrieval queries in SQL, insert, delete, update statements in SQL, additional features of SQL, schema change statements in SQL, Retrieving data using the SQL Select Statement, Restricting and sorting data, Using Single row functions, Joins, More complex SQL retrieval queries, views in SQL.

#### UNIT – 4

**Database Design Theory and Normalization:** Informal design guidelines for relation schemas, Functional dependencies, and Normal forms based on primary keys, General definitions of second and third normal forms, Other Normal forms.

**PRACTICE:**

S.No	Title of the Experiment	Tools and Techniques	Expected Skill /Ability
<b>Part-A</b>			
<b>1</b>	<p>Consider the following schema for Order Database: SALESMAN (Salesman_id, Name, City, Commission) CUSTOMER (Customer_id, Cust_Name, City, Grade, Salesman_id)            ORDERS (Ord_No, Purchase_Amt, Ord_Date, Customer_id, Salesman_id)            Write SQL queries to</p> <ol style="list-style-type: none"> <li>1. Count the customers with grades above Bangalore’s average.</li> <li>2. Find the name and numbers of all salesmen who had more than one customer.</li> <li>3. List all salesmen and indicate those who have and don’t have customers in their cities (Use UNION operation.)</li> <li>4. Create a view that finds the salesman who has the customer with the highest order of a day.</li> <li>5. Demonstrate the DELETE operation by removing salesman with id 1000. All his orders must also be deleted</li> </ol>	SQL PLUS	Solving queries using SQL
<b>2</b>	<p>Specify the following queries on the Flight relational database schema using SQL</p> <p>Flights(<u>fno: integer</u>, from: string, to: string,                      distance: integer, departs: time, arrives: time)            Aircraft(<u>aid: integer</u>, aname: string, cruisingrange: integer)            Certified(<u>eid: integer</u>, aid: integer)            Employees(<u>eid: integer</u>, ename: string, salary: integer)</p> <ol style="list-style-type: none"> <li>1. Find the eids of pilots certified for some Boeing aircraft.</li> <li>2. Find the names of pilots certified for some Boeing aircraft.</li> <li>3. Find the aids of all aircraft that can be used on non-stop flights from Bonn to Madras.</li> <li>4. Identify the flights that can be piloted by every pilot whose salary is more than \$100,000.</li> <li>5. Find the names of pilots who can operate planes with a range greater than 3,000 miles but are not certified on any Boeing aircraft.</li> <li>6. Find the eids of employees who make the highest salary.</li> <li>7. Find the eids of employees who make the second highest salary.</li> </ol>	SQL PLUS	Solving queries using SQL

<p><b>3</b></p>	<p>Solve the below queries by using SQL</p> <p>Student(snum, sname, major, level, age)  Class(cname, meets at, room, fid)  Enrolled(snum, cname)  Faculty(fid, fname, deptid)</p> <p>The meaning of these relations is straightforward; for example, Enrolled has one record per student-class pair such that the student is enrolled in the class.</p> <p>Queries</p> <ol style="list-style-type: none"> <li>1. Find the names of all juniors (Level = JR) who are enrolled in a class taught by I. Teacher.</li> <li>2. Find the age of the oldest student who is either a History major or is enrolled in a course taught by I. Teacher.</li> <li>3. Find the names of all classes that either meet in room R128 or have five or more students enrolled.</li> <li>4. Find the names of all students who are enrolled in two classes that meet at the same time.</li> <li>5. Find the names of faculty members who teach in every room in which some class is taught.</li> <li>6. Find the names of faculty members for whom the combined enrollment of the courses that they teach is less than five.</li> <li>7. Print the Level and the average age of students for that Level, for each Level.</li> <li>8. Print the Level and the average age of students for that Level, for all Levels except JR.</li> <li>9. Find the names of students who are enrolled in the maximum number of classes.</li> <li>10. Find the names of students who are not enrolled in any class.</li> </ol>	<p>SQL PLUS</p>	<p>Solving queries using SQL</p>
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4	<p>Solve the below queries by using SQL</p> <p>branch (<u>branch-name</u>, branch-city, assets)  customer (<u>customer-name</u>, customer-street, customer-city)  account (<u>account-number</u>, branch-name, balance)  loan (<u>loan-number</u>, branch-name, amount)  depositor (<u>customer-name</u>, <u>account-number</u>)  borrower (<u>customer-name</u>, <u>loan-number</u>)  employee (<u>employee-name</u>, branch-name, salary)</p> <ol style="list-style-type: none"> <li>1. Find the names of all customers.</li> <li>2. Find the names of all branches in the loan relation, don't display duplicates.</li> <li>3. Display the entire Branch table.</li> <li>4. Find the account number for all accounts where the balance is greater than \$700.</li> <li>5. Find the account number and balance for all accounts from Brighton where the balance is greater than \$800.</li> <li>6. Display the branch name and assets from all branches in thousands of dollars and rename the assets column to 'assets in thousands'.</li> <li>7. Find the name of all branches with assets between one and four million dollars.</li> <li>8. Find the name, account number, and balance of all customers who have an account.</li> <li>9. Find the name, account number, and balance of all customers who have an account with a balance of \$400 or less.</li> </ol>	SQL PLUS	Solving queries using SQL
5	<p>Consider the following schema for a Library Database:</p> <p>BOOK (Book_id, Title, Publisher_Name, Pub_Year)  BOOK_AUTHORS (Book_id, Author_Name)  PUBLISHER (Name, Address, Phone)  BOOK_COPIES (Book_id, Branch_id, No-of_Copies)  BOOK_LENDING (Book_id, Branch_id, Card_No, Date_Out, Due_Date)  LIBRARY_BRANCH (Branch_id, Branch_Name, Address)</p> <p>Write SQL queries to</p> <ol style="list-style-type: none"> <li>1. Retrieve details of all books in the library – id, title, name of publisher, authors, number of copies in each branch, etc.</li> <li>2. Get the particulars of borrowers who have borrowed more than 3 books, but from Jan 2017 to Jun 2017</li> <li>3. Delete a book in BOOK table. Update the contents of other tables to reflect this data manipulation operation.</li> <li>4. Partition the BOOK table based on year of publication. Demonstrate its working with a simple query.</li> <li>5. Create a view of all books and its number of copies that are currently available in the Library.</li> </ol>	SQL PLUS	Solving queries using SQL

**TEXTBOOKS:**

1. Elmasri and Navathe, "Fundamentals of Database Systems", Pearson Education, 5th Edition, 2007.
2. Raghu Ramakrishnan and Johannes Gehrke, "Database Management Systems", McGraw-Hill, 3rd Edition, 2003.
3. Phill Pratt, "Concepts of Database Management, Cengage Learning", 8<sup>th</sup> Edition, 2014
4. Jeffrey A Hoffer, "Modern Database Management, Pearson", 12<sup>th</sup> Edition, 2015

**REFERENCE BOOKS:**

1. Abraham Silberschatz, Henry F. Korth, S. Sudarshan: "Database System Concepts", 6th Edition, McGraw Hill, 2010.
2. C J Date, "Database Design and Relational Theory: Normal Forms and All that Jazz", O 'Reilly, April 2012.

3. James Martin, "Principles of Database Management Systems", 1985, Prentice Hall of India, New Delhi
4. IEEE Transactions on Knowledge and Data Engineering
5. Elsevier Data and Knowledge Engineering
6. ACM Transactions on Database Systems

**JOURNALS/MAGAZINES**

1. <http://www.ijstr.org/final-print/june2019/Database-Management-System.pdf>
2. <https://www.dbjournal.ro/>

**SWAYAM/NPTEL/MOOCs:**

1. <https://www.coursera.org/courses?query=database%20management>
2. [https://onlinecourses.swayam2.ac.in/cec19\\_cs05/preview](https://onlinecourses.swayam2.ac.in/cec19_cs05/preview)
3. <https://www.edx.org/learn/databases>
4. <https://www.classcentral.com/course/swayam-data-base-management-system-9914>

**Self-Learning Exercises:**

1. MONGODB
2. Transaction and concurrency control
3. UML

Course Title	Microprocessors and Interfacing				Course Type		Integrated	
Course Code	B20EK0402	Credits	4		Class		IV Semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	0	0	0	Theory	Practical	CIE	SEE
	-	-	-	-				
	<b>Total</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>-</b>	<b>50</b>

### COURSE OVERVIEW

The course describes the architecture, programming and interfacing of 8086 Microprocessor. It helps the student in building simple assembly language programs for 8086 Microprocessor. It also gives instruction to advanced microprocessors, GPUs and DSPs.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain the architecture, pin configuration of various microprocessors and Interfacing ICs,
2. Identify various addressing modes.
3. Illustrate 8086 assembly language Interrupt based real time applications.
4. Discuss 8086 programming for interfacing peripheral devices for control applications.
5. Describe the architecture of various advanced microprocessors.

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to

CO#	Course Outcomes	POs	PSOs
CO1	Identify the suitable addressing modes and instructions formats of 8086 architecture to develop program for the given real world problem.	1,2,3,4,5	1
CO2	Make use of addressing modes and instructions formats of 8086 architecture	1,2,3,4,5	1,2
CO3	Develop 8086 program to interface peripheral devices for control applications.	1,2,3,4,5	2
CO4	Compare the architecture of various advanced microprocessors.	1,2,3,4,5	1
CO5	Learn new tools and technologies in the microprocessor and interfacing and apply for suitable application development.	12	1
CO6	Develop solutions in the microprocessors and interfacing to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,4,2	1,2

### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1				√		
CO2			√			
CO3						√
CO4				√		
CO5				√		
CO6				√		

### COURSE ARTICULATION MATRIX

CO#/ PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	3	2							3		
CO2	3	2	3	3	2							3	3	
CO3	3	1	2	3	1								3	
CO4	3	1	3	3	2							3		
CO5	3		3	3	2							3	3	
CO6	3		3	3								3	3	

**Note:** 1-Low, 2-Medium, 3-High

### COURSE CONTENT

#### THEORY:

#### UNIT-1

**Intel 8086 Microprocessor:** Architecture of 8086, Register organization, Signal description, Physical memory organization, General bus operation, Input/output addressing capability, Special processor activities, Minimum and Maximum mode of 8086 system and timings. 8086 Machine language Instructions: instruction formats, Addressing modes - Register, Immediate, Direct, Register indirect, Base plus index, Register relative and Base relative plus index addressing modes. Assembler directives - Symbols, variables, constants, different types of directives, Introduction to IDE and MASM a Assembler Programming examples on debugging.

#### UNIT-2

Instruction Set Of 8086 Microprocessor: Data transfer instructions, Arithmetic and logical instructions, conditional and unconditional branch instructions, String instructions, Looping instructions, Machine control instructions, Shift and rotate instructions, Assembly language programming. Introduction to stack, Stack structure of 8086, Interrupts and interrupt service routines, Interrupt cycle of 8086, Non-maskable interrupt, Maskable interrupt (INTR). Interrupt programming, Timing and delays, Macros.

#### UNIT-3

**Peripherals And Their Interfacing With 8086:** Static and dynamic RAM interfacing, Input and output ports Interfacing, Stepper motor Interfacing, Interfacing of Analog to digital converter and Digital to analog converter. Programmable Input-Output Port 8255 (PPI): Modes of operation of 8255, Key board and display interfacing, Control of high power devices using 8255, programming examples.

#### UNIT-4

**Introduction to Advanced Microprocessors:** Introduction to Intel Microprocessors - 80186, 80286, 80386, 80486, Pentium, Pentium-II, Pentium-IV, Xeon. Overview of Architecture, Programming and Interfacing of these processors. Introduction to Kiel Software, Multicore programming, GPUs, SGX and DSP processors.

#### TEXTBOOKS:

1. A.K Ray and K.M. Bhurchandi, "Advanced Microprocessor and Peripherals", Tata McGraw Hill, 2007.
2. K.R. Venugopal and Rajakumar, "Microprocessor X86 Programming", BPB Publications, 2003.

#### REFERENCEBOOKS:

1. Yu Cheng Liu & Glenn A Gibson, "Microcomputer systems 8086/8088 family, Architecture, Programming and Design -2nd Edition", Prentice Hall of India, 2003.
2. Douglas V Hall, "Microprocessor and Interfacing, Programming & Hardware", 2nd Edition, Penram International, 2006.
3. Barry. B. Bray, "The Intel Microprocessor - 4th Edition", Prentice Hall of India, 1997.
4. Springer Lecture notes in Electrical engineering -Embedded Microcontroller Interfacing.
5. Elsevier Journal of Microprocessors and Interfacing.

#### JOURNALS/MAGAZINES

1. <https://dl.acm.org/doi/abs/10.5555/374824.374733>
2. <https://www.journals.elsevier.com/microprocessors-and-microsystems>
3. <https://ieeexplore.ieee.org/document/1213024>

#### SWAYAM/NPTEL/MOOCs:

1. [https://onlinecourses.nptel.ac.in/noc21\\_ee41/preview](https://onlinecourses.nptel.ac.in/noc21_ee41/preview)
2. <https://www.mooc-list.com/tags/microprocessors>
3. Real time embedded systems -Coursera

#### SELF-LEARNINGEXERCISES:

Coding and decoding of 8086 instructions set with some examples, Explore Complete Instructions set of 8086 Microprocessor in de



Course Title	Numerical Methods and Optimization Techniques				Course Type		Theory	
Course Code	B20AS0401	Credits	3		Class		IV Semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	3	3	3	Theory	Practical	CIE	SEE
	Practice	0	0	0				
	-	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>50%</b>	<b>50%</b>

#### COURSE OVERVIEW:

Numerical Methods and Optimization Techniques emphasizes on the development of numerical algorithms to provide solutions to common problems formulated in science and engineering. The primary objective of the course is to develop the basic understanding of the construction of numerical algorithms, and perhaps more importantly, the applicability and limits of their appropriate use. The emphasis of the course will be the thorough study of numerical algorithms to understand the guaranteed accuracy that various methods provide, the efficiency and scalability for large scale systems. and issues of stability. Optimization Techniques provide ability to solve real-world problems by finding the optimal solutions to the models subject to constraints.

#### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain numerical methods to obtain approximate solutions to mathematical problems.
2. Examine numerical methods for various mathematical operations and tasks, such as interpolation and integration.
3. Illustrate the notation of vector spaces, sub spaces, linear independence, coordinate and change of coordinate.
4. Solve linear programming problems considering Transportation and Assignment Problems.

#### COURSE OUTCOMES (COs):

After the completion of the course, the student will be able to

CO#	Course Outcomes	POs	PSOs
CO1	Apply numerical methods to obtain approximate solutions for mathematical problems.	1 to 3, 12	1
CO2	Determine suitable interpolation formula and quadrature formulae to find the solution for the given data.	1 to 4, 12	2
CO3	Solve the matrix associated with liner transformation with respect to the given base and understand the relationship between the operation and linear transformations and their corresponding matrices.	1 to 5,	3
CO4	Develop mathematical equations with simplex method and Transportation-Assignment problem for linear programming	1 to 5, 12	1, 2, 3
CO5	Learn new tools and technologies in the Numerical Methods and apply for suitable application development.	12	
CO6	Develop solutions in the Numerical Methods to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5, 6, 10	

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1			√			
CO2					√	
CO3			√			
CO4			√			
CO5			√			
CO6			√		√	

**COURSE ARTICULATION MATRIX**

CO#/ Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	3	3									1	3		
CO2	3	3	3	3								1		3	
CO3	3	3	3	3	3							1			3
CO4	3	3	3	3	3							1	3	3	3
CO5												2			
CO6					2	3				3					

**Note:** 1-Low, 2-Medium, 3-High

**COURSE CONTENT**

**THEORY:**

**UNIT – 1**

**Numerical Methods:** Errors in Numerical Calculations Types of Errors-Significant Digits-Programming Errors-Numerical Solution of Non-Linear Equations-Bisection Method-Regula Falsi Method-Newton Raphson Method –Fixed Point Method of Iteration – Rates of Convergence of These Methods. Solutions of Algebraic Equations, Relaxation Method and Gauss Seidel Iteration Method.

**UNIT – 2**

**Numerical Analysis:** Finite Differences-Operators ( $\Delta$ ,  $\nabla$  and  $E$ ), Interpolation, Newton-Gregory Forward Interpolation Formula, Central Difference, Stirling And Bessel's Interpolation Formulae, Lagrange's Interpolation Formula, Inverse Interpolation Formula, Divided Difference Formula, and Newton's Divided Differences Formula. Numerical integration: Newton-Cotes quadrature formulae: Trapezoidal, Simpson's rules and Weddle's rule.

**UNIT – 3**

**Vector Spaces and Linear transformations:** Bases, Echelon forms, Rank, and determinants. Gauss elimination and its complexity, Inner products, Gram-Schmidt orthogonalization. Linear transformations.

**UNIT – 4**

**Linear Programming:** Introduction, Canonical and Standard Form of LPP-Simplex Method-Big M Method- Two Phase Method-Principle of duality-Dual Simplex Method. Transportation Problem and Assignment problem.

**TEXTBOOKS:**

1. Sastry S.S., "Numerical Analysis", Prentice-Hall India (module I), 4th edition
2. K. Hoffman and R. Kunze," Linear Algebra", Prentice-Hall India, 1971.
3. R Panneerselvam," Operations research", 2nd edition, PHI

**REFERENCES**

1. KanthiSwarup, P.K. Gupta, Man Mohan, "Operations research", Sultan Chand & Sons. (module II), 5<sup>th</sup> edition.
2. Froberg, "Introduction to Numerical Analysis", Second Edition, Addition Wesley
3. Gerald and Wheatley, "Applied Numerical Analysis", Pearson Education Asia, Sixth Edition
4. S.S Rao, "Optimization Theory and Applications", Wiley Eastern
5. Grawin W. W, "Introduction of Linear Programming", McGraw Hill.
6. M. K. Jain, S. R. K. Iyengar and R. K. Jain, "Numerical Methods for Scientific and Engineering Computation", New Age International Publishers, 6th edition, 2012.

**JOURNALS/MAGAZINES**

1. <https://onlinelibrary.wiley.com/journal/10970207>
2. <https://www.springer.com/journal/245>
3. <https://ijnao.um.ac.ir/>
4. <https://www.scimagojr.com/journalrank.php?category=2612>

**SWAYAM/NPTEL/MOOCs:**

1. <https://nptel.ac.in/courses/106/108/106108056/>
2. <https://www.coursera.org/learn/intro-to-numerical-analysis>
3. <https://nptel.ac.in/courses/122/102/122102009/>
4. <https://nptel.ac.in/courses/122/106/122106033/>
5. <https://www.edx.org/course/convex-optimization>

**Self-LearningExercises:**

1. Optimization Methods for Business Analytics
2. Numerical Methods and Optimization in Finance

Course Title	Communication Skills				Course Type		Theory	
Course Code	B20AH0301	Credits	2		Class		IV Semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	2	2	2				
	Practice	0	0	0	Theory	Practical	CIE	SEE
	-	-	-	-				
	Total	2	2	2	26	0	50%	50%

### COURSE OVERVIEW

This course is aimed to develop basic communication skills in English in the learners, to prioritize listening and reading skills among learners, to simplify writing skills needed for academic as well as work place context, to examine that the learners use the electronic media such as internet and supplement the learning materials used in the classroom.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Develop basic communication skills in English.
2. Emphasize on the development of speaking skills among students of Engineering and Technology
3. Impart the knowledge about use of electronic media such as internet and supplement the learning materials used in the classroom.
4. Inculcate the habit of reading and writing leading to effective and efficient communication.

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to

CO#	Course Outcomes	POs	PSOs
CO1	Demonstrate speaking ability with clarity, confidence and comprehension and communicate with one or many listeners using appropriate communicative strategies (Speaking Skills).	1 to 3, 12	1,3
CO2	Build inferences from the text.	1 to 4, 12	2
CO3	Make use of accurate writing skills using different components of academic writing.	1 to 5, 12	2

CO4	Develop the ability to write cohesively, coherently and flawlessly avoiding grammatical errors, using a wider vocabulary range, organizing their ideas logically on a topic	1 to 5,12	2,3
CO5	Learn new tools and technologies in the numerical methods and optimization and apply for suitable application development.	12	1, 2
CO6	Develop solutions in the numerical methods and optimization to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,9,10	1,2

#### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1			√			
CO2					√	
CO3			√			
CO4			√			
CO5			√			
CO6			√			

#### COURSE ARTICULATION MATRIX

CO#/ PO#	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	3	3									1	3		1
CO2	3	3	3	3								1		3	
CO3	3	3	3	3	3							1		2	
CO4	3	3	3	3	3							1		3	
CO5	3		3		3									3	
CO6	3	3		3									3		3

Note:1-Low,2-Medium,3-High

## COURSE CONTENT

### THEORY:

#### UNIT-1

**Functional English:** Grammar: Prepositions; Modal Auxiliaries, Reading Comprehension, Active and passive voice, Giving Instructions

#### UNIT-2

**Interpersonal Skills:** Grammar: Tenses; Wh-questions, Compound words; Phrasal verbs, Recommendations

#### UNIT-3

**Multitasking Skills Grammar:** Conditional Sentences, Homonyms; homophones, Subject-verb agreement

#### UNIT-4

**Communication Skills Grammar:** Direct and indirect speech, Interpreting visual materials (line graphs, pie charts etc.), Single word substitutes.

### TEXTBOOKS:

1. Green, David. Contemporary English Grammar Structures and Composition. New Delhi: MacMillan Publishers, 2010.
2. Thorpe, Edgar and Showick Thorpe. Basic Vocabulary. Pearson Education India, 2012.
3. Leech, Geoffrey and Jan Svartvik. A Communicative Grammar of English. Longman, 2003.

### REFERENCE BOOKS :

1. Murphy, Raymond. Murphy's English Grammar with CD. Cambridge University Press, 2004.
2. Rizvi, M. Ashraf. Effective Technical Communication. New Delhi: Tata McGraw-Hill, 2005.
3. Riordan, Daniel. Technical Communication. New Delhi: Cengage Publications, 2011.
4. Sen et al. Communication and Language Skills. Cambridge University Press, 2015.

Course Title	Indian Constitution and Professional Ethics				Course Type		Theory	
Course Code	B20LS0301	Credits	2		Class		IV Semester	
Course Structure			Contact	Work	13Hrs/ Semester		Assessment in Weightage	
	TLP	Credits	Hours	Load				
	Theory	2	2	2	Theory	Practical	CIE	SEE
	Practice	0	0	0				
	-	-	-	-				
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>26</b>	<b>0</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

The Constitution of India lays down in defining fundamental political principles, establishes the structure, procedures, powers and duties of government institutions and sets out fundamental rights, directive principles and duties of citizen. It helps to know and understand the human rights and human values. It also helps to know the meaning of ethics and need of ethics in personal and professional life.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain basic knowledge required to understand Constitution of India.
2. Describe the Fundamental Rights, Duties and other Rights.
3. Discuss different types of ethics.
4. Explore ethical standards followed by different companies.

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Analyze the Fundamental Rights, Duties and other Rights protected under Indian Constitution.	1 ,6,7,8,9, 12	1,3
CO2	Demonstrate the practicality of Constitution perspective and make them face the world as a bonafide citizen.	1 to 4,7,8 ,12	2
CO3	Illustrate the professional ethics and human values.	1 to 5, 7,8 ,12	2
CO4	Summarize ethical standards followed by different companies.	1 to 5,7,8,12	2,3

## BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1			√			
CO2					√	
CO3			√			
CO4			√			

## COURSE ARTICULATION MATRIX

CO#/ CO1 CO2 CO3 CO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3					2	2	2	2			1	3		1
CO2	3	3	3	3			3	3				1		3	
CO3	3	3	3	3	3		3	3				1		2	3
CO4	3	3	3	3	3		3	3				1		3	3

Note: 1-Low, 2-Medium, 3-High

## COURSE CONTENT

### THEORY:

#### UNIT – 1

**Indian constitution:** Salient features, fundamental rights and duties (Directive principle and state policy), Legislature (Loka Sabha & Rajya Sabha), Executive (President & Governor) and Judiciary (Supreme court & high court), Composition and function of parliament, Council of ministers, prime minister, Speaker, Passing of bills.

#### UNIT – 2

**Human Rights:** Nature and Scope of human rights, Universal protection of human rights (UDHR), Regional protection of human rights, National level protection of human rights, Human rights and vulnerable groups (children, women & old-age).

Human values: Truth, Honesty, Loyalty, Love, Peace with examples, Difference between ethics, beliefs and morals.

#### UNIT – 3

**Ethics:** Meaning, Definition, Evolution, Need of ethics, Aristotlean Ethics, Utilitarianism, Kantianism, human values (Good conduct, respect for elders), ethical human conduct (Gender equality), Professional Ethics, Personal Ethics and Business Ethics, Ethical Standards, Duties of Employers and Employees.

#### UNIT – 4

**Engineering Ethics:** Definition Scope and needs, Ethics in Consumer Protection, Due Care theory, Environmental Ethics, Ethical Code of Conduct in ethics. Best Ethical Companies in India and Abroad; Corporate Social Responsibilities, Code of Conduct and Ethical Excellence

### TEXT BOOKS:

1. Kapoor, S.K., "Human rights under International Law and Indian Law", Prentice Hall of India, New Delhi, 2002.



2. Basu, D.D., "Indian Constitution", Oxford University Press, New Delhi, 2002.

3. Chakraborty, S.K., "Values and ethics for Organizations and Theory Practice", Oxford University Press, New Delhi, 2001.

**REFERENCES BOOKS:**

1. Meron Theodor, "Human Rights and International Law Legal Policy Issues", Vol. 1 and 2, Oxford University, Press, New Delhi, 2000.

2. M V Pylee, "An Introduction to Constitution of India", S Chand & Company, 5<sup>th</sup> Edition

3. Durga Das Basu, "Introduction to constitution of India", LexisNexis, 23<sup>rd</sup> Edition.

**SELF-LEARNING EXERCISES:**

Abuse of Technologies: Hacking and other crimes, addiction to mobile phone usage, video games and social networking websites

Course Title	Universal human values				Course Type		Theory	
Course Code	B20AHM401	Credits	0		Class		IV Semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	-	-	-	Theory	Practical	CIE	SEE
	Practice	-	-	-				
	Tutorial	-	-	-				
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>50%</b>	<b>50%</b>

### COURSE OVERVIEW

Universal human values help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity, which are the core aspirations of all human beings. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of Existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Development of a holistic perspective based on self- exploration about themselves (human being), family, society and nature/existence.
2. Understanding (or developing clarity) of the harmony in the human being, family, society and nature/existence
3. Strengthening of self-reflection.
4. Development of commitment and courage to act

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Understand the significance of value inputs in a classroom and start applying them in their life and profession	1 to 3, 12	1,3
CO2	Distinguish between values and skills, happiness and accumulation of physical facilities, the Self and the Body, Intention and Competence of an individual, etc.	1 to 4, 12	2
CO3	Understand the role of a human being in ensuring harmony in society and nature.	1 to 5, 12	2
CO4	Demonstrate the role of human being in the abatement of pollution	1 to 5, 12	2,3

### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1			√			
CO2					√	
CO3			√			
CO4			√			

#### COURSE ARTICULATION MATRIX

CO#/ PO#	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	3	3									1	3		1
CO2	3	3	3	3								1		3	
CO3	3	3	3	3	3							1		2	3
CO4	3	3	3	3	3							1		3	3

Note:1-Low,2-Medium,3-High

#### COURSE CONTENT

##### THEORY:

##### UNIT – 1

Happiness and Prosperity- A look at basic Human Aspirations. Right understanding, Relationship, basic requirements for fulfilment of aspirations of every human being with their correct priority. Understanding Happiness and Prosperity correctly, Method to fulfil human aspirations: understanding and living in harmony at various levels, Understanding human being as a co-existence of the sentient 'I' and the material 'Body'. Understanding the needs of Self ('I') and 'Body' - happiness and physical facility. Understanding the Body as an instrument of 'I' (I being the doer, seeker and enjoyer). Understanding the characteristics and activities of 'I' and harmony in 'I'. Understanding the harmony of I with the Body: Sanyam and Health; correct appraisal of Physical needs, meaning of Prosperity in detail.

##### UNIT – 2

Understanding values in human-human relationship; meaning of Justice (nine universal values in relationships) and program for its fulfilment to ensure mutual happiness; Trust and Respect as the foundational values of relationship. Understanding the meaning of Trust; Difference between intention and competence. Understanding the meaning of Respect, Difference between respect and differentiation; the other salient values in relationship. Understanding the harmony in the society (society being an extension of family): Resolution, Prosperity, fearlessness (trust) and co-existence as comprehensive Human Goals. Visualizing a universal harmonious order in society- Undivided Society, Universal Order- from family to world family

##### UNIT – 3

Understanding the harmony in the Nature. Interconnectedness and mutual fulfilment among the four orders of nature- recyclability and self-regulation in nature. Understanding Existence as Co-existence of mutually interacting units in all-pervasive space. Holistic perception of harmony at all levels of existence. Include practice

sessions to discuss human being as cause of imbalance in nature (film “Home” can be used), pollution, depletion of resources and role of technology etc.

#### **UNIT – 4**

Natural acceptance of human values. Definitiveness of Ethical Human Conduct. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order. Competence in professional ethics: a. Ability to utilize the professional competence for augmenting universal human order b. Ability to identify the scope and characteristics of people friendly and eco-friendly production systems, c. Ability to identify and develop appropriate technologies and management patterns for above production systems. Case studies of typical holistic technologies, management models and production systems. Strategy for transition from the present state to Universal Human Order: a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers b) At the level of society: as mutually enriching institutions and organizations

#### **TEXTBOOKS:**

1. R R Gaur, R Sangal, G P Bagaria, Human Values and Professional Ethics, Excel Books, New Delhi, 2010
2. A.N Tripathy, Human Values, New Age Intl. Publishers, New Delhi, 2004.
3. R.R. Gaur, R. Sangal and G.P. Bagaria, A Foundation Course in Human Values and Professional Ethics, Excel Books, New Delhi, 2010
4. Bertrand Russell, Human Society in Ethics & Politics, Routledge Publishers, London, 1992

#### **REFERENCE BOOKS:**

1. Corliss Lamont, Philosophy of Humanism, Humanist Press, London, 1997
2. I.C. Sharma, Ethical Philosophy of India Nagin & co Julundhar, 1970
3. Mohandas Karamchand Gandhi, The Story of My Experiments with Truth, Navajivan Mudranalaya, Ahmadabad, 1993
4. William Lilly, Introduction to Ethics, Allied Publisher, London, 1955

## Detailed Syllabus Semester -5

Course Title	Web Technology				Course Type		Integrated	
Course Code	B20EJ0501	Credits	3		Class		VII Semester	
<b>Course Structure</b>	TLP Theory	Credits 3	Contact Hours 5	Work Load 3	13Hrs/ Semester		Assessment in Weightage	
	Practice	2	2	2				
	-	-	-	-	Theory	Practical	CIE	SEE
	<b>Total</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>39</b>	<b>26</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

The basics of Web application tools such as HTML, XHTML and CSS are introduced. The course also provides knowledge about advanced research topics such as XML, Perl and PHP.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain the basic concepts of HTML code.
2. Illustrate the use of Cascading Style Sheets in web pages.
3. Demonstrate the use of Angular JS, Java Scripts and XML in real world applications.
4. Describe the principles of object oriented development using Perl and PHP.

### COURSE OUTCOMES (COs)

After the completion of the course the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Experiment with various HTML tags to create a web page for real world applications.	1,2,3,4, 8, 9, 12	1,2
CO2	Make use of Cascading Style Sheets to design a web page for real world applications.	1,2,3, 5,9,12	1,2
CO3	Develop client-side environment using Angular JS, Java Scripts and XML for Web based applications.	1,2,3,4 5, 9, 12	1,2
CO4	Create XML documents and Schemas	1,2,3,4,5,9,12	1,2
CO5	Apply object-oriented programming principles using PHP	1,2,3,4,5,9,12	1,2

CO6	Build a server-side environment using PHP and Perl for web-based applications.	1,2,3,4,5,6,9,12	1,2
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**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1			√			
CO2			√			
CO3			√	√		
CO4			√	√	√	√
CO5			√			
CO6			√			√

**COURSE ARTICULATION MATRIX**

CO#	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	1	3	3				2	2			2	3		
CO2	3	2	2		2				2			2	3	3	
CO3	3	2	3	3	2				2			2	3	3	
CO4	3	2	3	3	2				2			2	3	3	
CO5	3	2	3	3	2				2			2	3	3	
CO6	3	2	3	3	2	2			2			2	3	3	

Note:1-Low,2-Medium,3-High

**COURSE CONTENT**

**THEORY:**

<b>CONTENTS</b>
<b>UNIT- 1</b>
Introduction to HTML, HTML Syntax, Semantic Markup, Structure of HTML Documents, HTML Elements, HTML Semantic Structure Elements, HTML Web Storage. HTML Tables and Forms, Introducing Tables, Styling Tables, Introducing Forms, Form Control Elements, Table and Form Accessibility, Micro formats.

### UNIT -2

Introduction to CSS, What is CSS, CSS Syntax, Location of Styles, Selectors, The Cascade: How Styles Interact, CSS Text Styling. Advanced CSS: Layout, Normal Flow, Positioning Elements, Floating Elements, Constructing Multicolumn Layouts, Approaches to CSS Layout, Responsive Design, CSS Frameworks.

### UNIT- 3

Managing State, The Problem of State in Web Applications, Passing Information via Query Strings, Passing Information via the URL Path, Cookies, Serialization, Session State, Caching, JavaScript and jQuery, Angular JS, JavaScript Pseudo-Classes, XML Processing and Web Services, XML Processing, Overview of Web Services.

### UNIT- 4

Introduction to Perl and PHP. Arrays and Superglobals, Arrays, GET and POST Superglobal Arrays, \$\_SERVER Array, \$\_FILES Array, Reading/Writing Files, PHP Classes and Objects, Object-Oriented Overview, Classes and Objects in PHP, Object Oriented Design, Error Handling and Validation, What are Errors and Exceptions?, PHP

#### TEXT BOOKS:

1. Randy Connolly, Ricardo Hoar, "Fundamentals of Web Development", Pearson Education India, 1<sup>st</sup> Edition, 2016.
2. Jeffrey C. Jackson, "Web Technologies--A Computer Science Perspective", Pearson Education, 1<sup>st</sup> Edition, 2006.
3. Robert. W. Sebesta, "Programming the World Wide Web", Pearson Education, 4<sup>th</sup> Edition, 2007.

#### REFERENCE BOOKS:

- 1) Robin Nixon, "Learning PHP, MySQL & JavaScript with jQuery, CSS and HTML5", O'Reilly Publications, 4<sup>th</sup> Edition, 2015.
- 2) Luke Welling, Laura Thomson, "PHP and MySQL Web Development", Pearson Education, 5<sup>th</sup> Edition 2016.
- 3) Nicholas C Zakas, "Professional JavaScript for Web Developers", Wrox/Wiley India, 3<sup>rd</sup> Edition 2012.
- 4) David Sawyer Mcfarland, "JavaScript & jQuery: The Missing Manual", O'Reilly/Shroff Publishers & Distributors Pvt Ltd, 1<sup>st</sup> Edition, 2014.
- 5) Zak Ruvalcaba Anne Boehm, "Murach's HTML5 and CSS3", Murachs/Shroff Publishers & Distributors Pvt Ltd, 3<sup>rd</sup> Edition, 2016.
- 6) Gerardus Blokdyk, "Representational State Transfer: Practical Integration", CreateSpace Independent Publishing Platform, 1<sup>st</sup> Edition, 2018.

#### JOURNALS/MAGAZINES:

1. International Journal of Web Technology-ISSN:2278-2389
2. International Journal of Web & SemanticTechnology(IJWeST)
3. ELSEVIERJournalswithin"InternetAndWebTechnology"

#### SWAYAM/NPTEL/MOOCs:

1. Coursera – Python for everybody, University of Michigan
2. Coursera – Python Basics, University of Michigan
3. <https://nptel.ac.in/courses/106/106/106106182/>
4. <https://www.edx.org/learn/python>

#### SELF-LEARNING EXERCISES:

HTML5, jQuery, XML, Ruby, Introduction to REST and RESTful API.

#### Lab experiments:

**Program No: 1**

In today's digital world, information dissemination through printed documents consume lot of time. To overcome this drawback it is better to adopt digital technology for information dissemination, like e-journals, e-books, e-advertisements, etc. Information dissemination through Internet in the form of web content is essential and convenient option. Design and develop static web pages for an online Book store. The pages should resemble like www.amazon.com The website should consist of. Home page, Registration & Login, User profile page, Books catalog, Shopping cart, Payment by credit card, and order confirmation.

**Program No: 2**

Internet or online services works on clients and server model. A client is a web browser through which users make requests, which contain input required, for service from the server to perform tasks. Server is a program running on a dedicated computer. Performance of any service or server depends on its throughput. Server throughput deteriorates when users send more and more invalid requests for service and thus results in wastage of server resources that are very precious. As a solution to this problem design a web page that takes student details such as Name, branch, Semester, University, date of admission, mobile number, email id and check for validity or correctness of the input data by writing a JavaScript to validate these fields.

**Program No: 3**

Clients interact with servers by sending service requests that contain input required to complete the requested task or service. Input required for requested service may be collected through a web page, that acts as an interface between users and the server, in the form of text fields, text areas, radio buttons, push buttons and so on. Hence it is better to instruct or help clients to input correct data through web page by displaying appropriate error messages or alerts as and when users supply wrong input using event handlers. To demonstrate this task, design and develop a web page using JavaScript, XHTML that collects the SRN (Valid format is: Any letter followed by two digits, followed by two letters then followed by three digits). Include event handler for the form elements that collects information to validate the input. Messages must be produced in the alert windows as and when errors are detected.

**Program No: 4**

Dynamic web content is the information that is retrieved from one or more web servers depending upon what information client have requested for, and composed in response to users' requests. Advanced web technologies play a vital role in storage, processing and retrieval of dynamic web content from web servers. Hence it is important to use advanced web technologies such as XML to improve the efficiency in data retrieval. Create and save XML document for students information and display the same using cascaded style sheet.

**Program No: 5**

Information technology has become part and parcel of humanity to such an extent that people can shop anything online, from anywhere, at any time using an electronic device that has access to Internet. This has brought in the concept of virtual stores which provide products at less cost. To improve sales it is mandatory to organize items catalog based on item name, item price, and manufacturer so on. For such online shopping sites, look and feel is an obvious requirement which can be achieved using CSS & XSLT. Design a document using CSS and XSLT to create a catalog of items for an online electronic shopping.

**Program No: 6**

In any business organization, employees keep traveling across different geographical locations and at the same time they want to be connected to their organization's computing resources such as email server, database server, file server, etc. to retrieve information such as sales details, assigning tasks to employees, and upload inspection site details, so on. Using PHP develop a web page that accepts book information such as ISBN number, title, authors, edition and publisher and store information submitted through web page in MySQL database. Design another web page to search for a book based on book title specified by the user and displays the search results with proper headings.

**Program No: 7**

Using computers without graphical user interfaces require the knowledge about syntax of computer commands and programming languages, also this makes users to feel that the use of computers is difficult and cumbersome. This impression of users on computers can be changed by providing good and easy-to-use graphical user interfaces which play vital role in use of computer applications or software without worrying about syntax of programming languages or computer commands. In fact computer software with good and easy-to-use graphical user interfaces will have large number of users. a) Design HTML page that takes UNIX command as input in a text field and submit it to a Perl program that executes given command and display the output on the web page b) Write a Perl program to keep track of the number of visitors to a web page and display the count of visitors with proper headings.



**Program No: 8**

Databases are the storage systems used by most of the business and information technology enterprises as back end. When users generate data using GUI, for ex. personal information, data are sent to back end database for storage and also users can retrieve this data as and when required from the back end (database) to the front GUI. In the real world there are several databases such as Oracle, DB2, MySQL, SQL Server, MS-Access, DBMongo, etc. To illustrate the process of generating data from the front end and store it on back end database then retrieve the available data from the back end database, write a Perl program to read personal information of a person such as first name, last name, age, permanent address and pin code entered by the user into a table created in MySQL. Read the same information from the database and display on the front end.

**Program No: 9**

Write a PHP program to store current date-time in a COOKIE and display the 'Last visited on' date-time on the web page upon reopening of the same page.

<b>Course Title</b>	<b>Computer Networks</b>		<b>Course Type</b>	<b>Theory</b>	
<b>Course Code</b>	B20CI0501	<b>Credits</b>	<b>4</b>	<b>Class</b>	<b>V semester</b>

<b>Course Structure</b>	TLP	Credits	Contact Hours	Work Load	13 weeks / Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	1	2	2	Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>39</b>	<b>26</b>	<b>50%</b>	<b>50%</b>

#### COURSE OVERVIEW:

**Course Description:** The main emphasis of this course is on the organization and management of local area networks (LANs). The course description include learning about computer network organization and implementation, obtaining a theoretical understanding of data communication and computer networks, and about Open Systems Interconnection (OSI) communication model with TCP/IP protocol; This course provides knowledge of error detection and recovery; local area networks; bridges, routers and gateways; network naming and addressing; and local and remote procedures. This course also emphasis on User Datagram Protocol, TCP Congestion Control; DNS Message Formatting and Remote Login. Protocols.

#### COURSE OBJECTIVE:

The main objectives of this course are:

1. Explain the protocol stacks (OSI and TCP/IP) for data communication
2. Discuss the error detection & correction strategies for data transmission.
3. Design the connection establishment of network computing devices.
4. Illustrate the TCP, UDP protocols and explain Domain Name System.

#### COURSE OUTCOMES(COs)

On successful completion of this course; the student will be able to:

CO#	CourseOutcomes	POs	PSOs
CO1	Make use of the architectural principles of computer networking and compare different approaches to organising networks	1 to 6,12	1,2
CO2	Identify the good network design with simplicity, scalability, performance and the end-to-end principle	1 to 6,12	1,2
CO3	Appraise the working principles of Internet	1 to 6,12	1,2
CO4	Develop applications using network protocols	1 to 6,12	1,2
CO5	Learn new tools and technologies in the Computer Networks and apply for suitable application development.	5,6,9,10	2
CO6	Develop solutions in the Computer Networks to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,6,9,10	3

#### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√		√		√
CO2					√	√
CO3	√				√	√
CO4						√
CO5			√			
CO6						√

## COURSE ARTICULATION MATRIX

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	3	3	3	2	1						1	3	3	
CO2	3	3	3	3	2	2						1	3	3	
CO3	3	3	3	3	2	1						2	3	3	
CO4	3	3	3	2	2	1						1	3	3	
CO5					2	3			2	3				3	
CO6					2	3			2	3					3

Note:1-Low,2-Medium,3-High

## COURSE CONTENT THEORY

Contents
<b>UNIT – 1</b>
<p><b>Introduction to Data Communication and Networking:</b> Internet history and Internet today, Data Communications, Networks, Network Topologies, Classification of Networks, Protocols &amp; Standards, Introduction to Network Tools-(WireShark, Packet Tracer, NS3, etc), Layered Tasks, The OSI model, Layers in OSI model, TCP/IP Protocol suite, Addressing. Introduction to switching: Circuit Switched Networks, Datagram Networks, Virtual Circuit Networks, Physical Layer – Periodic Analog signals, Digital signals, Request bit rate, shanon capacity, performance, PCM, DM, Parallel transmission, serial transmission, ASK, FSK, PSK, QAM, AM, FM, PM.</p>
<b>UNIT-2</b>
<p><b>Coding:</b> Line Coding and block coding. Multiplexing: FDM, WDM, TDM, FHSS, DSSS. Transmission Media.  <b>Error Detection and Correction:</b> Introduction, cyclic Codes: Cyclic redundancy code generation. Frames, Packets, Data Link Protocols: HDLC, Point-to-Point Protocol.  <b>MAC Protocols:</b> classification of MAC protocols, Random access (ALOHA, CSMA/CD, CSMA/CA), Controlled Access (Reservation, Polling, Token passing), Channelization Protocols (FDMA, TDMA, CDMA)  <b>Introduction to Networking Devices:</b> Digital Subscriber line Modems, Cable modems, Repeaters, Hubs, Bridges, Routers, and High layered switches, Gateways, Virtual LAN.</p>
<b>UNIT – 3</b>
<p><b>Standards:</b> IEEE Standards, Standard Ethernet, Fast Ethernet, Gigabit Ethernet. IEEE 802.11: Architecture, MAC Sublayer, Addressing Mechanism. Bluetooth Architecture.            Introduction to Wireless networks WiFi, WiMAX, 4G, 5G, Satellite networks, MPLS,VPN, ATM.  <b>Network Layer:</b> IPv4 addresses, IP Datagram format, ICMP Messages, Mobile IP, IPv6 addresses, IPv6 Packet Format, Transition from IPv4 to IPv6, Routing algorithms (Distance Vector, Link State and Path vector), Unicast Routing protocols(RIP, OSPF), Introduction to BGP, Introduction to Multicasting protocols, brief introduction to multicast protocols such DVMRP, MOSPF, PIM, IGMP.</p>
<b>UNIT – 4</b>
<p><b>Transport Layer:</b> Introduction to GoBack-N, Selective repeat N, Piggybacking. Services and port numbers, User Datagram Protocol (UDP): UDP Segment, Transmission Control. Protocol (TCP): TCP Segment, TCP Connection Set up, Application of TCP and UDP. TCP flow control, TCP error control, TCP Congestion Control and options. Introduction to SCTP services and features.  <b>Application Layer:</b> Client server programming using UDP and TCP, Name/Address Mapping, DNS Message Format.</p>

No	Title of the Experiment	Tools and Techniques	Expected Skill /Ability
Part – A			

1	a) Study of different types of Network cables and practically implement the cross-wired cable and straight through cable using clamping tool.	RJ-45 connector, IO Connector, Crimping Tool, Twisted pair Cable, Cable Tester.	Cable Crimping, Standard Cabling and Cross Cabling, IO connector crimping and testing the crimped cable using a cable tester can be done successfully
	b) Install and Configure Wired and Wireless NIC and transfer files between systems in LAN and Wireless LAN.	NIC, Adapter	Installation and configuration of Wired and Wireless (remotely) NIC and transfer files between systems in LAN and Wireless LAN between two systems in a LAN can be done successfully.
	c) Install and configure Network Devices: HUB, Switch and Routers.	HUB, Switch, Router and configuration software.	Gain the knowledge on configuring the different connecting devices
	d) Connect the computers in Local Area Network.	Computer Systems with connecting media.	Interconnection and building a simple LAN
2	a) Establish Peer to Peer network connection using two systems using Switch and Router in a LAN.	Computer Systems with connecting media.	Configuration of peer to peer network communication
	b) Configure Internet connection and use IPCONFIG, PING / Tracer and Net stat utilities to debug the network issues.	Connected Computer Systems.	Configure Internet connection
	c) Transfer files between systems in LAN using FTP Configuration, install Print server in a LAN and share the printer in a network	Connected Computer Systems with printer.	File transfer between systems in LAN using FTP Configuration.
	d) Study of basic network command and Network configuration commands	Command Prompt	Network configuration
3	In <b>information theory</b> and <b>coding theory</b> with applications in <b>computer science</b> and <b>telecommunication</b> , error detection and correction or error control are techniques that enable reliable delivery of <b>digital data</b> over unreliable <b>communication channels</b> . Many communication channels are subject to <b>channel noise</b> , and thus errors may be introduced during transmission from the source to a receiver. Error detection techniques allow detecting such errors, while	CRC Hamming Code	Error detection and control in data transmission.

	error correction enables reconstruction of the original data in many cases. Write a Program for Implementation of any one mechanism for Error Detection / Error Correction Techniques.		
4	A routing algorithm is a procedure that lays down the route or path to transfer datapackets from source to the destination. They help in directing Internet traffic efficiently. ... Routing algorithm mathematically computes the best path, i.e. "least – cost path" that the packet can be routed through Write a Program for Implementation of any routing algorithms.	Distance vector & Link state routing	Routing in networks before the communication begins.
Part B: Mini Project 1: Design of Corporate Network			
1	Configuring a Switched network and Study of VLAN's and assigning a PC based on the VLAN.	Windows/Linux OS, Packet Tracer	Switch and VLAN Configuration.
2	Implementing an IP Addressing Scheme Configuring WEP on a Wireless Router. Interpreting Ping and Traceroute Output	Windows/Linux OS, Packet Tracer	Router configuration and connectivity checking.
3	Configuring Static Routing. Configuring Dynamic Routing protocols RIP, OSPF.	Windows/Linux OS, Packet Tracer	Static and Dynamic Routing over a network
4	Examining Network Address Translation (NAT). Configuring a Cisco Router as a DHCP Server	Windows/Linux OS, Packet Tracer	Configuration and working of NAT with setup of DHCP server.
Part C: Mini Project 2: Performance Analysis of TCP and UDP applications over the different Topologies of network			
1	Consider Six nodes and demonstrate the different ways of connecting them in topology methods. Also specify the different transmission media with specific channel specifications.	Python, NS3, Ubuntu.	Create an interface between the devices using different topologies.
2	Configure the IP address of the nodes in the specified network. Achieve the port specifications for different applications. Apply and Demonstrate the TFTP on the specified network using UDP. Observe the trace results.	Python, NS3, Ubuntu.	Analyze the performance using UDP based applications
3	Apply and Demonstrate the FTP and TELNET on the specified network using TCP. Observe the trace results.	Python, NS3, Ubuntu.	Analyze the performance using TCP based applications
4	Apply and Demonstrate the Congestion and Error Controlling mechanism in the specified networks. Observe the trace results.	Python, NS3, Ubuntu.	Analyze the congestion and error controlling in TCP based applications

**TEXT BOOKS:**

1. Behrouz A Forouzan, "Data Communications and Networking", 5th Edition, McGraw – Hill, 2016.
2. Nader F. Mir, "Computer and Communication Networks", Pearson Education, 2009.

**REFERENCE BOOKS:**

1. Alberto Leon-Garcia and Indraidjaja, "Communication Networks – Fundamental Concepts and Key Architectures", 2<sup>nd</sup> Edition Tata McGraw – Hill, 2004.
2. Andrew S. Tanenbaum, "Computer Networks", 4th Edition, Pearson Education, 2005.
3. Larry L. Peterson and Bruce S. Davie, "Computer Networks- A system Approach", 5th Edition, Elsevier, 2012.
4. William Stallings, "Data and Computer Communications", 10th Edition, Pearson Education, 2008.
5. Douglas E. Comer, "Internetworking with TCP/IP", Vol.1, 6th Edition, Pearson, 1995.

**JOURNALS/MAGAZINES:**

1. IEEE Transactions on Networking.

2. Elsevier Journal of Computer Networks
3. Springer Journal of communications and Information networks.

**SWAYAM/NPTEL/MOOCs:**

1. <https://www.udemy.com/topic/computer-network/>
2. <https://www.coursera.org/courses?query=computer%20network>
3. <https://nptel.ac.in/courses/106/105/106105183/>
4. <https://www.edx.org/learn/computer-networking>

**SELF-LEARNING EXERCISES:**

Wifi, WiMAX, 4G, 5G, Satellite Networks, MPLS, VPN, ATM. Bluetooth Architecture. World Wide Web (WWW).

Course Title	Smart Sensors and Transducers				Course Type		Theory	
Course Code	B20EK0501	Credits	4		Class		V semester	
Course Structure	TLP	Credits	ContactHours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice				Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>39</b>	<b>50</b>	<b>50</b>

**COURSE OVERVIEW**

The course provides overview of various types of sensors and transducers, and also discuss their performance characteristics. The course also describes the different types of intelligent sensors which are self-adapting and self-validating. The concepts like linearization, calibration and compensation for sensors are also explained.

**COURSE OBJECTIVE (S):**

- To make student understand the operation principles of different sensors for industrial and environmental use.
- To equip the students to characterize the sensors in terms of metrological criteria and evaluate their performance.
- To instill the ability among students to choose the appropriate sensor for measurement, process control and environmental monitoring applications and apply it in a correct way.
- To provide the skills to implement simple data acquisition systems and to analyze and evaluate the acquired data.

**COURSE OUTCOMES (COs)**

After the completion of the course, the student will be able to

CO#	Course Outcomes	POs	PSOs
CO1	Understand the operation principles of different sensors for industrial and environmental use.	1,2,3, 4, 8, 9, 12	1

CO2	Characterize the sensors in terms of metrological criteria and evaluate their performance.	1,2,3, 5,9,12	1
CO3	Choose the appropriate sensor for measurement, process control and environmental monitoring applications and apply it in a correct way.	1,2,3,4,5, 9, 12	2
CO4	Implement simple data acquisition systems and to analyze and evaluate the acquired data.	1,4,5,9,12	1
CO5	Explain the working principle of various inductance and capacitance transducers	1,5,8,9,12	1
CO6	Discuss the operation and applications of modern industrial transducers.	4,9,12	1

#### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1			√			
CO2			√			
CO3			√	√		
CO4			√	√	√	√
CO5		√				
CO6			√			

#### COURSE ARTICULATION MATRIX

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	1	1	2				1	1			1	3		
CO2	3	2	3		2				1			1	3		
CO3	3	1	2	1					1			1	3	3	
CO4	3			2	2				1			1	3		
CO5	2				2			2	2			2	2		
CO6				2					2			2	2		

Note:1-Low,2-Medium,3-High

## COURSE CONTENT

### THEORY:

#### UNIT-1

**Classical Sensors and Transducers:** Classification, Self-Generating Transducers, Variable Parameter Transducers: Resistance or Conductance Variation, Capacitance Variation Magnetic Properties Variation, Pulse or Frequency-Generating Type; Semiconductor Sensors: Semiconductor Thermal Sensors, Semiconductor Pressure Sensors, Semiconductor Magnetic Sensors, Hall-Effect Sensors, Photodiodes and Phototransistors; **Array-Based Sensors:**Preprocessing, Feature Extraction, Classification and Decision Making; Biosensors, Actuating Devices: Electrical Solenoid, Electrical Motors.

**Sensor Performance Characteristics:** Introduction, Static Characteristics: Accuracy and Precision; Error, Correction and Uncertainty; Repeatability, Reproducibility and Hysteresis; Sensitivity, Offset, and Dead Band; Resolution and Linearity, Statistical Characteristics, Error Modeling; Dynamic Characteristics: Dynamic Error and Dynamic Sensitivity; Input–Output Impedances.

#### UNIT-2

**Intelligent Sensors:** Introduction: Classification; Smart Sensors: Monolithic Integrated Smart Sensor, Hybrid Integrated Smart Sensors; Soft or Virtual Sensors: Soft Sensor Secondary Variable Selection: Rough Set Theory; **Model Structures:** Artificial Neural Network Models; **Self-Adaptive Sensors:** Algorithmic Adaptation with Nonredundant Time of Measurement, Frequency to Digital Conversion Using Microcontroller; Self-Validating Sensors: **Functional Validation:** Numerical Method Artificial Intelligence for Sensor Validation, Neural Network–Based Approach; VLSI Sensors; Temperature Compensating **Intelligent Sensors:** Effects of Temperature on Sensors; Temperature Compensation Techniques: Circuit Compensation; Examples of Temperature Compensation in Sensor: Temperature Compensation of Thermal Flow Sensors, Temperature Compensation of Hot Film Crosswind Sensor, Integrated Hardware Compensation of Pressure Sensor, Integrated Compensation for Pressure Sensor; **Microcontroller-Based Compensation:** Frequency Control, Sensitivity Slope Control.

#### UNIT-3

**Linearization, Calibration, and Compensation:** Introduction; Analog Linearization of Positive Coefficient Resistive Sensors: Linearization by Shunt Resistance: Positive Feedback OPAMP Circuit (Current Source), Positive Feedback OPAMP Circuit(Voltage Source), Linearization Using Feedback Amplifier; Nonlinear ADC- and Amplifier-Based Linearization: Nonlinear Counting–Type ADC; Interpolation: Linear Interpolation; Piecewise Linearization: Analog Processing, Digital Processing: Lookup Table–Based ADC, Piecewise Linear ADC; Microcontroller-Based Linearization: Lookup Table Method; Artificial Neural Network–Based Linearization; Nonlinear Adaptive Filter–Based Linearization; **Sensor Calibration:** Conventional Calibration Circuits, Resistor Adjustment–Based Analog Calibration, Digitally Programmable Resistor; Multiplying DAC Calibration; Offset Calibration; Pulse-Modulated Calibration; ADC Calibration: Sigma–Delta ADC Calibration; **Offset Compensation:** Improved Manufacturing Process; Error and Drift Compensation: Drift Simulation; Lead Wire Compensation: Self-Heating Method.

#### UNIT-4



**Sensors with Artificial Intelligence:** Introduction: Artificial Intelligence: Reasoning, Knowledge, Planning, Learning; Sensors with Artificial Intelligence: Multidimensional Intelligent Sensors: Gas Classification and Recognition, Localization and Spatial Distribution; AI for Prognostic Instrumentation: Identification of Failure Predictors, Sensors for Measurement of Conditions, Data Storage, Processing, and Analysis, Fault and Degradation Models, Estimation of Failure and Degradation and Artificial Intelligence–Based Prognostics; ANN-Based Intelligent Sensors: Linearization and Calibration by ANN, Compensation of Error by ANN, Soft Sensing by ANN, Fault Detection by ANN; Fuzzy Logic–Based Intelligent sensors.

**TEXTBOOKS:**

1. ManabendraBhuyan. “Intelligent Instrumentation-Principles and Applications”, CRC Press,2011.

**REFERENCEBOOKS:**

Randy Frank,” Understanding Smart Sensors”, ARTECH HOUSE, 2013.

**JOURNALS/MAGAZINES**

1. Smart Sensors, Measurement and Instrumentation, Springer.

**SWAYAM/NPTEL/MOOCs:**

1. Coursera - Sensors and Sensing Techniques.
2. [https://onlinecourses.nptel.ac.in/noc21\\_ee32/preview](https://onlinecourses.nptel.ac.in/noc21_ee32/preview)

**SELF-LEARNINGEXERCISES:**

1. Signals and System Dynamics
2. Intelligent Sensor Standards and Protocols

Course Title	Machine Learning& Applications				Course Type		Theory	
Course Code	B20EK0502	Credits	4		Class		VI semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13 weeks / Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	1	2	2				
	Tutorial	-	-	-	Theory	Practical	CIE	SEE
	<b>Total</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>39</b>	<b>26</b>	<b>50</b>

### COURSE OVERVIEW

Machine learning uses interdisciplinary techniques such as statistics, linear algebra, optimization, and computer science to create automated systems that can process through large volumes of data at high speed to make predictions or decisions without human intervention.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain machine learning and problems relevant to machine learning.
2. Discuss the fundamentals of Decision trees learning and its issues
3. Illustrate neural networks, Bayes classifier and k nearest neighbour for problems appearing in machine learning.
4. Describe statistical analysis of machine learning techniques.

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to

CO#	Course Outcomes	POs	PSOs
CO1	Design the learning system to provide the solution for the given problem.	1,2,3,4,5	1, 2, 3
CO2	Apply Decision Tree technique for Classification problem	1,2,3,4,5	1, 2, 3
CO3	Develop Recognition or Prediction systems using Neural Network/Bayesian Model	1,2,3,4,5	1, 2, 3
CO4	Solve the problem by hypothesis testing using probability and statistics.	1,2,3,4,5	1, 2, 3
CO5	Understand ability of technological enhancement via improvising versions of machine learning knowledge transfer learning and deep learning	10,12	2,3
CO6	Analysing the influence of extended machine learning terminologies vis lifelong learning	11,12	2,3

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√				
CO2			√			
CO3					√	√
CO4				√	√	
CO5		√		√		
CO6				√	√	

**COURSE ARTICULATION MATRIX**

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PS01	PS02	PS03
CO1	2	2	3	2									3	3	3
CO2	2	2	2	2									3	3	3
CO3	2	3	2	2									3	3	3
CO4	3	2	2	2									3	3	3
CO5										2		3		2	2
CO6											3	3		3	3

Note:1-Low,2-Medium,3-High

**COURSE CONTENT:**

**THEORY**

<b>UNIT-1</b>
<p><b>Introduction:</b> Well posed learning problems, designing a Learning system, Perspective and Issues in Machine Learning.</p> <p><b>Concept Learning:</b> Concept learning task, Concept learning as search, Find-S algorithm, Version space, Candidate</p>

Elimination algorithm, Inductive Bias

#### UNIT-2

**Decision Tree Learning:** Decision tree representation, Appropriate problems for decision tree learning, Basic decision tree learning algorithm, hypothesis space search in decision tree learning, Inductive bias in decision tree learning, Issues in decision tree learning.

#### UNIT – 3

**Artificial Neural Networks:** Introduction, Neural Network representation, appropriate problems, Perceptrons, Back propagation algorithm.

#### UNIT-4

**Evaluating Hypothesis:** Motivation, Estimating hypothesis accuracy, Basics of sampling theorem, General approach for deriving confidence intervals, Difference in error of two hypothesis, Comparing learning algorithms.

**Instance Based Learning:** Introduction, k-nearest neighbour learning, locally weighted regression, radial basis function, case-based reasoning. function,

#### TEXTBOOKS:

1. Tom M. Mitchell, Machine Learning, India Edition McGraw Hill Education, 2013.

#### REFERENCEBOOKS:

1. Trevor Hastie, Robert Tibshirani, Jerome Friedman, "The Elements of Statistical Learning", 2nd edition, Springer series in statistics.
2. Ethem Alpaydm, "Introduction to machine learning", second edition, MIT press.

#### JOURNALS/MAGAZINES:

1. <https://www.sciencedirect.com/journal/machine-learning-with-applications>
2. <https://www.journals.elsevier.com/machine-learning-with-applications/https://ieeexplore.ieee.org/abstract/document/9409789/>

#### SWAYAM/NPTEL/MOOCs:

1. Machine Learning for science and engineering applications
2. Applications of Machine Learning-Coursera

#### SELFLEARNING EXERCISES:

Reinforcement Learning: Introduction, Learning Task, Q Learning

#### COURSE OVERVIEW

This course introduces the basics of building IoT applications and second section follows a project-based approach. The Internet of Things (IOT) has managed to attract the attention of researchers and tech enthusiasts, since it powerfully combines classical networks with instruments and devices. Blynk was designed for the Internet of Things. It can control hardware remotely, it can display sensor data, it can store data, visualize it and do many other cool things.

#### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Describe about the Python languages and packages of Interest for IoT.

2. Elaborate the Physical IoT devices and its interfaces.
3. Describe the Java Programming for IoT applications
4. Illustrate the development environment of Blynk, configure the setup and describes the connection of sensor on Mobile Device.

### COURSE OUTCOMES (COs)

After the completion of the course the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Identify the components required for developing an IOT application.	1,3,4,7,10	2,3
CO2	Analyse the working of heterogenous sensors in the given real world applications.	1,2,4,4,7,10	2,3
CO3	Develop IoT application using Java or python programming.	1,2,3,4,7,10,11,12	2,3
CO4	Build a real world application using Blynk tool.	1,2,4,5,7,10,11,12	2,3
CO5	Learn new tools and technologies in the domain of IoT and cloud and apply for suitable application development.	12	2
CO6	Develop solutions in the field of IoT and cloud to the complex problems, either individually or a part of the team and report the results with proper analysis and interpretation. (map this with P	5,9,10	2

### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√				
CO2			√			
CO3			√			√
CO4						√
CO5			√		√	
CO6			√			√

### COURSE ARTICULATION MATRIX

CO#/ PO#	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3		2	3			2			2				3	3
CO2	3	3		3	2		2			1				3	3

CO3	3	2	3	2	2		1			2	3	2		3	3
CO4	3	1		2	2		1			2	3	2		3	3
CO5	1		2		2							2		2	
CO6					3				2	2				2	

Note:1-Low,2-Medium,3-High

## COURSE CONTENT

### THEORY:

CONTENTS
<p style="text-align: center;"><b>UNIT-1</b></p> <p><b>IoT Logical Design using Python:</b> Introduction, Installing Python, Data types and Data structures ,Control flow, Functions, Modules, Packages, File Handling, Date/Time Operation, Classes, Python Packages of Interest for IoT.</p>
<p style="text-align: center;"><b>UNIT-2</b></p> <p><b>IoT Physical Devices:</b> What ia an IoT Devices, Exemplary Device: Raspberry Pi, Linux on Raspberry Pi, Raspberry Pi Interfaces, Programming Raspberry pi with Python, ,Other IoT Devices.</p>
<p style="text-align: center;"><b>UNIT-3</b></p> <p><b>Java Programming for IoT Application :</b>IoT Communication Protocol, IoT Platform,IoT Security,Java IoT with Raspberry Pi,An Oracle Java ME Embedded Client,Other Java IoT Uses.</p>
<p style="text-align: center;"><b>UNIT-4</b></p> <p><b>Introduction to Blynk and Connecting with sensors on Mobile device:</b> Setting up a development environment, what is Blynk, The Blynk appbuilder, Getting part, Setting up software on Raspberry pi, Installing prerequisite software on Raspbian, Connecting Raspberry Pi with Blynk cloud. Building your first Blynk Application.Using controller widgets: creating a project, slider ,step, ZeRGBa, Joystick.Using Display widgets: value display, LED, Using Notification Widgets: Twitter, email, Accelerometer, Light Sensor, Proximity Sensor.</p>

### TEXTBOOKS:

1. Arshdeep Bahga, Vijay Madiseti, "Internet of Things: A Hands on Approach", Universities Press, First Edition, ISBN 978 81 7371 9547.
2. Perry Xiao,"Practical Java Programming For IoT,AI And Blockchain",WILEY 2019 ISBN 978-1-119-56001-2.
3. Pradeeka Seneviratne ,"Hands on Internet of Things with Blynk", packt publishinh Ltd, First edition ,ISBN 978-1-78899-506-1.

### REFERENCEBOOKS:

1. David Hanes, Gonzalo Salgueiro ,Patrick Grossetete, Rob Barton ,Jerome Henry,"IoT Fundamentals Networking Technologies ,Protocols and Use Cases for the Internet of Things",CiscoPress.com, Person India Education Services Pvt Ltd.ISBN 978 81 7371 9547.

2. Adrian McEwen ,Hakim Cassimally “Designing he Internet of Things”,WILEY Indian Pvt Ltd. ISBN:978-81-265-5686-1.

#### **JOURNALS/MAGAZINES**

1. <https://link.springer.com/article/10.1007/s11227-018-2652-7>
2. <https://journalofcloudcomputing.springeropen.com/>
3. <https://ieeexplore.ieee.org/document/7600359>
4. <https://www.ijedr.org/papers/IJEDR1902052.pdf>

#### **SWAYAM/NPTEL/MOOCs:**

1. [https://onlinecourses.nptel.ac.in/noc20\\_cs66/preview](https://onlinecourses.nptel.ac.in/noc20_cs66/preview)
2. IoT (Internet of Things) Wireless & Cloud Computing Emerging Technologies -Coursera

#### **SELF-LEARNINGEXERCISES:**

Data Analytics for IoT, Case Studies illustrating IoT Design-Introduction, Home Automation, Cities, Environment, Agriculture,Productivity Applications Setting up a personal Blynk server, Controlling a Robot with Blynk.

#### **The list of experiments are:**

The Weka tool should be taught to the students

1. Introduction to WEKA, installation of WEKA Tool and demonstration.
2. Perform data preprocessing.
3. Perform classification to the dataset.
4. Perform Clustering using k-means for the contactlens dataset.
5. Perform Logic Regression for Iris data set.
6. To Visualize the results usingtheTool.
7. To Analyze the results using the Tool.
8. Apply ID3 decisiontree algorithm to House database.
9. Apply CART decisiontree algorithm To IRIS database

Course Title	Introduction to Robotics & Drones (PE-1)				Course Type		Theory	
Course Code	B20EKS501	Credits	3		Class		V semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-				
	Tutorial	-	-	-	Theory	Practical	CIE	SEE
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>0</b>	<b>50</b>	<b>50</b>

#### COURSE OVERVIEW:

This course introduces techniques, algorithms and principles of interactive computer graphics and animation, this course also prepares for study in real-time rendering, realistic image synthesis, and computer animation.

#### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Discuss the fundamental concepts of Robotics.
2. Explain intelligent module for robotic motion control.
3. Demonstrate robotic vision system using transformation techniques.
4. Illustrate the working of innovative robotic devices.

#### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to

CO#	Course Outcomes	POs	PSOs
CO1	Outline the fundamentals and architecture of robotics.	1,2,3,4,5	1, 2
CO2	Design an Intelligent module to control robotic system.	1,2,3,4,5	1, 2
CO3	Develop robotic vision system using transformation techniques and sensors.	1,2,3,4,5,9	1, 2
CO4	Make use of innovative robotic devices for industrial and socially relevant applications.	1,2,3,4,5	1, 2
CO5	Learn new tools and technologies in the introduction to drones and robotics and apply for suitable application development.	12	1, 2
CO6	Develop solutions in the introduction to drones and robotics to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,9,10	1,2



**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√				
CO2		√				√
CO3				√	√	√
CO4			√		√	√
CO5			√			
CO6			√			

**COURSE ARTICULATION MATRIX**

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	3	2	2	2								3	3	
CO2	3	3	3	3	3								3	3	
CO3	3	3	3	3	3				1				3	3	
CO4	3	3	2	2	2								3	3	
CO5	3	3		2									3		3
CO6	3	3	2		2								3		3

Note:1-Low,2-Medium,3-High

**COURSE CONTENT**

**THEORY**

<b>UNIT-1</b>
<b>Introduction:</b> Robot anatomy-Definition, law of robotics, History and Terminology of Robotics-Accuracy and repeatability of Robotics-Simple problems-Specifications of Robot-Speed of Robot- Robot joints and links-Robot classifications-Architecture of robotic systems-Robot Drive systems-Hydraulic, Pneumatic and Electric system.
<b>UNIT-2</b>
<b>End effectors and robot controls:</b> Mechanical grippers-Slider crank mechanism, Screw type, Rotary actuators, cam type-Magnetic grippers-Vacuum grippers-Air operated grippers-Gripper force analysis-Gripper design-Simple

problems-Robot controls-Point to point control, Continuous path control, Intelligent robot-Control system for robot joint-Control actions-Feedback devices-Encoder, Illustration using ARDUINO Boards

#### **UNIT-3**

**Robot transformations and sensors:** Robot kinematics-Types- 2D, 3D Transformation-Scaling, Rotation, and Translation- Homogeneous coordinates, multiple transformation-Simple problems. Sensors in robot – Touch sensors-Tactile sensor – proximity and range sensors – Robotic vision sensor-Force sensor-Light sensors, Pressure sensors, Illustration using ARDUINO Boards

#### **UNIT-4**

**Robot cell design and applications :**Robot work cell design and control-Sequence control, Operator interface, Safety monitoring devices in Robot-Mobile robot working principle, actuation using MATLAB, NXT Software Introductions- Robot applications- Material handling, Machine loading and unloading, assembly, Inspection, Welding, Spray painting and undersea robot. Introduction to robotic operating system (ROS) .

#### **TEXT BOOKS:**

1. S.R. Deb, "Robotics Technology and flexible automation", Tata McGraw-Hill Education, 2009.
2. Mikell P Groover& Nicholas G Odrey, Mitchel Weiss,Roger N Nagel, Ashish Dutta, "Industrial Robotics, Technology programming and Applications", McGraw Hill, 2012.

#### **REFERENCE BOOKS:**

1. Richard D. Klafter, Thomas .A, ChriElewski, Michael Negin,"Robotics Engineering an Integrated Approach", Phi Learning.,2009.
2. Francis N. Nagy, AndrasSiegler, "Engineering foundation of Robotics", Prentice Hall Inc., 1987.
3. P.A. Janaki Raman, "Robotics and Image Processing an Introduction", Tata McGraw Hill Publishing Company Ltd., 1995
4. Carl D. Crane and Joseph Duffy, "Kinematic Analysis of Robot manipulators", Cambridge University press, 2008.
5. Craig. J. J., "Introduction to Robotics mechanics and control", Addison- Wesley, 1999.
6. Elsevier Journal of Robotics and autonomous systems.
7. IEEE Journal on robotics and automation.

#### **JOURNALS/MAGAZINES**

Drones in humanitarian contexts, robot ethics, and the human–robot interaction, Springer Journal

#### **SWAYAM/NPTEL/MOOCs:**

1. Robotics: Aerial Robotics – Coursera
2. [https://onlinecourses.nptel.ac.in/noc20\\_de11/preview](https://onlinecourses.nptel.ac.in/noc20_de11/preview)

#### **SELF-LEARNING EXERCISES:**

MICRO/NANO ROBOTICS SYSTEM, MATLAB, NXT Software, Bio inspired Robots, Home automation Robots.

**SELF- LEARNINGEXERCISES:**

1. Experiment with problems on Kaggle.com
2. Tweak the given solutions with changes to hyper-parameters

Course Title	Predictive Analytics Using Python (PE-I)				Course Type		Theory	
Course Code	B20EKS502	Credits	3		Class		Vsemester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-	Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

This course focuses on Predictive Analytics using Python. This course introduces basics of Python and code some simple programs. The purpose is to predict the future by using the programming concepts of Python, to help in making good decisions. It presents the enormous opportunities and power associated with our ability to interrogate complex datasets, extract useful information, derive knowledge, and provide actionable forecasting. Biomedical, healthcare, and social datasets will provide context for addressing specific driving challenges. Students will learn about modern data analytic techniques and develop skills for importing and exporting, cleaning and fusing, modelling and visualizing, analyzing and synthesizing datasets. This course benefits is to understand the basics of data science and the implementation of the Predictive Analytics for future decisions.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Outline the fundamentals of 'Python' programming.
2. Explore few statistical methods that can apply for data manipulation and importing techniques.
3. Discuss different Regression techniques.
4. Illustrate the working of clustering algorithms using Python.

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to

CO#	Course Outcomes	POs	PSOs
CO1	Explain the fundamentals of Python Programming Language	1,2,3,4,5,6	1,2
CO2	Apply and compare basic machine learning techniques using Python for	1,2,3,4,5,6	1,2
CO3	Discover different data wrangling methods.	1,2,3,4,5,6	1,2
CO4	Justify the statistical concepts of predictive modeling.	1,2,3,4,5,6	2
CO5	Design and Develop algorithms to learn Regression techniques for data analysis	1,2,3,4,5,6	2
CO6	Propose different analytics and build models for real world data science problems	1,2,3,4,5,6	2,3

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√			√	
CO2			√			
CO3				√		
CO4					√	
CO5						√
CO6						√

**COURSE ARTICULATION MATRIX**

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	3	2	2							3	3	
CO2	3	2	3	2	2	1							3	3	
CO3	3	2	2	2	1	1							2	2	
CO4	3	2	3	3	2	1								3	
CO5	3	2	3	3	2	1								3	
CO6	3	2	2	3	3	1								3	3

**Note:**1-Low,2-Medium,3-High

## COURSE CONTENT

### THEORY

Contents
<b>UNIT 1</b>
<b>A brief introduction to Python :</b> Introduction to Python: Installing Python: Python on Windows; Python on RedHat Linux; Python Installation from source; The Interactive Shell Your First Python Program: Diving in; Declaring Functions; Documenting Functions; Everything Is an Object; Indenting Code; Testing Modules Native Datatypes: Introducing Dictionaries; Introducing Lists; Introducing Tuples; Declaring variables; Formatting Strings; Mapping Lists; Joining Lists and Splitting Strings The Power of Introspection: Diving In; Using Optional and Named Arguments; Using type, str, dir, and Other Built-In Functions; Getting Object References With getattr; Filtering Lists; Using lambda Functions; Using Packages like numpy, scipy, scikit learn, matplotlib etc.,
<b>UNIT 2</b>
<b>Getting Started with Predictive Modelling:</b> Introducing predictive modelling, Applications and examples of predictive modelling, Installing and downloading Python and its packages, Working with different IDEs for Python. Data cleaning: Reading the data, various methods of importing data in python, basics- summary, dimensions, and structure, handling missing values, creating dummy variables, Visualizing a dataset by basic plotting.
<b>UNIT 3</b>
<b>Data Wrangling,</b> Subsetting a dataset, Selecting columns, Selecting rows, Selecting a combination of rows and columns, Creating new columns, Generating random numbers and their usage, Various methods for generating random numbers, Probability density function, Cumulative density function, Uniform distribution, Normal distribution, Using the Monte-Carlo simulation to find the value of pi, Geometry and mathematics behind the calculation of pi, Generating a dummy data frame, Grouping the data – aggregation, filtering, and transformation, Random sampling – splitting a dataset in training and testing datasets, Concatenating and appending data, Merging/joining datasets <b>Statistical Concepts for Predictive Modelling:</b> Random sampling and the central limit theorem, Hypothesis testing, Null versus alternate hypothesis, Z-statistic and t-statistic, Confidence intervals, significance levels, and p-values, Different kinds of hypothesis test, A step-by-step guide to do a hypothesis test, An example of a hypothesis test, Chi-square tests, Correlation.
<b>UNIT 4</b>
<b>Linear Regression with Python:</b> Understanding the maths behind linear regression, Linear regression using simulated data, Fitting a linear regression model and checking its efficacy, Finding the optimum value of variable coefficients, Making sense of result parameters, p-values, F-statistics, Residual Standard Error, Implementing linear regression with Python, Multiple linear regression, Multi-collinearity, Variance Inflation Factor, Model validation, Training and testing data split, Linear regression with scikit-learn, Feature selection with scikit-learn, Handling other issues in linear regression, Handling categorical variables, Transforming a variable to fit non-linear relations, Handling outliers, Other considerations and assumptions for linear regression <b>Logistic Regression with Python:</b> Linear regression versus logistic regression, Understanding the math behind

logistic regression Contingency tables, Conditional probability, Odds ratio, Moving on to logistic regression from linear regression, Estimation using the Maximum Likelihood Method, Building the logistic regression model from scratch, Making sense of logistic regression parameters, Implementing logistic regression with Python

**TEXTBOOKS:**

1. Ashish Kumar, “Learning Predictive Analytics with Python” :Packt Publishing, February 2016
2. Joseph Babcock, Ashish Kumar “Python: Advanced Predictive Analytics” Packt Publishing, December 2017.
3. John Maindonald, W. John Braun, “Data Analysis and Graphics Using R – an Example Based Approach”, 3<sup>rd</sup> Edition, Cambridge University Press, 2010.
4. Mark Pilgrim, Dive into Python, Copyright (C) 2000 Free Software Foundation

**REFERENCE BOOKS:**

1. Kenneth A. Lambert, Fundamentals of Python: First Programs (introduction to Programming), 1<sup>st</sup> Edition, CENAGE Learning.

**JOURNALS/MAGAZINES:**

1. Springer, International Journal of Data Science and Analytics.

**SWAYAM/NPTEL/MOOCs:**

1. [https://onlinecourses.nptel.ac.in/noc21\\_cs45/preview](https://onlinecourses.nptel.ac.in/noc21_cs45/preview)
2. Data Analysis with Python-Coursera
3. Python data products for Predictive Analytics -Coursera

**SELF-LEARNING EXERCISES:**

Data Visualization: Plotting line graph, bar graph, Scatter Plot & box plot

Course Title	Cryptography & Network Security (PE-I)				Course Type		Theory	
Course Code	B20EKS503	Credits	3		Class		V semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-				
	Tutorial	-	-	-	Theory	Practical	CIE	SEE
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>0</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

Computers around the world are systematically being victimized by rampant hacking. The goal of the ethical hacker is to help the organization take preemptive measures against malicious attacks by attacking the system himself; all the while staying within legal limits. As technology advances and organization depend on technology increasingly, information assets have evolved into critical components of survival. If hacking involves creativity and thinking 'out-of-the-box', then vulnerability testing and security audits will not ensure the security proofing of an organization. To ensure that organizations have adequately protected their information assets, they must adopt the approach of 'defense in depth'. In other words, they must penetrate their networks and assess the security posture for vulnerabilities and exposure. This course helps develops individuals in the specific network security discipline of Ethical Hacking from a vendor-neutral perspective.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain the fundamental concepts of cryptography.
2. Describe public key cryptography and message authentication.
- 3: Demonstrate the key distribution using Symmetric or Asymmetric encryption
4. Discuss security applications in the field of Information technology

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Identify the fundamental concepts of cryptography.	1,2,3,4,5	1
CO2	Develop a program for implementing public key cryptography and	1,2,3,4,5	2
CO3	Build key distribution system using Symmetric or Asymmetric encryption	1,2,3,4,5	2, 3
CO4	Design and develop security applications in the field of Information technology.	1,2,3,4,5	2, 3



CO5	Implement encryption algorithms for real-world applications.	3,4,5	2,3
CO6	Differentiate many cryptography algorithms based on the requirement.	3,4,5	2,3

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√				
CO2				√	√	√
CO3		√	√			√
CO4				√	√	√
CO5		√	√			
CO6			√	√		

**COURSE ARTICULATION MATRIX**

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	2	2	1								3		
CO2	3	2	3	1	2									3	
CO3	3	1	2	2	3									3	3
CO4	2	2	2	1	1									3	3
CO5	2	2	2	1	1									3	3
CO6	2	2	2	1	1									3	3

**Note:** 1-Low, 2-Medium, 3-High

## COURSE CONTENT

### THEORY

#### UNIT-1

**Introduction:** The OSI Security Architecture, Security Attacks, Security Services, mechanisms, A model for network security, symmetric encryption principles, Symmetric Block Encryption Algorithms, Data Encryption Standards, Strength of DES, Triple DES, Advanced Encryption Standard.

#### UNIT-2

**Public-Key Cryptography and Message Authentication:** Public key Cryptographic Principles, Public Key Cryptographic Algorithms (RSA, Diffie-Hellman), Approaches to Message Authentication, Secure Hash Functions (SHA-512), Message Authentication Codes, Digital Signatures. Introduction to Secure programming with the OpenSSL API: OpenSSL, Headers and initialization, Setting up an unsecured connection, Setting up a secure connection, Error detection.

#### UNIT-3

**Network Security Applications:** Symmetric key distribution using Symmetric encryption, Kerberos (Key Exchange), key distribution using Asymmetric encryption X.509 Certificate Format, Secure socket layer and transport layer security, PGP- Features of PGP, Key Rings in PGP, S/MIME, IP security Overview.

#### UNIT-4

**System Security:** Intrusion Detection, Password Management, Virus and threats, Virus Countermeasures, Firewalls, The Need for Firewalls, Firewall Characteristics, Types of Firewalls. Open Source Cryptography libraries - a C++98 crypto library, Mhash open source C library and Crypto ++.

#### TEXT BOOKS:

1. William Stallings, "Network Security Essentials Applications and Standards", Fourth edition, Prentice Hall, 2011.
2. Behrouz A. Forouzan, "Cryptography and Network Security", McGraw Hill, 2007.

#### REFERENCE BOOKS:

1. William Stallings, "Cryptography and Network Security Principles and Practice", Pearson, Sixth edition, 2013
2. Joseph Migga Kizza, "Guide to Computer Security, Springer Science & Media Inc.", Third edition, 2015
3. Andrew S. Tanenbaum, "Computer Networks", Pearson, Fifth edition, 2015.
4. Atul Kahate, "Cryptography and Network Security", McGraw Hill, 2013.

#### JOURNALS/MAGAZINES:

1. Springer Journal of Cryptographic Engineering, ISSN 2190-8508
2. ACM, ACM- International Journal of Applied Cryptography, ISSN: 1753-0563
3. IEEE, IEEE Transactions on Information Forensics and Security.
4. Elsevier, Journal of Information Security and Applications.
5. <https://www.alienvault.com/blogs/security-essentials/open-source-network-security-tools-for-newbies>.

**SWAYAM/NPTEL/MOOCs:**

1. Cryptography and Network Security-Coursera
2. <https://nptel.ac.in/courses/106/105/106105162/>

**SELF- LEARNING COMPONENT:**

1. IOT complexity read to security issues and further DDOS attacks ,malware
2. Cloud security roles of AI and machine learning in cyber security

Course Title	Fuzzy Logic & Systems (PE-II)				Course Type		Theory	
Course Code	B20EAS504	Credits	3		Class		VI semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13 weeks / Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-				
	Tutorial	-	-	-	Theory	Practical	CIE	SEE
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>0</b>	<b>50</b>

#### COURSE OVERVIEW:

Course Description: This course covers the introduction to Classical Sets, Fuzzy Sets, Classical Relations and Fuzzy Relations, Properties of Membership Functions, Fuzzification and Defuzzification, Development of Membership Functions, Decision Making with Fuzzy Information, Classification by Equivalence Relations, Fuzzy Pattern Recognition and to understand the difference between Logic and Fuzzy systems.

#### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Provide insights about the basics of Classical Sets, Fuzzy Sets, Classical Relations and Fuzzy Relations.
2. Explain the Properties of Membership Functions, Fuzzification and Defuzzification and to identify the difference between Logic and Fuzzy systems.
3. Describe the Development of Membership Functions and to work with Decision Making using Fuzzy Information.
4. Classify Fuzzy System to know the interpretation of Fuzzy Pattern Recognition.

#### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Make use of the fundamental concepts of Fuzzy sets, functions and classification to solve real world problems.	1,2,3,4,5	1, 2
CO2	Apply the different types of Fuzzy system and decision making with fuzzy.	1,2,3,4,5	1, 2
CO3	Develop Fuzzy logic to solve real life problems.	1,2,3,4	1, 2
CO4	Model the Fuzzy logic for the given problem domain.	1,2,3,4,5	1, 2
CO5	Learn new tools and technologies in the fuzzy logic and systems and apply for suitable application development.	12	1, 2
CO6	Develop solutions in to fuzzy logic and systems to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,9,10	1,2

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√				√
CO2			√	√		
CO3				√		√
CO4				√	√	
CO5				√		
CO6				√		

**COURSE ARTICULATION MATRIX**

CO# / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	3	2	1	1								3	3	
CO2	3	2	2	1	1								3	3	
CO3	3	2	2	1									3	3	
CO4	3	3	2	2	1								3	3	
CO5	3		2	2									3		
CO6	3	3	2										3	3	

Note:1-Low,2-Medium,3-High

**COURSE CONTENT**

**THEORY**

<b>UNIT-1</b>
<b>Introduction:</b> Classical Sets and Fuzzy Sets: The Case for Imprecision, A Historical Perspective, The Utility of Fuzzy Systems, Limitations of Fuzzy Systems, The Illusion: Uncertainty and Accuracy, Uncertainty and Information, Fuzzy Sets and Membership, Chance versus Fuzziness, Sets as Points in Hypercube.
<b>UNIT-2</b>

**Properties of Membership Functions, Fuzzification and Defuzzification:** Features of the Membership Function, Various Forms, Fuzzification, Defuzzification to Crisp Sets, Lambda -Cuts for Fuzzy Sets, Lambda - Cuts for Fuzzy Relations, Defuzzification to Scalars. **Logic and Fuzzy systems:** Part1 Logic, Part II Fuzzy Systems.

#### **UNIT-3.**

**Development of Membership Functions** - Membership Value Assignments. **Decision Making with Fuzzy Information:** Fuzzy Synthetic Evaluation, Fuzzy Ordering, Non - Transitive Ranking, Preference and Consensus, Multi Objective Decision Making, Fuzzy Bayesian Decision Method, Decision Making under Fuzzy States and Fuzzy Actions.

#### **UNIT-4**

**Fuzzy Classification: Classification by Equivalence Relations** - Crisp Relations, Fuzzy Relations, Cluster Analysis, Cluster Validity, c- Means Clustering - Hard c-Means (HCM), Fuzzy c-Means (FCM), Classification Metric, Hardening the Fuzzy c-Partition, Similarity Relations from Clustering. **Fuzzy Pattern Recognition:** Feature Analysis, Partitions of the Feature Space, Single-Sample Identification, Multifeature Pattern Recognition, Image processing

#### **TEXT BOOKS:**

1. Timothy J. Ross, "Fuzzy Logic with Engineering Applications", Wiley India, 3rd Edition, 2010.
2. George K Klir and Bo Yuan, "Fuzzy Sets and Fuzzy Logic: Theory and Applications", Prentice Hall, 1995.

#### **REFERENCE BOOKS:**

1. B Kosko, "Neural Networks and Fuzzy Systems: A Dynamical System Approach", PHI, 1991.

#### **JOURNALS/MAGAZINES:**

1. <https://wireilla.com/ijfls/>
2. <https://publons.com/journal/88623/international-journal-of-fuzzy-logic-systems-ijfls/>
3. Springer, Fuzzy Logic in Intelligent System Design
4. Springer, Recent Advances in Intuitionistic Fuzzy Logic Systems

#### **SWAYAM/NPTEL/MOOCs:**

1. [https://onlinecourses.nptel.ac.in/noc20\\_ee03/preview](https://onlinecourses.nptel.ac.in/noc20_ee03/preview)
2. Fuzzy Logical Model of Perception-Coursera

#### **SELFLEARNING EXERCISES:**

1. Automated Methods for Fuzzy System, Batch Least Squares Algorithm, Recursive Least Squares
2. Algorithm, Gradient, Fuzzy Systems Simulation, Nonlinear Simulation Using Fuzzy System

CourseTitle	STORAGE AREA NETWORK (PE-I)				CourseType	Theory		
CourseCode	B20EKS505	Credits	3		Class		semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13 weeks / Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-	Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>-</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

This course provides an overview of storage network and data center networking technology. It reviews SAN concepts, Fibre Channel architecture, SAN topologies, SAN over Ethernet architectures, such as iSCSI, FCoE. Virtualization at the host, storage target and Fabric-Based Virtualization

### COURSE OBJECTIVE(S)

The objective of this course is:

1. To introduce the mathematical basics of speech modeling, and its applications.
2. To understand the various applications of speech modeling
3. To comprehend the computational concepts learned in the lecture classes through numerical simulations and programming
4. To help the students extend their understanding of signal processing algorithms for speech processing.
5. To strengthen the research skills of students in speech processing.

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Identify key challenges in managing information and analyze different storage networking technologies	1,2	1, 2
CO2	Understand components and the implementation of different storage networking technologies	1, 2,	2, 3
CO3	Analyze storage area network architecture and types of archives and forms of virtualization	1, 2, 4	2, 3
CO4	Illustrate the storage virtualization concepts at different levels	1, 2, 3	3
CO5	Develop an insight into the working of the storage network algorithms used for storage virtualization	1, 2, 3, 12	3
CO6	Develop solutions to the complex problems of storage virtualization, either individually or as a part of the team and report the results with proper analysis and interpretation.	5, 9, 10	3

### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√				

CO2		√				
CO3			√	√		
CO4			√	√		
CO5			√		√	
CO6				√		

### COURSE ARTICULATION MATRIX

PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	2											2	2	
CO2	2	2												2	2
CO3	2	3		3										2	2
CO4	3	2	3												3
CO5	3	2	3									3			3
CO6					3				3	3					3

Note: 1-Low, 2-Medium, 3-High

### COURSE CONTENT

#### THEORY

Contents
<b>UNIT 1</b>
Introduction to Information Storage and Intelligent Storage Systems: Evolution of Storage Architecture Data Center Infrastructure Virtualization and Cloud Computing Components of an Intelligent Storage System, Storage Provisioning, Types of Intelligent Storage Systems
<b>UNIT 2</b>
Fibre Channel Storage Area Networks and IP SAN: Fibre Channel, The SAN and Its Evolution, Components of FC SAN, FC Connectivity , Switched Fabric Ports, Fibre Channel Architecture , Zoning FC SAN Topologies , Virtualization in SAN iSCSI
<b>UNIT 3</b>
FCoE : FCIP, FCoE , General-Purpose Servers versus NAS Devices , Benefits of NAS , File Systems and Network File Sharing , Components of NAS , NAS I/O Operation , NAS Implementations, NAS File-Sharing Protocols , Factors Affecting NAS Performance
<b>UNIT 4</b>
<b>Virtualization at the Host:</b> Logical Volume Management, Storage Metadata Servers , Server-Based Storage APIs, <b>Virtualization at the Storage Target:</b> Array-Based Virtualization, Array-Based Data Replication, Array-Based Point-in-



Time Copy (Snapshot), Distributed Modular Array Virtualization, **Fabric-Based Virtualization:** Sentient SANs, Techniques for Switch-Based Virtualization, The Fabric Application Interface Standard (FAIS)

**TEXTBOOKS:**

1. Information Storage and Management, Author :EMC Education Services, Publisher: Wiley ISBN: 9781118094839
2. Storage Virtualization, Author: Clark Tom, Publisher: Addison Wesley Publishing Company ISBN : 9780321262516

**REFERENCE BOOKS:**

1. Ulf Troppens, Rainer Erkens and Wolfgang Muller: Storage Networks Explained, Wiley India, 2003.
2. Rebert Spalding: Storage Networks, The Complete Reference, Tata McGraw Hill, 2003

**JOURNALS/MAGAZINES**

1. Journal of Network and Systems Management-Springer
2. Future Generation Computer System- Science Direct.

**SWAYAM/NPTEL/MOOCs**

1. <http://www.virtualnuggets.com/emcs--storage-area-network.html>
2. <https://www.udemy.com/course/storageintro/>
3. <https://www.ibm.com/training/course/SN71G>

**SELF-LEARNING EXERCISES:**

Case study, Assignments, MOOC / Coursera/Conference

<b>Course Title</b>	<b>Digital System Design with Verilog (PE-I)</b>	<b>Course Type</b>	<b>Theory</b>
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Course Code	B20EKS506	Credits	3		Class		V semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-				
	Tutorial	-	-	-	Theory	Practical	CIE	SEE
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>0</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

This course aims to provide students with the understanding of the different technologies related to HDLs, construct, compile and execute Verilog HDL programs using provided software tools. Design digital components and circuits that are testable, reusable, and synthesizable.

### COURSE OBJECTIVE (S):

The objectives of this course is to:

- 1: Illustrate Verilog hardware description languages (HDL).
- 2: Discuss digital circuits required for various applications.
- 3: Explain the verification of Behavioral and RTL models.
- 4: Describe Synthesizing RTL models to standard cell libraries and FPGAs

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Make use of Verilog hardware description languages (HDL) for Gate Level Modeling	1,2,3,4,5	1
CO2	Design digital circuits using Verilog for real world applications.	1,2,3,4,5	2
CO3	Make use of constructs of Verilog to design Shift registers and counters.	1,2,3,4,5	2
CO4	Develop Verilog code using Moore and mealy models for realizing Serial Adder.	1,2,3,4,5	2,3
CO5	Design digital systems that are reconfigurable for testing and test it on FPGA	1,2,5	1
CO6	Understandability in continuous learning with evolving technological development.	10,12	2,3

### BLOOM'S LEVEL OF THE COURSE OUTCOMES

	Bloom's Level
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CO#	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1	√	√				
CO2			√	√		
CO3	√	√				
CO4			√	√		
CO5			√	√		
CO6		√			√	

#### COURSE ARTICULATION MATRIX

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PS01	PS02	PS03
CO1	3	3	3	2	2								3		
CO2	3	3	2	3	2									3	
CO3	3	3	2	3	2								3		
CO4	3	3	3	3	3									3	3
CO5	3	3			3								3		
CO6										3		3		3	3

Note:1-Low,2-Medium,3-High

#### COURSE CONTENT

##### THEORY

<b>UNIT-1</b>
<b>ASIC Design Flow</b> , Introduction to Verilog, Language Constructs and Conventions in Verilog, Gate Level Modeling, Architecture of FPGA.
<b>UNIT-2</b>
<b>Modeling at Data Flow Level</b> , Continuous Assignment Structures, Delays and Continuous Assignments, Assignment to Vectors, Operators, Verilog for combinational Circuits, Design of Adder, Subtractor, Decoders, Encoders, Multiplexer, code Converter
<b>UNIT-3</b>
<b>Behavioral Modeling</b> : Operator and Assignments, Functional Bifurcation, Initial & Always Construct, Assignments with Delays, wait construct, Multiple always blocks, If and if-else, assign-deassign, repeat Construct, Loop Construct: for, while & forever, Parallel blocks, force- release construct, event Design of Flip flop, Shift register and Counters using Verilog.
<b>UNIT-4</b>

**Functions,** Tasks, user defined primitives, State Machine: Moore and mealy state model, Verilog code for Moore-type FSM, Specification of Mealy FSM using Verilog, Mealy-type and Moore-type FSM for Serial Adder.

**TEXTBOOKS:**

1. Brown & Z. Vranesic, "Fundamental of digital Logic with Verilog design", TMH, 2002
- 2.T.R. Padmanabhan& B. Bala Tripura Sundari, "Design through Verilog HDL", Wiley Publications, 2009.

**REFERENCE BOOKS:**

1. "Digital Design", F.rankVahid, Wiley, 2006.
- 2."Introduction to Digital Systems", , M. Ercegovac, T. Lang and L.J. Moreno, Wiley, 2000.

**JOURNALS/MAGAZINES:**

1. <https://www.elsevier.com/books/digital-integrated-circuit-design-using-verilog-and-systemverilog/mehler/978-0-12-408059-1>
2. <https://www.elsevier.es/en-revista-journal-applied-research-technology-jart-81-articulo-a-new-design-methodology-for-S1665642313715293>

**SWAYAM/NPTEL/MOOCs:**

1. [https://onlinecourses.nptel.ac.in/noc21\\_ee39/preview](https://onlinecourses.nptel.ac.in/noc21_ee39/preview)
2. [https://onlinecourses.nptel.ac.in/noc19\\_cs72/preview](https://onlinecourses.nptel.ac.in/noc19_cs72/preview)
3. FPGA Design for Embedded systems- Coursera

**SELF-LEARNING EXERCISES:**

Mealy-type and Moore type FSM for Serial Adder.

Course Title	Introduction to AI (OE-1)			Course Type	Theory
Course Code	B2CI0501	Credits	3	Class	V semester

Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-				
	Tutorial	-	-	-	Theory	Practical	CIE	SEE
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>0</b>	<b>50</b>	<b>50</b>

#### COURSE OVERVIEW

This course introduces the basics of Artificial Intelligence (AI), AI problems and search strategies. The students can explore knowledge representation issues and methods. This course provides planning methods /algorithms for, problem solving and controlling the knowledge and also demonstrates various learning methods for constructing knowledge and taking decisions

#### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Describe the basics of Artificial Intelligence (AI).
2. Illustrate knowledge representation issues and methods
3. Explain planning methods/algorithms in problem solving
4. Discuss the application of AI in Robot .

#### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to

CO#	Course Outcomes	POs	PSOs
CO1	Solve AI problems using AI search strategies and production system	1,2,3,4,5	1,2
CO2	Develop knowledge base for representing the given real world data using logic and reasoning methods	1,2,3,4,5	1,2
CO3	Make use of planning and probability to solve uncertainty problems.	1,2,3,4,5	1,2
CO4	Design and develop an intelligent agent for robotics in a specific environment to solve real world problems.	1,2,3,4,5	1,2,3
CO5	Learn new tools and technologies in the introduction to AI and apply for suitable application development.	12	1, 2
CO6	Develop solutions in the introduction to AI to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,9,10	1,2

#### BLOOM'S LEVEL OF THE COURSE OUTCOMES

	Bloom's Level
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CO#	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√	√			
CO2						√
CO3			√			
CO4			√			√
CO5			√			
CO6			√			

### COURSE ARTICULATION MATRIX

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	3	1	3								3	3	
CO2	3	3	3	2	3								3	3	
CO3	3	2	3	3	3								3	3	1
CO4	3	2	2	2	2								3	3	3
CO5	3	2	2	2									3	3	
CO6	3		2	2									3		3

Note:1-Low,2-Medium,3-High

### COURSE CONTENT

#### THEORY

#### UNIT-1

**Problems and search:** What is AI, AI Problems; AI Techniques; Problem Space and Problem Search techniques; Defining the problem as a state space search, production systems; Problem characteristics, production system characteristics, Issues in the design of search programs; Heuristic search techniques, generate-and-test; Hill climbing, BFS, DFS; Problem reduction; Constraint satisfaction.

#### UNIT-2

**Knowledge Representation:** Knowledge representation Issues, representations and mappings; Approaches to knowledge representation; Issues in knowledge representation; Using Predicate logic: Representing simple facts in logic; Representing Instance and ISA relationships; Computable functions and predicates; Representing Knowledge using Rules; Procedural versus declarative knowledge; Resolution Forward versus backward reasoning; Matching

#### UNIT-3

**Planning:** A simple planning agent; Representations for planning; A partial-order planning example; A partial-order planning algorithm; Planning with partially Instantiated operators; Knowledge Engineering for planning; Uncertainty: Sources of Uncertainty; Probability Theory, Issues with Probability; Advantages & Disadvantages of Bayesian Network

#### UNIT-4

**Robotic Sensing and Manipulation:** Introduction to robotics, Sensing, Manipulation, Human-robot interaction

**Mobile Robots:** Navigation and path planning, Learning and robotics: Reinforcement learning, Case study: Autonomous vehicles technologies and impacts

#### TEXTBOOKS:

1. Russell & Norvig, "Artificial Intelligence: A Modern Approach", Third Edition, Prentice-Hall, 2010.
2. Elaine Rich, Kevin Knight, "Artificial Intelligence", " , 3<sup>rd</sup> edition, TataMcgraw Hill, 2009

#### REFERENCE BOOKS:

1. Nils J. Nilsson, Elsevier, "Principles of Artificial Intelligence", 1980. "Artificial Neural Networks",
2. Krishan Mehrotra, Chilkuri K. Mohan, Sanjay Ranka, "Artificial Neural Networks", Penram International Publishing, 1997.
3. B. Yeghanarayana, "Artificial Neural Networks", PHI, 2001.

#### JOURNALS/MAGAZINES:

1. Springer- Springer transaction for security based intelligent systems
2. IEEE transaction for computational Intelligence
3. ACM, ACM transaction on Multi-Agent System.
4. Boston Dynamics videos, 2018 , <https://www.youtube.com/user/BostonDynamics>
5. Priday, R. "What's Really Going on in those Boston Dynamics Videos," Wired, February 18, 2018 <https://www.wired.co.uk/article/bostondynamics-robotics-roboticist-how-to-watch> ○ RAND Institute, "Autonomous
6. RAND Institute, "Autonomous Vehicle Technology: A Guide for Policymakers", 2016 [https://www.rand.org/content/dam/rand/pubs/research\\_reports/RR400/RR443-2/RAND\\_RR443-2.pdf](https://www.rand.org/content/dam/rand/pubs/research_reports/RR400/RR443-2/RAND_RR443-2.pdf)

#### SWAYAM/NPTEL/MOOCs:

1. [https://onlinecourses.nptel.ac.in/noc21\\_cs42/preview](https://onlinecourses.nptel.ac.in/noc21_cs42/preview)
2. Introduction to Artificial Intelligence - Coursera

#### SELF-LEARNING EXERCISES:

Natural Language Processing, Deep Learning

Course Title	OOPS with C++ (OE-1)			Course Type	Theory
Course Code	B20CIO502	Credits	3	Class	Vsemester

Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-				
	Tutorial	-	-	-	Theory	Practical	CIE	SEE
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>0</b>	<b>50</b>	<b>50</b>

#### COURSE OVERVIEW

This course introduces the basic concepts of object-oriented programming. Familiarizes with object creation and accessing members of object. OOPs concepts such as data abstraction, information hiding (Encapsulation), overloading operations, inheritance mechanisms, virtual functions, friend functions and are discussed. File/I/O operations, Templates and exception handling mechanisms are also introduced

#### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain the basic concepts of objects and classes for a real world application.
2. Illustrate the use of operator overloading/function overloading for given applications.
3. Demonstrate the use of inheritance in real world applications.
4. Describe I/O streams and Templates and Exception Handling

#### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Apply the basic concepts of objects and classes for a real world application	2,3,7,11	1,2
CO2	Develop applications by implementing operator overloading and function overloading.	2,3,4,5	2,3
CO3	Make use Inheritance feature of OOPs to develop a real world application	1,2,3,4,8,9,11	2,3
CO4	Build the real world application using exception handling and templates	1-,2,3,4,11,12	2,3
CO5	Learn new tools and technologies in the OOPS with C++ and apply for suitable application development.	12	1, 2
CO6	Develop solutions in the OOPS with C ++to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,9,10	1,2

#### BLOOM'S LEVEL OF THE COURSE OUTCOMES

	Bloom's Level
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CO#	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√				
CO2	√	√				
CO3		√	√			
CO4		√	√	√		√
CO5		√		√		
CO6		√	√			

**COURSE ARTICULATION MATRIX**

CO# / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1		2	1				1				1		2	2	
CO2		2	3	1	1									3	1
CO3	1	2	1	2				3	1		1			2	1
CO4	1	2	3	1							1	1		2	1
CO5	1	3	3	2										2	1
CO6	1		3	2										2	1

**Note:**1-Low,2-Medium,3-High

**COURSE CONTENT**

**THEORY**

UNIT-1

**Introduction:** Introduction to object oriented concepts: Encapsulation, Abstraction, Inheritance, Polymorphism, Overview of OOP, Introduction to object oriented modelling, Introduction to variables in C++, I/O operators, Function overloading, Inline function, Recursive function.

**Classes & Objects:** Introduction to Classes, Member Functions and Member data, Constructors and Destructors, Static Class members.

#### UNIT-2

**Operator overloading:** Introduction to Objects, Array of Objects, Dynamic Objects, Pointers to objects, Friend Function, Access specifiers.

The scope resolution operator, Generic functions and classes, Operator overloading using Friend function: Unary operator '+' & binary operator, Copy constructor.

#### UNIT-3

**Inheritance:** Base Class, Inheritance and Protected members, inheriting multiple baseclasses, Constructors, Destructors and Inheritance, Virtual base classes. Virtual functions and Polymorphism: Virtual functions, pure virtual functions, Early and late binding.

#### UNIT-4

**Templates and Exception handling:** Template Functions, Template Classes, Fundamentals of Exception handling, handling derived class exceptions.

#### TEXTBOOKS:

1. Herbert Schildt, "The Complete Reference C++", 4th Edition, Tata McGraw Hill, 2003.
2. Stanley B. Lippmann, Josee Lajore, "C++ Primer", 4th Edition, Pearson Education, 2005.

#### REFERENCE BOOKS:

1. Paul J Deitel, Harvey M Deitel, "C++ for Programmers", Pearson Education, 2009.
2. K R Venugopal, Rajkumar Buyya, T Ravi Shankar, "Mastering C++", Tata McGraw Hill, 1999.

#### JOURNALS/MAGAZINES:

1. <https://www.scimagojr.com/journalsearch.php?q=24306&tip=sid>
2. <https://www.wiley.com/en-in/Object+Oriented+Programming+in+C%2B%2B+-p-9780470843994>
3. <https://ieeexplore.ieee.org/document/486097>
4. [http://www.scielo.br/scielo.php?script=sci\\_arttext&pid=S0100-73862001000300002](http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0100-73862001000300002)

#### SWAYAM/NPTEL/MOOCs:

1. <https://nptel.ac.in/courses/106/105/106105151/>
2. Object oriented data structures in C++ - Coursera
3. C++ Classes and Object orientation - Coursera

#### SELF LEARNING EXERCISES:

I/O System Basics, File I/O: C++ stream classes, Formatted I/O, <fstream> and File classes.



**COURSE OVERVIEW**

Course Title	Web Technology (OE-1)				Course Type		Theory	
Course Code	B20CIO503	Credits	3		Class		V semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-				
	Tutorial	-	-	-	Theory	Practical	CIE	SEE
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>0</b>	<b>50</b>

This course covers features of HTML 5 and CSS 3, controls and web services of ASP.Net and database access with MYSQL, basics of AngularJS, basics of AJAX and JQuery AJAX library, basics of Ruby, controls and RESTful web services. These concepts are used in the development of Client-Server technology

**COURSE OBJECTIVE (S):**

The objectives of this course are to:

1. Understand the various steps in designing a creative and dynamic website.
2. Describe the hierarchy of objects in HTML and XML.
3. Design dynamic and interactive web pages by embedding Java Script code in HTML.
4. Illustrate the advantages and use of different types of CSS.
5. Examine the HTML. Know how to use Dynamic HTML.
6. Familiarize server side scripting language like Perl & PHP.

**COURSE OUTCOMES (COs)**

After the completion of the course, the student will be able to

CO#	Course Outcomes	POs	PSOs
CO1	Describe the concepts of WWW including browser and HTTP protocol and summarize the various HTML tags and use them to develop the user	2,3,7,11	1,2
CO2	Define the CSS with its types and use them to provide the styles to the web pages at various levels.	2,3,4,5	2,3
CO3	Develop the modern web pages using the HTML and CSS features with different layouts as per need of applications.	1,4,8,9,11	2,3
CO4	Apply JavaScript to develop the dynamic webpages and use server side scripting with PHP to generate the web pages dynamically using the	1,2,3,4,11,12	2,3
CO5	Learn new tools and technologies in the web technology and apply for suitable application development.	12	1, 2

CO6	Develop solutions in the web technology to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,9,10	1,2
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#### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1	√	√				
CO2		√	√	√		
CO3			√			
CO4			√	√	√	
CO5			√			
CO6			√			

#### COURSE ARTICULATION MATRIX

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1		2	1				1				1		2	2	
CO2		2	3	1	1									3	1
CO3	1	2	1	2				3	1		1			2	1
CO4	1	2	3	1							1	1		2	1
CO5	1		3											2	1
CO6		2	3												

Note:1-Low,2-Medium,3-High

#### COURSE CONTENT

##### THEORY

##### UNIT-1

**Web Essentials:** Clients, Servers, and Communication. The Internet-Basic Internet Protocols -The World Wide Web-HTTP request message-response message-Web Clients Web Servers-Case Study. Markup Languages: XHTML. An Introduction to HTML History-Versions-Basic XHTML Syntax and Semantics- Some Fundamental HTML Elements-Relative URLs-Lists-tables-Frames-Forms-XML Creating HTML Documents. Representing Web Data: XML-

Documents and Vocabularies-Versions and Declaration - Namespaces JavaScript andXML

#### UNIT-2

**Style Sheets:** Lists, Tables, Forms, Frames CSS: Introduction, Levels of style sheets, Style specification formats, Selector forms, Property value forms, Font properties, List properties, Color, Alignment of text, The box model, Background images, The <span>and <div>tags, Conflict resolution.

Javascript: Overview of Javascript, Object orientation and Javascript, Syntactic characteristics, Primitives, operations, and expressions, Screen output and keyboard input, Control statements, Object creation and modification, Arrays, Functions, Constructors.

#### UNIT-3

**Perl, CGI Programming:** Origins and uses of Perl, Scalars and their operations, Assignment statements and simple input and output, Control statements, Fundamentals of arrays, Hashes, References, Functions, Pattern matching, File input and output; Examples. The Common Gateway Interface; CGI linkage; Query string format; CGI.pm module; Cookies. Database access with Perl and MySQL

#### UNIT-4

**Introduction and basic syntax of PHP:** decision and looping with examples, PHP and HTML, Arrays, functions, Browser control and detection, string, Form processing, Files, Advance Features: Cookies and Sessions, Object Oriented Programming with PHP. **PHP and MySQL:** Basic commands with PHP examples, Connection to server, creating database, selecting a database, listing database, listing table names, creating a table, inserting data, altering tables, queries, deleting database, deleting data and tables

#### TEXTBOOKS:

1. Robert. W. Sebesta, "Programming the World Wide Web", Fourth Edition, PearsonEducation.
2. JeffreyC.Jackson,"WebTechnologies--AComputerSciencePerspective",PearsonEducation,2006. 2007.

#### REFERENCE BOOKS:

1. Harvey M. Deitel, Paul J. Deitel, Goldberg, "Internet & World Wide Web How to Program", Third Edition, Pearson Education,2006.
2. Marty Hall and Larry Brown, "Core Web Programming" Second Edition, Volume I and IIPearson Education,2001.
3. Bates, "Developing Web Applications", Wiley, 2006.

#### JOURNALS/MAGAZINES:

1. International Journal of Web Technology-ISSN:2278-2389
2. International Journal of Web &SemanticTechnology(IJWeSt)
3. ELSEVIERJournalswithin"InternetAndWebTechnology"

#### SWAYAM/NPTEL/MOOCs:

1. <https://nptel.ac.in/courses/106/105/106105084/>
2. Introduction to Web development-Coursera

#### SELF-LEARNING EXERCISES:

Rails, Angular JS complete study.

Course Title	Technical Documentation				Course Type		Theory	
Course Code	B20CI0503	Credits	1		Class		V semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	1	1	1				
	Practice	-	-	-	Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>13</b>	<b>0</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

The goal of this course is to prepare engineering students with the individual and collaborative technical writing, presentation, and research skills necessary to be effective technical communicators in academic and professional environments

### COURSE OBJECTIVE (S):

The objectives of this course are:

1. Understanding the characteristics of technical writing and the importance of purpose, audience, and genre for written communication in technical fields.
2. Planning, drafting, revising, editing, and critiquing technical and professional documents through individual and collaborative writing.
3. Writing effective technical documents that are grammatically and stylistically correct.
4. Explain the knowledge and skills required for undertaking a research project, for presenting a conference paper and for writing a scientific article.

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Describe the characteristics of technical writing and the importance of purpose, audience, and genre for written	1,2,3 4, 8, 9 , 12	1
CO2	Develop professional documents through individual and collaborative writing.	1,2,3, 5,9,12	1
CO3	Write effective technical documents that are grammatically and stylistically correct	1,2,3,4 5, 9, 12	2
CO4	Writing effective paper for conference or journal publication	1,4,5,9,12	1
CO5	Learn new tools and technologies in the technical documentation and apply for suitable application development.	12	1, 2
CO6	Develop solutions in the technical documentation to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,9,10	1,2

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1			√			
CO2			√			
CO3			√	√		
CO4						√
CO5			√			
CO6			√			

**COURSE ARTICULATION MATRIX**

CO# /	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	1	1	2				1	1			1	3		
CO2	3	2	3		2				1			1	3		
CO3	3	1	2	1	2				1			1		3	
CO4	3			2	2				1			1	3		
CO5	3			2	2							1	3		
CO6	3			2	2							1			

**Note:** 1-Low, 2-Medium, 3-High

**COURSE CONTENT**

**THEORY**

<b>UNIT-1</b>
<b>Introduction Technical Reports:</b> Importance of Reports, Objectives of Reports , characteristics of a Report , Categories of Reports, Informative Reports , Analytical Reports , Periodic and Special Reports , Oral and Written Reports , Long and
<b>UNIT-2</b>
Short Reports , Formal and Informal Reports , Individual and Group Reports , Formats , Prewriting , Purpose and Scope , Audience , Sources of Information , Organizing the Material , Interpreting Information , Making an Outline , Structure



### UNIT-3

, Audience , Sources of Information , Organizing the Material , Interpreting Information , Making an Outline , Structure of Reports (Manuscript Format), Prefatory Parts , Main Text , Supplementary Parts , Types of Reports , Writing the Report , First Draft , Revising, Editing, and Proofreading

### UNIT-4

**Technical Proposals:** Introduction, Definition and Purpose, Types, Characteristics , Structure of Proposals , Prefatory Parts , Body of the Proposal , Supplementary Parts , Style and Appearance , Evaluation of Proposals.

**Research Papers and Technical Descriptions:** Introduction, Research Paper , Characteristics , Components , Technical Description , Guidelines for Writing Good Descriptions , Checklist .

#### TEXTBOOKS:

1. Meenaxi Raman and Sangeetha Sharma, "Technical communication", Oxford University press, 2015.
2. C. R. Kothari, Research Methodology Methods and Techniques, 2nd. ed. New Delhi: New Age International Publishers, 2009.
3. R. Panneerselvam, Research Methodology, New Delhi: PHI, 2005.
4. P. Oliver, Writing Your Thesis, New Delhi: Vistaar Publications, 2004.
5. F. Mittelbach and M. Goossens, The LATEX Companion, 2nd. ed. Addison Wesley, 2004.

Course Title	AI& Humanity				Course Type		Theory	
Course Code	B20EA0501	Credits	2		Class		V semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	2	2	2				
	Practice	-	-	-				
	Tutorial	-	-	-	Theory	Practical	CIE	SEE
	<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>26</b>	<b>0</b>	<b>50</b>

### COURSE OVERVIEW

AI and Humanity provides an analytical framing and a common language for understanding the effects of technological advances in artificial intelligence on society. The theme is driven by an exploration of the cultural and etymological roots of a series of keywords relevant to both AI and society. Here the possibility of applying the key principles and tools of current artificial intelligence (AI) to design future human systems in ways that could make them more efficient, fair, responsive, and inclusive.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain the fundamentals of artificial intelligence and its applications to society.
2. Discuss the machine learning concepts.
3. Inculcate knowledge of data processing and building classifiers in various application domains.
4. Gain expertise in logic programming and search techniques.

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to

CO#	Course Outcomes	POs	PSOs
CO1	Make use of AI Techniques to solve social problems.	1 to 4, 8, 9, 12	1
CO2	Develop programs for machine learning algorithms.	1 to 3, 5,9,12	1
CO3	Apply the techniques of data preprocessing and build a classifier.	1 to 5, 9, 12	2
CO4	Create search solutions for different application.	1,4,5,9,12	1
CO5	Learn new tools and technologies in the AI and humanity and apply for suitable application development.	12	1, 2
CO6	Develop solutions in the AI and humanity to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation	5,9,10	1,2

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1			√			
CO2			√			
CO3			√	√		
CO4			√	√	√	√
CO5			√			
CO6			√	√		

**COURSE ARTICULATION MATRIX**

CO# /	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	1	1	2				1	1			1	3		
CO2	3	2	3		2				1			1	3		
CO3	3	1	2	1	2				1			1		3	
CO4	3			2	2				1			1	1		
CO5	3			2	2							1	1		
CO6	3	1		2									1		

**Note:** 1-Low, 2-Medium, 3-High

**COURSE CONTENT**

**THEORY:**

<b>UNIT-1</b>
<b>Introduction:</b> Basic Concept of Artificial Intelligence (AI), The Necessity of Learning AI, What is Intelligence?, What is Intelligence Composed Of?, What's Involved in AI, Application of AI,
<b>UNIT-2</b>
<b>AI and Machine Learning:</b> Types of Machine Learning (ML), supervised machine learning algorithms, unsupervised machine learning algorithms, Reinforcement machine learning algorithms,
<b>UNIT-3</b>
<b>Data Preparation and Building a Classifier:</b> Techniques for Data Preprocessing <b>AI and Machine Learning:</b> Types of Machine Learning (ML), supervised machine learning algorithms, unsupervised machine learning algorithms, Reinforcement machine learning algorithms, , Labeling the Data, , Naïve Bayes Classifier, Support Vector Machines (SVM), Logistic Regression, Decision Tree Classifier, Random Forest Classifier, Performance of a classifier, Class Imbalance Problem, Sampling.
<b>UNIT – 4</b>

**Logic Programming and Gaming:** How to Solve Problems with Logic Programming, Heuristic Search, Difference between Uninformed and Informed Search, Minimax Algorithm, Alpha-Beta Pruning.

**TEXTBOOKS:**

1. Illah Reza Nourbakhsh , AI and Humanity, , publishers Pearson, March 2020.
2. Coleman, Flynn ,How Artificial Intelligence is redefining who we are.. A Human Algorithm: Counterpoint Press, 2019.

**REFERENCEBOOKS:**

1. Prateek Joshi, Artificial Intelligence with Python first edition , Packt publishers.,2017
2. Stuart Jonathan Russell, Peter Norvig ,Artificial Intelligence For Dummies

**JOURNALS/MAGAZINES:**

1. <https://www.jair.org/index.php/jair>
2. <https://ijai.iaescore.com/index.php/IJAI>
3. <http://www.ceser.in/ceserp/index.php/ijai>

**SWAYAM/NPTEL/MOOCs:**

1. [https://onlinecourses.nptel.ac.in/noc21\\_cs42/preview](https://onlinecourses.nptel.ac.in/noc21_cs42/preview)
2. AI for everyone -Coursera

**SELF-LEARNING EXERCISES:**

AI and Neural Networks, Deep Learning

## Detailed Syllbus Semester 6

Course Title	IOT and Cloud Programming				Course Type		Integrated	
Course Code	B20EK0602	Credits	3		Class		VIISemester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-	Theory	Practical	CIE	SEE
	-	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>0</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

This course introduces the basics of building IoT applications and second section follows a project-based approach. The Internet of Things (IOT) has managed to attract the attention of researchers and tech enthusiasts, since it powerfully combines classical networks with instruments and devices. Blynk was designed for the Internet of Things. It can control hardware remotely, it can display sensor data, it can store data, vizualize it and do many other cool things.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

5. Describe about the Python languages and packages of Interest for IoT.
6. Elaborate the Physical IoT devices and its interfaces.
7. Describe the Java Programming for IoT applications
8. Illustrate the development environment of Blynk, configure the setup and describes the connection of sensor onMobile Device.

### COURSE OUTCOMES (COs)

After the completion of the course the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Identify the components required for developing an IOT application.	1,3,4,7,10	2,3
CO2	Analyse the working of heterogenous sensors in the given real world applications.	1,2,4,4,7,1 0	2,3
CO3	Develop IoT application using Java or python programming.	1,2,3,4,7,1 0,11,12	2,3
CO4	Build a real world application using Blynk tool.	1,2,4,5,7,1 0,11,12	2,3

CO5	Learn new tools and technologies in the domain of IoT and cloud and apply for suitable application development.	12	2
CO6	Develop solutions in the field of IoT and cloud to the complex problems, either individually or a part of the team and report the results with proper analysis and interpretation. (map this with P	5,9,10	2

#### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√				
CO2			√			
CO3			√			√
CO4						√
CO5			√		√	
CO6			√			√

#### COURSE ARTICULATION MATRIX

CO#/ PO#	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3		2	3			2			2				3	3
CO2	3	3		3	2		2			1				3	3
CO3	3	2	3	2	2		1			2	3	2		3	3
CO4	3	1		2	2		1			2	3	2		3	3
CO5	1		2		2							2		2	
CO6					3				2	2				2	

Note:1-Low,2-Medium,3-High

#### COURSE CONTENT

##### THEORY:

CONTENTS
<p style="text-align: center;"><b>UNIT-1</b></p> <p><b>IoT Logical Design using Python:</b> Introduction, Installing Python, Data types and Data structures ,Control flow, Functions, Modules, Packages, File Handling, Date/Time Operation, Classes, Python Packages of Interest for IoT.</p>
<p style="text-align: center;"><b>UNIT-2</b></p> <p><b>IoT Physical Devices:</b> What ia an IoT Devices, Exemplary Device: Raspberry Pi, Linux on Raspberry Pi, Raspberry Pi Interfaces, Programming Raspberry pi with Python, ,Other IoT Devices.</p>

### UNIT-3

**Java Programming for IoT Application** :IoT Communication Protocol, IoT Platform, IoT Security, Java IoT with Raspberry Pi, An Oracle Java ME Embedded Client, Other Java IoT Uses.

### UNIT-4

**Introduction to Blynk and Connecting with sensors on Mobile device:** Setting up a development environment, what is Blynk, The Blynk appbuilder, Getting part, Setting up software on Raspberry pi, Installing prerequisite software on Raspbian, Connecting Raspberry Pi with Blynk cloud. Building your first Blynk Application. Using controller widgets: creating a project, slider, step, ZeRGBa, Joystick. Using Display widgets: value display, LED, Using Notification Widgets: Twitter, email, Accelerometer, Light Sensor, Proximity Sensor.

#### TEXTBOOKS:

4. Arshdeep Bahga, Vijay Madiseti, "Internet of Things: A Hands on Approach", Universities Press, First Edition, ISBN 978 81 7371 9547.
5. Perry Xiao, "Practical Java Programming For IoT, AI And Blockchain", WILEY 2019 ISBN 978-1-119-56001-2.
6. Pradeeka Seneviratne, "Hands on Internet of Things with Blynk", packt publishing Ltd, First edition, ISBN 978-1-78899-506-1.

#### REFERENCEBOOKS:

3. David Hanes, Gonzalo Salgueiro, Patrick Grossetete, Rob Barton, Jerome Henry, "IoT Fundamentals Networking Technologies, Protocols and Use Cases for the Internet of Things", Cisco Press, Person India Education Services Pvt Ltd. ISBN 978 81 7371 9547.
4. Adrian McEwen, Hakim Cassimally "Designing the Internet of Things", WILEY Indian Pvt Ltd. ISBN: 978-81-265-5686-1.

#### JOURNALS/MAGAZINES

5. <https://link.springer.com/article/10.1007/s11227-018-2652-7>
6. <https://journalofcloudcomputing.springeropen.com/>
7. <https://ieeexplore.ieee.org/document/7600359>
8. <https://www.ijedr.org/papers/IJEDR1902052.pdf>

#### SWAYAM/NPTEL/MOOCs:

3. [https://onlinecourses.nptel.ac.in/noc20\\_cs66/preview](https://onlinecourses.nptel.ac.in/noc20_cs66/preview)
4. IoT (Internet of Things) Wireless & Cloud Computing Emerging Technologies - Coursera

#### SELF-LEARNING EXERCISES:

Data Analytics for IoT, Case Studies illustrating IoT Design-Introduction, Home Automation, Cities, Environment, Agriculture, Productivity Applications Setting up a personal Blynk server, Controlling a Robot with Blynk.

Course Title	Big Data Analytics				Course Type		Theory	
Course Code	B20EA0601	Credits	4		Class		VI semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13 weeks/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	1	2	2	Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>39</b>	<b>26</b>	<b>50</b>	<b>50</b>

#### COURSE OVERVIEW

This course provides practical foundation level training that enables immediate and effective participation in big data projects. The course provides grounding in basic and advanced methods to big data technology and tools, including Hadoop and Spark.

#### COURSE OBJECTIVE (S):

1. Explain the concepts of Big Data and its Business Implications.
2. Describe the framework for Scala and Spark for Big-Data Analytics.
3. Discuss the use of features of Apache Spark for Data Analytics.
4. Demonstrate solving of Business Problems with Machine Learning in Spark and Scala

#### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Make us of the concepts of Big Data in real world application.	1,2,3,4,5,9,12	2
CO2	Apply the theories of Hadoop in Scala for Big Data Analytics.	1,2,3,4,5,9,12	2
CO3	Design a Data Analytics Framework using Apache Spark with Scala.	1,2,3,4,5,9,12	1
CO4	Develop a real world application using Apache Spark with Scala.	1,2,3,4,5,9,12	1
CO5	Learn new tools and technologies in the big data analytics and apply for suitable application development.	12	1, 2
CO6	Develop solutions in the big data analytics to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,9,10	1,2

#### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√	√			



CO2			√			
CO3						√
CO4				√	√	√
CO5				√		
CO6				√		

#### COURSE ARTICULATION MATRIX

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	3	3	2					1			3		3	
CO2	3	3	3	3					1			3		3	
CO3	3	3	3	3					1			3	3		
CO4	3	3	3	3					2			3	3		
CO5	3	3		3									3		
CO6	3	3		3								3		3	

Note:1-Low,2-Medium,3-High

#### COURSE CONTENT

##### THEORY

<b>UNIT-1</b>
<b>The Age of the Data Product:</b> What Is a Data Product?, Building Data Products at Scale with Hadoop, Leveraging Large Datasets, Hadoop for Data Products, The Data Science Pipeline and the Hadoop Ecosystem, Big Data Workflows. <b>An Operating System for Big Data:</b> Basic Concepts, Hadoop Architecture, A Hadoop Cluster, HDFS, YARN, Working with a Distributed File System, Basic File System Operations, File Permissions in HDFS, Other HDFS Interfaces, Working with Distributed Computation,
<b>UNIT-2</b>
<b>MapReduce:</b> A Functional Programming Model, Implemented on a Cluster, Beyond a Map and Reduce: Job Chaining, Submitting a MapReduce Job to YARN. <b>Scala Programming:</b> Functional Programming Aspects, What Is Functional Programming? Scala Programming Features, Functional Programming Aspects of Scala.
<b>UNIT-3</b>

**Introduction to Apache Spark and Spark Core:** What Is Apache Spark?, Why Apache Spark?, Spark vs. Hadoop MapReduce, Apache Spark Architecture, Spark Components, Spark Shell. **Spark Core:** RDD, RDD Transformations, RDD Actions, Working with Pair RDDs, Direct Acyclic Graph in Apache Spark, Persisting RDD Shared Variables, Simple Build Tool (SBT).

#### UNIT-4

**Spark SQL, DataFrames, and Datasets:** What Is Spark SQL?, Spark Session, Creating DataFrames. **Introduction to Spark Streaming:** Data Processing, Streaming Data, Introduction to Spark Streaming, Spark Streaming Example Using TCP Socket, Stateful Streaming, Streaming Applications Considerations. **Spark Machine Learning Library:** What Is Spark MLlib?, Spark MLlib APIs, Vectors in Scala, Basic Statistics, Extracting, Transforming, and Selecting Features, ML Pipelines.

#### PRACTICE:

Sl. No.	Title of the Experiment	Tools and Techniques	Expected Skill /Ability
<b>PART-A</b>			
1	The ages of the couples are to be read and stored in a database called "ages". It is required to classify number of couples belonging to 31..40, 41..50, 51..60 and 61..70. Write a Scala program to read the data from the "ages" and classify the ages of couples as mentioned in the above requirement.	Array	Illustrate, Implement, Apply
2	"DataTube", a data collecting agency stores the last 4 characters in given file in uppercase. Write a Scala program to accomplish the solution for the above requirement.	Strings	Illustrate, Implement, Apply
3	"Avron" manufacturing company has a requirement of comparing the two names of their products lexicographically. Write a Scala program to provide the solution for the above requirement.  Note: The two strings are lexicographically equal, if they are of same length and contain the same characters in the same positions.	Lexicography	Illustrate, Implement, Apply
4	"GESE", a gene-sequencing company has a requirement to find the maximum occurring characters in a sequence prior to any other types of analysis. Write a Scala program to provide the solution for the above requirement.	Genesequencing	Illustrate, Implement, Apply
5	"Jesica", a gene-sequencing company has a requirement to check if two given sequences are rotations of each other. (Note: ABCDA and CDAAB are	Strings, Functions	Illustrate, Implement, Apply

	rotations of each other) Write a Scala program to provide solution for the above requirement.		
6	<p>Create a RDD in Scala through external source (text file) offering a Hadoop Input Format.</p> <p>“keywords.txt” file has the following 4 lines given below.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Apache Spark</p> <p>Big Data and Analytics using Spark</p> <p>Learning Spark</p> <p>Real time Spark Streaming</p> <p>Machine Learning using Spark</p> <p>Spark using Scala</p> </div> <p>Perform the following operations of the RDD created:</p> <ol style="list-style-type: none"> <li>Calculate the length (number of characters) of each line in “keywords.txt” using “map” transformation.</li> <li>Count the number of lines in RDD “lines” using “count” action.</li> <li>Find the sum of total number of characters in text.txt using “reduce” action</li> </ol>	RDD	Illustrate, Implement, Apply
7	<p>Create a RDD in Scala through external source (text file) offering a Hadoop Input Format.</p> <p>“keywords.txt” file has the following 4 lines given below.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Apache Spark</p> <p>Big Data and Analytics using Spark</p> <p>Learning Spark</p> <p>Real time Spark Streaming</p> <p>Machine Learning using Spark</p> <p>Spark using Scala</p> </div> <p>Perform the following operations of the RDD created:</p> <ol style="list-style-type: none"> <li>Calculate frequency of each word in “text.txt” using “flatMap” and “reduceByKey” actions.</li> <li>Filter out the words in “text.txt” whose length is more than 5 using “filter” transformation.</li> </ol>	RDD	Illustrate, Implement, Apply
8	<p>Create a DataFrame using a csv file “people.csv” having the following content,</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>year, name, country, count</p> <p>2015, john, us, 215 2016, jack, ind, 120</p> <p>2017, james, ind, 56 2018, john, cannada, 67</p> <p>2016, james, us, 218</p> </div>	Dataframe, Filtering Transformation	Illustrate, Implement, Apply

	<p>and perform the following analytics operations on that</p> <ol style="list-style-type: none"> <li>Create an RDD using people.csv.</li> <li>Use the filter(func) transformation to remove the header line.</li> </ol>		
9	<p>Create a DataFrame using a csv file "people.csv" having the following content:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <pre>year,name,country,count 2015,john,us,215 2016,jack,ind,120 2017,james,ind,56 2018,john,cannada,67 2016,james,us,218</pre> </div> <p>Perform the following analytics operations on that</p> <ol style="list-style-type: none"> <li>Use map(func) and the split() method to split fields by ",".</li> <li>Retrieve country, name field using map(func).</li> <li>Apply groupByKey to group names by each country.</li> </ol>	Dataframe, MapReduce	Illustrate, Implement, Apply
10	<p>Write Scala code to count the occurrence of each word in a file shown in a csv file "people.csv" of Q5.</p>	RDD, Dataframe	Illustrate, Implement, Apply, Analyze
11	<p>Create the data (IP Address, URL and Location) as logdata.log with comma delimiters.</p> <p>Perform the following operations:</p> <ol style="list-style-type: none"> <li>Create an RDD from the created file with the column names as specified by using the schema inference through reflection method.</li> <li>Create a DataFrame from the created RDD and register it as a global temporary view named LogDetails_Global.</li> </ol>	RDD, Dataframe	Illustrate, Implement, Apply, Analyze
12	<p>Create the data (IP Address, URL and Location) as logdata.log with comma delimiters.</p> <p>Perform the following operations:</p> <ol style="list-style-type: none"> <li>Write a SQL query to find the number of unique IP addresses in each location.</li> <li>Save the DataFrame created in Question 3 as a json file, using the Spark write method by specifying the json format.</li> <li>Run the same SQL query to find the number of unique IP addresses in each location directly on the json file created without creating a DataFrame.</li> </ol>	RDD, Dataframe, SQL	Illustrate, Implement, Apply, Analyze
<p><b>PART-B: Mini-Project Title</b>  <b>Health care: Data set on Heart attack possibility</b></p>			

**Problem Statement:** To analyze the Heart disease data set in order to predict Heart Attack possibility for a patient.

It is required to analyze the Heart disease data set in order to predict Heart Attack possibility for a patient. Download the data set from the link: <https://archive.ics.uci.edu/ml/datasets/Heart+Disease> and perform the following:

1. **Importing** of the data from given link the Data Set
2. **Data Cleaning:** Address the data inconsistencies, such as missing values and any redundant variables.
3. **Data Exploration:** boxplots and qplots, are to be plotted to understand the significance of each predictor variables.
4. **Data Modelling:** Build a Classification model using suitable classification algorithm.
5. **Validate the model:** Efficiency of the data model is to be evaluated by using the testing data set.

**About data set:**

This database contains 76 attributes. The "target" field refers to the presence of heart disease in the patient. It is integer valued 0 = no/less chance of heart attack and 1 = more chance of heart attack. Data set download Link: <https://archive.ics.uci.edu/ml/datasets/Heart+Disease>

**Attribute Information about patient:**

- 1) age
  - 2) sex
  - 3) chest pain type (4 values)
  - 4) resting blood pressure
  - 5) serum cholestorol in mg/dl
  - 6) fasting blood sugar > 120 mg/dl
  - 7) resting electrocardiographic results (values 0,1,2)
  - 8) maximum heart rate achieved
  - 9) exercise induced angina
  - 10) oldpeak = ST depression induced by exercise relative to rest
  - 11) the slope of the peak exercise ST segment
  - 12) number of major vessels (0-3) colored by flourosopy
  - 13) thal: 0 = normal; 1 = fixed defect; 2 = reversable defect
  - 14) target: 0= less chance of heart attack 1= more chance of heart attack
- By studying the dependency of these predictor variables on the response variable, you can predict or forecast sales for the upcoming months.

**TEXT BOOKS:**

1. Sridhar Alla, "Big Data Analytics with Hadoop 3", published by Packt Publishing Ltd, May 2018
2. SubhashiniChellappan, DharanitharanGanesan," Practical Apache Spark Using the Scala API", A Press, 2018.

**REFERENCE BOOKS:**

1. Michael Minelli, Michele chambers, AmbigaDhiraj," Big data, big analytics", Wiley,2013
2. P. Tan, M. Steinbach, V. Kumar, "Introduction to Data Mining", Addison-Wesley, 2005.
3. J. Han, M. Kamber, "Data Mining: Concepts and Techniques", 2nd ed. Morgan Kaufmann 2005.

4. IEEE, Introduction to the IEEE Transactions on Big Data
5. Elsevier, Big data research journal Elsevier
6. Springer, Journal on Big Data Springer.
7. ACM DL, The Journal of Machine Learning Research-ACM

**JOURNALS/MAGAZINES:**

1. <https://www.journals.elsevier.com/big-data-research>
2. Springer, Big data analytics: a survey
3. Springer, Big Data Analytics
4. Data Science and Analytics, <https://www.springer.com/journal/41060>

**SWAYAM/NPTEL/MOOCs:**

1. [https://onlinecourses.nptel.ac.in/noc20\\_cs92/preview](https://onlinecourses.nptel.ac.in/noc20_cs92/preview)
2. Introduction to Big data-Coursera

**SELF LEARNING EXERCISES:**

Spark Real-Time Use Case: Data Analytics Project Architecture, Data Ingestion, Data Storage, Data Processing, Data Visualization

Course Title	Text and Web Mining (PE-II)				Course Type		Theory	
Course Code	B20EKS601	Credits	3		Class		VI semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13 weeks / Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-	Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>0</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

This course in web and text data mining covers basic concepts and techniques of the data mining and application of these techniques in text data and web data for various types of analysis. The course also introduces some research topics which can be used for implementation in projects.

### COURSE OBJECTIVE (S):

1. Discuss various data mining techniques for different applications.
2. Describe different clustering techniques for text data.
3. Demonstrate the classification techniques for text data.
4. Illustrate web data retrieval techniques.

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Choose the Data mining techniques to extract data from given dataset.	1,2,3,4,5	1
CO2	Apply appropriate classification algorithm to analyze the given data.	1,2,3,4,5	1
CO3	Identify suitable Web Mining technique to perform social network analysis.	1,2,3,4,5	1
CO4	Design web crawlers for information retrieval from web.	1,2,3,4,5	2, 3
CO5	Learn new tools and technologies in the text and web mining and professional ethics and apply for suitable application development.	12	1, 2
CO6	Develop solutions in the text and web mining to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,9,10	1,2

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√		√		
CO2			√	√		
CO3				√		
CO4				√		√
CO5				√		
CO6				√		

**COURSE ARTICULATION MATRIX**

CO# / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PS01	PS02	PS03
CO1	3	1	2	2	3								3		
CO2	2	3	1	2	1								3		
CO3	2	1	1	2	1								3		
CO4	2	2	1	3	3									3	3
CO5	2	2		3	3										
CO6		2	1	3	3									3	3

**Note:**1-Low,2-Medium,3-High



## COURSE CONTENT

### THEORY

#### UNIT-1

##### **Introduction to Data Mining Techniques:**

Text Extraction and Document Clustering. Introduction to data mining, Classification, Clustering, Association Analysis, Introduction to key extraction methods, Rapid automatic keyword extraction, Benchmark evaluation, Stoplist generation, Evaluation on news articles, Algebraic techniques for multilingual document clustering: Introduction, Experimental setup, Multilingual LSA.

#### UNIT-2

**Text Data Classification:** Content-based spam email classification using machine-learning algorithms: Introduction, Naive Bayes, LogitBoost, Support vector machines, Augmented latent semantic indexing spaces, Radial basis function networks, Data pre-processing, Feature selection, Message representation  
Evaluation of email classification, Utilizing nonnegative matrix factorization for email classification problems: Introduction, Nonnegative matrix factorization.

#### UNIT-3

**Web Mining - I:** Information Retrieval and Web Search: Basic Concepts of Information Retrieval, Information Retrieval Models, Relevance Feedback, Evaluation Measures, Text and Web Page Pre-Processing, Link Analysis: Social Network Analysis, Co-Citation and Bibliographic Coupling.

#### UNIT-4

**Web Mining - II:** Web Crawling: A Basic Crawler Algorithm: Breadth-First Crawlers, Preferential Crawlers, Implementation Issues: Fetching, Parsing, Stop word Removal and Stemming Link Extraction and Canonicalization, Spider Traps, Page Repository, Concurrency, Universal Crawlers: Scalability, Coverage vs Freshness vs Importance, Focused Crawlers, Topical Crawlers: Topical Locality and Cues.

### TEXT BOOKS:

1. Michael W. Berry and Jacob Kogan, "Text Mining: Applications and Theory", Wiley, 2010
2. Bing Liu, "Web Data Mining: Exploring Hyperlinks, Contents and Usage Data", Springer, 2007.

### REFERENCES BOOKS:

1. Jiawei Han, Micheline Kamber, Jian Pei, "Data Mining: Concepts and Techniques", Elsevier, 2011.
2. ACM Transactions on Knowledge Discovery from Data (TKDD)
3. IEEE Transactions on Knowledge and Data Engineering.

### JOURNALS/MAGAZINES:

1. <https://ieeexplore.ieee.org/document/1306945>, Web mining : research and practice
2. <https://www.ijert.org/a-review-on-web-mining>
3. <https://arxiv.org/ftp/arxiv/papers/1304/1304.3563.pdf>

### SWAYAM/NPTEL/MOOCs:

1. <https://nptel.ac.in/courses/106/105/106105174/>
2. Data mining Specialization-Coursera

### SELFLEARNING EXERCISES:

PageRank for Social network analysis and Focused Crawlers

Course Title	High Performance Computing (PE-II)				Course Type		Theory	
Course Code	B20EKS602	Credits	3		Class		Vlsemester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13 weeks / Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-	Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	Total	3	3	3	39	0	50	50

#### COURSE OVERVIEW

The goal of this course is to give students solid foundations for developing, analyzing, and implementing parallel and locality-efficient algorithms. This course focuses on theoretical underpinnings. To give a practical feeling for how algorithms map to and behave on real systems and will supplement algorithmic theory with hands-on exercises on modern HPC systems, such as Cilk Plus or OpenMP on shared memory nodes, CUDA for graphics co- processors (GPUs) and OpenMPI for message passing.

#### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain the features of Modern processors and parallel computers
2. Describe different levels of parallelism along with the synchronization and scheduling
3. Demonstrate the use of features of OpenMP programming.
4. Illustrate the use of features of Open MPI programming.

#### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Identify different levels of parallelism that can be applied to solve the given real world problems.	1,2,3,4,5, 9 ,12	1,2
CO2	Develop the programs using different levels of parallelism to solve the real world problems.	1,2,3,4, 9 ,12	1,2
CO3	Make use of features of OpenMP to develop parallel programs for solving	1,2,3,4,5, 9 ,12	3
CO4	Apply the features of Distributed-memory parallel programming with openMPI for solving real world problems.	1,2,3,4,5, 9 ,12	3
CO5	Learn new tools and technologies in the high performance computing and apply for suitable application development.	12	1, 2
CO6	Develop solutions in the high performance computing to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,9,10	1,2

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√		√		√
CO2				√	√	√
CO3		√				
CO4			√			
CO5			√			
CO6			√			

**COURSE ARTICULATION MATRIX**

CO# / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	2				3			1	3	3	
CO2	3	2	1	1					3			1	3	3	
CO3	3	2	2	2	2				3			1			3
CO4	3	2	2	2	3				2			2			3
CO5	3	2	2		3							2			3
CO6	3	2	2									2			3

Note:1-Low,2-Medium,3-High

## COURSE CONTENT

### THEORY

CONTENTS
<b>UNIT-1</b> Modern Processors: Stored-program computer architect; General-purpose cache-based microprocessor architecture Memory hierarchies; Multicore processors; Multithreaded processors; Vector processors. Parallel computers: Taxonomy of parallel computing paradigms; Shared-memory computers; Distributed-memory computers; Hierarchical (hybrid) systems; Networks.
<b>UNIT-2</b> <b>Basics of parallelization:</b> Why parallelize; Parallelism; Parallel scalability.
<b>UNIT-3</b> <b>Shared-memory parallel programming with OpenMP:</b> Introduction to OpenMP; Case study: OpenMP-parallel Jacobi algorithm; Advanced OpenMP: Wavefront parallelization. Efficient OpenMP programming: Profiling OpenMP programs; Performance pitfalls; Case study: Parallel sparse matrix-vector multiply.
<b>UNIT-4</b> <b>Distributed-memory parallel programming with MPI:</b> Message passing; A short introduction to MPI; Example: MPI parallelization of a Jacobi solver. Efficient MPI programming: MPI performance tools; Communication parameters; Synchronization, serialization, contention; Reducing communication overhead; Understanding intranode point-to-point communication.

### TEXT BOOKS:

1. Georg Hager, Gerhard Wellein, "Introduction to High Performance Computing for Scientists and Engineers", CRC Press, 2011.

### REFERENCE BOOKS:

1. Rohit Chandra, Leo Dagum, Dror Maydan, David Kohr, Jeff McDonald, Ramesh Menon, "Parallel Programming in OpenMP", Morgan Kaufmann, 2000
2. Shameem Akhter and Jason Roberts, "Multi-core programming, Increase performance through software multithreading", IEEE Transactions on Knowledge and Data Engineering.
3. Kai Hwang, "Advanced Computer Architecture: Parallelism, Scalability, Programmability", TATA McGraw Hill, 1993
4. George S. Almasi and Alan Gottlieb, "Highly Parallel Computing".
5. Ananth Grama, Anshul Gupta, George Karypis, and Vipin Kumar, "Introduction to Parallel Computing", Addison-Wesley, 2003.

### JOURNALS/MAGAZINES:

1. <https://journals.sagepub.com/home/hpc>
2. <https://dl.acm.org/journal/sage-hpca>
3. Springer, <https://link.springer.com/book/10.1007/978-3-319-20119-1>
4. Springer, <https://www.springer.com/gp/book/9780792383406>

**SWAYAM/NPTEL/MOOCs:**

1. <https://nptel.ac.in/courses/106/108/106108055/>
2. Introduction to High-Performance and parallel computing-Coursera

**SELF- LEARNING EXERCISES:**

More Recent Applications: Mobile databases; Multimedia databases; Geographical Information Systems; Genome data management.

Course Title	Distributed & Parallel systems (PE-II)				Course Type		Integrated	
Course Code	B20EKS603	Credits	4		Class		III Semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	Total Number of Classes Per Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-	Theory	Practical	CIE	SEE
	-							
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>-</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

The students will gain an understanding of the principles and techniques behind the design of distributed and parallel systems, such as, synchronization and communication across networks. Students will gain practical experience in designing, implementing, and debugging real time distributed systems. The major themes this course will teach include process distribution and communication, data distribution, scheduling, memory sharing, distributed synchronization models, distributed file systems.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

- To learn the principles, architectures, algorithms and programming models used in distributed and parallel systems.
- To examine state-of-the-art distributed systems.
- To design and implement sample distributed systems.

### COURSEOUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Understand the requirements for distributed and parallel systems and how they can be used to facilitate the programming of concurrent systems.	1-5,8,9,12	1
CO2	Acquire knowledge of distributed and parallel system techniques, methodologies and Algorithms	1-5,8,9,10	1
CO3	To apply the knowledge of distributed and parallel systems algorithms	1-6,8,9,10,12	1
CO4	Understand the memory hierarchy and cost-performance tradeoffs.	1-6,9,10	1
CO5	To learn the knowledge of synchronization and process management	1-5,8,9,11	2

CO6	To gain experience in the design, development, and performance analysis of distributed and parallel applications	1-6,8-12	2
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**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√				
CO2			√			
CO3		√	√			
CO4		√		√		
CO5		√		√		
CO6			√	√	√	

**COURSE ARTICULATION MATRIX**

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	1	3	3	0	0	2	2	0	0	3	3	0	0
CO2	3	3	2	3	3	0	0	3	3	2	0	0	3	0	0
CO3	3	3	3	2	3	2	0	3	2	3	0	3	3	0	0
CO4	3	3	3	2	2	3	0	0	3	3	0	0	3	0	0
CO5	3	2	3	3	3	0	0	3	3	0	2	0	0	3	0
CO6	3	3	3	3	3	2	0	3	2	3	2	2	0	3	0

**Note:** 1-Low,2-Medium,3-High

**COURSE CONTENT**

<b>UNIT-1</b>
<b>Distributed Systems:</b> Definition, Issues, Goals, Types, Models, Hardware concepts, Software Concept, Client Server model. <b>Communication:</b> Layered Protocols, Remote Procedure Call, Remote Object Invocation, Message Oriented Communication, Stream Oriented Communication.
<b>UNIT-2</b>
<b>Process in Distributed System:</b> Threads, Scheduling, Fault Tolerance, Real Time distributed System <b>Synchronization:</b> Clock Synchronization, Logical Clocks, Election Algorithms, Mutual Exclusion, Distributed Mutual Exclusion-Classification of mutual Exclusion Algorithm,

**Token Based Algorithms:** Suzuki-Kasami's Broadcast, Singhal's Heuristic, Raymond's Tree based

**Non Token based Algorithms:** Lamport, Ricart-Agrawala's, Maekawa's Algorithm.

### UNIT-3

**Shared Memory:** on chip memory, Bus Based multi processor, Ring based multi processor, switched processor, Numa Multi processor. Page Based Distributed Shared Memory, Shared Variable Distributed Shared Memory, Object based Distributed Shared Memory

**Distributed File System:** File models, File Accessing models, File-Caching Schemes, Replication, Network File System (NFS).

### UNIT-4

**Parallel Systems:** Parallel Computing; Parallel Architecture, Classifications, Performance Metrics, Parallel Programming Models, Serial and Parallel Algorithms; Pipelining: Types, Design, Hazards; SIMD: Architecture and Programming Principles, SIMD Parallel Algorithms, Data Mapping and memory in array processors, Case studies of SIMD parallel Processors.

#### TEXTBOOKS:

4. A.S.Tanenbaum, M.Van Steen, "Distributed Systems", Pearson Education, 2004.
5. Parallel and Distributed Systems, 2ed, Arun Kulkarni, Nupur Prasad Giri, Nikhilesh Joshi, Bhushan Jadhav ISBN: 9788126565825.

#### REFERENCEBOOKS:

8. George Coulouris, Jean Dollimore, Tim Kindberg, "Distributed Systems Concepts and Design", Third Edition, Pearson Education Asia, 2002.
9. Andrew S. Tannenbaum and Maarten Van Steen, "Distributed Systems: Principles and Paradigms", Second Edition, Pearson, 2007.
10. George Coulouris, Jean Dollimore, Tim Kindberg, and Gordon Blair, "Distributed Systems: Concepts and Design", Fifth Edition, Addison Wesley, 2011.
11. James E. Smith, and Ravi Nair, "Virtual Machines: Versatile Platforms for Systems and Processes", First Edition, Morgan Kaufmann, 2005.
12. Fault-Tolerant Parallel and Distributed Systems, Dimiter R. Avresky, David R. Kaeli (auth.) ISBN: 9781461554493, Springer US, 1998.

#### JOURNALS/MAGAZINES

1. IEEE Transactions on Parallel and Distributed Systems  
(<https://ieeexplore.ieee.org/xpl/RecentIssue.jsp?punumber=71>)
2. International Journal of Parallel, Emergent and Distributed Systems  
(<https://www.tandfonline.com/toc/gpaa20/current>)
3. International Journal of Distributed Systems and Technologies  
([igi-global.com/journal/international-journal-distributed-systems-technologies/1164](http://igi-global.com/journal/international-journal-distributed-systems-technologies/1164))

#### SWAYAM/NPTEL/MOOCs

4. [https://onlinecourses.nptel.ac.in/noc21\\_cs87](https://onlinecourses.nptel.ac.in/noc21_cs87)
5. <https://www.coursera.org/courses?query=distributed%20systems>
6. <https://www.mooc-list.com/tags/distributed-computing>



Course Title	Block Chain Technology (PE-II)				Course Type		Theory	
Course Code	B20EJS604	Credits	3		Class		VI semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13 weeks / Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-	Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>0</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

Block chain is the distributed and decentralized database technology behind this crypto currency. This course explores the fundamentals of the public, transparent, secure, immutable and distributed database called block chain. Block chains can be used to record and transfer any digital asset not just currency. This course will introduce students to the workings and applications of this potentially disruptive technology. Its potential impact on financial services, government, banking, contracting and identity management.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Describe the basic concepts of Cryptography and Blockchain technology.
2. Explain the features of Ethereum blockchain technology, decentralised applications and smart contract.
3. Demonstrate building of decentralised applications by deploying Smart Contracts
4. Analyze different Blockchain Platforms that can be used in real world applications.

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Identify the concepts of Blockchain technology suitable for given real world application.	1,2,3,4,5, 12	1
CO2	Compare the performance of POW and POS mining consensus algorithm with respect to given real world application..	1,2,3,4,5, 12	1
CO3	Build a decentralised application by implementing smart contract using solidity programming language.	1,2,3,4,5, 12	2
CO4	Apply various blockchain platforms for solving real world problems.	1,2,3,4,5, 12	2,3
CO5	Learn new tools and technologies in the introduction to data mining techniques and apply for suitable application development.	12	1, 2

CO6	Develop solutions in the introduction to data mining techniques to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,9,10	1,2
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**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember	Understand	Apply	Analyze	Evaluate	Create
CO1	√	√				
CO2				√	√	
CO3						√
CO4			√			
CO5			√			
CO6			√			

**COURSE ARTICULATION MATRIX**

CO# / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	2	2	2							1	3		
CO2	3	3	2	3	2							1	3		
CO3	2	3	3	2	2							1		3	
CO4	2	3	3	2	2							1		3	3
CO5	2	3		2	2									3	
CO6		3		2										3	3

**Note:**1-Low,2-Medium,3-High

**COURSE CONTENT**

**THEORY**

**UNIT-1**

**Introduction to cryptography and Blockchain:** Introduction to cryptography-Symmetric- key cryptography, Public-key cryptography, Digital Signatures and Elliptic Curve Cryptography. Introduction to Blockchain: Types of Blockchain, Structure of a Block, BlockHeader, Block Header Hash and Block Height, Genesis Block, Linking Blocks in the Blockchain, Merkle Trees, Constructing the Block Header. Introduction to tools: solidity, Geth and Mist.

**Mining and Consensus:** The Byzantine general's Problem, Consensus mechanism-proof of work & proof of stake, Bitcoin mining and Blockchain Forks

### UNIT-2

**Overview of Ethereum:** What Is Ethereum? Compared to Bitcoin, Ethereum: A General-Purpose Blockchain, Ethereum Accounts (Externally Owned Accounts and Contracts), Ethereum and Turing Completeness, Decentralized Applications, Decentralized Autonomous Organizations, Smart Contract Introduction, Life Cycle of a Smart Contract.

### UNIT-3

**Dapp development on Ethereum:** Programming Solidity: Structure, Basic Data Types & Statements, Specific Data Types, Data Structures, Memory vs Storage, Access Modifiers, Contract Definition, Functions, Contract Constructor, The Ethereum Contract ABI, Events, Run EthereumDapps, Develop a simple smart contract.

### UNIT-4

**Enterprise Blockchains and Applications:** Enterprise Blockchains: Hyperledger, R3 Corda, **QuorumBlockchain Applications:** Identity management, Auction, Food industry supply chain and Blockchain in Health care.

#### TEXT BOOKS:

1. Joseph J. Bambara Paul R. Allen, "Blockchain, A Practical Guide to Developing Business, Law, and Technology Solutions", McGraw-Hill Education Professional , Second edition, 2018
2. Melanie Swan "Blockchain: Blueprint for a New Economy", O'Reilly Media, Third edition, Aug 2015.
3. Andreas M. Antonopoulos, Gavin Wood "Mastering Ethereum", O'Reilly Media, Inc., November 2018
4. Joseph Holbrook "Architecting Enterprise Blockchain Solutions", Sybex, February 2020

#### REFERENCE BOOKS:

1. Imran Bashir, "Mastering Blockchain: Distributed ledger technology, decentralization, and smartcontracts" Packt , 2nd edition 2018.
2. Jimmy Cooper, "Blockchain Blueprint: Guide to Everything You Need to Know About Blockchain Technology and How It Is Creating a Revolution ", CreateSpace Independent Publishing Platform, 2017.
3. Deepak Puthal; Nisha Malik; Saraju P. Mohanty; Elias Kougiannos; Chi Yang "The Blockchain as a Decentralized Security Framework [Future Directions]" Volume: 7, Issue: 2 , Pages: 18 – 21, Year: 2018.
4. Valentina Gatteschi; Fabrizio Lamberti; Claudio Demartini; Chiara Pranteda; Víctor Santamaría "To Blockchain or Not to Blockchain: That Is the Question "Volume: 20, Issue: 2 Pages: 62 - 74 ,2018.
5. Tien Tuan Anh Dinh; Rui Liu; Meihui Zhang; Gang Chen; Beng Chin Ooi; Ji Wang "Untangling Blockchain: A Data Processing View of Blockchain Systems" , Volume: 30, Issue: 7 ,Pages: 1366 – 1385 , Year: 2018.
6. Mingjun Dai; Shengli Zhang; Hui Wang; Shi Jin "A Low Storage Requirement Framework for Distributed Ledger in Blockchain" Volume: 6, Pages: 22970 – 22975, Year: 2018.
7. Ruiguo Yu, Jianrong Wang, Tianyi Xu, Jie Gao Yongli An Gong Zhang, And Mei Yu "Authentication With Block-Chain Algorithm and Text Encryption Protocol in Calculation of Social Network ", Volume: 5, pp: 24944 – 24951, 09 November 2017.
8. Ashiq Anjum; Manu Sporny; Alan Sill "Blockchain Standards for Compliance and Trust" , Volume: 4, Issue: 4 ,Pages: 84 – 90, Year: 2017.

9. Morgen E. Peck; Samuel K. Moore "The blossoming of the blockchain" , Volume: 54, Issue: 10 Pages: 24 – 25, Year: 2017.

**JOURNALS/MAGAZINES:**

1. Ledger Journal of Cryptocurrency and Blockchain Technology.
2. Inderscience Journal of blockchain and cryptocurrency.
3. <https://link.springer.com/bookseries/16276>
4. <https://www.springer.com/gp/book/9789811387746>

**SWAYAM/NPTEL/MOOCs:**

1. <https://nptel.ac.in/courses/106/104/106104220/lock>
2. Chain Specialization, Introduction to Block Chain Technologies -Coursera

**SELF-LEARNING EXERCISES:**

Distributed Ledger in Blockchain, Decentralized Applications.

Course Title	System-on-Chip Design (PE-II)				Course Type		Theory	
Course Code	B20EKS605	Credits	3		Class		VI semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13 weeks / Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-				
	Tutorial	-	-	-	Theory	Practical	CIE	SEE
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>0</b>	<b>50</b>

### COURSE OVERVIEW

The course tells about the basics of system on chip. It discusses the fundamentals of system on chip design with introduction to the different processor and memory structures. It also briefs about the different interconnection mechanism used in system on chip

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Learn the basics of system on chip design.
2. Study the different types of processors that are used in the concept system on chip.
3. Look into the different types of memory used in the system on chip design.
4. Understand the different interconnection mechanism used in system on chip based design.

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Summarize the basic design of a system on chip-based design.	1,2,3,4,5	1,3
CO2	Classify the different processors used in a system on chip-based design.	1,2,3,4,5	1,3
CO3	Make use of the different memory technologies used in the concept of	1,2,3,4,5	1,3
CO4	Categorize the basic interconnection mechanism in a system on chip	1,2,3,4,5	1,3
CO5	Understand IP cores and application specific design	9,11,12	2,3
CO6	Appreciate issues in system-on-chip design associated with co-design, such as intellectual property, reuse, and verification.	1,2,3,4,5	1,3

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√				
CO2		√				
CO3		√				
CO4		√				
CO5		√		√		
CO6		√				

**COURSE ARTICULATION MATRIX**

CO# / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	2	2	3	3								3		3
CO2	2	3	3	3	3								3		3
CO3	2	3	3	3	2								3		3
CO4	2	3	2	3	2								3		3
CO5									2		3	3			3
CO6	2	3	2	3	2								3		3

**Note:**1-Low,2-Medium,3-High

## COURSE CONTENT

### THEORY

#### UNIT-1

**Introduction to the System Approach:** System Architecture, Components of the system, Hardware & Software, Processor Architectures, Memory and Addressing. System level interconnection, An approach for SOC Design, System Architecture and Complexity.

#### UNIT-2

**Processors:** Introduction, Processor Selection for SOC, Basic concepts in Processor Architecture, Basic concepts in Processor Micro Architecture, Basic elements in Instruction handling. **Buffers:** minimizing Pipeline Delays, Branches, More Robust Processors, Vector Processors and Vector Instructions extensions, VLIW Processors, Superscalar Processors.

#### UNIT-3

**Memory Design for SOC:** Overview of SOC external memory, Internal Memory, Size, Scratchpads and Cache memory, Cache Organization, Cache data, Write Policies, Strategies for line replacement at miss time, Types of Cache, Split – I, and D – Caches, Multilevel Caches, Virtual to real translation , SOC Memory System, Models of Simple Processor – memory interaction.

#### UNIT-4

**Interconnect Customization and Configuration:** Inter Connect Architectures, Bus: Basic Architectures, SOC Standard Buses , Analytic Bus Models, Using the Bus model, Effects of Bus transactions and contention time. **SOC Customization:** An overview, Customizing Instruction Processor, Reconfiguration Technologies, Mapping design onto Reconfigurable devices, Instance Specific design, Customizable Soft Processor, Reconfiguration – overhead analysis and trade-off analysis on reconfigurable Parallelism.

#### TEXTBOOKS:

1. Michael J. Flynn and Wayne Luk, "Computer System Design System-on-Chip", Wiley India Pvt. Ltd.
2. Steve Furber, "ARM System on Chip Architecture ", 2nd Edition, 2000, Addison Wesley Professional.

#### REFERENCE BOOKS:

1. Ricardo Reis, "Design of System on a Chip: Devices and Components", 1st Edition, 2004, Springer
2. Jason Andrews, "Co-Verification of Hardware and Software for ARM System on Chip Design (Embedded Technology)", Newnes, BK and CDROM.
3. Prakash Rashinkar, Peter Paterson and Leena Singh L, "System on Chip Verification – Methodologies and Techniques", 2001, Kluwer Academic Publishers.

#### JOURNALS/MAGAZINES

1. IEEE Embedded Systems Letters

2. IEEE Transactions on Computer-Aided Design of Integrated Circuits & Systems
3. IEEE Transactions on Very Large Scale Integration (VLSI) Systems
4. IEEE Transactions on Circuits and Systems II: Express Briefs

**SWAYAM/NPTEL/MOOCs:**

1. Advanced Computer Architecture : NPTEL
2. Introduction to FPGA Design for Embedded Systems : Coursea
3. Hardware Description Languages for FPGA Design : Coursea

**SELFLEARNINGEXERCISES:**

Application Studies / Case Studies: SOC Design approach, AES algorithms, Design and evaluation, Image compression – JPEG compression.



Course Title	Neural Networks and Deep learning (PE-II)				Course Type		Theory	
Course Code	B20EJS606	Credits	3		Class		V semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-				
	Tutorial	-	-	-	Theory	Practical	CIE	SEE
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>50</b>	<b>50</b>

#### COURSE OVERVIEW:

Neural Networks are an effective programming paradigm that enable a computer to learn from observed data. They simulate biological learning of the nervous system and have been demonstrated to increase the power of known machine learning models by stacking them as computational graphs. This is different from conventional programming where human programmers define the set of tasks to be carried out by a computer to solve a problem. Deep learning is a subset of machine learning that uses many layers of neural networks to accomplish tasks like image recognition, text processing, speech recognition, natural language processing etc. This course aims at giving the students the knowledge and the skills required to model the solutions to real world problems using neural networks and deep learning.

#### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain the fundamentals of neural network-based paradigm to problem solving.
2. Inculcate knowledge of concepts involved in training of neural networks.
3. Discuss the concepts and issues in deep neural networks.
4. Explain generalizability of deep neural networks and introduce prominent deep neural architectures.

#### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Explain the fundamental architecture of neural network and the concepts involved.	1,2,3,4,5	1,2
CO2	Apply the shallow neural network models - Perceptron, Least-Squares Regression, Logistic Regression, Support Vector machines to solve real	1,2,3,4,5	1,2
CO3	Develop simple deep neural networks to solve problems in unsupervised learning.	1,2,3,4,5	1,3
CO4	Create deep neural models like CNN and RNN to solve problems.	1,2,3,4,5	1,3
CO5	Illustrate the applications of CNN for solving real world Problems	1,2,3, 11, 12	1,3
CO6	Illustrate the applications of CNN for solving real world Problems	1,2,3, 11, 12	1,3

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√	√			
CO2			√	√		√
CO3			√	√		√
CO4			√	√	√	√
CO5			√	√		
CO6			√	√		

**COURSE ARTICULATION MATRIX**

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	1	1	2	1								2	2	
CO2	3	2	3	1	2								2	2	
CO3	3	1	2	1	2								2		2
CO4	3	2	2	2	2								2		2
CO5	3	2	2								1	1			
CO6	3	2	3								1	1			

**Note:**1-Low,2-Medium,3-High

## COURSE CONTENT

### THEORY

#### UNIT-1

**Introduction to Neural Networks:** The basic architecture of Neural Networks – Single computational layer – The Perceptron, What Objective Function Is the Perceptron Optimizing? , Relationship with Support Vector Machines Choice of Activation and Loss Functions, Some Useful Derivatives of Activation Functions Choice and Number of Output Nodes multilayer neural network, The Multilayer Network as a Computational Graph, Training a Neural Network with Backpropagation, Practical Issues in Neural Network Training -The Problem of Overfitting, The Vanishing and Exploding Gradient Problems

**Common Neural Architectures** - Simulating Basic Machine Learning with Shallow Models, Radial Basis Function Networks, Restricted Boltzmann Machines, Recurrent Neural Networks, Convolutional Neural Networks, Two Notable Benchmarks - The MNIST Database of Handwritten Digits, The ImageNet Database

#### UNIT-2

**Machine Learning with Shallow Neural Networks** - Neural Architectures for Binary Classification - Revisiting the Perceptron, Least-Squares Regression, Logistic Regression, Support Vector machines, Neural Architectures for Multiclass Models - Multiclass Perceptron, Weston-Watkins SVM, Multinomial Logistic Regression (Softmax Classifier), Hierarchical Softmax for Many Classes, Auto encoder: Basic Principles, Nonlinear Activations, Deep Auto encoders, Application to Outlier Detection, When the Hidden Layer Is Broader than the Input Layer, Word2vec: An Application of Simple Neural Architectures, Simple Neural Architectures for Graph Embeddings

#### UNIT-3

**Deep Neural Networks** – Introduction, Backpropagation - Backpropagation with the Computational Graph Abstraction, Backpropagation with Post-Activation Variables, Backpropagation with Pre-activation Variables, Examples of Updates for Various Activations, Loss Functions on Multiple Output Nodes and Hidden Nodes, Setup and Initialization Issues - Tuning Hyper-parameters, Gradient-Descent Strategies- Learning Rate Decay, Momentum-Based Learning -Nesterov Momentum, Parameter-Specific Learning Rates –AdaGrad, RMSProp, Adam, Gradient Clipping, Second-Order Derivatives, Batch Normalization.

#### UNIT-4

**Prominent Deep Learning Models - Restricted Boltzmann Machines** – The Boltzmann Machine, How a Boltzmann. Teaching Deep Learners to Generalize- The Bias-Variance Trade-Off, Generalization Issues in Model Tuning and Evaluation, Issues with Training at Scale, Penalty-Based Regularization - L1-Regularization, L1- or L2-Regularization, Penalizing Hidden Units: Learning Sparse Representations, Ensemble Methods- Bagging and Subsampling, Parametric Model Selection and Averaging, Randomized Connection Dropping, Dropout, Data Perturbation Ensembles, Early Stopping.

**Prominent Deep Learning Models - Restricted Boltzmann Machines** – The Boltzmann Machine, How a Boltzmann Machine Generates Data, Training the RBM, **Recurrent Neural Networks** - The Architecture of Recurrent Neural Networks, Long Short-Term Memory (LSTM), **Convolutional Neural Networks** - The Basic Structure of a Convolutional Network Training a Convolutional Network, **Deep Reinforcement Learning** - The Basic Framework of Reinforcement Learning

#### **TEXTBOOKS:**

1. Charu Aggarwal, "Neural Networks and Deep Learning", Springer, 2018.
2. Ian Goodfellow, Yoshua Bengio, Aaron Courville, "Deep Learning", MIT Press

#### **REFERENCEBOOKS:**

1. Francis Chollet, "Deep Learning with Python", Manning, 2018.
2. Jacek M. Zurada, Introduction to Artificial Neural Systems, PWS Publishing Company, 1995.
3. Simon Haykin, Neural Networks: A Comprehensive Foundation, Macmillan College Publishing Company, 1994.
4. Mohamad H. Hassoun, Fundamentals of Artificial Neural Networks, The MIT Press, 1995.
5. Laurene Fausett, Fundamentals of Neural Networks: Architectures, Algorithms, and Applications, Prentice Hall International, Inc., 1994.
6. B. D. Ripley, Pattern Recognition and Neural Networks, Cambridge University Press. 1996.

#### **JOURNALS/MAGAZINES**

1. IEEE Transactions on Neural Networks and Learning Systems  
<https://ieeexplore.ieee.org/xpl/RecentIssue.jsp?punumber=5962385>
2. IEEE Transactions on Pattern Analysis and Machine Intelligence
3. <https://ieeexplore.ieee.org/xpl/RecentIssue.jsp?punumber=34>[http://ijaerd.com/papers/special\\_papers/IT032.pdf](http://ijaerd.com/papers/special_papers/IT032.pdf)
4. International Journal of Intelligent Systems <https://onlinelibrary.wiley.com/journal/1098111x>
5. <http://www.charuaggarwal.net/neural.htm>
6. <http://neuralnetworksanddeeplearning.com/>
7. <https://github.com/mnielsen/neural-networks-and-deep-learning>
8. [deeplearning.stanford.edu](http://deeplearning.stanford.edu)
9. <http://yann.lecun.com/exdb/mnist/>
10. University of California Irvine Machine Learning Repository - <https://archive.ics.uci.edu/ml/datasets.php>
11. <https://peteroelants.github.io/posts/rnn-implementation-part01/>
12. <https://victorzhou.com/blog/keras-rnn-tutorial/>

#### **SWAYAM/NPTEL/MOOCs:**

1. SwayamNptel – Deep Learning – IIT Ropar [https://onlinecourses.nptel.ac.in/noc21\\_cs35/preview](https://onlinecourses.nptel.ac.in/noc21_cs35/preview)
2. Coursera – Neural Networks and Deep Learning Andrew Ng
3. Coursera - Neural Networks for Machine Learning by Geoffrey Hinton in Coursera

Course Title	Computer Vision and Applications (PE-III)				Course Type		Theory	
Course Code	B20EJ607	Credits	3		Class		VI semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-	Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	Total	3	3	3				

### COURSE OVERVIEW

Computer Vision is one of the fastest growing and most exciting AI disciplines in today's academia and industry. This course is designed to open the doors for students who are interested in learning about the fundamental principles and important applications of computer vision. The course, introduces a number of fundamental concepts in computer vision, expose students to a number of real-world applications that are important to our daily lives. More importantly, students will be guided through a series of well-designed projects such that they will get to implement using few interesting and cutting-edge computer vision algorithms. The course benefit is to apply computer vision algorithms to solve real world problems.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain the fundamentals of Computer vision.
2. Discuss various segmentation techniques and their applications.
3. Demonstrate the use of techniques for registration and classification of images.
4. Describe the object detection and recognition process in a given application.

### COURSE OUTCOMES (COs)

After the completion of the course the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Utilize linear filters to enhance the quality of images in given real world application	1,2,3,4,5	1,2
CO2	Develop Segmentation technique to solve real world problems.	1,2,3,4,5	1,2
CO3	Design and Develop program for registration and classification of images in the real world application Compare the various performance of protocols used	1,2,3,4,5	1,2
CO4	Apply object detection and recognition techniques to solve real world problems.	1,2,3,4,5	1,2
CO5	Learn new tools and technologies in the Computer Vision and Applications and apply for suitable application development.	12	2

<b>CO6</b>	Develop solutions in the related field of Computer Vision and Applications to the complex problems, either individually or as a part of the team and	5,9,10	2
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**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√	√			
CO2		√		√		√
CO3				√		√
CO4			√			
CO5			√		√	
CO6				√	√	

**COURSE ARTICULATION MATRIX**

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	3	3								3	3	
CO2	3	2	2	2	3								3	3	
CO3	3	2	3	3	3								3	3	
CO4	3	2	3	3	3								3	3	
CO5		2		3								2		2	
CO6	1				3				2	2				2	

**Note:**1-Low,2-Medium,3-High

## COURSE CONTENT

### THEORY:

CONTENTS
<b>UNIT-1</b> <b>Introduction:</b> What is computer vision? A brief history. Image formation: Geometric primitives and transformations, Geometric primitives, 2D transformations ,3D transformations, 3D rotations, 3D to 2D projections, Lens distortions, Photometric image formation, Lighting, Reflectance and shading, The digital camera, Sampling and aliasing, Color, Compression.
<b>UNIT-2</b> Image processing, Point operators, Linear filtering, More neighbourhood operators, Fourier transforms, Pyramids and wavelets, Geometric transformations, Global optimization, Feature detection and matching ,Points and patches, Feature detectors , Feature descriptors, Feature matching, Feature tracking, Edges, Edge detection, Edge linking, Application: Edge editing and enhancement, Lines, Successive approximation, Vanishing points, Hough transforms, Application: Rectangle detection
<b>UNIT-3</b> <b>Segmentation :</b> Active contours, Snakes, Dynamic snakes and CONDENSATION, Scissors, Level Sets, Application: Contour tracking and rotoscoping, Split and merge, Watershed, Region splitting (divisive clustering), Region merging (agglomerative clustering), Graph-based segmentation, Probabilistic aggregation, Mean shift and mode finding, Normalized cuts Graph cuts and energy-based methods.
<b>UNIT-4</b> <b>High-Level Vision Registration:</b> Registering Rigid Objects, Model-based Vision: Registering Rigid Objects, Registering Deformable Objects .Learning to Classify: Classification, Error, and Loss, Major Classification Strategies, Practical Methods for Building Classifiers, Classifying Images: Building Good Image Features, Classifying Images of Single, Image Classification in Practice detecting Objects in Images: The Sliding Window Method, Detecting Deformable Objects, The State of the Art of Object Detection <b>Topics in Object Recognition:</b> What Should Object Recognition Do?.

### TEXT BOOKS:

1. David A. Forsyth, Jean Ponce, "Computer Vision: A Modern Approach", 2nd Edition, University of Illinois at Urbana-Champaign Jean Ponce, Ecole Normale Supérieure, Paris©2012, Pearson
2. Richard Szeliski, "Computer Vision: Algorithms and Applications", Springer, 2011
3. David Marr, Tomaso A. Poggio, Shimon Ullman "A Computational Investigation into the Human Representation and Processing of Visual Information", , eBook - Amazon.com

### REFERENCE BOOKS:

1. Gary Bradski, Adrian Kaehler, "Learning OpenCV: Computer Vision with the OpenCV Library" Amazon.

### JOURNALS/MAGAZINES

1. International Journal of Computer Vision, Springer, <https://www.springer.com/journal/11263>
2. Image and Vision Computing, Elsevier, <https://www.journals.elsevier.com/image-and-vision-computing>

1. Computer Vision and Image Understanding, Elsevier, <https://www.journals.elsevier.com/computer-vision-and-image-understanding>
2. IEEE Transactions on Image Processing, <https://ieeexplore.ieee.org/xpl/RecentIssue.jsp?punumber=83>
3. IEEE Transactions on Pattern recognition and machine intelligence, <https://ieeexplore.ieee.org/xpl/aboutJournal.jsp?punumber=34>

**SWAYAM/NPTEL/MOOCs:**

1. <https://www.coursera.org/courses?query=computer%20vision>
2. <https://nptel.ac.in/noc/courses/noc19/SEM2/noc19-cs58/>

**SELF-LEARNINGEXERCISES:**

Artificial Neural Networks, Convolutional Neural Network.

Implementation of applications using the above topics.



Course Title	Advanced Topics in Wireless Networks ( PE-III)				Course Type		Theory	
Course Code	B20EJS608	Credits	3		Class		VII Semester	
<b>Course Structure</b>	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	0	0	0	Theory	Practical	CIE	SEE
	-	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>-</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

The course is aimed at equipping students with advanced concepts in wireless network theory and technologies, vital for a successful career in digital economy. Wireless communication is fast growing industry segments today. Many types of wireless networks are now being used for applications such as personal communication, entertainment, rural and urban healthcare, smart home building, inventory control, and surveillance. This course introduces the concepts of wireless networks and mobile computing to give engineering students at the undergraduate/graduate level a solid background in the field. It also looks at the latest research and challenging problems in the field to serve as a reference for advanced-level researchers.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain the fundamentals of wireless network.
2. Gain bandwidth management and node localization in wireless networks
3. Describe the message communication in adhoc network and sensor nodes.
4. Discuss the communication optimization and security in wireless communication.

### COURSE OUTCOMES (COs)

After the completion of the course the student will be able to:

CO#	Course Outcomes	POs	PSOs
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CO1	Identify the fundamentals of wireless communication concepts.	1,2,3, 4, 8, 9, 12	1
CO2	Make use of bandwidth management concept in wireless networks	1,2,3, 5,9,12	2
CO3	Apply the knowledge of routing in wireless network for optimization	1,2,3,4 5, 9, 12	2
CO4	Develop an algorithm for energy efficient communication and secure transmission.	1,4,5,9,12	2
CO5	Design a component or a product applying all the relevant standards and with realistic constraints	6,7,9,10	2,3
CO6	Design and conduct experiments, as well as to analyze and interpret data	6,7,9,10	3

#### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√				
CO2			√		√	
CO3			√	√		
CO4			√	√		
CO5			√		√	
CO6				√	√	

#### COURSE ARTICULATION MATRIX

CO#/ PO#	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	2				2	1			1	3		
CO2	3	2	3		3				1			1		3	

CO3	3	1	2	2	3				1			1		3	
CO4	3			2	3				1			1	3	3	
CO5						2	3		1	2				2	2
CO6						2	3		2	3				3	2

Note:1-Low,2-Medium,3-High

## COURSE CONTENT

### THEORY:

CONTENTS
<b>UNIT – 1</b>
<p><b>Introduction:</b> Applications Involving Wireless Communication, Effects of Mobility of Devices, Issues in Cellular Mobile Networks, Issues in Ad Hoc Networks, Issues in Cognitive Radio Networks, Issues in Sensor Networks</p> <p><b>Mobility Management in Cellular Networks:</b> Call Setup in Public Land Mobile Networks, Call Setup in Mobile IP Networks, Handoff Management, Mobility Models</p>
<b>UNIT – 2</b>
<p><b>Bandwidth Management in Cellular Networks:</b> Introduction, Benchmark Instances, Lower Bounds on Bandwidth, Genetic Algorithm for Channel Assignment, Coalesced CAP, Fast Near-Optimal Channel Assignment</p> <p><b>Localization of Nodes in Mobile Networks :</b> System Model, Preliminaries, Estimation of Location Error, Beacon Nodes Selection Algorithm, Location Region Identification</p>
<b>UNIT – 3</b>
<p><b>Messae Communication in Ad Hoc Networks:</b> Introduction, Broadcast in Ad Hoc Networks, Transmission Schedule, Slot Assignment based on Location Information, Deterministic Broadcast and Gossiping, Point-to-point Routing in Ad Hoc Networks, Destination-Sequenced Distance Vector Routing (DSDV) Protocol, Dynamic Source Routing (DSR), Ad-hoc On-Demand Distance Vector Routing (AODV), Temporally-Ordered Routing Algorithm (TORA), Zone Routing Protocol (ZRP)</p>
<b>UNIT – 4</b>
<p><b>Energy-Efficient Communication:</b> Introduction, Some Elegant Physical Layer-Centric Techniques, Redundant Binary Number Encoding with Silent Zero Communication (RBNSiZeComm), Ternary with Silent Symbol (TSS) Communication Protocol, Compression with Null Symbol (CNS) Communication Protocol, Tri-digit Fibonacci Number System (TFNS) Communication Protocol</p> <p><b>Security in Wireless Communication:</b> Introduction, Measures Against Attacks, Hardware Implementation of RC4 for One Byte per Clock</p>

**TEXTBOOKS:**

1. Koushik Sinha, Sasthi C. Ghosh, Bhabani P. Sinha, "Wireless Networks and Mobile Computing", CRC press, 1<sup>st</sup> edition 2015.

**REFERENCEBOOKS:**

1. Savo Glisic, "Advanced Wireless Networks: Technology and Business Models", Third Edition, John Wiley & Sons, Ltd, 2016.
2. Savo Glisic, "Advanced Wireless Networks: 4G Technologies", John Wiley & Sons, 2006.
3. C. DeMorais and D. P. Agrawal, Ad hoc Networks – Theory and Applications, World Scientific Publishing, New Jersey (ISBN – 978-981-256-682-9).
4. C.Siva Ram Murthy and B.S.Manoj, "Ad Hoc Wireless Networks -Architectures and Protocols", Prentice Hall, 2004.

**JOURNALS/MAGAZINES**

1. Kim, Taeyoung, et al. "Machine Learning for Advanced Wireless Sensor Networks: A Review." IEEE Sensors Journal (2020).
2. SINGH, UPINDERPAL, et al. "NEW: NEW EVOLUTION IN WIRELESS TECHNOLOGIES.", 2020.
3. Bin, M.A., Shangru, L.I. and Xianzhong, X.I.E., 2020. A Hierarchical Vertical Handover Algorithm Based on Fuzzy Logic in Heterogeneous Wireless Networks. *电子与信息学报*, 42(3), pp.629-636.
4. <https://ieeexplore.ieee.org/document/9116080>

**SWAYAM/NPTEL/MOOCs:**

1. <https://nptel.ac.in/courses/117/104/117104099/>
2. <https://www.coursera.org/learn/wireless-communications>
3. <https://www.coursera.org/learn/iot-wireless-cloud-computing>
4. <https://www.coursera.org/learn/network-security-communications-sscp>

**SELF-LEARNINGEXERCISES:**

- Explore Multi-input multi-output (MIMO) antenna systems
- Develop skills to use Simulators for realizing wireless networks
- Connectivity support in heterogenous wireless network
- Explore network information theory.



Course Title	Compiler Design (PE-III)				Course Type		Theory	
Course Code	B20EJS609	Credits	3		Class		VI semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-	Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

This Course intends to make students learn the techniques needed for compiler construction and also develops analytical skills. The course is conceptual.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain the concepts of Object-Oriented programming, Object-Relational Databases and Compilers.
2. Describe how syntax tree can be constructed to check the syntax of the given input.
3. Discuss different types of parsers and syntax directed definition and translation.
4. Demonstrate how code optimization and code generation is done for a given source code.

### COURSE OUTCOMES (COs)

After the completion of the course the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Apply the concepts of lexical, syntactic and semantic analysis to parse the given statement.	1,2,3,4,5,11,12	1
CO2	Experiment with the knowledge of different parsers by constructing the top down and SLR parsers.	1,2,3,4,5,11,12	2
CO3	Make use of different types of parsers and syntax directed definition and translation to check the syntax of the given input.	1,2,3,4,5,11,12	1
CO4	Develop code optimization and code generation for a given source code.	1,2,3,4,5,11,12	2,3
CO5	Learn new tools and technologies in the compiler design and apply for suitable application development.	12	2
CO6	Develop solutions in the related field Computer Vision and Applications to the complex problems, either individually or as a part of the team	5,9,10	2

### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember	Understand	Apply	Analyze	Evaluate	Create
CO1			√			
CO2			√	√		
			√			
CO4						√
CO5			√		√	
CO6				√	√	

### COURSE ARTICULATION MATRIX

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	2	1	1						2	2	3		
CO2	2	2	2	1	1						2	2		3	
CO3	2	2	2	1	1						2	2	3		
CO4	2	2	2	1	1						2	2		3	3
CO5												2		2	
CO6					3				2	2				2	

Note:1-Low,2-Medium,3-High

### COURSE CONTENT

#### THEORY:

CONTENTS
<b>UNIT-1</b>
<b>Introduction to Compilers:</b> Language processors; the structure of a Compiler;
<b>Lexical analysis:</b> Tokens, Regular expressions, Finite state automata, translating regular expressions into finite state automata;
<b>UNIT-2</b>
<b>Syntax analysis 1:</b> Context-free grammars, Derivations and syntax trees, Handling ambiguous grammars, Top-down parsing, Bottom-up parsing – SLR( );

### UNIT-3

**Syntax Analysis 2:** More powerful LR Parsers;

**Syntax-directed translation:** Syntax-directed definitions; Evaluation orders for SDDs; Applications of syntax-directed translation; Parser stack implementation of Postfix SDT;

### UNIT-4

**Code optimization and generation:** Basic blocks and Flow graphs; Optimization of basic blocks;

**Intermediate code generation:** Variants of syntax trees; Three-address code; Control flow; back patching;

#### TEXT BOOKS:

1. A. V. Aho, R. Sethi and J. D. Ullman, Compilers – Principles, Techniques, and Tools, Addison-wesley, Pearson Education, 2001.
2. Charles N. Fischer, Richard J. leBlanc, Jr., Crafting a Compiler with C, Pearson Education, 1991.
3. Kenneth C Loudon, Compiler Construction Principles & Practice, Cengage Learning, 1997.

#### REFERENCE BOOKS:

1. A.W. Appel, Modern Compiler Implementation in Java, Cambridge University Press, 2002.
2. IEEE, IEEE Transactions on Computers.
3. Elsevier, Computer Languages, Systems and Structures.
4. Springer, Journal of Logic, Language and Information.
5. ACM, ACM Transactions on Programming Languages and Systems (TOPLAS).

#### JOURNALS/MAGAZINES

1. <https://www.springer.com/gp/book/9783319669656>
2. <https://ieeexplore.ieee.org/document/101813>

#### SWAYAM/NPTEL/MOOCs:

6. <https://nptel.ac.in/courses/106/104/106104123/>
7. <https://www.mooc-list.com/tags/compiler>

#### SELF-LEARNING EXERCISES:

More Recent Applications: translating regular expressions into finite state automata; survey of latest compilers for dealing with parallel programming.



Course Title	Advanced Topics in Machine Learning (PE-III)				Course Type		Theory	
Course Code	B20EKS610	Credits	3		Class		VII Semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3	Theory	Practical	CIE	SEE
	Practice	0	0	0				
	-	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>-</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

The course combines breadth and depth of concepts involved in machine learning, offering advanced concepts on learning, hypothesis, analytical learning, inductive analytical approaches to learning

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Enable students to understand advanced probabilistic concepts in machine learning
2. Explore various models in advanced machine learning.
3. Design model parameters
4. Help the student choose most appropriate model to solve a problem.

### COURSE OUTCOMES(COs)

After the completion of the course the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Explain the advanced concepts in machine learning techniques	1,2,3,4,5,12	1,2
CO2	Examine the problem to determine correct model to apply	1,2,3,4,5,12	1,2
CO3	Estimate parameters of different types of models in advanced machine learning	1,2,3,4,5,12	1,2
CO4	Decide on the best ML approach and model to apply for solving a real world problem.	1,2,3,4,5,12	1,2
CO5	Learn new tools and technologies in the machine learning and apply for suitable application development.	12	2
CO6	Develop solutions in the related field machine learning to the complex problems, either individually or as a part of the team and report	5,9,10	2

**BLOOM'S LEVEL OF THE COURSE OUTCOME**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√				
CO2				√		
CO3		√				
CO4				√		
CO5			√		√	
CO6				√	√	

**COURSE ARTICULATION MATRIX**

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	3	3	3	3			1	1			3	3	3	
CO2	3	3	3	3	3				1			3	3	3	
CO3	3	2	2	2	3				1			2	3	3	
CO4	3	3	2	3	3				1			3	3	3	
CO5												2		2	
CO6					3				2	2				2	

Note:1-Low,2-Medium,3-High

**COURSE CONTENT**

**THEORY:**

<b>CONTENTS</b>
<b>UNIT – 1</b>
<p><b>Introduction</b> – Machine Learning : what and why – Types of ML, Supervised Learning – Classification , Regression, Unsupervised Learning – discovering clusters, discovering latent factors.</p> <p>Parametric vs non-parametric models, a simple non-parametric classifier – K-nearest neighbors, Curse of dimensionality, Parametric models for classification and regression, linear regression, logistic regression, overfitting, model selection, no free lunch theorem. <b>A brief review of probability</b> – Discrete random variables, discrete distributions, Bayes rule. <b>Bayesian Statistics</b> - MAP estimation, Bayesian Occam’s razor, Priors – Uninformative priors, Jeffreys priors, Robust priors, Mixtures of conjugate priors,</p>

### UNIT – 2

**Gaussian Models** : Introduction – notation, basics, MLE for an MVN, Maximum entropy derivation of the Gaussian, Linear discriminant analysis, two class LDS, Nearest shrunken centroids classifier

**Linear Regression** – Maximum Likelihood estimation least squares- derivation, robust linear regression, ridge regression – basic idea, connection with PCA, Bayesian Linear Regression – computing posterior, computing posterior predictive, Bayesian linear regression. **Bayesian Logistic Regression** – Laplace approximation.

### UNIT – 3

**Bayesian Concept Learning** – Likelihood, prior, posterior, posterior predictive. Beta binomial model – likelihood, prior, posterior, posterior predictive, Dirichlet multinomial model-likelihood, prior, posterior, posterior predictive.

**Gaussian Models** – Notation, Basics, Maximum likelihood estimation for a MVN. Gaussian discriminant analysis – quadratic discriminant analysis, linear discriminant analysis, two class LDA, regularized LDA, nearest shrunken centroids classifier. **Advanced Models** -Generalized linear models – basics, Probit regression – ML/MAP estimation using gradient based optimization

### UNIT – 4

**Multi-task learning** – Hierarchical Bayes for multi task learning, application to personalized email spam filtering, Directed Graphical Models (Bayes nets) – Markov and Hidden Markov Models, Medical Diagnosis, Mixture Models – Mixtures of Gaussians, using mixture models for clustering. EM algorithm for GMMS, l1 and l2 regularization, Kernel functions – RBF, kernels for comparing documents, Mercer kernels, linear kernels, Matern kernels, string kernels, string kernels, Pyramid match kernels. Kernel machines, kernel trick, kernelized nearest neighbor classification, kernelized K-medoids clustering, kernelized ridge regression.

#### TEXTBOOKS:

1. Kevin P. Murphy Machine Learning: A Probabilistic Perspective, 2012, The MIT Press.

#### REFERENCEBOOKS:

1. Tom M. Mitchell, "Machine Learning", India Edition McGraw Hill Education, 2013.
2. Chris Bishop, "Pattern Recognition and Machine Learning", Springer (India) Private Limited, 2013.
3. Ethem Alpaydin, "Introduction to Machine Learning", Second edition MIT press, 2010, Chapters 1, 2, 6, 7, 19.
4. Yoshua Bengio and Aaron Courville, "Deep Learning", Ian Good fellow, MIT Press book, 2016.
5. Richard o. Duda, Peter E. Hart and David G. Stork, "Pattern classification", John Wiley & Sons Inc., 2001

#### JOURNALS/MAGAZINES

1. IEEE Transactions on Pattern Analysis and Machine Intelligence
2. Springer machine learning
3. Elsevier Computational Statistics and Data Analysis
4. Wiley- International Journal of Intelligent Systems

#### SWAYAM/NPTEL/MOOCs:

1. <https://nptel.ac.in/courses/106/106/106106198/>

2. Advanced Machine Learning Specialization -Coursera

**SELF-LEARNINGEXERCISES:**

Latent linear models – factor analysis, PCA, Sparse linear models,

Course Title	Advanced Computer Architecture (PE-III)				Course Type		Theory	
Course Code	B20EKS611	Credits	3		Class		VI semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-	Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>0</b>	<b>50</b>	<b>50</b>

#### COURSE OVERVIEW

The objective of this course is to make students learn advanced computer architecture. The students learn the different aspects of pipeline, parallelism using instruction level and data parallelism

#### COURSE OBJECTIVE (S):

Objectives of this course are to:

5. Explain the fundamentals of quantitative design, analysis and memory design
6. Describe instruction level parallelism and know about ILP
7. Define the different aspects of data parallelism
8. Illustrate the techniques for thread level parallelism
9. Provide a continuous learning on design and evolution of chips and computer architecture under optimizations
10. Describe the vision of architectural enhancements and research challenges.

#### COURSE OUTCOMES (COs)

After the completion of the course the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Outline the fundamentals of quantitative, analysis and memory design.	1,2,3,4,5	1
CO2	Make use of different techniques of instruction level parallelism for real world application.	1,2,3,4,5	1
CO3	Identify the different data parallelism technique for given instruction.	1,2,3,4,5	1
CO4	Apply thread level parallelism in programming effectively.	1,2,3,4,5	2
CO5	Provide an understanding in evaluating architecture development and family categorization.	3,4,6,11,12	2,3
CO6	Continuous Learning objectives with evolving computer architecture design and optimization towards research gaps and challenges	4,5,11	3

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√				
CO2			√			
CO3		√				
CO4			√			
CO5				√		
CO6				√	√	

**COURSE ARTICULATION MATRIX**

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	3	2								3		
CO2	3	2	3	3	3								3		
CO3	3	3	2	2	2								3		
CO4	3	3	2	3	2									2	
CO5			3	2		3					2	2		1	3
CO6				3	3						3				2

**Note:**1-Low,2-Medium,3-High

## COURSE CONTENT

### THEORY:

CONTENTS
<p style="text-align: center;"><b>UNIT-1</b></p> <p><b>Fundamentals of Quantitative Design and Analysis:</b> Introduction, Classes of Computers, Defining Computer Architecture, Trends in Technology, Trends in Power and Energy in Integrated Circuits, Trends in Cost, Dependability, Measuring, Reporting, and Summarizing Performance, Quantitative Principles of Computer Design, Putting It All Together: Performance, Price, and Power</p> <p><b>Memory Hierarchy Design:</b> Introduction, Ten Advanced Optimizations of Cache Performance, Memory Technology and Optimizations, Protection: Virtual Memory and Virtual Machines, Crosscutting Issues: The Design of Memory Hierarchies, Putting It All Together</p>
<p style="text-align: center;"><b>UNIT-2</b></p> <p><b>Instruction-Level Parallelism:</b> Concepts and Challenges, Basic Compiler Techniques for Exposing ILP, Reducing Branch Costs with Advanced Branch Prediction, Overcoming Data Hazards with Dynamic Scheduling, Dynamic Scheduling: Examples and the Algorithm, Hardware-Based Speculation, Exploiting ILP Using Multiple Issue and Static Scheduling, Exploiting ILP Using Dynamic Scheduling, Multiple Issue, and Speculation, Advanced Techniques for Instruction Delivery and Speculation, Studies of the Limitations of ILP, Cross-Cutting Issues: ILP Approaches and the Memory System, Multithreading: Exploiting Thread-Level Parallelism to Improve Uniprocessor Throughput, Putting It All Together: The Intel Core i7 and ARM Cortex-A8</p>
<p style="text-align: center;"><b>UNIT-3</b></p> <p>Introduction, Vector Architecture, SIMD Instruction Set Extensions for Multimedia, Graphics Processing Units, Detecting and Enhancing Loop-Level Parallelism, Crosscutting Issues, Putting It All Together: Mobile versus Server GPUs and Tesla versus Core i7</p>
<p style="text-align: center;"><b>UNIT-4</b></p> <p>Introduction, Centralized Shared-Memory Architectures, Performance of Symmetric Shared-Memory Multiprocessors, Distributed Shared-Memory and Directory-Based Coherence, Synchronization: The Basics, Models of Memory Consistency: An Introduction, Crosscutting Issues, Putting It All Together: Multicore Processors and Their Performance</p>

### TEXT BOOKS:

1. John Hennessy David Patterson, Morgan Kaufmann, Computer Architecture, 5th Edition, A Quantitative Approach, September 2011
2. Kai Hwang, Naresh Jotwan, Advanced Computer Architecture, 3e, Tata McGraw Hill.
3. Dezsó Szörényi, Advanced Computer Architectures: A Design Space Approach,.

### REFERENCE BOOKS:

1. Chopra Rajiv, Advanced Computer Architecture, A Practical App.
2. Nicholas Carter , Raj Kamal, Computer Architecture and Organisation: Schaum's Outlines Series.

**JOURNALS/MAGAZINES**

5. <https://ieeexplore.ieee.org/xpl/RecentIssue.jsp?punumber=10208>
6. <https://www.springer.com/gp/book/97898115813>

**SWAYAM/NPTEL/MOOCs:**

3. [https://onlinecourses.nptel.ac.in/noc19\\_cs62/preview](https://onlinecourses.nptel.ac.in/noc19_cs62/preview)
4. <https://www.classcentral.com/course/swayam-advanced-computer-architecture-13884>

**SELF-LEARNING EXERCISES:**

The concepts of pipelining and the effects of pipelining in programming. The hazards of pipelining is also important topics.



Course Title	Embedded Systems ( PE-III)				Course Type		Theory	
Course Code	B20EKS612	Credits	3		Class		VI Semester	
<b>Course Structure</b>	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	0	0	0	Theory	Practical	CIE	SEE
	-	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>0</b>	<b>50</b>	<b>50</b>

#### **COURSE OVERVIEW**

This course introduces different learning approach for embedded systems. It looks at embedded system as a whole, specifies what it is, what it comprises of what is to be done with it, and how to go about the whole process of designing an embedded system with processor, sensors, memory and I/O. It also focusses on hardware/software codesign, real time operating system concept in realizing embedded system and embedded system development environment with an extension to introducing current trends in industry. Enough care is taken to provide in-depth knowledge in embedded system with a facility to build projects, case studies, etc.

#### **COURSE OBJECTIVE (S):**

The objectives of this course are to:

1. Discuss brief idea about the embedded system components, memory, communication interfaces and other firmware components.
2. Understand the Quality attributes, hardware and Software co-design, Computational models in embedded systems, Unified Modelling languages etc.
3. Understand the firmware system development and firmware development languages.
4. Explore the fundamentals of RTOS, Integrated Development Environment, Simulators and Emulators.
5. Explain trends in embedded system development.

### COURSE OUTCOMES (COs)

After the completion of the course the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Interpret various hardware and software components of embedded system	1, 2, 3, 4	2
CO2	Understand the quality attributes, hardware-software co-design in embedded systems.	1, 3, 4	3
CO3	Apply RTOS concepts for embedded system design	2, 3, 4, 5, 6	2
CO4	Evaluate IDE for embedded system and interpret emulator, hardware debugging and boundary scan concepts	4, 5, 6,11	3
CO5	Provide a continues learning approach for analysing embedded system applications and operation standards	5,6,11	2,3
CO6	Validating and understanding the change of technological aspects of embedded system applications and configurationinfrastructure	5,7,11,12	3

### BLOOM'S LEVEL OF THECOURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1			√			
CO2		√				
CO3			√	√		
CO4			√	√	√	
CO5				√		
CO6					√	

### COURSE ARTICULATION MATRIX

CO#/ PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PS01	PS02	PS03
CO1	3	2	2	3										

CO2	3		3	3										2
CO3		2	3	3	2	3							2	
CO4				2	2	3					2			3
CO5					3	1					3		2	2
CO6					2		2				3	2		3

Note:1-Low,2-Medium,3-High

## COURSE CONTENT

### THEORY:

<b>CONTENTS</b>
<b>UNIT – 1</b>
<b>Introduction to Typical Embedded System:</b> Core of the Embedded System, Memory, Sensors and Actuators, Communication Interface, Embedded Firmware, Other System Components
<b>UNIT – 2</b>
<b>Characteristics and Quality Attributes of Embedded Systems</b> Hardware Software Co-Design and Program Modeling: Fundamental Issues in Hardware Software Co-Design, Computational Models in Embedded Design, Introduction to Unified Modeling Language <b>(Self Study/Case Study)</b> , Hardware Software Trade-offs <b>Embedded Firmware Design and Development:</b> Embedded Firmware Design Approaches, Embedded Firmware Development Languages
<b>UNIT – 3</b>
<b>Real-Time Operating System (RTOS) based Embedded System Design:</b> Operating System Basics, Types of OS, Tasks, Process and Threads, Multiprocessing and Multitasking, Task Scheduling, Threads, Processes and Scheduling: Putting them altogether, Task Communication, Task Synchronization, Device Drivers, How to Choose an RTOS <b>(Self Study/Case Study)</b>
<b>UNIT – 4</b>
<b>The Embedded System Development Environment:</b> The Integrated Development Environment (IDE) <b>(Self Study/Case Study)</b> , Types of Files Generated on Cross-compilation, Disassembler/Decompiler, Simulators, Emulators and Debugging, Target Hardware Debugging, Boundary Scan. <b>Trends in the Embedded Industry:(Self Study/Case Study)</b> , Processor Trends in Embedded Systems, Embedded OS Trends, Development Language Trends, Open Standards, Frameworks and Alliances, Bottlenecks

### TEXTBOOKS:

1. Shibu K V, "Introduction to Embedded Systems", Tata McGraw Hill Education Private Limited, 2009
2. James K Peckol , "Embedded Systems – A contemporary Design Tool", John Wiley, 2008.

### REFERENCEBOOKS:

1. Wayne Wolf, — Computers as Components, Principles of Embedded Computing Systems Design||, Elsevier, 2 nd Edition, 2009.
2. Dr. K. V. K. K. Prasad, — Embedded / Real-Time Systems: Concepts, Design & Programming||, dreamtech publishers, 1 st Edition, 2003.
3. Frank Vahid, Tony Givargis, —Embedded System Design||, John Wiley & Sons, 3 rd Edition, 2006.
4. Lyla B Das, —Embedded Systems|| , Pearson Education, 1 st Edition, 2012.
5. David E. Simon, —An Embedded Software Primer||, Addison-Wesley, 1 st Edition, 1999.
6. Michael J. Pont, —Embedded C||, Pearson Education, 2nd Edition, 2008.

#### **JOURNALS/MAGAZINES**

1. <https://www.inderscience.com/jhome.php?jcode=ijes>
1. <http://www.sciencepublishinggroup.com/journal/index?journalid=236>
2. <https://www.electronicweekly.com/market-sectors/embedded-systems/>
3. <https://www.embedded.com/embedded-systems-design-magazine-archive/>
4. <https://spectrum.ieee.org/computing/embedded-systems>

#### **SWAYAM/NPTEL/MOOCs:**

1. <https://www.udemy.com/course/mastering-microcontroller-with-peripheral-driver-development/>
2. <https://www.coursera.org/learn/embedded-software-hardware>
3. <https://www.coursera.org/specializations/embedded-systems-security>
4. <https://www.coursera.org/specializations/embedded-systems-security>
5. <https://nptel.ac.in/courses/108/102/108102045/>

#### **Self-LearningExercises/Case Study:**

1. Explore various hardware embedded system designs
2. Build projects using IoT and hardware to illustrate embedded system concepts
3. Design complex automation system using embedded programming
4. Create real time application using ARM processor

Course Title	Data Mining (OE-II)				Course Type		Theory	
Course Code	B20CI0601	Credits	3		Class		Visemester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13 weeks/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-				
	Tutorial	-	-	-	Theory	Practical	CIE	SEE
	Total	3	3	3	39	0	50	50

### COURSE OVERVIEW

Data mining is a major area of exploration for knowledge discovery in databases. Data mining is for relatively unstructured data for which more sophisticated techniques are needed. The course aims to cover powerful data mining techniques including clustering, classification and association rules.

### COURSE OBJECTIVE (S):

1. Introduce the basics of data mining, data types, similarity and dissimilarity measures
2. Explain association rules and algorithms
3. Describe the classification algorithms for data categorization
4. Illustrate the clustering algorithms for grouping datasets
5. Demonstrate the appropriate data mining techniques for decision-making

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Explain the basics of data mining techniques, data types, identify the similarity and dissimilarity between the datasets and analyze the data sets using the association rules and algorithms	1,2,4,6,11,12	1,2
CO2	Characterize and discriminate data sets with classification methods	1,2,3,4,5,6,7	2
CO3	Employ the clustering methods in real life problems	1,2,3,4,5,6,7	2,3
CO4	Apply the knowledge for data mining applications	1,2,3,4,5,6,7, 12	2,3
CO5	Learn new tools and technologies in the data mining and apply for suitable application development.	12	1, 2
CO6	Develop solutions in the data mining to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation	5,9,10	1,2

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1	√	√				
CO2		√	√	√		
CO3			√	√		
CO4			√		√	
CO5			√			
CO6			√			

**COURSE ARTICULATION MATRIX**

CO# / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2		1		1					2	1	2	3	
CO2	3	3	2	2	3	2	1						3	3	
CO3	3	2	3	2	3	2	3							3	3
CO4	3	2	3	2	3	1	1					2		3	3
CO5	3		3									2		3	
CO6	3		3											3	

Note:1-Low,2-Medium,3-High

**COURSE CONTENT**

## THEORY

### UNIT-1

**Introduction:** What is Data Mining? Motivating Challenges, The origins of data mining, Data Mining Tasks, Types of Data, Data Quality, Data Preprocessing, Measures of Similarity and Dissimilarity, Data Mining Applications, Visualization.

### UNIT-2

**Association Analysis:** Basic Concepts and Algorithms, Frequent Itemset Generation, Rule Generation, Compact Representation of Frequent Itemsets, Alternative methods for generating Frequent Itemsets, FP GROWTH Algorithm, Evaluation of Association Patterns .

### UNIT-3

**Classification:** Basics, General approach to solve classification problem, Decision Trees, Evaluating the performance of a Classifier, Rule Based Classifiers, Nearest Neighbour Classifiers, Naïve Bayes Classifier

### UNIT-4

**Clustering:** overview, K-means, agglomerative hierarchical clustering, DBSCAN, Cluster Evaluation, Characteristics of Data, Clusters and Clustering Algorithms, Prototype Based Clustering.

## TEXTBOOKS:

1. A Pang-Ning Tan, Michael Steinbach and Vipin Kumar, "Introduction to Data Mining", Pearson Education, 2007.
2. Jiawei Han and Micheline Kamber, "Data Mining Concepts and Techniques" Second Edition, Elsevier, Reprinted 2008.

## REFERENCE BOOKS:

1. K.P. Soman, Shyam Diwakar and V. Ajay, "Insight into Data Mining Theory and Practice", Eastern Economy Edition, Prentice Hall of India, 2006.
2. G.K. Gupta, "Introduction to Data Mining with Case Studies", Eastern Economy Edition, Prentice Hall of India, 2006.

## JOURNALS/MAGAZINES:

1. Data Mining and Knowledge Science – Springer.
2. Interscience, The International Journal of Data Mining, Modelling and Management-
3. IEEE, IEEE Transactions on Knowledge and Data Engineering.

## SWAYAM/NPTEL/MOOCs:

1. [https://onlinecourses.nptel.ac.in/noc21\\_cs06/preview](https://onlinecourses.nptel.ac.in/noc21_cs06/preview)
2. Introduction to Data Mining- Coursera
3. Data Mining Specialization- Coursera

## SELF- LEARNING EXERCISES:

Decision Trees, Rule Based Classifiers, Nearest Neighbour Classifiers

Course Title	MACHINE LEARNING (OE-II)				Course Type		Theory	
Course Code	B20CI0602	Credits	3		Class		VI semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13 weeks/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-	Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

Machine learning uses interdisciplinary techniques such as statistics, linear algebra, optimization, and computer science to create automated systems that can process through large volumes of data at high speed to make predictions or decisions without human intervention.

### COURSE OBJECTIVES (S):

The objectives of this course are to:

1. Explain machine learning and problems relevant to machine learning.
2. Discuss the fundamentals of Decision trees learning and its issues
3. Illustrate neural networks, Bayes classifier and k nearest neighbour for problems appearing in machine learning.
4. Describe statistical analysis of machine learning techniques.

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to

CO#	Course Outcomes	POs	PSOs
CO1	Design the learning system to provide the solution for the given problem.	1,2,3,4,5	1, 2, 3
CO2	Apply Decision Tree technique for Classification problem	1,2,3,4,5	1, 2, 3
CO3	Develop Recognition or Prediction systems using Neural Network/Bayesian Model	1,2,3,4,5	1, 2, 3
CO4	Solve the problem by hypothesis testing using probability and statistics.	1,2,3,4,5	1, 2, 3
CO5	Learn new tools and technologies in the machine learning and apply for suitable application development.	12	1, 2
CO6	Develop solutions in the machine learning to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,9,10	1,2



**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1						√
CO2			√			
CO3			√			√
CO4				√	√	
CO5			√			
CO6			√	√	√	

**COURSE ARTICULATION MATRIX**

CO# / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	3	2	2								3	3	3
CO2	2	2	2	3	2								3	3	3
CO3	2	3	2	2	2								3	3	3
CO4	3	2	2	2	2								3	3	3
CO5	3	2	2		2								3		3
CO6	3		2		2								3	3	

Note:1-Low,2-Medium,3-High

**COURSE CONTENT:**

**THEORY**

<b>UNIT-1</b>
<p><b>Introduction:</b> Well posed learning problems, designing a Learning system, Perspective and Issues in Machine Learning.</p> <p>Concept Learning: Concept learning task, Concept learning as search, Find-S algorithm, Version space, Candidate Elimination algorithm, Inductive Bias.</p>
<b>UNIT-2</b>

**Decision Tree Learning:** Decision tree representation, Appropriate problems for decision tree learning, Basic decision tree learning algorithm, hypothesis space search in decision tree learning, Inductive bias in decision tree learning, Issues in decision tree learning.

### UNIT-3

**Artificial Neural Networks:** Introduction, Neural Network representation, appropriate problems, Perceptrons, Back propagation algorithm.

**Bayesian Learning:** Introduction, Bayes theorem, Bayes theorem and concept learning, ML and LS error hypothesis, ML for predicting probabilities, MDL principle, Naive Bayes classifier, Bayesian belief networks, EM algorithm.

### UNIT-4

**Evaluating Hypothesis:** Motivation, Estimating hypothesis accuracy, Basics of sampling theorem, General approach for deriving confidence intervals, Difference in error of two hypothesis, Comparing learning algorithms.

**Instance Based Learning:** Introduction, k-nearest neighbour learning, locally weighted regression, radial basis function, cased-based reasoning.

#### TEXTBOOKS:

1. Tom M. Mitchell, Machine Learning, India Edition McGraw Hill Education, 2013.

#### REFERENCEBOOKS:

1. Trevor Hastie, Robert Tibshirani, Jerome Friedman, "The Elements of Statistical Learning", 2nd edition, Springer series in statistics.
2. Ethem Alpaydin, "Introduction to machine learning", second edition, MIT press.

#### JOURNALS/MAGAZINES:

1. Journal of Machine Learning Research, <https://www.jmlr.org/>
2. <https://ieeexplore.ieee.org/document/8070809>
3. <https://www.ieeesmc.org/technical-activities/cybernetics/machine-learning>
4. <https://www.engpaper.com/machine-learning-ieee-papers-2019.htm>

#### SWAYAM/NPTEL/MOOCs:

1. <https://nptel.ac.in/courses/106/106/106106139/>
2. Introduction to Machine Learning, Machine Learning, Deep Learning-Coursera

#### SELF-LEARNING EXERCISES:

Reinforcement Learning: Introduction, Learning Task, Q Learning

Course Title	Neural Network (OE-II)				Course Type		Theory	
Course Code	B20CIO603	Credits	3		Class		V semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13 week / Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-				
	Tutorial	-	-	-	Theory	Practical	CIE	SEE
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>0</b>	<b>50</b>

### COURSE OVERVIEW

This course introduces the basic learning models, learning algorithms, and some applications of neural networks. The focus is on to understand and use neural networks for solving different problems related to pattern recognition, function approximation, data visualization, etc.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Understand mathematical basics of neural networks.
2. Choose appropriate error function and optimization algorithm
3. Enable a student to train a neural network using suitable approach
4. Design real world solutions using Neural networks.

### COURSE OUTCOMES (COs)

On successful completion of this course; the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Outline the mathematical concepts behind working of neural networks.	1,2,3,4,5	1
CO2	Illustrate the error functions and optimization algorithms that can be applied to a neural network model	1,2,3,4,5	2
CO3	Demonstrate the training of a neural network model to solve a problem.	1,2,3,4,5	3
CO4	Design a neural network using Tensor Flow to solve a real world problem.	1,2,3,4,5	3
CO5	Learn new tools and technologies in the neural networks and apply for suitable application development.	12	1, 2

CO6	Develop solutions in the neural networks to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,9,10	1,2
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**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1						√
CO2			√			√
CO3				√		√
CO4				√	√	√
CO5				√		√
CO6				√	√	√

**COURSE ARTICULATION MATRIX**

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	1	1	2	1								3		
CO2	3	2	3	1	2									3	
CO3	3	1	2	1	2										3
CO4	3	2	2	2	2										3
CO5	3	2	2	2	2									3	3
CO6	3		2	2	2									3	3

Note:1-Low,2-Medium,3-High

## COURSE CONTENT:

### THEORY

#### UNIT-1

**Neural Network Basics** – Statistical Pattern Recognition – an example character recognition, classification and regression, pre-processing and feature extractions, polynomial curve fitting, multivariate non-linear functions, decision boundaries, minimizing risk, single layer networks – linear discriminant functions, linear separability, least squares techniques, the perceptron, multi-layer perceptron – feed forward network mappings, threshold units, sigmoidal units, error back propagation, Jacobian Matrix, Hessian matrix.

#### UNIT-2

**Learning and Generalization:**Error Functions and Parameter Optimization Algorithms –Sum of squares error, Minkowski error, input dependent variance, modelling conditional distributions, estimating posterior probabilities, sum of squares for classification, cross entropy for two classes, entropy.

Error Surfaces, Local quadratic approximation, linear output units, optimization in practice, gradient descent, conjugate gradients, Newton’s Method,

Bias and Variance, Regularization, Training with noise, soft weight sharing,

Linear Neurons and Their Limitations, Sigmoid, Tanh, and ReLU Neurons, Softmax Output Layers, Looking Forward

#### UNIT-3.

**Training Feed-Forward Neural Networks:**The Fast-Food Problem, Gradient Descent, The Delta Rule and Learning Rates, Gradient Descent with Sigmoidal Neurons, The Back-propagation Algorithm, Stochastic and Mini batch Gradient Descent, Test Sets, Validation Sets, and Over fitting, Preventing Over fitting in Deep Neural Networks. Back Propagation: The Back propagation Network, The Generalized Delta Rule, Practical Considerations, BPNApplications, The Back propagation Simulator.

#### UNIT-4

**Implementing Neural Networks in Tensor Flow:** Definition of Tensor Flow, Installing Tensor Flow, Creating and Manipulating Tensor Flow Variables, Tensor Flow Operations, Placeholder Tensors ,Sessions in Tensor Flow, Navigating Variable Scopes and Sharing Variables, Managing Models over the CPU and GPU, Specifying the Logistic Regression Model in Tensor Flow, Logging and Training the Logistic Regression Model, Leveraging Tensor Board to Visualize Computation Graphs and Learning, Building a Multilayer Model for MNIST in Tensor Flow.

### TEXT BOOKS:

1. Christopher M Bishop, “Neural Networks for Pattern Recognition”, Clarendon Press, Oxford, 2005.
2. Nikhil Buduma, Nicholas Locascio, “Fundamentals of Deep Learning, designing next-generation machine intelligence algorithms”, O’Reilly, 1<sup>st</sup> Edition.

### REFERENCE BOOKS:

1. Simon Haykin, "Neural Networks- A comprehensive foundation", Pearson Education, 2003.
2. S.N.Sivanandam, S.Sumathi,S. N. Deepa "Introduction to Neural Networks using MATLAB 6.0", TATA Mc Graw Hill, 2006

3. Neural Networks Algorithms, Applications, and Programming Techniques - James A. Freeman

**JOURNALS/MAGAZINES**

1. IEEE Transactions on Neural Networks and learning systems
2. IEEE Transactions on Evolutionary Computation
3. IEEE Transactions on Fuzzy systems
4. Journal of Applied Soft Computing –Elsevier

**SWAYAM/NPTEL/MOOCs:**

1. [www.cs.stir.ac.uk/courses/ITNP4B/lectures/kms/1-Intro.pdf](http://www.cs.stir.ac.uk/courses/ITNP4B/lectures/kms/1-Intro.pdf)
2. <https://www.nptel.ac.in/courses/106/106/106106184>

**SELF-LEARNING EXERCISES:**

Architecture of Hopfield Network: Discrete and Continuous versions, Storage and Recall

Algorithm, Stability Analysis. Neural network applications: Process identification, control, fault diagnosis.

Course Title	Research Based Mini Project				Course Type		Theory	
Course Code	B20EK0604	Credits	2		Class		VI semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13 weeks / Semester		Assessment in Weightage	
	Theory	-	-	-				
	Practice	2	4	4				
	Tutorial	-	-	-	Theory	Practical	CIE	SEE
	<b>Total</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>52</b>	<b>50</b>

### COURSE OVERVIEW

This course offers "An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. This course introduces problem selection, synopsis writing, ethics, research design skills, research methods, how to carry out literature survey, reading and writing technical paper, thesis writing, introduction latex and beamer and how to design the quality research proposal.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain the dimensions and methods of research.
2. Illustrate the design of informed choice from the large number of alternative methods and experimental designs available.
3. Describe the features of a good research proposal.
4. Discuss the skills required for undertaking a research project and preparing a technical paper.

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Make use of the dimensions and methods of research for solving real world problems.	1,4,7,11,12	2,3
CO2	Identify the appropriate research problem and parameters to carry out the research work.	2,5,6,12	2,3
CO3	Apply different research skills in preparing proposal for research project and technical paper.	6,7,11	2,3
CO4	Create IPR documents using Latex Tool.	3,12	3
CO5	Learn new tools and technologies in the research based mini project and apply for suitable application development.	12	1, 2
CO6	Develop solutions in the research based mini project to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,9,10	1,2

### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√				
CO2				√	√	
CO3			√			
CO4						√
CO5		√	√			
CO6		√		√		√

**COURSE ARTICULATION MATRIX**

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2			2			1				1	1		3	3
CO2		2			1	3						2		3	3
CO3						2	1				2			3	3
CO4			2									2			3
CO5			2		1							2			3
CO6		2		2								2			3

**Note:**1-Low,2-Medium,3-High

**A Mini Project has to be carried out by the students and the same has to be completed by the end of semester. Students have to spend a minimum of 8 hours per week on the mini project. A Mini Project has to be developed and documented using Latex. The outcome of the mini project should be paper publication/ IPR**



Course Title	Indian Tradition and Culture				Course Type		Theory	
Course Code	B20PA0501	Credits	2		Class		VI semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	2	2	2				
	Practice	-	-	-	Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>26</b>	<b>0</b>	<b>50</b>	<b>50</b>

#### COURSE OVERVIEW

This course offers the students with various aspects of culture and heritage of India..This course also enable the students to understand the contribution of our ancestors in the areas of science,medicine,arts,language and literature

#### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. To provide conceptual knowledge of Indian culture and traditions
2. To introduce students to the science and technological advancements related to Indian culture
3. To help students understand the Indian spiritual aspects of Indian culture
4. To help learners understand the factors which unite the diverse cultures of India

#### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Gain conceptual understanding of Indian culture and traditions.	2,3,4,6,8,12	3
CO2	Describe various ancient theories in treatment of any disease, Appreciate the science and technological advancements in ancient India.	10.,11	3
CO3	Comprehend the Indian spiritual aspects of Indian culture like yoga, meditation and nirvana.	11	3
CO4	Demonstrate the theory behind celebrating Hindu festivals and concept of making varieties of food and Understand India as a land united by cultural diversity	11,12	3
CO5	Learn new tools and technologies in the indian tradition and culture and apply for suitable application development.	12	1, 2
CO6	Develop solutions in the indian tradition and culture to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,9,10	1,2

#### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√				
CO2	√	√				
CO3		√				
CO4		√				
CO5		√				
CO6		√				

#### COURSE ARTICULATION MATRIX

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PS01	PS02	PS03
CO1		2	1	2		2		3				3			1
CO2										2	2				2
CO3											2				1
CO4											2	2			1
CO5											2	2			1
CO6											2	2			1

Note:1-Low,2-Medium,3-High

#### COURSE CONTENT

##### THEORY

##### UNIT-1

**Indian Tradition** Culture – Indus Valley Civilization and early cultural practices, The Vedic culture, Influence of Buddhism and Jainism on Indian Culture, Influence of Islam and Christianity, Indian Cultural Renaissance of the 19<sup>th</sup> Century

Religion – Pre-vedic and Vedic religion, Jainism, Buddhism, Hinduism, Religious Reform Movements, Advent of Christianity

Art – Introduction to Natyashastra, classical and contemporary art forms (dance and music), regional art forms (dance and music), Folk art, puppetry

Architecture – Engineering and Architecture in Ancient India; Evolution of Hindu Temple Structures, Sculptures, Coins and Pottery from Ancient India

Literature- Vedas, Upanishads, Ramayana, Mahabharata & Bhagavat Gita.

#### UNIT-2

**Contribution of ancient India to Science and Maths** . Development of Science in Ancient India- Astronomy, Mathematics, Medicine, Metallurgy. Scientists of Ancient India: Mathematics and Astronomy- Baudhayan, Aryabhata, Brahmagupta, Bhaskaracharya, Mahaviracharya Science- Kanad, Varahamihira, Nagarjuna Medical Sciences (Ayurveda and Yoga)- Susruta, Charaka, Yoga and Patanjali Science and Scientists in Medieval India- Mathematics, Biology, Chemistry, Astronomy, Medicine, Agriculture. Scientists in Modern India- Srinivas Ramanujan, Chandrasekhara V Raman, Jagadish Chandra Bose, Homi Jehangir Bhabha, Dr, Vikram Ambalal Sarabhai, Dr. APJ Abdul Kalam

#### UNIT-3

**Indian Spiritual Aspects** Hindu Spirituality based on shruti and smriti- Hinduism in General, Basic notions of Vedas, Upanishads, Ramayana, Mahabharata & Bhagavat Gita.

Hata Yoga and Pranayama- Main Features, Basics of Yoga – Different kinds of Yoga; Raja Yoga (Ashtanga yoga); Karma yoga; Bhakti Yoga – yoga of Loving Devotion; Jnana yoga – Yoga of Knowledge; Hatha Yoga (Asana/ Pranayamas); Kundalini Yoga; Nada Yoga; Sannyasa Yoga

Buddhist, Jaina Spiritualities- Main Doctrines of Buddhism: Four Noble Truths (Arya Satya), Concept of Nirvana - Ashtanga Marga

#### UNIT-4

**Unity in Diversity** Commensality and the Significance of Food – Eating Together as Family and as a Society, Food at Rituals; annaprasan, marriage and funeral, Kitchen as Shared Space for Women, Food and Nationalist Response of Indian Community, Visibility of Indian Cuisine in the World

Celebrating Diverse Festivals – Festival Types: Religious and Seasonal, Religious - Holi, Diwali, Ganesh Chaturthi, Janmashtami, Mahavir Jayanthi, Ramadan, Christmas, Buddha Purnima; Seasonal (harvest festivals) - Baisakhi, Pongal, Sankranti

Attire - Indus Valley Civilization, Vedic period, Modern India

#### TEXT BOOKS:

1. Sundararajan K.R., Hindu Spirituality - Vedas through Vedanta, Cross Road Publications, New York, 1997.
2. Griffiths Bede, Yoga and the Jesus Prayer Tradition, Asian Trading Corporation, Bangalore, 1992
3. Ansh Mishra, Science in Ancient India, Indian Corporation, New Delhi, 1998
4. Sen Taylor, Collen. Feasts and Fasts: A History of Food in India. Reaktion Books, New Delhi, 2014.
5. Thapar, Romila, Readings in Early Indian History. Oxford University Press. New Delhi, 2018

#### JOURNALS/MAGAZINES

1. <https://www.jstor.org/stable/538560?seq=1>
2. <https://www.livescience.com/28634-indian-culture.html>

3. <https://www.inderscience.com/info/ingeneral/forthcoming.php?jcode=ijicbm>

**SWAYAM/NPTEL/MOOCs**

1. <https://nptel.ac.in/courses/109/104/109104102/>
2. <https://nptel.ac.in/courses/109/103/109103018/>

**SELF-LEARNING EXERCISES:**

Indian Painting Tradition, Evolution of script and languages in India

Course Title	Brain Machine Interface				Course Type		Theory	
Course Code	B20EA0602	Credits	2		Class		VI semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	1	1	1				
	Practice	1	2	2				
	Tutorial	-	-	-	Theory	Practical	CIE	SEE
	<b>Total</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>26</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

Brain Machine interface (BMI) technology provides a means of communication that allows individuals with severely impaired movement to communicate with assistive devices using the electroencephalogram (EEG) or other brain signals. The practicality of a BMI has been possible due to advances in multi-disciplinary areas of research related to cognitive neuroscience, brain-imaging techniques and human-computer interfaces.

### COURSE OBJECTIVE(S):

The objectives of this course are to:

1. Gain knowledge on different types of BMI signals from instruments.
2. Gain knowledge on the major components of BMI which makes up the system.
3. Gain expertise on Brain machine interfacing.
4. Discuss BMI applications and strategies.

### COURSE OUTCOMES (COs)

After the completion of the course, the student will be able to:

CO#	Course Outcomes	POS	PSOs
1	Describe different types of BMI signals from instruments	1	1,2
2	Describe different types of brain signals used for feature extraction	1,2	1,2
3	Discuss the major components of BMI which makes up the system	1,5, 12	1,2
4	Explain the applications based on BMI	1,5, 12	1,2
5	Use the toolbox BMILAB	1,5,9, 12	1,2
6	Develop solutions in the brain machine interface to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	1,5,9,12	1,2

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1	√	√				
CO2		√				
CO3			√			
CO4				√	√	
CO5						√
CO6			√		√	√

**COURSE ARTICULATION MATRIX**

CO# / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3												3	3	
CO2	3	3											3	3	
CO3	3				3							3	2	2	
CO4	3				3							3	1	1	
CO5	3				3				2			3	3	3	
CO6	3				3				2			3		3	

Note:1-Low,2-Medium,3-High

**COURSE CONTENT THEORY**

<b>UNIT-1</b>
<b>Brain computer interface:</b> What is BCI? How do BCI works, Brain computer interface types-Invasive, Partially invasive, Non-invasive, Brain signal for BCI signal-EEG, MEG, fNIRS, fMRI , Non brain signals for BCI
<b>UNIT-2</b>
<b>Interfacing Brain and Machine:</b> Introduction, The Brain and Electrode Placement, Operational Techniques in BCI, Data Acquisition, Pre-processing: A Signal Enhancement Requirement along with Noise Reduction, Feature Extraction, Classification, Post-processing, Validation and Optimization Techniques, Graphical User Interface [GUI], Strategies in BCI Applications, Performance Measures of a BCI System.
<b>UNIT-3</b>

Data Acquisition, Pre-processing: A Signal Enhancement Requirement along with Noise Reduction, Feature Extraction,

**UNIT-4**

Classification, Post-processing, Validation and Optimization Techniques, Graphical User Interface [GUI], Strategies in BCI Applications, Performance Measures of a BCI System.

**Practise:**

No.	Title of the Experiment	Tools and Techniques	Expected Skill /Ability
1.	Introduction to EEG	<ul style="list-style-type: none"> <li>• Hardware setup</li> <li>• MATLAB and Simulink</li> <li>• EEG recording and analysis software</li> </ul>	<ul style="list-style-type: none"> <li>• Set up EEG hardware and experiment</li> <li>• Record from the first subject; recognize good electrode impedance and noisy vs. high-quality data</li> <li>• Learn the basics of Simulink</li> </ul>
2.	Biological Artifacts in EEG	<ul style="list-style-type: none"> <li>• Hardware setup</li> <li>• MATLAB and Simulink</li> <li>• EEG recording and analysis software</li> </ul>	<ul style="list-style-type: none"> <li>• Begin analyzing data in MATLAB</li> <li>• Implement FIR filtering to reduce the effects of biological and nonbiological artifacts on the data</li> <li>• Learn about different neural oscillations and associated cognitive processes</li> </ul>
3.	Neurofeedback	<ul style="list-style-type: none"> <li>• Hardware setup</li> <li>• MATLAB and Simulink</li> <li>• EEG recording and analysis software</li> </ul>	<ul style="list-style-type: none"> <li>• Create a real-time measure of alpha and theta powers in Simulink</li> <li>• Understand mechanisms of neurofeedback</li> </ul>
4	P300 Speller	<ul style="list-style-type: none"> <li>• Hardware setup</li> <li>• MATLAB and Simulink</li> <li>• EEG recording and analysis software</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the concept of event related potentials and describe various ERP components</li> <li>• Apply a preprogrammed module to record data and to control a brain-controlled on-line speller</li> <li>• Find ERPs to target vs. non-target letters and mark the significant P300 responses</li> </ul>

5	Auditory ERP	<ul style="list-style-type: none"> <li>• Hardware setup</li> <li>• MATLAB and Simulink</li> <li>• EEG recording and analysis software</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce auditory ERP components and the auditory oddball paradigm</li> <li>• Design an event marker to track experimental events</li> <li>• Plot neural response on a scalp map; find spatial location of ERP components</li> </ul>
6.	Auditory Steady State Response	<ul style="list-style-type: none"> <li>• Hardware setup</li> <li>• MATLAB and Simulink</li> <li>• EEG recording and analysis software</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce ASSR and frequency-modulated neural components</li> <li>• Design and program an ASSR experiment</li> <li>• Analyze data in the frequency domain using the fast Fourier transform (FFT)</li> </ul>
7	Attentional Modulation of ASSR	<ul style="list-style-type: none"> <li>• Hardware setup</li> <li>• MATLAB and Simulink</li> <li>• EEG recording and analysis software</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the effect of attention on ASSR paradigm</li> <li>• Implement online analysis in real-time using Simulink</li> </ul>
8	Steady State Visually Evoked Potentials	<ul style="list-style-type: none"> <li>• Hardware setup</li> <li>• MATLAB and Simulink</li> <li>• EEG recording and analysis software</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce SSVEP and its applications</li> <li>• Analyze data in frequency domain in a visual paradigm</li> </ul>
9	Imagined Movement	<ul style="list-style-type: none"> <li>• Hardware setup</li> <li>• MATLAB and Simulink</li> <li>• EEG recording and analysis software</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the basics of human motor cortex</li> <li>• Apply a preprogrammed module to record data for further processes</li> </ul>
	Mini Projects i. Auditory Oddball Paradigm		<ul style="list-style-type: none"> <li>• Design and program an auditory oddball experiment</li> <li>• Investigate the effect of subject attention and deviant probability on different ERP components</li> <li>• Implement group analysis using shared dataset between groups</li> </ul>



	ii. Decoding Imagined Movement		<ul style="list-style-type: none"> <li>• Calculate common spatial pattern (CSP) filters and project data into CSP space</li> <li>• Train an LDA classifier to decode imagined movement of single trials using CSP</li> <li>• Test classifier with cross-validation</li> </ul>
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- Design of Robotic Wheelchair Through Brain-Machine Interface
- A Feasibility Study for Developing an Emotional Control System Through BMI
- On board Chess playing using Brain Machine Interface
- Analysis on the effect of Colors on Human emotions and Blood groups using BMI
- Brain Browser using BMI – An application for physically challenged
- A study on the effect of Yoga and Meditation on Human physical system using BMI.
- Learning-enhancer: Optimizing studying habits with BCI. An EEG based software, which learns the user’s learning behavior. After a few learning sessions, the software will be able to: 1. Tell the user at what times she is at her peak performance, for better learning session planning, and 2. Tell the user at real time when she should stop learning and rest for a few minutes, to work better afterwards.
- Stay-awake app: Are you falling asleep when you should actually be awake??? (i.e., while driving, in a boring conference meeting, while studying). Develop an application which will monitor your brainwaves, and when it detects that you’re falling asleep- will provide real time feedback via earphones or loudspeaker (i.e., loud noise, rhythmic music) to wake you up immediately!!!
- Turner: Aim to reduce bicycle traffic accidents using the power of the mind. Using a headband integrated into a bicycle helmet, we will predict the rider’s intention to perform maneuvers- turn left or right- and alert the surrounding traffic by blinking lights in the respective direction. Like a car’s turn signal.
- EEG Rubik’s Cube: Build a device that will manipulate a Rubik cube using EEG input. Depending on our helmet’s capabilities, the control of the device will be more interesting. The basic scenario: The Rubik Cube will be solved only when you are really concentrating at something.

**TEXTBOOK:**

1. “Brain Computer Interfacing an Introduction”, Rajesh P N Rao, Cambridge University Press, 2013, 9780521769419.
2. “Brain-Computer Interfacing for Assistive Robotics”, Valbhav Gandhi, Academic Press, 2014. eBook ISBN: 9780128015872.

**REFERENCEBOOKS:**

1. Brain-Computer Interfaces: Lab Experiments to Real-World Applications, Damien Coyle, 2016, ISBN: 9780128092620.

**SWAYAM/NPTEL/MOOCs:**

1. <https://www.udemy.com/course/brain-computer-interface/>

**SELF-LEARNINGEXERCISES:**

Color Meditation – Effect of Blue color on Human thought and its side effects

Design of an EEG based Emotion Recognition System –An Application to Music Thera

## Detailed Syllabus

### Semester-7

Title	Swarm and Bio-Inspired Intelligence (PE-V)				Course Type		Theory	
Course Code	B20EAS701	Credits	3		Class		VII Semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-	Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>50</b>	<b>50</b>

#### COURSE OVERVIEW:

The basics of swarm and bio inspired intelligence are introduced. The course also provides knowledge Bio-inspired algorithms such as ant colony algorithm, bat algorithm (BA), cuckoo search (CS), firefly algorithm (FA), and particle swarm optimization.

#### COURSE OBJECTIVE(S):

The objectives of this course are to:

1. Impart the knowledge of swarm and bio inspired intelligence
2. Illustrate the swarm intelligence algorithms
3. Discuss metaheuristic Algorithms
4. Analyze Swarm algorithms

#### COURSE OUTCOMES (COs)

After the completion of the course the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Identify the fundamentals of Swarm and Bio inspired intelligence	1,2,4,5	1,2
CO2	Analyze the performance of Swarm based Algorithm for Constrained Optimization	1,2,3,4,5	1,2
CO3	Apply Meta heuristic algorithm for Metaheuristic Optimization	1,2,3,4,5	1,2
CO4	Develop a program to solve real world problem using Self-Adaptive Memantic Swarm Optimization Algorithm.	1,2,3,4,5	1,2
CO5	Learn new tools and technologies in the <b>swarm</b> and bio-inspired intelligence and apply for suitable application development.	12	2
CO6	Develop solutions in the related field swarm and bio-inspired intelligence to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,9,10	2

#### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√				
CO2				√		
CO3			√			
CO4			√			√
CO5			√		√	
CO6				√	√	

#### COURSE ARTICULATION MATRIX

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PS01	PS02	PS03
CO1	3	2		2	1								3	3	
CO2	3	2	2	1	1								3	3	
CO3	3	2	2	1	1								3	3	
CO4	3	2	1	1	1								3	3	
CO5												2		2	
CO6					3				2	2				2	

Note:1-Low,2-Medium,3-High

#### COURSE CONTENT

**THEORY:**

<b>CONTENTS</b>
<b>Unit-1</b>
Introduction to swarm and bio inspired Intelligence. Current Issues in Bio-Inspired Computing, Search for the Magic Formulas for Optimization, Characteristics of Metaheuristics, Swarm-Intelligence-Based Algorithms
<b>Unit-2</b>
Analysis of Swarm Intelligence Based Algorithms for Constrained Optimization, Ant bee colony, Cuckoo search, Numerical examples
<b>Unit-3</b>
Metaheuristic Algorithms, Le´vy Flights in Global Optimization, Metaheuristic Algorithms Based on Le´vy Probability Distribution: Is It a Good Idea?
<b>Unit-4</b>
Memetic Self-Adaptive Firefly Algorithm, Swarm Algorithms

**TEXT BOOKS:**

1. Xin-She Yang, Zhihua Cui, Renbin Xiao, Amir Hossein Gandomi, Mehmet Karamanoglu, "Swarm Intelligence and Bio Inspired Computation", Elsevier, 1<sup>st</sup> Edition, 2013.
2. Eric Bonabeau, Marco Dorigo, Guy Theraulaz "Swarm Intelligence: From Natural to Artificial Systems", Springer, 19
3. Felix Chan, Manoj Tiwari, "Swarm Intelligence: Focus on Ant and Particle Swarm Optimization", InTech, 2007
4. Veysel Gazi and Kevin M. Passino, "Swarm Stability and Optimization", Springer, 2011

**REFERENCE BOOKS:**

1. James Kennedy and Russel Eberhart, "Swarm Intelligence", Morgan Kaufmann, 2001.
2. Zbigniew Michalewicz and David Fogel, "How to solve it: Modern Heuristics", Springer, 2001.
3. Marco Dorigo and Thomas Stützle, "Ant Colony Optimization", The MIT Press, 2004.
4. C. Solnon, "Ant Colony Optimization and Constraint Programming", Wiley 2010.
5. Gerhard Weiss, "Multiagent Systems: A modern approach to distributed artificial systems", The MIT Press, 2000.
6. Christian Müller-Schloer, Hartmut Schmeck and Theo Ungerer, "Organic Computing — A Paradigm Shift for Complex Systems", Springer, 2011.

**JOURNALS/MAGAZINES**

1. <https://www.springernature.com/gp/researchers/text-and-data-mining>
2. [https://www.researchgate.net/publication/220834557\\_Using\\_Swarm\\_Intelligence\\_Techniques\\_in\\_Document\\_Management\\_System](https://www.researchgate.net/publication/220834557_Using_Swarm_Intelligence_Techniques_in_Document_Management_System)

**SWAYAM/NPTEL/MOOCs:**

1. <https://nptel.ac.in/noc/courses/noc19/SEM2/noc19-ma29/>
2. Bioinspiration-Coursera

**SELF-LEARNING EXERCISES:**

Comparative study of swarm and bio inspired algorithms



Course Title	Augmented and Virtual Reality (PE-III)				Course Type		Theory	
Course Code	B20EKS702	Credits	3		Class		VII semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-	Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	Total	3	3	3	39	0	50	50

#### COURSE OVERVIEW:

This course covers basic concepts of augmented reality and virtual reality. The course also introduces the student to the working of multiple models of input and output interface in VR. The course also helps the student to understand development tools and frameworks in VR. Further, this course helps the student to work on the application of VR in digital entertainment.

#### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain the principles and multidisciplinary features of Virtual Reality.
2. Illustrate the multimodal user interaction and perception in Virtual Reality.
3. Demonstrate the use of objects for managing large scale Virtual Reality environment in real time.
4. Discuss the various solutions using Virtual Reality system framework and development tools for industry and social relevant applications.

#### COURSE OUTCOMES (COs)

After the completion of the course the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Identify the components of Augmented Reality and Virtual Reality.	1,10	1
CO2	Apply multimodal user interaction and perception techniques involved in Virtual Reality.	1,2,3,5,10	3
CO3	Develop real world applications using simulation and interactive techniques.	1,2,3,5,10,11	2,3
CO4	Choose the innovative Virtual Reality solutions for industrial and Social relevant applications.	1,10,11	1
CO5	Evaluate current trends of AR and VR media delivery to propose options to potential clients, and discuss the benefits, challenges and misconceptions involved with working in AR and VR.	1,8,12	1,2
CO6	Evaluate various interaction schemes common to AR/VR experiences.	9,12	2

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√				
CO2			√			
CO3						√
CO4		√		√		
CO5				√	√	
CO6					√	

**COURSE ARTICULATION MATRIX**

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3									3			3		
CO2	3	3	3		3					3					3
CO3	3	3	3		3					3	2			3	3
CO4	3									3	2		3		
CO5	2							2					1	2	
CO6	1		2						2					2	

**Note:**1-Low,2-Medium,3-High



## COURSE CONTENT

### THEORY:

CONTENTS
<b>UNIT-1</b> <b>Introduction to Augmented Reality (AR):</b> Definition and Scope, A Brief History of Augmented Reality, Examples, Related Fields, System Structure of Augmented Reality, Key Technology in AR. <b>Introduction to Virtual Reality (VR):</b> Fundamental Concept and Components of VR, Primary Features and Present Development on VR.
<b>UNIT-2</b> <b>Multiple Models of Input and Output Interface in VR:</b> Input – Tracker, Sensor, Digital Glove, Movement Capture, Video-based Input, 3D Menus and 3D Scanner. Output – Visual, Auditory, Haptic Devices.
<b>UNIT-3</b> <b>Environment Modeling in VR:</b> Geometric Modeling, Behavior Simulation, Physically Based Simulation. <b>Interactive Techniques in VR:</b> Body Track, Hand Gesture, 3D Manus, Object Grasp.
<b>UNIT-4</b> <b>Development Tools and Frameworks in VR:</b> Frameworks of Software Development Tools in VR, X3D Standard, Vega, MultiGen, Virtools, Unity. <b>Application of VR in Digital Entertainment:</b> VR Technology in Film and TV Production, VR Technology in Physical Exercises and Games, Demonstration of Digital Entertainment by VR.

### TEXT BOOKS:

1. Dieter Schmalzter and Tobias Hollerer. Augmented Reality: Principles and Practice, Addison-Wesley, 2006.
2. Burdea, G. C. and P. Coffet. Virtual Reality Technology, Second Edition. Wiley-IEEE Press, 2003/2006.

### REFERENCE BOOKS:

1. Sherman, William R. and Alan B. Craig, Understanding Virtual Reality – Interface, Application, and Design, Morgan Kaufmann, 2002.
2. Fei GAO, Design and Development of Virtual Reality Application System, Tsinghua Press, March 2012.
3. Guanran LIU, Virtual Reality Technology, Tsinghua Press, Jan. 2011.

### JOURNALS/MAGAZINES

1. International Journal of Virtual and Augmented Reality (IJVAR), <https://www.igi-global.com/journal/international-journal-virtual-augmented-reality/145080>
2. Springer, Virtual Reality, <https://www.springer.com/journal/10055>

### SWAYAM/NPTEL/MOOCs:

1. <https://www.mooc-list.com/tags/virtual-reality>
2. <https://nptel.ac.in/courses/106/106/106106138/>

### SELF-LEARNING EXERCISES:

Unity 3D, Manus

Course Title	System Modeling and Simulation (PE-V)				Course Type		Theory	
Course Code	B20EKS703	Credits	3		Class		VII semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-	Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>0</b>	<b>50</b>	<b>50</b>

#### COURSE OVERVIEW:

System modelling is a process of development of a model for a real world operation. Model is built to check the feasibility of implementation of the real world applications. Simulation is the imitation of the operation of a real world system that gives information about the system being investigated. . The system may be electrical, electronic, industrial, and chemical. The activities of the model consist of events, or inputs and outputs, which are activated at certain points in time and in this way affect the overall state of the system.

#### COURSE OBJECTIVE:

The objectives of this course are to:

1. Explain the concept of simulation along with single channel and multichannel queuing system.
2. Illustrate the working of discrete event system and manual simulation with respect to event scheduling algorithm.
3. Discuss random number generation and variates with different testing techniques.
4. Describe how to model, calibrate, verify and validate a software model along with simulation

#### COURSE OUTCOMES(COs)

After the completion of the course the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Make use of the simulation tools in real world applications.	1,2,3,4,5	1
CO2	Analyse the concept of scheduling with respect to time and events simulation analysis.	1,2,3,4,5	1
CO3	Identify a suitable random variate method for solving given real world problems.	1,2,3,4,5	2,3
CO4	Compare Verification and Validation of simulation models for given real world data.	1,2,3,4,5	1
CO5	Learn new tools and technologies in the system modeling and simulation and apply for suitable application development.	12	2
CO6	Develop solutions in the related fieldsystem modeling and simulation to the complex problems, either individually or as a part of the team	5,9,10	2

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1			√			
CO2				√		
CO3		√				
CO4		√		√		
CO5			√		√	
CO6				√	√	

**COURSE ARTICULATION MATRIX**

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	1	2								3		
CO2	3	2	2	1	2								3		
CO3	3	1	3	2	2									3	3
CO4	3	1	2	2	3								3		
CO5												2		2	
CO6					3				2	2				2	

Note:1-Low,2-Medium,3-High

**COURSE CONTENT**

**THEORY:**

<b>CONTENTS</b>
<b>UNIT-1</b>
<b>Introduction to Simulation:</b> Simulation, Advantages, Disadvantages, Areas of application, System environment, components of a system, Model of a system, types of models, Discrete Event system simulation, steps in a simulation study. Simulation Examples: Simulation of Queuing systems, Simulation of Inventory System.

### UNIT-2

**General Principles:** Concepts in discrete - event simulation, event scheduling/ Time advance algorithm, simulation using event scheduling, list processing.

**Statistical models in simulation:** Review of terminology and concepts; Useful statistical models, Discrete distribution: Bernoulli distribution, Binomial distribution, Geometric and Poisson distribution. Continuous distribution: Uniform distribution, Exponential distribution and normal distribution.

### UNIT-3

**Random Numbers:** Properties, Generations methods, Tests for Random number- Frequency test, Runs test, Autocorrelation test.

**Random Variate Generation:** Inverse Transform Technique- Exponential, Uniform distributions, direct transformation for Normal and log normal Distributions, convolution methods- Erlang distribution, Acceptance Rejection Technique.

### UNIT-4

#### Analysis of Simulation Data

**Input Modelling:** Data collection, Identification and distribution with data, parameter estimation, Goodness of fit tests, Selection of input models without data, Multivariate and time series analysis.

**Verification and Validation of Model:** Model Building, Verification, Calibration and Validation of Models.

#### TEXT BOOKS:

1. Jerry Banks, John S. Carson II, Barry L. Nelson, David M. Nicol, Discrete-Event System Simulation, Pearson Education, 4th Edition, 2007.
2. Lawrence M. Leemis, Stephen K. Park, Discrete – Event Simulation: A First Course Pearson Education/ Prentice-Hall India, 2006.

#### REFERENCE BOOKS:

1. Geoffrey Gordon, System Simulation, Prentice Hall publication, 2nd Edition, 1991
2. Averill M Law, W David Kelton, Simulation Modelling & Analysis, McGraw Hill International Editions – Industrial Engineering series, 4th Edition.
3. Narsingh Deo, Systems Simulation with Digital Computer, PHI Publication (EEE), 3rd Edition, 2004

#### JOURNALS/MAGAZINES

1. <https://ieeexplore.ieee.org/document/5679170>
2. <https://link.springer.com/book/10.1007/978-4-431-49022-7>

#### SWAYAM/NPTEL/MOOCs:

1. <https://nptel.ac.in/courses/112/107/112107214/>
2. Modelling and Simulation-Coursera

#### SELF-LEARNING EXERCISES:

Types of simulations with respect to output analysis; Output analysis for terminating simulations; Output analysis for steady-state simulations.

Course Title	Python for Data Science (OE-III)				Course Type	Theory		
Course Code	B20CIO701	Credits	3		Class		VII semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-	Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

This course covers fundamentals of Python programming, data preprocessing, sampling methods, Data Visualization techniques, it involves developing a methods to analyzing data effectively to extract useful information and statistical method used in statistical decision using experimental data.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain the fundamentals of python programming
2. Discuss the data science and issues of Data science.
3. Describe the methods and programming tips of handling large data
4. Summarize the fundamentals of statistics and various Data Visualization techniques.

### COURSE OUTCOMES(COs)

After the completion of the course the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Apply the concepts of python programming to develop simple applications.	1,2,3,4,5	1,2
CO2	Make use of the concepts of data science for solving real world problem.	1,2,3,4,5	1,2
CO3	Identify the techniques which are suitable to handle large volumes of data for distributed data storage.	1,2,3,4,5	1,2
CO4	Analyze the results obtained using various visualization techniques on given data.	1,2,3,4,5	3
CO5	Learn new tools and technologies in the python for data science and apply for suitable application development.	12	2

<b>CO6</b>	Develop solutions in the related field of python for data science to the complex problems, either individually or as a part of the team and report	5,9,10	2
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**BLOOM’S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom’s Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1			√			
CO2			√			
CO3		√				
CO4			√	√		
CO5			√		√	
CO6				√	√	

**COURSE ARTICULATION MATRIX**

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	1	2	1								3	3	
CO2	2	2	1	2	2								3	3	
CO3	2	2	2	1	2								3	3	
CO4	2	2	1	2	2								3	3	

**Note:**1-Low,2-Medium,3-High

**COURSE CONTENT**

**THEORY:**

<b>CONTENTS</b>
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### UNIT- 1

Introduction to concepts of OOPs: Objects and Classes, Data Abstraction, Encapsulation, Polymorphism and Inheritance. Difference between OOP and POP. Python IDEs

**Your First Python Program:** Diving in; Declaring Functions; Optional and Named Arguments, Writing Readable Code, Documentation Strings, The import Search Path, Everything Is an Object, What's an Object?, Indenting Code, Exceptions, Catching Import Errors, Unbound Variables, **Native Data types:** Booleans, Numbers, Coercing integers to Floats and Vice Versa, Numbers in a Boolean Context, Lists, Tuples, Sets, and Dictionaries

**Comprehensions:** Working with Files and Dictionaries, List Comprehensions, Dictionary Comprehensions, Set Comprehensions

### UNIT- 2

**Introduction:** Introduction to Data Science: Definition: Big Data and Data Science Hype, Why Data Science, Getting Past the Hype, Current Landscape, Who is Data Scientist?, Data Science Process Overview, Defining goals, Retrieving data, Data preparation, Data exploration, Data modeling , Presentation.

### UNIT-3

**Handling large data** on a single computer: The problems you face when handling large data, General techniques for handling large volumes of data, General programming tips for dealing with large data sets, Case study 1: Predicting malicious URLs, Case study 2: Building a recommender system inside a database. First Steps in Big data: Distributing data storage and processing with Frameworks, Case study: Assessing risk when loaning money.

### UNIT- 4

**Statistics:** Introduction, Types of Statistics. Data Visualization and Interpretation: Histogram, Bar Charts, Scatter Plots, Good vs. Bad Visualization.

Sampling distributions; Point estimation - estimators, minimum variance unbiased estimation, maximum likelihood estimation, method of moments, consistency; Interval estimation.

#### TEXTBOOKS:

1. Mark Pilgrim, "Dive into Python 3", Apress special edition, second edition, 2015.
2. Davy Cielen, Arno D. B. Meysman, Mohamed Ali, "Introducing Data Science", Manning Publications Co., 1st edition, 2016.
3. Travis E. Oliphant, "Guide to NumPy", Trelgol publishers, 2006.
4. Jiawei Han and Micheline Kamber, "Data Mining Concepts and Techniques", Third Edition, Morgan Kaufmann, 2011.
5. William Navidi, "Statistics for Engineers and Scientists", McGraw Hill Education, India, 3rd Edition, 2013.

#### REFERENCEBOOKS:

1. Mark Lutz, "Learning Python", Oreilly, 2003.
2. John M. Zelle, "PYTHON Programming: An Introduction to Computer Science", Franklin, Beedle & Associates, 2009.
3. Michael Dawson, "Python Programming for the Absolute Beginners", 3<sup>rd</sup> Edition, CENAGE Learning, 2011.
4. Pang-Ning Tan, Michael Steinbach and Vipin Kumar, "Introduction to Data Mining", Person Education, 2007.
5. K.P. Soman, Shyam Diwakar and V. Ajay, "Insight into Data mining Theory and Practice", Easter Economy Edition,

Prentice Hall of India, 2016.

**JOURNALS/MAGAZINES**

1. <https://datascience.codata.org>
2. <https://www.springer.com/journal/41060>
3. <https://ieeexplore.ieee.org/document/8757088>
4. [https://www.ijcseonline.org/pub\\_paper/57-IJCSE-03229.pdf](https://www.ijcseonline.org/pub_paper/57-IJCSE-03229.pdf)

**SWAYAM/NPTEL/MOOCs:**

1. [https://onlinecourses.nptel.ac.in/noc21\\_cs33/preview](https://onlinecourses.nptel.ac.in/noc21_cs33/preview)
2. Python for Data Science, AI & Development -Coursera

**SELF-LEARNINGEXERCISES:**

Data Science using R,Creating own datasets, functions and packages in R and using packages in R



Course Title	Deep Learning (OE-III)				Course Type		Theory	
Course Code	B20CIO702	Credits	3		Class		VII semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-				
	Tutorial	-	-	-	Theory	Practical	CIE	SEE
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>0</b>	<b>50</b>

#### COURSE OVERVIEW:

This course is an introduction to deep learning, a branch of machine learning concerned with the development and application of modern neural networks. Deep learning algorithms extract layered high-level representations of data in a way that maximizes performance on a given task. Deep learning is behind many recent advances in AI, including Siri's speech recognition, Facebook's tag suggestions and self-driving cars.

#### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain the basic concepts of Deep Learning.
2. Describe supervised and unsupervised learning.
3. Demonstrate the use of a deep learning neural network in a real world application.
4. Illustrate the use of deep learning techniques in neural networks and natural language processing

#### COURSE OUTCOMES (COs)

After the completion of the course the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Apply the basic concepts of mathematics to solve problems based on deep learning concepts.	1,2,3,4	1,2
CO2	Make use of suitable machine learning algorithms on real world problems (classification, clustering).	1,3,4,5,8	1,2
CO3	Utilize deep learning neural network model on real time applications.	1,3,4,5,8	1,3
CO4	Develop Recommender systems applications using CNN concepts of NLP.	1,2,4,5	1
CO5	Learn new tools and technologies in the deep learning and apply for suitable application development.	12	2
CO6	Develop solutions in the related field of deep learning to the complex problems, either individually or as a part of the team and	5,9,10	2

#### BLOOM'S LEVEL OF THE COURSE OUTCOMES

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√	√			
CO2			√			
CO3			√			
CO4						√
CO5			√		√	
CO6				√	√	

#### COURSE ARTICULATION MATRIX

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	1	2									3	3	
CO2	2		1	2	1			1					3	3	
CO3	1		1	2	2			1					3		3
CO4	1	1		2	1								3		
CO5												2		2	
CO6					3				2	2				2	

Note:1-Low,2-Medium,3-High

#### COURSE CONTENT

##### THEORY:

CONTENTS
<p align="center"><b>UNIT-1</b></p> <p><b>Machine Learning Basics:</b> Linear Algebra-Scalars, Vectors, Matrices and Tensors, Eigen Decomposition, SVD, PCA Probability and Information Theory-Probability Distribution, Conditional Probability, Chain Rule of Conditional Probability, Bayes' Rule.</p>

#### UNIT-2

**Numerical Computation:** Overflow, Underflow, Gradient Based Optimization, Constrained Optimization, Linear Least Squares, Machine Learning Basics- Learning Algorithms, Overfitting and Underfitting, Maximum Likelihood Estimation, Supervised and Unsupervised Learning Algorithms, Building Machine Learning Algorithm, Challenges Motivating Deep Learning.

#### UNIT-3

**Deep Networks:** Modern Practices-Example: Learning XOR, Gradient-Based Learning, Hidden Units, Architectural Design, Back-Propagation Algorithm.

#### UNIT-4

**Convolutional Networks:** Recurrent Neural Networks, Applications- Natural Language Processing, Recommender Systems.

#### TEXT BOOKS:

1. Bengio, Yoshua, Ian J. Goodfellow, and Aaron Courville. "Deep learning." First edition, An MIT Press book in preparation, 2015.

#### REFERENCE BOOKS:

1. Duda, R.O., Hart, P.E., and Stork, D.G. "Pattern Classification", Wiley-Interscience. 2nd Edition. 2001.
2. Theodoridis, S. and Koutroumbas, K. ,"Pattern Recognition", Edition 4. Academic Press, 2008.
3. Russell, S. and Norvig, N. ,"Artificial Intelligence: A Modern Approach", Prentice Hall Series in Artificial Intelligence. 2003.

#### JOURNALS/MAGAZINES

1. Springer Journal of Machine Learning, <https://www.springer.com/journal/10994>
2. <http://ieeexplore.ieee.org/document/8297269/>

#### SWAYAM/NPTEL/MOOCs:

1. <https://nptel.ac.in/courses/106/105/106105215/>
2. <https://www.my-mooc.com/en/categorie/deep-learning>
3. Deep Learning Specialization-Coursera

#### SELF-LEARNING EXERCISES:

Linear factor Models, Structured probabilistic Models, Monte-Carlo Methods, Deep generative Mod

## Detailed Syllabus

### Semester-8

Course Title	IoT Programming				Course Type		Theory	
Course Code	B20CI0801	Credits	3		Class		VIII Semester	
<b>Course Structure</b>	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-	Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>0</b>	<b>50</b>	<b>50</b>

#### COURSE OVERVIEW

The course covers the importance of IoT in society, the current components of typical IoT devices and trends for the future. IoT design considerations, constraints and interfacing between the physical world and your device will also be covered. This course will get to know how to make design trade-offs between hardware and software. It also covers key components of networking to ensure that students understand how to connect their device to the Internet.

#### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Explain basics of Arduino programs.
2. Illustrate sample programs to interface sensors to Arduino board, store, process and analyze data.
3. Demonstrate WebApp store and stored at a from sensors, and to monitor and control IoT devices.
4. Discuss IoT programming to develop larger smart products useful for the society.

#### COURSE OUTCOMES (COs)

After the completion of the course the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Develop programs to interface sensors to Arduino board, store, process and analyze data.	1,2,3,4,5,6	3
CO2	Analyse the performance of Communication Protocols used in real time IoT Projects.	1,2,3,4,5,6	1
CO3	Make use of different IoT Patterns to develop the real world applications.	1,2,3,4,5,6	1
CO4	Identify the IoT security requirements to solve the given real world problem.	1,2,3,4,5,6	1
CO5	Learn new tools and technologies in the <b>IoT Programming</b> and apply for suitable application development.	12	2
CO6	Develop solutions in the related field of <b>IoT Programming</b> to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,9,10	2

**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1				√		√
CO2				√		
CO3			√			√
CO4		√	√			
CO5			√		√	
CO6				√	√	

**COURSE ARTICULATION MATRIX**

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	3	3	2	3	2									3
CO2	2	3	3	2	2	3							3		
CO3	3	3	2	2	3	3							3		
CO4	3	3	3	3	3	2							3		
CO5												2		2	
CO6					3				2	2				2	

**Note:**1-Low,2-Medium,3-High

## COURSE CONTENT

### THEORY:

CONTENTS
<p style="text-align: center;"><b>UNIT- 1</b></p> <p><b>Building Blocks:</b> Arduino Basics, Hardware Requirements, Software Requirements: Toolbar, StatusWindow, Serial Monitor Window; Arduino Programming Language Reference Internet Connectivity:ArduinoUno Wired Connectivity (Ethernet), Hardware Required, Software Required Circuit, Code(Arduino), Final Product; ArduinoUno Wireless Connectivity(WiFi), Hardware Required, Software Required, Circuit, Code (Arduino), FinalProduct</p> <p><b>Communication Protocols:</b> HTTP: Code (Arduino), Final Product; MQTT: Intrusion Detection System, Remote Lighting Control, Code (Arduino), Final Product</p>
<p style="text-align: center;"><b>UNIT- 2</b></p> <p><b>Complex Flows:</b> Node-RED:HardwareRequired, Software Required, Circuit, Node-REDFlow, Code (Arduino), External Libraries, Internet Connectivity (Wireless),Read Sensor Data, Data Publish, Standard Functions and the FinalProduct.</p> <p><b>IoT Patterns:</b> Real-time Clients: Hardware Required, Software Required, Circuit, Code (Arduino): External Libraries, Internet Connectivity (Wireless), Read Sensor Data, Data Publish, Standard Functions, Code (Android): Project Setup, Screen Layout, Screen Logic, MQTT Client and the Final Product.</p> <p><b>IoT Patterns: Remote Control:</b> Hardware Required, Software Required, Circuit, Code (Android): Project Setup, Screen Layout, Screen Logic; MQTTClient,Code(Arduino):External Libraries, Internet Connectivity(Wireless) ,Data Subscribe, Control Lights, Standard Functions and the Final Product.</p>
<p style="text-align: center;"><b>UNIT- 3</b></p> <p><b>IoT Patterns:</b> On-Demand Clients: Hardware Required, Software Required, Circuit, Database Table(MySQL), Code(PHP): Database Connection, Receive and Store Sensor Data, Get the Parking Spot Count; Code(Arduino): External Libraries, Internet Connectivity(Wireless), Read Sensor Data;Code(iOS): Project Setup, Screen Layout, Screen Logic and the Final Product.</p> <p><b>IoT Patterns: Web Apps:</b> Hardware Required, Software Required, Circuit, Database Table (MySQL),Code(PHP): Database Connection, Receive and Store Sensor Data, Dashboard; Code (Arduino): External Libraries, Internet Connectivity (Wireless), Read Sensor Data, Data Publish, Standard Functions and the FinalProduct.</p> <p><b>IoT Patterns: Location Aware:</b> Hardware Required, Software Required, Circuit, Database Table(MySQL),Code(PHP):Database Connection, Receive and Store Sensor Data, Map; Code (Arduino):External Libraries, Get GPSCoordinates, Data Publish, Standard Functions and the Final Product.</p>

#### UNIT-4

**IoT Patterns:** Machine to Human: Hardware Required, Software Required, Circuit, Code (Arduino): External Libraries, Internet Connectivity (Wireless), Read Sensor Data, Data Publish, Standard Functions, Effektiv Workflow: Process Creation, Process Configurations; Node-RED Flow and the Final Product.

IoT Patterns: Machine to Machine: Light Sensor Device, Code (Arduino): Lighting Control Device, Code (Arduino) and the Final Product

**IoT Platforms:** Hardware Required, Software Required, Circuit, Xively Setup, Zapier Setup, Xively Trigger, Code (Arduino): External Libraries, Internet Connectivity (Wireless), Read Sensor Data, Data Publish, Standard Functions and the Final Product.

Security Requirements in IoT Architecture - Security in Enabling Technologies - Security Concerns in IoT Applications. Security Architecture in the Internet of Things - Security Requirements in IoT -

Insufficient Authentication/Authorization - Insecure Access Control - Threats to Access Control, Privacy, and Availability - Attacks Specific to IoT. Vulnerabilities - Secrecy and Secret-Key Capacity - Authentication/Authorization for Smart Devices - Transport Encryption - Attack & Fault trees

#### TEXT BOOKS:

1. Adeel Javed, "Building Arduino Projects for the Internet of Things: Experiments with Real-World Applications", Apress, 2015.
2. Brian Russell, Drew VanDuren, "Practical Internet of Things Security (Kindle Edition)", 2016

#### REFERENCE BOOKS:

1. Agus Kurniawan, "Smart Internet of Things Projects", Packt Publishing, 2016.

#### JOURNALS/MAGAZINES

1. [https://www.researchgate.net/publication/266854342\\_On\\_IoT\\_programming](https://www.researchgate.net/publication/266854342_On_IoT_programming)
2. <https://jisajournal.springeropen.com/about/new-content-item>
3. <https://ieeexplore.ieee.org/document/8628483/>
4. <https://ieeexplore.ieee.org/document/8845363>

#### SWAYAM/NPTEL/MOOCs:

1. [https://onlinecourses.nptel.ac.in/noc20\\_cs66/preview](https://onlinecourses.nptel.ac.in/noc20_cs66/preview)
2. An Introduction to Programming the Internet of Things (IOT) Specialization - Coursera

#### SELF-LEARNING EXERCISES:

Explore any one of the boards like Raspberry Pi, Intel Galileo, Beagle Bone Black, Dragon Board, UDOO DUAL/QUAD, ARM Boards, DIY Development boards for IoT prototyping (C.H.I.P, Mediatek Linkit One, Particle Photon, Tessel, Adafruit Flora, LightBlue Bean, Udoo Neo, Intel Edison)

Course Title	Reinforcement Learning				Course Type		Theory	
Course Code	B20CIO802	Credits	3		Class		VIII Semester	
Course Structure	TLP	Credits	Contact Hours	Work Load	13Hrs/ Semester		Assessment in Weightage	
	Theory	3	3	3				
	Practice	-	-	-	Theory	Practical	CIE	SEE
	Tutorial	-	-	-				
	<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>39</b>	<b>0</b>	<b>50</b>	<b>50</b>

### COURSE OVERVIEW

This course covers fundamental principles and techniques in deep and reinforcement learning. Topics include convolutional neural networks, recurrent and recursive neural networks, backpropagation algorithms, regularization and optimization techniques for training such networks, dynamic programming, Monte Carlo, and temporal difference, and function approximation reinforcement learning algorithms, and applications of deep and reinforcement learning.

### COURSE OBJECTIVE (S):

The objectives of this course are to:

1. Describe back propagation algorithms to train deep neural networks and apply regularization techniques.
2. Explain optimization techniques to train deep neural networks and convolutional neural networks.
3. Discuss recurrent neural networks to analyze basic deep learning algorithms for speech recognition, face recognition, object recognition and NLP.
4. Demonstrate reinforcement learning algorithms for real time applications.

### COURSE OUTCOMES (COs)

After the completion of the course the student will be able to:

CO#	Course Outcomes	POs	PSOs
CO1	Identify the concepts of Deep Feedforward Networks to train deep neural networks.	1,2,3,4,5,6	1
CO2	Utilize optimization techniques in deep neural networks and convolutional neural networks for real world application.	1,2,3,4,5,12	1
CO3	Develop recurrent neural networks algorithm for analysis of NLP applications.	1,2,3,4,5,6,9,12	1
CO4	Solve real world complex problems using reinforcement learning algorithms.	1,2, 4,5 ,6	1,2
CO5	Learn new tools and technologies in the reinforcement learning and apply for suitable application development.	12	2
CO6	Develop solutions in the related fieldof reinforcement learning to the complex problems, either individually or as a part of the team and report the results with proper analysis and interpretation.	5,9,10	2



**BLOOM'S LEVEL OF THE COURSE OUTCOMES**

CO#	Bloom's Level					
	Remember (L1)	Understand (L2)	Apply (L3)	Analyze (L4)	Evaluate (L5)	Create (L6)
CO1		√				
CO2			√			
CO3				√		√
CO4			√			
CO5			√		√	
CO6				√	√	

**COURSE ARTICULATION MATRIX**

CO#/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	1	2	2	2							3		
CO2	1	2	1	1	1							1	3		
CO3	3	2	1	2	2	1			1			1	3		
CO4	2	1		2	2	1							3	3	
CO5												2		2	
CO6					3				2	2				2	

**Note:**1-Low,2-Medium,3-High

**COURSE CONTENT**

**THEORY:**

<b>CONTENTS</b>
<b>UNIT-1</b>
Deep Networks: Deep Feedforward Networks: Example: Learning XOR, Gradient-Based Learning, Hidden Units, Architecture Design, Back-Propagation and Other Differentiation Algorithms. Regularization for Deep Learning: Parameter Norm Penalties, Norm Penalties as Constrained Optimization, Regularization and Under-Constrained Problems, Dataset Augmentation, Noise Robustness, Semi-Supervised Learning, Multitask Learning, Early Stopping, Parameter Tying and Parameter Sharing, Sparse Representations, Bagging and Other Ensemble Methods, Dropout, Adversarial Training, Tangent Distance, Tangent Prop and Manifold Tangent Classifier

## UNIT-2

**Optimization for Training Deep Models:** How Learning Differs from Pure Optimization, Challenges in Neural Network Optimization, Basic Algorithms, Parameter Initialization Strategies, Algorithms with Adaptive Learning Rates, Approximate Second-Order Methods, Optimization Strategies and Meta-Algorithms. **Convolutional Networks:** The Convolution Operation, Pooling, Convolution and Pooling as an Infinitely Strong Prior, Variants of the Basic Convolution Function, Structured Outputs, Data Types, Efficient Convolution Algorithms, Random or Unsupervised Features, The Neuroscientific Basis for Convolutional Networks.

## UNIT-3

**Sequence Modeling: Recurrent and Recursive Nets:** Unfolding Computational Graphs, Recurrent Neural Networks, Bidirectional RNNs, Encoder-Decoder Sequence-to-Sequence, Architectures, Deep Recurrent Networks, Recursive Neural Networks, The Challenge of Long-Term Dependencies, Echo State Networks, Leaky Units and Other Strategies for Multiple Time Scales, The Long Short-Term Memory and Other Gated RNNs, Optimization for Long-Term Dependencies, **Applications:** Large-Scale Deep Learning, Computer Vision, Speech Recognition, Natural Language Processing.

## UNIT-4

**The Reinforcement Learning Problem:** Reinforcement Learning, Elements of Reinforcement Learning, Limitations and Scope. Multi-arm Bandits :An n-Armed Bandit Problem, Action-Value Methods, Incremental Implementation, Tracking a Nonstationary Problem, Optimistic Initial Values, Upper-Confidence-Bound Action Selection, Gradient Bandits, Associative Search, **Finite Markov Decision Processes** : The Agent–Environment Interface , Goals and Rewards, Returns, Unified Notation for Episodic and Continuing Tasks, The Markov Property, Markov Decision Processes, Value Functions, Optimal Value Function, Optimality and Approximation, Dynamic Programming: Policy Evaluation, Policy Improvement, Policy Iteration, Value Iteration, Asynchronous Dynamic Programming, Generalized Policy Iteration.

### TEXT BOOKS:

1. Ian Goodfellow, Yoshua Bengio, and Aaron Courville Deep Learning, MIT Press, 2016.
2. Richard S. Sutton and Andrew G. Barto, "Reinforcement Learning: An Introduction" second edition, the MIT PRESS,2015.

### REFERENCE BOOKS:

1. Abhishek Nandy, Manisha Biswas, Reinforcement Learning: With Open AI, TensorFlow and Keras Using Python, Apress,2017.
2. Eugene charniak, Introduction to Deep Learning, The MIT Press, 2018.

### JOURNALS/MAGAZINES

1. <https://ieeexplore.ieee.org/document/6025669>
2. <https://ieeexplore.ieee.org/document/7301554>

3. <https://www.jair.org/index.php/jair/article/view/10166>
4. <http://www.ijstr.org/final-print/mar2020/A-Study-Of-Reinforcement-Learning-Applications-Its-Algorithms.pdf>

**SWAYAM/NPTEL/MOOCs:**

1. <https://nptel.ac.in/noc/courses/noc18/SEM1/noc18-cs27/>
2. Reinforcement Learning, Practical Reinforcement Learning - Coursera

**SELF-LEARNING EXERCISES:**

Implement and apply Monte Carlo reinforcement learning algorithms, implement and apply temporal-difference reinforcement learning algorithms.